The Division of Humanities

The Division of Humanities offers graduate programs from the master’s in English, history, history and philosophy of science, literature, medieval studies, philosophy, and theology. Master’s degree programs are also available in art, creative writing, early Christian studies, music, and German and Romance languages and literatures. Because of the increasingly interdisciplinary nature of research in many fields, joint Ph.D. programs (e.g. in mathematics and philosophy, or history and philosophy of science and physics) are available as well.

Several centers and institutes provide a framework for multidisciplinary research in the humanities. The Medieval Institute, for instance, coordinates the teaching and research of the largest contingent of medievalists of any North American university. The Keough Institute for Irish Studies is an interdisciplinary project devoted to teaching and research in Irish culture in all its internal and external relations. The Nanovic Institute provides a forum for the discussion of key issues in Europe across all fields. The Erasmus Institute brings resources from two millennia of Catholic thought to bear on problems in the humanities, social sciences, and arts. The Notre Dame Center for Ethics and Culture supports scholarly research in ethics and its dissemination in the classroom and the broader culture. The Center for Philosophy of Religion promotes, supports, and disseminates scholarly work in the philosophy of religion and Christian philosophy. Descriptions of these and other University research institutes and centers may be found elsewhere in this Bulletin.

The division attempts to prepare graduate students to be expert researchers in a specific area, excellent pedagogues, and broad intellectuals. The programs provide training in research through seminars, opportunities to work with faculty in their research, support to become engaged in professional societies, and rigorous standards for dissertations. Many of the departments have formal pedagogical training programs and make use of the Kaneb Center. The John A. Kaneb Center for Teaching and Learning sponsors a program of workshops, presentations, and consultations that highlight the best teaching practices and learning environments and encourage and assist the efforts of Notre Dame’s faculty and teaching assistants to nurture and sustain these. The residential nature of the programs create a rich intellectual environment in which faculty and graduate students interact with one another and among themselves on a regular basis.

Art, Art History, and Design
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The Program of Studies
The Department of Art, Art History, and Design offers the master of fine arts (M.F.A.) degree in studio art and design and the master of arts (M.A.) degree in art history. In studio art and design, the department also awards the M.A. degree, but only to students who are not accepted to degree candidacy in the M.F.A. program.

The aim of the graduate program is to educate qualified, promising students in various aspects of creative activity and art history. Studio and design students may concentrate in ceramics, design, painting, photography, printmaking, and sculpture, or in a combination of these disciplines. Art history students select from a range of course offerings to fulfill their professional interests. In addition to specific courses, graduate students may pursue an area of interest through a system of independent study with a faculty adviser and a graduate committee selected by the student. Students are expected to develop a personal direction that culminates in a professional exhibition of visual work or a research project in art history.

The Master of Fine Arts Degree

The master of fine arts degree (M.F.A.) at Notre Dame is for artists and designers with exceptional talent and strong academic skills. The program combines studio work with academic studies in art history and criticism. The College Art Association and most other professional institutions of higher education recognize the M.F.A. as the terminal degree for artists and designers. This degree has become the standard prerequisite for those who intend to teach at the college level. It is also appropriate for individuals seeking to further develop their professional careers as artists and designers.

The M.F.A. degree is a studio and research degree that requires three years or six semesters of study and 60 graduate credit hours with a B (3.0) or better average, including nine credit hours of art history, three credit hours in ARHI 681 (Graduate Seminar) and 10 credit hours of ARST 697 (Thesis Direction). Additional requirements include:

• Successful completion of ARST 595 (Teaching Methods) each year.

The completion of a thesis project, an exhibition of creative work that is approved by the faculty and design faculty.

Students who are not in residence but still in the process of finishing an M.F.A. degree must be enrolled for a minimum of one credit hour of ARST 600 (Nonresident Thesis Research) each semester.

Admission

Prerequisites for admission ordinarily include the B.F.A. degree in studio art or design, including courses in art and art history. However, students of exceptional merit who have earned the B.A. or B.S. degree in studio art or design or the equivalent will be considered.

All applicants must have a B (3.0) or better average in undergraduate major courses.

Art and design majors are evaluated primarily on the basis of a portfolio of 20 slides of recent work and three letters of recommendation. All applicants must write a statement of intent indicating their goals for the M.F.A. degree and their expectations for graduate studies.

• Successful completion of ARST 545 (Area Seminar) each semester.

• Admission to the third year of the M.F.A. program (M.F.A. candidacy).

• The successful completion of a written thesis approved by the student’s thesis committee.

• The completion of a thesis project, an exhibition of creative work that is approved by the faculty and design faculty.
CD Portfolio Submissions: A CD-ROM is an optional method for submitting a portfolio. Submissions however must follow these guidelines to be considered.

- The digital portfolio should be developed cross-platform or there should be both Apple Macintosh and PC computer versions of the portfolio submitted. Suggested development applications include Apple QuickTime, Microsoft PowerPoint, Macromind Director, Macromind Flash, or it can be a Web site on a CD-ROM.
- Still images should be organized in a straight-forward slide show arrangement.
- The file size of the images should not exceed 700 pixels in height or 1000 pixels in width at a resolution of 72 dpi.
- The CD and its case or envelope must be labeled with the applicant’s name, contact information, software needed for launching the files, and viewing directions.

To be considered for tuition and stipend scholarships, applications should be received by February 1.

The Master of Arts Degree: Art History

The M.A. prepares the student for more advanced graduate work by providing him or her with the opportunity to solidify general and specialized art historical knowledge and to hone research skills. The degree may also serve as a foundation for employment or further study in fields such as museology, visual image management, and art dealing and investment. The M.A. in art history is not a terminal degree. A doctorate is normally required to teach at the collegiate level.

The M.A. in art history requires the completion of 36 credit hours of graduate study, including six credit hours of thesis research, with a B (3.0) or better average. A normal course load is from nine to 12 credit hours per semester. The successful completion of ARHI 596 (Art History Methods) is required. Students must also successfully complete four seminars in addition to ARHI 596, and take at least one course or seminar from each of the core art history faculty. Students who are not in residence but still in the process of finishing an M.A. degree must be enrolled for a minimum of one credit hour of ARHI 600 Non-Resident Thesis each semester.

Additional requirements include:

- Evidence of reading ability in one foreign language, either German, French, or another language approved by the graduate adviser. Reading ability is normally demonstrated by obtaining a passing grade on the appropriate Graduate Reading Examination administered by the University. This requirement must be fulfilled during the first year of graduate study.

Admission

Admission to the art history program is based on Graduate Record Examination scores, evaluation of undergraduate transcripts, a writing sample, and letters of recommendation. Successful applicants are normally expected to hold a B.A. in art history or its equivalent (20 to 30 credit hours in art history). Students with insufficient undergraduate art history credits may be provisionally admitted to the program with the stipulation that they make up any deficiencies before being admitted to regular candidacy. Undergraduate courses taken to rectify deficiencies will not count toward the 36-credit-hour degree requirement.

To be considered for tuition and stipend scholarships, applications should be received by February 1.

The Master of Arts Degree: Studio Art and Design

The non-research master of arts degree (M.A.) program in studio art and design is granted to M.F.A. students who either are not admitted to M.F.A. candidacy or choose to leave the M.F.A. program with an M.A. degree. The department does not regularly admit students to this program. The non-research M.A. degree requires 40 graduate credits, including six credit hours in art history and three credit hours in ARHI 681 (Graduate Seminar). Students who are not in residence but still in the process of finishing an M.A. degree must be enrolled for a minimum of one credit hour of ARST 600 (Nonresident Thesis Direction) each semester.

Studio Art and Design Course Descriptions

Graduate instruction in studio and design is done primarily on an independent study basis. Students take credit hours each semester with faculty in their chosen media area. The program fosters an interdisciplinary environment that allows students to also study with faculty from other areas of the department to meet their creative objectives. Students meet regularly with faculty and graduate students for critiques and seminars. Course listings below reflect the various media areas in which a student can take credits.

Course Descriptions

Each course listing includes:

- Course number
- Title
- (Lecture hours per week—laboratory or tutorial hours per week—credits per semester)
- Instructor
- Course description
- (Semester normally offered)

Studio Art Program Courses

509S, 510S. Ceramics Studio
(0-V-1) (0-V-1) Staff
Studio projects and research in ceramics. (Every semester)

511S, 512S. Ceramic Sculpture
(0-V-0) (0-V-0) Staff
Clay is the primary medium for this advanced course in sculpture. (Every semester)

533S, 534S. Painting Studio
(0-V-0) (0-V-0) Staff
Studio projects and research in painting. (Every semester)

541S, 542S. Sculpture Studio
(0-V-0) (0-V-0) Staff
Studio projects and research in three-dimensional media. (Every semester)

545A. Sculpture/Ceramics Seminar
(0-V-1) (0-V-1) Sculpture/Ceramics Staff
A team-taught seminar/critique that brings together all the ceramics and sculpture faculty and graduate students in a weekly dialogue focusing on issues in contemporary art as they relate to student research. This course is required of all ceramic and sculpture candidates each semester leading to and including the M.F.A. thesis year.

545B. Photography Seminar
(0-V-1) (0-V-1) Photography Staff
A team-taught seminar/critique that brings together all the photography faculty and graduate students in a weekly dialogue focusing on issues in contemporary art as they relate to student research. This course is required of all photography candidates each semester leading to and including the M.F.A. thesis year.

545C. Painting/Printmaking Seminar
(0-V-1) (0-V-1) Painting/Printmaking Staff
A team-taught seminar/critique that brings together all the painting and printmaking faculty and graduate students in a weekly dialogue focusing on issues in contemporary art as they relate to student research. This course is required of all painting and printmaking candidates each semester leading to and including the M.F.A. thesis year.
585S, 586S. Photography Studio
(0-V-V) (0-V-V) Staff
Studio projects and research in photography and photo-related media. (Every semester)

593S, 594S. Printmaking Studio
(0-V-V) (0-V-V) Staff
Studio projects and research in printmaking. (Every semester)

595. Teaching Methods
(0-0-1) Graduate Director/Staff
This seminar prepares graduate student instructors for teaching undergraduate courses in the department. Course development, assignment preparation, time management skills, student evaluations, grading, and student/instructor dynamics are covered. Required for M.F.A. students in studio and design. (Every fall)

Design Program Courses

515S, 516S. Graphic Design Research
(0-V-V) (0-V-V) Staff
Special projects in visual communications for students of graphic design. (Every semester)

517S, 518S. Product Design Research
(0-V-V) (0-V-V) Staff
Special projects in product and systems design. (Every semester)

545D. Design Seminar
(0-V-1) (0-V-1) Design Staff
A team-taught seminar/critique that brings together all the design faculty and graduate students in a weekly dialogue focusing on issues in contemporary art as they relate to student research. This course is required of all design candidates each semester leading to and including the M.F.A. thesis year.

582S. Digital Studies
(0-V-V) Staff
Prerequisite: Permission of instructor.
An advanced computer course to give the design student the opportunity to pursue research and development in digital image making. (Every semester)

591S. Advanced Design Research
(0-V-V) Staff
An advanced course in the conceptual development and implementation of professional level graphic or industrial design problems. Design graduate students only. (Every semester)

Art History Program Courses

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

521. Classical Greek Art
(3-0-3) Rhodes
This course analyzes and traces the development of Greek architecture, painting, and sculpture from the beginning of the fifth century B.C.E. through the death of Alexander the Great in 323 B.C.E. 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.

522. Hellenistic Art
(3-0-3) Rhodes
This course examines the complex artistic production of the Greek world in the three centuries following the death of Alexander the Great in 323 B.C.E. and the division of the immense empire into separately administered kingdoms. The relationship 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 be considered.

523. 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.E., from the late Geometric through the Archaic, Classical, and Hellenistic periods. Among themes to be treated are the relationship between the 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. (Alternate spring)

524. Etruscan and Roman Art and Architecture
(3-0-3) Rhodes
Roman art of the Republic and the Empire is one focus of this course, but other early cultures of the Italian peninsula and their rich artistic productions are also considered. In particular, the arts of the Villanovans and the Etruscans are examined and evaluated both as unique expressions of discrete cultures and as ancestors of and influences 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.E. through the early fourth century of the modern era.

525. Roman Architecture
(3-0-3) Rhodes
The content of this course spans 11 centuries, from the eighth century B.C.E. 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 exploitation 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.

533. Byzantine Art
(3-0-3) Barber
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 that marks the high point of Byzantine artistic production and influence. Stress will be placed upon the function of this art within the broader setting of this society. Art theory, the notions of empire and holiness, the burdens of the past, and the realities of contemporary praxis will be brought to bear upon our various analyses of material from all media. How we, as art historians, can write the history of this rich culture will be a central issue of this course.

541. Trecento: Giotto to the Duomo
(3-0-3) Gill
Beginning with Giotto’s Scrovegni Chapel in Padua, we examine the arts in Italy in the 1400s, concluding with Brunelleschi’s revolutionary design for the dome of the Florence Cathedral of 1436. We 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.

542. 15th-Century Italian Renaissance Art
(3-0-3) Rosenberg
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 contexts. 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. (Alternate fall)
543. Northern Renaissance Art
(3-0-3) Rosenberg
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, Hieronymus Bosch, Albrecht Dürer, and Rogier VanderWeyden. In tracing the evolution of manuscript and oil painting and the graphic media, students become conscious of the special wedding of nature, art, and spirituality that defines the achievement of the Northern Renaissance. (Alternate fall)

544. The High Renaissance in Rome and Florence
(3-0-3) Staff
It was Leonardo’s synthetic achievement that changed the course of painting history, and Bramante who adapted and made universal ancient Roman monumental architecture for a new generation of princely patrons. The vocabulary of this new modern style became the visual language of the fledgling Florentine Republic, the “imperial” Rome of Pope Julius II, and the humanistic court of Pope Leo X. This course will investigate the formulation of the High Renaissance in Milan and Central Italy as begun by Leonardo and Bramante, and its formulation in the hands of a younger generation of artists, most notably, Michelangelo, Raphael, Fra Bartolommeo, and Andrea del Sarto.

545E. Mannerism: Painting and Sculpture in Central Italy after the Death of Raphael
(3-0-3) Coleman
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 maniera 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 (1536-41) and his frescoes (1542-45) in the Pauline Chapel, Vatican Palace, the decorations (1536-51) by various mannerist artists in San Giovanni Decollato, Perino’s elegant frescoes in the Sala Paolina (1545-47), Castel Sant’ Angelo, Giorgio Vasari’s fantastic murals in the Palazzo Cancelleria (1546), and Francesco Salviati’s beautiful, secular frescoes in the Palazzo Ricci-Sachetti (c. 1553-54). 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. Permission Required.

546. Venetian and Northern Italian Renaissance Art
(3-0-3) Coleman
This course focuses on significant artistic developments of the 16th century in Venice, with brief excursions into Lombardy and Piedmont. Giorgione, Titian, and Palladio, the 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. (Alternate fall)

546M. Survey of Italian Baroque Art: From Caravaggio to Tiepolo
(3-0-3) Coleman
This course surveys Italian painting, sculpture, and architecture of the seventeenth and eighteenth 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 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 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.

547. Italian Baroque Art
(3-0-3) Coleman, Rosenberg
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, Borromini, and the French expatriates Poussin and Claude Lorrain. (Alternate spring)

548. The Age of Rembrandt: Northern Baroque Painting
(3-0-3) Rosenberg
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, Valáquez, 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, al- legory, and art, religion, and spirituality. (Alternate fall)

549. Eighteenth-Century European Art
(3-0-3) Coleman
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 instrumental- ity of the antique; the foundations of religion, the state, morality and reason; the relationship of the arts to the state; and the philosophy of aesthetic—these 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, 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 given to such diverse personalities as Piranesi, Mengs, Kauffmann, Tiepolo, Watteau, and Chardin. (Alternate spring)

549E. Art in the Age of Casanova: Painting and Sculpture in 18th Century European Art
(3-0-3) Staff
Profound and universal inquiry into all aspects of knowledge marked the history of the century of the Enlightenment & the Grand Tour. The rise of the collective idea of nature, the study and instrumental- ity 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 eighteenth-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, 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 such diverse personalities as Piranesi, Mengs, Kauffmann, Tiepolo, Watteau, and Chardin.

551. American Art
(3-0-3) Pyne
This course treats American painting, architecture, and sculpture from the Puritan culture through the advent of early 20th-century Modernism. It examines the development of a cultural tradition that was produced by the northeastern Anglo-American elite classes. Among the major themes of the course are: the struggle for an American identity; Protestant and Catholic forms in American art; nature and American identity; the ambivalent relationship of American artists to European art; the impact of evolutionary thought on American art; the representation of race and gender; imperialist agendas in American art; and the experimentation of American artists and architects with artistic Modernism.

552. British Art
(3-0-3) Pyne
This course focuses on the crucial period, from 1760 to 1870, in which a modern national identity was formed in England. The course explores the ways in which artists and architects responded to the baffling social problems created by the Industrial Revolution, and the various routes of engagement and escape these artists took in confronting modern England. The themes to emerge throughout the course are: science, industrialism, and the development of landscape painting; representations of the rural and urban poor; landscape and the sublime; the “gothic” imagination and the cult of sensibility; the revival of medievalism; the image of the modern industrial city; the regulation of sexuality in domestic genre painting; the problem of femininity in pre-Raphaelite painting; evolutionary science and nature; and William Morris, design, and socialism.

553. 19th-Century European Art
(3-0-3) Pyne
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 neo-classicism, 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. (Alternate spring)

563. History of Design: Form, Values, and Technology
(3-0-3) Doordan
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. Open to all students. (Alternate fall)

564M. Architecture of the 20th Century
(3-0-3) Staff
This course is a survey of the significant themes, movements, buildings and architects in Twentieth 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.

569. The Art of Mythology
(3-0-3) Gill, McLaren
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 mythology, and early analyses of the relationship between art and myth such as Philostratus’ Eikones. Among the artistic works that we will examine will be Raphael’s Roman cycles, Bellini and Titian’s poetry, 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.

570M. Topics in Medieval Art
(3-0-3) Staff
Permission Required. Fulfills Fine Arts Requirement. The topic and format of this course will vary from year to year.

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

572. Topics in Byzantine Art
(3-0-3) Barber
Prerequisite: A 200- or 300-level Art History course or permission. The content of this course will change from year to year. Intended for senior undergraduates and graduate students, 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.

573. Topics in Renaissance Art
(3-0-3) Staff
Topics course on special areas of Renaissance art. (Alternate fall)

574. Topics in Baroque Art
(3-0-3) Staff
Topics course on special areas of baroque art. (Alternate spring)

575. Topics in American Art
(3-0-3) Staff
Topics course on special areas of American art. (Alternate spring)

575M. Seminar: Feminist Issues in Modern Art
(3-0-3) Staff
In this course we will survey many of the major figures —— both men and women artists —— of 19th and 20th-century European and American art, in order to examine current debates about the role of the feminine in modern art. The selected readings will explore a broad range of significant, recent discussions of this field, as well as the theoretical sources of these studies. The most important of these issues will include theories of sexuality; the role of gender in the formation of the avant-garde; the problem of a feminine subjectivity —— its possibility or impossibility; the woman-child as the type of woman artist; the importance of the maternal body for men and women artists; the experience of mothering in developing artistic subjectivity; the feminine as performance and masquerade; and the collapse of the feminine into the primitive.

576. Topics of British Art
(3-0-3) Staff
Topics course on special areas of British art. (Alternate fall)
577. Topics in Modern European Art
(3-0-3) Staff
Topics course on special areas of 19th-century and 20th-century European art. (Alternate spring)

578. Topics in Contemporary Art
(3-0-3) Staff
Topics course on special areas of contemporary art. (Alternate spring)

581. Seminar in Greek and/or Roman Art
(3-0-3) Staff
Seminar on specific subjects in Greek and/or Roman art. (Alternate spring)

582. Seminar in Byzantine Art
(3-0-3) Barber
Prerequisite: Permission required.
Seminar on specific subjects in Byzantine art. (Alternate fall)

583. Seminar in Renaissance Art
(3-0-3) Staff
Seminar on specific subjects in Renaissance art. (Alternate fall)

584. Seminar in Baroque Art
(3-0-3) Staff
Seminar on specific subjects in baroque art. (Alternate spring)

585. Seminar in American Art
(3-0-3) Staff
Seminar on specific subjects in American art. (Alternate spring)

586. Seminar in British Art
(3-0-3) Staff
Seminar on specific subjects in British art. (Alternate fall)

587. Seminar in Modern European Art
(3-0-3) Staff
Seminar on specific subjects in 19th-century and 20th-century European art. (Alternate spring)

588. Seminar in Contemporary Art
(3-0-3) Staff
Seminar on specific subjects in contemporary art. (Alternate spring)

596. Art History Methods
(3-0-3) Rosenberg
A survey of the historiography of art history with special attention paid to the various types of methodology that have been applied to the analysis of art. Special attention is given to 19th-century and 20th-century art historical methods. Required of all art history graduate students. (Fall)

681. Graduate Seminar
(3-0-3) Haywood, Pyne
Discussions in this course center on contemporary movements, styles, artists, aesthetic philosophies, and critical theories. Required of all studio/design and art history graduate students. (Fall)

598. Special Studies
(O-V-V) Staff
This is an independent study course for students taking credit hours with faculty outside their media area. Due to the interdisciplinary nature of the program, students often study with faculty across media boundaries. (Every semester)

599. Thesis Direction
(V-V-V) Staff
Independent research and writing on an approved subject under the direction of a faculty member. Required of candidates for the research M.A. in art history and for the M.F.A.

600. Nonresident Thesis Research
(0-0-1) Staff
Required of all nonresident graduate students who are completing their theses in absentia and who wish to retain their degree status.

Faculty
Charles E. Barbey, the Michael P. Grace Professor of Arts and Letters and Associate Professor, B.A., Courtauld Inst. of Art, London, 1986; Ph.D., ibid., 1989. (1996)
Jean A. Dibble, Director of Graduate Studies and Associate Professor, B.S., Univ. of Wisconsin, 1979; M.A., Univ. of New Mexico, 1981; M.F.A., Univ. of Wisconsin, 1988. (1989)
Robert Haywood, Assistant Professor, B.A., Univ. of South Carolina, 1981; M.A., Univ. of Michigan, 1988; Ph.D., ibid., 1993. (1995)
Kathleen A. Pyne, Director, Program in Gender Studies and Professor, B.A., Univ. of Michigan, 1971; M.A., ibid., 1975; Ph.D., ibid., 1988. (1988)
Robin F. Rhodes, Associate Professor and Concurrent Associate Professor of Classics, B.A., Univ. of North Carolina, 1974; Ph.D., ibid., 1984. (1996)
The Department of Classics offers instruction in classical studies and is the administrative home to the program in Arabic studies. The department cosponsors a master's degree program in early Christian studies with the Department of Theology. The following courses are available to graduate students. Graduate students who intend to begin or renew their study of Greek, Latin, Arabic, or Syriac are invited to contact the department for advice.

Course Descriptions

Each course listing includes:

- Course Number
- Title
- (Lecture hours per week–laboratory or tutorial hours per week–credits per semester)
- Instructor
- Course Description
- (Semester normally offered)

Classical Literature and Civilization

515. 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. Particular topics to be studied will include miracle working and the practice of magic, the problem of the historical Jesus, the sectarian and subversive character of early Christianity, the issue of how persecution and martyrdom are to be historically understood, and the meaning of religious conversion in the polytheistic Roman world. Above all the course will concentrate on the questions of how and why in historical terms a new religious system came to have such appeal that Constantine chose to make himself the first Christian emperor of Rome.

Greek Language and Literature

501, 502. Graduate Beginning Greek I/II
(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.

503. Intermediate Greek
(3-0-3) Staff
This is a second-year language course that builds upon the work of Greek I/II. 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)

556. Greek Tragedy
(3-0-3) Wood
This course introduces fifth-century Greek tragedy to students who have at least an intermediate comprehension of ancient Greek. We will focus on developing the skill of reading this unique genre in the original Greek, that is, on the workings of the language and conventions of tragedy, covering as well grammatical review as needed, morphology, syntax, and techniques of translation. In addition, we will attempt to understand the works we read in their cultural and political context. We will read one complete play of Euripides and portions of works by Sophocles and Aeschylus.

Latin Language and Literature

501, 502. Graduate Beginning Latin I/II
(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.

503. Intermediate Latin
(3-0-3) Staff
This is a second-year language course that builds upon the works of Latin I/II. It combines grammar review with studied readings 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.

532. 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.

551. 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.

575. Intro to Christian Latin
(4-0-4) Sheerin
Prerequisite: Permission required. “Introduction to Christian Latin Texts” (Medieval Latin I) 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, will follow this course in the spring term.

Middle Eastern Languages

Arabic

501, 502. Beginning Arabic I/II
(3-0-3) Staff
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. (MEAR 501 is offered only in the fall semester; MEAR 502 is offered only in the spring semester)

503, 504. Continuing Arabic I/II
(3-0-3) Staff
Prerequisite: MEAR 502 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. (MEAR 503 is offered only in the fall semester; MEAR 504 is offered only in the spring semester)

505, 506. Advanced Arabic I/II
(3-0-3) Staff
A continuation of the study of formal Arabic in literary texts with additional emphasis on classroom discussion in Arabic. (MEAR 505 is offered only in the fall semester; MEAR 506 is offered only in the spring semester)
Middle Eastern Literature / Culture

518. Islam: Religion and Culture
(3-0-3) Afzuradun
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.

Syriac

500. Introduction to Syriac Grammar
(3-0-0) Amar
Introduction to the Syriac language. (Summer only)

500A. Introduction to Syriac Reading
(3-0-0) Saadi
Beginning readings in Syriac literature. (Summer only)

500B. Intermediate Syriac Reading
(3-0-0) Amar
This is a new offering designed as a "refresher course." Emphasis will be on reading a variety of prose and poetic texts drawn mainly from the writings of St. Ephrem as the basis for review of grammar and basic structures. (Summer)

Hebrew

481, 482. Elementary Biblical Hebrew VII
(3-0-3) (3-0-3) Staff
This is a two-semester introductory course in biblical Hebrew; under normal circumstances, the student must complete the first in order to enroll in the second.

Faculty


Elizabeth Forbis Mazurek, Associate Professor, B.A., Oberlin College, 1980; M.A., Univ. of North Carolina at Chapel Hill, 1985; Ph.D., ibid., 1988 (1990)

Christopher A. McLaren, Assistant Professor, B.A., Reed College, 1989; Ph.D., Stanford Univ., 2003 (2000)

Catherine M. Schlegel, Associate Professor, B.A., Univ. of Chicago, 1978; M.A., ibid., 1983; Univ. of California at Los Angeles, Ph.D., 1994 (1996)

Daniel J. Sheerin, Professor and Concurrent Professor of Theology, B.A., St. Louis Univ., 1965; Ph.D., Univ. of North Carolina, 1969. (1985)


Early Christian Studies

Director of Graduate Studies:
To be announced

Telephone: (574) 631-6629
Fax: (574) 631-4268
Location: 304 O'Shaughnessy
E-mail: bdaley@nd.edu
Web: http://www.nd.edu/~ecs

The two-year interdisciplinary M.A. program in early Christian studies is sponsored jointly by the Departments of Classics and Theology, with the participation of faculty in several other departments (see listing below). It offers beginning graduate students basic training in philology, theology, history, liturgy, art history, and philosophy. Each student develops a curriculum to meet individual needs in consultation with a committee of faculty advisers. But all curricula are designed to ensure that students are equipped with the necessary language skills (at least two ancient Christian languages and literatures [Latin and/or Greek and/or Syriac] and one or more contemporary research languages) and with a sturdy grasp of the intellectual, historical, and social contexts of the early church and the methods and resources for studying them.

New disciplinary and critical approaches to late antiquity, as well as a growing awareness of the importance of Christian origins for the present life of the churches, have made early Christian studies a vibrant and rapidly expanding field. Traditional expertise in philology, history, and theology remains fundamental, but these skills must now be supplemented by a broad range of interdisciplinary approaches. An unusually strong faculty presence makes Notre Dame the ideal place for pursuing this area. Students who come with a keen interest in the field, but limited formal training in it, may acquire the basic skills and knowledge necessary for advanced study. Those already adequately prepared in the basics can broaden their competency by studying the language and culture of Middle Eastern, Egyptian, and Byzantine Christianity, and of Rabbinic Judaism and early Islam.

This is a demanding, extended (two academic years plus summers) M.A. program that prepares students to enter the best doctoral programs in theology, religious studies, history, art history, and literary studies, already proficient in language study and basic training in the multiple fields of early Christian studies.

A limited number of tuition scholarships and stipends are available.

Contribution Faculty

Joseph P. Amar, Associate Professor of Classics and Concurrent Associate Professor of Theology, Syrian and Christian Arabic literature.

Charles E. Barber, the Michael P. Grace Professor of Arts and Letters and Associate Professor of Art, Art History, and Design, Early Christian and Byzantine art.

Keith R. Bradley, Chair and the Shaboen Professor of Classics, and Concurrent Professor of History, Roman social and cultural history.

John C. Cavadini, Chair and Associate Professor of Theology, and Executive Director of the Institute for Church Life. Patristic theology.

Brian E. Daley, S.J., the Catherine F. Huisking Professor of Theology, Patristic theology.

Blake Leyerle, Associate Professor of Theology and Concurrent Associate Professor of Classics. Social history of early Christianity.

Daniel J. Sheerin, Professor of Classics and Concurrent Professor of Theology, Christian Latin literature.
**Associated Faculty**

Asma Afsaruddin, Assistant Professor of Classics and Fellow in the Joan B. Kroc Institute for International Peace Studies. Islam.

David E. Aune, Professor of Theology. New Testament.

W. Martin Bloomer, Associate Professor of Classics. Classics, Ancient education.

Paul M. Cobb, Assistant Professor of History. Islamic history.

Mary Rose D'Angelo, Associate Professor of Theology. Gender in early Christianity.

Stephen E. Gersh, Professor of Medieval Studies. Late antique philosophy.

David T. Jenkins, Assistant Librarian. Byzantine librarian.

Maxwell E. Johnson, Associate Professor of Philosophy. Early Christian political thought.

Mary M. Keys, Assistant Professor of Political Science. Early Christian political thought.

Brian Krostenko, Associate Professor of Classics. Latin literature and sociolinguistics.

David Ladouceur, Associate Professor of Classics. Latin language.


Hindy Najman, the Jordan Kapson Chair of Jewish Studies and Associate Professor of Theology. Rabbinics, Hebrew language.


David K. O’Connor, Associate Professor of Philosophy and Concurrent Associate Professor of Classics.

Gretchen J. Reydams-Schils, Associate Professor in the Program of Liberal Studies and Fellow in the Nanovic Institute for European Studies. Late antique philosophy.

Michael A. Signer, the Abrams Professor of Jewish Thought and Culture (Theology) and Fellow in the Nanovic Institute for European Studies. Rabbinic Judaism.

Gregory E. Sterling, Associate Dean of Arts and Letters and Professor of Theology. Biblical and post-biblical Greek, Coptic.

**East Asian Languages and Literatures**

**Chair:**

Lionel M. Jensen

Telephone: (574) 631-8874
Fax: (574) 631-4268
Location: 205 O’Shaughnessy
Web: http://www.nd.edu/~eall

The University of Notre Dame does not offer a graduate degree in Chinese or Japanese. Graduate students who wish to audit a Chinese or Japanese language class must receive permission from the instructor.

**Course Descriptions**

Each course listing includes:

- Course number
- Title
- (Lecture hours per week—laboratory or tutorial hours per week—credits per semester)
- Instructors
- Course description
- (Semester normally offered)

**Chinese Language Courses**

101, 102, 103. Beginning Chinese I, II, and III
(3-0-3) (3-0-3) Yin
Prerequisite: 101 or instructor's permission. 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.

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

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.

**Japanese Language Courses**

101, 102, 103. Beginning Japanese I, II, and III
(3-0-3) (3-0-3) (3-0-3) Staff
A three-semester sequence of three-credit courses covering the same material as 111-112 and designed to prepare students to enter 211. Courses 101 and 103 are offered only in the spring semester, 102 only in the fall. Introduction to the fundamentals of modern Japanese. Equal emphasis on speaking, listening, reading, and writing. Introduction of the hiragana and katakana syllabaries, and 200 kanji.

111, 112. First-Year Japanese I and II
(5-0-5) (5-0-5) Shiga
Introduction to the fundamentals of Japanese. Equal emphasis on the four skills: 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 the four skills: speaking, listening, reading, and writing. Introduction to 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 did 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 for those students who did not participate in the Year-in-Japan Program. Aimed at achieving a high proficiency in the four skills: speaking, listening, reading, and writing.
421. Advanced Japanese I
(3-0-3) Staff
Prerequisite: EALJ 412 or permission. Placement exam required. Designed for students who complete Intensive Japanese 500 in the year-in-Japan program at Nanzan, or the equivalent at Sophia.

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. Basic command of Japanese grammar is assumed. 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.

Faculty

English
Chair:
Stephen Fredman
Director of Graduate Studies:
Sandra Gustafson
Director of Creative Writing:
William O’Rourke

The Program of Studies
The Department of English at the University of Notre Dame is distinguished by its extraordinary diversity. In addition to study in the traditional fields of Old English, Middle English, Renaissance, Restoration and 18th-century, Romantic, Victorian, early American, modern British, and modern American literature, it offers opportunities to work in interdisciplinary fields and programs such as Irish studies, literature and philosophy, religion and literature, the history of science, gender studies, and the Medieval Institute. The intellectual life of the department is further enlivened by sponsorship of conferences, colloquia, and lectures, most notably the annual Ward Phillips and Duffy lectures which have brought a series of distinguished literary critics to our campus. The graduate programs in English seek to combine a formal course of study with encouragement to develop intellectual independence. Students in the Ph.D. program, for example, begin with intensive course work and move toward independent and specialized study. We also seek to train students not only in the history of literature but also in the traditions of critical inquiry, and we have made the study of literary theory as well as literary history an integral part of the program.

Admission
Applicants to both the M.A. and the Ph.D. programs are expected to have completed eight or more upper-division English courses. They must also take the Graduate Record Examination general and subject tests. In addition to other materials required by the Graduate School, the applicant should submit a writing sample, preferably a critical literary essay of 10-15 pages. Special conditions apply for applicants to the creative writing M.F.A. program. Creative writing applicants need not take the GRE subject test and they need not have taken eight English courses. At a writing sample, they should provide 25-30 pages of fiction or nonfiction, or 20 pages of poetry.

Master’s Program
English and American Literature
The Master’s Program is specifically designed for Notre Dame or St. Mary’s undergraduate English majors seeking advanced training before applying to a Ph.D. program at another institution. This is a 30-credit-hour program, requiring either 30 credit hours of course work or 24 credit hours of course work and six credit hours of thesis research. Students must take one course in literary criticism or theory. Those seeking the research degree must also demonstrate proficiency in a language appropriate to their area of research. Near the conclusion of the program, the student takes a written examination covering three major literary texts and selected criticism; this examination is designed to test the student’s capacity for critical study.

Master’s Program in English and Law
This is a program open only to students already admitted to the Notre Dame Law School who also wish to obtain an M.A. in English. A student typically takes 21 hours of English courses and 9 hours of law courses. The course on “Law and Literature,” offered in the Law School, can be counted towards the 21 hours of English. Students would normally pursue the nonresearch degree; those wishing to complete the research degree need to complete an additional six hours of thesis research. Admission is through the normal procedures of the Graduate School and the Department of English.

M.F.A. in Creative Writing
The graduate creative writing program includes workshops with nationally acclaimed writers and literature classes with a distinguished English Department faculty. Students participate fully in the intellectual life of the department, which includes regular visits from prominent writers. Students may also choose to work as editorial assistants on our national literary magazine, The Notre Dame Review. Throughout the four semesters, all students work closely with an adviser on the thesis, which will ultimately be a publishable novel, collection of stories, volume of poetry, or work of literary nonfiction. Course work includes 30 credit hours of writing workshops, thesis preparation tutorials, and literature classes.

Ph.D. Program
Course Requirements
The Ph.D. program requires 48 credit hours of course work. Students must take the Introduction to Graduate Study, a historical distribution of courses, and at least one course in literary theory. In keeping with its policy of encouraging interdisciplinary study, the program permits the student to take up to 12 credit hours of course work in a field other than English.

EAST ASIAN LANGUAGES AND LITERATURES  •  ENGLISH
Foreign Language Requirement
The student must demonstrate proficiency in one language verifiably appropriate to the student’s area of research by the end of the second year of full-time residency.

Candidacy (Comprehensive Three-Field) Examination
The student takes examinations in one historical period selected from among Old English, Middle English, Renaissance, Restoration and 18th-century, 19th-century British, 20th-century British, early American literature (to 1865), middle American literature from the Civil War to 1930, and post-1930 American literature; either a second historical period or a special topic; and one examination in literary theory/methodology. One of these three fields, ordinarily the field in which the student intends to write his or her dissertation, is designated the major field. These examinations are intended to determine whether the student possesses the theoretical skills and specialized knowledge necessary for writing a dissertation and for teaching in his or her field. Special reading courses enable students to dedicate the majority of their last two semesters of course work to preparation for these examinations. The written part of the examination is followed by an oral component.

Dissertation Proposal
During the fourth year, students produce a dissertation prospectus and preliminary draft of one part of the dissertation (a chapter or substantial part of a chapter). Students then meet with the dissertation committee for advice on continuing and completing the project.

Dissertation
Upon receiving approval of the proposal, the student proceeds with the dissertation under continuing supervision of the dissertation director. The dissertation is intended to demonstrate the student’s readiness to participate fully in the profession as a scholar and literary critic.

Further information about financial aid opportunities, the department’s many programs and activities, and the faculty is contained in a brochure, obtainable by writing to the Graduate School.

Programs and Institutes
The Department of English offers a variety of subject concentrations in both modern and historical language and literature studies. For more information and up-to-date program descriptions, please visit the appropriate website:

- Keough Institute for Irish Studies
  http://www.nd.edu/~irishstud
- Modern Poetry and Poetics
  http://www.nd.edu/~poetics
- Old and Middle English
  http://medieval-englit.nd.edu
- Ph.D. in Literature
  http://www.nd.edu/~litrprog
- Philosophy and Literature
  http://www.nd.edu/~philnlit

Publications
The Department of English publishes several scholarly journals, Religion and Literature, The Shakespeare Survey, Nineteenth-Century Contexts, and a literary quarterly, The Notre Dame Review. All of these publications provide graduate students with the opportunity to learn about the process of editing and production.

Financial Assistance and Funding for Professional Activity
The full range of financial assistance, including fellowships (University Presidential Fellowships, first-year fellowships, ethnic minority fellowships, and others), teaching assistantships, and tuition scholarships, is available to students in the English programs. Students admitted into the Ph.D. program ordinarily receive full funding, which continues to be provided throughout course work and within the standard time frame for completing the dissertation (currently six years). The English Department is also committed to supporting students’ involvement in professional activities. Funding is provided for research travel and participation in academic conferences. All students admitted into the M.F.A. program are awarded full tuition scholarships and are also considered for teaching and editorial assistantships. All current M.F.A. students are eligible to apply for the Nicholas Sparks Summer Fellows Program, which offers internships in publishing and author representation, and all second-year M.F.A. students are eligible to apply for the Sparks Prize, a $20,000 annual award to one graduating writer each year. Please note that the request to be considered for financial support is made on the application for admission. No separate application is needed.

Preparation for the Profession: Teaching and Scholarship
The English Department offers all graduate students a variety of teaching opportunities and professional preparation activities, all designed to provide students with important professional experience and to place them in a highly competitive position for entering the job market. All beginning students enroll in a semester workshop on “Teaching Composition Writing,” followed by two intensive orientation meetings on teaching First-Year Composition. Students then typically teach two semesters of “First-Year Composition,” never more than one class a semester and with class enrollments kept to 17. Third- and fourth-year students have opportunities to teach literature courses. We also have instituted a predoctoral teaching fellowship that enables students to teach literature at a neighboring university, such as the University of Illinois-Chicago. Postdoctoral teaching fellowships are also available. Students entering the dissertation phase of the program all participate in a semester workshop on producing a dissertation proposal in a timely fashion. Students enroll later in a “Preparing for the Profession” seminar, which concentrates on preparing papers for academic conferences, submitting essays for publication to academic journals, and developing strategies for entering the job market. Our job placement apparatus consists of practice job interviews and facilitates students generally in their searches for academic employment.

Course Descriptions
Some courses are offered every year or semester, such as “Graduate Writing Workshops,” “Introduction to Graduate Studies,” and “Introduction to Critical Theory,” and courses in the traditional historical areas are offered every semester. Specific topics will vary each semester.

Each course listing includes:

- Course number
- Title
- (Lecture hours per week—laboratory or tutorial hours per week—credits per semester)
- Instructor
- Course description

501. Graduate Fiction Writing Workshop
(3-0-3) Gernes, O’Rourke, Sayers, Tomasula
For students enrolled in the M.F.A. program.

502. Graduate Poetry Writing Workshop
(3-0-3) Gernes, Menes, Matthias
For students enrolled in the M.F.A. program.
504. The Writing Profession  
(3-0-3) Sayers  
For students in the M.F.A. program: a series of workshops on submitting manuscripts or publication, finding an agent, and applying for jobs in the academy and in publishing. Informational sessions will be followed by workshops in which students will have their submission letters, visas, and job application letters reviewed. The sessions will be arranged at a time convenient to all the participants.

504A. Practicum: Literary Publishing  
(3-0-3) O’Rourke  
For students in the M.F.A. Program: a series of workshops on submitting manuscripts for publication, finding an agent, and applying for jobs in the academy and in publishing. Informational sessions will be followed by workshops in which students will have their submission letters, visas, and job application letters reviewed. The sessions will be arranged at a time convenient to all the participants.

505. English for Non-native Speakers  
(3-0-3) Deane-Moran  
A course designed to improve spoken English of non-native speakers, at the intermediate level, with a specific goal of increasing communication skills for teaching, research, and discussion purposes.

506. Introduction to Graduate Study  
(3-0-3) Staff  
Introduces students to research techniques, literary theory, and the scholarly profession of literature. Frequent guest lectures by the English faculty will enable students to become acquainted with research activities taking place in the department.

508. Current Issues in Critical Theory  
(3-0-3) Bruns, Buttigieg  
An examination of a major critical issue or area of critical theory such as structuralism/poststructuralism, semiotics, Marxism, or feminism.

510. Introduction to Critical Theory  
(3-0-3) Bruns, Buttigieg, Hendler, Hammill  
Investigation of the principal figures and approaches to literary criticism that developed in the modern era.

511. Philology and Weltliterature  
(3-0-3) Buttigieg  
This course on Literary Theory deals with theories of different times and places with emphasis on the critical problems that arise when we call “Literature” is investigated in a multicultural context. Issues that may be expected to arise include the following: the problems of translation, the meaning of metaphor, hermeneutic complexity, the meaning of the word “style,” and the relation between oral and written literatures. Eric Auerbach’s essay, from which this course derives its title, serves as a point of departure for exploring the possibility of developing an approach to literary history and literary interpretation that: (a) attends to the historical, cultural and aesthetic specificity of the individual literary work and (b) at the same time, brings into relief the complex ways in which cultures interact, overlap, and modify one another. The course will focus primarily on the pertinent works of Vico, Herder, and the German Romantics, Auerbach (and other historicists), Arnold, C. L. R. James, Raymond Williams, and Edward W. Said, as well as selections from the writings of Fanon, Ngugi, Lamming, Cesaire, and others.

513A. Feminist Critical Theory  
(3-0-3) Baldwin  
An introduction to major theorists and schools of feminism.

513B. Theories of Postmodern Culture  
(3-0-3) Collins  
An examination of theories of the cultural production of literature, art, and mass media.

514. The Sufferings of the Roman Martyrs  
(3-0-3) Lapidge  
The course will be concerned with a corpus of some thirty Latin passiones of martyrs who were executed at Rome before the Peace of the Church (A.D. 313), and who then were culted at Roman churches throughout the Middle Ages. Although the passiones were composed several centuries after the martyrdoms they describe, they are a unique witness to the topography of sixth-century Rome and to its spirituality, as well as to the origin and development of the cult of saints. The texts are generally brief and only of intermediate difficulty (some elementary knowledge of Latin is a prerequisite for the course), but they provide a good introduction to ‘sermo humili’ of the early Middle Ages.

515A. The Ancient Novel  
(3-0-3) Baldwin  
A study of the novel in late antiquity and its relation to the modern fiction of Gervase and Richardson.

516. Print, Manuscript, and Performance in the Atlantic World, 1550-1800  
(3-0-3) Gustafson, Lander  
The history of books has recently emerged as a vibrant field of study in which cultural theorists, literary critics, textual scholars, bibliographers and historians are all engaged in lively and productive conversation about texts, documents, technology, orality, literacy, and performance. However despite this intellectual ferment, studies of the book remain deeply bound by national bibliographies; in an effort to avoid such rigidities, this course, team taught by professors of American and English literature, will examine the book in the early modern Atlantic world, which recently has itself become an object of scholarly attention.

527L. Petrarch: The Soul’s Fragments  
(3-0-3) Cachey  
See Romance Languages and Literatures 527 for course description.

530. Old English Language and Readings  
(3-0-3) Lapidge, O’Brien O’Keeffe  
Grammar and literary readings in old English, designed to give the student an adequate knowledge of the language for more advanced study of old English literature.

530B. Old English Biblical Verse  
Prerequisite: English 530  
The Anglo-Saxons were the earliest people in western Europe to translate the Bible into their vernacular, and a substantial proportion of surviving Old English verse consists of biblical translation and paraphrase. The principal focus of the course will be the biblical poems preserved in so-called ‘Junius Manuscript’ (Genesis A, Genesis B, Exodus, Daniel), but these and other relevant poems will be studied in the wider context of early medieval biblical exegetics, in particular the contribution made to biblical interpretation by Anglo-Saxon exegetes such as Archbishop Theodore, Bede, Alcuin and Ælfric.

530C. Latin Literature of Anglo-Saxon England  
(3-0-3) Lapidge  
A close study of the principal Anglo-Latin authors and texts.

530F. Old Norse  
(3-0-3) Lapidge  
A study of the surviving Norse and Icelandic literature, both in prose and verse, through the medium of the old Norse language.

531. Language, Symbol, and Vision  
(3-0-3) Gersh  
Our aim will be to study three issues which are absolutely central to medieval thought and culture from the end of the patristic period to the Renaissance (and indeed also beyond these limits). The danger of excessive generality in such an approach will be avoided by isolating a group of seminal texts from the late ancient or early medieval period for careful scrutiny (wherever possible, in English translation), and by treating these texts as conceptual nuclei for broader linguistic, hermeneutic, and psychological theories which were widely held and discussed. The texts will be drawn from Origen, Ambrose, Augustine, Jerome, Macrobius, Boethius, Dionysius the Areopagite, and Isidore of Seville. Although a major aim of the course is to introduce important writers to the students and to pursue historical and literary matters, we will also find time to reflect on philosophical questions raised by such a tradition. What is the relation between divine and human language? Why is it necessary to connect language and symbol through psychic activity? What is the relation between secular myth and sacred symbol?
531B. Old English Literature: The Writings of Ælfric
(3-0-3) Jones
In this seminar we will read representative homilies, saints’ lives, and other Old English works by Ælfric of Eynsham (d. c. 1010). The course should serve as an introduction not only to the writings of the most important prose author of the Anglo-Saxon period, but to the monastic milieu in which he worked, and to some research tools useful for the study of early medieval preaching, exegesis, liturgy, and hagiography. Weekly course assignments will consist of translation and discussion of linguistic difficulties in the Old English texts, plus regular seminar-style discussion of selected secondary readings. Students will undertake a significant research project and seminar presentation on some aspect Ælfric’s canon.

533B. Allegory and Symbol
(3-0-3) Mann
A course on different ways of reading medieval allegory and modern critical theories of allegory.

538A. Chaucer and Langland
(3-0-3) Frese, Mann
A thorough study of Chaucer’s works with special attention to the major works in the canon.

538E. Chaucer and Medieval Narrative
(3-0-3) Mann
Whether writing at the epic length of Troilus and Criseyde, or compacting his story to the brief compass of the “Manciple’s Tale” or “Physician’s Tale,” Chaucer is a master of narrative. This course will study the features of his narrative style, and analyze the ways in which they create meaning. We shall compare and contrast his works with other examples of medieval narrative, and assess it in the light of modern narratology. We shall consider such things as beginnings and endings, time, the narrating voice, rhetoric, verse-forms, dialogue, the locus of action, structure, mood, and the implied audience. The Canterbury Tales will occupy a central position in the course, but we shall take in other works as it seems profitable to do so.

539A. Studies in Middle English Literature
(3-0-3) Frese, Mann, Nolan
An in-depth study of works in the original Middle English language. Previous study of ME language or literature is not a prerequisite.

539B. Arthurian Literature
(3-0-3) Frese
A study of the Arthurian tradition from Mallory to Tennyson.

540B. Hamlet and Lear in Performance
(3-0-3) Holland
A performance-centered study of Shakespeare from early modern to present day performances.

542. Poetry and Politics in Early Modern Ireland,
1541-1688
(3-0-3) O’Buachalla
See Classics, Irish 598 for course description.

544. Shakespeare
(3-0-3) Lander, Holland
A study of the plays and their literary relationships.

544A. History Plays and Historiography
(3-0-3) Lander
This course will focus on the emergence of the genre of the history play on the Tudor-Stuart stage. Along with a selection of plays by Dekker, Dryden, Ford, Heywood, Marlowe, Roweley, and Shakespeare, we will read prose histories by Bacon, Foxe, Grafton, Hall, Holinshed, More, and Rowe. While much of our attention will be devoted to the development of English historical culture in the late sixteenth and early seventeenth centuries, course readings will also include the work of a number of modern scholars and theorists—such as Hayden White, Paul Ricoeur, Michel de Certeau, F.R. Ankersmit, Arnaldo Momigliano, and Reinhart Koselleck—who have addressed the question of historiography.

545. Studies in 16th-Century British Literature
(3-0-3) Hammill, Lander
Specialized studies in the various genres of 16th-century British literature and their historical contexts. Readings in poetry, drama, fiction, and nonfictional prose of the period.

546. Studies in 17th-Century British Literature
(3-0-3) Hammill, Lander
Specialized studies in the major dramatic works of the 17th century by Shakespeare and others, as well as detailed readings in lyric poetry, and religious and political writings.

549. Republican Aesthetics
(3-0-3) Hammill
A study of the relations between political thought and aesthetic practice in early modern discourses of republicanism.

550. Studies in 18th Century Literature
(3-0-3) Doody, Fox, Gibbons
A study of the poetic tradition in Britain stretching from Dryden to Johnson.

553. Aesthetic Theory and the Enlightenment
(3-0-3) Doody
An examination of the rise of the British novel in the 18th century and its important historical roots in earlier periods.

554. Shakespeare
(3-0-3) Lander
A study of the plays and their literary relationships.

554A. Psychology and Literature in the 18th Century
(3-0-3) Fox
A examination of the development of 18th-century British psychological writing and its relation to the literature of the period.

556. Studies in 18th Century Literature: The Question of Literary Knowledge
(3-0-3) Sitter
Shortly after Alexander Pope published An Essay on Man and the Horatian epistles of the 1730s, a contemporary said he had contributed as much to knowledge “of the Moral World, as Sir Isaac Newton did of the Natural.” By 1800, Wordsworth would treat Poetry and Science as opposing terms, associating poetry with the feeling of knowledge rather than its discovery. A central question of this seminar will be what it meant to write and read poetry after the great scientific revolution of the 17th century and before the Romantic elevation of the “creative imagination” ironically narrowed poetry’s truth claims. Poets to be read include Pope, Anne Finch, Thomas Gray, William Collins, James Thomson, Mary Leapor, Christopher Smart, and (Jane Austen’s favorite) William Cowper. To better understand the period’s competing ideas of knowledge, we will also read Swift’s great epistemological/hermeneutical satire, A Tale of a Tub, and parts of philosophical works by Locke, Berkeley, Hutcheson (arguably the originator of modern aesthetics), and Hume (whose Treatise was recently called “the foundational document of cognitive science”). And to better understand the relation of the period’s ideas of literary knowledge to our own, we will read selectively in the emergent fields of “cognitive” theory and criticism, that is, a cluster of literary approaches deriving from current cognitive psychology and cognitive science. A general goal will be to grasp more fully what was and is at stake in viewing literature as a kind of knowledge of the world.

559B. Reading the French Revolution
(3-0-3) Deane
An analysis of the ways in which readings of the French Revolution in the period from 1790-1830 helped to produce early versions of modernity and of the aesthetic practices that accompanied it.

561A. Romanticism and Culture Wars: Lakers, Scots, and Cockneys
(3-0-3) Kucich
This seminar will grapple with the major dispute about how to read and value the literature of the romantic era by moving away from the old stereotype of the solitary genius to focus, instead, on circles of writers positioned in relation to and often against one another as they fought to establish the cultural functions of literature during the turbulent upheavals of the French Revolution and the Napoleonic wars: the “Lake School,” the Scots group gathered around Blackwood’s Edinburgh Magazine, and the “Cockney School” assembled around The Examiner in London. Our approach to the ways these groups waged culture wars over the relationship between literature and politics will take guidance from historical and theoretical works about the politics of the romantic era by such figures as E.P. Thompson, Raymond Williams, Jerome McGann, Marilyn Butler, Nicholas Roe, and David Chandler.

562. Poetry and Politics in Early Modern Ireland,
1541-1688
(3-0-3) O’Buachalla
See Classics, Irish 598 for course description.
562. Romantic Era Drama and the Public Theater
(3-0-3) Kucich
A seminar on dramatic writing of the romantic era and the cultural role of stage performance.

562A. Romanticism, Gender, and Colonialism
(3-0-3) Kucich
A study of the interplay of gender and colonial culture in romantic-era writing.

564. Nineteenth-Century British Novel
(3-0-3) Vanden Bossche
A study of major British 19th-century novels in relation to changing class, gender, and social relations during the Victorian period.

565B. Victorian Literature
(3-0-3) Vanden Bossche, Maurer
A study of Victorian literature and culture.

570. Modern British Poetry
(3-0-3) Matthias
A study of the major British poets of the 20th century.

571. Modern Irish Drama and Revolutionary Politics
(3-0-3) Harris
A course on the drama of the Abbey Theater and revolutionary politics during the first decades of the 20th century.

571B. From Brecht to Performance Art: Drama and Dramatic Theory, 1930–2000
(3-0-3) Bruns
A seminar on the world of British and European theater during the last half-century.

571E. Contemporary British Drama
(3-0-3) Harris
An investigation of the major authors, developments, and crises that emerge in British drama throughout the 20th century.

572. Liberalism and Modernism: Newman, Arnold, Acton, and Joyce
(3-0-3) Deane
A study of principal figures in the development of cultural and religious debates during the 19th and early 20th centuries.

572A. Art, Technology, Globalization
(3-0-3) Staff
The course will examine the relations between art, technology, and capital in the context of globalization. While discourses of globalization focus predominantly on social, economic, and political issues, we will try to understand the significance of art, literature, and aesthetics for thinking critically about globalization and technology.

572C. Modernism and Modernity
(3-0-3) Deane
One of the questions the course will address will be the distinctions that have been made between modernism—a set of predominantly aesthetic practices—and modernity, a condition that has a specifiable chronology and genealogy. For modernism, the course readings will concentrate on works from Ireland, Britain, and the USA in the period from 1890-1940. The authors involved will be Joyce, Synge, Bowen, Yeats and Beckett; Woolf and Ford Madox Ford; Scott Fitzgerald and T.S. Eliot. Some readings from Habermas, Adorno and Frederic Jameson will also be required.

573A. Modern British Novel
(3-0-3) Buttigieg, Green
A study of the major fiction writers of the modern period.

573C. History of Modern Aesthetics
(3-0-3) Staff
A study of the history of aesthetics from the 18th to the 20th century, this course traces the genealogy of the main debates about the social functions of art in modernity.

574. Studies in Modern British Literature
(3-0-3) Bruns, Buttigieg, Green
A study of British poetry, drama, and fiction of the 20th century.

576. Irish Literary Modernism
(3-0-3) Deane
A study of Irish revival literature, 1880-1930.

577B. Representing Ireland
(3-0-3) Gibbons
A study of the politics of representation in Irish culture in terms of contemporary theories of romanticism, modernity, and postcolonialism.

577F. Memory, Meaning, and Migration in Irish Oral History
(3-0-3) Bourke
Walter Benjamin's much-quoted 1936 essay, 'The Storyteller: Reflections on the Works of Nikolai Leskov', notes that while 'people imagine the storyteller as someone who has come from afar... they enjoy no less listening to the man who has stayed at home, making an honest living, and who knows the local tales and traditions.' This tension between going away and staying at home, found at the heart of oral storytelling, plays itself out in important ways in the history of Irish migration. A large proportion of those obliged by famine and poverty to migrate from Ireland to the United States and Britain in the 19th and early 20th centuries could neither read nor write, and many spoke only Irish. Oral storytelling was therefore a major means through which migrants communicated their experiences to younger generations and, through return visits by a few, to those at home. Various genres of oral storytelling in Irish and English deal, sometimes obliquely, with migration, while a number of recent scholarly and creative works have compared oral traditions of Irish migration with other narratives of the same experience. Participants in this course will study legen and folktales told in Irish, as well as dictated and transcribed memoirs, scholarly studies, literary texts, and films. Students will be expected to prepare topics for and contribute to class discussion, and to write a total of three papers, the third of which may be a revised draft of the first or second. Translations of Irish-language texts will be available, so no prior knowledge of Irish is required; students taking Irish language, however, will have an opportunity to work with primary material in Irish, and to compare Irish-language texts with their English translations.

579. Crisis, Criticism, Cubism
(3-0-3) Brogan
The period known as "Modernism" (a term about which I have many reservations) is one of the most important historical moments in the rich development of literature— and one which coincides with a larger aesthetic change in various artistic media—i.e., cubism—an aesthetic change in worldview and artistic expression that spread rapidly over the United States and Europe. In fact, as with the Renaissance, the broad international aspect of this period makes it genuinely of global import—a fact which makes it still important to us today. Although we must differentiate the literary period from contemporary reality (or "Modernity"), we will find it amazingly consistent how modern these texts feel, even after nearly a century. The reason for this felt affinity is that this dynamic explosion in literary thought, form, and genre reflects a fundamental and permanent change in our sense of ourselves and the world after 1800—and especially after the crisis of the Great War—a crisis that changes consequences still very much felt today, not only in literature but in contemporary criticism as well. Of necessity, I will be limiting the works we read to ones written in English, and primarily in America, though students' explorations of other literature in other languages and cultures during this time will be highly encouraged.

Texts will include (but will not be limited to) works by Ernest Hemingway, Scott Fitzgerald, Gertrude Stein, William Faulkner, Mina Loy, Wallace Stevens, T. S. Eliot, and William Carlos Williams. In addition, there will be a number of supplementary works, including excerpts from Stephen Kern's *The Culture of Time and Space*, and essays by a number of critics, including several post-structuralist critics who ironically and sometimes unintentionally undermine the idea of "modernism" itself, at least as it has been usually regarded in relation to literary history or distinct periods. The period known as "Modernism" (a term about which I have many reservations) is one of the most important historical moments in the rich development of literature. In fact, as with the Renaissance, the broad international aspect of this period makes it genuinely of global import—a fact which
makes it still important to us today. Although I have differentiated the literary period from contemporary reality (or “Modernity”), we will find it amazingly consistent how modern these texts feel, even after nearly a century. The reason is that this dynamic explosion in literary thought, form, and genre reflects a fundamental and permanent change in our sense of ourselves and the world after 1900—and especially after the Great War—a change with consequences still very much felt today. Of necessity, I will be limiting the works we read to ones written in English, and primarily in America, though students’ explorations of other literature in other languages and countries during this time will be highly encouraged.

579B. Postcolonial Literature (3-0-3) Johnson-Roullier
An introduction to the literary and theoretical developments brought about by the decline of the period of European imperial domination.

579C. Modern Geographies (3-0-3) Johnson-Roullier
What is the geography of modernism? Since the 1987 publication of Houston Baker’s groundbreaking Modernism and the Harlem Renaissance, and the development of critical approaches such as feminist theory, cultural studies, black cultural theory and postcolonial theory, the map of modernism has radically changed, encompassing many previously neglected areas of concern. These include the relation of works by women to modernism and modernity, that of blacks and other neglected minorities, and the impact of colonialism in modernist discourse. In this course, we will explore the significance of these changes, grounding our study in a traditional approach to modernism and modernity, and moving on to a consideration of various new areas of inquiry in the field, including those mentioned above. By examining classical modernist works in addition to those that represent the ways in which the study of modernism has changed through the last twenty years, we will explore the new geography of modernism, seeking to gain a deeper appreciation for its meaning and, as a result, a more comprehensive understanding of this time in literary history.

581A. Early American Literature (3-0-3) Gustafson
A study of the texts and contexts of literature written in America between 1500 and 1800.

583. American Literature at War in Mexico (3-0-3) Rodríguez
A seminar of the impact of the Mexican War of 1846–48 on the literature and culture of 19th-century American and Mexico.

584B. Puritan Imagination in American Literature (3-0-3) Werge
The Puritan tradition in the writings of Emerson, Hawthorne, Melville, Dickinson, and Stowe.

586. Fictions of the Public Sphere (3-0-3) Hendler
The relation between private and public spheres in American fiction of the late 19th and early 20th centuries.

590. Poetics and Politics in Early 20th-Century Poetry (3-0-3) Brogan
A study of Wallace Stevens and his contemporaries.

590A. Postmodern American Poetry (3-0-3) Fredman
Study of major schools and trends in American poetry after World War II.

592B. American Fiction: 1945–1970 (3-0-3) W. Krier
A study of American fiction during the decades after World War II.

593. Latino/a Literature (3-0-3) Delgadillo
In this course we will read Latino/a fiction, poetry, essays, drama and film. We will explore the specific literary and social histories of various Latino/a subgroups as well as the relationship between Latino/a literature and the literature of the Americas. Students will participate in discussion regularly, prepare two oral presentations (one on a primary text and one on a secondary text) and produce a substantial research paper.

593B. Latino Poetry (3-0-3) Menes
A study of prominent contemporary Latino/a poets whose work has enriched and diversified the canon of American poetry in the last 20 years.

594. American Film and Culture (3-0-3) W. Krier
A study of film in relation to American popular culture.

594A. Black Feminist Criticism (3-0-3) Irving
An examination of the ways in which race, gender, and sexuality and their interrelationships structure the discourse of black women writers since the 1970s.

595. Postmodernism and British Poetry (3-0-3) Huk
A seminar on postmodern direction in recent British poetry.

596A. Afro-American Literature: Major Works and Periods (3-0-3) Brogan, Irving
A chronological examination of the most significant periods, writers, themes, and forms of Afro-American literature.

596B. Objectivism in 20th Century American Poetry (3-0-3) Fredman
In the 1930s a small group of American poets, following the lead of Ezra Pound and William Carlos Williams, launched a movement called “Objectivism,” which concretized one of the major strains that runs through the entire history of American poetry. This Objectivist strain values facts over myths, Imagist precision over rhetorical sublimity, the vernacular over traditional poetic diction, an investigation of language over an adherence to traditional poetic forms, social and historical subject matter over lyric introspection.

In its initial form, Objectivism was also a potent speaker on issues of class and ethnicity, informed most particularly by the Jewish secularism that defined its early immigrant practitioners. Although it would be difficult to locate more than a handful of “pure” Objectivists, the Objectivist strain exerts a powerful influence upon a vast range of poets and poetics. This semester we will investigate the contribution of Objectivism to the poetry and poetics of Pound, Williams, Charles Reznikoff, Louis Zukofsky, Lorine Niedecker, George Oppen, Charles Olson, Jack Spicer, Robert Duncan, Lyn Hejinian, and Susan Howe.

598. Special Studies (3-0-3) Staff
Topics vary by semester.

599. Thesis Direction (V-V-V) Staff
Research and writing on an approved subject under the direction of a faculty member.

600. Nonresident Thesis Research (0-0-1) Staff
Required of nonresident graduate students who are completing their theses in absentia and who wish to retain their degree status.

603. Small Press Literature and Publishing (V-V-V) Staff
The literature, philosophy and practice of literary magazines.

697. Directed Readings (3-0-3) Staff
Directed readings for examinations in the doctoral program.

699. Research and Dissertation (V-V-V) Staff
Independent research and writing on an approved subject under the direction of a faculty member.

700. Nonresident Dissertation Research (0-0-1) Staff
Required of nonresident graduate students who are completing their theses in absentia and who wish to retain their degree status.
701A, 701B. Teaching Seminar
(1–0–1) (1–0–1) Greene, Kucich, Sayers
Classroom techniques and methodology for teaching composition, literature, and creative writing. An analysis of teacher preparation, classroom presentation, and student consultation and work.

702A. Practicum: Preparing for the Profession
(1.5) Hammill
A workshop on professional publication, conference activity, and job search procedures.

Faculty


Jacqueline V. Brogan, Professor, B.A., Southern Methodist Univ., 1974; M.A., ibid., 1975; Ph.D., Univ. of Texas, 1982. (1986)


James M. Collins, Associate Professor of Film, Television, and Theatre. B.A., Univ. of Illinois, 1975; Centres des Etudes Cinematographique, France, 1977; Ph.D., Univ. of Iowa, 1984. (1985)


Seamus Deane, the Donald and Marilyn Keough Professor of Irish Studies and Professor of English. B.A., Queen's Univ., Belfast, 1961; M.A., ibid., 1963; Ph.D., Cambridge Univ., 1966. (1993)


Christopher B. Fox, Director of the Keough Institute for Irish Studies, and Chair of Irish Language and Literature. B.A., Cleveland State Univ., 1971; M.A., State Univ. of New York at Binghamton, 1974; Ph.D., ibid., 1978. (1986)


Dolores Warwick Frese, Professor, B.A., College of Notre Dame of Maryland, 1958; M.A., Univ. of Iowa, 1961; Ph.D., ibid., 1972. (1973)


Luke Gibbons, the Grace Director of Irish Studies, the Keough Family Professor of Irish Studies, the Notre Dame Professor of English, and Concurrent Professor of Film, Television, and Theatre. B.A., Univ. College, Galway, 1972; M.A., ibid., 1976; Ph.D., Trinity College, Dublin, 1989. (2000)

Barbara J. Green, Associate Professor. B.A., Univ. of Chicago, 1983; M.A., Univ. of Virginia, 1985; Ph.D., ibid., 1991. (1991)


Sandra Gustafson, Director of Graduate Studies and Associate Professor. B.A., Cornell Univ., 1985; Ph.D., Univ. of California, Berkeley. 1993. (1993)


Susan Cannon Harris, Associate Professor and Concurrent Associate Professor in the Keough Institute for Irish Studies. B.A., Yale Univ., 1991; M.A., Univ. of North Carolina, 1993; Ph.D., Univ. of Texas, 1998. (1998)


Peter Holland, Chair of Film, Television, and Theatre, the McMeel Professor in Shakespeare Studies, and Concurrent Professor in English. B.A., Trinity Hall, Cambridge, 1972; Ph.D., ibid., 1977. (2002)


John E. Matthias, Associate Professor. B.S., William and Mary, 1964; Ph.D., Cambridge Univ., 1971. (1999)


German Language and Literature

Chair:
Robert E. Norton

Director of Graduate Studies:
Albert Wimmer

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The Program of Studies

The Department of German and Russian Languages and Literatures offers an M.A. degree in German. The primary aim of the master's program is to provide students with a comprehensive background in the literary and cultural achievements of the German-speaking countries. The courses of study provided will, in most instances, lead to a career in teaching and scholarship, but they may also serve as fundamental training for those who plan to enter professions based on international relations or where an advanced knowledge of German plays an auxiliary role.

General Requirements

Graduate study in German assumes a prior undergraduate major in German or its equivalent. The graduate adviser, in conjunction with the department chair, will help to determine the individual course of study for each student once on campus. All candidates for the M.A. degree in German are expected to take a minimum of 30 credit hours in their specialized area or related fields. The master's program combines intensive literary studies with advanced courses in related areas of other disciplines, such as other foreign languages, art, English, government, history, international studies, music, philosophy, psychology, and theology. The goal of advanced studies in the department is the critical understanding and articulation of the culture of other nations as reflected primarily in their literatures. It is assumed that applicants for admission to the M.A. program in German are already fluent in the language, especially if they also apply for a teaching assistantship.

Upon their arrival on campus, graduate students will be given the opportunity to participate in the elementary language teaching of the department. Students in the master's research program may earn up to six of their required 30 credit hours in researching and composing the thesis required of all research students.

Course Descriptions

Each course listing includes:
- Course number
- Title
- (Lecture hours per week—laboratory or tutorial hours per week—credits per semester)
- Instructor
- Course description
- (Semester normally offered)

Not all courses are offered every year.

Graduate Reading Courses

500. German Graduate Reading
(3-0-3) Liontas, Weber

Intended as review for graduate students who wish to take the GRE in German. The final examination of the course, if passed, fulfills the requirements of the GRE.

503. SLA Theory and Practice: Understanding the Profession
(3-0-3) Liontas

This methodology course for pre- and in-service secondary teachers and graduate teaching assistants recognizes the vital need for second language learning in the curriculum of the future, pursues new directions in second language acquisition (SLA) research, and develops creative ways to enhance teaching, learning, and testing in the classroom. Participants are challenged to ask new questions that research efforts have only begun to address and to make explicit their own theories and hypotheses of how SLA occurs. The goal is for participants to understand, clarify, and articulate their beliefs and practices about language teaching and learning, including various theoretical and practical insights into what it means to be proficient in a language. It is also hoped that participants will gain a new perspective on how adult learners develop proficiency in a sec-
and language (from empiricist to rationalist views), become familiar with past and current methodological approaches and practices, reexamine current assumptions and language teaching practices, and achieve an integrated perspective of the issues surrounding contextualization of the four skills and culture, proficiency-oriented classroom testing, lesson and curriculum planning, and, finally, use of authentic materials and emerging digital technologies for second language learning.

504. Development of Multi-Media Material for Language Teaching
(3-0-3) Liontas
This course investigates the parameters involved with multimedia materials development, explores second language acquisition (SLA) research and its impact on language teaching, and analyzes and critiques textbooks and other teaching materials. Participants are asked to write a prospectus, including rationale, audience, methodology, and sample materials.

Courses in German Literature
511. Self-Definition and the Quest for Happiness in Continental Prose of the Twentieth Century
(3-0-3) Profit
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 twentieth-century authors, representing diverse national traditions, formulated the answers to these seminal questions? Readings will include: Thomas Mann, Tonio Kröger, 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 are in English. Two papers of intermediate length will be required.

515. Medieval German Literature
(3-0-3) Wimmer
A survey of the developments in literature and art of the Middle Ages. (Fall)

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

526. The Baroque Period
(3-0-3) Staff
A survey of the development of baroque forms in literature and art during the 17th century. (Offered as Directed Readings)

530. The Age of Enlightenment
(3-0-3) Staff
A study of the impact of the new physical sciences and rationalist philosophy upon the life and belles lettres of 18th-century England, France, Germany, Spain, and Italy. (Offered as Directed Readings)

541. Goethe and His Age
(3-0-3) Norton
An intensive study of Goethe’s major works of poetry, prose, and drama within the cultural framework of his times.

548. German Cinema in the Weimar Republic
(1918–1933)
(3-0-3) Hagens (in English)
The years between 1918 and 1933 are the Golden Age of German film. In its development from expressionism to social realism, this German cinema produced works of great variety, many of them in the international avant garde. The seminar will give an overview of the silent movies and sound films made during the Weimar Republic and situate them in their artistic, cultural, social, and political context. The oeuvre of Fritz Lang, the greatest German director, will receive 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 Widerspiegelung (mirror image) of the historical period? Might his films, as some critics have suggested, even illustrate how a national psyche gets enmeshed in fascist ideology?

The seminar will introduce students to basic categories of film analysis, survey the history of German cinema during the Weimar Republic (1918–1933), and provide a closer look at the works of Fritz Lang.

Films subtitled, dubbed, or English language; readings, lectures, and discussions in English.

550. The Nazi Past in Postwar German Film
(3-0-3) Hagens
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 considered. 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.

555. German Drama 1750 to the Present
(3-0-3) Hagens (in German)
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, Hofmannsthal, Brecht, and Werfel. By interpreting classic German-language plays in the original, students will learn how to approach drama analysis, and 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, Carrière, and Cavell, as well as our department’s own Höse and Roche), which will allow students to differentiate between the basic genres of drama (tragedy, comedy, and drama of reconciliation) and 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.
565A. Nineteenth-Century German Literature
(3-0-3) Norton (in German)
The 70 years that separate the death of Goethe in 1832 and the end of the 19th century are rich in examples of literary and cultural achievement. This diversity and complexity has given rise to a variety of epochal designations—Biedermeier,—“Vormärz,” Realism, Naturalism, Symbolism, to name the most prominent—which have served to categorize each successive generation's literary, political, and social agenda. In this course, we will consider the main outlines of 19th-century German literature (including in Austria and Switzerland) by studying representative works of all major genres—prose, poetry, drama—and by some of the greatest writers of their day: Mörike, Heine, Grillparzer, Hebbel, Keller, Meyer, Raabe, Fontane, and George.

570. Modern Lyric Poetry
(3-0-3) Profft
A close reading and analysis of 19th- and 20th-century German poetry with particular emphasis on George, Rilke, Brecht, Lehmann, Krolow, and Piontek. (Every two years)

571. 20th Century Prose and Poetry
(3-0-3) Profft (in German)
In order to acquaint the student with the rich diversity characteristic of 20th-century German literature, a wide variety of materials will be studied. They will not only encompass various genres: the short story, the drama and the poem, but will also represent various time periods; from the beginnings of the 20th century to the 1970s. Among others, readings will include: Franz Kafka, Der Landarzt; Wolfgang Borchert, Draussen vor der Tür; and Rainer Maria Rilke, Die Weiße von Liebe und Tod des Cornets Christoph Rilke. An oral report, two papers, and a two-hour final will supplement thorough and engaging class discussions based upon close readings of the selected texts.

572. Modern German Short Story
(3-0-3) Wimmer (in German)
Post-1945 short stories/Kurzgeschichten to the 1990s, covering a wide range of themes and issues. Among the authors discussed will be Bichsel, Borchert, Böll, Brecht, Kusenber, von der Grünt, Kaschnitz, Wallraff, Grass, and others. Teaching method: Introductory lectures, student presentations, and discussions. In German. Requirements: Three papers of approximately 10 pages in length, two exams, one final examination.

575. The World as Theater
(3-0-3) Hagens
“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 not only learn about the history of drama and theater 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 for their 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, Hofmannsthal, Brecht, Weiss, Handke, Dürenmatt, and Tabori.

577. The Holocaust in German Theater and Film
(3-0-3) Hagens (in German)
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?

579. Aesthetics, Aestheticism, Aestheticization
(3-0-3) Norton
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—disastrous—consequences. In this class, we will 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 the last century. Readings may include works by Herder, Schiller, Hegel, Heine, Marx, Nietzsche, Thomas Mann, Walter Benjamin, Heidegger, Georg Lukacs, and Adorno.

580. The Literature of United Germany
(3-0-3) Christensen (in German)
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? In order to begin to answer these questions, we will read a variety of texts written in German since late 1989. To facilitate deep exploration and discussion, we will read a relatively small number of texts that will nonetheless represent a wide range of genres (novel, short story, drama, poetry, and reportage). Authors will likely include Christa Wolf, Günther Grass, Durs Grünbein, Holger Teschke, Ingo Schulze, Luise Endlich, and Doris Dörrie. To illuminate the literary works we will read, we will 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. The course will include a number of films (documentary and dramatic) produced since 1989. Students will also regularly read (on the Web) and report on news of Germany, especially as it relates to the German literary and cultural scene.

583. Seminar on German Women Writers
(3-0-3) Christensen (in German)
Participants in this seminar will explore the rich literary history of women writers from German-speaking Europe. We will read works of many different genres (drama, short story, novel, letter, women) 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 came between them. We will scrutinize and apply various theoretical and critical approaches to (women's) literature, both in writing and in lively debates.

584. Overcoming Political Tragedy: An Interdisciplinary Course in Drama and Peace Studies
(3-0-3) Hagens (in English)
Drama is a potentially fascinating topic for Peace Studies because, at the heart of traditional drama and theatre, there is conflict—and the question whether it can be resolved. Moreover, just as politics often is dramatic, drama often is political: there is, for example, a very extensive tradition of plays that thematize political revolution, usually in the form of either tragedy or comedy. Students will read classic political dramas that are neither tragedies nor comedies but, rather, bring potentially tragic public conflict to positive yet non-trivial resolution.

The class will proceed as follows: Having discussed definitions of tragedy and comedy, and what might be the advantages of aesthetic renditions of conflict, we will then read some of the following dramas of political reconciliation: Aeschylus, Orestie; Esenwein; Shakespeare, Measure for Measure, Calde-rón, The Mayor of Zalamea; Cornelle, Cinq; Less-ing, Nathan the Wise; Schiller, William Tell; Kleist, The Prince of Homburg; Brecht, The Caucasian Chalk Circle; Lan, Desire; and Fugard, Valley Song. We may include selected films, such as Meet John Doe, On the Waterfront, or Twelve Angry Men.) We will examine these plays through the categories both of drama analysis and of theories of conflict resolution, mediation, and transformation. The expectation is that this approach will enable us to achieve greater depth in our interpretations of the dramatic texts as well as 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 to 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.

Arrangements are being made to invite guest speakers from other departments. All discussions, texts, and papers in English; special arrangements can be made for students of German.

586. Der Artusroman—Arthurian Epic
(3-0-3) Christensen (in German)
Come 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 will 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 will focus 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 will also take a look at some of the most interesting modern literary and film adaptations of the Arthurian legend.

589.A Drama on Political Conflicts
(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 are 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 fabulargasting. At the same time, we will develop esthetical criteria that will allow us to evaluate the dramas on literary grounds.

590. Schiller
(3-0-3) Norton (in German)
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 sentimentalische 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.

591. Evil and the Lie
(3-0-3) Proffit
By closely examining (among others) such works as Dürrenmatt's Der Verdacht, Wilde's The Picture of Dorian Gray, and Gide's The Immoralist, this seminar will hope to come to an understanding of the nature of evil and its relationship to lying, to self esteem, and to self love, among other aspects.

592. Schopenhauer
(3-0-3) Hösle
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 worldview. His influence on the philosophy, and 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.

594. Thomas Mann
(3-0-3) Hösle
Thomas Mann is certainly the most influential German novelist of the 20th century. Rooted in the Bildungsroman of the 19th century, influenced by Richard Wagner and the philosophies of Arthur Schopenhauer and Friedrich Nietzsche, he is at the same time a profoundly modern writer with remarkable innovations in narrative techniques. We shall read three of his novels that 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), and the development of modern art at the price of the dissolution of its bonds with morality and its political consequences (Doktor Faustus).

595. Nietzsche
(3-0-3) Hösle
Nietzsche's philosophy represents one of the greatest interpretive moments in the history of philosophy: no one has destroyed as many assumptions as radically as Nietzsche. At the same time, his work represents a challenge to the literary mind in as much as Nietzsche discovered new forms of expression for philosophical thought. Everyone interested in German intellectual history as well as in the philosophy of the 20th century should study his work, even if he or she comes to the conclusion that Nietzsche's arguments for this break in the tradition are not convincing.

597. Directed Readings
(V-V-V) Staff
An individual reading or research course for German language degree candidates only.

Faculty
Joachim Dyck, Max Kade Distinguished Visiting Professor. Ph.D., Univ. of Freiburg, 1965; Dr. habil., ibid., 1969. (2004)
Jan-Lüder Hagens, Assistant Professor and Fellow in the Nanovic Institute for European Studies. M.A., Univ. of Virginia, 1983; Staatsexamens, Univ. of Tübingen, 1988; M.A., Princeton, 1989; Ph.D., ibid., 1993. (1997)
Vittorio Hösle, the Paul Kimball Professor of Arts and Letters, Concurrent Professor of Philosophy, Concurrent Professor of Political Science, and Fellow in the Nanovic Institute for European Studies. Ph.D., Univ. of Tübingen, 1982; Dr. habil., ibid., 1985. (1999)
John I. Liontas, Assistant Professor. B.A., Univ. of Siegen, Germany, 1985; M.Ed., Univ. of South Carolina, 1989; Ph.D., Univ. of Arizona, 1999. (2000)
Robert E. Norton, Chair of German and Russian Languages and Literatures, Professor of German, and Fellow in the Nanovic Institute for European Studies. B.A., Univ. of California at Santa Barbara, 1982; M.A., Princeton Univ., 1985; Ph.D., ibid., 1988. (1998)
Albert K. Wimmer, Director of Graduate Studies and Associate Professor, and Fellow in the Nanovic Institute for European Studies and the Medieval Institute. B.A., Univ of Munich; M.A., Univ. of Notre Dame, 1964; M.A., ibid., 1967; Ph.D., Indiana Univ., 1975. (1964)
History
Chair:
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The Program of Studies
The graduate programs in history permit students to deepen their knowledge and understanding of selected historical specializations and to nourish the historical perspective that marks the educated citizen. Advanced work in history may prepare students for careers in scholarship and teaching, for certain public service careers, or for careers in research.

The history programs accept only students planning to pursue the Ph.D. degree. These students are normally awarded a master's degree in the course of pursuing their doctorates.

Admission
An applicant ordinarily should have completed at least 24 credit hours of undergraduate work in history. Language preparation is highly desirable; prospective medievalists must know Latin, and prospective modern Europeanists must know at least one modern European language. Both medievalists and those pursuing studies in other fields will be required to demonstrate proficiency in reading relevant foreign languages.

Incoming graduate students in the history programs begin studies in the fall semester. Students applying to enter in the fall should have complete dossiers (application, transcripts, writing sample, recommendations, and GRE scores) on file with Notre Dame's Office of Graduate Admissions no later than the preceding January 15. The "Statement of Intent" accompanying the application should describe the student's areas of interest as explicitly as possible and should list the departmental faculty members with whom they wish to study. (Please note that professors designated "emeritus" are retired.) The writing sample should demonstrate the applicant's skills in writing, analysis, and (if possible) historical research.

Fall applicants who wish to begin studies at Notre Dame the preceding summer should meet fall application requirements and also summer session admissions requirements stipulated in Notre Dame's Summer Session Bulletin of Information.

General Requirements
Before completing their doctorates, students must satisfy the departmental requirements for the master's degree. Doctoral students receive their master's after completing 33 credit hours of study including one graduate-level seminar in history and 24 credit hours of graduate-level work (seminars, colloquia, directed readings, supplemental research, and readings) in history or related disciplines. The master's degree demands satisfactory completion of course work with a GPA of no less than 3.0. Students must also pass an M.A. exam (normally the candidacy exams count in place of a separate M.A. exam) and satisfy the language requirements (see below). In order to enter the doctoral program, students must satisfy the foreign language requirement and receive the approval of the departmental faculty. Students entering Notre Dame with a master's degree in history from another institution normally have the same course work, writing, and examination requirements as those entering without such a degree, but holders of the master's degree may be able to transfer as many as 24 credits into the history Ph.D. program, upon approval of the director of graduate studies. Normally, no more than six credits may be transferred and used to replace required courses in history.

In order to receive a Ph.D., a student must complete a total of 72 credit hours of study, including at least three graduate-level seminars in history (two for students in American history). Work must be in graduate-level courses (seminars, colloquia, directed readings, supplemental research and reading, dissertation research) in history or related disciplines.

In addition to completing prescribed course work, doctoral students must also pass Ph.D. candidacy examinations in their specialties. The candidacy examination will normally be taken sometime in the student's third year of residence. Students wishing to take candidacy examinations earlier than the third year of residence may do so with the consent of their academic advisers and the director of graduate studies. To be eligible to take the candidacy examination, students must satisfy the foreign language requirement and complete the required course work in their specialization.

Before being advanced to Ph.D. candidacy, students must submit to the department an approved dissertation proposal (see procedures outlined below). Within eight years of enrollment into the history graduate program, students must complete a satisfactory doctoral dissertation or risk the loss of their candidacy status.

Language Requirement
One basic requirement for all candidates for the doctorate in history is a reading knowledge of one modern foreign language. In each field additional languages or an appropriate skill are prescribed as the faculty in that field consider necessary. The following provisions are in force. Candidates in the field of medieval history must demonstrate competence in Latin and two modern foreign languages, one of which is normally French or German. Competence in Latin is demonstrated by a student's passing the examination in medieval Latin administered by the Medieval Institute. Candidates in modern European history must demonstrate competence in reading two foreign languages, one of which must be French or German. Candidates in American history must demonstrate competence in one modern foreign language. In all fields, language and skill requirements must have been completed by the student before the student will be permitted to take Ph.D. candidacy examinations.

To receive the M.A., doctoral students must demonstrate a reading knowledge of one modern foreign language by the end of their third semester in residence.

Examinations
First-year examinations in modern European history are oral examinations administered near the end of the student's second semester of residence. The examination board will consist, whenever possible, of three faculty members who have worked with the student during the year. Each faculty member may pose questions based on student course work during the year. The first-year examination must be no less than 90 minutes and no more than two hours in length. When Europeanist students have completed other M.A. requirements, the first-year exam may count in place of a separate master's exam.

Students in American history will normally take their master's examination at the same time that they take the written part of their Ph.D. candidacy examinations. Ph.D. candidacy boards will consist of four or five faculty members chosen by the student and his/her advisor, and approved by the director of graduate studies. The written exam shall consist of four or five two-hour essays on topics selected by the examination board within fields chosen by the student; the oral exam shall involve questioning by the board for not less than 90 minutes and not more than three hours. There must be a gap of at least five working days between the final written exam and the oral exam. Students who fail a Ph.D. candidacy examination may appeal to the director of graduate studies to retake the failed portion one time.
Advancement to Candidacy for the Ph.D.

While preparing for the Ph.D. candidacy examinations, all students should take a one-semester scheduled course or directed reading course with their academic adviser on a prospective dissertation topic. After successfully passing the written and oral candidacy exam, the student will consult with the director of graduate studies about a thesis director and other members of a dissertation committee. The director of graduate studies, after consulting with those colleagues, will create that committee. The student will then present a dissertation proposal to the committee. The proposal should include a statement of the subject to be addressed; a survey of the relevant sources, where they are located, and how the student expects to get to them; how this dissertation would contribute significantly to knowledge in the field; what languages or quantitative skills are required and how the student proposes to gain them; and the timetable and financial resources required.

The proposal should be concise; normally 5-10 pages plus bibliography. The committee may accept, reject, or modify the proposal. If and when a proposal is accepted, the committee will notify the director of graduate studies who will, in turn, nominate the student to the Graduate School as a Ph.D. candidate.

Writing and Defense of the Dissertation

After advancement to Ph.D. candidacy, students must complete a doctoral dissertation, which the department understands to be a substantial piece of research based on primary sources that makes an original contribution to historical knowledge. Departmental procedures for approval of the dissertation are as follows:

1. The dissertation must be read and approved by the student’s adviser.
2. The student then furnishes the department with three copies of the thesis. Copies must be furnished to the department at least six weeks before the date of the defense. These copies are to be read and approved within 30 days by three readers from the graduate faculty. Students are responsible for incorporating into the dissertation whatever changes the readers find necessary. At this time, the student submits a complete copy of the dissertation to the Graduate School for a preliminary formatting review.
3. Normally the student defends the doctoral dissertation by delivering a brief lecture that any member of the graduate faculty may attend. The academic adviser, three readers, and an outside chair appointed by the Graduate School must also attend. After the lecture and a period for questions and discussion, the committee must vote as to whether the dissertation defense has been satisfactory.
4. Two clean, corrected, unbound copies of the dissertation must be delivered to the Graduate School by the appropriate due date.

Distribution Fields

Students in American and modern European history will be required to take Ph.D. candidacy examinations in four or five fields, at least three of which will be in their major area of concentration (e.g., American or modern European). One of the fields chosen must be from an area other than that of the student’s area of concentration. It might be taken either within the History Department, or from another department (e.g., Political Science or Theology).

Students in medieval history will be required to take examinations in four or five fields. These fields must include one medieval chronological field, one medieval subject field, one field specifically focused on the area of the dissertation, and one outside field.

The following fields serve as guidelines. A field might be modified after appropriate consultation between a faculty examiner and student. Additional fields might be arranged by a student with faculty members with the approval of the director of graduate studies.

United States

Colonial/Revolutionary (1600 to 1800)
National Period/Civil War and Reconstruction (1800 to 1877)
Gilded Age/Progressive Era (1877 to 1920)
Recent America (1920 to the present)

History of American Religion
American Intellectual History
U.S. Diplomatic History
African American History
Native American History
Woman’s History/Gender
History of Science and Technology

Modern European

Renaissance/Reformation/Counter Reformation
England (17th and 18th centuries)
England (19th and 20th centuries)
Ireland (18th to 20th century)
France (1789 to 1914)
Germany and Austria (1815 to 1914)
Germany and Austria (1914 to the present)
East-Central Europe (19th and 20th centuries)
Russia (19th century)
Russia and Soviet Union (20th century)
European Intellectual History (19th and 20th centuries)
European Social History (19th and 20th centuries)
European Religious History (19th and 20th centuries)
European Diplomatic History (19th and 20th centuries)

Medieval

Early Middle Ages (500 to 1050)
High Middle Ages (1050 to 1300)
Later Middle Ages (1300 to 1500)
Medieval Social and Economic History
Medieval Intellectual and Cultural History
Medieval Ecclesiastical and Religious History
Medieval Islam
Medieval Judaism
History of Science
History of Gender
Dissertation field (required)

Other

Latin America
Modern East Asia (China and Japan)
Africa

Specialization

The department offers three fields of study: United States History, Medieval History, and Modern European History. Incoming students must select one of these fields at the time of admission. The faculty prescribes course requirements in each field. In the first year of study a student must write a substantial original paper, which will figure in the department’s screening of the student for the Ph.D. program. At present the following requirements exist:

A. United States History

By the time a student takes the Ph.D. candidacy examination, the student should have completed the following:

1. At least six graduate-level colloquia/directed readings in United States history. The colloquia must include three of the following four pro-seminars: Europe and the Americas 1450-1680, America 1680-1790, U.S. 1790 to 1890, and U.S. Since 1890.
2. A minimum of two colloquia in fields of history other than United States history.
3. At least two research seminars, one of which must be taken in the first year.

B. Medieval History

The requirements for medieval specialists are as follows:

1. Students must take a total of eight graduate colloquia/directed readings courses plus three research seminars, one of which must be taken in the first year. The colloquia/directed readings must include the two prosemirars in medieval history.
2. First-year students must also take at least one course with extensive reading in Latin sources, and the two-semester Introduction to Medieval Studies.
C. Modern European History
Course requirements for modern Europeanists are as follows:

1. Before taking their candidacy examinations, students must take a total of three research seminars and at least eight other graduate colloquia/directed readings courses. As many as two of the colloquia/directed readings courses may be taken outside the History Department.
2. First-year students must complete at least one seminar using sources in a modern European language other than English. First-year students must also take whatever prescribed introductory courses in their chosen field the department may offer that year.

Concentration in Religious History
There is no formal degree program in religious history; however, students may choose religious history as an area of concentration while fulfilling the normal requirements of one of the three degree fields. Requirements for a religious history concentration are as follows:

1. Completion of graduate-level courses in two distinct fields of religious history (for example, medieval and modern European).
2. Compilation of a reading list on religious history with the assistance of a faculty member in the student’s specialization. This reading list would serve as a basis of questioning on one portion of the Ph.D. candidacy examination.

Once accepted in the doctoral program, students will write dissertations in their respective areas of specialization, but the topics they choose may be in religious history.

Financial Aid and Other Information
Financial aid is allocated to the department by the University each spring. A portion of this aid is available for incoming first-year graduate students and is assigned on the basis of merit after review of application dossiers. Students already in residence are assigned aid by faculty vote, after an annual general review of student performance. All available aid is reassigned annually for the term of one academic year. Students whose performance falls below University minima stipulated in the general regulations of this Bulletin or who do not satisfy other published requirements for aid will have their aid withdrawn. Graduate assistantships are ordinarily reserved for students who have already completed a year of graduate work.

For general information concerning admissions procedures, course and hour requirements, grades, financial aid, procedures pertaining to graduate research, and other matters, consult the Graduate School regulations that introduce this Bulletin. Note that certain departmental degree requirements (for instance, foreign language proficiency) are more demanding than the Graduate School’s general rules. Application forms and information concerning non-curricular aspects of graduate study at Notre Dame may be obtained by writing the University of Notre Dame, Graduate Admissions, 502 Main Building, Notre Dame, IN 46556.

Course Descriptions
Each course listing includes:

• Course number
• Title
• (Lecture hours per week–laboratory or tutorial hours per week–credits per semester)
• Instructor
• Course description
• (Semester normally offered)

Except in the case of “required” courses for students in certain degree programs, courses offered for historians by other University departments are not shown.

Graduate Lecture Courses

500. Reference Bibliography Workshop
(3-0-0) Library Staff
An introduction to research resources for historians at Notre Dame. Required for first-year students in United States and modern European history; optional for other students. (12 to 14 sessions). (Annual)

501. Introduction to Medieval Studies I
(1-0-1) History and Medieval Institute Staff
An introduction to the substance, research materials, and methodologies of medieval studies. Required of all first-year students in medieval history. (Annual)

507. Colloquia in American History: 1790 to 1890
(V-V-V) John McGreevy
Introductions to the substance and bibliography of British Colonial and United States history. All three are required. (Rotating series)

512. Prossemnair in the Late Middle Ages
(3-0-3) (3-0-3) John Van Engen
A chronological prossemnair in substance and bibliography required of all students in medieval history. (Rotating series)

555 The Historian’s Craft
(3-0-3) Semion Lyandres
Designed to introduce students to major trends in the historiography and methodology of the historical profession. This course is required for all first year students.

646. Nineteenth- and Twentieth-Century European Intellectual History
(3-0-3) Gary Hamburg

647. Muslims and Christians in the Medieval Mediterranean World
(3-0-3) Olivia Remie Constable

651. Renaissance and Early Modern Europe Social and Cultural History
(3-0-3) Margaret Meserve

668. Colloquium in Anglo-American Intellectual History I
(3-0-3) James Turner

Doctoral Program Service Courses

690. Supplemental Research and Reading
(0-3-3) Staff
Independent study under the direction of the student’s graduate adviser. May be taken each semester.

695. Candidacy Semester Readings
(V-V-V) Staff
A special reading course in which the student may enroll only in the semester in which he or she takes the Ph.D. candidacy examination. It permits the student to devote full time to preparation for the examination and, after its completion, to write a dissertation proposal. Regular graduate course work may also be pursued during the candidacy semester. (Annual)

696. Examination Preparation
(V-V-V) Staff
Preparation for comprehensive examination.

697. Directed Readings
(0-3-3) Staff
Independent study of special topics under direction of a faculty member. Agreement by the faculty member and approval by the director of graduate studies required. (Annual)

699. Research and Dissertation
(V-V-V) Staff
Individual conferences and consultation between the doctoral student writing the dissertation and the dissertation director. Required of students pursuing dissertation research in residence. (Annual)

700. Nonresident Dissertation Research
(0-0-1) Staff
Continuing registration for the doctorate beyond 72 credits; required of students not in residence. (Annual)

701. Graduate Teaching Practicum
(3-0-3) Director of Graduate Studies
Study, discussion, and exercises in teaching history. Required of students in their first year of graduate assistantship regardless of years in residence; optional for other graduate students. (Annual)
Additional Courses

1. Doctoral students are automatically authorized to enroll for nine graduate credits (500- or 600-level) in ancillary or "minor" courses offered by other graduate departments in the divisions of humanities and social sciences.

2. Doctoral students may enroll for graduate credit in other divisions and schools of the University in accordance with University regulations and with prior approval of the director of graduate studies.

3. All graduate students may earn degree credit during the Notre Dame summer session, in accordance with provisions of the current Summer Session Bulletin of Information.

4. Graduate students may take up to two 400-level history lecture courses for degree credit.

Faculty


Doris Bergen, Associate Professor, Fellow in the Nanovic Institute for European Studies, and Fellow in the Joan B. Kroc Institute for International Peace Studies, B.A., Univ. of Saskatchewan, 1982; M.A., Univ. of Alberta, 1984; Ph.D., Univ. of North Carolina, Chapel Hill, 1991. (1996)


Paul Cobb, Assistant Professor. B.A., Univ. of Massachusetts, 1989; M.A., Univ. of Chicago, 1991; Ph.D., ibid., 1997. (1999)


Vincent P. DeSantis, Professor Emeritus. B.S., West Chester Univ., 1941; Ph.D., Johns Hopkins Univ., 1952. (1949)


Philip Gleason, Professor Emeritus. B.S., Univ. of Dayton, 1951; M.A., Univ. of Notre Dame, 1955; Ph.D., ibid., 1960. (1959)

Daniel Graff, Director of Undergraduate Studies and Assistant Professor. B.A. Univ. of Illinois, 1990; M.A., Univ. of Wisconsin, 1993; Ph.D., ibid., 2004. (2001)


Christopher S. Hamlin, Professor and Fellow in the Nanovic Institute for European Studies. B.A., Antioch College, 1974; M.A., Univ. of Wisconsin, 1977; Ph.D., ibid., 1982. (1985)


Thomas J. Schlereth, Professor of American Studies and Concurrent Professor of History. B.A., Univ. of Notre Dame, 1963; M.A., Univ. of Wisconsin, 1965; Ph.D., Univ. of Iowa, 1969. (1972)


John H. Van Engen, Andrew V. Tackes Professor of History. A.B., Calvin College, 1969; Ph.D., Univ. of California, Los Angeles, 1976. (1977)

Andrzej S. Walicki, Professor Emeritus, M.S., Univ. of Warsaw, 1953; Ph.D., ibid., 1958. (1986)


**History and Philosophy of Science**

*Program Director:*

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**The Program of Studies**

The History and Philosophy of Science (HPS) Program at the University of Notre Dame is one of a handful of programs in the United States that offers graduate-level instruction up to the Ph.D. in the field of the history and philosophy of science. The organization of the Notre Dame HPS program is that of an interdepartmental “committee,” leading to a degree satisfying a combination of requirements determined jointly by the HPS program and the relevant disciplinary departmental graduate program, either philosophy or history.

Because the Ph.D. in HPS incorporates the requirements for a doctorate in a standard disciplinary department, the HPS degree program leads to a doctoral degree inclusive of, but broader in scope than, the departmental degree. For this reason it is defined as a five-year program, rather than the normal four. Thus students who take the doctoral degree in the HPS program can claim to have satisfied both the disciplinary degree requirements and also those of an HPS degree. This allows Notre Dame graduates to situate their work within traditional disciplinary contexts and enable them to qualify for academic positions in regular disciplinary departments.

All designated HPS faculty members may serve as graduate student advisers, take part in examination committees, and act as the primary directors of dissertation research.

Courses are offered over a wide range of topics in the history of science, from medieval natural philosophy to the physics, biology, medicine, and technology of the 19th and 20th centuries. Particular emphases can be pursued in medieval natural philosophy and medicine, the scientific revolution of the 17th century, the history of astronomy, physics, and mathematics, 19th-century European and American science, technology and medicine, the history and philosophy of economic thought, and the history of life and physical science in the 20th century.

Course work in the philosophy of science draws upon the resources of the University's departmental strengths in philosophy of science, ethics, the history of philosophy, and analytic philosophy. The field itself tends to divide into four parts, all of which are dealt with at Notre Dame. The first is concerned with such themes as explanation, theory-evaluation, theory-change and rationality, and recent continental approaches to the philosophy of science. The second considers the philosophical issues raised by developments in specific fields of science, such as quantum mechanics, relativity, space and time, evolutionary biology, cognitive neuroscience, sociology of scientific knowledge, and the methodology of economics. The third concerns the history of the philosophy of science. The fourth considers the ethics of science and technology. The program offers a broad covering in its courses and seminars in more specialized topics.

An important feature of the program is its attention to the broader relationships between science and culture; science, technology, and values; and the interrelations of science and religion. The ability to conduct historical and philosophical examination of these issues in the Notre Dame program forms an important feature of the course of instruction.

Through a regular faculty-student reading and discussion seminar held each semester, coupled with a visiting speaker series, the discussions of the broad range of current issues in the history, sociology, and philosophy of science are actively pursued by the combined group.

The program draws upon the resources of three important research centers at the University of Notre Dame: the Reilly Center for Science, Technology, and Values; the Center for Philosophy of Religion; and the Medieval Institute, all of which organize regular seminars, speaker series, and major conferences on current topics.

**Admissions**

There are no “standard” requirements for students entering a field as diverse as history and philosophy of science. Ideally students will have had dual training in a relevant humanistic academic discipline and in some area of science. The extent of the background preparation in a science expected of a student will depend on the area of doctoral research chosen. Someone who elects to specialize in ancient or medieval natural philosophy will require other special skills (in language, for example) but need not have the kind of competence in a science expected of a student intent on studying the philosophy of quantum mechanics. Sufficient preparation is expected in a humanistic discipline, typically history or philosophy, to permit the disciplinary department to make a judgment concerning admission at the time of application. Admission to the doctoral program thus requires a joint admission decision by the HPS program and the disciplinary department.

Since financial support is given by the HPS program, initial application materials should be directed to HPS and not to the disciplinary department unless an applicant wishes to be considered independently for admission to some other program of the University.
Financial Aid
The Notre Dame program offers a limited number of fellowship-assistantships to entering students each year that include full-tuition scholarships. These provide a duty-free fellowship for the first year, with services expected for stipend continuation in the second, third, and fourth years. A fifth-year dissertation fellowship is awarded to students making satisfactory progress toward the degree. Duties will normally include teaching assistantship work in the selected disciplinary department (history or philosophy); in the undergraduate science, technology, and values concentration; or in the undergraduate Program of Liberal Studies.

Applicants are urged to apply for the competitive NSF and Andrew Mellon predoctoral fellowships in the history and philosophy of science. Deadlines for these applications are in November of the year preceding admission but may also be applied for in the first year of the program.

Master's Program
Because HPS is a doctoral program, applicants interested only in receiving a terminal M.A. degree will not be accepted. However, this rule does not apply to individuals concurrently enrolled in other doctoral graduate programs of the University who seek to earn a nonresearch HPS master's degree in order to complement their doctoral studies. Students whose primary enrollment is in HPS will be entitled to receive a master's degree once they have completed the written and oral examination for Ph.D. candidacy. In addition, in the event that an admitted HPS student decides to leave the program or is subsequently discontinued by the HPS program or the disciplinary department, the student may pursue a research (or thesis) terminal M.A. degree.

The nonresearch HPS M.A. degree requires the completion of 36 credit hours of course work. Three courses in history of science and three courses in philosophy of science form the core of this requirement. The student, in consultation with the HPS program director, selects the remaining courses. To be eligible for HPS credit, these courses must bear in significant ways on the concerns of history and philosophy of science. Students taking the nonresearch HPS M.A. concurrently with a Ph.D. in another Notre Dame program may count up to nine hours of course work toward both degree programs, subject to approval by the director of HPS and the director of graduate studies in the other program. Reading knowledge in one foreign language (ordinarily French or German) will be required. A one-hour oral examination, based on course work, will complete the requirements for the nonresearch degree. Students taking the terminal HPS research M.A. will prepare an extended research paper or formal M.A. thesis under the direction of a faculty member, for which six hours of thesis credit will be awarded. A one-hour oral comprehensive examination completes the requirements for this research M.A. degree.

Doctoral Program
HPS students pursue the Ph.D. degree in either a philosophy track or a history track.

Philosophy Track
Those who elect the philosophy track toward the Ph.D. in history and philosophy of science must satisfy the following course distribution requirements. In HPS, they will take a minimum of three courses in the general area of philosophy of science and four courses in history of science, plus the HPS 560 Proseminar. Courses in the history of science will be selected from offerings designated as satisfying the examination fields for the history of science M.A. comprehensive. In addition, students will satisfy a slightly modified form of the philosophy graduate program's requirements, namely, the philosophy proseminar and a minimum of one course in each of the following areas: logic, history of ancient philosophy, history of medieval philosophy or science, and history of modern philosophy; and in two of the following three areas: ethics, metaphysics, and epistemology. Students may also be advised to take some extra work in one of the sciences, if this seems necessary for the specialized research they are planning. The language requirement for Ph.D. candidates in the philosophy track is a reading knowledge of two foreign languages.

Ethics of Science and Technology Concentration
Students on the philosophy track who elect the ethics of science and technology concentration will satisfy the philosophy-track course requirements, but with the following exceptions: (1) the student will take at least four courses in ethics or science and ethics; (2) PHI 569 (20th-Century Ethics) will be taken as one of the three required philosophy core courses; (3) one of the four required history of science courses will be selected from a specified list of courses in the area of science, technology, and values; and (4) an additional course in ethics will be chosen from a specified list of philosophy courses.

In late summer after his or her second year, the student will take a written qualifying examination in the history of philosophy administered by the Philosophy Department. In the late summer after the third year, the student will take a written M.A. comprehensive examination in history of science. This will include examinations in the four following areas in the history of science: (1) ancient, medieval, and early-modern natural philosophy; (2) history of physical science 1700 to 1910; (3) history of life science 1700 to present; and (4) science, technology, and society (including history of medicine and technology). Students will also be expected to turn in at the end of the summer an advanced paper in philosophy normally expected of philosophy majors after the second year (see philosophy doctoral requirements). In the first semester of the fourth year, the student will take an oral qualifying examination in the philosophy of science, with a special focus on the problem area in which he or she intends to write a dissertation. The five members of the examination board will be appointed jointly by the HPS program director and the director of graduate studies in philosophy.

Once Ph.D. candidacy requirements have been completed, the student will begin preparation of a dissertation proposal under the guidance of a research director of his or her choice. The proposal will be presented to a thesis evaluation committee, consisting of five faculty chosen jointly by the HPS program director and the director of graduate studies in philosophy. The committee can approve, reject, or request modifications in the candidate's proposal. When the proposal is approved, the student will work under the direction of his or her thesis director to prepare a dissertation that must be approved by the director and three readers appointed by the HPS program director. Readers are normally drawn from the committee that approved the original proposal, but one outside member of the committee may be substituted if deemed desirable for expert judgment of the dissertation. If the readers accept the dissertation, the HPS program director arranges for a dissertation defense. The defense committee is composed of at least the dissertation director, the three dissertation readers, and an outside chairperson appointed by the Graduate School. After the defense and ensuing discussion, the committee decides by majority vote whether the defense of the dissertation project has been satisfactory and determines whether any revisions of the dissertation are required as a result of weaknesses revealed in the oral defense.

History Track
Those who elect the history track toward the Ph.D. in history and philosophy of science will take a minimum of four courses in history of science, plus the HPS 560 Proseminar, and three courses in the general area of philosophy of science. In addition, a student will take at least eight more courses (three of which must be research seminars) in two of these fields: American, Modern European, or Medieval History. These eight courses can include the history of science and technology.

The basic language requirement for Ph.D. candidates on the history track is a reading knowledge of one modern foreign language. In addition, competence has to be shown either in a second language or in a technical discipline bearing on the student's research work, such as one of the natural sciences.

In the late summer after the second year, the student will take a written M.A. comprehensive examination in history of science. This will include examinations in the four following areas in the history of science: (1) ancient, medieval, and early-modern natural philosophy; (2) history of physical science 1700 to 1910; (3) history of life science, 1700 to present; and (4) science, technology, and society (including history of medicine and technology). This will replace the long paper and examination requirements.
normally expected for certain tracks within the History Department (medieval, modern European) (see history doctoral requirements). In the spring of the third year, the student will prepare for the Ph.D. candidacy examination, taken in the late summer. This will consist of two parts, written and oral. The examination board will consist of five faculty members appointed jointly by the HPS program director and the director of graduate studies in history. Each examiner will set a two-hour written examination in one of five fields, two of which will be in specialized areas in the history of science and technology, two in other history fields, and one in the philosophy of science. The oral examination will be given shortly after the written and will involve the same five examiners.

Once Ph.D. candidacy requirements have been completed, the student will begin preparation of a dissertation proposal under the guidance of a research director of his or her choice. The proposal will be presented to a thesis evaluation committee, consisting of three faculty chosen by the HPS program director and the director of graduate studies in history, plus the student’s research director. The committee can approve, reject, or request modifications in the candidate’s proposal. When the proposal is approved, the student will work under the direction of his or her thesis director to prepare a dissertation that must be approved by the director and three readers appointed by the HPS program director, normally drawn from the committee that approved the original proposal. Substitution of one outside expert may be elected if deemed necessary for the student’s dissertation work. If the readers accept the dissertation, the program director arranges for a dissertation defense. The defense committee is composed of at least the dissertation director, the three dissertation readers, and an outside chairperson appointed by the Graduate School. After the defense and ensuing discussion, the committee decides by majority vote whether the defense of the dissertation project has been satisfactory and determines whether any revisions of the dissertation are required as a result of weaknesses revealed in the oral defense.

**Course Descriptions**

Each course listing includes:

- Course number
- Title
- (Lecture hours per week—laboratory or tutorial hours per week—credits per semester)
- Instructor
- Course description
- (Semester normally offered)

The listing includes courses that were offered in the past three academic years.

500. HPS Colloquium
(1-0-1) Staff
Discussion of a prominent recent work in the field of HPS, and research presentations by visiting scholars. Required course for HPS students in the first and second years of the program. (Every semester)

513. The Computer as a Social Phenomenon
(3-0-3) Mirowski
Approaches to understanding the computer have until recently tended toward one of two extremes: either as a natural-technical object, generally the province of electrical engineering and/or the computer science departments; or else on the most superficial level, with texts on the “information society” or postmodernist riffs on cyberspace. It is beginning to be the case that individual disciplines are being forced to confront how computational themes might transform their previous research agendas; and some have even begun to worry about how the Internet might transform the traditional university education. In this class we begin with the question of technological determinism, proceed through a combined social/technical history of the computer and the Internet, and then consider some ways in which computers are changing the definition of the “human” (using my recent book Machine Dreams) and the definition of the economy.

521. Einstein’s Philosophy of Science
(3-0-3) Howard
A survey of the historical development of Albert Einstein’s philosophy of science, paying special attention to the contemporary intellectual and philosophical context. Topics covered include the influence upon Einstein of such movements or schools as Machian positivism, Marburg neo-Kantianism, conventionalism, and Vienna Circle logical empiricism, as well as Einstein’s influence on the further development of the philosophy of science in the 20th century, with special emphasis on issues such as the structure and interpretation of theories and the realism-instrumentalism debate. The nature and significance of interactions between science and philosophy are also considered. Note: No background in physics or mathematics is assumed.

532. Leibniz, Newton and Kant’s First Critique
(3-0-3) Franks
A close examination of central aspects of Kant’s Critique of Pure Reason, considered as an attempt to resolve tensions between the model of intelligibility exemplified by Newton’s physics and the model of intelligibility articulated in Leibniz’s metaphysics. We will investigate some conflicts between Leibniz and Newton with respect to space, time, causality, and freedom, and we will critically study both the methods adopted by Kant to resolve these conflicts (transcendental arguments) and the results supposedly achieved thereby (transcendental idealism). The Critique as seen from this perspective will be contrasted with the Critique as it is understood by some contemporary philosophers.

536. Theology after Darwin
(3-0-3) Ashley
Prerequisites: Graduate students only; by permission only. This course will be an upper-division undergraduate/graduate level 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 in eighteenth and nineteenth century Christian theology. Then we will consider two paradigmatic late nineteenth-century reactions to Darwin, that of Charles Hodge (What is Darwinism?) and of John Zahm, C.S.C. (Evolution and Dogma). From there we will study the largely negative mood of the early-twentieth century (with the exception of the liberal theology of Shailer Matthews and other members of the University of Chicago Divinity School), 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 coherency of Christian faith by figures such as William Denzil and Richard Dawkins; and the argument by John Hauer 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 presume and build on much of the materials treated in HPS 569/STV 469. Students who have not taken the earlier course may enroll in this one with the instructor’s permission, but this permission should be sought early enough so that students can work through a reading list from the first course.

Advanced graduate students in the HPS program or the MTS program in Theology will be expected to complete a take-home midterm, and a research paper. New HPS/MTS students and undergraduates will be asked to complete two take-home midcourse exams and a final. Auditors are welcome, but must register for the course. Student presentations will help introduce some of the materials.

543. Ethics and Science
(3-0-3) Shadrak-Frechette
This course will focus on typical ethical problems likely to arise on conducting scientific research; the subtle ways in which scientific inferences, models, and methods may exhibit bias values; the conflicts of interest that often face researchers; the ethical arguments for alternative default rules in science; classical ethical techniques for resolving ethical dilemmas in science; necessary and sufficient conditions for scientific whistle blowing, appropriate behavior under scientific uncertainty; and analysis of ways that unethical science can compromise objectivity, consent, due process, the common good, rights to know, responsibility, and justice. Course texts include ar-
articles from scientific journals, reports of the National Academy of Sciences, and three books on ethics of scientific research (Erwin et al., Penslar, and Shrader-Frechette). Emphasis will be on actual scientific case studies and on short, analytic papers evaluating particular ethical problems in these case studies.

550. Plato’s *Timaeus* as Cultural Icon
(3-0-3) Reydams-Schils
This course will deal with the reception of Plato’s *Timaeus*, both as a hermeneutical strategy for a richer understanding of the text itself, and as a study of the process of cultural assimilation. We will use the *Timaeus* also as a window to “survey” topics, such as the history of Neoplatonism and its impact on the Medieval tradition.

560. Introduction to History and Philosophy of Science
(1-0-1) Staff
An introduction to the research methods and the varied areas of specialization in the history and philosophy of science. This course also functions as an introduction to the graduate HPS program. Required of all entering HPS students. (Every fall)

561. The History of Science, Technology & Medicine, Antiquity to 1750
(3-0-3) Goulding, Sloan
This course initiates a two-semester survey of the main events in the history of natural philosophy, technology, and medicine from Greek antiquity to the early Enlightenment. The first half, taught by Prof. Goulding, will begin with Presocratic reflections and carry the course to the Renaissance. The second half, taught by Prof. Sloan, will deal with the Scientific Revolution and the science of Galileo, Harvey, Descartes, Boyle, and Newton extending approximately to 1750.

565. The Scientific Revolution
(3-0-3) Goulding, Crowe
This course studies selected developments in science during the period from 1500 to the death of Newton in 1727. The focus will be on such major figures as Copernicus, Kepler, Galileo, Huygens, and Newton. Philosophical, religious, and historiographical issues will receive some attention. Satisfies core history requirement.

566. History of Modern Astronomy
(3-0-3) Crowe
Traces the development of astronomy and cosmology from the late 17th century to the 1930s. Attention is given to the interactions of astronomy with other areas of science and with philosophical, religious, and social factors. Satisfies core history requirement.

568. Topics in the History of Physical Science, 1600 to 1900
(3-0-3) Crowe
This course treats selected developments in the history of physical science, especially in the period from 1600 to 1900. Interactions with the main philosophical, social, and religious currents are included. Satisfies core history requirement.

569. The Darwinian Revolution
(3-0-3) Sloan
A combined historical and philosophical approach to the revolution created by the work of Charles Darwin. The course deals with the origins of Darwinism; the 19th-century debate over evolution; the subsequent development of mathematical and genetic approaches to natural selection theory; and the formulation of neo-synthetic evolutionary theory. The course will close with consideration of more recent developments connected to developmental genetics, punctuated equilibrium theory, and chaos-theoretical approaches to evolution. Students will be introduced to the historical and philosophical literature of current interest. Satisfies core history requirement.

570. The Molecular Revolution in Biology
(3-0-3) Sloan
This course offers a historical and philosophical analysis of the origins and development of the molecular revolution in biology that broke into full public view in the early 1950s with dramatic discoveries of the molecular structure of DNA and the biophysical mechanism of the action potential in the nervous system. The course will approach this with an analysis of the development of the chemistry and physics of living materials from Lavoisier and the German biophysical school (Helmholtz), through the remarkable advances in physiology of the French school (Bernard) and the development of genetics. The course will terminate in the examination of molecular approaches in contemporary work in human genetics (the Human Genome Project). Satisfies core history requirement.

571. Environmental Justice
(3-0-3) Shrader-Fechette
This course will survey environmental impact assessment (EIA), ecological risk assessment (ERA), and human-health risk assessment (HHRA); ethical and methodological issues related to these techniques; then apply these techniques to contemporary assessments for which state and federal governments are seeking comments by scientists and citizens. The course is hands-on, will have no tests, but will be project-based, with students working on actual assessments that they choose (about 2500 are done in U.S. each year). The goal will be to teach students EIA, ERA, and HHRA and how to evaluate draft analyses, particularly those used to cite facilities or make environment-related decisions in which poor people, minorities, and other stakeholders are themselves unable to provide comments. Course will cover flaws in scientific method and flaws in ethics that typically appear in these assessments.

572. Science, Medicine and Social Reform, 1750 to 1950
(3-0-3) Hamlin
The development of the idea that health care is a responsibility of government, involving the interrelations of developments in the medical sciences, the social structure of the medical profession, and changing ideas about public responsibility for social welfare. Topics include Enlightenment concepts of medical policy; the public health movement; changing ideas of the hospital; developments in etiology, pathology, bacteriology, and therapeutics; and the politics and ideologies of social reform movements. Satisfies core history requirement.

573. The Social Uses of Science, 1800 to the Present
(3-0-3) Hamlin
Considers the impact of science, both intentional and unintentional, on society during the past two centuries. Topics include major technological applications of the biological and physical sciences, ideological uses of scientific theories and concepts, the elevation of science to the position of a central cultural norm, the growing emphasis on science in the academic curriculum, and the employment of scientific expertise in public decision making. Satisfies core history requirement.

574. Problems and Themes in the History of Technology
(3-0-3) Hamlin
Examines concerns of the modern historiography of technology. These include problems closely related to issues in the history and philosophy of science—the relation of science to technology, contexts of inventiveness, technological diffusion, relation of technology to ideology and rational reconstruction in the history of technology. Also considers problems closely related to issues of social, economic, and political history—incentives to technical change, effects of technologies, relation of technological controversy to political process, technological determinism as a historical explanation, and the place of technology in the new social history. Satisfies core history requirement.

(3-0-3) Mirowski
Explores the way the understanding of nature in both its generic and specific senses has informed the evolution of economic thought. We start with an examination of various economists who have written on the role of natural images in economics: Mill, Marx, Veblen, and Hayek. This serves as a prelude to some specific historical controversies in the history of economics, such as the relative importance of histories of physics and biology in economics, the impact of mathematical formalization upon the content of economics, the struggle to define legitimate experimentation in economics, the response to sociobiology and psychology, and other related topics.
577. History of Economic Thought
(3-0-3) Mizowski, Senn
This is a course that intends to ask how it is that we have arrived at this curious configuration of doctrines called "economics" and more importantly, how differing modes of historical discourse tend to ratify us in our prejudices about our own involvement in this curious project. A basic knowledge of economics (including introductory economics and preferably intermediate economics) will be presumed.

578. Philosophy and the Human Sciences
(3-0-3) Staff
This course examines the complex and multifaceted process that resulted in the clear separation of what we would now call philosophy from the human sciences. That process included the transformation and emergence of a number of more specific fields, including psychology, anthropology, and sociology, from a more general realm of largely philosophical investigation. We will trace the history of the human sciences as they differentiated from older philosophical inquiry and defined themselves, mainly through some form of affiliation or opposition to philosophy, on the one hand, and the exact sciences, on the other. Particular emphasis will be placed on late-nineteenth-century debates about epistemological and methodological issues, and their interconnection to debates concerning the institutional and academic location of the human sciences.

579. Colloquium in Anglo-American Intellectual History
(3-0-3) Turner
A readings course in selected topics in Anglo-American intellectual history from the late 17th century through the late 19th century. "Anglo-American," as used here, comprises those discourses common to Britain and Anglophone North America. This does not preclude occasional French or German voices. Examples might include sensationalist psychology, evangelical Calvinism, Newtonian physics, republicanism, Scottish common-sense philosophy, liberalism, and Darwinism.

581. Philosophy of Science
(3-0-3) Howard, McKim
A survey of major problems, movements, and thinkers in 20th-century philosophy of science. The course begins with a look at the historical background to logical empiricism, its rise to prominence, and its early critics, such as Popper. After a study of major problems in the neo-positivist tradition, such as confirmation, explanation, and reductionism, we will pause to note as well a few major problems in the foundations of the special sciences, including indeterminacy and complementarity in quantum mechanics, and the conventionality of the metric in relativity theory. Historically, critiques of neo-positivism, chiefly Kuhn's, will be studied next, followed by a consideration of the realism-instrumentalism debate. The course concludes with a brief look at new perspectives, such as social constructivism and feminist philosophy of science. Satisfies core philosophy requirement. (Every fall)

582. Explanation, Causation, and Scientific Laws
(3-0-3) McKim
Can there be causal relatedness without laws? Are scientific explanations always causal? Are there really any laws of nature? How could we know? The triad of concepts mentioned in the course title are deeply rooted in scientific practice and have provided central themes for philosophical reflection about science and the world science seeks to understand. Yet each remains highly controversial. This course explores some of the best current thinking about how these notions and their interrelationships should be understood.

583. Philosophy of Biology
(3-0-3) Moss
An examination of major problems in the philosophy of biology and recent work on those problems. The course begins with a comparison between traditional "biological philosophy" and "philosophy of biology" proper, an expression that emerged in the 1970s in the context of Anglo-American philosophy of science. A significant array of issues and key figures in this modern subdiscipline will be presented critically, more particularly: (1) The problem of the autonomy (vs. provincialism) of biological sciences and the related debates over physical-chemical reductionism and teleology. (2) Problems raised by specific biological theories and concepts: systematics, cell theory, evolutionary theory, and genetics. These theories will be examined from three points of view: their claim to unify the biological sciences, their structure and explanatory power, and the specific problems of definition raised by certain theoretical concepts (of the cell, of selection and fitness, of species, of categories and taxa, of the gene). (3) Two problems in the epistemology of medicine will be analyzed: definitions of disease and notion of a 'cause' of a disease. (4) Finally, two ethical problems involving major epistemological issues will be discussed: eugenics and race.

584. Philosophy of Social Science
(3-0-3) McKim
An inquiry into the central forms of explanation employed in the social sciences: rational choice, intentional, functional, structural, and interpretive. One emphasis will be on understanding the ways in which these approaches conform to or differ from explanatory strategies in the natural sciences. A second emphasis will be on the microfoundations of social theory: What assumptions about human nature and social life are presupposed in adopting a particular explanatory strategy?

585. Feminist Philosophy of Science
(3-0-3) Kourany
In recent years, feminists have offered rather sharp critiques of modern Western science; for example, that it has been controlled by men right from the start, with women excluded from its most important activities; that it has sought from the start to dominate nature with a method characterized by such so-called masculine traits as disinterestedness and emotional detachment, and (at least in recent times) aggressiveness and competitiveness; and that it has tended to leave women largely invisible in its knowledge and research, or portrayed in negative terms, and has thereby justified such things as inferior educational and athletic opportunities for women, inferior medical treatment for women, and inferior positions for women in the workplace, the family, and every institution of human life. At the same time, feminists have drawn our attention to a number of recent cases of scientific research that they have considered exemplary—not subject to the above kinds of critique, and indeed, pointing us toward a much better (more useful, more objective, truer, etc.) science, and they have put forward various theories to explain and justify such an evaluation. In this course we shall explore this terrain of so-called "feminist philosophy of science"—these critiques and cases of exemplary scientific research and justificatory theories—paying particular attention to articulating and assessing the theories. We shall also explore the relation between this feminist philosophy of science and so-called "mainstream philosophy of science." Such exploration will lead us to an interesting vantage point from which to reflect on what philosophy of science (neither "feminist" nor "mainstream") can and should be like.

586. Philosophical Problems in Physics
(3-0-3) Staff
This is a course for graduate students in the history and/or philosophy of science who are not specializing in foundational problems in physics but who wish to examine in some reasonable detail a selection of fundamental philosophical issues associated with major technical advances in the history of physics, beginning from Galileo and Newton, and ending with quantum mechanics.

587. History of the Philosophy of Science up to 1750
(3-0-3) McMullin, Joy
The classical authors in theory of science: Plato, Aristotle, Bacon, Descartes, Locke, Newton, and Hume. The connections between epistemology and theory of science will be emphasized. Satisfies core philosophy of science requirement.

588. History of the Philosophy of Science, 1750 to 1900
(3-0-3) McMullin, Howard, Jauernig
The second half of the history of "classical" philosophy of science. Themes: the epistemic status of scientific knowledge-claims; the presuppositions, techniques, and modes of inference appropriate to natural science; the ontological status of scientific constructs. We shall begin with Reid and Kant, go on to Comte, Whewell and Mill, and end with Mach and Poincaré. Satisfies core philosophy of science requirement.
589. Science and Religion
(3-0-3) Ashley
Science and religion are complex phenomena that can be analyzed in terms (at least) of their epistemological, existential, and social dimensions. Both science and religion generate justified beliefs. The criteria and spheres of justification for these beliefs overlap and interrelate in extremely complicated ways that have led both to conflict and to mutual enrichment. This course is an upper-division undergraduate- or introductory graduate-level review of these complicated interrelations. There will be two major divisions to the course. In the first we will take up methodological issues, considering different approaches to correlating science and religion. In the second part of the course we will deal in depth with the correlations between scientific cosmologies and Christian doctrines of creation and God’s providential governance of creation.

590. Economics and Philosophy
(3-0-3) Miziowski, Sent
Covers a range of discrete topics located at the intersection of philosophy and economics, including: how economists have reacted to the evolution of the philosophy of science in the 20th century; how conceptions of the natural and the social shape their beliefs; the role and content of mathematical discourse in economics; implications of different theories of probability for both theoretical and empirical (econometric) practice; the recent attempt to reclaim ground from moral and political philosophy; and the looming importance of cognitive science and artificial intelligence.

591. Methodological Issues in Economics
(3-0-3) Miziowski, Sent
Contemporary work in the philosophy of science on issues such as explanation, verification, and prediction is employed in the critical examination of economic theorizing in the neoclassical, Keynesian, and Marxist traditions.

592. Topics in Economic Theory
(3-0-3) Miziowski
This course will analyze the promises and problems of alternative economic theories of the behavior of scientists and comparisons of science to a market. It will provide a comprehensive survey of the existing literature and then review the capacity of economic language and theories to elucidate the structures of science. It will further open up an inquiry into the effect of economics upon the actual conduct and content of science. Particular topics that will be covered are: the intellectual history of theories of an economics of science, evolving formats of university/government and university/industry relations, labor economics views on science, the economics of the dissemination and validation of findings, the conception that science is a public good, the economics of fraud in science, the causes and consequences of the division of labor in science, and the economics of intellectual property rights.

599. Thesis Direction
(V-V-V) Staff
Research and writing on an approved subject under the direction of a faculty member.

600. Nonresident Thesis Research
(0-0-1) Staff
Required of nonresident graduate students who are completing their theses in absentia and who wish to retain their degree status.

663. Topics: Scientific Revolution
(3-0-3) Sloan/Goulding
Examination of selected topics in the medical, physical, and occult sciences of the Scientific Revolution period. The first half of the course, taught by Prof. Sloan, will deal with life sciences, beginning with the work of Aristotle and Galen, and move into the work of Harvey, Descartes, Boyle and the interactions of the life and physical sciences in the early modern period. The second half, taught by Prof. Goulding, will deal with topics in the history of vision and optics and their relations to other sciences and to magic, especially in the early-modern period.

The course is restricted to graduate students and the primary requirement will be student reports and the preparation of a research paper.

674. The Question of Laws in Scientific and Ethical Thought
(3-0-3) Joy
The concept of laws of nature in modern science not only shapes our thinking about nature, but also structures important inquiries in ethics and metaphysics. But ever since Newton, the concept of laws of nature has been defined in radically different ways, and the very existence of such laws has been questioned. This seminar will begin by considering several influential accounts of laws of nature, including earlier treatments (those of Newton, Hume, Kant) and 20th-century treatments (those of Lewis, Armstrong, and critics of laws, Cartwright and Van Fraassen). It will then investigate what issues are at stake in a commitment to the coherence and existence of laws of nature. These issues concern the scientific study of nature, ethical inquiry regarding moral responsibility, and the metaphysical disagreements about the compatibility of human freedom and causal determinism.

680. Scientific Realism and Anti-Realism
(3-0-3) McMullin
The controversy regarding scientific realism has been one of the two or three focal issues in the philosophy of science over recent decades. After a brief look at the historical origins of the controversy in early astronomy and in Newtonian mechanics, we shall go on to examine the criticisms, defenses, and evaluations of realism in the writings of van Fraassen, Laudan, Putnam, Boyd, Hacking, and others.

684. Philosophy of Cognitive Science
(3-0-3) Ramsey
In this course, we will begin by examining the philosophical underpinnings of cognitive science. We will then look at some of the implications of cognitive research for a number of traditional philosophical issues and debates. Questions to be addressed include: Is the mind separate from the brain? Could we ever make a machine that feels pain? Are humans systematically irrational? Do we have innate knowledge?

685. Continental Philosophy of Science
(3-0-3) Guttung
A survey of recent French and German work in philosophy of science. Figures discussed might include Bachelard, Canguilhem, Foucault, and Habermas.

686. Historical Foundations of Space-Time Theory
(3-0-3) Bradling, Bauernig, Howard
This course is an historically organized survey of major issues in the philosophical foundations of space-time theory. The seminar will start with a review of the development of space-time theory from Newton to Einstein. Then, after a nontechnical but rigorous introduction to current physical conceptions of space and time (both special and general relativity), we will turn our attention to various specific topics, such as: conventionalism and the structure of space-time; the “hole” argument in general relativity; causality and space-time; space-time substantivalism; space, time, and individuation; temporal becoming; black holes and space-time singularities.

687. Historical Foundations of the Quantum Theory
(3-0-3) Howard, Bradling
This course is an historically organized survey of major issues in the philosophical foundations of quantum mechanics. Working with a mix of primary and secondary texts, we will first survey the development of the quantum theory through the emergence of wave and matrix mechanics in the 1920s, the aim being to understand the context in which Bohr’s complementarity interpretation and debates about it first arose. A careful study of the Bohr-Einstein debate over the completeness of quantum mechanics will be followed by a review of the major controversies over interpretation in the second half of the 20th century, including the measurement problem, hidden variables theories, and Bell’s theorem. The course will conclude with a look at new questions of interpretation unique to the context of quantum field theory. The course will not assume advanced training in physics.

688. Theology and the Natural Sciences
(3-0-3) McMullin
The rapid progress of the natural sciences over the last few centuries has raised nagging issues for Christian theology, just as Aristotelian natural philosophy did in the 13th century. Dealing with those issues had a transformative effect on theology at that earlier moment. Is something similar happening today? Ought it? To enter into issues of this sort involving two very different ways of knowing inevitably involves two other ways: philosophy and
history. The contribution of these latter to the four-way dialectic will be emphasized. Such a dialectic makes heavy epistemic demands, as case histories will demonstrate.

697. Directed Readings
(V-0-V) Staff
Readings and discussion of chosen texts under the personal supervision of a member of the faculty.

699. Research and Dissertation
(V-V-V) Staff
Independent research and writing on an approved subject under the direction of a faculty member.

700. Nonresident Dissertation Research
(0-0-1) Staff
Required of nonresident graduate students who are completing their theses in absentia and who wish to retain their degree status.

Faculty

J. Matthew Ashley, Associate Professor of Theology and Fellow in the Center for Social Concerns, B.S., St. Louis Univ., 1982; M.T.S., Weston School of Theology, 1988; Ph.D., Univ. of Chicago, Divinity School, 1993. (1993)


Christopher B. Fox, Professor of English and Director of the Keough Institute for Irish Studies, B.A., Cleveland State Univ., 1971; M.A., State Univ. of New York at Binghamton, 1974; Ph.D., ibid., 1978. (1986)


Gary M. Gutting, the Notre Dame Professor of Philosophy and Fellow in the Nanovic Institute for European Studies, A.B., St. Louis Univ., 1964; Ph.D., ibid., 1968. (1969)


Janet Kourany, Associate Professor of Philosophy, B.S., Columbia Univ., 1965; Ph.D., ibid., 1977. (1982)

A. Edward Manier, Professor of Philosophy, B.S., Univ. of Notre Dame, 1953; A.M., St. Louis Univ., 1956; Ph.D., ibid., 1961. (1959)

Vaughn R. McKim, Associate Professor of Philosophy, B.A., Oberlin College, 1962; M.A., Yale Univ., 1964; Ph.D., ibid., 1966. (1966)

Rev. Ernan McMullin, the John Cardinal O’Hara Professor Emeritus of Philosophy, B.S.c., National Univ. of Ireland, 1945; B.D., Maynooth College, 1948; Ph.D., Univ. of Louvain, 1954. (1954)


Lenny Moss, Assistant Professor of Philosophy and Fellow in the Nanovic Institute for European Studies, B.A., San Francisco State Univ., 1981; Ph.D., Univ. of California, 1989; Ph.D., Northwestern Univ., 1998. (1999)

Philip L. Quinn, the John A. O’Brien Professor of Philosophy, B.A., Georgetown Univ., 1962; M.S., Univ. of Delaware, 1966; Ph.D., Univ. of Pittsburgh, 1969. (1985)

William M. Ramsey, Associate Professor of Philosophy, B.S., Univ. of Oregon, 1982; Ph.D., Univ. of California, San Diego, 1989. (1989)

Kristin Shrader-Frechette, the F. J. and H. M. O’Neill Professor of Philosophy, Concurrent Professor of Biological Sciences, and Fellow in the Joan B. Kroc Institute for International Peace Studies, B.S.c., Xavier Univ., 1967; Ph.D., Univ. of Notre Dame, 1972. (1998)

Phillip R. Sloan, Professor in the Program of Liberal Studies and Concurrent Professor of History, B.S., Univ. of Utah, 1966; M.S., Scripps Inst. of Oceanography, 1964; M.A., Univ. of California, San Diego, 1967; Ph.D., ibid., 1970. (1974)


Literature

Program Director:
Margaret A. Doody

Director of Graduate Studies:
Collin Meissner

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The Ph.D. in Literature at the University of Notre Dame is an innovative interdisciplinary program that focuses on the study of literature from a transnational and intercultural perspective. The program combines the forces of a number of departments and programs—Classics (Arabic, Greek, Latin, Syriac), East Asian studies, French and Francophone studies, German, Iberian and Latin American studies (Portuguese, Spanish), Irish studies, and Italian studies. Close ties with Philosophy and Theology (exponents of sources of much basic literary theory) are encouraged; each student takes at least one course from each of those two departments. The Ph.D. in Literature brings together outstanding faculty and resources to enable doctoral students to study literature both within traditional disciplines and across disciplinary and national boundaries.

Designed for the intellectually creative student, the Ph.D. in Literature requires both depth and breadth of language study while offering students curricular flexibility in the design of a degree that is responsive to their own interests in literature. Uniquely tailored to take advantage of the University’s many resources, the program offers an unprecedented level of intellectual and financial support.

Intellectual Strength and Support

Notre Dame is well known as an intellectual center for the study of the ancient world, religion and literature, medieval life and culture, Irish literature and culture, the Renaissance, and modernism. Admitted students enjoy the company of their peers and close association with a diverse and lively group of faculty, not only within the departments listed above but also in numerous other departments and institutes at Notre Dame, such as the Department of English, the Devers Program in Dante Studies, the Erasmus Institute, the Kellogg Institute for International Studies, the Keough Institute for Irish Studies, the Kroc Institute for International Peace Studies, the Nanovic Institute for European Studies, and the Medieval Institute. These institutes, like the departments, bring distinguished scholars as visiting professors and speakers to campus and hold conferences of international repute. Students will be welcomed as valued and contributing members of this community of scholars.
Notre Dame’s library system houses nearly three million volumes and subscribes to more than 23,000 serial publications. In addition to its general holdings, the system’s main library, the Theodore M. Hesburgh Library, also has world-renowned special collections in Dante, the Byzantine world, the Italian Renaissance, the French Revolution and Enlightenment, the Spanish Inquisition, Southern Cone literature, Irish literature, and medieval literature and history. Students can also access the art exhibits and collections housed in Notre Dame’s Snite Museum, one of the top university art museums in the country.

Financial Assistance and Funding for Professional Activity

The full range of financial assistance, including fellowships (University Presidential Fellowships, first-year fellowships, ethnic minority fellowships, and others), teaching assistantships, and tuition scholarships, described in the front section of this Bulletin is available to students in the Ph.D. in Literature. All admitted doctoral students will be fully funded for at least five years with stipends and full-tuition scholarships. Stipends will come in the form of teaching fellowships, research fellowships, and graduate fellowships. While all admitted students will receive stipends and full tuition waivers, merit-based fellowships of $18,000 will be awarded to selected applicants.

The Ph.D. in Literature emphasizes the development of linguistic expertise as well as training in criticism, theory, and research. To this end, the program will either provide directly or facilitate the acquisition of grants, fellowships, or other forms of funding through various agencies to support advanced students in a research-oriented year abroad.

Admissions

The program in literature admits only students intending to pursue the doctorate. Students who have already completed the M.A. degree in a relevant literary field or in a related nonliterary field (such as anthropology, history, theology, philosophy, etc.) are encouraged to apply. Work completed at another institution may, upon determination by the program’s administrative board, be credited toward the Ph.D. degree. An advanced level of preparation in the languages relevant to a student’s proposed course of study is requisite for all applicants to the program and indispensable for students in the program.

Incoming students begin studies in the fall semester. Students applying to enter in the fall should have complete dossiers (application, transcripts, writing samples [one in English and one demonstrating facility examining literature in a foreign language], letters of recommendation, and GRE scores (general test only) on file with Notre Dame’s Office of Graduate Admissions no later than January 15. Applicants should describe their areas of interest as explicitly as possible on the “Statement of Intent” accompanying the application and ideally should list the prospective faculty with whom they wish to study. The writing samples should demonstrate the applicant’s skills in writing, analysis, and literary research. Proficiency in language ought also to be demonstrated by examination or agreed-upon method at this time.

Online Application

The URL for the Graduate School’s online application is http://graduateschool.nd.edu.

General Requirements for the Doctoral Degree

The Ph.D. in Literature offers an innovative academic framework for the formation of future scholar-teachers in both the classical and modern languages and literatures. Guided by the director and by faculty advisers in their primary field, students are expected to fashion individualized courses of study bringing together an integrated blend of courses in their primary field, in related field(s), and in literature more broadly construed. The doctoral program has been designed in recognition of and in anticipation of more dramatic changes in the way literature is being taught and studied. The program’s design allows for the development of graduates with multiple interdisciplinary competencies: in a national literature, in a cross-cultural field or genre, in the multiple valencies of a literature as understood from a transnational and even global perspective, and in the instruction of one or more foreign languages.

Students in the program will be required to complete a minimum of 54 credit hours of study (18 courses) during three years of course work, including a minimum of six courses in their primary field of study, five in the primary field and/or related fields, and five specially designed seminars in literature. Students must complete during their first two years of study the program’s specially designed course in literary theory, as well as a team-taught course in world literature that will focus attention on multiple regions, periods, and languages within and beyond the borders of Europe and the Americas. Before the end of their second year of course work, students will be expected to complete at least one course each in philosophy and theology so as to better understand the historical disciplines that have shaped the ways we talk and think about literature.

Students in the program will be required to complete a transnational and even global perspective, and in

Course Requirements

Primary field* 6 courses 18 credit hours
Primary and/or related fields 5 courses 15 credit hours
Literature seminars
Philosophy 1 course 3 credit hours
Theology 1 course 3 credit hours
* Primary field and related fields may be organized around periods (e.g., late antiquity, medieval, Renaissance, Enlightenment, fin de siècle, etc.) or related traditions, including European, Near Eastern, and Far Eastern. This is a required course for the Ph.D. in Literature program and should normally be taken in the first year of study.

World Literature: Required Course for All First-Year Students

580C. Life-Writing: Biography and Autobiography
(3-0-3) Doody, Bloomer, and guest faculty
A team-taught course treating literature from different traditions, including European, Near Eastern, and Far Eastern. This is a required course for the Ph.D. in Literature program and should normally be taken in the first year of study.

Literary Theory and Critique: Required Course for All First-Year Students

585B. Philology and Weltliteratur
(3-0-3) Burträger
Required literary theory course should be taken in the first year of study.

Examples of courses meeting requirements of the literary program offered with different constituent departments.

Note: This is not an exhaustive list of courses. The following courses may not be offered every year.

Suggested Courses

Classics

514. Latin Lyric
Schlegel

517. Greek Tragedy
(3-0-3) Wood
Languages

The basic requirement for all doctorate candidates in the program is three languages, two of which must be in addition to the native tongue. Students in literature are minimally required to demonstrate near-native proficiency in the language of their primary field and a scholarly reading knowledge of an additional language, but the language component will vary according to the individualized program of study. Language requirements are designed to provide a rigorous base for in-depth study of two or more literary traditions and to ensure that students will successfully compete for placement in national literature departments as well as interdisciplinary programs.

Examinations

The permission-to-proceed examination in the program will be administered in August, prior to beginning the second year in residence.

The Ph.D. candidacy examination will normally take place at the end of August in the third year of residence. It will consist of a written and an oral component. One take-home exam, focused on a special reading list created by the student and his/her advisers, will function as a bridge to the dissertation proposal.

Preparation for the Profession

Notre Dame’s innovative literature Ph.D. considers a national literature’s disciplinary integrity as part of the underlying foundation that supports a truly interdisciplinary and translinguistic course of study. The built-in flexibility of the program promotes ways of relating literary material across disciplinary divisions in order to facilitate the development and training of future scholars who will be well prepared and positioned to respond to current and developing needs in the language and literature job market.

As a natural component of their professional development, students will apply their teaching assistantships in a variety of venues—language courses, mythology, ancient literature, English composition, and 300-level courses in English literature. The required practicum in the beginning of the fourth year will offer students an opportunity to team-teach a course with a regular faculty member in their field.

The program also offers a “Preparing for the Profession” doctoral colloquium that discusses a number of issues related to the study of literature from a professional perspective. This will include discussion of new developments in the field as well as the examination of topics of germane importance to the study of literature. In addition, the colloquium will address issues surrounding the development of a dissertation topic, research strategies, and the timely production and completion of a dissertation. Also, this seminar will introduce students to professional scholarly activities such as preparing papers for academic conferences, submitting essays for publication to academic journals, and developing strategies for entering the job market. The program’s job placement apparatus works locally with students through everything from producing a letter of application to mock interviews to the production of a “job talk.” In addition, the program’s faculty make use of their extended network of contacts throughout the profession to make hiring institutions aware of Notre Dame candidates on the job market.

Participating Faculty

The following is a partial list of Notre Dame faculty who came together to develop the Ph.D. program in literature. They form a core group of outstanding scholars who will be joined by numerous other faculty whose interests and expertise will enable students to craft doctoral degrees responsive to their own particular interests in world literatures. For a complete listing of participating faculty and their scholarly interests and current graduate students please visit our Web site at http://www.nd.edu/~litprog.

Faculty


Theodore J. Cachey Jr., Director of Graduate Studies and Professor in Romance Languages and Literatures (Italian) and the Albert J. Ravarino Director of the Devers Program in Dante Studies. B.A., Northwestern Univ., 1978; M.A., Univ. of California, Los Angeles, 1982; Ph.D., ibid., 1986 (1990).

Seamus Deane, the Donald and Marilyn Keough Professor of Irish Studies and Professor of English. B.A., Queen’s Univ., Belfast, 1961; M.A., ibid., 1963; Ph.D., Cambridge Univ., 1966 (1993).

Christopher Fox, Director of the Kresge Institute for Irish Studies, Professor of English and Chair of Irish Language and Literature, B.A., Cleveland State Univ., 1971; M.A., State Univ. of New York, Binghamton, 1974; Ph.D., ibid., 1978. (1986)
Vittorio Hösle, the Paul G. Kimball Professor of Arts and Letters, Concurrent Professor of Philosophy, Concurrent Professor of Political Science, and Fellow in the Nanovic Institute for European Studies. Dr. habil., Univ. of Tübingen, 1986; Ph.D., ibid., 1982. (1999)
Robert E. Norton, Chair and Professor of German and Russian Languages and Literatures (German) and Fellow in the Nanovic Institute for European Studies, B.A., Univ. of California, Santa Barbara, 1982; M.A., Princeton Univ., 1985; Ph.D., ibid., 1988. (1998)
Breadandr Ó Buachalla, the Thomas and Kathleen O'Donnell Professor of Irish Language and Literature (Classics), B.A., National Univ. of Ireland, 1958; M.A., ibid., 1959; Ph.D., ibid., 1970. (2003)
Duyse Seidenspinner-Núñez, Chair and Professor of Romance Languages and Literatures (Spanish), B.A., Univ. of California, Berkeley, 1968; M.A., ibid.; Ph.D., Stanford Univ., 1977. (1997)
Alain Toumayan, Associate Professor in Romance Languages and Literatures (French) and Fellow in the Nanovic Institute for European Studies, B.A., Univ. of Pennsylvania, 1976; M.A., Yale Univ., 1978; M.Phil., ibid., 1980; Ph.D., ibid., 1982. (1989)

**Medieval Studies**

Robert M. Conway Director:

Thomas F. X. Noble, Professor of History

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**The Medieval Institute**

The Medieval Institute, established in 1946 and located on the seventh floor of the Hesburgh Library, is a center of research and advanced instruction in the civilization of the Middle Ages, with particular strengths in religious and intellectual history, Mediterranean civilization, Old and Middle English, medieval Latin, theology and philosophy, Dante studies, medieval musicology, and liturgy. The graduate studies curriculum combines programmatic interdisciplinary course work, training in the technical skills of medieval studies, and linguistic preparation.

The institute's library contains more than 95,000 volumes and various collections of pamphlets, reprints, and photographic materials. The reference collection contains major primary source collections, bibliographic and reference materials, catalogues, journals, and indexes.

The institute's library has long held extensive collections relevant to the Latin culture of the Middle Ages. Holdings in the history of medieval education are unrivalled in North America. Recently, the institute has enlarged its focus to include vernacular and Latin literatures, musicology, liturgy, medieval Judaism and Islam, and art history. Microfilms of more than 3,000 medieval manuscripts from European libraries and a collection of more than 200 facsimiles of medieval seals supplement this collection. Over the years the institute has accumulated a valuable collection of medieval manuscripts, incunabula, and other manuscripts, and rare books that are preserved in the Department of Special Collections. Also found there is the John Augustus Zahm, C.S.C., Dante Collection containing early and rare editions and an extensive and valuable set of literary studies of the Divine Comedy from the 19th and early 20th centuries. Recently, the institute acquired 90 medieval coins, likewise housed in Special Collections.

What sets Notre Dame’s institute apart is its convenient gathering in one place of most of the printed materials essential to medieval studies. The Reading Room holds major dictionaries, bibliographical guides, reference works, and primary source collections. The Astrik L. Gabriel Universities Collection in a separate room offers remarkable resources, both published and unpublished, for the history of medieval universities. The institute’s Paleography Room contains an extraordinary collection of catalogues, facsimiles, and reference tools to assist research on manuscripts.

Research in the institute is also supported by the University’s Milton V. Anastos Collection in Byzantine studies, which has extraordinary holdings in the intellectual history of the Byzantine empire.

The Frank M. Folson Ambrosiana Microfilm and Photographic Collection consists of microfilms of the 12,000 medieval and Renaissance manuscripts held in the Biblioteca Ambrosiana in Milan. The collection also contains about 50,000 photographs and negatives of miniatures and illuminated initials from the manuscripts, supplemented by some 15,000 color slides. The Mary Davis Drawings Collection contains photographs, negatives, and color slides of the 8,000 drawings in the Ambrosiana. The institute purchases all volumes related to the Ambrosiana materials and maintains a bibliography of all citations to Ambrosiana manuscripts.

The institute regularly sponsors major conferences and hosts a variety of guest lectures and seminars every year. In fall 2002, the institute inaugurated the Conway Lectures, an annual series of three lectures delivered by a distinguished medievalist and published under institute auspices.

**Degree Programs**

The Medieval Institute does not accept candidates for a terminal Master's degree but does require the Master of Medieval Studies of all students whom it admits into the doctoral program. The programs of the Medieval Institute are rigorous and interdisciplinary, and make high demands in terms of language skills. Accordingly, the Master of Medieval Studies (hereafter MMS) degree requires two years of full-time study and the Doctor of Philosophy in Medieval Studies requires a further year of full-time study plus a dissertation. Each degree requires a specified number of credit hours, language exams, oral and/or written exams, proficiency in paleography, and research projects. The Graduate School requires that students maintain a 3.0 Grade Point Average in order to be in good standing. Students must also be continuously enrolled on a full-time basis (the number of courses/credit hours necessary to maintain full-time status varies depending on a student's year in the program).

Students admitted with a master's degree from another institution, or from another department at Notre Dame, may take the M.M.S. exams after completing MI 501 and six graduate-level courses; passing the M.M.S.-level Latin exam; passing an exam in at least one modern language; and passing the paleography course if it was offered in the student’s first year of enrollment (if paleography was not offered it may be postponed until the following summer or academic year).

**The Master of Medieval Studies**

The M.M.S. requires the successful completion of 31 credit hours of graduate-level work but fully and continuously enrolled M.M.S. students will normally earn forty or more credits in their first two years of...
The apparent discrepancy is attributable to the fact that M.M.S. students are, in fact, prospective Ph.D. students in transition. The credits which M.M.S. students earn above those required for the M.M.S. degree will apply to the Ph.D. provided that a student has been admitted to Ph.D. candidacy.

The program for an M.M.S. student will normally be arranged as follows:

_{Semester 1:}_

- Christian Latin
  - (or Graduate Intermediate Latin)
- Elective
- Elective
- MI 501 (one credit, non-graded)

_{Semester 2:}_

- Medieval Latin
- Elective
- Elective
- Elective

_{Summer:}_

- Medieval Latin or Paleography

_{Semester 3:}_

- Paleography
- Second-year Research Tutorial I
- Elective

_{Semester 4:}_

- Elective
- Second-year Research Tutorial II
- Exam Preparation

Among the eight courses designated as “electives,” four must be chosen so as to satisfy the following requirements: One course each in history (Proseminar I or II), philosophy or theology, vernacular language or literature, art or music. Students have considerable flexibility in choosing the remaining four courses, the research tutorial, and the exam preparation course.

In May of their first year of study each first-year student will meet with the director to discuss his or her progress. All teachers with whom a student has worked in the first year will be asked to submit written reports on that student’s work in specific classes. The director will advise students on their progress with two perspectives in mind: Completion of degree requirements and intellectual growth.

By the end of his or her second year an M.M.S. student must have:

1. Passed the M.M.S.-level Latin examination.
2. Passed an examination in one modern language.
3. Passed paleography (if it was offered).
4. Submitted a satisfactory second-year research paper.
5. Passed a 90-minute oral examination.

The M.M.S. oral examination will provide students with an opportunity to display their general competence in two or three fields of study and their emerging mastery in one field. It is expected that the student will be examined by four different professors who represent three fields (for a list of fields, see below). One field (which may be defined chronologically or thematically) will therefore be examined by two professors. It is expected that this field will form the core of the eventual Ph.D. major field. Accordingly, this field will be examined in somewhat greater length and detail than the other two. Students must submit to the director of the Institute, not later than the last day of classes of their third semester of enrollment, the reading lists over which they expect to be examined. These lists must be signed by the professor who will examine the student in that area. The M.M.S. examinations will be administered in the third week of April, unless that is Holy Week in which case the exams will be administered in the fourth week of April.

Second-year research projects will be submitted and collaboratively evaluated on or before April 1 of a student’s second year. At the beginning of their third semester of study each student will select a member of the faculty with whom he or she will undertake an intensive program of reading in primary sources (preferentially in the original language) and scholarly literature with a view to identifying a worthwhile, original research project. Once the topic has been identified, the student and teacher will settle on a plan of work such that the resulting paper can be submitted to the teacher, the director, and one additional member of the faculty. A student who has produced a substantial seminar paper in his or her second semester, or who expects to do so in the third semester, may petition the director to use that paper for the second-year research project. In such cases, students will be expected to expand and polish the paper during the early part of the fourth semester. When this option is elected, students may substitute a different class for the Second-year Research Tutorial I but must still register for Second-year Research Tutorial II.

The Medieval Institute’s M.M.S.-level Latin examination will be administered each fall semester in the week after Thanksgiving and each spring semester in the week after spring break.

In the first week of May of each year the director and the graduate committee will review the accomplishments of the members of the second-year class. There will be four possible recommendations:

1. Permission to proceed to the dissertation proposal.
2. Requirement to re-take the Ph.D. examinations in the following September with the possibility at that time to recommend continuation or dismissal.
3. Dismissal with only an M.M.S. degree.

The dissertation proposal will be submitted by December 1 in the fall semester of the student’s fourth year. To facilitate preparation of the proposal, rising fourth-year students will be provided with summer stipends to permit them several months of continuous work after the Ph.D. examinations. The dissertation proposal may consist of as many as three parts. Every student must submit a dissertation proposal of 20 to 25 pages. This proposal should answer three basic questions: What questions/problems/issues will this dissertation address? Why should this dissertation be written at all, in other words what will be its

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**The Doctor of Philosophy in Medieval Studies**

The Ph.D. requires one additional year of course work beyond the M.M.S., the successful completion of at least 60 credit hours of study altogether, one additional examination in a modern language, completion of paleography if it was postponed from year two of the M.M.S., successful completion of five written examinations (one of three hours’ and four of two hours’ duration), one oral examination (of 60 to 90 minutes’ duration), presentation of a dissertation proposal, presentation and defense of a satisfactory dissertation.

Third-year course work will involve three elements. First, students will deepen their field of emphasis by adding one examiner to the two who served as M.M.S. examiners. Once again, fields may be defined chronologically or thematically. The student’s adviser will set a three-hour written exam and may take more time than the other examiners in the oral exam. Second, students will add an examiner within their general field of study but normally outside the Medieval Institute. Third, students will be examined by one of their M.M.S. examiners in a field outside their field of emphasis but closely allied to it (e.g., a student of high medieval intellectual history might be examined in scholastic theology or a student in Middle English might be examined on Dante). Third-year students must submit to the director signed reading lists for their examination fields by January 15 of their third year of study. Normally a third-year student will take two or three courses in the fall semester and then devote the spring semester to intensive preparation for the comprehensive examination. Ph.D. written examinations will be administered in the third week of April and oral examinations in the fourth week of April, with adjustments as necessary to accommodate Holy Week.

In the first week of May each year the director and the graduate committee will review the accomplishments of the members of the third-year class. There will be three possible recommendations.

1. Permission to proceed to the dissertation proposal.
2. Requirement to re-take the Ph.D. examinations in the following September with the possibility at that time to recommend continuation or dismissal.
3. Dismissal with only an M.M.S. degree.

The dissertation proposal will be submitted by December 1 in the fall semester of the student’s fourth year. To facilitate preparation of the proposal, rising fourth-year students will be provided with summer stipends to permit them several months of continuous work after the Ph.D. examinations. The dissertation proposal may consist of as many as three parts. Every student must submit a dissertation proposal of 20 to 25 pages. This proposal should answer three basic questions: What questions/problems/issues will this dissertation address? Why should this dissertation be written at all, in other words what will be its
original and significant contribution to scholarship? What is the envisaged plan of work? The proposal should include 3 to 5 pages of annotated bibliography. Proposals will be discussed in 60 to 90 minutes by the adviser, the director, another professor from the field of emphasis, and the interdisciplinary examiner from the Ph.D. exams (or an appropriate substitute). At the discretion of the adviser and after consultation among the student, the adviser, and the director students may be asked to submit to the director a polished translation of five continuous pages of a text/source representative of those with which he or she would expect to work. These texts may be in any relevant medieval language. The texts must be chosen jointly by the student and his or her adviser and approved by the director. If possible, only those texts should be chosen which have never been translated into a modern language. Second, students may be asked to submit to the director a highly accurate transcription of at least 100 continuous lines from a manuscript representative of the student’s field of research. As far as possible the transcription should be executed on the basis of a manuscript whose contents have never been edited and published.

When a student and his or her adviser agree that a dissertation is ready to be defended, documents should be filed in the Medieval Institute and the Graduate School to initiate a defense. Defense committees will consist of five members of the faculty, one appointed by the Graduate School and four chosen by the student and his or her adviser in consultation with the director. The director may appoint himself as an examiner of any dissertation submitted to the Medieval Institute. At least one dissertation examiner must come from a department other than the one in which the student’s field of emphasis resides.

**Fields of Study**

Each of these fields of study is vast. No student, or professor, can be expected to know all there is to know within any one of them. Accordingly, fields will be defined, for purposes of study and examination, by reading lists created by students in close consultation with their professors. Reading lists may emphasize primary sources, modern scholarship, or a combination of the two. Students and faculty members will be expected to strike the appropriate balance. As rough guidelines, M.M.S. lists should amount to 25 to 30 books (or the equivalent in articles) and Ph.D. lists should amount to 50 to 60 books (or the equivalent in articles).

Fields of Study (with subfields, or examination fields, as relevant and available):

**History**
- Late Antiquity
- The Early Middle Ages
- The High Middle Ages
- The Late Middle Ages
- The Renaissance
- The Mediterranean World
- The Islamic World
- Byzantium
- The Medieval Church
- Medieval Intellectual History

**Language and Literature**
- Arabic
- Dante and/or Petrarch and/or Boccaccio
- Old English
- Middle English
- Old French
- Middle French
- Old High German
- Middle High German
- Patristic and Byzantine Greek
- Hebrew
- Late Antique Latin (secular and/or religious)
- Medieval Latin (secular and/or religious)
- Renaissance Latin
- Medieval Spanish Literature

**Manuscript Studies**
- Codicology
- Palaeography
- Text Editing

**Music**
- Musicology
- Music History

**Philosophy**
- Late Antique Philosophy
- Early Medieval Philosophy
- High Medieval Philosophy
- Late Medieval Philosophy
- Islamic Philosophy
- Medieval Jewish Philosophy

**Theology**
- Greek Patristic Theology
- Latin Patristic Theology
- Early Medieval Theology
- High Medieval Theology
- Late Medieval Theology
- Byzantine Theology
- Medieval Judaism
- Medieval Islam

**Joint Program in Medieval Philosophy**

Students admitted to the institute with a special interest in philosophical authors or topics may be admitted to the joint program in medieval philosophy. Administrated jointly with the Department of Philosophy, the program modifies the standard doctoral program for medieval studies in the following ways:

1. Four courses are taken in the Department of Philosophy, not counting courses cross-listed in the Institute. Typically, the philosophy courses include work in ancient and modern philosophy as well as thematic seminars in the area of a student’s special interest. For students with little prior preparation in recent philosophy, the course “Analytic Philosophy” may be required as a fifth course.

2. A special manuscript studies course in the transmission and redaction of university texts is taken in the Institute.

3. At least one section of the comprehensive examinations is taken in an area of philosophy outside the medieval period, with a member of the Department of Philosophy serving as examiner.

4. Where appropriate, a member of the philosophy department serves as one of the readers of the dissertation.

Applications for admission to the program are made by letter to the secretary of the joint program committee.

**Course Descriptions**

Each course listing includes:
- Course number
- Title
- (Lecture hours per week—laboratory or tutorial hours per week—credits per semester)
- Instructor
- Course description
- (Semester normally offered)

Relevant courses in other departments are cross-listed in the Medieval Institute and vice versa.

**501. Introduction to Medieval Studies**

(1-0-1) Noble and faculty
A one-credit-hour course designed to introduce students to the basic bibliographies, handbooks, and research tools in medieval studies. Professors from various disciplines will participate.
503A. Medieval Spanish Literature: From Reconquest to Renaissance
(3-0-3) Seidenspinner-Núñez
The defining feature of medieval Spain is the Reconquest, the fluctuating repossession of lands conquered by Muslim invaders in 711 that continued for more than 700 years. This course will survey the masterworks of the Spanish Middle Ages within the ideological, sociocultural, and political context of reconquest Spain and will include the kharjas, Poema de mio Cid, romancero. Los milagros de nuestra Señora by Gonzalo de Berceo, Conde Lucanor by Don Juan Manuel, Libro de buen amor by Juan Ruiz, Avicennas Tálaterna by Alfonso Martinez de Toledo, Cantel de amor by Diego de San Pedro, Celestina by Fernando de Rojas, and miscellaneous selections. Primary texts will be supplemented with critical, scholarly, cultural, and theoretical readings.

511. Proseminar: Early Middle Ages
(3-0-3) Noble
A historiographical introduction to medieval history between the years 500 and 1100. The purpose of the course is to acquaint students with important debates on the whole range of historical topics in this era, major historical monographs, and the approaches of major contemporary historians.

512. Proseminar II: High Middle Ages
(3-0-3) Bidick, Constable, Van Engen
An introduction to the main topics, interpretations, and themes of the study of the high and later Middle Ages, 1100 to 1400. We will read primary sources each week, but the emphasis will be on the interpretations made by historians and medievalists over the centuries (but especially during the late 20th century) of the culture, economy, society, religion, and politics of this period. Attention will be paid in each of the seminars to "new approaches" to the study of the culture of the Middle Ages—in other words, the theory and assumptions underlying interpretations, the selection of questions asked and to be asked of the sources, and the choice of sources on which to base those interpretations.

516. Proseminar in Medieval Music
(3-0-3) Bower
An introduction to the theoretical and practical facets of the discipline of music during the Middle Ages. Readings in Calcidius, Macrobius, Boethius, Isidore, Musica enchiriadis, Guido d'Arezzo, and John of Garland; an examination of the basic genres of chant and their place in the mass and the office hours; as well as tropes, hymns, sequences, and organum. Students are expected to have a working knowledge of Latin.

517. Paleography
(3-0-3) M. Boulton, Mantello, Staff
An introduction to Latin paleography from the beginnings of Latin writings to about 1500. Seminars will cover the developments of handwriting over the course of this period and practical exercises in reading various hands. Special emphasis will be given to the technique of describing medieval manuscripts, to the nature of paleographical research, and to the implications of paleography for other forms of research. Students are expected to have working knowledge of Latin.

518. Islam: Religion and Culture
(3-0-3) Alfarisudin
A study of 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.

519A. Medieval Theory of the Will
(3-0-3) Dumont
The concept of the will as a distinct faculty of rational desire is arguably one of the genuinely original and most influential developments of medieval philosophy. This course will trace the origin and evolution of the will from Anselm of Canterbury to Duns Scotus, focusing in particular on the emergence of voluntarism at the end of the 13th century, according to which the will became a completely self-determining, rational power. The consequences of this for other aspects of medieval ethical theory, such as virtues and natural law, will also be examined.

520. Early Christianity: An Introduction
(3-0-3) Cavadini, Daley
This course will consider the origins of Christian nonbiblical theological literature, from the time of the New Testament until Origen, in the middle of the third century. By reading a wide selection of complete texts in translation from the period, we will try to develop a sense of how Christian thinkers, in the first two centuries of the church's history, expressed their emerging sense of the community's distinctive faith and form of life, in tension and dialogue with Judaism, Gnostic religion, and Hellenistic culture, and how the outlines of the tradition of orthodox Christian theology first emerged in this process. Readings will include early Christian poetry and Biblical apocrypha, letters of pastoral admonition, martyr-acts, apologetic literature, and selections from the more theologically-ambitious works of Ireneaus, Clement of Alexandria, and Origen.

522. Historical Theology: Medieval
(3-0-3) Wawrykow
The High Middle Ages witnessed tremendous creative activity in theology, and the writings of theologians as diverse as Thomas Aquinas and Mechtild of Magdeburg have proven to be of enduring significance. This course examines the high medieval achievement in theology, both scholastic and spiritual, through close study of selections from the most important theologians of the 13th and early 14th centuries. While considerable attention will be given to doctrinal development and intellectual disagreement, cultural as well as literary questions will also receive their due. To what extent did institutional and educational changes stimulate theological progress? Why did theologians employ such a broad range of genres? And are different genres better suited to certain theological tasks? How do earlier writings, both Christian (scriptural, patristic, and early medieval) and non-Christian (especially, but not exclusively, Aristotelian), figure in the high medieval theological enterprise?

523. Early Medieval Philosophy
(3-0-3) Gersh
A survey of medieval philosophical literature from ca. 400 to ca. 1200 based on original texts. We shall review the most well-known authors and works in the first instance: Augustine (Soli locutus, De Libro Arbitrio, Confessiones), Boethius (Opuscula Sacra, De Consolatione Philosophiae, logical works), Eriugena (Periphyton), Anselm of Canterbury (Monologion, Proslogion), the “School of Chartres” (Commentaries on Boethius). However, considerable emphasis will be placed on major traditions ignored by earlier histories of medieval philosophy: glossing of Plato Latinus, Aristotles Latinus, Macrobius, and Martianus Capella.

524. Later Medieval Mystical Theology
(3-0-3) Emery
In the Latin world, the term mystical theology was largely a by-product of the widespread reception of the writings of pseudo-Dionysius the Areopagite in the later Middle Ages. Like other medieval arts and sciences, the subject of mystical theology was defined by a corpus of authoritative texts, topics, questions, etc. Moreover, as Dionysius himself taught, mystical theology was conceived to be reciprocally related to “intelligible” or scholastic theology. In this course, we shall read a series of texts that were included in the historically actual library of mystical theology.

525. Lyric and Narrative in Medieval French Literature
(3-0-3) M. Boulton
Examines the ideology of troubadour poetry and its influence on French literature of the 12th, 13th, and 14th centuries. We will trace this influence from the narrative response to lyric poetry in the romances of Lancelot and Guillaume de Dole, through the erotic pseudo-autobiographies (Roman de la Rose, Remede de Fortune), to the tendency of lyric cycles to recount stories (Christine de Pizan's Cent Ballades). In these works and others, the confrontation of lyrical and narrative tendencies, the combinations of song and speech, and the intertextual implications of hybrid works will be of particular interest.

526. Topics in Medieval Theology: The Sacraments
(3-0-3) Prié
Pastoral necessity as well as heresies and uncertainties about the nature of the sacraments made it unavoid- able for the medieval church to reflect upon its most distinctive liturgical rites. Within the context of the formation and growth of scholasticism, the sacra- ments provided an excellent training ground to test the strength of western theological thought. Due to the influence of Peter Lombard's collection of
530. Introduction to Old English
(3-0-3) O’Brien O’Keeffe
This introduction to the study of Old English will focus on the elements of the language preparatory to reading and analyzing a variety of prose and verse texts. Issues for discussion and study will include: current and past constructions of philology, the canon, the politics of editing, issues in translation, interpretative strategies, subject formation, issues in period construction, research tools, and possibilities for future work. No prior experience with Old or Middle English is necessary.

530C. Latin Literature of Anglo-Saxon England
(3-0-3) Staff
During the early Middle Ages, England was in the vanguard of European learning, and a number of Anglo-Latin authors—notably Aldhelm, Bede, and Alcuin—helped to determine the course of education and letters for 500 years and more. The course will provide a historical introduction to the large and unexplored corpus of pre-Conquest Anglo-Latin literature; the focal point of the course will be the close study (in the Latin original) of the principal Anglo-Latin authors and texts, as well as of the distinctive literary genres which were pioneered and developed by Anglo-Latin authors, such as the enigma or literary riddle.

531B. Beowulf
(3-0-3) O’Brien O’Keeffe, Staff
Beowulf is the longest and earliest surviving heroic poem in any medieval Germanic language, and has been recognized for over two centuries as a literary masterpiece. Yet, on examination, the reasons why it is reckoned a masterpiece are not always clear: its narrative design is frequently oblique and obscure; its language is dense and often impenetrable; and it relates to a Germanic society which can barely be reconstructed, let alone understood, by modern scholarship. The aims of the course will be to understand the narrative design and poetic language of Beowulf, and then to attempt to understand these features of the poem in the context of early Germanic society. The language of Beowulf is difficult and therefore a sound training in Old English grammar and a good reading knowledge of Old English literature, especially poetry, are essential prerequisites for the course.

531C. Constructing Subjects in Anglo-Saxon England
(3-0-3) O’Brien O’Keeffe
This course addresses the question of the very existence of the subject in the early Middle Ages. To frame the question, participants in the course will read some contemporary theorists of subjectivity as well as some patristic writers on the self. The rest of the course will investigate constructions of subjectivity in mainly prose texts written in England before approximately 1100.

533A. Allegory and Symbol
(3-0-3) Staff
Allegory has often been regarded as a poor relation of symbol, a colorless and two-dimensional genre in which didactic intent stifles poetic creativity. In recent years, however, there have been numerous successful attempts to reclaim it as a major genre whose mode of operation highlights fundamental questions about the nature of language and its relation to reality. This course will work jointly with medieval texts and modern critical theories of allegory, using them for reciprocal illumination, to outline different ways of reading allegories and responding to their particular complexities. It will also ask how we are to define the difference between allegory and symbol, when we stop using these terms merely as labels for works we do or don't admire. Texts to be considered will include Prudentius’s Psychomachia, Dante’s Divine Comedy, The Romance of the Rose, Pierre de Ronsard, Chaucer’s early poems, Malory’s Quest of the Holy Grail, and Henryson’s beast fables.

533B. Middle English Drama
(3-0-3) Nolan
This course will cover the origin, development, and performance of Middle English drama in the 14th and 15th centuries. We will begin with the emergence of the drama from the quem quaeritis trope in the Easter Liturgy, and examine carefully the claim that the secular dramas of the later Middle Ages moved from the altar to the church steps to the streets. Each of the four major Corpus Christi cycles will be discussed, along with saints’ plays and morality plays. We will also survey the major critical approaches to the drama, from formalist accounts of typology and genre to cultural materialist notions of ritual, allegory, and symbol, to historicist examinations of city and performance.

533C. English Religious Writing
(3-0-3) Nolan
This course will explore the tradition of religious writing in Middle English, beginning with Richard Rolle and ending with the religious controversies of the 15th century. We will pose a series of related questions: why do writers begin to produce devotional material in English in the 14th century? What are the implications of writing about sacred matters and sacred texts in the vernacular? What are the major theological questions at issue in these texts? How can heresy be distinguished from orthodoxy? What is the emerging definition of the “orthodox” to be found in the repressive legislation of the early 15th century? We will be particularly concerned to read “religious” and “literary” texts in tandem, placing Chaucer’s saints’ lives next to Julian of Norwich’s “shewings,” for example. The course will also consider the critical tradition, exploring historical, theoretical, materialist, literary, feminist, and other ways of thinking about the sacred, the vernacular, and the heretical.

534. Lyric Poetry of the Renaissance
(3-0-3) DellaNeva
This course will focus on the poetry and poetic theory of the leading theorist of the Pléiade, Joachim Du Bellay. We will begin by reading Du Bellay’s literary manifesto for the upstart Pléiade group, the Deffense et ilustration de la langue français. We shall then consider Du Bellay’s earliest poetry, the sequence of love poetry entitled Olive. At this juncture we shall examine how Du Bellay’s literary theory relates to his earliest poetic production, as we consider the role of imitation of classical and Italian models in his canon. The course will also examine Du Bellay’s non-love poetry, namely the sequences entitled the Antiquites and especially Du Bellay’s masterpiece, the Regrets. Topics for discussion here include the concepts of parody and satire as well as Du Bellay’s relationship with Italy (antique and modern) and with his chief poetic rival, Ronsard. Because imitation theory and practice is crucial in the works of Du Bellay, students will read a number of Italian texts, including the poems of Petrarch and the Petrarchists (available in Italian as well as English translation); some attention will also be given to English poets who were inspired by Du Bellay, most especially Spenser.

538. Chaucer: Canterbury Tales
(3-0-3) Frese, Kerby-Fulton
A study of the Canterbury Tales read in the original Middle English. Chaucer’s comic genius will shape the approach to the text, which has been carefully constituted by its author as a virtual anthology of medieval fictional forms—everything from bawdy stories to saints’ lives engaged Chaucer’s most mature imaginative energies in this, his last great work. The class will work its way toward an appreciation of the kaleidoscopic subleties involved in his poetic shaping of this wide, deep, and humbly envisioned text-world.

547. Dante I
(3-0-3) Cachey, Moevs
Many have considered Dante’s Comedy to be the greatest poetic achievement in Western literature. It is also perhaps the most perfect synthesis of medieval culture and the most powerful expression of what even today remains the foundation of the Catholic understanding of human nature, the world, and God. This course is 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).
548. Dante II
(3-0-3) Cachey, Moevs
See MI 547.

558. Northern Renaissance Art
(3-0-3) Rosenberg
The development of painting in northern Europe (France, Germany, Flanders, and Holland) from approximately 1300 to 1500. Special attention will be given to the art of Jan van Eyck, Hieronymus Bosch, Albrecht Dürer, and Pieter Brueghel. In tracing the evolution of manuscript and oil painting and the graphic media, the student will become conscious of the special wedding of nature, art, and spirit that defines the achievement of the Northern Renaissance.

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

565. St. Augustine’s Confessions
(3-0-3) Sheerin, Krostenko
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.

566. Trecento: Giotto to the Duomo
(3-0-3) Gill
Beginning with Giotto’s Scrovegni Chapel in Padua, we will examine the arts in Italy in the 1300s, concluding with Brunelleschi’s revolutionary design for the dome of the 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.

569. History of the Italian Language
(3-0-3) Cachey
This course presents an introduction to essential texts and topics surrounding the Italian “questione della lingua” with a focus on the Medieval and Renaissance periods, from the origini and Dante’s De vulgari eloquentia (c. 1305) to Pietro Bembo’s Prove della vulgare lingua (1525) and the linguistic debates of the High Renaissance. A post-Renaissance perspective on the language question will also be explored. Besides regular seminar presentations addressing course readings, students will be required to develop research projects examining the impact of the language question on the development of Italian literary history utilizing primary source materials from Renaissance holdings in the Department of Special Collections, Hesburgh Library.

571A. The Vulgate and Related Texts
(3-0-3) Bower
Readings and critical discussion of the various layers of texts in the Vulgate Bible: 1) the old, essentially unrevised layer (Acts, Epistles, Apocalypse); 2) Jerome’s revised Psalter (Gallican); 3) Jerome’s revised Gospels; 4) Jerome’s translations from the Hebrew (Canonical Books of the Old Testament, included the Psalter iuxta Hebraicam). Some of Jerome’s introductory material will also be read, along with several passages from Augustine’s de doctrina christiana. An elementary knowledge of Latin is prerequisite; students will be expected to translate in class.

573. Latin for Medieval Philosophy
(3-0-3) Gersh
The aims of the course will be both linguistic and philosophical. Via the reading of 25 to 30 short extracts, we shall on the one hand study the evolution of Latin style and technical vocabulary through patristic, Carolingian, 12th-century scholastic and humanistic writings, and on the other consider the manner and extent to which philosophical thought itself has been influenced by the language in which it is presented and articulated. The course is aimed at philosophers wishing to prepare themselves for the study of primary sources in Latin and philologists wishing to acquire some understanding of this specialized and important type of literature. Although grammar and syntax will be explained by the instructor whenever necessary, a knowledge of basic Latin will be assumed.

574. Introduction to Plotinus
(3-0-3) Gersh
The course will be divided into two parts: (1) A general survey of Plotinian’s philosophy based on readings of his early and middle periods; (2) A close study of Plotinian’s long treatises (divided into four parts by Porphyry): Enneads III, IV, V, VI, I, II. In both parts of the course, our aim will be not only to understand Plotinian thought as a system of emanative monism but also to evaluate the expository and argumentative techniques by which this thought is organized into verbal discourse.

575A. Medieval Latin I: Introduction to Christian Latin
(3-0-3) Sheerin
This course 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 and basic resources that facilitate their study. Study of syntax and vocabulary will be facilitated by regular exercises in Latin composition. Exposure to texts will be provided through common readings, which will advance in the course of the semester from the less to the more demanding: Latin translations of Scripture, exegesis, homiletic, texts dealing with religious life, formal theological texts, and Christian Latin poetry.

576. Medieval Latin II: Medieval Latin Survey
(3-0-3) Sheerin
This will be a survey of the varieties of medieval Latin literary texts. Keith Sidwell’s Reading Medieval Latin will serve as the base text, with occasional supplements especially for the period after the 12th century. Goals for the course are enhancement of reading skills and experience of an overview of medieval Latin literature, with acquisition of bibliographical knowledge that will allow the student to continue working on her/his own in this area.

580. Medieval Art Seminar: Vision and Ecstasy in Medieval Art
(3-0-3) Barber
This seminar will address a wide range of medieval texts and objects that will enable us to analyze the nature of medieval vision as it pertains to the visual arts. The type of texts included will be theological, liturgical, literary, epistolary, rhetorical, and philosophical. Objects will include architecture, illuminated manuscripts, frescoes, mosaics, and icons. The seminar will encompass both Byzantium and the Latin West. The primary purpose of the seminar is to examine the complexity of visual experience as a form of knowledge. The secondary purpose is to consider the extent to which this experience is esthetic, disrupting our modernist notion of the observant subject as the foundation of knowledge.

581. Medieval German Literature
(3-0-3) Wimmer
A survey of German literature from its beginnings during Germanic times until the 17th century. Ideas, issues, and topics are discussed in such a way that their continuity can be seen throughout the centuries. Readings include modern German selections from major medieval authors and works such as Hildegard of Bingen, Wolfram von Eschenbach, Parzival, Tristan, courtly lyric poetry, the German mystics, secular and religious medieval drama, Der Ackermann aus Böhmen, and the beast epic Reinwas Fuchs.

582. The Medieval Book
(3-0-3) Bower
A historical survey of the medieval book as a cultural, archæological, artistic, and commercial object from about A.D. 300 to 1500. General outline: (1) the early Middle Ages: from scroll to codex, the Bible in the early Middle Ages, insular gospel books, continental book production; (2) the Carolingian Renaissance and its heritage: spiritual and pedagogical foundations of book culture, deluxe products, critical texts, authors and their manuscripts, the
583. Art History Seminar: The Courts of Renaissance Italy
(3-0-3) Rosenberg
Historically the history of Italian Renaissance art has been dominated by three cities: Florence, Venice, and Rome, but a splendid world of courtly culture which blended traditional feudal/chivalric values with a growing humanistic interest in classical antiquity, flourished right alongside these three centers. Although Jakob Burckhardt acknowledged this fact in his 19th-century classic essay The Civilization of the Renaissance in Italy, it is only recently that scholarly attention has returned to the extraordinarily important alternative visual and cultural tradition of the Italian Renaissance courts. Building on this rising tide of interest, this seminar will focus on art and patronage in five princely cities (Milan, Naples, Ferrara, Mantua, and Urbino) from the 14th through the 16th centuries. Its goal will be to define the nature of courtly culture in Renaissance Italy. Issues which will be addressed in the semester include: the court artist, the image of the ruler and the ideology of power, palace and fortress, the prince's private space, aristocratic leisure and villeggiatura, Renaissance urbanism, and the role of women as courtly patrons.

585. Der Artusroman/Arthurian Epic
(3-0-3) Christensen
This course will 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 will 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 later German adaptations they influenced. These tales are among the most imaginative and fascinating in the German canon. Our exploration of these texts will focus 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 life in the medieval world. We will also take a look at some film adaptations of the Arthurian legend.

586. Apuleius
(3-0-3) Bradley
An investigation of the historical Apuleius. The seminar will examine the Roman-African context into which Apuleius was born, recreate the educational travels to Carthage, Athens, and Rome that occupied his early life, and focus especially on his trial for magic in Sabratha in 158/9, before following him back to Carthage where he spent the rest of his life. Notice will be taken of all of Apuleius' writings, but special attention will be paid to the Apology, and to the documentary nature and sociocultural importance of the Metamorphoses.

590. Byzantine Art
(3-0-3) Barber
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 that marks the high point of Byzantine artistic production and influence. Stress will be placed upon the function of this art within the broader setting of this society. Art theory, the notions of empire and holiness, the burdens of the past and the realities of contemporary praxis will be brought to bear upon our various analyses of material from all media. How we, as art historians, can write the history of this rich culture will be a central issue of this course.

597. Directed Readings
(V-V-V) Staff
Specialized reading related to the student's area of study.

598. Special Studies
(V-V-V) Staff
Topics vary by semester.

602. Canon Law in the High Middle Ages
(3-0-3) Van Engen
This course will introduce students to the study of canon law in the high Middle Ages. It will teach them the structure and usage of Gratian's Decretum, the university textbook, and of the papal Decretales (1234), the only truly authorized lawbook of the medieval church. In addition, students will learn to use and to read the extensive glossating and commentary literature that grew up around these authoritative texts. To focus the students' historical approach, the semester will focus on teachings about custom, arguably the most omnipresent and socially significant form of law in the Middle Ages: its status in law, its authority over against positive legislation or court decisions, and quite particularly the venues and practices in the church where custom was presumed to prevail.

603. Seminar: Story and History in 13th-Century Europe
(3-0-3) Van Engen
This course explores the place of "stories" in the making of medieval culture, and the degree to which we can draw "history" from them. It will touch upon some of the same conceptual problems raised recently in discussions of the distinction between fiction and history. The course will focus on examples from three key areas of storytelling: the exempla, which became so crucial to sermons and moral instruction; chronicles (such as Salimbene's), which became ever more storylike in their construction; and hagiography.

604. World of Charlemagne
(3-0-3) Noble
The Carolingian (from Carolus, Latin for Charles: Charles the Great—Charlemagne—was 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-Byzantine Empire consolidated its position and when the Abbasid 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 law; war and diplomacy; agriculture and trade; the church—popes, bishops, monks, and nuns; theology; art and architecture; Latin and vernacular literature. Reading assignments will combine modern scholarship and primary sources (in translation). Students will write mid-term and final examinations and will choose between several short papers or one long paper. Graduate students will meet weekly with the professor, carry out reading assignments different from those of the undergraduates, and submit a series of short papers.

605. Colloquium: Commercial Revolution in the Middle Ages
(3-0-3) Constable
The theory of a commercial revolution in Europe and the rise of so-called "European hegemony" provides a focus for looking at a broad spectrum of issues and documents relevant to the rise of agrarian, commercial, and urban institutions in medieval Europe. This course will concentrate on the problems of the shifting balance of power in the Mediterranean world in the Middle Ages. Although it is easy to see a shift from Muslim to Christian hegemony in this period, it is much harder to find an explanation for this change. Theories range from crude cultural superiority to subtle explanations involving differential technology, mercantile, and agrarian development; political and military structure; monetarization and metallic balance; or demographic shifts in reaction to the Black Death. This colloquium will consider these changes, and their possible explanations, in light of both primary texts and secondary interpretations.

606. Colloquium: Medieval Cities
(3-0-3) Constable
This colloquium examines the development and structure of urban centers in Europe and the Mediterranean world from late antiquity to the later Middle Ages. Through a discussion of primary texts, secondary historical studies, and works on modern urban theory, we will track the history of urban life in the Middle Ages, with particular attention given to the topography, society, culture, and economy of cities in southern Europe.
609. Merovingian Franks, 450 to 750  
(3-0-3) Noble  
This course will survey and analyze key literature and sources on the establishment, development, and eventual collapse of the Merovingian Frankish kingdom. Central issues will include: the nature, origins, and audiences of the major sources; Frankish ethnicity; Frankish kingship; central and local institutions in the Frankish kingdoms; the economy of Merovingian Francia; the Merovingian church; academic and intellectual institutions; problems of language and communications; and Merovingian relations with their neighbors. Student responsibilities will include: substantial weekly reading assignments (most but not all sources will be read in translation; scholarly works in French and German will be assigned); periodic oral and written reports; and two or three synthetic essays.

612A. Augustine and Philosophy  
(3-0-3) Gersh  
An introduction to Augustine’s work concentrating on his reaction to earlier philosophical materials (a reaction naturally conditioned by his Christian outlook). During the course, we shall examine his relation to skepticism (e.g., in Contra Academicos), to Stoic linguistic theory (in De Dialectica), to Pythagoreanism (in De Quantitate Animae), and especially to Neoplatonism (e.g., in De Ordine, Soliloquies, De Immortalitate Animi, De Vera Religione, Confessiones). Augustine’s relation to the philosophical generalities of the handbook tradition will also be an issue. Part of the course will be devoted to the philosophical readings in De Civitate Dei. Part of the course will be devoted to the transmission of “philosophical” Augustinism to the Middle Ages.

612B. Augustine and Anselm  
(3-0-3) Gersh  
An introduction to the thought (philosophical and theological) of Augustine and Anselm of Canterbury. Since Augustine is one of the few intellectual forerunners mentioned by name in Anselm’s main works, we shall assume that a reading of the Latin Church Father forms an indispensable foundation for any serious study of the 11th- to 12th-century archbishop’s writings. Although we shall study either at length or in briefer selections the following works in roughly chronological sequence - (Augustine) On Free Choice of the Will, On the True Religion, Confessions, On the Trinity, On the City of God, (Anselm) Monologion, Proslogion, On Truth, On Freedom of the Will, and On the Fall of the Dei - certain thematically-connected ideas will be placed in relief in order to reveal the profound coherence and continuity of the Augustinian and Anselmian speculative systems. These ideas will include Being, Truth, Mind, and Will together with associated ontological, epistemological, and ethical questions.

621. Early Christianity Seminar: The Theology of the Cappadocian Fathers  
(3-0-3) Daley  
This seminar will study a broad and representative sampling of works by the three great Cappadocian Fathers in an attempt to see their own characteristic synthesis of Trinitarian theology, theological anthropology, eschatological hope, and ascetical spirituality. Special attention will be given to their influence on each other’s thought, and to their place in the longer tradition of Greek patristic theology. Greek language ability will not be required, but those with intermediate or better knowledge of Greek will be able—as part of the course requirement—to participate in a section in which we will read and interpret original texts.

633. Medieval Exegesis Seminar  
(3-0-3) Signer  
Our focus will be on the relationship between biblical interpretation and the polemical literature written by Jewish and Christian authors from 1050 to 1200. Students will read the recent accounts of this literature by Gavin Langmuir, Anna Sapir Abulafia, Gilbert Dahan, and Jeremy Cohen. Excerpts from medieval Christian authors such as Abelard, Gilbert Crispin, Guibert of Nogent, Bernard of Clairvaux, Peter the Venerable, Petrus Alfonsi, and Alan of Lille. Passages from Jewish authors such as Rashi, Rabbi Joseph Kara, Rabbi Samuel ben Meir, and Rabbi Joseph of Orleans will also be studied. Students will be expected to make an oral presentation and write a paper that provides an explication of the arguments in a polemical work.

634. Medieval Theology Seminar: Christology of Aquinas  
(3-0-3) Wawrykow  
Thomas Aquinas offered sustained reflections on Jesus Christ in a wide variety of his works and, throughout his career, Thomas’s Christology played a central role in his entire theology, providing a distinctive cast to his understanding of God and the human person. This course examines the Thomistic accomplishment in Christology, paying particularly close attention to the different ways in which Thomas organized his various discussions of Christ and to the principal developments in his depiction of Christ.

635. The Jewish-Christian Debate in the High Middle Ages  
(3-0-3) Signer  
The growth of urban centers in Europe and Iberia during the Middle Ages reckined the literary debates between Jews and Christians that began in the Early Church. Both Jews and Christians constructed images of the Other that were grounded in earlier arguments from Scripture and augmented them with the new tools of reason and linguistic knowledge. Our seminar will read both Jewish and Christian documents analyzing them in light of the work of modern historians such as Gilbert Dahan, Jeremy Cohen, David Berger, and Gavin Langmuir. In addition to reading disputation literature, we shall analyze papal policy, noble patronage, and canon law.

647. Christians and Muslims in the Medieval Mediterranean World  
(3-0-3) Constable  
This course will examine contacts between Christianity and Islam in the period from the seventh century to the fifteenth century. Although issues of religion will be addressed, the course is more concerned with diplomatic, economic, military, cultural, technological, and intellectual encounters and exchange. Special attention will be focused on the regions of Spain, Sicily, and the Crusader States. The course is designed as a survey, but students may elect to write either a research paper or three shorter historiographical essays. Regular student presentations will also be required.

661. Philosophical Theology: The Metaphysics of Creation  
(3-0-3) Burrell  
The religious traditions which averred the free creation of the universe—Judaism, Christianity, and Islam—subjected Hellenic views on actuality and possibility to a radical challenge, yet it took time for thinkers in these traditions to work out the philosophic implications of that doctrine. We shall trace that growing debate, as it began with al-Farabi and Ibn Sina, and was filtered through Moses Maimonides to Aquinas. Attention will be paid to the ways in which these diverse religious faiths influenced philosophic reflection on these matters, and how the consequent views of actuality and possibility can affect current metaphysical discussion of issues like divine eternity and sempiternity, as well as the relations between created and creating freedom.

673. Medieval Liturgy  
(3-0-3) Driscoll  
The purpose of this seminar is to examine the various sacramental rites in the Middle Ages, especially the Eucharistic liturgy, and to attempt to reconstruct them within the context of liturgical enactment, architectural space, artistic and musical decoration, etc. The seminar must necessarily deal with liturgical texts, but this is only a first step for understanding the broader dimensions of the liturgy. Architectural, artistic, and musical components will be taken into consideration. Numerous commentaries on the liturgy are also an important source for garnering the medieval understanding of the liturgy, especially in its allegorical interpretation. A tangential but key element for the understanding is the devotional and spiritual practices that grew up alongside the official liturgy. Therefore, some attention will be given to these dimensions, including liturgical drama.

688. Medieval Legal History  
(3-0-3) Rodes  
Studies the formative period of the Anglo-American legal system using 14th-century Year Books and other materials from the same period. Students are graded on individual presentations and papers.
Topics are flexible, as long as they involve the use of primary source material involving England from about 1250 to 1350.

696. Field Examination Preparation
(3-0-3) Director
Offers students a possibility, normally in their second or third year, to work closely with a professor in preparing for one of their field examinations.

696A. Dissertation Proposal Preparation
(V-V-V) Director
Offers students the opportunity to work with their advisor in preparing their dissertation proposal.

697. Directed Readings
(V-V-V) Director
Offers students a possibility, normally in their second or third year, to work closely with a professor in preparing a topic mutually agreed upon. Student and professor must sign a form that records the readings.

699. Research and Dissertation
(V-V-V) Staff
Independent research and writing on an approved subject under the direction of a faculty member.

700. Nonresident Dissertation Research
(0-0-1) Staff
Required of nonresident graduate students who are completing their theses in absentia and who wish to retain their degree status.

Faculty
Abbot Astrik L. Gabriel, Director of the Frank M. Fosson Ambrosiana Microfilm and Photographic Collection and Professor Emeritus, Ph.D., Univ. of Budapest, 1936; Privatdozent, ibid., 1941; Ecole des Chartes; Hautes Etudes, Paris, 1932–36; Corresponding Fellow, Inst. de France, 1962; Corresponding Fellow, Bavarian Academy of Sciences, 1971; Honorary Member, Hungarian Academy of Sciences, 1983. (1948)

Associated Faculty
Charles E. Barbez, the Michael P. Grace Professor of Arts and Letters and Associate Professor of Art, Art History, and Design, B.A., Courtauld Inst. of Art, 1986; Ph.D., ibid., 1989. (1996)
Kathleen A. Biddick, Professor of History and Fellow in the Nanovic Institute for European Studies, A.B., Barnard College, 1971; M.A., Univ. of Toronto, 1973; Ph.D., ibid., 1982. (1983)
Theodore J. Candy Jr., Director of Graduate Studies in Romance Languages and Literatures, Professor of Italian Language and Literature, and the Albert J. Ravatisino Director of the Dever Program in Dante Studies, B.A., Northwestern Univ., 1974; M.A., Univ. of California, Los Angeles, 1982; Ph.D., ibid., 1986. (1990)
John C. Cavadini, Chair and Associate Professor of Theology and Executive Director of the Institute for Church Life, B.A., Wesleyan Univ., 1975; M.A., Marquette Univ., 1979; M.A., Yale Univ., 1980; M.Phil., ibid., 1983; Ph.D., ibid., 1988. (1990)
Kirsten M. Christensen, Assistant Professor of German Language and Literature, B.A., Arizona State Univ., 1984; M.A., Brigham Young Univ., 1991; Ph.D., Univ. of Texas, Austin, 1998. (1999)
Paul M. Cobb, Assistant Professor of History, B.A., Univ. of Massachusetts, 1989; M.A., Univ. of Chicago, 1991; Ph.D., ibid., 1997. (1999)
Kent Emery Jr., Professor in the Program of Liberal Studies and Fellow in the Medieval Institute, B.A., Univ. of Virginia, 1966; M.A., Univ. of Toronto, 1968; Ph.D., ibid., 1976. (1985)
Dolores Warwick Frese, Professor of English. B.A., College of Notre Dame of Maryland, 1958; M.A., Univ. of Iowa, 1961; Ph.D., ibid., 1972. (1973)


Ralph M. McInerny, the Michael P. Grace Professor of Medieval Studies. B.A., St. Paul Seminary, 1951; M.A., Univ. of Minnesota, 1952; Ph.L., Univ. Laval, 1953; Ph.D., ibid., 1954. (1955)


Katherine O’Brien O’Keeffe, the Notre Dame Professor of English. A.B., Fordham College, 1970; Ph.D., Univ. of Pennsylvania, 1975. (1992)


Gretchen J. Reydam-Schils, Associate Professor in the Program of Liberal Studies and Fellow in the Nanovic Institute for European Studies. B.A., Catholic Univ. of Leuven, 1987; M.A., Univ. of Cincinnati, 1989; Ph.D., Univ. of California, Berkeley, 1994. (1994)

Robert E. Rodes, the Paul J. Schriele/Fort Howard Corporation Professor of Legal Ethics and Professor of Law. A.B., Brown Univ. 1947; LL.B., Harvard Univ., 1952 (1956)


Dayle Seidenspinner-Nuñez, Chair of Romance Languages and Literatures and Professor of Spanish Language and Literature. B.A., Univ. of California, Berkeley, 1968; M.A., ibid., 1971; Ph.D., Stanford Univ., 1977. (1977)

Daniel J. Sheerin, Professor of Classics and Concurrent Professor of Theology. B.A., St. Louis Univ., 1965; Ph.D., Univ. of North Carolina at Chapel Hill, 1969. (1985)

Susan Guise Sheridan, the F. J. and H. M. O’Neill II Associate Professor of Anthropology. B.A., Univ. of Maryland, 1984; M.A., ibid., 1986; Ph.D., Univ. of Colorado, 1992. (1992)

Rabbi Michael A. Signer, the Abrams Professor of Jewish Thought and Culture (Theology) and Fellow in the Nanovic Institute for European Studies. B.A., Univ. of California, Los Angeles, 1966; M.A., Hebrew Union College-JIR, 1970; Ph.D., Univ. of Toronto, 1978. (1992)

John Van Engen, the Andrew V. Tackes Professor of History. A.B., Calvin College, 1969; Ph.D., Univ. of California, Los Angeles, 1976. (1977)


Albert K. Wimmer, Director of Graduate Studies and Associate Professor of German Language and Literature and Fellow in the Nanovic Institute for European Studies. M.A., Univ. of Notre Dame, 1964; M.A., ibid., 1967; Ph.D., Indiana Univ., 1975. (1964)

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**Music**

Director of Graduate Studies:

Ethan Haimo

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E-mail: music@nd.edu
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**Note:** This department will admit no students to its graduate program beyond the fall of 2004.

**The Program of Studies**

The Department of Music offers programs leading to two degrees: master of music (in performance and literature or performance) and master of arts (in musicology or theory).

All master's degree programs require 36 credit hours and normally require two years for completion. Details of each degree program vary substantially, depending on the student's specialty or instrument; therefore, students should obtain a copy of the department's official Bulletin of Information, which contains specific information on each of the programs. A sketch of each program follows:

The master of music degree in performance and literature provides an intensive program of graduate studies for the student with a proven ability in performance and an interest in the literature of his or her instrument. All students in this degree program must present two full recitals: a qualifying recital during the first year of study and a degree recital in the second year. (Students in the piano-accompanying concentration perform in two chamber music recitals and serve as accompanists for six recitals.)

The courses of study vary from instrument to instrument, given their different needs and possibilities. In general, all students in the M.M. in performance and literature take 12 credit hours in a principal instrument and an additional nine credit hours in a core of courses in music history and theory (three credit hours in each). The remaining 15 credit hours are taken in literature, chamber music, opera workshop, and orchestral excerpts, as appropriate. All students in this degree program must pass a competency examination in basic music theory and history before they graduate. This examination covers the standard theoretical and historical issues included in a typical undergraduate music program.

The master of music in performance is a degree designed to give intensive training to a student who has finished a master's degree elsewhere and who wants further training in his or her instrument (but does not wish to pursue a doctorate). This program is designed for highly advanced students who are preparing to enter the professional ranks of performing musicians.
musicians and is designed to place maximum emphasis on the study of the student’s principal instrument. Two full-length recitals are required (eight recitals as accompanists for pianists wishing to specialize in accompanying). Extensive repertoire will be covered during this two-year program, giving the students direct practical experience with a wide range of the most challenging works written for the instrument: solo, orchestral, and chamber.

The master of arts degrees in musicology and theory provide the student with intensive professional training in the scholarship of music. These programs are designed to enable the students, upon graduation, to enter a top-level doctoral program at another university. Students in the M.A. programs must pass a reading examination in French, Latin, or German, must submit a master’s thesis to the graduate committee, and must pass a final written comprehensive examination. Students whose interests are in medieval music will benefit from the exceptional resources of the Medieval Institute.

Course Descriptions

Each course listing includes:

- Course number
- Title
- (Lecture hours per week—laboratory or tutorial hours per week—credits per semester)
- Instructor
- Course description
- (Semester normally offered)

Course numbering does not indicate level of student achievement. Repetition of the course numbering on a transcript indicates further studies.

Applied Music

All courses are usually offered each semester.

500. Marching Band
(7.5-0-1) Dye and Dwyer
Course covers pedagogy, conducting and preparation of traditional marching band shows for football games, pep rallies and other select functions. (Fall semester only.)

501. String Performance Techniques
(1-0-1) Plummer, Buranskas
Performance class/master class format designed to give string students opportunities in which to perform.

501A. Orchestra
(2.5-0-1) Stowe
Involves pedagogy and performance of 18th through 20th century orchestral music in a series of concerts. (Fall and spring semesters.)

502. Vocal Performance Techniques
(1-0-1) Resick
Development of interpretation skills pertaining to songs and operatic literature.

503. Diction I—German
(1-0-1) Resick
Elements and expressive techniques of German diction, utilizing the International Phonetic Alphabet.

504. Diction II—English, Italian
(1-0-1) Resick
Elements and expressive techniques of English and Italian diction, utilizing the International Phonetic Alphabet.

505. Diction III—French
(1-0-1) Resick
Elements and expressive techniques of French diction, utilizing the International Phonetic Alphabet.

506. Piano Performance Class
(1-0-1) Blacklow
Master class format designed to give piano students opportunities in which to perform.

507. Concert Band
(1.5-0-1) Dye and Dwyer
Provides experience in the pedagogy of traditional and contemporary works for concert band in a large ensemble setting.

507.C. Concert Winds
(1.5-0-1) Dye
Provides experience in the pedagogy of traditional and contemporary works for concert band in a smaller wind ensemble setting.

508. Orchestral Excerpts
(1-0-1) Buranskas, Plummer
Excerpts from the standard orchestral literature encompassing styles from the 18th century through the 20th century. Instructed by individual members of the faculty.

509. Chamber Music
(V-0-V) Buranskas, Plummer, Resick, Blacklow
Intensive study and performance of chamber music for advanced performers.

510. Piano
(V-0-V) Blacklow
Individual instruction.

511. Organ
(V-0-V) Cramer
Individual instruction.

512. Harpsichord
(V-0-V) Catello
Individual instruction.

514. Voice
(V-0-V) Resick, Staff
Individual instruction.

515A. Violin
(V-0-V) Plummer
Individual instruction.

515B. Viola
(V-0-V) Staff
Individual instruction.

516. Cello
(V-0-V) Buranskas
Individual instruction.

517. Brass
(V-0-V) Dye
Individual instruction. Arrangements possible with members of Chicago Symphony with chair’s permission.

518. Woodwinds
(V-0-V) Dye
Individual instruction. Arrangements possible with members of Chicago Symphony with chair’s permission.

519. Percussion
(V-0-V) Staff
Individual instruction.

520. Theory Review for Performers
(2-0-2) Staff
This class is a theory review designed for students who have not passed their proficiency exams. This class concentrates on chord construction and voice leading.

521D. Jazz Ensemble
(2-0-1) Dwyer
Provides experience in the pedagogy of jazz standards and modern jazz compositions in a traditional big band setting.

525, 526. Advanced Conducting I and II
(2-0-2) Staff
Study and practice of advanced skills in conducting. Score analysis for conductors; rehearsal techniques; principles of stylistic integrity in performance.

527. Opera Scenes
(1-0-1) Staff
The course will end with workshop performances of various scenes, accompanied with piano, taking place in early December at a venue to be announced.

528. Opera Workshop
(V-0-V) Resick
Prerequisite: vocal training. Musical and stage preparation of an opera production culminating in public performance. Admission by audition only.

529. Vocal Coaching
(1-0-1) Resick
Development of interpretation skills pertaining to songs and operatic literature.
Core of Courses in Music History and Theory

This core of courses provides a basic curriculum required of all students in the performance and literature and musicology/theory programs. Each student must take nine credit hours from the core, three in theory and six in history. M.M. students who do not pass the theory proficiency examination upon matriculation take Mus 539 as their theory requirement.

531. Analytic Topics
(3-0-3) Johnson, Smith
Detailed analysis of selected works.

532. Twentieth-Century Analysis
(3-0-3) Haimo, Johnson
Techniques of composition employed by composers of the 20th century.

533. Schenkerian Analysis
(3-0-3) Smith
Intensive analysis of musical composition utilizing the Schenkerian method.

534. Tonal Forms
(3-0-3) Haimo
Topics relating to the problems of form in tonal music.

535. Opera
(3-0-3) Youens
Topics relating to the history of opera.

536. Chamber Music Genre
(3-0-3) Youens
Topics relating to the history of chamber music.

537. Church Music
(3-0-3) Blachly, Bower, Frandsen, Higgins
Topics relating to the history of church music.

538. Symphonic Music
(3-0-3) Bower
Topics relating to the history of symphonic music.

539. Theory Review for Performers
(2-0-2) (2-0-2) Dwyer
For M.M. students who need theory review.

547. Organ Music of J.S. Bach
(3-0-3) Cramer
An exploration of the 18th-century composer's work.

The Studies Series

The following series of courses treats problems in historical periods and general areas of musical research. They will be listed in schedules for each semester with further descriptions indicating the focus for that semester. The range of approach to these courses is broad; they may be general surveys of a period or an area or they may center around a specific topic within a period or area or even a specific composer. Recent offerings have included courses on Handel and the German Lied. Also satisfies core history requirements.

542, 543. Studies in Medieval Music
(3-0-3) (3-0-3) Bower, Higgins
An examination of the music from the fifth through 15th centuries.

544, 545. Studies in Renaissance Music
(3-0-3) (3-0-3) Blachly, Higgins
An examination of the music from 1430 to 1600.

546. Handel's Operas and Oratorios
(3-0-3) Frandsen
An examination of Handel's operas (including Rinaldo, Julius Caesar, and Xerxes) and oratorios (including Esther, Israel in Egypt, and Jephtha), with a particular focus on Handel's approach to drama and musical characterization in each genre, and his appropriation and redefinition of operatic conventions in the context of the English theatrical oratorio.

548, 549. Studies in Classical Music
(3-0-3) (3-0-3) Higgins, Youens
An examination of the music from 1750 to 1820.

550. Studies in Lied
(3-0-3) Youens
The study of selected German art-songs for solo voice and piano by the masters of the genre.

550A. Studies in Opera
(3-0-3) Staff
Topics vary by semester.

Other Courses in Music

540. Bibliography of Music
(V-0-V) Jones
This course has five main objectives:

1. To learn about music in libraries, its control and organization, and to develop a sense of comfort with library collections of music.
2. To study standard reference works in music—both print and electronic sources—and understand their value, deficiencies, and potential uses.
3. To develop an ability to evaluate new reference sources and to choose works that will be of the greatest value to any particular project.
4. To develop a sense of the state of musical documentation in general.
5. To demonstrate this knowledge and these abilities by performing the preliminary work for a major research project.

563, 564. Composition
(V-0-V) (V-0-V) Haimo, Johnson
Private instruction in composition.

565. Band Arranging
(3-0-3) Dye
Covers the basic orchestration, technical, and formal problems associated with arranging pre-existing material for band. This course will be project-oriented, and instruction will focus on the student's own arrangements.

575. String Literature
(3-0-3) Buranskas, Plummer
Concentrated study of the principal literature written for the string instruments.

579. Wind Literature
(3-0-3) Staff
An exploration of the history of the literature for winds from the works of Giovanni Andrea Gabrieli to the present century.

581, 582. Piano Literature
(2-0-2) (2-0-2) Blacklow
Concentrated study of the principal literature written for the keyboard.

583, 584. Organ Literature
(3-0-3) (3-0-3) Cramer
Concentrated study of the principal literature written for the organ.

587. Advanced Violin Literature
(3-0-3) Plummer
Extensive study of violin repertoire with an emphasis on sonatas, concertos, and solo works from the Baroque period to the 20th century.

588. Advanced Cello Literature
(3-0-3) Buranskas
Extensive study of cello repertoire with an emphasis on sonatas, concertos, and solo works from the Baroque period to the 20th century.

590. Qualifying Recital
(0-0-0) Staff
For first-year students.

Other Graduate Courses

591. Graduate Recital
(0-0-0) Staff
Formal registration for final project in performance.

598. Special Studies
(V-V-V) Staff
Individual study under personal direction of a faculty member.

599. Thesis Direction
(V-V-V) Staff
Planning and developing the master's thesis for M.A. students.
600. Nonresident Thesis Research (0-0-1) Staff
Required of nonresident graduate students who are completing their theses in absentia and who wish to retain their degree status.

699. Research and Dissertation (V-V-V) Staff
Required of students in residence engaged in full-time dissertation research.

Faculty


Lawrence Dwyer, Associate Professional Specialist. B.A., Univ. of Notre Dame; M.S., Univ. of Illinois (Urbana), 1967. (2002)


Mary E. Frandsen, Associate Professor. B.M., State Univ. of New York at Potsdam, 1980; M.A., Eastman School of Music, 1985; Ph.D., ibid., 1997. (1997)

Walter R. Ginter, Adjunct Associate Professor. B.Mus., Westminster Choir College, 1956; M.Mus., ibid., 1957. (1975)


Philosophy
Chair:
Paul Weithman
Director of Graduate Studies:
Patricia Blanchette

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Location: 100 Malloy Hall
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The Program of Studies
The graduate program in philosophy at Notre Dame provides intensive professional training in philosophy. It is a doctoral program, although students may choose to terminate at the master’s level. In recent years, an average of six Ph.Ds in philosophy has been awarded each year and fellowship aid has been forthcoming from a variety of sources. At present there are 65 doctoral students in residence and 42 graduate faculty.

At the present time, the department offers students with particular interests in any of the following fields unusual opportunities to work with a strong group of scholars in their area of specialization: philosophy of religion, medieval philosophy, philosophy of science, ethics, continental philosophy, metaphysics, and philosophy of math and logic. The fields of philosophy of mind, epistemology, and contemporary analytic philosophy are also strongly represented. Special concentrations in medieval philosophy and in continental philosophy are available through the department. A joint Ph.D. in logic between the mathematics and philosophy departments is also possible. Graduate-level work in the history of science is available through the University’s graduate program in the history and philosophy of science. Students specializing in philosophy of science have the opportunity to incorporate a master’s degree from this program into their program of doctoral studies in philosophy. Students may also apply for admission to the special HPS philosophy track Ph.D.

Requirements for the Ph.D. in Philosophy
Entering students are expected to have the equivalent of an undergraduate major in philosophy. If their major has been in another field they may still be admitted, but in such cases deficiencies may have to be made up on a noncredit basis at Notre Dame. Each applicant for graduate admission to the department is required to furnish, in addition to the materials requested by the Graduate School, a sample of the applicant’s written work in philosophy (approximately 10 to 15 pages in length).
For the doctorate a student must complete a 47 semester-credit-hour residency requirement. Students who enter the doctoral program with an M.A. are normally excused from six to 12 credit hours of graduate course work. Any philosophy graduate student is permitted to take up to six credit hours of approved undergraduate course work in philosophy and up to six credit hours of course work in related fields to satisfy the 47 credit hours. Those who choose to concentrate in such specialized fields as logic and philosophy of science may be required to take courses in other departments in support of their specialization. Students are expected to maintain a minimum B average in all of their course work.

The faculty as a whole formally evaluates the progress of first- and second-year graduate students at the end of their first and second summers in the program. The first-year evaluation focuses on the students' performance in courses and on the comprehensive exam in the history of philosophy, which is taken at the end of the first summer. The second-year evaluation focuses on the students' performance in courses, as teaching assistants, and on the second-year research paper, which is completed by the end of the second summer. Students in the third year and beyond are evaluated at the beginning of each spring term.

Students who have successfully completed the research paper then begin to prepare for an oral candidacy exam in an advanced field of philosophy. After passing the oral exam, students submit a dissertation proposal. Both the oral exam and the dissertation proposal must be completed by the end of the fourth year. If the faculty judge at any stage that a student's progress is unsatisfactory, the student may be required to terminate his or her graduate studies with the concurrence of the director of graduate studies. Some other language may be substituted where the student's chosen area of concentration.

**Course Descriptions**

All doctoral students are expected to meet the following general course distribution requirements during their first two years of course work. (Each semester course is worth three credit hours.)

Course requirements in history of philosophy may be satisfied by taking any of a number of graduate courses offered in a historical area, though no course may be used to satisfy more than one general area requirement. Passing the Intermediate Symbolic Logic course (PHIL 513) satisfies the department's graduate requirement in formal logic. Taking the core course in metaphysics, epistemology, ethics, and philosophy of science fulfills the requirements in those areas. Beginning students are encouraged to complete the requirements as early as feasible, consistent with their academic backgrounds and in consultation with the director of graduate studies. In addition to the courses listed above, graduate students are required to take a prosenimar in philosophy (PHIL 501) during their first semester, the colloquium seminar (PHIL 601 and 602) during their first year, a practicum for teaching assistants (PHIL 595) before TAing for the first time, and a practical seminar on teaching (PHIL 701) during their fourth year.

**Language Requirement**

Acquiring the doctoral degree involves passing GREs in two foreign languages. At least one of these examinations must be completed before the oral candidacy examination is taken. Though German, French, Greek, and Latin are the standard choices, with the concurrence of the director of graduate studies, other language may be substituted where the candidate's dissertation is likely to require the use of the alternate language.

**Dissertation**

After completing the candidacy requirements and under the guidance of their chosen faculty advisers, doctoral candidates begin preparation of a written thesis proposal and representative bibliography for presentation to the thesis evaluation committee. This committee is an ad hoc board of five graduate faculty members appointed by the director of graduate studies to review the candidate's proposal. A doctoral candidate is expected to incorporate into the proposal those committee members' recommendations that, in their view, render it a viable and acceptable thesis project. This proposal is to be submitted and approved as soon as possible following completion of written and oral candidacy exams, but no later than the end of the student's eighth semester of residence.

Having completed the doctoral candidacy requirements in the third year of residence and formulated an acceptable doctoral thesis proposal, the candidate is expected to complete and present a doctoral dissertation during the fourth or fifth year of residence.

Further information about financial aid opportunities, the department's many programs and activities and its faculty is contained in the brochure Graduate Studies in Philosophy at Notre Dame, available by writing directly to the department.

**Area One: Ancient Philosophy**

505. Debate Between Plato and Aristotle (3-0-3) Gersh
A study of the history of the debate between the two main ancient traditions of philosophy with special reference to the theory that Platonism and Aristotelianism can, in some profound manner, be reconciled.
Area Three: Modern Philosophy
531. Eighteenth Century Philosophy
(3-0-3) Ameriks, Joy
An attempt to understand Kant’s transcendental idealism as having the modest goal of defending a rationalist philosophy of autonomy and Hume’s project as aiming at defining a modest naturalism. The seminar will also consider whether this modest Kant and this modest Hume have something significant in common.

Area Three: Modern Philosophy
532. Kant’s First Critique
(3-0-3) Ameriks
An introduction to Kant’s philosophy with primary emphasis on the *Critique of Pure Reason*.

Area Three: Modern Philosophy
533. Hume’s Practical Philosophy
(3-0-3) Holm
A reading of of Hume’s *Treatise of Human Nature*, the *Treatise of Human Nature*, and his various essays on political issues. A particular accent of the course is to probe into the connections between Hume’s epistemology and anthropology and his concrete political views.

Area Three: Modern Philosophy
533E. Hume’s Practical Philosophy
(3-0-3) Delaney, Joy
A careful reading of the *Treatise of Human Nature*.

Area Three: Modern Philosophy
534. Frege
(3-0-3) Blanchette
A critical assessment of Frege’s views about language-understanding and communication, the purpose of formal logic, the nature of arithmetical truth, the status of such abstract objects as numbers and propositions, and the ontological and epistemological significance of theoretical reductions.

Area Three: Modern Philosophy
535. German Idealist Themes
(3-0-3) Franks
A seminar on themes from German Idealism, focusing both on classical texts by Fichte, Schelling and Hegel, and on contemporary texts by Brandom, McDowell, etc.

Area Three: Modern Philosophy
536. German Idealism: Kant to Hegel
(3-0-3) Franks
A survey of German Idealism from Kant to Hegel 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 Jacob, Maimon, and Reinhold.

Area Three: Modern Philosophy
537. Heidegger
(3-0-3) Watson
A close reading of Heidegger’s seminal work *Being and Time*.

Area Three: Modern Philosophy
538. Contemporary Continental Philosophy
(3-0-3) Gutting, Watson, Rush
An examination of structuralist and post-structuralist developments in contemporary French philosophy.

Area Three: Modern Philosophy
539. Heidegger, Merleau-Ponty & Philosophical Anthropology
(3-0-3) Moss, Watson
After introducing the basic perspectives of earlier philosophical anthropologists and providing some insights into what a renewed philosophical anthropology might have to offer, the bulk of the course will be spent examining selected readings in Heidegger and Merleau-Ponty that best address themselves to the question of what it is to be human.

Area Three: Modern Philosophy
540. Philosophy and Literature Seminar
(3-0-3) O’Connor
The course will focus on how Plato and Shakespeare enter into the diachronic dialectic between skepticism and idealism in Romanticism. Plato’s Symposium and Phaedrus and Shakespeare’s A Midsummer Night’s Dream, Hamlet, and The Tempest will be our lenses to look at four writers from the Romantic tradition of the nineteenth and early twentieth centuries who cross the lines between philosophy and literature: Percy Bysshe Shelley, Ralph Waldo Emerson, William Butler Yeats, and Wallace Stevens.

Area Three: Modern Philosophy
541. Searle
(3-0-3) Warfield
An examination of the work of John Searle. Topics to be addressed include the philosophy of action, philosophy of mind, “social reality,” the nature of reference, speech acts, and others.
644. Gadamer & Charles Taylor
(3-0-3) Dallmayr
The seminar examines the work of two leading thinkers in the field of interpretive theory: Hans-Georg Gadamer and Charles Taylor. While Gadamer is recognized as the preeminent philosopher of “hermeneutics”, Taylor has underlined the role of understanding/interpretation both in the history of political thought and in the practice of the social and human sciences. The seminar will focus on selected writings of the two thinkers including Gadamer’s Truth and Method and Taylor’s Philosophical Papers.

647E. Heidegger and Praxis
(3-0-3) Dallmayr
A seminar exploring Heidegger’s philosophy with an accent on his contributions to “practical philosophy” (including ethics and politics).

648. Philosophical Arguments
(3-0-3) Gutting
This course will be built around close readings of some classic papers in major areas of recent analytic philosophy. We will treat the essays as case-studies in our effort to learn something about the way analytic philosophers think and argue. We will also explore the suggestion that argumentation plays only a minor role and that, in fact, the conclusions of analytic philosophers often depend more on intuition than on argument.

674. The Philosophy of Donald Davidson
(3-0-3) Kim
In this seminar we will focus on Donald Davidson’s work in four broad areas: mind, cause, knowledge, and the subjective. We will read and discuss Davidson’s central papers on topics such as these: mental anomalism and mental causation, interpretation theory and the rationality assumptions (the principle of charity), the possibility of incomensurable conceptual schemes, the coherence theory of knowledge, self-knowledge and first-person authority.

Area Five: Philosophy of Religion

528. Creation and Freedom
(3-0-3) Burrell
Modern Western notions of freedom equate freedom with choice and exult “doing what I wanna do” — something already exposed by Socrates as effective bondage to our endless needs. When freedom turns out to be bondage, and demands exploitation of other humans and of the earth to satisfy its demands, something seems wrong! We shall examine classical and modern sources to highlight the contrast, locating the signal difference in the presence (or absence) of a creator.

570. Philosophy and Christian Theism
(3-0-3) Plantinga
How, if at all, does Christian belief bear on the traditional concerns of philosophers? Is there such a thing as Christian philosophy? After considering the bearing of some common views of faith and reason on these questions, we turn to more specific questions in epistemology, ethics, and philosophical anthropology.

652. Topics in Philosophy of Religion
(3-0-3) Quinn
A seminar focusing on various topics in philosophy of religion. Recent topics have included ethics, religious epistemology, and religion and politics.

654. The Problem of Evil
(3-0-3) van Inwagen
This seminar is both an examination of the argument from evil and an introduction to current philosophical thinking about the argument. Also discussed is the larger topic of “the problem of evil,” how that problem should be formulated and what the relation is between this problem and the question: How should theists respond to the argument from evil?

658. Divine Action in the World
(3-0-3) Plantinga
In this course, we’ll look into a number of topics having to with divine action in the world. Among those topics will be the following: the nature of causation, occasionalism vs secondary causes, miracles, the nature of natural laws (if there are any), whether all laws supervene on quantum mechanics, the connection of conceptions of determinism with conceptions of law, the analogies, given substance dualism, between divine action and human action, and the like. We’ll pay particular attention to the widely perceived tension between science and belief that God sometimes acts specially, and to the various attempts (Polkinghorne, Peacocke, etc.) to construe divine action in such a way that it doesn’t involve conflict with laws as endorsed by science.

659. Divine Providence
(3-0-3) Flint
The view of providence offered the proponents of middle knowledge, and the objections raised against this Molinist view by both Thomists and contemporary analytic philosophers.

Area Six: Metaphysics, Philosophy of Mind

550. Metaphysics
(3-0-3) Loux, Plantinga, Rea, van Inwagen
A survey of some of the main topics of metaphysics. Topics to be covered include the metaphysics of modality, mind-body problem, antirealism, and the nature of natural laws. This is the core course for metaphysics. (Each academic year)

655. Agency, Action and Action Explanation
(3-0-3) Kim
A discussion of questions such as: What is it to be an agent? What is an action? Are actions explained or understood causally or nomologically, or in some other distinctive ways? What roles do “reasons” play in explaining actions?

661. Metaphysics of Creation
(3-0-3) Burrell
The religious traditions which averred the free creation of the universe — Judaism, Christianity and Islam — subjected Hellenic views on actuality and possibility to a radical challenge, yet it took time for thinkers in these traditions to work out the philosophic implications of that doctrine. We shall trace that growing debate, as it began with al-Farabi and Ibn Sina, and was filtered through Moses Maimonides to Aquinas.

664. Topics in Philosophy of Mind
(3-0-3) Ramsey, Stuebenberg
Study of selected issues of contemporary interest in the field.

668. Freedom and Responsibility
(3-0-3) Warfield
An examination of recent work on freedom, determinism, and moral responsibility, beginning with Peter van Inwagen’s An Essay on Free Will.

682. Time and Persistence
(3-0-3) Rea
An exploration of central issues in the philosophy of time, with special emphasis on the presentism/four-dimensionalism debate and the tenser/detenser debate.

Area Seven: Ethics, Political Philosophy, and Aesthetics

567. Aesthetics
(3-0-3) Rush
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.

569. Twentieth-Century Ethics
(3-0-3) Solomon, Sterba, Shadder-Frechette
A survey of a number of central positions and issues in contemporary ethical theory. The course will begin with an examination of the main metaethical positions developed from 1903 to 1970—intuitionism, emotivism, prescriptivism, and the various forms of ethical naturalism. This will provide a background for a discussion of issues arising from the more recent revival of classical normative theory. This is the core course for ethics. (Each academic year)
571. Justice
(3-0-3) Wolterstorff
An attempt to bring together the philosophical and theological literature on justice. A focus of the course will be on the concepts of human justice and God.

579. Political Philosophy
(3-0-3) Sterba
A course focusing on John Rawl’s most recent formulation of his theory of justice, Justice as Fairness: A Restatement and The Law of Peoples and the moral and political alternatives to Rawl’s theory.

669. Ethical Intuitionism and Particularism
(3-0-3) DePaul
A seminar focusing on contemporary defenses of what have recently been two less than popular positions in ethics, intuitionism (Robert Audi) and particularism (Jonathan Dancy).

671. Virtue and Practical Reasoning
(3-0-3) Solomon
There are two broadly different reactions to virtue ethics on the part of its contemporary critics. Some profess not to understand what it is, while others profess to understand it, but find it objectionable. This course will attempt to respond to these critics by considering what is distinctive about an ethics of virtue, and by responding to the criticisms of some contemporary philosophers.

Area Eight: Epistemology

562. Epistemology
(3-0-3) David, De Paul, Stubenberg, Warfield
The aim of this course is to survey and evaluate the major approaches to understanding epistemic value, viz., internalist theories such as coherence, foundationalism, and externalist theories such as reliabilism. This is the core course for epistemology. (Each academic year)

Area Nine: Philosophy of Science (See also listings for History and Philosophy of Science)

560. Science and Social Values
(3-0-3) Kourany
A consideration of such questions as: 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?

581. Philosophy of Science
(3-0-3) Gutting, Howard, McKim
An analysis of the distinctive character of science as a complex mode of inquiry. Competing views on the nature of scientific explanation and the ontological import of scientific theory will be discussed in the context of classical and contemporary literature. (Each academic year)

583. Philosophy of Biology
(3-0-3) Moss
Central issues in the philosophy of science from the perspective of the life sciences with particular emphasis upon topics in evolution theory and sociobiology and upon the topic of intertheoretical integration in the life sciences (from organic chemistry to cognitive neuroscience). Topics to be covered include: teleology, reductionism and supervenience, the biological basis of cognition, explanation, scientific realism, theory change, and the critical appraisal of alternate research strategies.

587. History of the Philosophy of Science
(3-0-3) McMullin
Focus on Aristotle, Bacon, Descartes, Galileo, Newton, Vico, Whewell, and Poincaré. The connections between theory of science and epistemology will be emphasized, as well as the influence of metaphysics upon the origins of science.

588. History of the Philosophy of Science 1750 to 1900
(3-0-3) Howard, McMullin
The second half of the history of “classical” philosophy of science. Themes: the epistemic status of scientific knowledge-claims; the presuppositions, techniques, and modes of inference appropriate to natural science; the ontological status of scientific constructs. We shall begin with Reid and Kant, go on to Comte, Whewell and Mill, and end with Mach and Poincaré.

589. Religion and Science: Conflict or Concord
(3-0-3) Plantinga
A look at one of the most interesting and important topics of the last 500 years, the relation of the newly emerging modern science to religious belief—in particular Christianity.

687. Interpretative Problems in Quantum Mechanics
(3-0-3) Staff
Intended for graduate students in physics and in the history and/or philosophy of science who wish to examine in some reasonable detail the roots, both historical and philosophical, of quantum mechanics and the profound conceptual problems to which that theory has given rise.

Area Ten: Logic and Philosophy of Language

513. Intermediate Logic
(3-0-3) Bays, Detlefsen, Blanchette
An introduction to the basic principles of formal logic. The course includes a study of inference, formal systems for propositional and predicate logic, and some of the properties of these systems. The course will concentrate on proving some of the major results of modern logic, e.g., the completeness of first-order logic, the undecidability of first-order logic, the Lowenheim-Skolem theorems, and Gödel’s incompleteness theorems. (Spring)

590. Topics in Philosophical Logic: Modal Metatheory
(3-0-3) Bays
A study of topics in the metatheory of modal logic starting with some basic correspondence theory, and then discussion of completeness and the finite modal property.

591. Gödel’s Theorems
(3-0-3) Detlefsen
A thorough examination of the technical background and proofs of Gödel’s theorems and related results. Application of this material to issues in philosophy of mind, philosophy of mathematics, and epistemology will also be considered.

593. Philosophy of Mathematics
(3-0-3) Staff
A seminar focusing on central topics in the philosophy of mathematics.

651. Propositions and Facts and Truth and Reality
(3-0-3) David
An examination of some of the following issues concerning propositions: What arguments can be given for thinking that there are propositions? Are propositions to be taken seriously, or are they merely convenient fictions? Are they purely theoretical entities, or are they observable in some way? What are propositions made of? Are they necessary beings, or are they contingent beings? Are they abstract, mind- and language-independent beings distinguished from other such beings by having truth-conditions and having them essentially? Are truth/falsity fundamentally and characteristically properties of propositions? How do propositions relate to facts?

695. Special Topics: Philosophy of Mathematics Workshop
(3-0-3) Detlefsen, Bays
An ongoing research seminar in philosophical logic and the philosophy of mathematics.

Other Graduate Courses

501. Proseminar
(1-0-1) Stubenberg
Required of all first-year students. An introduction to the methods of graduate research in philosophy. (Fall)

595. Teaching Methods: TA Practicum
(1-0-1) Neiman
A one-credit course required of all philosophy graduate students during the year they first begin to assist in teaching.

599. Thesis Direction
(V-V-V) Staff
For students doing thesis work for a research master’s degree.

600. Nonresident Thesis Research
(0-0-1) Staff
For master’s degree students working in absentia.

Univ., 1988; Ph.D., Univ. of California, Los Angeles, 1993.

Timothy Bays, Assistant Professor, B.A., Northwestern Univ., 1988; Ph.D., Univ. of California, Los Angeles, 1995; Ph.D., ibid., 1999. (1999)


Janet Kourany, Associate Professor, B.S., Columbia Univ., 1965; Ph.D., ibid., 1977. (2000)

Michael J. Loux, the George N. Shuster Professor of Philosophy, B.A., College of St. Thomas, 1964; M.A., Univ. of Chicago, 1965; Ph.D., ibid., 1968. (1968)


A. Edward Manier, Professor, B.S., Univ. of Notre Dame, 1953; A.M., St. Louis Univ., 1956; Ph.D., ibid., 1961. (1959)

Ralph M. McInerny, the Michael P. Grace Professor of Medieval Studies, B.A., St. Paul Seminary, 1951; M.A., Univ. of Minnesota, 1952; Ph.L., Univ. Laval, 1953; Ph.D., ibid., 1954. (1955)


Rev. Ernan McMullin, the John Cardinal O'Hara Professor Emeritus of Philosophy, B.S., National Univ. of Ireland, 1945; B.D., Maynooth College, 1948; Ph.D., Univ. of Louvain, 1954. (1954)

Lenny Moss, Assistant Professor, B.A., San Francisco State Univ., 1981; Ph.D., Univ. of California, Berkeley, 1989; Ph.D., Northwestern Univ., 1998. (1999)

David K. O'Connor, Associate Professor of Philosophy and Concurrent Associate Professor of Classics (on leave 2004-2005), B.A., Univ. of Notre Dame, 1980; Ph.D., Stanford Univ., 1985. (1985)


Philip L. Quinn, the John A. O'Brien Professor of Philosophy, B.A., Georgetown Univ., 1962; M.S., Univ. of Delaware, 1966; Ph.D., Univ. of Pittsburgh, 1969. (1985)
Romance Languages and Literatures

Chair:
Dayle Seidenspinner-Núñez
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Theodore Cachey

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The Program of Studies

The Department of Romance Languages and Literatures offers an M.A. degree in French and Francophone Studies, Italian Studies, and Iberian and Latin American Studies. The primary aim of the master's program is to provide students with a comprehensive background in the literary and cultural achievements of French-, Italian-, and Spanish-speaking countries, both separately and in relation to each other. Additionally, the master's program may, with the permission of the department, include advanced courses in related areas of other disciplines, such as art, English, government, history, international studies, music, philosophy, psychology, and theology. Indeed, in the Italian Studies program, such allied courses are considered an integral component of the student's preparation. This interdisciplinary and comparative approach to the Romance literatures is a hallmark of the master's program. The various courses of study provided will, in most instances, lead to a career in teaching and scholarship, but they may also serve as fundamental training for those candidates who plan to enter professions where a knowledge of Romance languages plays an auxiliary role.

Students interested in pursuing the Ph.D. in literature degree with French and Francophone, Iberian and Latin American, or Italian studies as a primary field should consult the Ph.D. program in literature listing in this Bulletin for further information.

Admissions

Graduate study in French and Francophone Studies, Italian Studies, or Iberian and Latin American Studies assumes a prior undergraduate major or its equivalent in the respective field. All applicants are required to take the Graduate Record Exam; in addition, if English is neither the applicant's native language nor language of instruction, the applicant must also submit TOEFL scores. In addition to the materials required by the Graduate School, the applicant should submit a writing sample and an audio-cassette tape to demonstrate the applicant's ability in the target language; if the applicant is a non-native speaker of English, an audio-cassette tape in English should be forwarded as well.

General Requirements

The master's programs encourage the student to work closely with his/her adviser to design a course of study to suit individual needs, interests, and future goals. All candidates for an advanced degree are expected to take a minimum of 30 credit hours of courses in their field of specialization, including LLRO 510 Introduction to Literary Criticism and a graduate course in comparative Romance literature.

During the second semester of the first year of graduate study, the student must pass an oral qualifying examination. The master's candidate will choose from a selection of texts and must demonstrate competency in analyzing a literary text in the target language before the graduate faculty. At this time, faculty members will discuss and evaluate the student's performance in the master's program.

Before taking the comprehensive written examination at the end of the second year, the student must demonstrate competency in a second foreign language by passing the GRE.

Students preparing for a career in teaching have the opportunity to teach several language courses before completion of the master's degree. A preliminary workshop, LLRO 501 Methods of Foreign Language Teaching and LLRO 501L Practicum in Teaching are required of all graduate teaching assistants.

Program in French and Francophone Studies

Course requirements. All candidates for a master's degree in French and Francophone Studies are required to take a minimum of 30 credit hours or 10 courses. LLRO 510 Introduction to Literary Criticism, required of all students, is taken during the first semester of residence. In addition, the minimum of 10 courses includes at least six courses in French and Francophone literature and one course in comparative Romance literature. Two courses may be in a second national literature or in an allied field; students taking both courses in the same national literature or in comparative literature will be designated as having fulfilled a minor in that field. Occasionally, at the invitation of the program faculty, these two courses may instead be fulfilled by writing a master's thesis under the direction of a faculty member in the department. Two of the 10 courses may be at the 400 level.

Comprehensive Master's Examination. For the final written examination, the student chooses five of seven fields (medieval, Renaissance, 17th century, 18th century, 19th century, 20th century, Francophone) in which to be examined. Each area will be tested for a total of one hour.

Combined B.A./M.A. Program in French and Francophone Studies. 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

William M. Ramsey, Associate Professor. B.S., Univ. of Oregon, 1982; Ph.D., Univ. of California, San Diego, 1989. (1989)

Michael C. Rea, Associate Professor. B.A., Univ. of California at Los Angeles, 1991; M.A., Univ. of Notre Dame, 1994; Ph.D., ibid., 1996. (2001)


Kristin Shrader-Fechette, the F. J. and H. M. O'Neil Professor of Philosophy, Concurrent Professor of Biological Sciences, and Fellow in the Joan B. Kroc Institute for International Peace Studies (on leave spring 05). B.A., Edgecliff College, Xavier Univ., 1967; Ph.D., Univ. of Notre Dame, 1971. (1998)

William D. Solomon, Associate Professor and the W. P. and H. B. White Director of the Center for Ethics and Culture. B.A., Baylor Univ., 1964; Ph.D., Univ. of Texas at Austin, 1972. (1968, 1977)


Peter van Inwagen, the John Cardinal O'Hara Professor of Philosophy. B.S., Rensselaer Polytechnic Inst., 1965; Ph.D., Univ. of Rochester, 1969. (1995)


in French. This program requires students to take 30 credit hours at the 200-level or above during the normal four-year undergraduate period, followed by a total of 30 credit hours of graduate courses taken during the fourth and fifth years in residence. Six credit hours will be counted toward both the undergraduate and the graduate degrees. During their senior year, participants in this program complete 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 or the graduate coordinator in French at the beginning of their junior year.

Program in Iberian and Latin American Studies

Course requirements. All candidates for a master’s degree in Iberian and Latin American Studies are required to take a minimum of 30 credit hours or 10 courses. LLRO 510 Introduction to Literary Criticism, required of all students, is taken during the first semester in residence. The minimum of 10 courses includes at least six courses in Iberian and Latin American literature and one course in Comparative Romance Literature; when appropriate, a course in art, history, philosophy, or another allied field may substitute for the Comparative Romance Literature course with permission. Two of the 10 courses may be at the 400 level.

Comprehensive Master’s Examination. The final written examination is eight hours in length and administered in four two-hour sessions over two days. The examination comprises the following eight fields: Medieval, Golden Age, 18th- and 19th-century Iberian and Latin American, 19th-century Latin American, Latin American literature 1880-1946, and 1947 to the present.

Combined B.A./M.A. Program in Iberian and Latin American Studies. The Department of Romance Languages and Literatures offers its majors in Spanish the opportunity to participate in its graduate program through a combination B.A./M.A. degree in Spanish. This program requires students to take 30 credit hours at the 200-level or above during the normal four-year undergraduate period, followed by a total of 30 credit hours of graduate courses taken during the fourth and fifth years in residence. Six credit hours can be counted toward both undergraduate and graduate degrees. During their senior year, participants in this program complete 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 Spanish at the beginning of their junior year.

Course Descriptions
Each course listing includes:

• Course number
• Title
• (Lecture hours per week—Laboratory or tutorial hours per week—Credits per semester)
• Instructor
• Course description
• (Semester normally offered)

The Department of Romance Languages and Literatures offers courses in a three-year cycle. While an individual course may not be offered each year, courses that cover the area of specialization are offered within the two years that it takes to complete the degree requirements.

Romance Literatures

501. Foreign Language Teaching Methodology and Second Language Acquisition (1.5-0-1.5) Farley, Dubreil, Ryan-Scheutz

An introduction to theories of foreign language acquisition and methods of foreign language instruction related to them, including the direct, cognitive, communicative, and input (natural) approaches. Required of teaching assistants in the department.

501.E Practicum in Teaching Spanish (1.5-0-1.5) Farley

This weekly practicum is designed for graduate students who serve as Spanish teaching assistants in the Department of Romance Languages. The course focuses on the development of organizational and presentation skills needed to excel as a foreign language teacher. Students carry out micro-teaching projects and collaborate to develop a portfolio of their own activities based upon the principles learned in the course.

501.F Practicum in Teaching French (1.5-0-1.5) Dubreil

This course will prepare students to teach elementary French courses. It will cover basic teaching techniques/methods used in the ND French curriculum, setting up and maintaining a grade book, course management, as well as test design and evaluation techniques.

501.I Practicum in Teaching Italian (1.5-0-1.5) Ryan-Scheutz

This course is designed for graduate students in the M.A. program in Italian and is mandatory during their first year of teaching. It complements the theoretical basis for foreign language teaching methodology provided in LLRO and gives students hands-on practice with the organizational tasks and pedagogical procedures that are pertinent to their daily teaching responsibilities.

501L. Practicum in Teaching (1.5-0-1.5) Farley, Dubreil, Ryan-Scheutz

Lab session for 501 for the practice of strategies taught in 501 and their implementation in courses taught by teaching assistants. Open only to teaching assistants in the department.

505. Introduction to Literary Criticism (3-0-3) A. Toumayan

The purpose of this course is to provide as extensive a coverage as possible of the different issues and approaches in the field of literary criticism and literary theory while also affording the opportunity for in-depth examination of some of the questions raised by
these approaches. We will begin with consideration of Saussure's Course in General Linguistics. We will then observe how concepts gleaned from this course have influenced a wide array of critical theories including semiotics, structuralism, psychoanalysis, and deconstruction. We will also examine some issues in modern aesthetics as well as the political, social, and cultural problems raised in post-colonial and gender-based critical approaches. Requirements include one oral presentation and two essays of moderate length.

517. The Languages of Italy, I and II
(3-0-3) Cachey, Welle
The diversity of literary languages of Italy studied separately and in relation to one another, including indigenous and imported vernaculars (including Provençal), Latin literatures (including the Macaronicæ), Italian literature, and the literary canon in dialect. Part I focuses on the medieval and Renaissance periods while part II treats modern and contemporary Italian literature and the literary canon in dialect (including Goldoni, Belli, Porta, Pasolini, Zanzotto).

518. Transatlantic Encounters
(3-0-3) Cachey
Examines the literature related to the discovery, exploration, and conquest of the “New World” (1492-1600).

519. Literature and History of Travel
(3-0-3) Cachey
An exploration of the interactions of travel and literature in the formation of Western European identities, from Gilgamesh to global tourism and travel writings from the medieval period as well as from national literatures during the Renaissance, baroque, Enlightenment, and post-Enlightenment periods.

520. Paleography
(3-0-3) Boulton
An introduction to Latin paleography from the beginnings of Latin writing to about A.D. 1500. Classes will consist of lectures on the developments of hand-writing over the course of this period and special emphasis will be given to practical exercises in reading various hands and to the technique of describing medieval manuscripts.

521. The Medieval Romance
(3-0-3) Boulton
By examining representative English, French, German, and Italian romances of the 12th and 13th centuries and a selection of critical works, the course will attempt to define the characteristics and the narrative techniques of the medieval romance.

531. Lyric Poetry of the Renaissance
(3-0-3) DellaNeva
A study of Petrarch's Rime sparse, Maurice Scève's Délie, and Shakespeare's Sonnets.

551. Dialogues Across the Channel: French, English, and Irish Women Writers, 16th through 19th Century
(3-0-3) Douthwaite
Using the tools of literary history, feminist theory, and women's social history, students will analyze the works of French, English, and Irish women writing in the period 1654 to 1846 and chart the exchange of literary themes and ideas between national traditions. Authors include Lafayette, Burney, Morgan, Shelly, and Sand.

569. Silent Cinema
(3-0-3) Welle
A historical analysis of the emergence and development of silent cinema in Europe and the United States before 1930. Emphasis on film genres, modes of production, film styles, film culture, and cinema in relation to society.

570. Film and Literary Interactions
(3-0-3) Welle
The historical interactions of film and literature in a broadly comparative and theoretical framework.

586. Immigrant Voices in Contemporary Brazilian Literature
(3-0-3) Ferreira
The literary representation of European (Italian, German, and Spanish) and non-European (Japanese and Lebanese) immigrants in contemporary Brazilian prose fiction. Topics to be addressed include: the role of minorities in Brazil; ethnic and cultural diversity; national and communal identity; traveling and exile; home, belonging, and dislocation; and the relationship between memory and writing.

588. Modern Italian Poetry
(3-0-3) Welle
Addressed to graduate and advanced undergraduates, this course focuses on Italian poetry in the twentieth century. Major Italian poets and poet/translators to be studied include D’Annunzio, Gozzano, Marinetti, Ungaretti, Saba, Montale, Pavese, Quasimodo, Fortini, Pasolini, Sanguineti, Zanzotto, Rosselli, Giudici, Magrelli, Valduga and D’Elia. The role of translation in the evolution, transmission and diffusion of modern Italian poetry will also be considered. Requirements include a 20/30 minute seminar presentation, class participation including brief reports on critical readings and a final research paper.

597. Directed Readings
(V-V-V) Staff
Specialized reading related to the student’s area of study.

599. Thesis Direction
(V-V-V) Staff
For students doing thesis work for a research master's degree.

600. Nonresident Thesis Research
(0-0-1) Staff
For master's degree students working in absentia.

French Studies

505. History and Fiction, Scudéry to Tocqueville
(3-0-3) Douthwaite
This course studies two textual traditions, fiction and historiography, as interrelated genres in the period 1654 to 1856. Theoretical readings in intellectual, social, and cultural history will orient literary discussions. Authors studied include Bossuet, Mme. de la Guêve, Prévois, Perrault, and Michelet.

522. Readings in Old French
(3-0-3) Boulton
An introduction to the language and literature of medieval France. We will read a variety of texts in verse and prose composed in the 12th, 13th, and 14th centuries.

523. Lyric and Narrative in Medieval French Literature
(3-0-3) Boulton
A study of narrative transformations of the themes of the courtly lyric in the 13th and 14th centuries.

528. Medieval Romance: Chrétien de Troyes
(3-0-3) Boulton
An examination of Chrétien's evolution as a writer, his treatment of the Arthurian legend, and the conventions he established for the genre.

530. Love Poetry and the Renaissance
(3-0-3) DellaNeva
An in-depth reading of the love lyrics of Ronsard or Maurice Scève, particularly as they relate to the Italian Petrarchist tradition.

531. Lyric Poetry of the Renaissance
(3-0-3) DellaNeva
An in-depth study of the oeuvre of one or two poets (e.g., Du Bellay), including non-amatory poetry.

532. The Renaissance Woman
(3-0-3) DellaNeva
A survey of images of women in Renaissance texts authored by men followed by an in-depth examination of the works of female authors of the French Renaissance.

541. Racine et la Critique Moderne
(3-0-3) MacKenzie
Racine’s tragedies as seen through the optic of the critical methods espoused, for example, by Barthes (structuralism), Goldmann (Marxism), and Mauroz (psychoanalysis).

542. Autour/Auteurs de Port-Royal
(3-0-3) MacKenzie
In this seminar we will examine the works of writers who either literally or by association espoused a Jansenist viewpoint. Authors include Pascal, La Bruyere, Lafayette, and Racine.
543. Pascal  
(3-0-3) MacKenzie  
An in-depth investigation of the scientific, polemical, and apologetic works of Blaise Pascal.

552. Metamorphoses in Prose: 17th to 19th Centuries  
(3-0-3) Douthwaite  
The diverse origins and developments in French narrative fiction from the 17th to the early 19th century. Pertinent aspects of French social, cultural, and political history will be examined along with literary texts, by authors such as d’Urfé, Lafayette, Graffigny, Diderot, and Hugo.

562. Literature of the Fin-de-Siècle and the Belle époque  
(3-0-3) Perry  
Prose and poetry by Huysmans, Rachilde, Noailles, Mallarmé, Barrès, Gide, Proust, Valéry, and Colette, within the context of aesthetics at the turn of the 20th century. Excerpts from the writings of Schopenhauer, Nietzsche, and Bergson. Discussions of music (Wagner, Debussy) and dance (Duncan, Diaghilev).

564. Flaubert  
(3-0-3) Tourmayan  
A study of all of Flaubert’s published prose works. We will also consider selections from his Carnets, his Voyage en Egypte, and his correspondence. Special attention will be given to problems of literary history, narrative genre, and style.

565. Baudelaire and the Symbolists  
(3-0-3) Tourmayan  
A study of the poetry of French symbolists with special attention to the works of Baudelaire, Mallarmé, Rimbaud, and Verlaine.

566. Baudelaire  
(3-0-3) A. Tourmayan  
The purpose of this course will be to undertake a sustained and in-depth study of Baudelaire’s poetic and critical works. Our goal will be to arrive at an understanding of Baudelaire’s aesthetics that is both detailed and broad. Special attention will be given to his situation with respect to French Romanticism. Several representative secondary works will be considered as well. Requirements include one oral presentation and two essays of moderate length.

573. Intertextual Relations between France and North Africa  
(3-0-3) Perry  
This course will explore textual relations between French and North-African literary works as one possible opening onto inter-cultural dialogue. We will first look at French writers and artists who visited or resided in Morocco and Algeria from the early nineteenth through the late twentieth centuries and who were seemingly guided by an aspiration to understand the cultures they encountered. We will examine aesthetic representations as well as the travel diaries and correspondence of painters such as Eugène Delacroix, Théodore Chassériau, Eugène Fromentin, and Henri Matisse; the travel narratives of Fromentin (Une année dans le Sable), Pierre Loti (Au Maroc), and Isabelle Eberhardt (excerpts from Écrits sur le sable); short stories by Eberhardt, and novels by Albert Camus (L’Eclair et le royaume), J.M.G. Le Clézio (Désert), Michel Tournier (La Goutte d’or), and Didier Van Cauwelaert (Un aller simple). In the latter part of the semester we will explore North-African texts that respond in some way to the works previously examined. Writers will include the Algerians Assia Djebar (Femmes d’ Alger dans leur appartement, L’Amour la fantasia) and Malika Mokkeddem (Le Siècle des sauterelles), as well as the Moroccans Driss Chraibi (Le Passé simple) and Tahar Benjelloun (Cette aveuglante absence de lumière). Studies by Edward Said (Orientalism) and Fatimah Mernissi (Beyond the Veil: Male-Female Dynamics in a Modern Muslim Society), among others, will enable us to approach Islamic culture as well as the issues of French colonialism and the condition of women in North Africa. Discussions conducted in French. Students will give two oral presentations (one on a literary text, the other on a critical reading) and write a 15-page research paper at the end of the semester. Crosslisted with Gender Studies and Peace Studies.

578. Proust: A World Lost and Regained  
(3-0-3) Perry  
Considered by many to be the greatest French novelis of the twentieth century, Marcel Proust remains vastly influential to this day. Not only did he recover a world through his creative exploration of memory, but he also established a new type of novel in which poetic prose alternates with the criticism of art, history, society, politics, and psychology. The semester will be dedicated to reading four volumes from Proust’s monumental work, À la recherche du temps perdu, along with some of the most important critical texts written on Proust and la Recherche. Classes conducted in French.

571. Modern French Poetry from Symbolism through Surrealism  
(3-0-3) Perry  
The modern development of the notion of the poet as visionary writer, as reflected in verse and prose poetry from Baudelaire to the surrealists and beyond.

572. Cross Currents in Twentieth-Century French and Francophone Fiction  
(3-0-3) Perry  
A critical survey of the past century as embodied in representative fictional works. Authors from among the following: Gide, Proust, Colette, Bernanos, Bret on, Camus, Sartre, Sarraste, Robbe-Grillet, Duras, Wittig, Brossard, Le Clézio, Tournier, Ben Jelloun, J.M.G. Le Clézio, and Tahar Benjelloun.

593. Shifting Tableaux of “Caribbeanness”: Postcolonial Discourses in French Caribbean Literature  
(3-0-3) Coly  
This seminar will explore the particular contributions of the French Caribbean to 20th-century postcolonial theory and criticism. Topics include the early modern imagining of “the uncivilized island savage,” postcolonial rearticulations of “Caribbean-ness,” and how race, gender, class, and sexuality complicate the term “postcolonialism” in the context of the Caribbean.

597. Directed Readings  
(V-V-V) Staff  
Specialized reading related to the student’s area of study.

599. Thesis Direction  
(V-V-V) Staff  
For students doing thesis work for a research master’s degree.

600. Nonresident Thesis Research  
(0-0-1) Staff  
For master’s degree students working in absentia.

697. Directed Readings  
(V-V-V) Staff  
Specialized reading related to the student’s area of study.

ITALIAN STUDIES

500. Italian Graduate Reading  
(3-0-3) Staff  
This one semester, intensive study of Italian grammar and syntax is intended for graduate students working in the humanities or sciences, who are interested in acquiring reading proficiency in Italian.

501. Italian Language Acquisition  
(3-0-3) Ryan  
An overview of current thinking about second-language acquisition theories and methods, with particular emphasis on their application in the Italian language classroom.

502. Cultural Studies of Modern Italy  
(3-0-3) Welle  
This course provides an interdisciplinary focus on Italian culture, politics, and society from unification in 1870 until the 1960s. Examining the critical paradigms, theoretical issues, and methodologies of cultural studies, emphasis is also given to the Italian tradition of literary/cultural analysis through the work of De Sanctis, Croce, Gramsci, De Martino, and Eco.

503. The Italian “Questione della Lingua” and the Renaissance History of the Book  
(3-0-3) Cachey  
An advanced introduction to the history of the Italian language from Le origini to the High Renaissance with special emphasis on Dante, Petrarch, and Boccaccio during the medieval period and Bembo, Castiglione, and Machiavelli for the Renaissance.
509. The Italian Lyric  
(3-0-3) Moevs (in Italian)  
A close textual analysis of selected lyric masterpieces from the breadth of the Italian tradition, from Cavalcanti to Montale. The course is designed to deepen the students' appreciation of poetry and poetic craft, to develop their confidence in approaching and mastering poetic texts, and to acquaint them with the greatest poetic voices of Italian literature.

520. Topics in Medieval and Renaissance Literature  
(3-0-3) Cachey, Moevs  
A study of the genres, movements, and major writers of the medieval and Renaissance periods. The course varies from year to year, but past topics have included Boccaccio, lyric poetry, Dante's Paradiso, Petrarch, Machiavelli, and Ariosto.

515. Dante's World of Books  
(3-0-3) Baranski  
Dante's World of Books aims to examine the oeuvre and career of, arguably, the most original and influential writer in Western culture from three closely interlinked perspectives. First, the course provides an overview of all Dante's writings, the books he actually produced. Second, it explores his intellectual formation and his attitude towards the literary tradition the books that were probably present in his 'library'. Third, it will assess the manner in which Dante synthesized his different ideological and poetic interests in order to develop an incisive and powerful assessment and critique of humanity's position in the order of divine creation. In the Middle Ages, the created universe was often metaphorically described as "God's book" or the "book of creation". The course thus attempts to investigate the complex inter-relationship that Dante forged between his books and the 'books' of the Supreme Artist, a popular and highly influential medieval image for God the Creator.

527. Petrarch: The Soul's Fragments  
(3-0-3) T. Cachey  
Before taking up the Canzoniere we'll consider the life of Petrarch, his intellectual activity and his other works, including selections from his epistolary collection (Letters on Familiar Matters and Letters of Old Age) and other Latin works, especially the Secretum (Petrarch's Secret). Our reading of the Canzoniere will utilize Santagata's recent edition and commentary and will engage critically a variety of hermeneutical and philological approaches to the book. The seminar will be conducted in English but reading knowledge of Italian is essential.

531. Petrarch and Boccaccio  
(3-0-3) Cachey, Moevs  
An extensive and intensive reading of the Canzoniere and the Decameron, together with lesser works of the masters.

535. La letteratura di viaggio: storia e critica  
(3-0-3) Cachey  
The problematic place of travel within the context of Italian literary history and the relationship of travel to the category of the literary itself is studied in primary source texts of the medieval, Renaissance, and modern periods.

536. Classics of the Italian Renaissance  
(3-0-3) Staff  
Five literary classics and the critical discourse surrounding them, including Poliziano's "Stanze per la giostra," Sannazzaro's Arcadia, Machiavelli's Il Principe, Castiglione's Cortegiano, and Ariosto's Orlando Furioso.

550. Alfieri, Foscolo, and Leopardi  
(3-0-3) Moevs  
A study of selected works from the three greatest poets of the neoclassical and early romantic period, with particular attention paid to the tension and fusion in their thought between enlightenment and romantic conceptions of self, humanity, and nature.

551. Renaissance and Early Modern Social and Cultural History  
(3-0-3) Moevs  
A historical examination of modern and post-modern literary forms in Italy from the beginning of the 19th to the end of the 20th century. Emphasis on the historical novel, melodrama, and the feuilleton; crime, detective, and mystery novels; romances, the film-novel, the foto-romanzo, la fumetto, and the e-zine.

580. What Is Popular Literature?  
(3-0-3) Welle  
A historical examination of modern and post-modern literary forms in Italy from the beginning of the 19th to the end of the 20th century. Emphasis on the historical novel, melodrama, and the feuilleton; crime, detective, and mystery novels; romances, the film-novel, the foto-romanzo, la fumetto, and the e-zine.

582. History of Italian Cinema I: 1895 to 1943  
(3-0-3) Welle  
Traces the development of silent film, the transition to sound, and film under fascism, with particular emphasis on film's relationship to theater, literature, spectacle, and social and cultural history.

583. Modern Italian Novel  
(3-0-3) Welle  
Major works of Italian fiction from the 1840s until the 1960s are analyzed in relation to European literary currents and Italian society and culture. Writers include Manzoni, De Amicis, Verga, Collodi, Tarchetti, D'Annunzio, Pirandello, Svevo, Aleramo, Invernozzi, Lampedusa, Moravia, and Gadda.

585. European Romanticism  
(3-0-3) F. Ferrucci  
This course will present the figure of Giacomo Leopardi, the outstanding romantic Italian Poet, and his striking similarities with some of the protagonists of that season of poetry: Wordsworth, Keats, Horderlin, and, later, Baudelaire. We will also delve into the Operette morali and the private diary called Zibaldone to illustrate the surprising depth of Leopardi's thinking, one of the most original and perceptive explorations of the human condition ever prospected. We will show that this isolated poet and thinker was one of the founders of modern nihilism, and we will compare his most stunning ideas to the ones elaborated by his great contemporary Schopenhauer and by the modern existentialist thought.

570. Twentieth-Century Italian Women Writers  
(3-0-3) Ryan  
This course examines the development of female discourse in novels of this century, starting with a text by Nobel Prize winner Grazia Deledda and ending with best-selling contemporary author Susanna Tamaro. We will trace and identify the subtexts and variations among women's voices that are slowly establishing more prominent positions within the Italian literary canon.

Class discussions, presentation, and writing assignments will examine themes such as childhood, adolescence, and motherhood; feminist movements in Italy and gender roles within certain historical contexts; and the varied nature of relationships between women and men, or women and other women.

584. Modern Italian Poetry  
(3-0-3) Welle  
Addressed to graduate and advanced undergraduates, this course focuses on Italian poetry in the twentieth century. Major Italian poets and poet/-translators to be studied include D'Annunzio, Gozzano, Marinetti, Ungaretti, Saba, Montale, Pavese, Quasimodo, Forti- ni, Pasolini, Sanguineti, Zanzotto, Rosselli, Giudici, Magrelli, Valduga and D'Elia. The role of translation in the evolution, transmission and diffusion of modern Italian poetry will also be considered. Requirements include a 20/30 minute seminar presentation, class participation including brief reports on critical readings and a final research paper.

597. Directed Readings  
(V-V-V) Staff  
Specialized reading related to the student's area of study.
The following courses in Italian studies are cross-listed from participating departments:

505. Family and Sentiment in Medieval Society
524. Erruscan and Roman Art and Architecture
533. Byzantine Art
542. Fifteenth-Century Italian Renaissance Art
544. High Renaissance in Rome and Florence
545. Manierism: Painting and Sculpture in Central Italy after the Death of Raphael
546. Survey of Italian Baroque Art: From Caravaggio to Tiepolo
549. Eighteenth-Century European Art
571. Topics in Greek and/or Roman Art
583. Urban Space of Italy
584. Politics and Culture
586. Culture in Italian Cities

597. Directed Readings
(V-V-V) Staff
Specialized reading related to the student's area of study.

599. Thesis Direction
(V-V-V) Staff
For students doing thesis work for a research master's degree.

600. Nonresident Thesis Research
(0-0-1) Staff
For master's degree students working in absentia.

Spanish

511. From Reconquest to Renaissance: Medieval Spanish Literature
(3-0-3) Seidenspinner-Núñez
The defining feature of medieval Spain is the Reconquest, the fluctuating repose of lands conquered by Muslim invaders in 711 that lasted from seven to more than seven hundred years. This course will survey the masterworks of the Spanish Middle Ages within the ideological, social, cultural, and political context of reconquest Spain and will include the kharjas, Poema de mio Cid, romancero, Los milagros de nuestra Señora by Gonzalo de Berceo, Conde Lucanor by Don Juan Manuel, Libro de buen amor by Juan Ruiz, Arcipreste de talavera by Alfonso Martinez de Toledo, Cárcel de amor by Diego de San Pedro, Celestina by Fernando de Rojas, and miscellaneous selections. Primary texts in Spanish will be supplemented with critical, scholarly, cultural, and theoretical readings in Spanish and English. The course is crosslisted with the Medieval Institute and will be taught in English; coursework will comprise oral presentations, midterm and final exams, and a paper.

513. Autobiographical Narratives of the Golden Age
(3-0-3) Juárez
A study of fictional and historical autobiography in the Golden Age with attention to the development of the genre and the social and political problems represented in such texts as Lazarillo de Tormes, Guzmán de Alfarache, El Buscón Estebanillo González as well as the spiritual autobiography of Santa Teresa de Jesús, the life of the soldier Alonso de Contreras, and the adventures of Catalina de Eusaso, La monja Alférez.

515. Cervantes and His Time
(3-0-3) Juárez
A close reading of Cervantes' Don Quijote in relation to the prose tradition of the Renaissance: novella, the pastoral romance, the romance of chivalry, the humanist dialogue, and the picarosque novel. We will also pay attention to the historical, social, and cultural context of the work.

521. Golden-Age Theatre
(3-0-3) E. Juárez
In this course we will read representative plays by Cervantes, Lope de Vega, Tirso de Molina, Ruiz de Alarcón and Calderón de la Barca in their historical and cultural context. The works will be studied in the light of the theatrical theory of the period as well as the contemporary criticism.

531. Nineteenth-Century Spanish Novel
(3-0-3) Jerez-Farrán
Two forms of literary representation in the novel from the 1840s to the 1880s: the romantic-melodramatic and the realist-naturalist form.

540. Avant-Garde Literature in Spain
(3-0-3) Jerez-Farrán
The aesthetics and poetics of movements such as cubism, expressionism, dadaism, surrealism, and futurism studied in relation to the most representative literary works of the first three decades of the 20th century in Spain.

543. Twentieth-Century Spanish Novel
(3-0-3) Jerez-Farrán
A study of the development of the novel as an artistic genre in 20th-century Spain, from the Spanish-American War of 1898 to modern Spain examined within the context of the social, political, aesthetic, and intellectual crisis of the times in which they were written.

545. Federico García Lorca: Prose, Theatre, Poetry, and Drawings
(3-0-3) Jerez-Farrán
An in-depth study of Spain's preeminent poet and playwright, García Lopez, that includes the rural tragedies, the avant-garde experimentations of his New York literary output, together with his drawings and their interrelation with his literary works.

546. Generation of 1927: Theatre and Poetry
(3-0-3) Jerez-Farrán
The course includes a study of the theatre (mainly that of Lorca) and the poetry of the most representative poets of the so-called generation of 1927, with special emphasis on the metaphysical experiments of these poets, their stylistic development, thematic preoccupations, and personal aesthetic credos. These aspects will be studied against the cultural, historical, and social background of their time and country.

571. Creating a Nation/Creating a Woman
(3-0-3) Olivera-Williams
An in-depth study of the most representative works by male and female authors of the 19th-century Spanish-American literature. The main focus of the seminar analyzes how these works establish intertextual dialogues to create images of nation, citizenship, and woman.

574. Topics in Southern Cone Literature
(3-0-3) Olivera-Williams
A study of representative movements and authors of 20th-century Southern Cone (Argentina, Chile, and Uruguay) literature through an examination of their aesthetic tendencies and sociohistorical contexts.

583. Modern Spanish-American Novel
(3-0-3) Ibsen, Anderson
Studies, through representative works, the modern aesthetic, cultural, and historical tendencies that characterize the 20th-century Spanish-American novel.

(3-0-3) Ibsen, Anderson
An in-depth study, with the support of theories about drama, of the most representative Spanish-American plays of the 20th century. Ideally, this seminar will produce certain hypotheses about the present state of dramatic practice in the continent.

587. Topics in Mexican Literature
(3-0-3) Ibsen
A study of representative movements and authors of 20th-century Mexican literature through an examination of their aesthetic tendencies and sociohistorical contexts.

588. Spanish-American Short Story
(3-0-3) Ibsen, Anderson
An overview of the principal tendencies of short narrative in 20th-century Spanish America, as well as major trends in narratological theory. Among the authors discussed are Horacio Quiroga, Jorge Luis Borges, Julio Cortázar, Rosario Ferré, Antonio Skármeta, and Luisa Valenzuela.

590. Twentieth-Century Literature of the Hispanic Caribbean
(3-0-3) Anderson, Heller
This course offers a comprehensive overview of contemporary Cuba, Puerto Rico, and the Dominican Republic. Special attention is given to questions of national identity and to the themes of moral, social, and political decay. Critical and theoretical works accompany the reading of primary texts on a number of related topics. Authors studied in this course include Gabriel García Márquez, Luis Rafael Sánchez, Guillermo Cabrera Infante, Reinaldo Arenas, Rosario Ferré, Juan Bosch, and others.
593. Studies in Colonial Literature (3-0-3) Anadón

The development of narrative forms in Latin America. Examples of different prose works are studied: chronicles, humanistic histories, and letters. Special attention is given to the emergence of the novel.

594. Modernization in Latin America: Urban Changes, Technology, and Desires at the Turn-of-the-Century (3-0-3) Olivera-Williams

When Latin American countries entered the world market around 1875, they changed their traditional ways and rural economies in order to replicate the economic characteristics, social structure and political organization of northwestern contemporary societies. These changes dramatically painted new images for the urban areas, especially the most “modern” capital-cities in the region. Buenos Aires, Montevideo, Santiago de Chile, Mexico, and Havana. In this seminar, we will have the opportunity to see images of these cities at the turn-of-the-century and to compare them with the Mecca of modernity, New York City. We will discover the emergence of a modern sensitivity in Latin America, touched by technological advances and desires of being “authentic” in the midst of changes, through pictures of that time and readings of selected authors of the so-called “Modernismo.” Writers such as Cuban José Martí, who lived and wrote in New York City (1880-1895), Mexican Manuel Gutiérrez Nájera, Nicaraguan Rubén Darío, Argentine Leopoldo Lugones, Uruguays José Enrique Rodó, Julio Herrera y Reissig and Delmira Agustini, among others, will enable us to reflect on the thoughts of Latin American intellectuals regarding the advantages and disadvantages of modernization as well as their ideas on the different development of the two Americas at a pivotal time in their history. Conducted in Spanish. Course grade will be determined by readings of primary and secondary material, one formal oral presentation, one 15-20 page term paper, and active class participation.

595. Argentine Narrative (3-0-3) Verani

This course will study major examples of 20th century Argentine narrative (novel and short story). The emphasis will be on close readings of the texts along with recent developments in critical theory. Readings will include works by Julio Cortázar, Tomás Eloy Martínez, and Ricardo Piglia, among others. Discussions will be conducted in Spanish and active participation is expected. In addition to class participation, final grade will be determined by two exams and a term paper (10-12 pages). This course is a Senior Seminar which satisfies the requirements for first and second majors in Spanish.

597. Directed Readings (V-V-V) Staff

Specialized reading related to the student’s area of study.

599. Thesis Direction (V-V-V) Staff

For students doing thesis work for a research master’s degree.

600. Nonresident Thesis Research (0-0-1) Staff

For master’s degree students working in absentia.

Faculty


José Anadón, Professor of Spanish Language and Literature, B.A., Albion College, 1968; M.A., Univ. of Michigan, 1970; Ph.D., ibid., 1974. (1975)


Paul E. Bosco, Associate Professor Emeritus of Italian Language and Literature, A.B., Wayne Univ., 1934; M.A., Harvard Univ., 1935; Ph.D., ibid., 1942. (1947)


Theodore J. Cachey Jr., Director of Graduate Studies, Professor of Italian Language and Literature, and the Albert J. Rataruzino Director of the Dovers Program in Dante Studies, B.A., Northwestern Univ., 1974; M.A., Univ. of California, Los Angeles, 1982; Ph.D., ibid., 1986. (1990)


Andrew Farley, Director of the Spanish Language Program and Assistant Professor of Spanish Language and Literature, B.A., Furman Univ., 1994; M.A., Univ. of Georgia, 1996; Ph.D., Univ. of Illinois at Urbana-Champaign, 2000. (2001)
The master of arts in theology is a terminal degree. Graduates of this program should be able to serve as theological resources in a variety of settings. Theology in high school who wish to use the M.A. to teach, should consider applying to the M.T.S. program. Applicants must have GRE scores of 1500 or better, 1000 and 4/6 in the new test, and at least six courses for credit in theology or religious studies on their official transcripts.

**Program Description**

The M.A. in theology is a 30 credit-hour degree. M.A. students may take courses during the summer and/or academic year for credit towards their degree. There are six areas of concentration for the M.A. in theology: biblical studies, history of Christianity, liturgical studies, moral theology, spirituality, and systematic theology. Apart from liturgical studies, an area of concentration is normally constituted by:

- five courses in the area of concentration;
- one course each in four other areas;
- one free elective.

**Liturgical Studies**

Basic requirements (21 credits): Liturgical history, liturgical theology, ritual studies, Eucharist, Christian initiation, liturgical prayer, and liturgical year.

**Electives (nine credits):** There are no required courses for any of the areas of concentration except for liturgical studies. However, those planning to teach in high school should take THEO 557: Educating in Faith: Catechesis in Catholic Schools, during their summer course work.

Those needing a more general and flexible program of studies may pursue a general M.A. program, in which the course of study is planned in consultation with the director. The sole requirement is the inclusion of at least one course in each area of study. This may be of particular interest to those teaching theology in high school who wish to use the M.A. to enhance their effectiveness in teaching in a number of different areas.

**Comprehensive Exams**

In the last semester of course work, students should prepare five questions that they would like to explore in the comprehensive exams. These questions will guide both the student and the adviser in the construction of exam bibliographies. The student should then meet with the area adviser to refine these questions and construct her/his bibliography. A bibliography should be made up of 20 books, with 12 books from the bibliography in the area of concentration and two books from each of the other four areas. The bibliography should also contain five recent journal articles, so that students become acquainted with the journals in their fields of study. The bibliographies must be approved both by the area adviser and the

**Theology**

**Chair:**

John C. Cavadini

**Director of Graduate Studies:**

J. Matthew Ashley

**Director of M.T.S. Program:**

Randall C. Zachman

**Director of M.Div. Program:**

Rev. Michael E. Connors, C.S.C.

**Director of M.A. Program (Summer):**

Matthew C. Zyniewicz

**Telephone:** (574) 631-7811

**Fax:** (574) 631-4291

**Location:** 130 Malloy Hall

**E-mail:** theo.1@nd.edu

**Web:** http://www.nd.edu/~theo

**Master of Arts Program**

The master of arts in theology is a terminal degree for individuals who desire advanced theological training. Graduates of this program should be able to serve as theological resources in a variety of settings. Recipients of this degree will have received instruction in the classical areas of theological inquiry while acquiring expertise in one.

The program serves the following constituencies:

- those seeking to teach theology at the high school level;
- those seeking to serve the church or diocese in an enhanced capacity;
- those pursuing theological training to augment their work in other professional contexts (i.e., hospitals, social work, etc.);
- those desiring personal enrichment.

Students seeking to go on for doctoral work in theology, or desiring more extensive preparation for teaching, should consider applying to the M.T.S. program.


Carlos Jerez-Farrán, *Associate Professor of Spanish Language and Literature* and *Fellow in the Nanovic Institute for European Studies,* B.A., Univ. of Sheffield, 1980; M.A., Univ. of Massachusetts at Amherst, 1983; Ph.D., ibid., 1987. (1986)


Maria Rosa Olivera-Williams, *Associate Professor of Spanish Language and Literature,* B.A.S., Univ. of Toledo, 1976; M.A., Ohio State Univ., 1978; Ph.D., ibid., 1983. (1982)


Dayle Seidenspinner-Núñez, *Chair of Romance Languages and Literatures* and *Professor of Spanish Language and Literature,* B.A., Univ. of California, Berkeley; 1968; M.A., ibid., 1971; Ph.D., Stanford Univ., 1977. (1997)
M.A. director no later than one month before the student hopes to take exams. M.A. exams are given in November, April, and July. Students must be enrolled and registered for a thesis research class during the semester they plan to take their exams.

The exam board, to be chosen by the M.A. director in consultation with the area adviser, will be made up of two faculty from the area of concentration, and one faculty from another area. Students pursuing the general M.A. degree may have an exam board chosen from three different areas. The student may confidentially choose the inclusion of one member of the board (subject to availability), and the exclusion of one faculty member. Each member of the exam board will submit three questions, framed in light of the five questions proposed by the student, to the area adviser, who will then formulate five questions, and submit them to the summer M.A. director for final approval.

The comprehensive exams themselves are made up of written and oral exams. The student will be asked to answer three of the five questions during the four-hour written exams, given on the Monday of exam week. These written answers will then be distributed to the board, and will form the basis of the 40-minute oral exam on Wednesday or Thursday of the same week. During the oral exams, questions not answered by the student on the written exam may be addressed, as may books on the bibliography and courses taken by the student. Evaluation of the student's performance will be made on the basis of both the written and oral exams.

Applications

Applications to the summer M.A. program are due May 1 and must include an application form, a statement of intent, transcripts of degrees and course work, three letters of recommendation, and GRE scores. All application materials should be directed to the Graduate School.

The Master of Theological Studies Program

The master of theological studies (M.T.S.) is specifically designed to train graduate students for future doctoral work in the various disciplines within the study of theology. The M.T.S. is a 48-credit-hour degree designed to give students exposure to the full range of theological studies while also allowing them to develop competence in an area of concentration. Along with two years of full-time course work, the M.T.S. also includes participation in the master’s colloquium, competency in one modern language, and a comprehensive oral exam to be given at the end of the second year of course work. Biblical studies and history of Christianity also have ancient language requirements.

In order to introduce every M.T.S. student to the full range of theological education, every student in the program must take at least six credit hours in biblical studies, six in the history of Christianity, three in liturgical studies, three in moral theology, and three in systematic theology. There are five areas of concentration. Students must take at least 15 credit hours in the area of their concentration. Students may choose from a broad range of courses offered at the 500 level. They may also take Ph.D. seminars, provided they first secure the permission of the course instructor and the M.T.S. director.

Areas of Concentration

Biblical Studies: The concentration in biblical studies involves 15 credit hours in biblical studies, six in history of Christianity, three in liturgical studies, three in moral theology, and three in systematic theology. In place of electives, biblical studies students will take nine credit hours in one ancient language (Greek, Hebrew, or Latin) and nine credit hours in another ancient language.

History of Christianity: The concentration in history of Christianity involves 15 credit hours in history of Christianity (with the possibility of three to be taken outside the department), six in biblical studies, six in systematic theology, three in liturgical studies, and three in moral theology. Six credit hours will normally be devoted to the study of ancient languages. Nine credit hours will be elected, distributed according to the interests of the students, and may include courses outside the Department of Theology (e.g., philosophy, Medieval Institute, history, art history, etc.), with the prior approval of history of Christianity faculty and the M.A./M.T.S. director.

Liturgical Studies: The concentration in liturgical studies will involve 15 credit hours in liturgical studies, six in biblical studies, six in history of Christianity, six in systematic theology, three in moral theology, and 12 in electives.

Moral Theology: The concentration in moral theology will involve 15 credit hours in moral theology, nine in a second area, nine in a third area, six in a fourth area, and six in a fifth area. In the fourth semester of course work, students in the area will be required to take a research seminar and prepare to present a research paper in a public format, similar to a scholarly conference, in preparation for future work in the academy.

Systematic Theology: The concentration in systematic theology will consist of 15 credit hours in systematic theology, six in biblical studies, six in history of Christianity, six in liturgical studies, six in moral theology, and nine in electives, including three credit hours in Judaism.

Master's Colloquium

The master's colloquium is designed both to familiarize M.T.S. students with the methods and content of the five areas of theological study and to develop integrative skills regarding the five areas of theological investigation. A faculty member and a student lead each colloquium from one of the five areas, presenting a topic of interest to the colloquium and leading the ensuing seminar discussion. Attendance is mandatory for all M.T.S. students.

Research Language Requirement

All M.T.S. students must pass a Graduate Reading Exam in either German or French, usually by the end of their third semester, in order to graduate. Students who already know one of these languages upon admission to the program should take the GRE in that language in their first semester, and acquire a second language during their time in the program, in order to pass an exam in that language as well. The University offers intensive language courses in German and French, free of tuition, every summer, with exams at the end of the course. Students who wish to acquire a language other than French or German during their time in the program may petition the M.T.S. director for a substitution, based entirely on their future research interests. This language may not be one they already know upon admission to the program, as the point of this requirement is to continue to acquire language skills while in the M.T.S. program.

Comprehensive Exams

The comprehensive exams are administered toward the end of the final semester of course work. M.T.S. students are asked to submit two research papers written in their second year of courses that indicate the nature and direction of their studies. A board of three faculty, appointed by the M.T.S. director on the basis of course work taken by the student, administers a 60-minute oral exam, which explores the student's competency in the area of concentration and the student's ability to think creatively and synthetically.

Prerequisites

- a bachelor's degree
- a background in the humanities (preferably including theology or related disciplines) and/or the social sciences
- Graduate Record Examination scores with an aggregate score of at least 1800, or 1200 and 4.5/6 for the new exams

Tuition Scholarships

Students admitted to the M.T.S. program receive full-tuition scholarships for the duration of their program.

Applications

Applications to the M.T.S. program are due February 1 and must include an application form, a statement of intent, transcripts of degrees and course work, three letters of recommendation, and GRE scores. All application materials should be directed to the Graduate School.
The Master of Divinity Program

The Program of Studies

The program of studies leading to the master of divinity (M.Div.) degree normally extends over six semesters and encompasses 83 credit hours. Credit requirements are usually allocated as follows:

- Biblical studies: 12 hours
- Historical studies: 6 hours
- Systematic theology: 15 hours
- Christian ethics: 6 hours
- Canon law: 3 hours
- Liturgy: 6 hours
- Field education: 10 hours
- Pastoral studies: 14 hours
- Elective: 9 hours
- Synthesis seminar: 2 hours

Field Education

Field education serves as an integral complement to the theological and pastoral education of ministry students, as well as to their spiritual formation and vocational preparation. In concert with these other dimensions of the M.Div. program, field education provides those preparing for ministry varied opportunities for acquiring ministerial skills, for integrating their ministerial experiences through theological reflection, and ultimately for developing their ministerial identities. To make these opportunities possible, field education consists of the following:

- weekly service at a ministerial site during each of the three academic years in the M.Div. program;
- regular individual supervision with an experienced mentor at the ministry site;
- weekly seminars utilizing case study method and conversations about contemporary theological and ministerial issues.

John S. Marten Program in Homiletics and Liturgics

Inaugurated in 1985 through an endowment by the John S. Marten family, this program annually offers courses in both homiletics and liturgical celebration for students whose ministry will involve the preaching of God’s word and leadership in worship. Through the Marten program, M.Div. students benefit from symposia and workshops on preaching in contemporary society, and the program occasionally hosts a visiting professor to offer additional courses in those areas. The vision and generosity of the Marten family ensure the continuance of deep spiritual renewal of local faith communities—a major thrust of Vatican II—and adds a significant dimension to theological education at Notre Dame.

Lay Ministry and Seminary Formation

The Lay Ministry Formation Program (LMFP) is integrated into the comprehensive curriculum of students preparing for lay ecclesial ministry. Weekly formation events include participation in various forms of communal prayer, including Eucharist, and in facilitated conversation designed to foster ministerial identity, to enhance human and spiritual development, and to promote personal qualities for ministry. Both lay and seminarian formation experiences (sometimes through joint events) support students and foster authentic Christian community.

Moreau Seminary, located on the Notre Dame campus, provides for the spiritual formation of the congregation’s seminarians pursuing the master of divinity degree. The Congregation of Holy Cross also offers a one-year candidate program at Moreau Seminary for college graduates who qualify and who have a strong interest and desire in taking a step toward investigating a vocation in priesthood or brotherhood in Holy Cross. For information on how to assist in discernment of a vocation to the Congregation of Holy Cross, please contact the Director of Vocations at (574) 631-6385 or vocation.1@nd.edu.

Prerequisites

1. The completion of a bachelor’s degree.
2. Evidence of a capacity for graduate level scholarship. Such evidence is gleaned from applicant scores on the general test of the Graduate Record Exam, from transcripts of study for the bachelor’s and any graduate degree, and from letters of recommendation from three instructors or professors.
3. At least 18 credit hours in philosophy or related disciplines, and 12 credit hours in theology or religious studies.
4. Evidence of psychological and spiritual maturity sufficient to engage in this ministry preparation program. To this end, an additional recommendation supporting the applicant’s capacity for ministerial leadership is required.
5. At least one year of full-time ministry or work in a social service context.

The Application and Admission Process

In order to receive an application to the Graduate School (due February 1), prospective students must file a pre-application form directly with the M.Div. program (see below). Prospective students must submit an autobiography written according to a form specified by the M.Div. director.

In addition to the statement of intent required on the Graduate School’s application forms, prospective students must provide a letter of intent specific to the M.Div. program, setting forth their goals for Christian ministry and detailing how the M.Div. program will assist them in meeting those goals.

Finally, a personal interview is normally required and is held at the University with the admissions committee of the M.Div. program.

To receive more information about the M.A. or the M.T.S. programs, please contact:

Director of the M.A. / M.T.S. Program
130 Malloy Hall
Department of Theology
University of Notre Dame
Notre Dame, IN 46556-4619

Telephone: (574) 631-5254
E-mail: theo.1@nd.edu
Web: http://www.nd.edu/~theo

Theological, pastoral education of ministry students, as well as to their spiritual formation and vocational preparation. In concert with these other dimensions of the M.Div. program, field education provides those preparing for ministry varied opportunities for acquiring ministerial skills, for integrating their ministerial experiences through theological reflection, and ultimately for developing their ministerial identities. To make these opportunities possible, field education consists of the following:

- weekly service at a ministerial site during each of the three academic years in the M.Div. program;
- regular individual supervision with an experienced mentor at the ministry site;
- weekly seminars utilizing case study method and conversations about contemporary theological and ministerial issues.

John S. Marten Program in Homiletics and Liturgics

Inaugurated in 1985 through an endowment by the John S. Marten family, this program annually offers courses in both homiletics and liturgical celebration for students whose ministry will involve the preaching of God’s word and leadership in worship.
History of Christianity explores the study of the history of Christianity in all its rich complexity. The program focuses on three major periods: ancient, medieval, and Reformation-modern. The University has particularly strong library holdings and faculty resources in the ancient and medieval periods.

Liturghical studies advances the study and understanding of the worship life of the Christian church in its various traditions. The program is inspired by the conviction that liturgy, in its several and diverse manifestations, is the key to the church's identity, ethos, and orientation toward God and the world. It integrates three subdisciplines: liturgical history, liturgical theology, and ritual studies.

Moral theology/Christian ethics studies a number of subdisciplines including foundational, medical, and social ethics. The program encourages interaction with philosophical ethics. While the program concentrates on the Roman Catholic tradition, it engages and is open to a variety of traditions.

Systematic theology engages in the disciplined and critical inquiry into the major tenets of Christian faith, especially as understood within Catholicism. The program addresses a wide range of concerns including the historical development of theology, constructive issues, and comparative theology.

Course of Studies

1. Residency
The period of “residency” normally consists of two years of course work for those who have a master's degree in theology. In the rare case of a student admitted without master's-level work, the period of residency is three years.

Major Fields. Within the program areas, students concentrate their course work in a major field. These major fields are defined as follows:

- Christianity and Judaism in antiquity
  - Hebrew Bible and Judaism
  - New Testament and early church
- History of Christianity
  - Early church
  - Medieval studies
  - Reformation and modern studies
- Liturgical studies
- Moral theology/Christian ethics
- Systematic theology

Course Requirements. Students are expected to take 14 courses during residency: eight of these must be in the major field of study; three must be outside the major fields; and three are electives.

Language Requirements. Students are required to pass examinations in three languages, Greek or Latin, French, and German. The level of competence required is the ability to read standard theological sources pertinent to the area of study with the aid of a dictionary. Students in the history of Christi-

5. Dissertation
The completed dissertation must be submitted within eight years from matriculation into the program. After approval by a committee composed of the dissertation adviser and three other readers, the dissertation is defended orally.

Prerequisites for admission
- a bachelor's degree;
- a master's degree or the equivalent with a concentration in the proposed field of study;
- cumulative GREs in the pre-October 2002 format of at least 1800; comparable scores in the post-October 2002 format;
- facility in some of the languages required for study in the program: Greek, Latin, Hebrew, French, and German.

The graduate programs are open to all qualified students regardless of religious affiliation.

Scholarships
The doctoral program requires a full-time commitment. For this and other reasons, each doctoral student receives full funding. The funding may come from the University or an outside source. Funding is full tuition plus a stipend for five years. The University provides three funding programs: department fellowships, minority fellowships, and presidential fellowships. In addition, students receive some benefits for travel to professional conferences and summer dissertation support.

Applications
Applications to the Ph.D. program are due January 15, and must include an application form, a statement of intent, transcripts of degrees and coursework, three letters of recommendation, and GRE scores. All materials should be directed to the Graduate School. Applicants are accepted for matriculation in the fall semester only.

To receive more information about the doctoral program, please contact:

Director of the Ph.D. Program
Department of Theology
University of Notre Dame
121 Malloy Hall
Notre Dame, IN 46556-4619

Telephone: (574) 631-5732
E-mail: theodgs@nd.edu
Web: http://www.nd.edu/~theo
## Course Descriptions

Each course listing includes:

- Course number
- Title
- (Lecture hours per week—laboratory or tutorial hours per week—credits per semester)
- Instructor
- Course description
- (Semester normally offered)

The courses are offered regularly by the department in the course of any two-year period. They are divided into three categories: (1) master’s and doctoral courses; (2) courses specifically for M.Div. students; and (3) advanced or doctoral courses. For a complete listing of 400-level courses open to graduate students, please refer to the theology section in the Bulletin of Information, Undergraduate Programs.

### Master's and Doctoral Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Instructor(s)</th>
<th>Semester(s)</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>500.M.A. - M.T.S. Colloquium</td>
<td>(3-0-0) Ashley</td>
<td></td>
<td>(Every semester)</td>
<td></td>
<td>Required for all M.A. and M.T.S. students.</td>
</tr>
<tr>
<td>500C. Faith and Traditions</td>
<td>(0-0-3) Conley, C.S.C.</td>
<td></td>
<td>(Every semester)</td>
<td></td>
<td>Required for non-degree-seeking seminarists only.</td>
</tr>
<tr>
<td>503. Pentateuch</td>
<td>(3-0-3) Page, Ulrich, VanderKam</td>
<td></td>
<td>(Fall)</td>
<td></td>
<td>Intended primarily for M.A., M.T.S., and M.Div. students, this course promotes close and critical reading of biblical texts and disciplined theological reflection on them. Participants will be expected to read the Pentateuch in its entirety and have a sound idea of its contents and structure. Much of the basic information needed will be acquired through reading; class meetings will concentrate on theological issues arising out of the biblical and secondary reading. Topics include the following: doctrine of creation; holiness and sin; biblical law and Christian ethics; covenant: grace and obligation; Exodus, Passover, liberation; wilderness themes: providence, guidance, institutions; community models. (Every fall)</td>
</tr>
<tr>
<td>503A. Introduction to Hebrew Bible</td>
<td>(3-0-3) Ulrich</td>
<td></td>
<td>(Fall)</td>
<td></td>
<td>This course provides an overview and critical study of the Hebrew Scriptures in their literary, historical, and theological contexts. The focus will be principally on reading and gaining an informed understanding of the biblical text, but this will be done against the background of the history, literature, and religions of the magnificent civilizations in the ancient Near East. Further aspects include analysis and use of the tools of historical-critical scholarship; ancient mythology; the processes by which the Scriptures were composed; Old Testament theology; and contemporary theological issues. The course is designed to prepare students both for graduate biblical studies and for intelligent effectiveness in the contemporary church. (Fall)</td>
</tr>
<tr>
<td>504. Prophets</td>
<td>(3-0-3) Page, Ulrich, VanderKam</td>
<td></td>
<td>(Fall)</td>
<td></td>
<td>We expect to cover the historical development of prophecy in Israel and early Judaism inclusive of early Christianity. Our method of work combines survey by means of set readings and “close readings” of selected prophetic texts. Attention will be given to comparative material in ancient and other cultures and to the sociological coordinates of prophetic phenomena, including ecstasy. Participants will be invited to reflect on the theological significance of prophetic mediation and the place of prophecy in Christian life today. (Alternate spring)</td>
</tr>
<tr>
<td>505. Wisdom</td>
<td>(3-0-3) Page, Ulrich, VanderKam</td>
<td></td>
<td>(Fall)</td>
<td></td>
<td>The first part of the course offers an introduction to biblical wisdom literature and a study of the books Proverbs, Job, Ecclesiastes, the Wisdom of Ben Sira, and Wisdom. After this comes an analysis of the Book of Psalms. (Alternate spring)</td>
</tr>
<tr>
<td>507A, 507B. Elementary Biblical Hebrew I, II</td>
<td>(3-0-3) Anderson, Page</td>
<td></td>
<td>(Fall, Spring)</td>
<td></td>
<td>This is a two-semester introductory course in biblical Hebrew; under normal circumstances, the student must complete the first in order to enroll in the second. The fall semester will be devoted to learning the grammar of biblical Hebrew. The spring semester will be divided into two parts. For the first six weeks we will finish and review the grammar. In the remaining part of the course we will read and translate texts from the Hebrew Bible, Qumran, and Rabbinic literature. The course will focus on developing reading and comprehension skills in biblical Hebrew through the study of biblical texts. In addition, students will learn how to use reference grammars, concordances, and apparatus to the Biblia hebraica. The course encourages students to think about the grammatical forms and their implications for biblical interpretation. (Summer, each fall, and spring)</td>
</tr>
<tr>
<td>507H. Intermediate Hebrew</td>
<td>(3-0-3) VanderKam</td>
<td></td>
<td></td>
<td></td>
<td>The course builds on the lessons learned in Elementary Hebrew and offers the opportunity to increase one’s knowledge of Hebrew by reading and analyzing passages from the Hebrew Bible. There will also be some reading selections from other texts such as the Dead Sea Scrolls.</td>
</tr>
<tr>
<td>508A. Elementary Greek I</td>
<td>(3-0-3) Staff</td>
<td></td>
<td>(Fall)</td>
<td></td>
<td>Introduction to the Greek language.</td>
</tr>
<tr>
<td>509A. Aramaic</td>
<td>(3-0-3) VanderKam</td>
<td></td>
<td>(Fall)</td>
<td></td>
<td>Prerequisite: One year of Hebrew or Syriac. In addition to covering the grammar and syntax, the principal goal will be to read the biblical texts in Aramaic (Era 4:8-6:18; 7:12-26; Daniel 2:4b-7:28). As time permits, we will also read selections from Old Aramaic monumental inscriptions, Imperial or Achemenid Aramaic (e.g., Elephantine papyri), and Jewish literary Aramaic from the later period (e.g., Genesis Apocryphon). (Alternate spring, odd-numbered years)</td>
</tr>
<tr>
<td>509B. Greek: Euripides</td>
<td>(3-0-3) McLaren</td>
<td></td>
<td>(Fall)</td>
<td></td>
<td>This course will consist of in-depth readings of selections from a number of Euripidean plays, along with a detailed examination of the dramatic, literary, religious and philosophical backgrounds against which they were composed, performed and received. We will be primarily concerned with the language and formal characteristics of the works themselves, but will attend also to the ways in which those works helped define the revolutionary intellectual milieu of late fifth-century Athens, and the methods by which they have been analyzed and explained in 19th- and 20th-century scholarship.</td>
</tr>
<tr>
<td>509C. Coptic</td>
<td>(3-0-3) Sterling</td>
<td></td>
<td>(Fall)</td>
<td></td>
<td>This course introduces students to Coptic, the final descendant of ancient Egyptian. Coptic is important for any who are interested in the historical Jesus, Gnosticism, textual criticism of the New Testament, asceticism, or early Christian history. We will work our way through a grammar, and then read a selection of texts including excerpts from the Gospel of Thomas and some fragments only from the Martyrdom of Polycarp. The course is designed to enable students who have no previous training in Coptic to read simple to moderately difficult texts. Its serves to fulfill the third ancient language requirement for Ph.D. students in CJA. (Spring)</td>
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<td>511. Exegesis: Gospels</td>
<td>(3-0-3) Neyrey</td>
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<td>(Spring)</td>
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<td>This course aims to assist students in learning to do a critical reading of a gospel, in this case, the Gospel of Matthew. The parameters of this course are: (1) critical investigation of the sources of the gospels, (2) acquaintance with the literary forms which make up the gospels, in particular the elements of the encomium, (3) the literary structure of the gospel in general and the arrangements of its parts, (4) the distinctive understandings of both God and Jesus in the gospel, and (5) knowledge of the historical and cultural background of Jesus and his interpreters. The focus will be on Matthew, but this means that Mark will also be studied, as well as the Q source and materials in Luke that impinge on Matthew (such as genealogy, birth narratives, resurrection appearances). As Virgil said about the devious Greek who tricked the Trojans to take the horse inside the city, “From one example, you know them all.” Matthew, carefully studied, equips one to read the rest. (Fall)</td>
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<td>512. Gospel of John</td>
<td>(3-0-3) Aune, D’Angelo, Meier, Neyrey, Sterling</td>
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<td>The course will seek to improve exegetical skills, to grasp the structure of the gospel of John, and to explore John’s relationship to the letters and its function and history in the community and milieu in which it was written. The course will consider issues of genre, context, and theology, including the</td>
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wisdom traditions from the gospel’s Christology; its understanding of community that affirms the autonomy of the believer, the significance of prophecy in Christology and community life, the ways the women and men participated in the community, the community’s combination of resentment toward and relatedness to “the Jews,” and their rejection of the Roman imperial order. (Alternate fall)

513. Pauline Writings
(3-0-3) Aune, Neyrey, Sterling
An exploration of the historical Paul and his reception in the early church. The course has four basic units. First, we will reconstruct Paul’s life and explore the significance of specific events for his thought. Second, we will work through the uncontexted letters highlighting crucial issues. Third, we will attempt to explore Paul’s thought systematically. Finally, we will consider the reception of Paul by the early church in the first two centuries. We will use his ancient Rezeptionsgeschichte to raise the issue of his contemporary reception. The course also serves to introduce students to the critical study of ancient texts at a graduate level. This will entail the introduction and use of numerous contemporary methodologies. (Alternate fall)

514. Prayer, Worship, Priesthood, and Temple
(3-0-3) Neyrey
This course will necessarily give special attention to the Letter to the Hebrews because of its concern to define Jesus as priest and victim who enters a new temple to offer the perfect sacrifice. Yet it will take up a social-scientific model of prayer and use it as the lens for the reading of OT and NT prayer texts; special attention will be given to the various prayers of Jesus, both in the garden and on the cross. Moreover, notions of fixed holy space (temple) and sacrifice will be addressed through the lens of the social sciences. Finally, attention will be given to “sacrifice,” especially the sacrifice of praise celebrated in the New Testament.

516. Hebrew Bible: Psalms
(2.5-0-3) Anderson
An introduction to the book of Psalms. The course will devote equal amounts of time to a consideration of the Psalms as a set of prayers from the world of ancient Israel with numerous parallels to other ancient Near Eastern documents and as a set of texts that were prayed and studied by Jews and Christians. Strong consideration will be given to the history of the Interpretation of the Psalms and the ongoing theological task of reading them as Christian scripture.

519. Christianity in Africa
(3-0-3) Kollman
This course will explore the history of Christianity in Africa, beginning with the early church but with heightened attention to the more recent growth of Christianity on the continent. Particular topics to be addressed include: the dynamics of missionary activity before, during, and after the colonial period; the rise of African Independent Churches; the interaction between Christianity and Islam in the past and present; and contemporary issues surrounding Christianity and the African nation-state. We will also investigate theological questions surrounding the relationship between Christianity and culture. In addition to a final exam, students will have the option of one longer research paper or several shorter papers.

520. Women and the Origins of Christianity
(3-0-3) D’Angelo
The course will examine the origins of Christianity and the documents of the New Testament from a feminist perspective, analyzing New Testament texts and other sources of early Christianity in order to remember the participation of women in the early Christian movement and to describe the theological stance of each work and author in relation to the inclusion of women in the gospel. It will also look at the ways these texts affect the lives of women today, attempting to be alert to issues of class and race as well as of gender.

521. Early Christianity: An Introduction
(3-0-3) Cavadini
This course provides an introduction to the history and thought of the first 500 years of the Christian church. The approach taken will be largely that of social history; we will try to discover not only the background and context of the major theological debates but also the shape and preoccupations of “ordinary” Christian life in late antiquity. Topics to be studied will therefore include canon formation, martyrdom, asceticism, Donatism, Arianism, and Pelagianism. The class will stress the close reading of primary texts. Requirements include class participation, a final examination, the memorization of a few important dates and places, and two papers, one of which will be an exercise in the close reading of an additional primary source and the other and exploration of early Christian exegesis.

522. Historical Theology: Medieval
(3-0-3) Prügl
Development of Christian theology in medieval Western Europe up to the 14th century and medieval theologians from Boethius to Ockham. Themes include monastic, scholastic, apocalyptic theology; “authorities” (e.g., Aristotle, Augustine, Pseudo-Dionysius); and reading of the Bible. (Alternate fall)

523. Historical Theology: Reformation
(3-0-3) Zachman
An examination of the theology of such major Protestant figures as Luther, Zwingli, Calvin, Melanchthon, Simons, and Cranmer in the context of competing Catholic visions of reform. (Alternate spring)

525. Topics in Early Christianity
(3-0-3) Cavadini
This course will be an examination of traditions of biblical interpretation in the early church. Since the greatest proportion of exegetical literature in the early church was homiletic, this course will also entail an examination of traditions of preaching. We will devote considerable attention to ancient allegorical schools of interpretation (Origen), to reactions against it (“Antiochene” exegesis), and to Western exegetes (Augustine, Gregory the Great). We will also look at the uses of the Bible in ascetical literature (desert fathers and mothers, etc.).

526. Topics in Medieval Theology
(3-0-3) Prügl, Wasylyk
Close examination of a selected important topic in medieval theology. Topic changes yearly.

528. Jews and Christians throughout History
(3-0-3) Signer
In October 1965, during the closing days of the II Vatican Council, the document Nostra Aetate (Declaration on non-Christian Religions) reversed a negative attitude of the Catholic Church toward Judaism and the Jewish people. This remarkable change put an end to nearly two thousand years of Christian contempt for Judaism as “perfidy” and for the Jewish people as “killers of Christ.” Nostra Aetate promoted “dialogue” with Jews, and called for positive changes in the ways in which Judaism was presented in liturgy and catechesis. Reactions from the Jewish communities were diverse: from suspicion to welcoming. This course assumes no background knowledge in these subjects and 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? To answer these questions we will turn to the history of Jewish-Christian relations in the ancient, medieval and modern periods.

529. St. Bonaventure: Theology and Spirituality in 13th-Century Scholasticism
(3-0-3) Prügl
Along with Thomas Aquinas and Albertus Magnus, St. Bonaventure is considered one of the leading and most influential theologians of the high Scholastic period. Although he had to abandon his promising career as a university teacher in order to lead the fledgling Franciscan order as its minister general, Bonaventure continued his theological work until the end of his life. Critical of the growing influence of Aristotelian thought within theology, he deliberately chose the tradition of St. Augustine, Ps.-Denis and Hugh of St. Victor as the basis for his theology. The recent emphasis on his spiritual writings
529A. Boethius: An Introduction (3-0-3) Gersh
The course will attempt a study of Boethius, one of the foundational figures of medieval culture, in an interdisciplinary and open-ended manner. Our approach will be interdisciplinary in that we shall simultaneously study philosophical-theological and literary subject matter and simultaneously apply philosophical-theological and literary methods. It will be open-ended in that students will be expected to react creatively to the topics under review in terms of their own independent studies and research (e.g., in connecting Latin and vernacular materials). During the course we shall read a broad selection of passages in Latin and in English translation drawn from Boethius’ work in the fields of science (arithmetical), music, logic, and theology. Part of the course will be devoted to a close study of De Consolatione Philosophorum Plato and Aristotle and the Greek scientists Nicomachus and Ptolemy, without forgetting the theology of Augustine. Turning from Boethius to Boethius in quotation marks and Boethius “under erasure,” we shall study Boethius read intertextually by glossators, commentators, and other writers from the eighth to the 14th century. Requirement: one final essay (ca. 20 pp.).

530. Fundamentals of Systematic Theology (3-0-3) Doak
This course is a graduate-level introduction to the nature, tasks, and methods of systematic theology. It will proceed through a focus on 20th-century theological contributions to the doctrine of revelation, with special attention being given to the sources and methods used by major theologians. In addition to refining our understanding of the Christian doctrine of revelation, this study should result in a clearer grasp of such basic theological topics as: the relation of faith and reason, the use of Scripture and tradition as theological sources, the significance of contemporary experiences, and the theological importance of praxis. (Fall)

531. Hermeneutics: Ancient and Modern (3-0-3) Gersh
The course will be a study of general hermeneutics (with special reference also to philosophical-theological and literary hermeneutics) through the staging of an encounter between classic texts dealing with this subject from the late ancient period and from the 20th century, respectively. From the earlier time-period the texts will include Origen: On First Principles; Augustine: On Christian Teaching, On the Literal Interpretation of Genesis; Proclus: selections from exegetical works dealing with Homer and Plato; from the later time-period Heidegger: Being and Time, What is Called Thinking; selections from exegetical works dealing with Høeldderlin; Gadamer: Truth and Method; and Derrida: Of Grammatology. In addition to studying the texts carefully—the first requirement of an exegete—we shall constantly ask questions such as the following: What is the relation between hermeneutics and “reality”? Is there a significant difference between philosophical-theological and literary hermeneutics? If so, what is that difference? In the last analysis, can one have a theory of hermeneutics or merely practice it? (Fall)

531D. A language, Symbol, and Vision (2.5-0-3) Gersh
See Medieval Studies 554A for course description.

532. Christology (3-0-3) Krieg
This course examines the contemporary Christology: the meaning of the doctrine of Chalcedon, the theological significance of the historical Jesus, the theological role of belief in the resurrection of Jesus Christ, and the understanding of Jesus Christ as redeemer. It pursues these issues by studying the Christologies of Karl Rahner, Gerald O’Collins, Brian McDermott, and Jon Sobrino. The course requires the writing of four essays on the assigned texts, secondary literature, and lectures. (Fall)

533. Ecclesiology (3-0-3) McBrien
An examination of the nature and mission of the church, with special emphasis on the Second Vatican Council, its theological and doctrinal antecedents, and postconciliar developments. (Spring)

534. The Mystery of God (3-0-3) O’Regan
The general aim of the course is to introduce the student to the Catholic tradition of reflection on the triune God who always remains mysterious even in, or precisely in, his revelation in history and in our lives. The pedagogic aim is familiarity with the tradition that is the church’s common possession. (Spring)

535. Theology of Edward Schillebeeckx (3-0-3) Hilker
The theological project of Edward Schillebeeckx traces one trajectory in the development of Catholic theology in the 20th century. This course will explore the evolution in Schillebeeckx’s thought from an early sacramental and dogmatic theology grounded in the thought of Thomas Aquinas, through the turn to history and eschatology in the mid 1960s, to his later focus on radical suffering (“negative contrast experience”) as the necessary starting point for theology today. A second goal of the course will be to provide an overview of major areas of systematic theology that have been the focus of Schillebeeckx’s contemporary writings including theology of revelation, sacramental theology, Christology/Soteriology, ecclesiology, and theology of ministry. Requirements: Careful preparation of required reading as preparation for lectures and discussion, midterm and final examinations, and either a research paper of 15-20 pages or three analytical papers based on required readings (5-8 pp.).

536D. Theologians of Grace (3-0-3) Hilker
Grace, the foundation for Christian faith and life, is both unavoidable and intangible. The context for grace is freedom; its opposite is sin; its concretization, charity. The course looks briefly at this reality described by some writings of the New Testament, then at the controversial history of grace and free will and at major theologians of grace: Augustine, Aquinas, Luther, and Rahner. The extent of grace and realizations of grace in art are touched upon. (Fall)

539. Latin American and U.S. Latino Theologies (2.5-0-3) Matovina, Ashley
Theologies rooted in the poverty, struggles, and faith of the Hispanic peoples in the Americas have undergone dramatic shifts and developments since the Second Vatican Council. Focusing on two of their most important architects, Gustavo Gutiérrez and Virgilio Elizondo, this course will examine Latin American liberation theologies and U.S. Latino theologies in comparative perspective, with a view not only to understanding how their different contexts shaped their theologies, but also in order to uncover their features that transcend those contexts. The course will consist of lectures from the co-instructors, readings of major works by Gutiérrez and Elizondo, and in-class discussion, both among the course participants and, occasionally, with Gutiérrez and Elizondo themselves. The primary course requirement will be a research project developed by each student, in consultation with the co-instructors, which either compares Latin American liberation theology with U.S. Latino theology on a significant theological theme, or considers an important theme in the current or future development of these theologies.

541. Contemplation and Action (3-0-3) Ashley
This course will examine the interaction between Christian spirituality and theology. We will do this by considering articulations of the relationship between contemplation and action in certain Reformation spiritualities (particularly that of Ignatius of Loyola), which then had an impact on the development of Latin American liberation theologies, with their distinctive emphasis on action (praxis) for justice. We will begin with a careful analysis of the background and content of Ignatian spirituality; then we will consider those Latin American theologians (including Juan Luis Segundo, Jon Sobrino, and Gustavo Gutiérrez) who have been influenced by Ignatian spirituality and have attempted to produce both a theology and a spirituality of liberation. Requirements: midterm, final, and research paper.

544. Myth and Story (3-0-3) Dunne
An interpretation of myth starting from the question “What kind of story are we in?” and “What kind of story am I in?” and dealing with (a) the life story, (b) the spiritual adventure, and (c) the journey with God in time. (Spring)
545. Selected Themes in Comparative Theology (3-0-3) Malkovsky
The metaphysical system of the Hindu monk Shankara (ca. 700 C.E.), which is known as Advaita Vedanta, offers a non-dualistic interpretation of reality based on the revealed Upanishads. This system is important today, not only because Shankara represents the pinnacle of Hindu philosophical theology, but also because his thought is the most widely accepted among Hindu theologians today, and further, because Advaita presents a challenging alternative to the theism of the Semitic religions. Our course will pursue a twofold goal. First, we will examine some of Shankara's writings in translation to determine the essence of his teaching, but also to uncover the reasons why quite variant interpretations of his thought have been given, especially in recent decades, both by Hindus and by adherents to other faiths. Second, we will compare Shankara's thought with Christian theology on foundational issues, giving special attention to the teaching of Aquinas. We shall examine such themes as theological method, doctrine of the Absolute, ontology, anthropology, and soteriology. We will ask three questions throughout the course: Just what is, finally, nonduality? What significance might the teaching of nonduality have for Christian faith and reflection? How does a specifically Christian interpretation of Shankara's Advaita compare with the assessments of others? (Alternate Fall)

546A. Hindu and Christian Interaction (3-0-3) Staff
The purpose of this course is to introduce you to some important recent literature in comparative theology. We will attempt to evaluate the possible significance of theological ideas and religious experiences from Hinduism, Buddhism and Islam for Christian thinking on God, christology, grace and eschatology. Requirements: Class presentations and two research papers.

547. Modern Theology (3-0-3) Ashley
Nineteenth-century Christian theologians were challenged both to defend the legitimacy of Christian faith and theology in an increasingly secularized intellectual culture and to develop an authentic response to a dark underside of scientific, technological, and economic progress that became more and more apparent as the century progressed. In many ways their successes and their failures still set the agenda for theologians today. This course offers a survey of their responses, with a view to understanding the situation in which theology still has to take its bearings. The primary figures we will cover are Immanuel Kant, G. W. F. Hegel, Friedrich Schleiermacher, Johann Sebastian Drey, Soren Kierkegaard, John Henry Newman, and Karl Barth, but we will also attend to other theologians (anti-theologians), such as Ludwig Feuerbach, D. F. Strauss, and Friedrich Nietzsche. Requirements: short analytical papers on readings, on which class discussions will be based, a midterm, and a final exam.

548. Religion and Science (3-0-3) Ashley
Science and religion are complex phenomena that can be analyzed in terms (at least) of their epistemological, existential, and social dimensions. Both science and religion generate justified beliefs. The criteria and spheres of justification for these beliefs overlap and interrelate in extremely complicated ways that have led both to conflict and to mutual enrichment. This course is an upper-division undergraduate- or introductory graduate-level review of these complicated interrelations. There will be two major divisions to the course. In the first we will take up methodological issues, considering different approaches to correlating science and religion. In the second part of the course we will deal in depth with the correlations between scientific cosmologies and Christian doctrines of creation and of God's providential governance of creation. Requirements: participation in small reading groups outside of class, midterm, final exam, and research paper.

550. Foundations of Moral Theology (3-0-3) Odoroz
This course is intended to provide a theoretical and practical introduction to the theory of morality, with a special emphasis on Catholic moral theology. Topics to be studied include the foundations of morality; the conditions of voluntariness; and moral norms and possible exceptions to them. Course requirements will include a midterm and a final examination. (Spring)

551. Social Ethics (3-0-3) Whitmore
Analysis of basic issues and alternatives in Christian social ethics. The nature of the church as moral decision maker, relation between church and society, and the place of social science for social ethics.

551A. Christian Ethics and Contemporary Culture (2.5-0-3) McKenny
This course examines major themes in recent Christian ethics in light of the broad moral context of modern western societies. The course focuses on themes such as moral order, virtue and the problem of Christian community in a post-Christian era. Authors include Oliver O’Donovan, Jean Porter, Lisa Cahill, John Howard Yoder, John Courtney Murray, John-Paul II, Richard Rorty and Charles Taylor. No prior work in Christian ethics is assumed.

553. Virtue and Sin in the Christian Tradition (3-0-3) Porter
There has been considerable interest recently in recovering traditions of reflection on the virtues as a resource for Christian ethics. In this course, we will explore this tradition through an examination of three of its key figures, namely Augustine, Aquinas, and Jonathan Edwards. Through a close reading of primary texts (in English) and contemporary writings on these texts, we will reflect on what these authors understood by virtue, how their theories of virtue both interpret a past tradition and influence their successors, and how those theories might be relevant to Christian ethics today. Course requirements will include several short papers and a longer paper on a topic to be determined in consultation with the instructor.

554. Christian Ethics and Pastoral Practice (3-0-3) Odoroz
The relationship between Christian ethics and the contemporary ministry in the church. Following a general review of themes in Christian ethics, including conscience, sin, Scripture and the moral life, natural law, and the authority of church teaching, we will consider ethical issues that have pastoral dimensions. We will focus on effective pastoral translation of church teaching and moral theology in the areas of bioethics, sexuality, and social justice. We will also study the professional ethics of pastoral leadership. (Fall)

555. Feminist/Multicultural Theologies (3-0-3) Hilbert
An exploration of how the voices of women have helped to reshape theological discourse and to bring to light new dimensions of the living Christian tradition. Like other liberation theologies, feminist theologies take the experience of suffering and missing voices in the tradition as the starting points for theological reflection on the mystery of God and all of reality in relation to God. Using the writings of feminist, womanist, Latina, mujerista, Asian, and Third World theologians, this class will focus on the following questions and areas of theology: the theological task and vocation, the significance of gender and social location in the fields of theological anthropology and Christology, theological of the cross in the face of contemporary suffering, the mystery of God, and implications of women's spirituality in our day. Students will have the opportunity to join an optional reading group that will focus on classic texts in the development of feminist theologies.

556. Modern Topics: Natural Religion and Its Critics (2.5-0-3) Herdt
If, as Aristotle taught, we become virtuous by doing virtuous deeds, then there is a time during the process of developing the virtues when our virtuous deeds might be viewed as deceptive, as presenting a certain claim about our “inner” character that is not (yet) true. Beginning with late humanism and extending into the modern period, we see a growing sense that honesty or sincere self-presentation is the key element of moral goodness, and an accompanying suspicion of virtuous actions as external show. This preoccupation with the role of “acting” in moral development is reflected not only in works of theology and philosophy but also in aesthetics, theory of drama, plays, and novels. This course will explore this set of concerns, relating them to the apparent decline of an ethics of virtue during the early modern period and to tensions between an Augustinian focus on purity of heart and an Aristotelian focus on cultivating virtuous habits. Our starting point will be contemporary discussions of habituation and of
the relationship between Christian ethics and virtue ethics (MacIntryre, Hauerwas, Meilaender, Porter). We will briefly consider the Aristotelian understanding of habituation into the virtues and Aquinas’ account of the relationship between the natural and supernatural virtues before turning to the early modern period. Thinkers studied in the course include: Erasmus, Luther, Bunyan, Pascal, Bidermann, de Vega, Mandeville, Hume, Rousseau.

5590. In God’s Image: Mystery of Creation
(3-0-3) Cavadini
In this course Dr. Cavadini offers a rich exploration of the Christian doctrine of creation. This course covers not only the basics of the doctrine, but provides participants the opportunity for deepening reflection by exploring how the Christian tradition has reflected on this doctrine, from biblical accounts in the book of Genesis through the early church fathers (specifically Irenaeus and Augustine). Participants can expect to gain a deeper understanding and appreciation for the doctrine of creation and its centrality to our faith, as it involves perennial questions concerning the origin and identity of the human race and the universe, the mystery of suffering and evil, and explores the continued relevance of the Christian tradition concerning this doctrine in our present day, faced with global and environmental issues that have arisen in the last century.

560. Liturgical History
(3-0-3) Johnson
Survey of liturgical history and sources with regard to both Eastern and Western rites. Fundamental liturgical sources including basic homiletic and catechetical documents of the patristic period. Basic introduction to the methodology of liturgical study. Requirements will include short papers and exams. (Fall)

561. Christian Initiation
(3-0-3) Johnson
This course will trace the development and interpretations of the Rites of Christian Initiation in East and West from the New Testament period to the modern period of ecumenical convergence. In light of this historical investigation some modern forms of these rites (e.g., RCIA, LBW, BCP, etc.) will be considered critically. Requirements include two take-home exams, short papers on assigned questions, and an oral presentation on a selected modern rite. (Fall)

562. Eucharist
(3-0-3) Driscoll
The church makes the Eucharist and the Eucharist makes the church. A biblical, historical, systematic, and liturgical treatment of the Eucharist, emphasizing pastoral considerations. (Spring)

564. Liturgical Theology
(3-0-3) Staff
The goal of this course is a comprehensive understanding of the nature and development of the Christian Eucharist. In order to accomplish this end, an examination of both the structure and the content of the Eucharistic liturgy will be undertaken. A positive theological method will be employed whereby the Eucharist will be studied from a historical perspective, after which a systematic theological reflection upon various aspects will be undertaken with a commentary on contemporary theory and practice. (Variable)

565 Liturgical Theology —Word and Sacrament
(3-0-3) Melloh
“Liturgical theology” is often treated as an exploration of “liturgy as a source of theology,” or “liturgy as theologia prima,” approaches that have definite merit. This course, however, will focus on word and sacrament as sacred realities, taking up questions concerning theologies of the word and of the sacraments, and will examine sacramentum in genere, as well as theological approaches to the word of God. The starting point will be an examination of the “medieval sacramental synthesis,” but will move from there to contemporary approaches to word and sacraments. Students will have the option of choosing various assignments, but all will prepare a final paper and a “take-home” midterm examination. Depending on class size, students may have the opportunity for in-class “oral presentations.”

566. Pastoral Rites
(3-0-3) Staff
The historical, theological, and pastoral dimensions of the occasional offices that minister to life’s journeys and passages: reconciliation, ministry to the sick, Christian marriage, ordination, and Christian burial. An ecumenical approach will be taken but with emphasis on the reformed rites of the Roman Catholic Church. (Spring)

567. Christian Attitudes Toward War, Peace, and Revolution
(3-0-3) Baxter
This course is a survey of Christian understandings of war, peace, and revolution from the time of Christ and the early church to the present. Emphasis will be placed on the way in which theological convictions in the areas of Christology, pneumatology, eschatology, ecclesiology, and so on, have shaped Christian teaching on the nature of peace and the permissibility of using violence. Cases will be used to examine certain aspects of just war theory, with the purpose of addressing the question: is just war theory applicable to warfare in the era of the modern nation state? Other issues will be taken up as well, including the military chaplaincy, ROTC in Catholic colleges and universities, the role of Christian churches in mobilizing for war, and the use of violence in revolution. Texts will include: Reinhold Niebuhr, Moral Man and Immoral Society; John Howard Yoder, Christian Attitudes Toward War, Peace, and Revolution: A Companion to Bainton; U.S. Catholic Bishops, The Challenge of Peace; and others. Undergraduates should receive permission to take this course.

568A. Creation and Freedom
(2.5-0-3) Burrell
Modern western notions of freedom equate freedom with choice and exalt “doing what I wanna do”—something already exposed by Socrates as effective bondage to our needless ends. When freedom turns out to be bondage, and demands exploitation of other humans and of the earth to satisfy its demands, something seems wrong! We shall examine classical and modern sources to highlight the contrast, locating the signal difference in the presence (or absence) of a creator.

571. The Vulgate and Related Texts
(3-0-3) Bower
Readings in the Latin of the Vulgate, texts by Jerome associated with his translation and readings from Augustine (De Doctrina Christiana) concerning how Scriptures should be read. Latin readings will be at an intermediate level, and some review of grammar will be offered.

572. Ritual Studies
(3-0-3) Melloh
The pastoral liturgist is one who fosters critical praxis in the liturgical life of a local church. This course is designed to introduce students to ritual studies through a treatment of ritual, symbol, language, myth and story, time and space, music, and art. Students will discuss and employ a method for analysis of worship events. (Fall)

5750. America and Catholicism: Religion and Culture in Tension
(3-0-3) Staff
This course will examine the relationship, indeed the tension, between Roman Catholicism and American culture during the nineteenth and twentieth centuries. It will begin with a study of the influence of democracy on American Catholicism during the republican era, 1780-1820. Then it will focus on how immigration transformed the church in the U.S. We will study such issues as national identity, devotional life, gender, and doctrine over the course of the nineteenth and twentieth centuries. We will also look at more recent history, examining how American cultural values have challenged the Catholic church in the U.S. Readings for the course will include In Search of an American Catholicism: A History of Religion and Culture in Tension by Jay P. Dolan and also John McGreevy’s, Catholicism and American Freedom as well as a course packet of articles. Communication in the course will occur via discussion boards, chat rooms and e-mail. Students will also be required to submit essays on various issues covered in the course. There will be mandatory chat session on Tuesday, Wednesday and Thursday evenings, 7:30-8:45 p.m. (Eastern Standard Time). Students must be available to attend at least two of the chat sessions per week throughout the course.

597. Directed Readings
(V-V-V) Staff
Research and writing on an approved subject under the direction of a faculty member.
578C. Marriage Preparation  
(V-V-V) Dillon  
This course addresses practical approaches to the ministry of preparing couples for the sacrament of marriage. (Spring)  

580D. Social Justice Weekend Workshop  
(V-V-V) Clark  
This workshop addresses the theory and practice of the church’s social justice ministries, especially in the parish. (Fall)  

579B. Grief and Loss Counseling Weekend Workshop  
(1-0-.5) Connors, Saxton  
This workshop will address issues concerning terminal illness, death, and loss. (Spring)  

579C. Campus Ministry Weekend Workshop  
(1-0-.5) Staff  
Introduction and analysis of the challenges of ministry in a higher-education setting. (Spring)  

581. Images and Models of Ministry I  
(1-0-1) Connors  
Note: First-year M.Div. students only. Through supervision and seminars, the tools of field education will be developed. Focus will be on diagnosing skills, clarifying goals, concrete objectives, identifying methods of learning, and understanding theology implied therein. Students are required to keep a ministry journal; write a contract, a critical incident, and a two-page reflection paper on readings; and the end-of-the-semester evaluation of field placement. (Fall)  

582. Images and Models of Ministry II  
(2-0-2) Connors  
Note: First-year M.Div. students only. Through supervision and seminars, the tools of field education will be developed. Focus will be on diagnosing skills, clarifying goals, concrete objectives, identifying methods of learning, and understanding theology implied therein. Students are required to keep a ministry journal; write a contract, a critical incident, and a two-page reflection paper on readings; and the end-of-the-semester evaluation of field placement. (Spring)  

583. Articulating Faith I  
(2-0-2) J. Poorman  
Note: Second-year M.Div. students only. In conjunction with supervised ministerial placements, students examine operative ecclesiologies, pastoral strategies, and practical theologies of ministry. (Fall)  

584. Articulating Faith II  
(2-0-2) J. Poorman  
Note: Second-year M.Div. students only. Field Education is an integral component of education for ecclesial ministry. Through field education, students pursue the integration of theological competence with pastoral skill in a developing identity as a public minister. The goal of the second year of field education is facility in articulating the Christian faith, particularly as understood in Roman Catholic tradition, and in fostering the development of faith with others. The goal is approached through a three-fold constellation of learning contexts: field work in a ministry placement, supervision of that work, and a field education seminar. The primary learning dynamic for the seminar is dialogical and includes conversation about assigned texts and critical incidents as reported by participants using the prescribed case study method for this course. (Spring)  

Requirements:  
• An approved field placement consisting of 4-8 hours of active involvement per week, including supervision, preparation, and travel time.  
• Reflection/conversation with the placement supervisor for approximately 30 minutes per week or one hour every other week.  
• A learning contract (following the form outlined in the Student Handbook), signed by student and supervisor, and submitted for approval by mid-September.  
• Attendance at the Wednesday seminar, reading of all assigned texts, and active participation in all class conversation.  
• One critical incident report per semester using the prescribed case study method, a brief oral presentation of the incident, and facilitation of group discussion of the incident during a Wednesday class session.  
• One class session with full or paired responsibility for facilitation of group discussion of assigned texts.  
• Submission of all semester-end documents: student interim report, supervisor’s interim report (see Student Handbook), and a ministry log.  
• A three-way meeting, scheduled during early December, and including the student, the instructor for this course, and the placement supervisor.  

585. Leadership and Authority  
(2-0-2) Connors  
Note: Third-year M.Div. students only. Through supervised field experience and seminars, students treat issues inherent in their exercise of authority. In particular they analyze the theology displayed by their actions. Students are required to write a contract, case study, two-page book review, weekly journal, and end-of-year report of field placement. Course requirements include four to six hours weekly at placement site, journal, etc. as above, weekly supervisory sessions of 30 minutes, attendance at weekly field education seminars, and three interviews with instructor. (Fall)  

586. Muslim-Christian Interaction  
(2.5-0-3) Malkovsky, Reynolds  
This course has a two-fold aim. It not only provides an introduction to the world of Islam but also attempts a comparison and evaluation of Islamic and Christian theological themes from both a systematic and historical perspective. Topics will include the nature of God and the process and content of divine
THEOLOGY

588. Pastoral Administration
(1-0-1) Jarret
A basic introduction to the administrative dimensions of pastoral ministry, including staff development, planning, programming, and finances. This is a required skills course for second-year M.Div. students. (Fall)

589A. Development of Moral Doctrine
(2.5-0-3) Noonan
An examination of how Catholic moral doctrine has developed in specific areas, viz. marriage and divorce; religious liberty; slavery; and usury. Attention will also be given to more general theory on the development of doctrine in the Catholic Church.

590A. CJA Research and Resources
(2.5-0-3) Sterling
A twelve-week seminar designed to introduce advanced students to the critical texts, indices, reference works, journals, linguistic tools, systems of abbreviation, searching strategies, textual methods and electronic resources available for the study of the four fields encompassed by the Christianity and Judaism in antiquity section of the Theology Department. Three weekly sessions will be devoted to each of these four fields: Hebrew Bible, Judaism, New Testament, and early Christianity. Seminar sessions will be run by faculty members with expertise in the area of students represented during that session. The grade for the successful completion of this course will be “S” (Satisfactory), and it is open for students from other areas who wish to take one, two or three of the three-week segments.

591. Canon Law
(3-0-3) Smith, OFM
Note: M.A.-M.Div. students only. The purpose of this course is to provide students studying for ministry with an introduction to the law of the Roman Catholic Church. General principles for the interpretation of canon law as well as its history, and its relationship to theology and pastoral praxis are discussed. Although attention is given to the laws and canonical jurisprudence concerning marriage, other selected canonical topics of value to those in ministry are considered as well. (Fall)

592A. Liturgical Celebration and Ministry I
(1-0-2) Melloh
A study of the structure of the Eucharistic Rite and the Liturgy of the Hours with emphasis on ministerial roles. (Fall)

592B. Liturgical Celebration and Ministry II
(1-0-1) Melloh
A study of the structure of the Eucharistic Rite and the Liturgy of the Hours with emphasis on ministerial roles. (Spring)

593A. Preaching I
(1-0-2) Melloh
An introduction to homiletics. (Fall)

593B. Preaching II
(1-0-2) Melloh
A continuation of Preaching I, this course treats exegesis for preaching, methods of homily preparation and delivery. (Fall)

593C. Preaching III
(2-0-2) Melloh
A continuation of Preaching II, with emphasis on the theological dimensions of preaching. The main work of the course will be preparation, delivery, and review of homilies. Assigned readings to be discussed in class. In addition to preaching and reading assignments, each student will prepare a short paper on a theology of preaching. (Spring)

594. Reconciliation Ministry
(1-0-1) Melloh
Reconciliation Ministry is designed to: (1) introduce ministry students to the history and theology of the sacrament of reconciliation; (2) provide an initial “confessional experience” (practicum) from which students can benefit from guidance, supervision, and constructive criticism; (3) assist students in understanding the importance of penance/reconciliation in the life and ministry of the church. (Fall)

596. Synthesis Seminar
(2-0-2) Connors
Note: Third-year M.Div. students only. The Synthesis Seminar is both a point of arrival and a point of departure—arrival, in that it seeks to ingrate the course of formal studies with one’s theology of ministry; and departure in that it is provisional, leaving one with questions for the journey.

Each participant chooses a topic that will serve as a focus for synthesis. Synthesis is the operative word; this is not research on an entirely new topic. Synthesis should illustrate both theological and ministerial preparedness. In developing the topic, attention is to be paid to at least three theological areas (Scripture, ecclesiology, patristics, ethics, and practical theology). Class notes, papers, and examinations may provide a basis for research. (Spring)

597. Directed Readings
(V-V-V) Staff
Specialized reading related to the student’s area of study. Departmental permission required.

599. Thesis Direction
(V-V-V) Staff
For students doing thesis work for a research master’s degree.

600. Nonresident Thesis Research
(0-0-1) Staff
Required of nonresident master’s degree students who are completing their theses in absentia and who wish to retain their degree status.

Advanced or Doctoral Courses

603. Hebrew Bible Seminar
(3-0-3) Page, Ulrich, VanderKam
Investigation of historical, literary, and theological aspects of the Hebrew Bible. (Offered with varying topic each fall)

603J. Judaica Seminar: Early Jewish Hermeneutics
(3-0-3) Staff
This course focuses on the development of biblical interpretation in ancient Judaism. In the first part of the course we will consider pre-rabbinic traditions (e.g., texts from the Hebrew Bible, Qumran, Greek-speaking Judaism). We will then turn to various rabbinic collections and examine discontinuities in scriptural interpretation. There will be some consideration of the rabbinic hermeneutical principles and discussion of interpretive method within rabbinic traditions. In the final section of the course we will look at later interpretive traditions in Judaism from the geonic and early medieval periods. Students will develop an understanding of interpretive continuity between the biblical and post-biblical periods and they will develop an appreciation for Jewish understanding of inspired interpretation and revelation in a post-destination context.

604. Hebrew Bible Seminar
(3-0-3) Page, Ulrich, VanderKam
Investigation of historical, literary, and theological aspects of the Hebrew Bible. (Offered with varying topic each spring)

605. Judaica Seminar: The Jewish-Christian Debate in the High Middle Ages
(3-0-3) Signer
The growth of urban centers in Europe and Iberia during the Middle Ages rekindled the literary debates between Jews and Christians that began in the early church. Both Jews and Christians constructed images of the other that were grounded in earlier arguments from Scripture and augmented them with the new tools of reason and linguistic knowledge. Our seminar will read both Jewish and Christian documents analyzing them in light of the work of modern historians such as Gilbert Dahan, Jeremy Cohen, David Berger, and Gavin Langmuir. In addition to reading disputation literature we shall analyze papal policy, noble patronage, and canon law.

610A. Advanced Greek
(3-0-3) Aune, D’Angelo, Sterling
For Ph.D. candidates who require Greek as a major research language. Others should consult instructor before registering. (Fall)
610B. Advanced Hebrew  
(3-0-3) Page, Ulrich, VanderKam  
For Ph.D. candidates who require Hebrew as a major research language. Others should consult instructor before registering.

(3-0-3) Neyrey  
In the early 1970s Nils Dahl published a small but potent article "The Neglected Factor in New Testament Theology: God." This seminar seeks to un-neglect God in the following ways: (1) Greco-Roman philosophy developed a formula for its god-talk, which is very influential in reading Paul; (2) many NT writers talk about the nature of God: [a] God’s two attributes—mercy and justice, and [b] God’s two powers—creative and executive; (3) the social sciences are indispensable for considering: [a] “be ye holy as I am holy”; [b] honor, glory, and praise; and [c] patron/benefactor and client. (4) In addition, one must consider God in terms of providence (Acts) and debates over theodicy. (5) Always lurking are issues of God’s justice (faithfulness and loyalty). (6) No consideration of God is complete without attention to worship: prayer, sacrifice, doxology. Finally, who else is called “god”? Moses in Exod 7:1, but also Jesus in John and Hebrews. This course then has two foci: un-neglect about what is said about God (survey of documents, themes, etc.) and creative research by seminar members to aid in un-neglecting God.

612. New Testament Seminar  
(3-0-3) Aune, D’Angelo, Meier, Neyrey, Sterling  
Investigation of historical, literary, and theological aspects of the New Testament. (Offered with varying topic each semester)

621. Early Christianity Seminar: Trinitarian Theology of the Cappadocian Fathers  
(3-0-3) Daley  
Seminar on a selected theological topic in the patristic period.

622. Early Christianity Seminar  
(3-0-3) Cavadini, Daley, Leyerle  
Studies of selected patristic texts and early Christian history. (Offered with varying topic each spring)

623D. Augustine and Anselm  
(3-0-3) Gersh  
See Medieval Studies 612B for course description.

624. Doctrine of God  
(3-0-3) O’Regan  
This seminar focuses on contemporary understandings of the Trinity. The major focus will be on views that operate within terms defined by Rahner’s paradigm shift to the economy of salvation. Here the emphasis will fall important differences in emphares that this paradigm shift allows, and their varying degrees of hospitality to talk of the immanent Trinity and divine possibility. Authors covered include LaCugna, Moltmann, and von Balthasar. Given the economic turn in contemporary discussion of the Trinity a leitmotif in the course is the topic of divine possibility. The Trinitarian thought of Thomas Aquinas constitutes a secondary focus of the course. In addition to a close reading of Aquinas’ important treatment of the topic in the Summa, we will survey the contemporary debate about Aquinas’ contribution with special focus on the kinds of retrieval of Aquinas at work in John Milbank, Bruce Marshall, and Thomas Weinandy.

634. Historical Seminar: Medieval  
(3-0-3) Signer, Wawrykow  
Seminar on a selected theological topic in the medieval period.

634A. Medieval Exegesis: Biblical Interpretation in the Middle Ages  
(3-0-3) Signer  
Our focus during the semester will be on the relationship between biblical interpretation and the polemical literature written by Jewish and Christian authors from 1050-1200. Students will read the recent accounts of this literature by Gavin Langmuir, Anna Sapir Abulafia, Gilbert Dahan and Jeremy Cohen. Excerpts from medieval Christian authors such as Abelard, Gilbert Grispin, Guibert of Nogent, Bernard of Clairvaux, Peter the Venerable, Petrus Alfonsi and Alan of Lille. Passages from Jewish authors such as Rashi, Rabbi Joseph Kara, Rabbi Samuel ben Meier, and Rabbi Joseph of Orleans will also be studied. Students will be expected to make an oral presentation and write a paper that provides an explication of the arguments in a polemical work.

635. Historical Theology: The Theology of Soren Kierkegaard  
(3-0-3) Zachman  
This course will examine the development of Kierkegaard’s understanding of the genuine Christian life from the time of his first works written after his breakup with Regine Olsen, to his final statement of the ideal of being a Christian just before his final “attack on Christendom.” We will focus in particular on those works that discuss his understanding of sin and faith in Christ. The works to be read will include his Journals (edited by Hannay), Fear and Trembling, The Concept of Anxiety, Philosophical Fragments, Concluding Unscientific Postscript, Works of Love, The Sickness Unto Death, and Practice in Christianity. We will also use the new biography of Kierkegaard written by Hannay. The written requirements may be fulfilled either by a series of six-page essays on the different readings for the semester, or a short paper and one longer research paper on a theme or work of Kierkegaard’s.

641. Postmodernity  
(3-0-3) O’Regan  
The course explores a particular strand of postmodern discourse, that is, the Derridian strand, in its relation to Christian discourse in general, theological discourse in particular. Other strands of post-modern discourse, which had some currency in theology, such as those of Foucault or Habermas (or the Frankfurt School in general), or the so-called Yale school (Frez, Lindbeck et al), will not be treated thematically. (They are welcome guests in our discussions) Nevertheless, despite this limitation, we will be dealing with that form of postmodern discourse that has exercised the most influence on the academy in general, and has shown itself to be interesting at least in the construction of alternatives to regnant theologies. More specifically, the course will attempt to chart the variety in mood and affiliation of Derridian postmodern discourse. Obviously, Derrida himself functions ‘foundationally’ here, and approximately a third of the course will be devoted directly to his works.

642. Systematic Seminar: Doctrine of God  
(3-0-3) O’Regan  
This seminar focuses on contemporary understandings of the Trinity that operate in terms defined by Rahner’s paradigm shift to the economy of salvation. Besides Rahner’s classic work, The Trinity, we will read works by LaCugna, Moltmann, Balthasar, Pannenberg, and Milbank. The selection of authors is made with a view to underscoring the variety of emphases that this paradigm shift allows, their varying degrees of hospitality to talk of the immanent Trinity, and in the event of hospitality their different emphases in figuration. Given the economic turn in contemporary discussion of the Trinity, a leitmotif in the course is the topic of divine possibility. Does the economic turn make it either necessary or advisable to surrender, or at least to seriously qualify, the patristic axiom of divine impassability?

643. Systematic Seminar: Christ  
(3-0-3) Krieg  
Seminar on selected topics concerning Jesus.

644. Systematic Seminar: Grace  
(3-0-3) Hilker  
Seminar on selected topics and theologians concerning sin, grace, and salvation.

645. Ecclesiology  
(3-0-3) McBrien  
The course will examine the principal ecclesiological themes articulated in the documents of the Second Vatican Council, e.g., sacramentality, community, authority, collegiality, sanctity/Christianity. The conciliar ecclesiology will be situated in its wider historical and theological contexts, taking particular note of the pre-conciliar ecclesiologies of the various Christian traditions and of developments generated by the council.

646. Systematic Seminar: Topics in Systematic Theology  
(3-0-3) Cunningham  
Seminar on selected sources and theologians about systematic theology.
646A. History and Revelation, Method and Context: The Two Theologies of Thomas Aquinas and Rahner
(3-0-3) O’Meara
This seminar studies two influential theologies: one from the medieval period, one from the modern period. Attention is paid to the historical and personal context of each theology. The sources and systematic structure of each is stressed as are topics like Trinity, grace, the Christian, and grace outside of baptism and belief.

647. Systematic Seminar: Theological Anthropology
(3-0-3) Hilkert
This seminar treats the Christian understanding of human life in relation to the triune God. It delves into the themes of creation, sin, grace, and the coming of God’s new creation.

651. Ethics Seminar: Methods
(3-0-3) Baxter, Porter, Ryan, Whitmore
A selection of American, European, and Latin-American authors, with emphasis on eucenmical interaction and consensus-formation within the discipline. (Topic changes each fall.)

652. Ethics Seminar: Modern Moral Thought
(3-0-3) Hendt
In the wake of 16th-century confessional strife, ethical reflection was typified by an attempt to prescind from theological controversies and to model ethics on scientific and mathematical theories. At the same time, thinkers worked from inherited understandings of the virtues, divine commandments, and natural law. In the first half of the semester, we will focus on the tradition of modern natural law in the 17th century, contrasting it with earlier natural law thinking and considering the reasons for its decline after Locke. In the second half, we will turn to the 18th-century moral sense school, exploring the ways in which it sought to avoid problematic aspects of modern natural law theory, in particular its theological voluntarism and its elitism. Throughout, we will seek to delineate how the issues that emerged in this period set the terms for all subsequent moral thought, and reflect on the ways in which in which this period defined moral philosophy over against moral theology. In addition to primary readings taken from J. B. Schneewind’s Moral Philosophy from Montaigne to Kant and Jonathan Edwards’ The Nature of True Virtue, we will read selected chapters from Schneewind’s The Invention of Autonomy, along with short selections by Bonnie Kent, G. Scott Davis, and Alasdair MacIntyre.

657A. Theological Perspectives in Medical Ethics
(3-0-3) Ryan
This seminar will explore contemporary questions in medical ethics in the context of Christian theological commitments. The seminar will focus, in part, on methodology and the issues surrounding the use of religious language in policy debates within a pluralistic society. We will also consider a set of problems in medicine that raise important theological as well as ethical questions, e.g., developments in reproductive and genetic technologies.

658. History of Theology/Ethics/Social Order
(3-0-3) Staff
The aim of this course is to do close readings in the history of theological social theory and to ask how the theological, ethical, and social claims are related by the writer(s) in question.

659. Theological Ethics: US Catholic Social Ethics
(3-0-3) Baxter
An examination of the work of John Courtney Murray and his successors and the role they have played in shaping the discourse of Catholic social ethics in the United States. Readings will include several weeks of the writings of Murray along with commentators and interpreters (e.g., Leon Hooper and Joseph Komonchak), to be followed up with works by some of Murray’s self-declared successors, including most or all of the following: Bryan Hehir, David Hollenbach, John Coleman, Leslie Griffin, Lisa Cahill, George Weigel, Michael and Kenneth Himes, John Noonan, and Michael Novak. Particular attention will be paid to such methodological issues as the place of natural law in liberal democratic politics, the nature of political community and the modern state, and the place of the Troeltsch-Niebuhr-Gustafson tradition in Catholic social ethics. Requirements will include weekly papers for the first half of the semester, one long paper to be presented in class during the second half of the semester, and a final reflection paper.

660. Mercy and Justice
(3-0-3) Kaveny
This course will explore the meaning of mercy, particularly in its relationship to justice. It will have four major topics: (1) Mercy in its relation to retributive justice. Here we will look at the role of mercy (i.e., clemency) in the case of criminal sentencing, as well as broader questions of retribution and wrongdoing. Issues arising here include whether there can or should be criteria for the exercise of mercy, whether one can exercise mercy unjustly, and the relationship of forgiveness to mercy. (2) Mercy in its relation to distributive justice. The focus here will be the corporal works of mercy; issues include the relationship between justice and “private charity” (i.e., whether in a truly just distributive scheme there would be no place for some or all of the works of mercy). (3) Mercy in its relationship to social justice. The main focus here will be on the role of solidarity; is it an aspect of social justice or is it the social face of mercy? (4) Divine mercy. Here the focus will be the various ways theologians have attempted to reconcile divine mercy and divine justice. Readings for the class will be interdisciplinary; they will include materials from legal, philosophical, and theological sources.

661. Philosophical Theology
(3-0-3) Burrell
How does free creation challenge a reigning worldview? What key philosophical issues are at stake, and why? We shall trace the debate that ensued among Jewish, Christian, and Muslim thinkers, beginning with al-Farabi and Ibn Sina, and then filtered through Moses Maimonides to Aquinas. By exploring their attempts to secure the primacy of actuality over possibility, in their efforts to formulate the creator as a cause-of-being—a notion novel to the Greeks and apparently less than intelligible to moderns—we hope to unveil the specific challenges which classical and contemporary attempts to formulate the creator/creature relation pose to conventional philosophical discourse, suggesting a relation between faith and reason more internal than often suspected.

671. Early Christian Liturgy
(3-0-3) Johnson
An introduction to the liturgical sources, ancillary documents, and methodologies for the study of Christian liturgy in the churches of the first four centuries of the Christian era. The course concentrates on the Eucharist and its anaphora, the rites of Chris- tian initiation, the origins and early evolution of the liturgical year, and the Liturgy of the Hours.

672. Eastern Liturgies
(3-0-3) Staff
Topics vary from year to year.

679. Reformation Liturgy Seminar
(3-0-3) Mitchell
This course will explore the most important Christian liturgies that appeared during the Reformation(s) of the 16th and 17th centuries in Europe. Beginning with a discussion of Martin Luther’s writings on sacramental theology (plus his proposals, in Latin and German, for liturgical reform), the course will move to a study of Reformed liturgy (Zwingli, Bucer, Calvin, Knox); Anglican liturgy (the 1549 and 1552 prayer books of Edward VI and subsequent [e.g., Elizabethan] revisions of the Book of Common Prayer); the response of the “Catholic Reformation” (sometimes called the “Counter-Reformation”); and the Puritan liturgy (Middleburg, John Cotton, the Westminster director). Following these historical investigations, individual rituals will be examined in greater detail, among them: the rites of Baptism and Confirmation, Eucharist, Marriage, and Christian Burial.

680. Modern Liturgies Seminar
(3-0-3) Mitchell
The purpose of this course is to introduce students to the movements, documents, issues, and personalities that gradually coalesced to form what is commonly called (in Europe and North America) “the modern liturgical movement.” The period covered stretches from ca.1600 to 2000 C.E., and deals with historical developments in both post-Reformation Europe and North America, and among both Roman Catholic and Protestant churches.
681, 684. Liturgical Theology
(3-0-3) Driscoll, Johnson
Topics vary from year to year.

682. Ritual Studies
(3-0-3) Mellloh
Analysis of the levels of meaning to be found in an observed rite in light of selected ritual theorists.

683. Sacramental Theology
(3-0-3) Staff
Topics vary from year to year.

684. Topics in Liturgical Study: The Sanctus
(3-0-3) Johnson
By the late fourth century in the Christian East and the fifth century in the Christian West the hymn of the sanctus, the “thrice-holy,” of Isaiah 6:2-3 had entered into Christian eucharistic praying as an integral component. But how, from where, and precisely when? This research seminar in early Christian comparative liturgyology, of potential interest also to those in CJA and HC, will investigate the origins of the anaphoral (= eucharistic prayer) use of the sanctus and its function and theological meaning in various eucharistic prayers of East and West. In addition to primary eucharotological texts, the major secondary sources will be: Robert Taft, S.J., “The Interpolations of the Sanctus into the Anaphora: When and Where? A Review of the Dossier,” Part I, Orientalia Christiana Periodica 57 (1991) 281-308; Part II, Orientalia Christiana Periodica 58 (1992) 531-552; Bryan Spinks, The Sanctus in the Eucharistic Prayer (Cambridge 1991); and Gabriele Winkler, Das Sanctus. Über den Ursprung und die Anfänge des Sanctus und sein Fortwirken, Orientalia Christiana Analecta 267 (Rome 2002). Requirements include short seminar presentations/reports and a major research paper. Reading knowledge of German obviously very helpful in addition to classical languages.

689. Dissertation Research Seminar
(3-0-3) Staff
For students in final semester of course work to begin collegially the basic research for their dissertation topics. Required for liturgy students; elective for others. (Spring)

690. CJA Research and Resources Seminar
(3-0-3) Sterling
A 12-week seminar designed to introduce advanced students to the critical texts, indices, reference works, journals, linguistic tools, systems of abbreviation, searching strategies, textual methods, and electronic resources available for the study of the four fields encompassed by the Christianity and Judaism in antiquity section of the Theology Department. Three weekly sessions will be devoted to each of these four fields: Hebrew Bible, Judaism, New Testament, and early Christianity. Seminar sessions will be run by faculty members with expertise in the area of students represented during that session. The grade for the successful completion of this course will be “S” (satisfactory), and it is open for students from other areas who wish to take one, two, or three of the three-week segments. This seminar is required of all CJA students.

Other Graduate Courses

697. Directed Readings
(0-0-V) Staff
Research and writing on an approved subject under the direction of a faculty member.

699. Research and Dissertation
(V-V-V) Staff
Research and dissertation for resident doctoral students.

700. Nonresident Dissertation Research
(0-0-1) Staff
Required of nonresident graduate students who are completing their dissertations in absentia and who wish to retain their degree status.

Faculty

J. Matthew Ashley, Director of Graduate Studies, Associate Professor, and Fellow in the Center for Social Concerns. B.S., St. Louis Univ., 1982; M.T.S., Weston School of Theology; 1988; Ph.D., Univ. of Chicago Divinity School, 1993. (1993)


John C. Cavadini, Chair and Associate Professor of Theology, and Executive Director of the Institute for Church Life. B.A., Wesleyan Univ, 1975; M.A., Marquette Univ, 1979; M.A., Yale Univ, 1981; M.Phil., ibid., 1983; Ph.D., ibid., 1988. (1990)

691. 684. Liturgical Theology


Mary Doak, Assistant Professor. B.A., Loyola Univ. of Chicago, 1987; M.A., Univ. of Chicago, 1988; Ph.D., ibid., 1999. (1999)


M. Catherine Hilkert, Associate Professor, B.A., Univ. of Dayton, 1971; M.A., Catholic Univ. of America, 1979; Ph.D., ibid., 1984. (1996)


M. Cathleen Kaveny, the John P. Murphy Foundation Professor of Law and Professor of Theology, B.A., Boston College, 1982; Ph.D., Univ. of Chicago, 1991; J.C.L., Catholic Univ. of America, 1993; M.Div., St. Joseph’s Seminary, 1994; Ph.D., St. Louis Univ., 1997. (1998)


Rev. Mark Poorman, C.S.C., Vice President for Student Affairs and Associate Professor, B.A., Univ. of Illinois, 1976; M.Div., Univ. of Notre Dame, 1980; Ph.D., Graduate Theological Union, Berkeley, 1990. (1990)


Rabbi Michael A. Signer, the Abrams Professor of Jewish Studies and Fellow in the Nanovic Institute for European Studies, B.A., Univ. of California, Los Angeles, 1966; M.A., Hebrew Union College-JIR, 1970; Ph.D., Univ. of Toronto, 1978. (1992)

Gregory E. Sterling, Associate Dean of Arts and Letters and Professor of Theology, B.A., Florida College, 1974; B.A., Houston Baptist Univ., 1978; M.A., Pepperdine Univ., 1980; M.A., Univ. of California, Davis, 1982; Ph.D., Graduate Theological Union, Berkeley, 1990. (1989)


Todd D. Whitmore, Associate Professor and Fellow in the Joan B. Kroc Institute for International Peace Studies, B.S., Wabash College, 1979; M.Div., ibid., 1985; Ph.D., Univ. of Chicago, 1990. (1990)

Robin Darling Young, Associate Professor, B.A., Mary Washington College, 1972; M.A., Univ. of Chicago, 1975; Ph.D., ibid., 1981. (2002)


Matthew C. Zyniewicz, Director of M.A. Program (Summer), Assistant Chair and Assistant Professional Specialist, B.A., Univ. of Notre Dame, 1988; M.Div., ibid., 1993; M.A., ibid., 1996; Ph.D., ibid., 2000. (2001)