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Trinity College

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**Trinity College**  
HARTFORD CONNECTICUT

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# TRINITY COLLEGE BULLETIN

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Catalogue Issue 1979-1980



Hartford, Connecticut



# College Calendar

## 1979

Aug. 31	<i>Friday</i>	Freshmen arrive
Sept. 3-4	<i>Mon.-Tues.</i>	Registration for all undergraduate students
Sept. 5	<i>Wednesday</i>	Christmas Term of 157th Academic Year begins for all students
Sept. 18	<i>Tuesday</i>	Last day to change courses or exercise Pass/Fail option
Sept. 22	<i>Saturday</i>	Rosh Hashana
Oct. 1	<i>Monday</i>	Yom Kippur (classes held as usual)
Oct. 5-7	<i>Fri.-Sun.</i>	Parents' Weekend
Oct. 19	<i>Friday</i>	Mid-Term
Oct. 22-26	<i>Mon.-Fri.</i>	Open Period (graduate classes will meet)
Nov. 9	<i>Friday</i>	Last day to drop Christmas Term courses and finish incomplete courses of previous term
Nov. 9-11	<i>Fri.-Sun.</i>	Reunion-Homecoming Weekend
Nov. 15-16	<i>Thurs.-Fri.</i>	Pre-Registration for Trinity Term
Nov. 21	<i>Wednesday</i>	Thanksgiving vacation begins after last class
Nov. 26	<i>Monday</i>	Classes resume
Nov. 30	<i>Friday</i>	Last day to change to a letter grade a course being taken Pass/Fail
Dec. 12	<i>Wednesday</i>	Undergraduate classes follow Friday format
Dec. 13	<i>Thursday</i>	Last day of undergraduate and graduate classes
Dec. 14-16	<i>Fri.-Sun.</i>	Reading Days
Dec. 17-22	<i>Mon.-Sat.</i>	Final Examinations
Dec. 23	<i>Sunday</i>	Residence Halls close
Dec. 28	<i>Friday</i>	Deadline for payment of Trinity Term fees

## 1980

Jan. 13	<i>Sunday</i>	Residence Halls open
Jan. 14-15	<i>Mon.-Tues.</i>	Registration for all undergraduate students
Jan. 16	<i>Wednesday</i>	Trinity Term classes begin for all students
Jan. 29	<i>Tuesday</i>	Last day to change courses or exercise Pass/Fail option
Feb. 18-22	<i>Mon.-Fri.</i>	Open Period (graduate classes will meet)
March 7	<i>Friday</i>	Mid-Term
March 21	<i>Friday</i>	Last day to drop Trinity Term courses and finish incomplete courses of previous term
April 7	<i>Monday</i>	Spring vacation begins after last class
April 23	<i>Wednesday</i>	Classes resume
April 24-25	<i>Thurs.-Fri.</i>	Last day to change to a letter grade a course being taken Pass/Fail
May 6	<i>Tuesday</i>	Pre-Registration for Christmas Term
May 7-9	<i>Wed.-Fri.</i>	Last day of undergraduate and graduate classes
May 12-13	<i>Mon.-Tues.</i>	Reading Days
May 14-21	<i>Mon.-Wed.</i>	General Examinations for Seniors
May 25	<i>Sunday</i>	Final Examinations
		Commencement Exercises for the 157th Academic Year

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# TRINITY COLLEGE BULLETIN

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Catalogue Issue 1979–1980

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SEPTEMBER 1979

*Catalogue Number 269*



One Hundred Fifty-seventh Year of the College  
Hartford, Connecticut





TRINITY COLLEGE

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# Contents

College Calendar .....	Inside Front Cover
A Note to the Reader .....	4
History of the College .....	5
The Purpose of a Trinity Education .....	9
The Curriculum .....	10
The Freshman Seminar and the Non-Major Program of Study ..	12
Special Curricular Opportunities .....	15
Guided Studies Program in the Humanities .....	15
The Intensive Study Program .....	16
The Barbieri Center/Rome Campus .....	16
Student-Designed Study .....	17
Interinstitutional Programs .....	21
Special Policies and Programs .....	27
Advising .....	30
Academic Advising for Education at Trinity .....	30
Advising for Graduate Professional Education .....	31
The Individualized Degree Program .....	34
Requirements for the Bachelor's Degree .....	36
Admission to College .....	43
College Expenses .....	49
Financial Aid .....	52
Courses of Instruction .....	56
Graduate Studies .....	205
Summer Term .....	207
Fellowships .....	208
Scholarships .....	209
Prizes .....	219
Endowed Lectures .....	227
Degrees Conferred in 1979 .....	228
Corporation .....	237
Board of Fellows .....	238
Alumni Association .....	238
Faculty .....	241
Administration .....	253
Index .....	260
Directions to Trinity College .....	263
Map of College .....	Inside Back Cover



## A Note to the Reader

The purpose of this catalogue is to provide academic and non-academic information about Trinity College, both to people who work and study here and to persons who may be interested in applying for admission, as well as to their parents, teachers, and counselors.

In addressing potential applicants, the editors have tried to present an accurate picture of the intellectual and social opportunities available to Trinity undergraduates and to indicate the variety of academic and extra-curricular activities they pursue. Choosing the right college is always difficult, particularly since no college can provide every type of educational experience the potential applicant might desire. The editors hope the prospective applicants who read this catalogue carefully will be better able to judge if Trinity is the type of institution they seek. Of course, not every conceivable topic is covered, and if the reader has further questions, they should be directed to the Office of Admissions or other appropriate offices of the College.

Trinity College is accredited by the New England Association of Schools and Colleges.

**NOTICE:** The reader should take notice that while every effort is made to ensure the accuracy of the information provided herein, Trinity College reserves the right to make changes at any time without prior notice. The College provides the information herein solely for the convenience of the reader and, to the extent permissible by law, expressly disclaims any liability which may otherwise be incurred.

Trinity College admits students regardless of sex or handicap and of any race, color, creed and national or ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students of the College. Trinity College does not discriminate on the basis of sex, handicap, race, color, creed or national or ethnic origin in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other College-administered programs.



## History of the College

From modest beginnings in the rented basement of a Hartford church, Trinity College has evolved into one of the nation's distinguished private liberal arts colleges.

The College was founded in May of 1823 as Washington College (the name was changed in 1845). It was only the second college in Connecticut, and its founding climaxed a thirty-five year struggle by the state's Episcopalians to break the educational monopoly of Congregationalist-controlled Yale. In granting the Charter, the Connecticut General Assembly reflected the same forces of religious diversity and toleration which had caused it five years earlier to disestablish Congregationalism as the official state church. Appropriately, the Charter prohibited any religious test from being imposed on any student, faculty member or other member of the College.

The Trustees' decision to locate the College in Hartford, instead of New Haven or Middletown, resulted from the greater generosity of Hartford residents in pledging support for the fledgling institution. In addition to substantial monetary gifts from such prominent merchants as Charles Sigourney and Samuel Tudor, Jr., offers of assistance came from scores of laborers, artisans and shopkeepers. Typical were the pledges of Samuel Allen, a stonemason, to provide ten dollars worth of labor and of James M. Goodwin to supply one hundred fifty dollars worth of groceries. Such strong support from the Hartford community has continued throughout Trinity's history.

Present when classes opened on September 23, 1824 were nine students: six freshmen, one sophomore, one senior and one young man who was not ranked. The Faculty numbered six: The President, Bishop Thomas C. Brownell, who taught Natural and Moral Philosophy; a Tutor in Greek and Latin; and Professors of Belles Lettres and Oratory, Agriculture and Political Economy, Chemistry and Mineralogy, and Botany. The presence of the two latter professors attests that Trinity, unlike many early 19th Century colleges, was committed to the natural sciences as well as the classical curriculum. This commitment has characterized the College to the present day.

A year after opening, Trinity moved to its first campus: two Greek-Revival style buildings on an elevated tract of land now occupied by the

## 6/ *History of the College*

State Capitol. Within a few years the student body had grown to nearly one hundred, a size that it rarely exceeded until the 20th Century.

Undergraduate life was arduous during the College's early history: students arose for prayers at 6 a.m. (5:30 during the summer semester), and classes began at 6:30. Because most students entered the College at age fifteen or sixteen, the Faculty attempted to control their behavior in minute detail. Students were forbidden to gamble, to drink intoxicating beverages, to throw objects from the windows of College buildings, to engage in any sort of merrymaking without Faculty permission, and so forth. One regulation prohibited students from keeping a sword in their rooms — a reflection, perhaps, of the fact that the pre-Civil War student body included many "chivalrous" young men from the Southern states. Of course, the regulations were not always scrupulously observed, and the historian of Trinity, Professor Glenn Weaver, has found several instances of riotous student behavior. On one occasion in the late 1820s, the students barricaded themselves within the College, forcing President Brownell to batter down the door with a fence post. A favorite practice was to conduct a ritual burning at semester's end of the textbook used in some required course which students had found especially onerous. (The freshman course in "Conic Sections" was often singled out for this treatment.)

In 1872 Trinity took an important step toward the future when it sold the "College Hill" campus to the City of Hartford to provide a site for a new State Capitol. Six years later, the College moved to its present location. Bounded on the west by an escarpment and on the east by gently sloping fields, the new site had been known in the 18th Century as Gallows Hill. The Trustees chose William Burges, the distinguished English architect, to design the new campus. Influenced by the architecture of the Oxford and Cambridge colleges, Burges proposed an elaborate scheme of four enclosed quadrangles extending north and south from a massive Gothic chapel. Financial and other considerations made it impossible to implement Burges' entire plan, but Jarvis and Seabury Halls (completed in 1878) and Northam Towers (1881) bear his distinctive stamp. Generally viewed as the earliest examples of "collegiate Gothic" in the United States, these buildings were to exert an important influence on academic architecture for several decades to come. Together with the imposing Gothic chapel completed in 1932, they are a constant reminder of the medieval origins of collegiate institutions.

The late 19th Century was a seminal period in the history of American higher education: not only did the modern university begin to emerge, but many undergraduate colleges sought to recast their curricula and institutional practices in forms more appropriate to a rapidly industrializing society. The forces of change were seen at Trinity in the increased proportion of Ph.D.'s on the Faculty, the introduction of more electives into the curriculum, the addition of a program in biology, the strengthening of the



other natural sciences, and the doubling of the number of library holdings. There was also talk of transforming Trinity into a university. But as had been true of earlier proposals to establish schools of medicine, law and theology, nothing came of this plan. Thus the College's commitment to undergraduate liberal arts education was reaffirmed.

Another significant development in the late 19th Century was the movement to loosen Trinity's traditional ties with the Episcopal Church. Although never a "church school," Trinity was closely tied to the Diocese of Connecticut, particularly after 1849 when the Bishop of Connecticut was made *ex officio* Chancellor of the College. The Charter was amended in 1889 to end this practice, an important step in the "secularization" of the College. Secularization has proceeded apace in the 20th Century, and today a substantial majority of undergraduates come from non-Episcopalian backgrounds. Nonetheless, the College still values its Episcopal heritage, and such individual parishes as Trinity Church, New York City and Christ Church, Hartford, continue to provide valuable support.

Despite the achievements of the 1880s and '90s, difficulties marked the early years of the new century, in part because of the notoriety caused in 1899 by the Faculty's decision to suspend the entire sophomore class for six weeks as punishment for the brutal hazing of freshmen. Enrollments declined sharply (only six students graduated in the Class of 1904), and the College began to look increasingly to the Hartford area for many of its undergraduates. For a while it seemed that Trinity's destiny might be strictly regional. In the late 1920s, however, the College began to reestablish its stature as a national institution. In 1929, the Trustees fixed five hundred as the ideal size of the student body and directed that applicants be sought from all parts of the country. Admissions standards were raised and financial aid expanded.

Although the Great Depression entailed severe hardships for many colleges, the 1930s were years of growth for Trinity. The Faculty expanded steadily and the student body surpassed five hundred in 1936. Four residence halls were added, as well as the Chemistry Building and the Chapel.

Rapid growth has continued since World War II. The student body has now attained a plateau of sixteen hundred fifty, and there are one hundred thirty-five faculty. An architecturally eclectic collection of buildings has gone up; among the more noteworthy are the Hallden Engineering Laboratory, the Library, Downes Memorial Clock Tower, Mather Campus Center, the McCook Math-Physics Center, the Austin Arts Center, the Albert C. Jacobs Life Sciences Center, and the George M. Ferris Athletic Center.

Of course, a college is much more than enrollment statistics, or Faculty size, or bricks and mortar. In an age of constant social and intellectual transformation, a college must be a living community that can respond imaginatively to changing circumstances, while preserving pertinent parts

## *8/History of the College*

of its heritage. Thus, innovation, tempered by a respect for the past, has been the hallmark of Trinity's recent history. Curricular reforms have reinvigorated the liberal arts tradition by restating it in terms which speak to the concerns of men and women whose lives and careers will continue well into the 21st Century. As undergraduates have manifested greater personal maturity, the College has abandoned all remnants of paternalism in favor of treating them as fully responsible adults — a policy which was reinforced in 1972 when the State of Connecticut lowered the age of majority to eighteen. Students have been given an enlarged voice in institutional decision-making and governance through the addition of their elected representatives to most Faculty committees and several committees of the Board of Trustees.

In 1968 Trinity made a commitment to the admission, with financial aid when needed, of a substantially larger number of black and other minority students. Less than a year later, the Trustees voted to admit women as undergraduates for the first time in the College's history. For the first five years of coeducation, male enrollment was held at a minimum of one thousand. But in January, 1974, the Trustees abolished this guideline, so that henceforth sex will not be a criterion of admission any more than race, religion or national origin are. Coincident with these developments, the College has acted to increase the number of women and minority group members on the Faculty and in the administration.

In May of 1973 Trinity celebrated its one hundred fiftieth anniversary. President Theodore D. Lockwood sounded an optimistic note about the College's future, not least because it had come so far since those days in a rented church basement. Yet confidence about the future is no cause for complacency, as President Lockwood recognized when he challenged the entire Trinity community to work to make Trinity the foremost liberal arts college in America where questions of value are central. "We believe that undergraduate education does, and should, change lives," President Lockwood stated. "To that end we must address the questions: What shall we do with our knowledge? What ought we do? What shall be our purpose of life?" If each academic discipline represented at Trinity persistently raises such questions, President Lockwood said, then the College can help to insure that "a decent and creative life in a free society is possible." With this challenge before it, Trinity embarked on its second one hundred fifty years.



## The Purpose of a Trinity Education

"A Trinity education is designed to give students that kind of understanding of human experience which will equip them for life in a free society. In order to do this, it must help students to discover those particular modes of learning which will increase their awareness of themselves and of their environment; it must enable them to extend their knowledge within a chosen discipline; and it must encourage them to use the knowledge which they gain to deal responsibly with the problems of a rapidly changing world. The curriculum embodies these aspects of a liberal education.

"Students should be self-motivated in their intellectual life, and these motives ought to operate ultimately on a subject matter that has an enduring importance. This sets for the curriculum a dual task. That part of the curriculum which covers the first three or four semesters addresses itself primarily to the exigencies of the student condition. It provides a framework within which students can receive individual attention, discover their principal interests, and have repeatedly demonstrated to them that what they are doing in the College is worth the effort. The other part of the curriculum focuses on a more strictly defined body of knowledge, structured and organized so that faculty and students alike are forced to make judgments about the most important ways to pursue their academic careers. While there can be no neat compartmentalization of these two aspects, and no abrupt transition from one to the other, there will in fact be a shift in emphasis which coincides roughly with the choice of a major. Throughout the whole curriculum, attention will be given to the objective of preparing students for the continuing education which a rewarding and constructive life will require of them."

*A statement from the  
Trinity College Faculty*



## The Curriculum

The curriculum is the basic framework within which teaching and learning occur and it embodies the educational philosophy of a college. Trinity's present curriculum resulted from a two-year study by a Curriculum Revision Committee composed of six faculty members and three undergraduates. It is reviewed regularly and changes and additions are made periodically.

In its initial report to the faculty, the Curriculum Revision Committee stated that a curriculum "ought to be a practical guide to the realities of academic life at a given institution, and it ought to embody some educational ideal." The Committee defined the ideal of the present curriculum as "the preservation of the connection between knowledge and the zest of life." In other words, the Trinity faculty believes that the whole point of education is to persuade people to become intelligently self-motivated in respect to matters that have great personal or social importance.

Pursuant to this ideal, the curriculum embodies the conviction that students are ultimately responsible for the shape and content of their individual academic programs. Undergraduates may enroll in whatever courses they decide will best serve their needs and interests, in terms of their general intellectual development, their secondary school preparation, and their graduate school and career aspirations. Only in the major field of study are they required to take specific courses. Otherwise, they are free to elect the courses in which they will enroll.

The faculty believes that a free-elective curriculum is most successful when coupled with judicious faculty advising. Such advising is most apt to occur when the student and the adviser can develop a close working relationship. Thus freshmen and sophomores ordinarily have as their advisers the faculty members who teach them in Freshman Seminars (see below) during their first semester at the College. By working on a topic of mutual intellectual interest for an entire semester, the student and the faculty member stand the best chance of developing that close acquaintance with, and firm respect for, one another which is crucial to successful advising. (Students who choose not to take a Freshman Seminar have as their adviser the Freshman Seminar Coordinator or another appropriate member of the faculty.)

In planning the freshman-sophomore program, the student and adviser may refer to the Non-Major Guidelines (see p. 12), which the faculty

established to assist the student in developing a truly liberal education. In no sense are courses in the Guideline areas required; rather, they are suggestions which the faculty believes each student should consider before making a final course selection.



## The Freshman Seminar and The Non-Major Program of Study

### FRESHMAN SEMINAR PROGRAM

The students who enter Trinity College are intelligent and eager to learn, but they are often bewildered about where and how to begin. They know few students, almost no faculty, and very little about the academic resources of the College. The Freshman Seminar Program was established to ensure at least one small seminar course to all freshmen which will provide both an intellectual challenge and the guidance necessary to meet that challenge.

For their first semester at Trinity, students are encouraged, but are not required, to enroll in a freshman seminar as one of their four courses of study. The seminars are limited to ten to fifteen students. Because of their small size, most seminars operate on a discussion basis and give students an opportunity for oral as well as written expression.

There is a wide range of topics among the thirty-five to forty seminars offered each year. Seminar instructors represent almost every academic department at Trinity; and topics are usually selected to relate particular academic disciplines to questions of general interest. A catalogue of seminar descriptions is sent to all freshmen in the summer before they come to Trinity.

The seminar instructor is also faculty adviser to each member of the group. Students, therefore, have ample chance to discuss their academic plans with the instructor; and the instructor can offer advice on the basis of detailed knowledge of the students.

See *Freshman Seminars*, p. 57 and *Advising*, p. 30.

### THE NON-MAJOR GUIDELINES

Every student, if he or she is to meet the criteria of a liberally educated person, should possess knowledge and competence in a variety of academic fields. To this end, the Trinity faculty has established four guideline areas. These guidelines are used by the advisee and the adviser in planning the student's non-major course of study. The guidelines are of necessity somewhat general in nature and cannot be construed as requirements from

which a given pattern of courses can be deduced. They constitute the context within which the student and the adviser conduct their deliberations. The selection of a student's academic program is the outcome of an interaction between the particular student, the instructor, and the statement of guidelines, but *the student is ultimately responsible for choosing his or her academic program.*

When selecting courses outside a major field, students should endeavor to include some courses from each of the four guideline areas. Most courses numbered "100" level or "200" level in the various departments are designed for the non-major program. The four guideline areas and the departments included in each area are listed below.

1. LANGUAGE AND OTHER SYMBOLIC SYSTEMS

Intellectual and social maturity is impossible without an effective mastery of symbolic systems. We all possess this mastery to some degree; the function of education should be to make this mastery sophisticated and to provide an understanding of the nature and structure of those systems. Included in this area, of course, are the traditional skills: facility in the English language, both in writing and in speech; and mastery of a foreign language. However, many of the possible courses in this guideline represent a non-traditional attempt to understand the process of symbolization and the structure of language itself. Departments and Programs: Classics, Dance, Engineering, English, Fine Arts, Modern Languages, Mathematics, Philosophy, Theatre Arts.

2. MAN'S INTERACTION WITH THE NATURAL WORLD

The enterprise of science not only affects those who practice it, but also defines a way of life and a type of perception that affects all of us. Modern science represents a monumental achievement of the human intellect. The effects of this enterprise will certainly not be less in the future than in the past, and for this reason it is important that each of us has some understanding not only of the substantive accomplishments of science, but also of the historical reconstruction and philosophical interpretations of scientific advancement. Departments: Biology, Chemistry, Engineering, Physics, Psychology.

3. MAN'S SOCIAL INSTITUTIONS

The habits of mankind are enshrined in social, political, and economic institutions. Within the social sciences, but also within other disciplines, empirical research and theoretic constructs provide us with new tools for understanding this matrix of human activity.



## *14/ Academic Programs*

Many of the courses in this area explore the methods and principles underlying the development of social scientific inquiry by acquainting students with basic concepts and by introducing them to the formulation of theories. On the other hand, some of the most informative insights into the contemporary world and human experience in general come through exposure to the historically-oriented disciplines. Departments: Economics, Education, History, Political Science, Psychology, Religion, Sociology.

### 4. FORMS OF CULTURE

It is through literature, art forms, and other forms of cultural expression that we gain a better understanding of ourselves and our world. Through these media, including the creative and performing arts, the student is exposed not only to abstract forms but also to some of the most vivid interpretations of human experience. Departments and Programs: Classical Civilization, Comparative Literature, English, Fine Arts, Intercultural Studies, Music, Philosophy, Religion, Theatre Arts.



## Special Curricular Opportunities

Trinity's undergraduates seek a wide range of educational opportunities and experiences. Thus the faculty has created a number of programs which enable students to depart from traditional patterns of classes. These special opportunities stem from the faculty's conviction that there is a fruitful connection between learning and life. While courses and programs in the traditional academic disciplines remain central to the curriculum, many students have found that their educations are enhanced by taking advantage of one or more of the opportunities described below.

### A. GUIDED STUDIES PROGRAM IN THE HUMANITIES

The Guided Studies Program in the Humanities is a curricular experiment which the Faculty authorized for implementation commencing with the freshman class that entered in 1979. The Program is intended for strongly motivated students who wish to examine the evolution of western civilization through an integrated study of European history, literature and thought from classical antiquity to the present. It concentrates on the primary issues and modes of interpretation that have shaped western culture while introducing students to basic patterns of political, social and economic development. Courses in the humanities form the core of the Program, but materials from the social and natural sciences are also included in order to extend the range of the student's understanding.

Those enrolled in the Program take a specified sequence of courses that is characterized by both breadth and coherence. The various courses are integrated in such a way that significant connections are regularly drawn among them, thus ensuring that subjects are not studied in isolation.

The Guided Studies Program in the Humanities does not celebrate western civilization to the detriment of others. Rather, by furnishing students with greater knowledge of the west's dominant cultural traditions, it tries to nurture the educated self-awareness and habits of critical inquiry that facilitate comprehension of other traditions and cultures. Furthermore, by exploring modes of western culture in their historical setting, the Program provides a context within which the student may make informed judgments about contemporary dilemmas and conflicts of value.

The Program is designed to be compatible with every major at the College and may be taken by students whose main orientation is toward

## *16/Academic Programs*

the natural sciences, social sciences or the arts as well as by those primarily concerned with the humanities. Although the sequence of courses is usually completed during the student's first four semesters of enrollment, it may be distributed across six semesters if such a pattern is more compatible with the student's overall plan of study.

As an experiment, the Program can accommodate only a limited number of students: approximately 25 in each entering class. Applicants for admission to Trinity who are interested in the Program should write the Admissions Office for further details.

### **B. THE INTENSIVE STUDY PROGRAM**

The Intensive Study Program encourages students to pursue a particular topic or related topics in depth for a semester. Unhindered by other academic obligations, students in the Program can undertake full-time study in a field of interest to them.

The first type of Intensive Study opportunity permits groups of twelve or more students to work for a full semester under an individual instructor. For both students and the instructor, work in the program constitutes the full academic load for the semester. Together and individually they study topics of mutual interest through group seminars, supervised research, tutorials, or a combination of these approaches.

The second type of Intensive Study permits students to take three courses in related fields concurrently as well as an integrating seminar. The faculty teaching the related courses also supervise the seminar.

Through this program a student may earn up to four course credits while becoming deeply involved in a coherent body of knowledge.

During the Trinity Term (Spring) 1979, an Intensive Study Program in European Politics and World Order was conducted by a member of the Political Science Department in Rome, Italy, in conjunction with the Barbieri Center/Rome Campus. Courses in Italian Politics and Foreign Policy, European Transnational Politics and Integration and a seminar on Europe and World Order comprised the program. The Food and Agricultural Organization of the United Nations was used by program participants.

### **C. THE BARBIERI CENTER/ROME CAMPUS**

The fall and spring semester programs of the Barbieri Center, Trinity College's program in Rome, Italy, are designed as part of the undergraduate program offered at Trinity College in Hartford. They are conceived as a way of offering special educational opportunities for students who want to broaden their cultural horizons and to learn through immediate exposure to a different and stimulating environment. Rome is a natural center for



such a learning experience because of its wide range of objects of interest in art, music, literature, history, religion and archaeology in addition to its many contemporary cultural attractions.

The Barbieri Center curriculum is especially suited for students of the humanities but students of the sciences may, by early planning of course sequences, arrange for a term in Rome. Courses are taught in English except for those in Italian language and literature. All students are expected to enroll for an Italian language course.

Included and integrated into the program is an excursion to Florence and trips in and near Rome (Palestrina, Tivoli, Ostia Antica). Various cultural and recreational activities are also arranged which in past sessions have included grape harvesting in the vineyards of the Chianti district of Tuscany, encounters with Italian students at the University of Rome, musical and theatrical events, visits and interviews with such writers as Alberto Moravia, Enzo Siciliano, Luigi Malerba, Carlo Levi, Leo Wollemborg, Luigi Barzini, Jr., and other important figures in Roman life.

The Barbieri Center is situated on one of the original seven hills of Rome, the lovely Aventine, overlooking the Tiber on one side and the Circus Maximus on the other. It is close to most of the famous monuments of antiquity and convenient to transit facilities. The many opportunities for enjoyment of Roman life — cafes, little shops, the picturesque flea market, ancient basilicas, the Colosseum, Forum, and Palatine Hill — are all within walking distance of the school. Students are housed in dormitory style quarters of a renovated convent which is surrounded by parks and public gardens. Accommodations are mostly of double occupancy with private bath.

The cost of the program (exclusive of transatlantic travel) is no more than that of attending Trinity College, Hartford. In addition to tuition, room, board, and required Trinity College health insurance, the cost includes some excursions and the first \$250 of air passage.

For additional information, communicate with the Director of the Barbieri Center, Professor Michael R. Campo.

#### D. STUDENT-DESIGNED STUDY

The opportunities of the Trinity curriculum enumerated in this section are provided to serve students' need for fresh, imaginative approaches to learning.

In the Freshman Seminar the student is engaged in learning which is important and interesting to the individual. The search for truth will have been accompanied by an appreciation of different modes of learning and by the pleasure of discovery. The critical element of personal motivation will be awakened or nurtured to the end that the student will be encouraged to expend whatever effort is necessary in the achievement of personal

## 18/*Academic Programs*

intellectual goals. The student may use the curriculum, and particularly the following opportunities, as a resource in constructing an academic program which fits the student's needs.

### 1. INDEPENDENT STUDY

Any student or group of students may, after the freshman year, and upon approval of a faculty member and the faculty member's department chairman, undertake an Independent Study course. Ordinarily, the purpose of an Independent Study is to enable the student to explore in detail specialized subjects not covered in regular courses. Several hundred Independent Studies are offered each academic year. Specific notification of the Independent Study (even if it is identified by a course number) must be presented to the Registrar on a form provided for this purpose. A student may enroll for one or two course credits each semester in this study mode. Such Independent Study may be included in the major program if so approved by the program director or department chairman. Students who have a strong interest in pursuing Independent Study may wish to consider enrolling in the Individualized Degree Program.

### 2. OPEN SEMESTER

The Open Semester Program provides opportunity for the undertaking of full-time independent study or an internship. Under this program, each student applies for permission to engage in some form of academically acceptable independent research or study, on the Trinity campus or elsewhere; or, the student may serve as an intern with either a government agency or private organization. Application is made by securing a faculty member as Open Semester Adviser. To be eligible, the student must have completed all work of the preceding term.

The program shall consist of one semester, usually in the student's sophomore or junior year. Four course credits (on a Pass/Fail basis) toward meeting graduation requirements will be granted upon successful completion of such work. A member of the Trinity College faculty will supervise and evaluate each Open Semester project. Students continue in regular enrollment at Trinity while engaged in an Open Semester. In exceptional cases, this program of research, study or internship might be undertaken during the summer vacation period (for a maximum of three course credits).

In all instances, students undertaking the Open Semester Program should have clearly defined the educational objective to be



achieved. Procedures for submitting an Open Semester proposal are published in the *Handbook*.

Recent Open Semester projects have included internships in residential treatment programs for the retarded and the emotionally disturbed, the Connecticut State Legislature, the New York City Urban Fellowship Program, the Hartford Institute of Criminal and Social Justice, theatre administration, private secondary schools, the Hartford Architecture Conservancy, a school for the deaf, and educational television. Other Open Semester projects have been carried out in political campaigns, personnel research, bilingual education, regional government, urban planning, wilderness education, local history, African literature and history, and psychophysiology.

### 3. STUDY INTERNSHIPS IN THE HARTFORD REGION

The academic opportunities to engage in independent study, take open semesters, or be assigned to a field work project through a particular course, require the availability of good work experiences. Many internships are available in the Hartford region with private and public agencies, with business and industry, with educational and health institutions, and with other community groups. The Internship Coordinator assists students in locating suitable internships or research opportunities related to their academic program. (See also Connecticut State Legislative Internship under *Special Policies and Programs*.)

### 4. TEACHING ASSISTANTS IN THE FRESHMAN SEMINAR AND OTHER COURSES

Each Freshman Seminar instructor may enlist the services of a teaching assistant for the seminar. The student assistant may receive up to one course credit for such assistance. Interested students should consult one of the Freshman Seminar instructors.

Faculty members teaching certain other courses from time to time choose to use teaching assistants.

Guidelines for the selection of teaching assistants are published in the *Handbook*.

### 5. STUDENT-TAUGHT COURSES

The student with particular competence can add considerably to his or her own education and to the educational process within the college through devising and teaching a formal course. Juniors or seniors desiring to offer an experimental course must first secure



## 20/ Academic Programs

the approval of a faculty supervisor. The student and faculty supervisor will then present the course plan to the Faculty Curriculum Committee for its formal approval (according to the outline in the *Handbook*). Such courses are open to Trinity students and faculty. The teaching student and students in the course are evaluated on a Pass/Fail basis.

This program is distinct from Education 491-492 (Student Teaching).

Past student-taught courses have included the Armenian People, Children's Literature in Social Context, the Criminal Justice System, Introduction to Theatre Technology and Introductory Fiction Workshop.

### 6. INTERDISCIPLINARY MAJORS

A student wishing to construct an interdisciplinary major must, in consultation with faculty members from two of the major departments included in the proposed major, and with the advice of the department chairmen of the disciplines involved in the program, prepare a program of study which would constitute the major. The course of study shall provide for depth and avoid superficiality. Any General Examination, independent study or research involved in the program will be evaluated by faculty members from at least two of the appropriate disciplines.

The student, with faculty sponsors, must submit the special interdisciplinary program of study to the Faculty Curriculum Committee for its approval (according to the outline in the *Handbook*). All procedures necessary to establish such a program should be completed prior to registration for the student's sixth semester.

Some recently approved majors are East Asian Studies, Medieval Studies, Italian Studies, International Relations, French Studies, Evolution of Speech, Medieval and Renaissance Studies, Judaic Studies and Communication Studies.

### 7. THE ACADEMIC CALENDAR — OPEN PERIODS

Open Periods are scheduled during the term in both October and February. No classes are scheduled for the days of Open Period. It is intended that these periods be viewed and used by both faculty and students as occasions for relief from the pressures of schedule and routine, to catch up on and get ahead with academic work, and to work on projects requiring blocks of time not provided during periods in which classes are meeting. Faculty members will be expected to maintain their normal periods of time on campus, and

students will be expected not to view these periods as an opportunity for a general exodus from the College.

During the February Open Period the faculty of some departments may meet with majors and other interested students to review the departments' course offerings and discuss the departments' programs for the following year. This time will also provide opportunity for advisers to meet with majors and prospective majors to review and plan their individual programs of study.

## **E. INTERINSTITUTIONAL PROGRAMS**

The resources of any one educational institution are limited, and Trinity has concluded arrangements with a number of other colleges and universities which offer students a wider choice of educational opportunities than can be available on one campus. Unless noted otherwise below, further information is available in the Office of the Registrar, and participation in these programs is effected through that office. Normally, students participating in these programs must arrange for their own transportation. An inter-campus bus provides limited, free transportation in Hartford and West Hartford. A student receiving financial aid from Trinity may apply to use that aid for an interinstitutional program that is judged to be integral to his or her major. Participants are responsible for arranging that transcripts and any other documents necessary for the approval of transfer credit at Trinity are sent to Trinity. Before electing to enroll elsewhere, a student should compare the academic calendars of Trinity and the host institution to ascertain whether scheduling conflicts will affect choices.

### **1. THE GREATER HARTFORD CONSORTIUM FOR HIGHER EDUCATION**

In cooperation with Hartford College for Women, the Hartford Graduate Center, St. Joseph College, St. Thomas Seminary and the University of Hartford, Trinity offers its students the opportunity to register in these nearby institutions for liberal arts courses not offered at Trinity. There is no additional expense above Trinity's tuition to the student who takes a course (except for instrumental or voice lessons) in one of these institutions as part of a regular program. Applications should be made through the Registrar of Trinity College and the student's faculty adviser. An inter-campus bus provides free transportation on a Monday through Friday schedule.

### **2. TWELVE-COLLEGE EXCHANGE PROGRAM**

Trinity participates in student exchanges with a consortium of



colleges and universities composed of Amherst, Bowdoin, Connecticut College, Dartmouth, Mount Holyoke, Smith, Vassar, Wellesley, Wesleyan, Wheaton, and Williams. Applicants who are rising juniors and who wish to spend a full year at another college are given preference for the places that are made available in each institution. Each applicant should consult the department chairman in the field of his or her major to determine whether proposed courses may fulfill major requirements.

3. TRINITY-ST. JOSEPH COLLEGE PROGRAM  
IN ELEMENTARY EDUCATION

Trinity College students may prepare for certification in elementary school teaching through a cooperative program with St. Joseph College under the auspices of the Greater Hartford Consortium for Higher Education. Interested students should consult with the Chairman of the Trinity Education Department during their freshman year or early in their sophomore year (see Education under *Courses of Instruction*).

4. WESLEYAN UNIVERSITY

Arrangements similar to those within the Greater Hartford Consortium for Higher Education exist with Wesleyan University for Trinity students who wish to take no more than one course per term offered there but not at Trinity. Transfer credit will normally be given for courses in which the student has received grades of C— or better. Applications should be made through the Registrar.

5. CHINESE LANGUAGE AND LITERATURE COURSES

Chinese language and literature courses at Central Connecticut State College in New Britain, Conn., are open to Trinity undergraduates. Transfer credit will normally be given for courses in which the student has received grades of C— or better.

6. THE UNIVERSITY OF EAST ANGLIA

A student exchange program for juniors has been arranged by the School of English and American Studies at the University of East Anglia in Norwich, England, and Trinity College. Several places are available in various schools of the University each year for Trinity students majoring in a variety of disciplines. The cost to participate in this program (including transportation) is less than the cost to attend Trinity for one academic year. Consult the Coordinator of Foreign Study Advising.



7. THE WILLIAMS-MYSTIC PROGRAM IN MARITIME STUDIES

Students may apply to spend one term studying man's relationship to the sea in its many aspects at the residential program in Mystic, Connecticut, sponsored by Mystic Seaport and Williams College.

8. WASHINGTON SEMESTER PROGRAM OF  
THE AMERICAN UNIVERSITY

Trinity participates in the Washington, Urban, Economic Policy, Justice, Science and Technology, International Development and Foreign Policy Semester Programs and nominates students to enter these programs in the national capital each term. Study is pursued through a seminar, an individual research project, and an internship or one additional course at The American University.

9. THEATRE ARTS PROGRAM

A semester program of intensive training in theatre is available to qualified students at the National Theatre Institute of the Eugene O'Neill Memorial Theatre Center in Waterford, Connecticut. This program should normally be taken in the second term of the sophomore year or during the junior year.

More information may be obtained from the Director of the Theatre Arts Program. Applications for admission are made upon his recommendation and through the Twelve-College Exchange.

10. DOMESTIC ACADEMIC LEAVES OF ABSENCE

Students may apply to study for one or two terms at other colleges or universities in the United States. There are opportunities for Trinity students to apply as visiting students at the University of Chicago, the University of Michigan, the University of Pennsylvania, Cornell University and many other institutions.

11. THE INSTITUTE OF EUROPEAN STUDIES

Trinity is affiliated with the Institute of European Studies which sponsors foreign study programs in Durham and London, England; Freiburg, Germany; Nantes and Paris, France; Madrid, Spain; and Vienna, Austria.

The director at each center is an experienced European academician who is cognizant of the need to articulate a student's foreign study with his or her American education. Students normally enroll in a combination of regular courses at the university with which each Institute center is associated and in courses organized by the Institute and taught by European faculty.

Trinity students in good standing who wish to apply to study at one of these centers should talk with the Coordinator of Foreign Study Advising. The comprehensive fee for a full academic year in an Institute program (including transportation) is approximately the same as the cost to attend Trinity for the academic year. No student is precluded by Trinity's affiliation from applying to participate in other suitable study abroad programs.

12. FOREIGN AND DOMESTIC STUDY PROGRAMS SPONSORED BY OTHER INSTITUTIONS

A number of opportunities exist for Trinity students to study abroad, in the field or at centers in this country which are administered and staffed by other colleges and universities (see Procedure to Apply for an Academic Leave of Absence in the *Trinity College Handbook*).

The student proposing study under one of these options must consult his or her faculty adviser. The student planning to study abroad should also discuss the proposed program with the Coordinator of Foreign Study Advising in order to ascertain that it is approved for transfer credit at Trinity College. For domestic study programs, the Registrar should be consulted. The student must then file an Academic Leave of Absence form in order to receive transfer credit for specific courses.

Programs abroad which have been approved for academic credit at Trinity College include (but are not limited to): occasional student status at various British universities, Sweet Briar in France, the Jacob Hiatt Institute of Brandeis University in Jerusalem, the State University of New York Program in Copenhagen, Hamilton and Marquette University in Madrid, the Universidad Ibero-Americana in Mexico City, Drew University in Brussels, the British and European Studies Group in London, Vermont in Nice, Smith College in Paris, the Associated Colleges of the Midwest in Costa Rica, Smith College in Florence, the Council on International Educational Exchange at the University of Leningrad, the Wesleyan Semester in Paris, the American Friends of the Hebrew University in Jerusalem, Yale-in-China in Hong Kong, the Beaver College London Semester, Kent State University in Geneva, the Great Lakes Colleges Association in Colombia and the St. Lawrence University Semester in Kenya. Trinity College maintains relationships with a number of these programs but does not have formal affiliation with them.



13. PROGRAMS IN CLASSICAL STUDIES

*The Intercollegiate Center for Classical Studies at Rome*

The Intercollegiate Center is located in Rome and the curriculum consists of reading both Greek and Latin authors, the study of Greek and Roman history, and a course in art and archaeology stressing the topology and buildings of Rome and the monuments of ancient art in Rome, Naples, Paestum, and Sicily.

*The American School of Classical Studies in Athens*

Qualified undergraduates and graduates of Trinity may be admitted to the Summer Session of the American School of Classical Studies in Athens. Trinity graduates may take graduate work during the regular academic year. The Greek authors are studied under visiting professors from participating American colleges and universities. Archaeological trips and participation by qualified students in archaeological excavations are some of the opportunities offered.

Further information may be obtained from the Chairman of the Department of the Classics at Trinity. Applications for admission to these programs may be made upon his recommendation. Students should complete the Academic Leave of Absence form at Trinity prior to enrollment.

14. THE DEPARTMENT OF ENGINEERING

Trinity College offers its students the opportunity to major in the field of engineering and, in conjunction with the Hartford Graduate Center, to earn both a Trinity Bachelor's degree and a Master of Science or Master of Engineering degree. (The Hartford Graduate Center offers selected courses and programs in Engineering Science and Mechanical Engineering of the Graduate School of Rensselaer Polytechnic Institute, Troy, New York.) The College firmly believes that a liberal arts environment is essential to the education of the modern engineer. The College also believes that study beyond the Bachelor's degree level is necessary for adequate preparation for a career in engineering. For these reasons, a combined program has been instituted with the Hartford Graduate Center which permits integration of upper-level undergraduate and graduate course work in the fourth and fifth years. In this way continuity of both the technical and the humanistic facets of the program are maintained while, at the same time, an opportunity for both diversity and depth is offered in the field of specialization. The close proximity of Trinity and the Hartford Graduate Center permits an

orderly mixture of work on the two campuses without physical change of student residence.

a. **ENGINEERING MAJOR.** Students wishing either to undertake a career in engineering or to develop a technical foundation upon which to base an interdisciplinary program or a career in engineering management should devise a program of study based on the basic requirements of an *Engineering Major*. The engineering major is one of several majors offered by the College which leads, at the student's choice, to either a Bachelor of Arts or a Bachelor of Science degree. It is designed in such a way as to allow considerable latitude in course selection so that differing student objectives can be achieved once the necessary core of work in physics and mathematics has been completed. Detailed specifications of the four-year engineering major will be found under *Courses of Instruction*.

b. **INTERDISCIPLINARY MAJOR PROGRAMS.** Several possibilities of interdisciplinary majors based in part on course offerings in engineering afford attractive opportunities to those students whose educational objectives do not coincide with the traditional, departmental structure of the College. Among such possibilities are the following:

*Computing Major:* A student interested in computing may elect to follow the *Computer Coordinate Major*. The detailed requirements of this major are given in the Courses of Instruction section under the Computer Coordinate Major. The computer facility at the College is a time-shared system based on a Digital Equipment Corporation PDP-11 computer. Additional terminals are connected to a Dartmouth Time-Sharing computer and also to Yale University. Students have free access to the systems at all times, both for course work and to carry out personal projects. Students at the College also have opportunities to work in the computer field at local insurance companies, in biomedical research laboratories, and at various businesses in the Hartford area.

*Biomedical Engineering:* A student may develop a program to prepare for a career in the biomedical sciences by taking appropriate courses, such as : Math 121, 122, 221, 222; Biology 201L; Physics 412; Engineering 411, 522L; and additional courses according to the student's special interests in the field. In addition to these courses, Trinity students have access to courses offered in the Master of Science in Biomedical Engineering program at the Hartford Graduate Center. Other student opportunities include work on biomedical projects at local medical institutions.

c. **MASTER OF ENGINEERING DEGREE.** The Master of Engineering Degree Program is a plan for those who wish to obtain an



accredited, professional degree in engineering. A student electing this program will receive a Bachelor's degree from Trinity College upon satisfactory fulfillment of the degree requirements. The student will, in addition, take courses at Trinity and the Hartford Graduate Center as outlined below, the successful completion of which will lead to a Master of Engineering degree from Rensselaer Polytechnic Institute, Troy, New York.

Admission to the Master of Engineering Program is obtained toward the conclusion of the third year upon recommendation by Trinity's Department of Engineering. Students desiring to enter this program should follow the Engineering Major listed under Courses of Instruction.

Thirty semester hours' credit are required in addition to satisfaction of the Trinity Bachelor's degree requirements. A minimum of 24 of these 30 credit hours must be earned at the Hartford Graduate Center during the two-year period. Normally, from six to nine of these credits will be taken during the first year of the Master's Program, with the remainder taken during the second year so as to foster integration of the work at Trinity and the Hartford Graduate Center.

## **F. SPECIAL POLICIES AND PROGRAMS**

### **1. CONNECTICUT STATE LEGISLATIVE INTERNSHIP**

A program of research activities and the opportunity to examine and to participate in the State legislative process is offered through the Political Science Department each Trinity Term. During the annual sessions of the Connecticut Legislature, about twelve Trinity students work as aides to legislators, attend biweekly seminars with a Trinity faculty member and undertake various projects. In 1980 and alternate years this program will operate as an Intensive Study Program comprised of research projects and related course work. In other years it will be operated as a group Open Semester.

### **2. INTERCULTURAL STUDIES PROGRAM**

Societies and cultures in different parts of the world are analyzed, compared and contrasted through the interdisciplinary approach of the Intercultural Studies Program. This program is intended to serve the need of students who wish to prepare themselves to live in a global context as an extension of the long-established aim of colleges to prepare students to exercise their political freedom within the narrower context of a single country and a single culture. This interdisciplinary program will provide opportunities for the

## 28/*Academic Programs*

construction of a variety of majors within the general intercultural structure. See Intercultural Studies Program under *Courses of Instruction*.

### 3. URBAN AND ENVIRONMENTAL STUDIES PROGRAMS

The programs in Urban and Environmental Studies are broadly-based, multidisciplinary programs, established to provide students with an understanding of urban and/or environmental processes and problems. Students focus on either the social or natural science disciplines with suitable interplay between these broad divisions so that a problem or process is comprehensible as a whole. An internship may form part of a student's major. Students engaged in these programs will not be graduated as specialists (e.g., city planners or meteorologists) but rather will be liberally educated in these subject areas. See Urban and Environmental Studies Program under *Courses of Instruction*.

### 4. AMERICAN STUDIES

The American Studies major is a complex undertaking which requires the student to explore and analyze the American experience from a variety of intra- and inter-disciplinary vantage points. Generally, the student's work will center on American history, literature, political science, economics or sociology. However, the student is also expected to seek out and to pursue other pertinent fields of study in the humanities and social sciences. Emphasis is given to the integration of the various disciplines and to an analysis of both changes and continuities in the American experience over time. See American Studies Program under *Courses of Instruction*.

### 5. COLLEGE COURSES

From time to time Trinity faculty offer nondepartmental courses known as "College Courses." These courses reflect the current scholarly interests of individual faculty members and may be interdisciplinary in nature. They also allow the faculty to respond quickly to student interest in subjects which are not encompassed within traditional departmental categories. In 1978-79 some of the College Courses offered were *Voyages and Voyagers*; *Literature of Disorder*; *Science, Scientists and the Public*; *Views of the Human Condition*; and *Work, Leisure and the Individual in America*.

### 6. ACCELERATED STUDY

Students may elect to accelerate their undergraduate program.



Through a combination of winter and summer study, undergraduates may plan a program of studies which will allow them to earn either the Bachelor's degree in three years or the Bachelor's and Master's degrees in four years. A student may also accelerate through the Individualized Degree Program, p. 34.

7. GRADUATE COURSES

Juniors and seniors with outstanding records may elect as a part of their undergraduate program graduate courses in the departments in which such courses are available. Permission to register for a graduate course must be obtained from the student's major adviser, from the instructor of the course and from the Office of Graduate Studies. The departments have listed these courses after the undergraduate courses in the section, *Courses of Instruction*. For full course descriptions see the current *Graduate Studies Bulletin*.

8. AUDITING COURSES

With the permission of the instructor, regular students may audit without credit any course or individual course meetings in the College. Audited courses will not be recorded on the student's permanent academic record. Spouses of regular students are extended the same privilege.

## Advising

### A. ACADEMIC ADVISING FOR EDUCATION AT TRINITY

Effective advising involves a maximum of contact between student and teacher. Since the Freshman Seminars provide this kind of relationship, they offer the natural basis for academic advising with regard to non-major programs of study. Accordingly, freshmen who choose to enroll in a Freshman Seminar are assigned their Freshman Seminar Instructor as an adviser and will remain under the guidance of this adviser until they select a major (usually in the spring of the sophomore year). At that time they will be assigned a departmental adviser.

Because the freshman and sophomore program is not prescribed in detail, students are presented with the opportunity and the challenge to do their own academic planning. The adviser is provided in order that the student have competent guidance as he or she makes the important decisions concerning the course of study.

The adviser and the advisee will discuss the student's program in relation to the educational goals of the College. It is at this point that the Non-Major Guidelines serve to embody a collective judgment on those matters which are worth the investment of intellectual effort. Thus, the selection of a student's academic program will be the outcome of an interaction among the particular student, the particular instructor, and the College's statement of the Guidelines.

Each academic department of the College maintains its own system for advising students who have elected to major in that department. This information is available from Freshman Seminar instructors, department chairmen (for their respective departments) and interdisciplinary program directors.

Academic advisers will provide information about the College's general educational program and the various opportunities embodied in the curriculum. They also serve as a link between the student and the administration. When appropriate, the adviser will refer students to sources of information, counseling and other forms of personal help which are available in the College and the community.



## B. ADVISING FOR GRADUATE PROFESSIONAL EDUCATION

While Trinity College does not offer major programs of study which are specifically designed to prepare students for professional study on the graduate level, the College recognizes that many of its students are considering such study. Therefore, special advisory committees have been established to advise students interested in the areas listed below. Interested students are invited to consult the director of Career Counseling and other members of the appropriate committee at any time. Consultation early in a student's career at Trinity is urged.

### 1. PREPARATION FOR MEDICAL SCHOOL

The preparation of men and women for medicine and other health-related professions is an important part of education at Trinity College; over ten percent of the student body is taking a program designed to fulfill the requirements of graduate schools of medicine, dentistry, veterinary medicine and the life sciences.

A pre-medical student at Trinity is not required to take a specific academic major but is encouraged to choose whichever major interests him or her. However, for acceptance by a medical or dental school, it is necessary that a student complete with excellent performance a number of courses in the sciences. On the average, medical schools strongly suggest that the following courses be taken by undergraduates: one year of mathematics, one year of English, one year of physics, two years of biology, and courses in chemistry through organic. The quality of the student's work in these areas as well as the academic proficiency demonstrated in the major are main factors considered by medical school admissions committees. Additionally, letters of recommendation, personal interviews at the medical schools, and performance on the Medical College Admissions Test (MCAT) constitute important components of a student's application. The Medical College Admissions Test, which is usually taken in the spring of the junior year, is a nationally administered aptitude and achievement test which must be taken by all medical school applicants. Similar examinations are also required of those applying to schools of dentistry, podiatry, osteopathy, optometry, etc. In order to be properly prepared for these examinations students should try to complete the requirements by the end of the junior year. *To accomplish this end it is strongly advised that chemistry be taken during the freshman year along with mathematics or physics.*

The Health Professions Advisory Committee is specifically charged with giving counsel to students particularly interested in

medicine and related fields. *Students should consult with the members of the committee prior to the beginning of classes in their freshman year to discuss the academic program they have selected.* It is not the policy of the Committee to determine arbitrarily which students may or may not proceed with pre-medical education. Neither can the Committee guarantee admission to medical school. The competition is extremely difficult, and many more qualified students apply to medical schools than there are places. A student whose academic record is not above average is strongly encouraged to consider other career choices. Members of the Committee are Professor Edward Bobko, Chemistry; Professor Richard B. Crawford, Biology; Professor Donald B. Galbraith, Biology; and the Director of Career Counseling.

2. PREPARATION FOR LAW SCHOOL

Many students enter law school either directly from Trinity or within a few years after graduation. While no specific undergraduate course work is required, the competition is keen and the quality of academic work submitted by the student must be high. Students are urged to include in their program of study at Trinity such courses as English, American history, logic, mathematics, political science, sociology and economics. A Pre-Law Advisory Committee has been established to advise students interested in applying to law school. The members are Mr. Thomas D. Lips, Director of Institutional Affairs; Professor W. Miller Brown, Philosophy; Professor Diane C. Zannoni, Economics; and the Director of Career Counseling.

3. PREPARATION FOR GRADUATE MANAGEMENT SCHOOL

Graduate programs in business administration attract a large number of Trinity alumni, either directly after graduation or a few years thereafter. Although any undergraduate major is acceptable for management school admissions, it is recommended that students have taken mathematics through calculus and at least a year of economics. An Advisory Committee has been established and includes Professor Ward S. Curran, Economics; Professor George W. Doten, Psychology; Professor Richard Scheuch, Economics; and the Director of Career Counseling.

4. PREPARATION FOR GRADUATE STUDY IN ARCHITECTURE AND RELATED DESIGN AREAS

Graduates of Trinity College have entered programs of graduate



study in Architecture, Planning, Urban Design, Landscape Architecture and related design areas and are practicing professionals in these fields. Sometimes they have had to do further work on the undergraduate level before proceeding to graduate programs. Since these programs vary from school to school, the student interested in any of these areas is advised to consult the appropriate catalogues early in his or her college career to determine requirements. A broad liberal arts curriculum, based on a major in one of the following departments: Art History, Studio Arts, Urban and Environmental Studies, Engineering, or one of the social sciences, is recommended. The choice of science, engineering or other technical courses should be dictated by the student's interests and abilities. However, all students preparing for one of these programs are urged to take at least one year of mathematics, preferably 121, 122; one year of physics, 101, 102, or 121, 122; Studio Arts 113, 114; Art History 101, 102, and Art History courses in Architecture; and Engineering 341, 342.

A committee has been established to aid students in planning for work leading toward the design professions. The committee is composed of Professor August E. Sapega, Engineering; Professor Mardges Bacon, Fine Arts; Professor David E. Woodard, Engineering; Professor Andrew J. Gold, Urban and Environmental Studies; and the Director of Career Counseling. Students considering careers in these areas are encouraged to consult with members of this committee early in their college careers.

#### 5. FACULTY CAREER ADVISERS

A system of Faculty Career Advisers has been established to offer students additional counseling within each of the academic departments at Trinity. A faculty member in each major department has been designated to serve as a resource person for majors in the department and for underclassmen who are considering the choice of a major.

The Faculty Career Adviser is available to offer counseling for graduate study and for career opportunities and may maintain a collection of resource materials. He or she may have information about the paths chosen by previous departmental graduates and may invite some of these alumni back to the campus for career workshops.

The Faculty Career Adviser system is designed to complement the work of the Career Counseling Office and of the assigned faculty advisers. A list of the Faculty Career Advisers appears in the *Trinity College Handbook*.

## The Individualized Degree Program

Most of Trinity's curricular innovations in recent years assume that education is a life-long process, that the most effective learning is self-education with appropriate guidance, and that education should pay greater recognition to the variety of individual student abilities and styles. The Individualized Degree Program (IDP) is a further extension of our curriculum based on those assumptions. The program is an unusual approach to liberal arts education and is designed for the highly-motivated adult student who has sufficient confidence and independence to profit from self-paced learning.

The IDP introduces a high degree of flexibility and individuality into Trinity's curriculum, and therefore differs from the traditional approach in a number of ways. For instance, students may pursue their studies either in conventional college courses or through independent "study units," or by a combination of the two methods. A study unit consists of a statement of objectives, a reading list, commentary and guidance, and a series of questions or paper topics for evaluation by a member of the Trinity faculty.

A second unusual aspect of the IDP is that the program may be completed in varying numbers of years. Each student determines his or her own pace and may take up to ten years to complete the requirements, taking into account such factors as the amount of transfer credit, if any, and other competing obligations.

Third, Trinity rejects the assumption that the term "college students" must be restricted to those in the 17 to 21 age bracket. Because of its flexibility, the IDP has particular appeal to men and women with other personal and career responsibilities or interests. Candidates may apply for admission at any time of the year, and applications are reviewed for evidence of academic potential and qualities of independence, self-discipline, and motivation. Tuition costs are lower for independent study and payments may be extended over six (and in some cases, ten) years.

IDP students have access to all of Trinity's academic resources, administrative services, and extracurricular activities. Guidance in the program is provided through an IDP Coordinating Committee composed of eight Trinity faculty members. Each IDP student will have one of the eight as a primary advisor; other faculty members will offer assistance as needed.



Regular meetings between the student and the various advisors is a central feature of the program.

Further information about the program may be obtained by writing or calling the Individualized Degree Program.

## Requirements for the Bachelor's Degree

The Bachelor of Arts is the degree normally conferred by the College on an undergraduate completing the requirements for a Bachelor's degree. However, a student who is graduated after completing a major or program of concentration in Biology, Biochemistry, Chemistry, Engineering, Mathematics, Physics and Astronomy, Psychology, or in an interdisciplinary science major such as Physical Sciences, may elect to be awarded the Bachelor of Science degree. Such a choice must be made known to the Registrar of the College not later than the beginning of a student's last semester in college.

Trinity, in cooperation with the Hartford Graduate Center, offers a combined five-year engineering program which enables students to earn the Bachelor's degree from Trinity and the Master of Engineering degree from Rensselaer Polytechnic Institute (ECPD accredited).

It is possible to qualify for the Bachelor's degree in three calendar years through the Individualized Degree Program (see p. 34, or by utilizing Advanced Placement credit and summer study. Similarly, it is possible to qualify in some subjects to receive the Bachelor's degree and the Master's degree at the conclusion of four years of study.

A candidate for a second Bachelor's degree (i.e., one who already holds a Bachelor's degree from Trinity or another accredited institution of higher learning) should make application to the Registrar for the special requirements pertaining thereto.

A candidate for the Bachelor's degree must have satisfied all financial obligations to the College before the degree is conferred.

*A candidate for the Bachelor's degree in the regular program must:*

1. Receive 36 course credits.
2. Complete the requirements for a major. (A student who is completing more than one major must complete all the requirements for each major; however, if any course is required by more than one major, then that course may be used to fulfill the requirements of each major.)
3. Attain a cumulative grade point average of at least C—.



4. Receive at least sixteen course credits through registration in courses taught or supervised by Trinity faculty.
5. Pass a General Examination if it is required in the major. (Second semester seniors not taking General Examinations may be required to take final examinations in their courses.)

A student who has failed the General Examination will be offered one opportunity for re-examination. Should the student fail on that occasion he or she may petition the department's chairman and the Dean of the Faculty to take a second and final re-examination no sooner than one year after the second failure. It is expected that such a petition will include evidence of adequate preparation completed, or to be completed, prior to the final re-examination.

General Examinations will be graded with one of the following terms: "Distinction," "High Pass," "Pass," or "Fail."

*A candidate for the Bachelor's degree in the Individualized Degree Program must:*

1. Complete the equivalent of 36 course credits. Of these, 18 must be earned in non-major areas.
2. Complete the requirements for a major. This may be done through courses, study units, or major projects as determined by each department with the approval of the IDP Coordinating Committee.
3. Complete an IDP project.

#### CONCENTRATION IN MAJOR FIELDS AND INTERDISCIPLINARY PROGRAMS

Every candidate for the Bachelor's degree shall complete a major. A student's choice of concentration or major shall be made after the completion of the first year of study or, at the latest, prior to pre-registration at the end of the student's sophomore year.

In the selection of a major a student must consult the chairman of the department (or his or her deputy) or the director of the interdisciplinary program. The student should discuss the suitability of the intended major and obtain the chairman's approval in writing, and should outline a proper program of courses for the satisfactory completion of this major.

No more than twelve courses in a single department will be required by a department or interdisciplinary major. Normally, the total courses required for a major, including cognates, will not exceed eighteen. A

student should not take more than fourteen courses in a single department.

Majors presently established at Trinity College include:

Art History	History	Political Science
Biochemistry	Mathematics	Psychology
Biology	Modern Languages	Religion
Chemistry	(French, German,	Sociology
Classics	Italian or Spanish)	Studio Arts
Economics	Music	Theatre Arts
Engineering	Philosophy	
English	Physics	

Interdisciplinary majors include:

American Studies  
Comparative Literature  
Computer Coordinate Major  
Intercultural Studies  
Physical Sciences  
Urban & Environmental Studies

Interdisciplinary majors also be individually constructed (see Student-Designed Study under *Special Curricular Opportunities*).

## MATRICULATION

New students are matriculated to the rights and privileges of official membership in the College Body at the annual Matriculation Ceremony held in the early autumn. After the Ceremony each student must sign the following pledge:

*"I promise to observe the Statutes of Trinity College; to obey all its Rules and Regulations; to discharge faithfully all scholastic duties imposed upon me; and to maintain and defend all the rights, privileges, and immunities of the College, according to my station in the same."*

## ENROLLMENT IN COURSES

The College calendar consists of three terms: the Christmas Term and the Trinity Term, which comprise the regular academic year, and a Summer Term of shorter duration. Normally, all students attend the Christmas and Trinity Terms.

To make normal progress toward the degree a student should plan a schedule of courses that will allow him or her to earn an average of four course credits during each of four semesters and five course credits during each of the remaining four semesters. Degree candidates must enroll for at least four course credits each term unless they were admitted to the College as part-time candidates, or have the permission of the Academic Affairs Committee, or need a total of six credits or less during their last two semesters of enrollment to complete the degree requirements.



## GRADES

At the close of each term the student receives a grade report. Passing grades are A+, A, A—, B+, B, B—, C+, C, C—, D+, D, D— and Pass. Grades below C— are unsatisfactory. F denotes failure. The provisional grade of "Incomplete" may be given when, in the instructor's judgment, a student has been prevented from completing required work by circumstances beyond the student's control.

Grade Point Average is computed by converting each student's letter grades to their numerical equivalents; i.e., A+ = 12, A = 11, A— = 10, etc. Fractional course credits are weighted accordingly in this conversion.

A Pass/Fail Option is available to all regular, full-time students. At any registration such students may elect as part of a full-time program one course, not required for the major, as a "Pass/Fail" course. Full credit will be given for a course which has been graded "Pass"; no credit will be given for a course graded "Fail," and "Fail" will have the same effects upon academic standing as the regular grade of F. Students who have been placed on Academic Probation may not take a Pass/Fail course during either of their next two semesters of enrollment.

In addition to taking one regular course on a Pass/Fail basis each semester, the student may also exercise the Pass/Fail option for courses in Physical Education.

The Pass/Fail option is the mandatory grading system in Student-Taught Courses and Open Semesters.

## ACADEMIC DISCIPLINE

The Faculty has established criteria for the maintenance of good academic standing. These criteria are published in the *Trinity College Handbook*.

At the end of each semester the records of all students are reviewed. Those students whose work does not meet the criteria for good standing are placed on Academic Probation and may be required to withdraw from the College.

## AGE OF MAJORITY

The age of majority under Connecticut law is 18, and students that age and older have the full rights and responsibilities of all other adults. The College will normally communicate directly with students in matters pertaining to grades, academic credit, academic and disciplinary status and College bills. However, at the written request of the student, bills and information on academic and disciplinary matters will be provided to parents and guardians. Under the law, the parent or legal guardian of a dependent student, as defined for income tax purposes, has a right to information about his or her child without the College's having to seek the

student's consent. Thus, upon the written request of a parent or legal guardian of a dependent student together with documentation that the student is a dependent for Federal income tax purposes, the College will honor this right to the extent that it is required by law.

#### IRREGULAR CANDIDATES FOR THE DEGREE

The category of Irregular Candidate is established to aid certain foreign students, who have been admitted to the College as regular candidates for the degree, to adapt to the Trinity curriculum. Students are placed in this special status only by vote of the Faculty on the recommendation of the Academic Affairs Committee.

To be awarded a degree, an Irregular Candidate must complete all degree requirements (see *Requirements for the Bachelor's Degree*). The Committee may require that such a student take preparatory or remedial work and may reduce the course load below the normal load of students in the class. The status of each Irregular Candidate will be reviewed by the Committee and, on request, reported to the Faculty, at the end of each semester. If it appears that a student is unlikely to profit from further work at Trinity, he or she, like regular students, may be required to withdraw or helped to transfer.

#### HONORS AT GRADUATION

The excellence of a student in the general work of his or her college course, or in the work of individual departments, is recognized at graduation by the award of honor rank in general scholarship, or in subjects in which the student has shown proficiency.

The two members of the senior class having the highest standing are designated, respectively, Valedictorian and Salutatorian.

Honors in the major are awarded at graduation. They are noted on the commencement program of the year in which they are awarded and in the next issue of the *Trinity College Bulletin*, Catalogue Issue. Honors in the major are awarded on the basis of all a student's work completed through and including the General Examination (if required in the particular major). All courses taken after matriculation are normally used to determine a student's eligibility. (See also *Grades* earlier in this section.) Letter grades in a minimum of twelve course credits are required for eligibility for Honors in General Scholarship.

Students attaining the grade of A— or better in all courses required for the degree are graduated with the title of OPTIMUS.

Honors are awarded in General Scholarship on the basis of cumulative grade average alone to the top 3 percent of the graduating class or to those with an average of A— or better, whichever number of students is less.



Students with an Incomplete on their records are automatically excluded from consideration.

Departments and Programs may recommend to the Faculty for Honors students who have achieved excellence in eight designated courses. Special examinations and a satisfactory thesis may also be prescribed. Students are advised to consult the departmental chairmen or program advisers concerning specific requirements.

## HONOR SOCIETIES

*Phi Beta Kappa*, founded in 1776, is an honor society dedicated to humane scholarship. Members are elected from among those students who have achieved highest general scholastic standing. On the basis of its charter, the Chapter stipulates that persons elected to membership shall be men and women of honor, probity, and learning. Election to Phi Beta Kappa is widely regarded as a mark of highest distinction. The Trinity Chapter, known as the Beta of Connecticut, was chartered by the Yale Chapter, the Alpha of Connecticut, on June 16, 1845, and is the eighth oldest chapter of Phi Beta Kappa in the United States.

*Pi Gamma Mu*, a national social science honor society, was founded in 1924. The Trinity College Chapter, known as Connecticut Alpha, received its charter in 1936. The society has as its purpose the recognition of outstanding scholarship in the social sciences. Members are elected by unanimous vote from among graduate students and undergraduates of the senior and junior classes who have achieved superior rank in scholarship in the social sciences. The society is also empowered to elect to membership persons who have distinguished themselves in public service.

*Delta Phi Alpha*, the national German honorary society, was founded in 1929. The Trinity Chapter, Delta Upsilon, was chartered on March 7, 1958. Delta Phi Alpha seeks to recognize excellence in the study of German and to provide an incentive for higher scholarship. In so doing it aims to promote the study of the German language, literature, and civilization, and endeavors to emphasize those aspects of German life and culture which are of universal value. To qualify for membership, students must distinguish themselves scholastically both in German and in other courses, and must give evidence of continuing interest in the German language and German culture.

*Sigma Delta Pi*, the national honor society in Spanish, was established in 1919. The Trinity College Chapter was chartered on April 27, 1977. Its purpose is to honor those who attain excellence in the study of the language, literature and culture of the Hispanic peoples. To qualify for membership students must have distinguished themselves both in Spanish courses and in their other courses, and they must have participated in activities connected with the study of Spanish.





## Admission To College

Applicants for admission may obtain the necessary application forms by writing to the Office of Admissions, Trinity College, Hartford, Connecticut 06106. Each applicant for admission will be advised of the procedure to be followed. Freshman students are enrolled only in September. The closing date for filing the "Personal Application for Admission" form is *January 1*. The entire application procedure must be completed by *February 15*.

### GENERAL ADMISSION POLICY

Trinity College does not make the religious tenets, the sex, the race, or the national origin of any person a condition for admission. Enrollment in the freshman class is limited to approximately 450 men and women. Since the College desires to maintain a community of students with diverse backgrounds and interests, and because the number of applicants greatly exceeds the number of places available, admission is the result of a highly selective process. Applicants are judged on (1) their academic performance and potential, (2) their qualities of character and personality, and (3) their accomplishments within their schools and communities. Particular attention is given to the personal qualities and to intellectual motivation.

The school record, the personal recommendations from school administrators and teachers, and the tests of the College Entrance Examination Board or of the American College Testing Program are carefully considered by the Office of Admissions. Applicants should be well prepared for Trinity's academic work. Also, they should be desirous and capable of contributing to campus and community activities.

Sons and daughters of alumni who meet all the admission requirements are given preference over other applicants of similar qualifications.

Men and women of older age who terminated their formal education after secondary school graduation or who withdrew in good standing from college study are welcome candidates.

Students with especially strong academic, extracurricular, and personal records may request and receive a decision at any time between October 1 and March 1. *This request must include a statement that the applicant will enroll at Trinity if admitted.* Generally, all other freshman applicants who have completed their applications properly will be notified of admission decisions about the middle of April.

## SECONDARY SCHOOL REQUIREMENTS

Normally, Trinity requires a diploma from and certification by an accredited secondary school for the following subjects: English (4 years), foreign language (2 years), algebra (2 years), plane geometry (1 year), history (1 year), laboratory science (1 year).

Because Trinity's curriculum assumes entering students will have prepared themselves academically in depth as well as in breadth, it is recommended that applicants offer considerably more work than this in college preparatory courses.

Students desiring to apply whose academic programs do not include study in the subject areas or for the number of years listed above should write for advice from the Director of Admissions.

## EARLY ADMISSION

Secondary school juniors who have achieved a level of personal and intellectual maturity and of academic competence implying readiness for college may apply for acceptance by early admission. In these circumstances, the regular application procedures should be followed during the junior year.

## CEEB OR ACT EXAMINATION REQUIREMENTS

Applicants for admission to Trinity are required to take the Scholastic Aptitude Test and the Achievement Test in English Composition of the College Entrance Examination Board or the test of the American College Testing Program. The Office of Admissions urges *most strongly* that candidates take the Achievement Test in English Composition on the December, 1979 test date. The SAT or ACT may be taken on any test date but by no later than January, 1980. It is the applicant's responsibility to have test scores sent to the Admissions Office. Any deviation from these test requirements must be approved by the Director of Admissions.

More detailed information about fees, dates, and registration forms for these examinations should be obtained by writing to: (1) College Entrance Examination Board, P.O. Box 592, Princeton, New Jersey 08540, or if the candidate resides in a state west of Kansas, to P.O. Box 1025, Berkeley, California 94701; (2) The American College Testing Program, Box 168, Iowa City, Iowa 52240.

Foreign students applying for admission may substitute the CEEB Test of English as a Foreign Language (TOEFL). Information concerning the TOEFL may be obtained from the College Entrance Examination Board.

## CAMPUS VISITS

Applicants for admission to the College are welcome to visit the campus at any time. Much can be learned about the College as a result of seeing the



physical facilities and talking with undergraduate students. Although individual appointments with a member of the admissions staff are *not* required as a part of the admissions process, applicants may request them by writing or telephoning *well in advance*. It should be clear, however, that the individual appointment is primarily for the purpose of exchanging information and is not a major factor in the final evaluation of the applicant. There are times during the year when individual appointments are not made because the admissions staff members are visiting high schools in other parts of the country or are involved in decision meetings.

During certain other periods, meetings are held on the campus with groups of applicants at regularly scheduled times in the week. These "Group Sessions" are intended to provide an opportunity to ask questions and to learn more about Trinity. No advance notice is necessary for attendance at Group Sessions.

#### APPOINTMENTS

Weekdays	9:30 a.m. to 4:00 p.m.	Sept. 4, 1979 to Jan. 18, 1980
	9:00 a.m. to 3:00 p.m.	June 5, 1980 to Aug. 29, 1980
Saturdays	9:30 a.m. to 11:30 a.m.	Oct. 6, 1979 to Dec. 15, 1979

#### GROUP SESSIONS

Academic Year		
Mondays	10:30 a.m.	Oct. 1, 1979 to Jan. 28, 1980
Fridays	10:30 a.m.	Oct. 5, 1979 to Feb. 1, 1980
Saturdays	10:30 a.m.	Jan. 5 and Jan. 12, 1980

#### Summer

Mondays and Fridays	10:00 a.m. and 2:15 p.m.	June 9, 1980 to Aug. 22, 1980
Tuesdays thru Thursdays	1:15 p.m.	June 3, 1980 to Aug. 21, 1980

Group sessions ordinarily are held in the Alumni Lounge of Mather Campus Center. Appointments are held in the Office of Admissions located in Downes Memorial.

During the year the admissions officers visit many schools throughout the United States in order to meet and to talk with prospective applicants about Trinity and its programs.

#### ADVANCED PLACEMENT FOR FRESHMEN

Trinity's academic departments will consider applications from entering freshmen for advanced placement.

## 46/ Admission to College

1. *Advanced Placement Program of the College Entrance Examination Board* — Students who take the CEEB Advanced Placement examinations may apply to the following departments to receive qualitative credit according to the restrictions noted below:

- |                       |   |  |
|-----------------------|---|--|
| Biology               | — | <i>One and one-quarter</i> course-credits for scores of 5 or 4.  |
| Chemistry             | — | <i>Two and one-half</i> course-credits (Chem. 111L, 112L) for scores of 5, 4, or 3, provided a passing grade is also received on an examination administered by the department during the freshman orientation period.   |
| Classics              | — | <i>One</i> course-credit for each of the AP Latin Tests in which a score of 5, 4, or 3 is received.  |
| English               | — | <i>One</i> course-credit for 5 or 4 on the English AP Test.  |
| Fine Arts             |   |  |
| <i>History of Art</i> | — | <i>Two</i> course-credits (Fine Arts AH 101, 102) for scores of 5 or 4.  |
| <i>Studio Art</i>     | — | <i>Two</i> course-credits (Fine Arts SA 111, 112) for scores of 5 or 4.  |
| History               | — | <i>Two</i> course-credits for scores of 5 or 4 on either the European AP Test or American AP Test. AP credit in History counts toward general degree requirements <i>only</i> , and not toward a major in History. History majors with credit for European AP will still be required to take History 101 and may take History 102 for credit. Students with credit for American AP may take History 201 and/or History 202 for credit. |
| Mathematics           | — | <i>Two</i> course-credits (Math 121, 122) for scores of:   |
|                       | — | 5, 4, or 3 on AP Calculus BC Test  |
|                       | — | 5 or 4 on AP Calculus AB Test  |
|                       | — | 3 on AP Calculus AB Test if a Qualifying Examination given by the department is also passed.   |
| Modern Languages      | — | <i>Two</i> course-credits for scores of 5, 4, or 3.  |
| Physics               | — | <i>Two</i> course-credits (Physics 121, 122) and admission to Physics 221 for scores of 5, 4, or 3 on the AP-C Physics Test.   |
|                       | — | <i>Two</i> course-credits (Physics 101, 102) for scores of 5, 4, or 3 on the AP-B Physics Test. A student who  |



achieves a score of 5 or 4 on the AP-B Physics Test may be admitted to Physics 221 if his or her general background in physics and mathematics is found to be satisfactory after review by the department.

2. *United Kingdom "A" Level General Certificate Examinations* — Two course credits will be given in each topic for which a student receives a grade of "C" or better. However, credit will be contingent upon each applicant gaining the written consent of the department at Trinity which teaches the topic in which the applicant has gained a grade of "A," "B" or "C." Normally, a student who has gained credit in a particular topic should not enroll for courses at Trinity which will repeat the work which he or she has already covered in the General Certificate Examination.

3. *International Baccalaureate Higher Level Examinations* — Course credits, not to exceed two per topic, may be given for scores of 5, 6 or 7 which an entering student has received in the IBH Examinations. Credit will be contingent upon the Registrar's Office receipt of official results of examinations and the written consent of the appropriate academic department at Trinity. Normally, a student who has been granted credit in a particular area may not enroll for courses at Trinity which will repeat his or her work in the subject.

Any department is allowed to give quantitative or qualitative credit, or both, to an entering freshman on the basis of its own special examination.

All requests and applications for advanced placement should be made to the Registrar before September 1 of the year of entrance. Receipt by the Registrar of an Advanced Placement score report will be considered an application for advanced placement and credit.

## FOREIGN STUDENTS

The policy of Trinity College is to welcome qualified foreign students. However, scholarship resources and other financial aids for foreign students for the academic year 1980-1981 are expected to be minimal. Such students are integrated into the academic and social life of the College and are expected to complete their degrees on the same basis as other students. Realizing, however, that differences in preparation may exist between foreign students and students educated in the United States, the College is willing to make certain adjustments (see section, *Academic Standards and Regulations*, Irregular Candidates). Such students may sometimes find that more than the customary four years is necessary to complete their degree and, therefore, should be cautious about their temporal and financial budgets.

Trinity College has been approved for attendance of non-immigrant students under the Immigration and Nationality laws by the Immigration

and Naturalization Service at Hartford (April 30, 1954) with the file number A10 037 658.

#### ADMISSION TO ADVANCED STANDING BY TRANSFER

Students whose academic records are of good to excellent quality at junior colleges and community colleges or other accredited colleges who wish to transfer should write to the Associate Director of Admissions for information about the procedure. Candidates for admission by transfer should be prepared to provide catalogues describing the content of college courses already completed and presently being studied.

A small number of transfer students will be admitted to commence study in the second semester. Also a small number will be offered admission to start their study in September, 1980.

For mid-year admission consideration, candidates are required to *complete* their applications by December 1, 1979. Midyear admission candidates whose applications are properly completed by this deadline should receive a decision no later than January 10, 1980.

Students desiring to commence their studies at Trinity in September, 1980, must *complete* the application process by March 1. However, since the Office of Admissions will begin to review transfer applications in early February, it is urged that the application process be initiated early and completed promptly. Normally, all September admission candidates who have properly completed their applications will receive a decision by mid-May.

No applicant will be considered who is not in good standing at his or her college.

Because of its limited nature, college sponsored financial assistance usually is not available to transfer students. However, the Director of Financial Aid is willing to counsel the student about this matter.

A candidate for the Bachelor's degree admitted by transfer to the regular program must receive at least 16 course-credits through courses taught or supervised by Trinity faculty members. As a general rule, transfer credit will be given for courses comparable to those offered in the Trinity curriculum in which the applicant has received grades of C— or better. However, the number of course credits awarded to a transfer student for work completed at another institution prior to enrollment in Trinity College shall not exceed that which the student could reasonably have earned during a comparable period of residency at Trinity; i.e., an average of nine course credit per year. In all cases the Registrar reserves the right to award or withhold credit.



## College Expenses

Through the generosity of its friends, the College has an endowment sufficient to give students an education which costs considerably more than the actual tuition charged.

Bills for tuition, fees, room and board are rendered and are payable before the opening of each semester on the dates shown in the college calendar. All checks should be made payable to "The Trustees of Trinity College." Any individual who fails to pay all bills may not attend classes, register, utilize campus facilities, be provided transcript service, receive grade reports, or be granted a degree. A copy of the College refund policy which conforms to Federal regulations is available upon request.

Supplementary bills for extra courses and fees not included in the original billing will be rendered when applicable and are payable within two weeks.

Parents or guardians may also pay term bills by alternate arrangements made available to them by the Richard C. Knight Agency of Boston or by Academic Management Services, Inc. of Pawtucket, Rhode Island. Both the Knight Agency and Academic Management offer prepayment programs, with the Knight Agency also offering an Extended Repayment Plan. The prepayment programs are based on monthly payments for which there is no interest charge, and include insurance protection. The Extended Repayment Plan is an insured loan program under which the educational expenses may be paid over a period of years. Use of these plans is optional and is suggested solely as a convenience. Information about these plans is sent to the parent of each incoming student when the student has been accepted for admission. Inquiries should be addressed to: Richard C. Knight Agency, Inc., Insured Tuition Payment Plan, 53 Beacon Street, Boston, Massachusetts 02108 or Academic Management Service, Inc., P.O. Box 1000, Pawtucket, Rhode Island 02860.

Communications regarding college expenses should be addressed to the Student Accounts Administrator.

## Schedule of College Fees 1979-1980

	<i>Christmas Term</i>	<i>Trinity Term</i>	<i>Total</i>
Tuition <sup>a</sup>	\$2,300.00	\$2,300.00	\$4,600.00
General Fee <sup>b</sup>	90.00	90.00	180.00
Room	490.00	490.00	980.00
Board (7 day) <sup>c</sup>	495.00	495.00	990.00
Student Activities Fee <sup>d</sup>	40.00	40.00	80.00
General Deposit <sup>e</sup>	50.00		50.00
	<hr/>	<hr/>	
	\$3,465.00	\$3,415.00	\$6,880.00
Books (estimate)			200.00
Personal Expenses (minimum estimate)			524.00
			<hr/>
			<u>\$7,604.00</u>

- a) Tuition increases, subject to annual review, are anticipated as long as educational costs continue to rise. For the 1979-80 academic year the adopted increase was \$470.00. Regular tuition will be charged up to 5½ course credits. Any course credit in excess of 5½ courses will be charged an extra course credit fee. For example, students taking 6 course credits will be charged an additional \$510.00.
- b) The General Fee partially finances the operation of the Student Center, a student accident and sickness insurance, vocational tests, laboratory fees, and admission to athletic events.
- c) If a student decides to take the 5-day board plan, the bill is reduced from \$495.00 to \$460.00 per semester.
- d) The Student Activities Fee is enacted by the Student Budget Committee to finance student organizations, publications and the radio station. One-half of the fee is charged to students entering the College for the Trinity Term.
- e) A general deposit of \$50.00 is added to the bills of incoming freshmen, transfers and exchange students, and renewed as necessary. Against this deposit will be charged laboratory breakage, lost or damaged library books, late payment charges, damage to college buildings, the cost of keys, athletic equipment, and other college property lost or not returned on schedule. Any balance remaining after the completion of the senior year or upon withdrawal from the College is automatically refunded.

Fees for *degree candidates* taking less than 3 course credits will be charged at the following rate:

1 course credit    \$510.00  
2 course credits   \$1,020.00

Up to 2¾ course credits will be charged at the rate of \$510.00 per course



credit. Three course credits or more will be charged at full tuition rate. The general fee and student activities fee is applicable to all degree candidates.

*Auditors* (who are not regular Trinity undergraduates)

\$150.00 per course

*Campus Parking Fee*

\$20.00 per year.

## Financial Aid

The expense of an education in an independent college is often more than the student and his or her family can meet during the four undergraduate years. The College is cognizant of this situation and has therefore established a substantial program of financial aid designed to provide assistance to deserving young men and women who desire to study at Trinity, but whose resources are insufficient to meet the total cost of education.

Central to the College's program is the concept of financial need. The College assumes that the parents and the student together will accept responsibility for as great a share as possible of the total educational costs. Where such family resources are inadequate, the College will attempt to provide supplementary assistance on a competitive basis to those students deemed needy and most deserving of such aid. Approximately one-third of Trinity's undergraduates are receiving financial help from College resources.

### GENERAL INFORMATION

Funds to support the program of financial assistance come from several sources. A portion of the College's endowment has been specifically reserved for scholarship purposes, and income from the various trust arrangements so designated forms the basis of Trinity's financial aid program. These funds are augmented by the College, which allocates a part of its annual operating income toward the maintenance of the program. Gifts from alumni, parents and friends are an important source of funds for scholarship and loan purposes as well. Also, the United States Government has made available additional funds under federal Higher Education legislation to supplement the College's resources.

In general, Trinity awards financial aid according to a technique known as "packaging"; i.e., each recipient is normally expected to meet part of the financial need through bursary employment and the use of loan funds, with the balance coming from the College in the form of a direct grant. Usually the student is expected to meet a greater share of the need through term and summer employment and/or borrowing as he or she progresses



throughout the undergraduate years. The College does attempt, however, to adjust the composition of the aid package to most effectively meet the unique needs of each student and his or her family. Specifically, the aid package may consist of one or more of the following:

1. *Loans* from College funds set aside for this purpose, or from the National Direct Student Loan Fund.
2. *Bursary employment* in College jobs, in the College Work-Study Program or in part-time off-campus jobs.
3. *Direct grants* from College scholarship funds and various federal programs, including Basic Educational Opportunity Grants.

Each award of financial assistance is made for a single academic year only. However, the student who receives assistance from the College at the time of admission can be assured that continued aid will be forthcoming throughout the undergraduate years so long as the student merits such assistance and has need of it. Each year the College is able to help a few new upperclass applicants for assistance, but funds for this purpose are limited and no guarantee of continued support can be made to the recipient in this category. All awards are made through the Office of Financial Aid.

#### TERMS OF AWARD

All financial aid is awarded on the basis of the following factors:

1. *Financial need*— Demonstrated financial need, as determined by the needs-analysis procedures developed by the College Scholarship Service of Princeton, New Jersey, is the primary requisite for financial assistance. Trinity, along with more than 900 other colleges and universities, subscribes to these procedures, and expects each applicant for assistance to file the CSS form known as the Financial Aid Form (FAF).
2. *Intellectual promise* — The recipient shall have sufficient aptitude and a record of satisfactory achievement which indicate that he or she can be expected to meet the academic requirements of Trinity College.
3. *Character* — The recipient shall have an outstanding character, as demonstrated by an ability to assume responsibility, a strong sense of personal integrity, and a spirit of unselfishness.
4. *Leadership* — The recipient shall show evidence of leadership by participation in the life at the school attended and community, and by an ability to bring out the best in other people.

## METHOD OF APPLICATION

In order to be given consideration for financial assistance, a candidate for the Freshman Class must complete a Trinity College application and a centrally-processed needs analysis form. Exact instructions and forms will be provided with the Application for Admissions.

## TERMS FOR RENEWAL OF AWARDS

Renewal of financial aid is based upon the following factors:

1. *Financial need* — Continued need for assistance must be demonstrated by the student and his or her family.
2. *Academic competency* — Each applicant who receives Trinity Controlled financial assistance upon entering as a Freshman is normally entitled to eight full semesters of such assistance. Additional assistance beyond eight semesters is made at the College's discretion. In addition, each applicant is obliged to maintain minimal academic grades as described on page 39.

## METHOD OF APPLICATION FOR RENEWAL

Each recipient of financial aid who wishes to apply for a continuation of assistance must do so by April 15 of each year. All necessary renewal forms may be obtained from the Office of Financial Aid in February. Notification of renewal will be by June 1. The following items must be completed:

1. Undergraduate Application for Financial Aid.
2. Financial Aid Form — An analysis of information contained on this form will enable the Office of Financial Aid to make adjustments in each renewal award in response to changing family circumstances.
3. A photostatic copy of the parents' latest federal income tax return.

## SOURCES OF SUPPLEMENTARY ASSISTANCE

The Director of Financial Aid is available to counsel with students and their families about financial matters. The College endeavors to maximize the use of its resources so that as many needy and deserving students as possible are helped each year. Students in the upperclasses who wish to be considered for financial aid are urged to communicate with the Director promptly so that they may receive the necessary materials and instructions



for filing applications. Requests of this nature will be given consideration prior to the beginning of each academic term.

Applicants who seek aid from the College are also advised to investigate opportunities in their communities. Rotary, Kiwanis and other service organizations may have scholarship programs; so, too, may the candidates' secondary schools. Various states and local banks offer low-rate loan programs, and several states support scholarship programs. Numerous company and corporation scholarship plans as well are open for application.

In addition, low-cost educational loans are available to student borrowers through the state and federally sponsored Guaranteed Insured Student Loan Program. Most states have a student loan guarantee plan for state residents. Students interested in this opportunity should inquire at one or more of their local banks, or may contact United Student Aid Funds, Inc., or their state Higher Education Assistance Agency. Generally, these loans are available to any student, and many students qualify for federal interest subsidies. Information concerning interest subsidies may be obtained from the Office of Financial Aid.

#### STUDENT EMPLOYMENT

The Office of Financial Aid provides referral services for those students who are offered employment as part of their financial aid packages and is often able to assist other students, as well, in securing campus employment. Ordinarily, student jobs do not consume more than ten hours of the student's week and will not interfere with the student's academic schedule.

There are also numerous opportunities for off-campus employment in the Greater Hartford area. The Office of Career Counseling maintains a listing of available off-campus job opportunities.

#### VETERANS

Students admitted to Trinity who intend to study under Public Law 89-358 should, upon admission to Trinity, communicate with their local Veterans' Administration Office, requesting an application for a program of education under this law.

## Courses of Instruction

### KEY TO COURSE NUMBERS, COURSE CREDITS

Odd-numbered courses are offered in the Christmas term (September-December); even-numbered courses are offered in the Trinity term (January-May). A course offered outside its normal sequence is modified by the notation (1) or (2) immediately following the three-digit course number. A (1) following the course number indicates that the course is offered in the Christmas term; a (2) indicates that it is offered in the Trinity term.

Courses are identified by numbers ranging from 100 to 699. Freshman level courses are numbered 100 to 199, sophomore level 200 to 299, junior level 300 to 399, and senior level courses 400 to 499. Graduate courses are numbered 500 to 699.

Independent Study courses, in addition to the courses listed in this bulletin, are available by special arrangement. Permission is required of the instructor and the department chairman.

Most courses (exceptions include beginning language courses, physical education and a few other courses) normally meet throughout the semester, and earn 1 or 1½ course credits. A lecture course meets 3 hours a week for a semester and earns 1 course credit (the equivalent of 3 semester hours); a laboratory course meets 3 hours a week for lecture plus 3 hours a week for laboratory, and earns 1½ course credits (the equivalent of 4 semester hours). Courses which meet for irregular lengths of time or which earn either more or less than 1 course credit, are so designated in the course description. Physical education courses meet for ½ semester and earn ¼ course credit.

Courses which meet throughout the year, and which require completion of the entire course in order to earn credit for any part of the course, are hyphenated, e.g., History 403-404. Course numbers joined by a hyphen also designate certain courses which combine the work of two full semester courses within one semester, e.g., Greek 101-102.

### *Symbols*

- (1) course offered in the Christmas term (out of sequence)
- (2) course offered in the Trinity term (out of sequence)
- [ ] course not offered in the current academic year; will be offered within the five following semesters



L Laboratory course

M Monday

T Tuesday

W Wednesday

Th Thursday

F Friday

TBA To be arranged (instructor or meeting time)

## Freshman Seminars

Normally, each entering freshman chooses a Seminar as one of his or her courses during his or her first term at Trinity. The Freshman Seminar Instructor serves as the faculty adviser for his or her seminar students (see *Advising*). Andrea Bianchini, assistant professor of modern languages, is the Coordinator of the Freshman Seminar Program.

The Freshman Seminars for 1979-1980 are:

**Revolution in Biology** — This is a seminar in the history and philosophy of science. We will study the steps which led to the discovery in 1953 of the hereditary material DNA by James Watson and Francis Crick and in the process learn something about molecular biology. More importantly we will explore the nature of scientific revolutions, of the ways in which human ingenuity, ambition, curiosity and other dynamic features of individual personality, work within traditions of scientific theory and practice to achieve a new architecture of knowledge. We will begin, briefly, with Darwin and Mendel, but our focus will be on that whirlwind of intellectual achievement of the 1940's and 1950's which transformed our understanding of the fundamental processes of life itself. Our primary guide will be Horace Judson's *The Eighth Day of Creation*, but we will also consult the writings of scientists and philosophers to orient us along the way. — W.M. Brown TTh 8:30

**Thinking Machines?** — Can machines think? Now? Ever? This seminar will explore the reality and myth of "intelligent machines." In doing so we shall learn something about what computers can be made to do and what limits there are on such "artificial intelligence." For example, we shall examine how computers "can" play games, recognize patterns, work as robots, answer questions and even converse with a person. As our meetings continue through the term you will find, that the deeper concern for asking our questions is the age-old interest in human thought and human intelligence. While no previous experience with computers is required, participants should be prepared to perform certain assignments using the computer. At a seminar meeting one or two students will each present a brief talk to introduce the chosen topic and then lead the discussion. Readings include Bertram Raphael, *The Thinking Computer*, and Joseph Weizenbaum, *Computer Power and Human Reason*, both by Freeman & Co., San Francisco, 1976. — Haberlandt M 4:00

**The American Novel as Social and Intellectual History** — Novels are among the voices of an age. They invite analysis both as art and as monuments in the history of a nation. This seminar, rooting itself in the notion that a balance between a sense of form and a sense of history is necessary for an understanding of the novel, will examine several modern American works from Dreiser's *Sister Carrie* to Updike's *Rabbit, Run*. Subjects will include World War I: American culture between the wars; the South and the nation; the city and contemporary American culture. Novelists will include Hemingway, Cather, Dos Passos, Fitzgerald,

## 58/ Courses of Instruction

Faulkner, Tate, Ellison and Updike. Critical essays and selections from Alfred Kazin's *On Native Grounds* will accompany the readings. — Chatfield WF 1:15

**Drugs and Behavior** — The media have scrutinized, dramatized, criticized and glamorized today's drug culture. What are drugs? How do they affect the body, mind and behavior? Who takes drugs and why? This seminar will examine the religious, political, legal, economic, social, biomedical, psychological and cultural uses of drugs. Students in this seminar will be expected to participate in class discussion, to present several brief oral reports and to turn in frequent short papers dealing with course material. In addition, the students will have the opportunity to perform computer-simulated experiments dealing with drugs and behavior. Short scientific write-ups will be expected; no previous experience with research or computers is required. Special activities will include films and occasional guest lecturers. Readings will include Brian Inglis, *The Forbidden Game* (Scribner, 1975); Pines, *The Brain Changers* (New American Library, 1973); Szasz, *Ceremonial Chemistry* (Anchor Press, 1974); and *Go Ask Alice* (Prentice Hall, 1971). — Kirkland MF 10:30

**What is Literature, and What's It For?** — The questions seem simple but have turned out to be puzzling. Although you have spent years studying literature, defining it isn't easy. Yet society regards literature as important. In fact, every society, no matter how primitive it seems to us, has its literature. Even societies without written languages have oral literature — folksongs, tales, myths, oral history, and even recited epics like *The Odyssey*. So literature, which seems peripheral to many people now, can't be a frill. If it could be, then some society somewhere would surely have dispensed with it. Yet could you explain what literature is and why people have always regarded it as essential? These are the questions this seminar will investigate. We will, of course, read poems and short stories and plays and theoretical texts on the nature of literature; but we will go far beyond the ordinary range of the term *literature* to consider films, television, biography, history, folk literature, comic strips, and journalism. To explore the oral aspects of literature, we will attend poetry readings, plays, and films; watch videotapes; and listen to recordings. *Explore* is the crucial word. The seminar calls for the exploration of the nature and uses of literature in its widest sense. Consequently, members of the seminar will need plenty of curiosity, imagination, and willingness to think for themselves, to speak out, and to write in order to join with others in the exploration. — Kuyk M 1:15

**Corporate Social Responsibility: The Corporation, Government, and Society** — In this seminar we shall discuss the modern business corporation and its relation to government and society. We shall be concerned with management only insofar as it relates to public policy ranging from discrimination, pollution, investments in South Africa, etc. Through the use of non-technical works written by experts such as Bell, Friedman, Galbraith, Preston, and others, students will have the opportunity to assess the role of the corporation in the context of contemporary economic and social issues including but not limited to pollution, discrimination, and investment policies. The underlying theme will be the issue of "corporate social responsibility." Several short papers will be required. Students will attend an annual stockholders meeting of a locally based corporation operating nationally. Major readings will include Daniel Bell, "The Corporation and Society in the 1970's," *The Public Interest* (Summer 1971); Milton Friedman, *Capitalism and Freedom* (Phoenix Books, University of Chicago Press); J. K. Galbraith, *The New Industrial State* (Houghton Mifflin); and Lee E. Preston, "Corporation and Society: The Search for a Paradigm," *Journal of Economic Literature* (June 1975, pp. 434-453). — Curran TTh 9:55-11:10

**Philosophical Proofs of God (and Their Refutations)** — Ever since Plato formulated the first proof of God, philosophers have tried to show on the basis of reason (as apposed to faith) that God must exist. But, apparently, every good proof of God provokes an equally good refutation of God. Throughout the history of western thought, these proofs (and their



refutations) appear in regular recognizable patterns. We will examine these arguments as to their structure and implications. But we will also look beyond them: why can neither side persuade the other (does anyone ever persuade anyone of anything)? Does the problem of God illustrate the limits of reason, showing that some problems require an irrational or supernatural solution? Finally, we shall discuss the implications of our answers to these questions for issues such as the use of hallucinogenic drugs, abortion, etc. — Lang TTh 1:15

**Change, Changes and Changing** — Change is an omnipresent condition of human existence. We change (or seek to) as individuals; our values, technologies, organizations, politics and tastes change also, a consequence of the intentional or accidental interplay of complex factors. Changes may be praised or damned, accepted or resisted, although a familiar adage suggests "the more things change, the more they remain the same." In this seminar we shall study change both as a concept and as a process involving past, present, and future considerations. Hopefully our insights and experiences will provide bases for the development of personal strategies for coping with, and influencing the direction of, our individual and collective futures. We shall also concentrate on improving oral and written communications skills. — Waggett WF 1:15-2:30

**Saints, Prophets, Fanatics and Visionaries: The Religious Personality as Explorer of Alternatives for Living** — We will look at such diverse personalities as Hitler and Moses, Malcolm X and Ghandi, Mohammed and Joan of Arc, Black Elk and Jesus, the Buddha and Dietrich Bonhoeffer, among others. We will examine their lives, teachings, and social contexts as a way of understanding how religious personalities are shaped by and shape their culture in terms of values and world-views. In addition we will discuss how the models for human living which they provide are coherent or incoherent, attractive or repellent, relevant or irrelevant for our own existence today. This is not a 'religious' course but a course studying how religion, as it takes form in significant human beings, affects other persons and cultures. Writing and critical evaluation of texts will be stressed. Readings will include: *Black Elk Speaks*, *The Autobiography of Malcolm X*, parts of the *Bible*, *Bonhoeffer's Letters and Papers From Prison*, and Shaw's *St. Joan*. — Kirkpatrick WF 1:15

**The Art Film and the Popular Film** — A comparison of the assumptions, characteristics and implications of the "art" film and the "popular" film. The seminar is intended to examine the preconceptions about films intended for a "select," sophisticated audience on the one hand, and about those intended for a mass audience, and to consider how those preconceptions (1) determine the nature of the films, and (2) shape our perception of them. Students will see a number of films of all kinds as part of the course work, at times to be arranged, and will discuss them in class. They will also do a good deal of reading on the nature of film and on particular films, and will regularly write short analyses of films and of their own attitudes towards them; a term paper will be required. Recommended reading for the summer: a good introduction to film, such as Louis D. Gianetti, *Understanding Movies* (Prentice Hall); Lee R. Bobker, *Elements of Film* (Harcourt Brace); or James Monaco, *How to Read a Film* (Oxford University Press). — Potter M 1:15-3:55

**Modern East Asia: Beyond the Headlines** — The increased intensity of America's fascination and fear of East Asia has outpaced our comprehension of this quarter of humanity. While a minority of Americans have baptized, married, educated, exchanged goods and fought in East Asia, the majority know only what appears in the mass media. The seminar will take students beyond the headlines by tracing the historical, cultural, political and economic genesis of recent crises in East Asia. We will scrutinize normalization of relations between the United States and China, U.S. commitments to Taiwan and South Korea, and our ties with Japan. The purpose is to provide freshmen with the dual opportunity to polish their communication skills while increasing their understanding of East Asia and its relationship to

## 60/Courses of Instruction

the United States. Major readings will include: James Crowley, *Modern East Asia: Essays in Interpretation*; Harry Harding, Jr., *China and the U.S., Normalization and Beyond*; Frank Gibney, *Japan, The Fragile Superpower*; *New York Times Newspaper* (Sunday issues); and selected articles from periodicals. — Quinones TTh 1:15

**Violence in America: A Historical Inquiry** — This seminar will explore the place of collective violence in the overall pattern of American historical development. Particular attention will be paid to understanding why various groups have resorted to violence and what the consequences have been. Among the types of violence to be examined are political insurrections, slave revolts, labor-management struggles, and racial and ethnic conflict. Though historical works will predominate, the syllabus will also include literary and social science materials. Through the weekly discussions and frequent short papers, students will have ample opportunity to develop skills of historical analysis and interpretation. A major reading will include Richard Hofstadter and Michael Wallace (eds.), *American Violence*. Note please: This is an anthology of primary sources. The lengthy introduction by Professor Hofstadter would make particularly good summer reading. — Spencer M 1:30-3:50

**Politics and Oral Communication** — This seminar has three basic objectives: first, to provide members of the seminar with a variety of first-hand experiences and insights into practical politics; second, to improve each student's skills in oral communications, including vocabulary building; third, to develop leadership capability. There will be opportunities for members of the seminar to work in local campaigns, participate in voter registration drives, man party headquarters, and perform a variety of other partisan activities. The academic component will include a review of *Robert's Rules of Procedure*. In addition to formal texts, we will use plays, novels, and speeches of elected officials as a basis for oral communication. Students will debate selected issues, lead group discussions, prepare formal speeches for one another, and learn to provide constructive criticism. Students will conduct monthly elections for class officers. Included as part of the seminar will be formal instruction on the use of the library and briefings on special academic programs, such as the Legislative Internship Program. There will be two social functions, one planned by the instructor, the other planned by the students. Major readings will include B. F. Skinner's *Walden Two*; Arthur Hailey's *In High Places*; Edith Hamilton's *Methodology*; Machiavelli, *The Prince*; and *Robert's Rules of Order* (revised edition). — McKee TTh 9:55

**The Anatomy of Revolution** — A study of radical political upheavals in European society, principally the English, French, and Russian revolutions. Participants will study work of political philosophers, economists, sociologists, intellectual historians and practicing revolutionaries, among them Arendt, Brinton (whose book gives this seminar its title), Burke, Lenin, Marx, Milton, Paine, Tocqueville, Trotsky. The seminar serves as an introduction to comparative social and political analysis. Participants will appraise theories, and interpretations which seek to explain the causes, course, and results of revolutionary activity and to test them for their explanatory and predictive value. Critical reading and informed class discussion will be emphasized. There will be short weekly papers. Some preparatory historical reading during the summer required. In early summer a reading list will be sent to participants. — Neaverson MW 1:30-3:00

**Technology and Human Values: A Precarious Balance** — Western society rests upon an advanced technological base. Less than one hundred years ago modern technology was hailed as a liberating force, one which would save mankind from "despairing drudgery and burdensome labor." Now, an ever-growing technology is seen by some as destined to overwhelm us and to curtail human choice and freedom. Will pursuit of the "good life" bring us into progressively greater dependence upon a self-expanding technology, or can ways be found to retain human control and to protect human values? How should questions relating to such



troublesome matters as genetic engineering, environmental pollution, nuclear hazards and computerized management be resolved. We will probe these matters using the writings of such authors as historian Daniel Boorstin ("The Republic of Technology"); social critic Kurt Vonnegut, Jr. ("Player Piano"); humane engineer Samuel Florman ("The Existential Pleasures of Engineering"); and others. Spirited class discussion expected; considerable writing required. — Nye TTh 1:15-2:30

**The Philosophy of the American Revolution** — Recently there has been a resurgence of scholarly interest and dispute over the relation of the ideas and ideals of the American Revolution to the philosophy of John Locke. Participants in this seminar will be exploring this controversy. The first part of the seminar will involve reading large portions of Locke's *An Essay Concerning Human Understanding* and his *Two Treatises of Government*. This part will serve not only as an introduction to Locke's philosophy, but also as an example of the interests and methods of philosophers in general. The second part of the seminar will seek to determine the philosophical presuppositions of the American Revolution. The reading here will include Garry Wills's *Inventing America* and Morton White's *The Philosophy of the American Revolution*. Throughout, attention will be paid to the relevance of these eighteenth century ideas to the solution of contemporary economic and political problems. Students will be writing a series of short papers. The seminar is appropriate for those who have an interest in philosophy or political science or American history. — DeLong TTh 1:15

**The Greco-Roman Mind** — An investigation of the spirit, genius, and temperament of the Greeks and Romans as evidenced in their literature. The nature of the heroic, tragic, comic, philosophic, and satiric will be studied in the authors from Homer to Juvenal, from ca. 700 B.C. to ca. 130 A.D. All works will be read in English. In addition to reading the authors, certain secondary sources will be studied to help illuminate the seminar topic. Short weekly papers, as well as group discussion, will be required. Major readings will include Homer's *Iliad* and *Odyssey*. — Williams TTh 9:55

**Society, Business, and the Individual** — American life today is to a substantial degree influenced by the decisions and practices of business institutions, particularly large corporations. This seminar is designed to provide some familiarity with the large business enterprise and to introduce the student to the thinking of some recent commentators on its place in American society. A number of issues will be identified and discussed, including the values inherent in our business system, the governance of the corporation, the ability of the market system to satisfy contemporary social needs, and the special problems of managing and living within large and complex organizations. Readings will include non-technical work by economists as well as commentaries by social critics and moralists of divergent points of view. Among the writers represented will be Friedman, Galbraith, Heilbroner, Nader, Okun, Reich, Bell, and Drucker. Students will also study the annual report and proxy material of a large corporation and attend its annual meeting of shareholders. Approximately six short papers and one longer one will be required. Major readings will include Peter F. Drucker, *Concept of the Corporation* (Mentor); John Kenneth Galbraith, *The New Industrial State* (Mentor); Milton Friedman, *Capitalism and Freedom* (University of Chicago); and Charles A. Reich, *The Greening of America* (Bantam). — English TTh 7:00-8:15 p.m.

**Job and His Friends** — An exploration of one of the great pieces of world literature. There have been parallels in ancient cultures and reinterpretations in more recent literature, but none probe so deeply nor so subtly the basic themes of human existence: life and death, good and evil, strength and weakness, friendship and isolation, pride and vanity, struggle and despair, suffering and defeat. What does it mean to be human? How can one endure terror and pain? Can friends support the sufferer, or must he ultimately struggle alone? How can he affirm life? Is God dead or alive? Does God dare to confront the agonies of the righteous and

## 62/ Courses of Instruction

the doubts of the believer? These themes will be examined in their ancient context and in modern interpretations of *Job*. Authors to be read will include Aeschylus, Shakespeare, Dostoyevsky, Melville, Kafka, Camus, MacLeish and Wiesel. The course will emphasize discussion and the writing of short essays. The *Book of Job* will be a major reading. — Gettier  
TTTh 11:20

**The Human Ecology of an Urban Area** — This seminar will introduce students to the city of Hartford. It will move from a historical and theoretical perspective on American urban history to a study of Hartford's city and culture, concluding with group and individual projects. Tours, invited lectures and primary source materials will introduce students to Hartford's diverse populations, neighborhoods and institutions. The seminar meetings will consist of a mix of lectures and open discussions. Students will be encouraged to take part in the activities of the Hartford Studies Group, which the instructor coordinates. There will be writing and oral assignments to sharpen analytical and other skills. Numerous scholars will be read, including Zane Miller, David R. Goldfield, Blaine Brownell (urbanization and urban history), David Tyack (educational history), David Meyer and Marion Grant (Hartford). Major readings include David R. Goldfield and Blaine A. Brownell, *Urban America: From Downtown to No Town* (Houghton Mifflin); David B. Tyack, *The One Best System* (Harvard University Press); and David R. Meyer, *Urban Change in Central Connecticut: From Farm to Factory to Urban Pastoralism* (Ballinger). — Goodenow W 1:15-3:55

**Einstein and Space-Time** — With his theories of special and general relativity, Albert Einstein achieved a beautiful synthesis of macroscopic physical principles. He did so by abandoning certain preconceptions about measurements of lengths and comparisons of time intervals. In this seminar we shall study Einstein and his iconoclastic ideas with the hope of understanding just what he achieved. There are many popular misconceptions about Einstein's theories of relativity. To avoid these, it is essential to use very precise language in the description of measurements which are normally regarded as operations too simple to require explicit specification. Seminar assignments will therefore include a number of short papers designed to develop the student's ability to write cogently and accurately. Participants in this seminar must be willing to read carefully and critically and to exercise their analytical faculties to the utmost. The readings include a scientific biography of Einstein and non-mathematical — but detailed and thorough — accounts of his relativity theories. Major readings include Banesh Hoffmann, *Albert Einstein: Creator and Rebel* (New American Library, paperback); and Robert Geroch, *General Relativity from A to B* (University of Chicago Press). — Picker  
TTTh 9:55

**Understanding Works of Art** — An introduction to the history of art and architecture through the direct experience of original works of art. Students will study works of art ranging from archaeological artifacts to the film through museum visits, field trips and film screenings. In readings and frequent short papers, students will evaluate works of art and architecture seeking to understand the contexts in which art can be perceived. Issues such as the purely formal character of art works, and their symbolic, historical and documentary content will be addressed in an effort to understand artistic quality and the relationship of artistic form to content. Summer reading includes Ernst Gombrich's *Art and Illusion* and selections from H. P. L'Orange, Rudolf Arnheim, Meyer Schapiro, and others. — Gordon  
M 1:15

**Social Science Research in the Evolution of Public Policy: School Desegregation — A Case in Point** — Are the results of social science research useful in the formulation of national public policy regarding school desegregation? This seminar will begin with an examination of the well-known social-psychological "doll studies" and other research that formed the social science basis for the landmark 1954 school desegregation decision by the Supreme Court.



Then the seminar will second guess the Court with the advantage of hindsight. Has more recent "experimental" and survey research by sociologists and case studies by anthropologists confirmed or disconfirmed the earlier psychological studies? Class discussions will evaluate these diverse researches into desegregation and, at the end of the seminar, members will speculate about the promises and limitations of social science in this area of public policy. Requirements include one oral report to the seminar and a series of brief papers on the topics of class presentations and readings. If arrangements can be made, students will observe desegregated classrooms and keep a log of their findings. — Schultz TTh 1:15-2:30

**Mathematics: Its Life and Times** — Mathematics is usually studied without much time or attention given either to its own historical development or to its relationship to the history and culture of the times in which it developed. This seminar does not propose to undertake an exhaustive treatment of such matters, but we shall give as much consideration as time permits to the more interesting and intriguing aspects of them. The student who selects this seminar need not have an extensive background in school mathematics and need not be clever mathematically. The qualities which are expected are rather some curiosity about the development of ideas in an area in which many of us are inadequately informed, and a willingness to think about the inter-relation of these ideas with other forces at certain particular times. Members of the seminar will be expected to contribute to and participate in the seminar consistently, in the form of brief oral reports and short written papers. There will also be one or two longer papers assigned in which the student will deal with a subject of special interest to him/her either choosing a topic not covered in the seminar, or going beyond the treatment accorded in the seminar. The principal references will be: Morris Kline's, *Mathematics in Western Culture* and Howard Eves's, *An Introduction to the History of Mathematics* (Fourth Edition). — Stewart MWF 1:15

**Images of American Woman in Film and Fiction** — This seminar will investigate the changing role of women in American culture over the past century through a variety of novels and films. It will be our working assumption that there is an intimate connection between the ways in which individual women live their lives, and the ways in which they are textually defined. Consequently, we will pay the closest possible attention to some of the cinematic and novelistic representations which support our concept of the "female," and the sorts of narratives in which women fictionally figure. In addition to viewing a series of films and reading a group of novels with the utmost attentiveness, students will be expected to assimilate theoretical materials necessary to this project. There will be in-class reports and frequent short papers. — Silverman W 1:15

**Survival of the Individual in Modern Society** — This seminar will explore the problems of decision making in the context of modern technology, culture and society. The value and limits of science and technology in making rational and humane choice will be examined. Topics to be discussed will range from global and societal issues of ecology, human rights, and world peace to personal and communitarian questions of individual freedom, values clarification, and life philosophy. A central problem will be to determine to what degree science and technology can be used in making decisions which better balance the benefits and possible undesirable side effects of technological improvements. Dilemmas and problems of modern living will be presented as case studies for analysis and student response. Lastly, the role of education will be examined as an alternative influence on the direction of the future. Weekly papers and readings will be assigned along with a final project to be completed and presented to the class. Recommended summer reading includes *Small is Beautiful* and *Zen and the Art of Motorcycle Maintenance*. — Moseby MW 1:15-2:30

**Communism and Fascism: An Exploration in Comparative History** — This seminar will study the origins and development of the two great mass political movements of the twentieth

## 64/ *Courses of Instruction*

century, Communism and Fascism, as they arose in Russia and Germany. Historical, literary and cinemagraphic sources will be used to explore the larger implications of these movements for our understanding of the nature of modern man and his society. — West Th 7:00

**Modern European Intellectual History** — The seminar will deal with the major currents of European and Russian intellectual history in the nineteenth and twentieth centuries. Main themes will include the dilemma of the intellectual in mass societies, the rise of Fascism and Communism, war and the collapse of liberalism. Readings will include Dostoyevsky, Tolstoy, Nietzsche, Mann, Koestler, Sartre, Solzhenitsyn, Speer, Pasternak, Graves, Orwell, and others. — Kassow T 7:00

**Doctor, Lawyer, Indian Chief: A Study of Career Profiles** — This course will examine the career profile of any of a number of specific occupations, in terms of 1) the process of training for the occupation, or 2) factors affecting working in the occupation. It has been demonstrated that the process of becoming a professional (or artist, or social worker, or musician) is much more complex than being accepted by professional school, mastering the knowledge of the profession and receiving a license to practice. A substantial literature exists that indicates that the type of school attended (public or private), the type of situation of early apprenticeship (professionally oriented or locally oriented); indeed, whether one marries while in professional school or later, has tremendous impact on the kind of professional one becomes and the quality of work one does. Further, the work setting has as much impact on the type and quality of work as does the school attended and the training received. There is a large literature on the processes of "becoming" or "doing" any number of occupations from medicine and law to business, to being an artist, scientist or prostitute. Students would be asked to examine any one of these occupations through selected readings, library research and a number of short papers. — McGuire WF 2:40

**Utopia: Ideal Conceptions of Society from Plato to B. F. Skinner** — Students will read, analyze and debate the pros and cons of various projections of human society, relating the nature of the utopian or anti-utopian conceptions to the historical circumstances which fostered them. The need for and function of utopian thinking will be examined. Frequent short papers and one major project will be required. Authors to be read will include Plato, Sir Thomas More, Rousseau, Voltaire, Marx, Thoreau, Shaw, Huxley and B. F. Skinner. — Bianchini WF 1:15

**Scientific Technology and Social Change** — The core material for this course will be taken from "Readings from Scientific American," a monograph with the same title as this seminar. The subject will be developed from a historical perspective with a presentation of "... some aspect of the relations of science and technology to one another and to their social and cultural milieu. (The articles presented) ... convey some sense of the importance of science-based technology as a component of social change and of the futility of trying to determine a social future without bringing technology under social control." (Quote from Preface in text.) Additional topical areas to be covered will be taken from the current literature. Examples might include "The Social Imperatives of Medical Research," "Science, World Politics and Human Rights," "Reflections on the Energy Wars." Students will work in pairs with each topic assigned to two pairs for preparation, usually written, and presentation of pro and con positions. Major reading for the course is: "Scientific Technology and Social Change," *Readings from Scientific American*, W. H. Freeman and Company, 1974. — DePhillips MW 2:35-3:50



## American Studies Program

ASSISTANT PROFESSOR LEACH, *Director*; PROFESSOR SLOAN;  
ASSISTANT PROFESSOR BACON

The American Studies major gives the student the opportunity to apply the methods and learning of several disciplines to the study of the culture and society of the United States. It draws upon the resources of many departments and programs at Trinity. To learn a variety of disciplinary perspectives on the United States, the student takes courses with American subject-matter content offered by several departments. To integrate his/her knowledge of American culture and society, the student participates in American Studies seminars and tutorials. Ordinarily the student's work will center on American history, literature, political science, economics, or sociology; however, the student may design a program that enables him/her to concentrate in other fields of study, such as religion or fine arts.

### THE AMERICAN STUDIES MAJOR

I. *Requirements of students in the major:*

- A. Completion of American Studies 301-302 and American Studies 401, each with a minimum grade of C.
- B. *Either* completion of American Studies 403-404 with a minimum grade of C; *or* completion of American Studies 402 with a minimum grade of C and achievement of a passing grade in a comprehensive examination.
- C. Satisfactory completion of a minimum of nine courses dealing with American culture and society offered by other departments and programs, in addition to the American Studies courses. (See sample listing below.) Students in the major are strongly urged to prepare themselves for the American Studies courses by taking courses in American history, literature, and art history with considerable breadth of subject matter (such as American Studies 210, 261, 271, 272, and 325(2); History 201 and 202; English 205 and 206) in their freshman and sophomore years.
- D. To insure adequate depth of inquiry, and to give focus to their programs of study, students must take at least three American Studies-related courses above the introductory level in one department.
- E. To insure adequate breadth in their programs of study, students must take American Studies-related courses in at least three departments.

The following are some of the courses with American subject-matter content regularly offered by other departments and programs that may be taken to satisfy the requirements (see B above) of the American Studies major. This is a sample listing only. Its purpose is to suggest the diversity of courses from which majors may construct their individual programs. (Not all of these courses are offered this year — check course descriptions under each department and program.)

### CHRISTMAS TERM

Economics 303. Labor Economics  
Education 344. American Educational Reform  
English 205. Survey: American Literature  
English 313. Foundations of Modern American Poetry  
English 404(1). Ernest Hemingway  
English 407. The American 1920's  
History 201. The United States from the Colonial Period to the Civil War  
History 209. Black Americans Before 1865  
History 312. Colonial America

## 66/ *Courses of Instruction*

History 314. Civil War and Reconstruction  
History 326. The Rise of the United States as a World Power  
Political Science 225. The American Presidency  
Political Science 301. American Political Parties  
Political Science 307. Constitutional Law  
Religion 201. The Contemporary Jewish Experience  
Sociology 231. Popular Culture  
Sociology 321. Urban Sociology  
Theatre Arts 331A. Seminar in Theatre and Drama: Eugene O'Neill  
Theatre Arts 331B. Seminar in Theatre and Drama: Tennessee Williams, Arthur Miller and Edward Albee

### TRINITY TERM

Art History 371. Seminar in Urban Architecture and Planning: The American City  
Economics 204. Labor Relations  
Economics 308. Monopoly and Public Policy  
Education 276. Sociology of Education  
English 206. Southern Roots of Modern American Literature  
English 207. Images of Blackness in Nineteenth Century American Fiction  
English 359(2). Richard Wright and Ralph Ellison  
English 381. Edgar Allan Poe  
English 384. American Cosmologies  
History 202. The United States from Reconstruction to the Present  
History 210. Black Americans Since 1865  
History 311. The Formative Years of American History  
History 319. America Between the Wars  
Political Science 302. State and Local Government  
Political Science 315. American Foreign Policy  
Sociology 312. Social Class and Social Mobility

### II. *Recommendation for students in the major:*

In order to develop comparative perspectives on the American experience and to avoid parochialism, students majoring in American Studies should supplement their programs with courses relating to other nations and cultures. For example, a student with a special interest in nineteenth-century American literature and history should take courses in the literature and history of nineteenth-century England.

### III. *Honors in American Studies will be awarded to students who meet all the following requirements:*

- A. Attain a minimum college grade average of B.
- B. Attain a minimum grade average of B+ in all courses for major credit.
- C. Attain a minimum average of A— in all American Studies courses.
- D. *Either* complete American Studies 403-404 with a minimum grade of A—; *or* complete American Studies 402 with a minimum grade of A— and achieve a mark of Distinction in the comprehensive examination.



CHRISTMAS TERM

**271. (AH 271) American Art** — An introduction to painting, sculpture, graphics, and photography from the eighteenth century to the present. Developments will focus on European backgrounds and uniquely American contributions as well as the artists' reaction to the American experience. — Bacon TTh 9:55

**280. (Education 290) American Higher Education** — Examines what one scholar has called "the ironic and contradictory" character of American higher education. Traces the historical development of colleges and universities within the context of cultural and social history, stressing the evolution of the curriculum, campus life, institutional diversity, governance, the professoriate, and the impact of urbanization, industrialization, technology and the modern political economy. Contemporary policy issues will be introduced. There will be lectures and discussion, with emphasis on the latter. The work of Lawrence Veysey, David Riesman, Frederick Rudolph and the Carnegie Commission on Higher Education will be among the literature surveyed. — Goodenow TTh 9:55

**301-302. Seminar for Junior Majors** — A two-credit course in selected topics in American Studies, required of all majors. Normally to be taken in the junior year, this course will serve as the introduction to the major program. The seminar will consider the conceptual and methodological bases of the interdisciplinary study of America. It will also introduce students to a variety of themes in American culture through readings and other materials drawn from those disciplines which consider the American experience. Weekly papers required. — Leach and Staff TTh 1:15-4:00

**321. (Economics 321) American Economic History** — A survey of the growth of the national economy from 1790 to the 1900's. Special attention will be given to the problems of foreign trade, industrial development, the economy of the antebellum South, transportation, land policy, agrarian discontent, the rise of cities, and the problems of monopoly and economic welfare. Prerequisites: Economics 101 and permission of the instructor. — Gunderson MWF 11:30

**401. Colloquium for Senior Majors** — A one-credit course presented in the fall term and required of all senior majors. The colloquium will provide students with the opportunity to apply diverse methodological approaches and kinds of evidence to the study of a single large theme or problem in American culture of the twentieth century. — Leach M 1:15-4:00

**403-404. Senior Thesis Tutorial** — A two-credit, year-long course offered on an optional basis to senior majors working under the supervision of one or more faculty members in American Studies-related fields. — Staff

TRINITY TERM

**206. (English 206) Southern Roots of Modern American Literature** — A survey of Southern literature, considering its roots in social history, and assessing its influence on modern American poetry, fiction, and drama. Readings in Faulkner, Flannery O'Connor, Ellison, Wright, T. Williams, Dickey, W. J. Cash's *The Mind of the South* and E. Genovese's *Roll, Jordan Roll*. Permission of the instructors. — Kuyk and Miller MWF 9:30

**213. (Economics 213) Business and Entrepreneurial History** — The evolution of business structures and practices, primarily in the American experience. Changes in such aspects as management, finance, marketing, and information are considered. Special attention is given to the role of entrepreneurs and conditions which may have influenced their creative efforts. Both an analytical approach and case studies are employed. Prerequisite: Economics 101. — Gunderson MWF 11:30

## 68/Courses of Instruction

**261(2). (Religion 261(2)) Religion in American Society** — The historical role of religion in shaping American life and thought, with special attention to the influence of religious ideologies on social values and social reform. — Kirkpatrick MWF 10:30

**272. (AH 272) American Architecture** — An introduction to the American building and environmental tradition from the seventeenth century to the Depression. — Bacon TTh 2:40

**290. (Religion 290) Spiritual Movements in Contemporary America** — An anthropological approach to culture change including the rise, the development and future prospects of spiritual movements in contemporary American culture. Emphasis is given to the teachings of these movements and their contributions to American religious thought. Topics include Garveyism, the Black Muslims, the Peace Mission Movement, Hare Krishna, and the Jesus People. Prerequisite: Religion 389, Religion 261(2), or permission of the instructor. — Desmangles MWF 9:30

**382. (English 382) Chicano and Native American Traditions** — An introduction to the important contributions of Mexican-American and American Indian writers. Particular attention will be given this literature's relationship to the oral traditions from which it developed, and to its cross-cultural perspectives. Permission of the instructor. — Brown MWF 1:15

**402. Senior Project** — A one-credit course required of all majors not writing a senior thesis. In this course the student will undertake a project on an American Studies topic of the student's own choosing. The project will be supervised by a faculty member in an American Studies-related field. The project will often be an outgrowth of work done in American Studies 401. — Leach, Sloan, and other participating faculty.

**403-404. Senior Thesis Tutorial.**

## Biochemistry

The Biochemistry major is awarded by the Chemistry Department and consists of the following one-semester courses: Chemistry 211L, 212L, 309, 311L, 316; Physics 122L; Mathematics 122; Biology 317L, 318L; and three courses selected from the following: Chemistry 312L, 313, 403, 405; Biology 220L, 310L, 321L, 333L, 381L, 383L, 409L, 412L. A grade of at least C— must be obtained in Chemistry 212L, 316; Biology 317L, 318L.

A recommended selection of courses for the first year that will allow maximum flexibility of choice in subsequent years is as follows:

*Christmas Term*  
Chemistry 111L  
Physics 121L  
Mathematics 121

*Trinity Term*  
Chemistry 112L  
Physics 122L  
Mathematics 122

Modifications of the recommended selection may be made, but should be made only in consultation with a Chemistry Department staff member.

For further information concerning progress towards the major please consult the description of the Chemistry major. All Biochemistry majors are subject to the regulations detailed there.



# Biology

PROFESSORS CRAWFORD, *Chairman*, CHILD, GALBRAITH\*\*, AND  
VAN STONE; ASSOCIATE PROFESSORS R. BREWER AND SIMMONS\*;

ASSISTANT PROFESSOR SCHNEIDER

Students who anticipate majoring in biology should discuss their plans with a faculty member of the Biology Department as early in their undergraduate career as possible, to ensure the selection of an appropriate sequence of courses to satisfy their particular requirements.

**BIOLOGY MAJOR** — The major consists of 12 course credits which can be acquired through a combination of departmental and nondepartmental courses. No course with a grade less than C— can be counted towards the major. A minimum of eight course credits must come from the Department of Biology offerings including Biology 201L and two other courses with laboratory selected from those listed at the 200 level. The remainder of these eight credits may be accumulated through a combination of departmental courses which the student feels best suits his or her objectives with the proviso that he or she present a minimum of six courses with laboratory. Nondepartmental courses (as listed below) may be used in any combination with departmental courses to complete the total course credit requirement of the major.

It is expected that students intending to major in biology will complete Chemistry 111L and 112L along with a course in mathematics and/or physics during the freshman year and enter Biology 201L at the beginning of the sophomore year. The guideline courses, described below, are available for those students who wish to take a biology course in the freshman year.

If the Biology major is to be used as preparation for medicine or other health related professions, the section in this bulletin entitled "Advising" should be consulted. Those who are anticipating graduate study in biology should discuss their plans with a faculty member of the Biology Department as early in their undergraduate career as is possible.

The following nondepartmental courses may be applied towards the major in biology as described above.

Chemistry:	112L General Chemistry II 212L Elementary Organic Chemistry 311L Physiochemical Methods of Analysis
Education:	491-492 Student Teaching
Engineering:	115L Introduction to Computing 314 Analog and Digital Electronic Instrumentation 211 Introduction to Systems Analysis 411 Electrical Aspects of Biological Signals 522L Biological Control Systems
Mathematics:	110 Calculus (or any higher numbered course)
Physics:	102L Principles of Physics II 122L General Physics II

**Course Credits** — The credits which can be accumulated for any specific course are given in the course description below. Students who have secured an advanced placement grade in

\*Sabbatical Leave, Christmas Term

\*\*Sabbatical Leave, Trinity Term

## 70/ *Courses of Instruction*

Biology of 4 or 5 will be excused from Biology 201L, and they will be allowed 1¼ credits toward the major. A grade of C— or better in Biology 201L is a prerequisite for enrollment in higher numbered courses in the department.

*Teaching Assistants* — Each year, by invitation, certain students will be given the opportunity to function as teaching assistants. Those accepting will work closely with a faculty member in the presentation of a listed departmental course. It is to be understood that the primary responsibilities of student assistants will be instructional. Students taking part in this program will receive ½ course credit by registering in Biology 451 or 452.

*Research in Biology* — Majors in Biology are provided the opportunity to carry on research either through direct laboratory work or library research. Because of the nature of laboratory work, the student should not entertain this type of independent study unless he or she is willing to devote at least two semesters or, more likely, three semesters to the program. Library work is to be done on the semester basis and will involve the preparation of a paper dealing with a legitimate problem in the field. All students doing research will be under the direction of individual staff members. Those who wish to pursue this work should present a written request to the Department Chairman no later than December 1 if the work is to be initiated in the Trinity Term or no later than May 1 if the work is to be initiated in the Christmas Term. Such requests should include a general description of the question to be pursued and an explanation of its import.

*Nonmajors* — Students who wish to participate in departmental courses but who are not interested in a full major may do so by completing Biology 201L with a C— or better.

*Guideline Courses* — Courses numbered between 110-120 are guideline courses. These are designed for the general student who may enter them at any period of his or her college career without prerequisites. Guideline courses are not counted toward the major.

*Exchange Program* — Students who are involved in exchange programs, and wish major credit for work at another college should submit to the Department Chairman in writing before their work is begun: the name of the institution, the course number, name and catalogue description. Formal permission must be given before the course can be credited toward the major at Trinity.

*Open Semester* — Students who choose the open semester and wish major credit for the same, must present both orally and in writing, their proposal to the Department via the Chairman *before the work is begun*. If approved by the departmental staff, the student must submit clear proof that the approved goals were accomplished. Credit will be given or withheld according to the proofs of achievement.

Some students may wish to engage themselves in serious biological study outside the College. If a student wishes credit toward the major for this study, the procedure for the open semester must be followed.

### CHRISTMAS TERM

**108(2). Environmental Biology** — Biological, chemical, and physical factors determine the abundance and distribution of the living organisms on our planet. Understanding the basic principles involved can and should have wide application to mankind's use of the earth. This course will examine the major world communities (tundra, conifer forest, summer-green forest, rain forest, grassland, desert and ocean) and consider the factors that control the flow of energy, the mineral cycling, the population fluctuations, and the species diversity of each. Special emphasis will be given to interpreting these principles as they apply to man's use of the land, exploitation of natural resources, agricultural practices, and the problem of mankind's own population growth. Problems of pollution will be discussed in terms of their biological



impact, and as public health issues. This is a program course in Urban and Environmental Studies, not open to junior or senior biology majors. — Haffner TTh 9:55

**201L. Biological Principles** — An introduction to the unifying principles of biological science: the kingdoms of organisms, prokaryotic and eukaryotic organization of cells, reproduction and inheritance, metabolism and molecular genetics, the development and function of multicellular organisms, the genetic makeup of populations and the theory of evolution. Laboratory experience with dissection, preparation of materials for microscopy, structure and behavior of cells, biochemical properties of cell components, the kingdoms of organisms and the vertebrate body. Permission of the instructor. 1¼ course credits. — Child MWF 9:30

**Lab. Sec. A** — Child M 1:10

**Lab. Sec. C** — Child W 1:10

**Lab. Sec. B** — Child T 1:10

**311L. Vertebrate Comparative Anatomy** — A treatment of the evolutionary history of the vertebrates based on a comparison of the gross anatomy of living and extinct forms. The lectures are correlated with a series of dissections including *Squalus* (dogfish) and the cat designed to introduce the student to the fundamental nature of vertebrate anatomy. Prerequisite: Biology 201L and permission of the instructor. 1¼ course credits. — Van Stone TTh 11:20

**Lab. Sec. A** — Van Stone T 1:10

**Lab. Sec. B** — Van Stone Th 1:10

**317L. Biochemistry I** — A study of the molecular description of living systems. Emphasis is upon current developments in both concepts and laboratory techniques. This course deals with proteins, enzymology, bioenergetics and molecular genetics. Laboratory exercises will explore the properties of amino acids, proteins, enzymes, radioactive isotopes and reconstituted systems of biosynthesis. Prerequisites: Biology 201L, organic chemistry, and permission of the instructor. 1¼ course credits. — Crawford TTh 8:30 (*With permission of the instructor this course may be taken without laboratory by registering in Biology 317. 1 course credit.*)

**Lab. Sec. A** — Crawford W 1:10

**Lab. Sec. B.** — Crawford Th 1:10

**321L. Genetics** — A study of the basic principles of genetics including the transmission and organization of the genetic material, the structure and function of the gene, and microbial and population genetics. Laboratory exercises will place emphasis upon methods of genetic analysis in *Drosophila*. Selected experiments in microbial genetics, biochemical genetics, and cytogenetics. Prerequisite: Biology 201L and permission of the instructor. 1¼ course credits. — Galbraith MWF 10:30 (*With permission of the instructor this course may be taken without laboratory by registering for Biology 321. 1 course credit.*)

**Lab.** — Galbraith T 1:10

**333L. Ecology** — A study of the interrelationships among organisms and between organisms and their environment which determines the structure and attributes of natural populations and biological communities. Field trips and laboratory experience provide the opportunity to apply this theory and to use sampling methods and statistical techniques in the analysis of the response of organisms to components of their physical environment, of selected population phenomena, and of different natural communities in the context of current ecological theory. Several field trips are required during the first half of the term. Prerequisite: Biology 201L and permission of the instructor. Biology 222L is recommended, but is not a prerequisite. 1¼ course credits. — R. Brewer MWF 11:30

**Lab. Sec. A** — R. Brewer T 1:10

**Lab. Sec. B.** — R. Brewer W 1:10

**381L. Cryptogamic Botany** — An intensive survey and laboratory study of the nonvascular cryptogamic plant groups emphasizing slime molds, fungi, lichens and algae. Special emphasis will be placed on the ecological significance of group and individual characteristics and

their evolutionary impact. Occasional mandatory weekend field trips and special projects supplement the regular laboratory exercises. Offered in odd-numbered years. Not to be taught in 1981-82. Prerequisite: Biology 212L and permission of instructor. 1¼ course credits. — Schneider MWF 9:30

**Lab. Sec. A** — Schneider W 1:10

**Lab. Sec. B** — Schneider Th 1:10

**[383L. The Embryophytes]** — A comparative study of the anatomical and morphological diversity of the bryophytes, lower vascular plants, ferns, gymnosperms and angiosperms. The fossil record and origin of the land flora will be of primary concern, as well as the evolution of the sporophyte and gametophyte generations. Occasional mandatory weekend field trips and special projects supplement the regular laboratory exercises. Offered in even-numbered years. Prerequisite: Biology 212L and permission of the instructor. 1¼ course credits. — Schneider MWF 9:30

**Lab. Sec. A** — Schneider W 1:10

**Lab. Sec. B** — Schneider Th 1:10

**[403. Seminar in Advanced Botany]** — Special topics in the field of plant science will be extensively studied in the literature. Discussions will culminate with a major paper within the scope of the selected topic. Enrollment limited to 8 students. Prerequisites: Biology 212L and 381L or 383L and permission of instructor. ½ course credit. — Schneider

**[409L. General Endocrinology]** — A study of the endocrine glands of vertebrates. Major emphasis is placed upon the interaction of hormones in regulating metabolism, reproduction, development and differentiation. The laboratory will introduce students to modern techniques used in studying endocrine physiology. Included will be experiments involving measurement of protein and steroid hormones, metabolism of hormones, chromatographic techniques for separation of hormones, and preparation of antibodies to hormones. Prerequisites: Biology 220L, 318L and permission of the instructor. — Simmons TTh 9:55

**Lab.** — Simmons T 1:10

**415. Research in Biology (Laboratory)** — The student will carry on an original laboratory research project under the direction of an individual staff member. A student electing to pursue independent study of this type should plan on initiating the work no later than the fall of the senior year, and should also plan on no less than two semesters of study with a final formal report to be submitted to the staff. The course numbers 417 and 418 may be used to designate third and fourth semesters if necessary. Prerequisite: Permission of the staff. ½ course credit per semester. (See paragraph on Research in Biology in the description of the major.) — Staff

**419. Research in Biology (Library)** — The student will carry on a library research project under the direction of an individual staff member. A student electing this type of independent study should plan on a full semester with the preparation of a final formal report to be submitted to the staff. The course numbers 421 and 422 may be used to designate third and fourth semesters if necessary. Prerequisite: Permission of the staff. ½ course credit per semester. (See paragraph on Research in Biology in the description of the major.) — Staff

**451. Teaching Assistantship** — Students who have been invited to function as teaching assistants will register for this course. ½ course credit. (See paragraph on Teaching Assistants in the description of the major. Not creditable to the major.) — Staff

## TRINITY TERM

**[112. The Biology of Man]** — A treatment of the basic principles of living systems and an application of these to the study of man. Particular attention will be devoted to structural and



functional characteristics which document man as an integral component of an evolving physicochemical phenomenon (not a course in human anatomy and physiology). Not open or creditable to biology majors. A guideline course. Permission of the instructor. — Van Stone MWF 11:30

[114. **The Oceans**] — An ecological perspective of the sea which includes the treatment of the physical forces and the chemical milieu which have influenced in the past, and continue to influence today, not only the biological components of the marine environment but life itself. Not creditable to the major. A guideline course. — R. Brewer TTh 11:20. Offered in odd-numbered years.

**212L. Biology of Plants** — A study of the structure and function, development, metabolism, and ecology of plants. Plant-animal interactions will be considered. Laboratory exercises are designed to involve students with the important concepts outlined in lecture. Prerequisite: Biology 201L and permission of the instructor. 1¼ course credits. — Schneider MWF 9:30

**Lab. Sec. A** — Schneider T 1:10

**Lab. Sec. C** — Schneider Th 1:10

**Lab. Sec. B** — Schneider W 1:10

**220L. Animal Physiology** — An introduction to molecular, cellular, and systematic physiology. Emphasis will be placed upon the biochemical phenomena involving interaction of the different organ systems in maintaining homeostasis. Laboratory exercises are designed to demonstrate regulatory mechanisms of the different organ systems utilizing whole animals and some subcellular preparations. Prerequisite: Biology 201L. Permission of the instructor. 1¼ course credits. Limited to 60 students. — Simmons MWF 8:30 (*With permission of the instructor this course may be taken without laboratory by registering in Biology 220. 1 course credit.*)

**Lab. Sec. A** — Simmons M 1:10

**Lab. Sec. C** — Simmons W 1:10

**Lab. Sec. B** — Simmons T 1:10

**222L. Invertebrate Zoology** — A phylogenetic treatment of the major groups of invertebrate animals based upon their morphological characteristics and their functional attributes. The laboratory provides comparative examination of the relationship between structure and function in the major invertebrate groups through demonstration, dissection, and experimentation. Prerequisite: Biology 201L. Permission of the instructor. 1¼ course credits. — R. Brewer MWF 11:30

**Lab. Sec. A** — R. Brewer W 1:10

**Lab. Sec. B** — R. Brewer Th 1:10

**310L. Developmental Biology** — A study of the developmental processes in animals with emphasis on vertebrates. Modern theories of development are emphasized. Laboratory exercises will include studies of the developmental anatomy of several animals with emphasis on the early embryology of the chick. In addition, experiments dealing with several aspects of animal morphogenesis will be pursued and selected techniques used in experimental studies of animal development will be introduced. Prerequisite: Biology 201L. Permission of the instructor. 1¼ course credits. Van Stone TTh 11:20 (*With permission of the instructor this course may be taken without laboratory by registering in Biology 310. 1 course credit.*)

**Lab. Sec. A** — Van Stone T 1:10

**Lab. Sec. B** — Van Stone Th 1:10

[314. **Vertebrate Microscopic Anatomy**] — A lecture course designed to provide the student an insight into the structure of cells and their organization into vertebrate tissues. Permission of the instructor. 1 course credit. — Van Stone TTh 11:20 Not offered in 1980, 1981, and 1982.

[316. **Microscopic Technique**] — Laboratory exercises in the preparation of cells for study and the proper use of the microscope. Both traditional and modern techniques will be treated.

## 74/ Courses of Instruction

Prerequisite: Biology 314 which may be taken concurrently and permission of the instructor. ½ course credit. Not offered in 1980, 1981, and 1982.

Lab. Sec. A — Van Stone M 1:10

Lab. Sec. C — Van Stone W 1:10

Lab. Sec. B — Van Stone T 1:10

**318L. Biochemistry II** — In the second half of the course attention is given to metabolism and its control. In the laboratory, the chemical and metabolic properties of carbohydrates and lipids will be explored. Also included are experiments on respiration, phosphate metabolism, and distribution of macromolecules in mammals. Prerequisite: Biology 317L or permission of the instructor. 1½ course credits. — Crawford TTh 8:30 (*With permission of the instructor this course may be taken without laboratory by registering in Biology 318. 1 course credit.*)

Lab. Sec. A — Crawford W 1:10

Lab. Sec. B — Crawford Th 1:10

**412L. Cellular Physiology** — The experimental evidence underlying contemporary cell theory, with emphasis on the physiology of subcellular parts, physico-chemical organization, and instrumental analysis. Laboratory exercises will provide practical experience with cell culture, sterile technique, phase contrast microscopy, and experiments in cell physiology. Open to juniors and seniors. Prerequisite: Biology 317L and permission of the instructor. 1½ course credits. — Child MWF 10:30

Lab. Sec. A — Child M 1:10

**416. Research in Biology (Laboratory)** — The student will carry on an original laboratory research project under the direction of an individual staff member. A student electing to pursue independent study of this type should plan on initiating work no later than the fall of the senior year, and the student should also plan on no less than two semesters of study with a final formal report to be submitted to the staff. The course numbers 417 and 418 may be used to designate third and fourth semesters if necessary. Prerequisite: Permission of the staff. ½ course credit per semester. (See paragraph on Research in Biology in the description of the major.) — Staff

**420. Research in Biology (Library)** — The student will carry on a library research project under the direction of an individual staff member. A student electing this type of independent study should plan on a full semester with the preparation of a final formal report to be submitted to the staff. The course numbers 421 and 422 may be used to designate third and fourth semesters if necessary. Prerequisite: Permission of the staff. ½ course credit per semester. (See paragraph on Research in Biology in the description of the major.) — Staff

**452. Teaching Assistantship** — Students who have been invited to function as teaching assistants will register for this course. ½ course credit. (See paragraph on Teaching Assistants in the description of the major. Not creditable to the major.) — Staff

## Chemistry

PROFESSORS BOBKO, *Chairman*, DE PHILLIPS AND SMELLIE\*\*;

ASSOCIATE PROFESSORS HEEREN AND MOYER;

ASSISTANT PROFESSOR HENDERSON

Because of the structure of the Chemistry curriculum, anyone interested in pursuing the study of Chemistry, whether for a major or otherwise, should contact a department staff member as soon as possible. The faculty member will aid in planning a schedule of courses that will permit the most direct and complete fulfillment of the intended goal.

\*\*Sabbatical Leave, Trinity Term



The Chemistry major consists of the following one-semester courses: Chemistry 211L, 212L, 309, 310, 311L, 312L, 313, 314, 320; Physics 122L; Mathematics 122. A grade of at least C— must be obtained in Chemistry 212L, 310, 314 and 320.

The major as outlined above is balanced and covers the principal divisions of Chemistry. The Chemistry Department, however, strongly urges those students who wish to prepare for graduate study in Chemistry to take, in addition to the above program, at least one 400-level Chemistry course. Since many graduate schools require that degree candidates demonstrate a reading knowledge of German, the Chemistry Department urges its majors to take appropriate courses in German to acquire such proficiency.

Students who meet the requirements outlined above, and who, in addition, earn credit for one 400-level Chemistry course (other than Chemistry 413, 414) may be certified to the American Chemical Society as satisfying its criteria for undergraduate professional education in Chemistry.

Those students undertaking off-campus programs of study who wish to have a course or courses counted toward partial fulfillment of the requirements for the Chemistry major must present in writing a complete description of such courses for *prior* approval by the Department. If approved, credit will be granted only after a satisfactory demonstration of completed work has been presented to the Department Chairman. This must include a certified transcript from the institution.

All courses in the Chemistry Department (except Chemistry 111L, 112L, 311L, 312L) may be taken with or without the associated laboratory. However, independent enrollment in the laboratory portion of any course is not permitted. Those students satisfactorily completing a course without the laboratory will receive one course credit. All others will receive the credit indicated on the course description.

Students majoring in Chemistry or Biochemistry must complete the laboratory portion (if any) of those courses, required or elective, used to satisfy the major requirements.

A recommended selection of courses for the first year that will allow maximum flexibility of choice in subsequent years is as follows:

<i>Christmas Term</i>	<i>Trinity Term</i>
Chemistry 111L	Chemistry 112L
Physics 121L	Physics 122L
Mathematics 121	Mathematics 122

Modifications of this recommended selection may be made, but should be made only in consultation with a Chemistry Department staff member.

### CHRISTMAS TERM

**111L. General Chemistry I** — The study of the major concepts and theories required for an understanding of chemical phenomena. Principal topics include: atomic and molecular structure, gas laws, stoichiometry, changes of state, solutions and energetics in chemical reactions. Laboratory work concentrates on quantitative measurements of solutions. 1½ course credits. Enrollment in each section limited to 55. Prerequisite: Permission of instructor.

Sec. A — Heeren MWF 8:30

Sec. B — Moyer TTh 9:55

Sec. C — Smellie TTh 9:55

Lab. MTWTh or F 1:10

\*All freshmen wishing to enroll in this course should register for Chemistry 111L only — with no designated section. The Registrar will place all those registered into a section in the early part of the summer, and will notify each student at that time as to which section he is assigned.

\*\*Sabbatical Leave, Trinity Term

## 76/ *Courses of Instruction*

**211L. Elementary Organic Chemistry I** — A systematic study of the compounds of carbon, including methods of synthesis and correlation of chemical and physical properties with structure. Introduction to certain theoretical concepts. One laboratory per week emphasizing basic techniques and synthesis. 1¼ course credits. Prerequisite: Chemistry 112L with a grade of at least C—, and permission of instructor. **211.** Lecture only, 1 course credit. Prerequisite: Chemistry 112L with a grade of at least C—, and permission of instructor. Enrollment in each laboratory section limited to 35. — Bobko MWF 10:30 **Lab.** W or F 1:10

**309. Physical Chemistry I — Energetics and Dynamics** — A lecture course concentrating on the development of the theory and applications of thermodynamics and kinetics to chemical systems. Special consideration will be given to the theoretical treatment of solution chemistry (i.e., colligative properties, electrolyte theory, etc.). Prerequisite: Chemistry 112L with a grade of at least C—, Mathematics 122, Physics 122L and permission of instructor. — DePhillips MWF 8:30

**311L. Quantitative Applications of Chemical Equilibria** — A lecture and laboratory course in which the theory of analytical chemistry is developed based on a detailed study of solubility, acid-base equilibria, complex formation, phase distribution, and oxidation-reduction equilibria. Laboratory experiments demonstrate the applications of the theory to analysis problems. 1¼ course credits. Prerequisite: Chemistry 112L and permission of instructor. — Henderson MW 9:30 **Lab.** TTh 1:10

**313. Principles of Inorganic Chemistry** — A study of atomic structure, the chemical bond, chemical reactivity, and molecular and ionic structure of inorganic compounds. An introduction to the principles of coordination chemistry and physical methods of structure elucidation as applied to inorganic compounds. 1 course credit. Prerequisite: Chemistry 309, and permission of instructor. — Moyer TTh 8:30

**405. Physical Methods of Organic Structure Determination** — A survey of physical methods of structure determination with emphasis on infrared, ultra-violet, nuclear magnetic resonance and mass spectrometry. 1 course credit. Prerequisite: Chemistry 212 or 212L. — Heeren MWF 10:30

**413. Independent Study** — An advanced-topic tutorial and/or laboratory research project under the guidance of a member of the staff. Prerequisite: Consent of a staff member and completion of an independent study form available in the Registrar's office.

### TRINITY TERM

**112L. General Chemistry II** — A continuation of Chemistry 111L with emphasis on chemical equilibrium, electrochemistry, kinetics and a presentation of the properties and reactions of selected elements. Laboratory work is devoted to the qualitative analysis of ions. Prerequisite: Chemistry 111L and permission of instructor. 1¼ course credits. Enrollment in each section limited to 55. To the greatest extent possible laboratory and lecture section assignments shall remain the same as for Chemistry 111L.

**Sec. A** — Heeren MWF 8:30

**Sec. B** — Henderson TTh 9:55

**Lab.** MTW or Th

**212L. Elementary Organic Chemistry II** — A continuation of the lecture and laboratory study begun in Chemistry 211L. 1¼ course credits. Prerequisite: Chemistry 211L and permission of instructor. **212.** Lecture only, 1 course credit. Prerequisite: Chemistry 211 or 211L, and permission of instructor. Enrollment in each section limited to 35. — Bobko MWF 10:30 **Lab.** W or F 1:10

**310. Physical Chemistry II: Solutions, Quantum Chemistry, Spectroscopy, Statistical Thermodynamics** — A comprehensive treatment of transport properties, electrochemistry,



quantum chemistry, molecular structure and chemical statistics. Subjects covered are designed to emphasize applications to chemical systems. 1 course credit. Prerequisite: Chemistry 309 with a grade of at least C—, and permission of instructor. — DePhillips MWF 8:30.

**312L. Instrumental Methods of Chemical Analysis** — A lecture and laboratory course in which the principles and practice of the use of instruments for making chemical measurements are developed. Optimization and application of instrumentation for chromatographic, spectroscopic, and electrochemical analysis are presented. 1 course credit. Prerequisite: Chemistry 311L, Chemistry 310 or 316 (which may be taken concurrently), and permission of instructor. — Henderson MW 9:30 Lab. M 1:10

**314. Descriptive Inorganic Chemistry** — A seminar course devoted to the systematic study of transition elements and nontransition elements, their compounds and reactions. Topics of current interest in inorganic chemistry will be discussed. 1 course credit. Prerequisite: Chemistry 313, and permission of instructor. — Moyer TTh 8:30

**316. Physical Biochemistry** — A comprehensive survey of the physical methods used in the investigation of biological systems, and the models and underlying theory developed to account for observed behavior. The physical and chemical properties of amino acids, peptides, proteins, purines, pyrimidines and nucleic acids will be examined from a thermodynamic and kinetic viewpoint. 1 course credit. Prerequisite: Chemistry 309 with a grade of at least C—, and permission of instructor. — DePhillips MWF 10:30

**320. Synthesis and Physical Properties of Inorganic Compounds** — An integrated inorganic-physical chemistry laboratory course emphasizing inorganic preparation and purification techniques, physical property measurements, reaction-kinetics, and structure determination of inorganic compounds. Electrolytic, vacuum line, aqueous and non-aqueous, and high temperature solid state methods will be introduced. Characterization methods will include infrared, visible, and nuclear magnetic spectroscopy, mass spectrometry, ionic conductivity, magnetic susceptibility, x-ray diffraction and chemical reactivity. The theme of this course is the coherent application of one or more physical methods to characterization of selected inorganic preparations. Prerequisite: Chemistry 310, 314 (both may be taken concurrently), and permission of instructor. It is recommended that Chemistry 311L be completed prior to taking this course. ½ course credit. — Moyer TTh 1:10

**414. Independent Study** — An advanced-topic tutorial and/or laboratory research project under the guidance of a member of the staff. Prerequisite: Consent of a staff member and completion of an independent study form available in the Registrar's office.

#### Courses taught on an alternate year basis:

#### 403. Synthetic Organic Chemistry

Courses taught in previous years, not now being      ed:

[213L, 214L. Intensive Organic Chemistry I, II]

[406. Physical Organic Chemistry]

[415. Advanced Analytical Chemistry]

[417L. Molecular Spectroscopy]

[509. Advanced Physical Chemistry]

## Classics

ASSOCIATE PROFESSOR MACRO, *Chairman*; PROFESSOR WILLIAMS;  
ASSOCIATE PROFESSOR BRADLEY

**CLASSICS MAJOR** — The major consists of eleven course credits, one of which is acquired by successful completion of an examination in a Special Author (see below). Of the remaining ten, eight must be (acquired) in Greek and Latin courses. The minimum level of achievement is two 300-level courses in the one language and two 200-level courses in the other. The two additional courses may be in Greek or Latin, or two courses chosen from the following: Classical Civilization 202, 203, 204, 205, 206, 302, 312, 412; Fine Arts AH 201; History 203, 204, 332, 334; Philosophy 307, 341, 343. Also the satisfactory completion of the General Examination is required. The Examination is taken typically in the spring of the candidate's senior year and comprises three parts: one two-hour examination in the literature and civilization of Classical Greece; one two-hour examination in the literature and civilization of Republican and Imperial Rome; and one two-hour examination in a special author or authors or in a *genre*, to be decided upon in consultation with the Chairman of the Department, which carries one course credit upon successful completion. The award of honors will be determined by the excellence of the candidate's work in courses and performance in the General Examination.

Majors in Classics who plan to proceed to a higher degree are urged to acquire a reading knowledge of French and German as soon as possible.

Ordinarily, one member of the Department in the second semester of each year is prepared to offer tutorials in areas of his special competence. Such tutorials are open to students who have successfully completed two 300-level courses in Latin and/or Greek.

For special programs at the American School of Classical Studies in Athens and the Intercollegiate Center for Classical Studies at Rome, see section; *Special Academic Opportunities*.

For courses in Biblical Hebrew see the offerings of the Religion Department.

## GREEK

### CHRISTMAS TERM

**101-102(1). Elementary Greek** — A double course completed in one term, elective for all classes. This intensive course, which is designed for those who begin Greek in college, meets six hours a week and completes a year of Greek in the Christmas Term. The aim of this course is to enable the student to read Greek as soon as possible. Two course credits. — Macro MWF 9:30, TTh 9:55

**201. Herodotus** — A selection of readings from the *Histories* of Herodotus. Emphasis will be laid on developing a facility to read Greek, though analysis of the historian's method and technique will not be overlooked. — Macro MWF 10:30.

**Advanced Studies in Greek** — The material of these courses is changed every year according to the desires and needs of the class. Elective for those who have taken Greek 202.

**[302(1). Aeschylus and Aristophanes]** — A study of two prominent dramatists of fifth-century Athens, working in opposite *genres*. One play of each author will be read.

**315. Plato** — Selected readings from the dialogues, with special emphasis on Plato's style, thought, and characterization of Socrates. — Williams MWF 10:30



[342(1). **Plutarch**] — A study of Plutarch's biographical methods and materials through the reading of selected *Lives*.

**391. Special Author** — Independent study in a special author or authors or in a *genre*: required of all senior majors in Classics as preparation for the General Examination. This year-long course of study carries one credit, award of which is contingent upon satisfactory completion of the examination in the author. — Staff

### TRINITY TERM

**112. Intermediate Greek** — A rapid reading of selected Attic prose. This course follows the intensive course in elementary Greek and includes practice in composition and sight reading. Prerequisite: Greek 101-102. — Williams MWF 10:30.

**202. Homer** — The finest portions of the *Iliad* or *Odyssey* will be read. The course comprises lectures, discussions, composition reports on Homer, the oral technique, archaeological background, the mentality of the Homeric World. Elective for those who have taken Greek 201. — Williams MWF 11:30.

**232. Comparative Philology: Latin and Greek** — After consideration of the linguistic relationship of Latin and Greek (comparative phonology and morphology), the course will examine the characteristics of Latin and Greek syntax with a view to tracing syntactic development from the simple utterance to the complex sentence and to understanding the principles of rhetoric. Class meetings will proceed by reading, lecture and discussion; composition and translation will be practiced. — Macro TTh 1:15

**Advanced Studies in Greek** — The material of these courses is changed every year according to the desires and needs of the class. Elective for those who have taken Greek 202.

[311(2). **Thucydides**] — Selections from the *History of the Peloponnesian War* of Thucydides.

**313(2). Tragedy** — A study of the *Electra* plays by Sophocles and Euripides. — Bradley MWF 1:30

[322. **Hesiod**] — Readings from Hesiod's *Works and Days* and *Theogony*. Comparisons and contrasts will be made between the oral epic of Homer and the didactic, rural epic of Hesiod, with some consideration of Hesiod's influence on Hellenistic literature (e.g., Aratus) and on Roman literature (e.g., Lucretius and Vergil).

[399(2). **Tutorial in Greek**] — Tutorial instruction is open to candidates who are capable of independent honors work or senior thesis. Prerequisite: Two 300-level courses in Latin and/or Greek.

### LATIN

#### CHRISTMAS TERM

[101-102(1). **Elementary Latin**] — A double course completed in one term, elective for all classes. This intensive course, which is designed for those who begin Latin in college, meets six hours a week and completes a year of Latin in the Christmas Term. The aim of this course is to enable the student to read Latin as soon as possible.

[**Elementary Latin** — See Student-Taught Courses.]

## 80/ Courses of Instruction

**101. Elementary Latin** — The aim of this course is to enable the student, who has had no Latin, to read Latin as soon as possible. The course will meet three times a week. One course credit. — Bradley MWF 9:30

**221. The Blending of Greek and Roman** — The assimilation of Greek literary ideas and forms (and their transformation) by such authors as Plautus and Terence, Catullus and Lucretius, and Cicero. Emphasis on literary analysis and criticism. Elective for those who have offered three or four units of Latin at entrance, or have taken Latin 112. Those who have had Advanced Placement Latin should consult with the Chairman. — Williams MWF 11:30

**Advanced Studies in Latin** — The material of these courses is changed every year according to the desires and needs of the class. Elective for those who have taken Latin 222.

**[301. Roman Drama: Plautus, Terence, and Seneca]**

**[311. Lucretius]**

**[312(1). Cicero]** — Selections from the letters, orations and philosophical essays.

**321. Vergil** — Readings in the *Eclogues*, *Georgics*, and *Aeneid* with particular emphasis on literary appreciation. — Bradley TBA

**[341. Catullus and the Elegiac Poets]** — Selections from the poems of Catullus, and the elegies of Propertius, Tibullus, and Ovid.

**391. Special Author** — Independent study in a special author or authors or in a *genre*: required of all senior majors in Classics as preparation for the General Examination. This year-long course of study carries one credit, award of which is contingent upon satisfactory completion of the examination in the author. — Staff

### TRINITY TERM

**112. Rapid Review of Latin Fundamentals: Readings in Latin Prose and Poetry** — This course is designed to meet the need of students who wish to refresh their knowledge of Latin grammar and vocabulary and to develop a facility in reading Latin prose and poetry. Selections from Latin prose and poetry will be read. Sight reading and composition will be included. Elective for those who have offered two or three units of Latin at entrance; or have taken Latin 101-102; or have offered such other preparation as the instructor may approve. — Bradley MWF 10:30

**222. Roman "National" Literature** — The growth of a literature celebrating native traditions and institutions and giving expression to the aspirations of a specifically Roman *humanitas*. Readings selected from Vergil, Horace, Livy, Propertius, and Tibullus. Elective for those who have offered three or four units of Latin at entrance, or have taken Latin 112 or 221. Those who have had Advanced Placement Latin should consult with the Chairman. — Bradley MWF 9:30

**Advanced Studies in Latin** — The material of these courses is changed every year according to the desires and needs of the class. Elective for those who have taken Latin 222.

**232. Comparative Philology: Latin and Greek** — After consideration of the linguistic relationship of Latin and Greek (comparative phonology and morphology), the course will examine the characteristics of Latin and Greek syntax with a view to tracing syntactic development from the simple utterance to the complex sentence and to understanding the principles of rhetoric. Class meetings will proceed by reading, lecture and discussion; composition and translation will be practiced. — Macro TTh 1:15



[302. **Satire: Horace and Juvenal]**

[304. **The Resources of the Latin Language]** — An experimental course intended to show through training in writing Latin, analysis of texts, practice in oral reading, how the Latin writers of prose and poetry exploited the resources of the language. Some attention will be paid to the historical and stylistic development of Latin as a medium of expression, and, if desired, to related topics in Greek. The course will meet two or three times a week plus weekly conferences with individual students. Open to those who have passed a 300-level course in Latin.

[322. **Roman Epistolography]** — A study of the epistolary form as shown in the works of Cicero, Seneca, and Pliny: letters literary and philosophical, and letters of straight news.

[322. **Catullus]**

331(2). **Roman Historians: Tacitus** — A study of the *Agricola* and of the historian's treatment of the climactic year A.D. 69, *Histories* I—III. — Macro TTh 9:55

[342. **Ovid]** — Representative selections from the *Amores*, *Ars Amatoria*, and *Metamorphoses* with emphasis on the baroque quality of Ovid's work and his extensive later influence.

[351(2). **Horace]** — Readings in the *Odes*, *Satires* and *Epistles* with particular emphasis on poetic theory and analysis.

[352. **The Roman Novel]** — A study of Petronius' *Satyricon* and Apuleius' *Metamorphoses* ("The Golden Ass") as the two surviving examples of Latin prose fiction: the one, a satire on society by a member of Nero's court; the other, an extravagant fantasy by a Roman African of the second century A.D.

[399(2). **Tutorial in Latin]** — Tutorial instruction is open to candidates who are capable of independent honors work or senior thesis. Prerequisite: Two 300-level courses in Latin and/or Greek.

## CLASSICAL CIVILIZATION

### CHRISTMAS TERM

The following courses presuppose no knowledge of Greek and Latin:

202(1). **Classical Humanities: Roman Civilization** — Aspects of Roman life, literature, and art, illustrated with slides of the ancient monuments and with readings from some of the important works of literature; some emphasis on the influence of Roman civilization on later European cultures. — Bradley TTh 9:55

[205. **Greek Tragedy]** — A study of the literary form and ideas in all the extant tragedies of Aeschylus, Sophocles, and Euripides. The development of the ancient theatre as an important transmitter of moral, theological, social, and political ideas. The importance of Greek tragedy for modern literature.

For courses in Ancient History, see History 203, 204, 332, 334; in Ancient Philosophy see Philosophy 307, 341, 343; in Classical Art see Fine Arts AH 101, AH 201. See also courses offered in the Trinity Master of Arts Program in Latin Literature and Civilization in the Summer Term.

### TRINITY TERM

The following courses presuppose no knowledge of Greek and Latin:

## 82/ Courses of Instruction

**[203(2). Mythology]** — Generally, a study of the role of myth in society. Particularly, the emphasis will be laid on the body of Greek myth and its relationship to literature and art. Readings within the area of classical literature will be wide and varied, with a view to elucidating what "myth" meant to the Ancient Greeks. Whatever truths are discovered therefrom will be tested against the apparent attitudes of other societies, ancient and modern, "civilized" and primitive, toward myth. Lectures and discussion.

**[204. Classical Humanities: Greek Civilization]** — A study of Greek civilization from Mycenaean times to the Hellenistic period as revealed in literature — epic, drama, history, philosophy — and art, and through modern archaeological discovery. Some emphasis on the legacy of Greece to modern Europe. Lectures, discussion. Illustrated with slides.

**206. Ancient Epic** — A close study of Homeric epic and of the various types of epic derived from and influenced by Homer from the Mycenaean age to the Hellenistic period from the Roman Republic to the Empire. The nature of oral epic and of oral composition, development of form and theme, the changing role of the hero, the influence on subsequent European literature. — Williams TTh 11:20

**[302. Seminar: Romano-Celtic Britain]** — The economic, social, political and military condition of *Britannia* during the almost four centuries of her existence as a province of Rome (A.D. 43-c. 425). Particular attention will be directed towards assessing the extent of fusion between the Roman and Celtic cultures of the period. To that end the Celtic myths and examples of contemporary Celtic art will be adduced, in addition to the primary archaeological, historical, linguistic, numismatic and epigraphical sources available. Knowledge of Latin or any of the Celtic languages is not required. Permission of the instructor.

**[312. Seminar: Athenian Intellectual History]** — Aspects of Athenian civilization in the classical period. Lectures and reports based upon texts selected to illustrate literary, artistic, philosophical movements. Some attention to democratic and anti-democratic theories. Enrollment limited to 15. Permission of the instructor.

**[412. The Poet and the Prophet in Greece and Israel]** — An interdisciplinary and comparative study of Greek and Hebrew oral and written poetic traditions to discern the distinctive character of each, the culture which each in its prophetic role reflects, and the legacy which each has provided Western Civilization. Prerequisite: This seminar is intended for students with a strong background in classics and/or biblical studies, and preference will be given to Classics and Religion majors. Greek and/or Hebrew is desirable but not required. Enrollment will be limited to 15 students, and a personal interview with the instructors will be required before acceptance. (Same as Comparative Literature 412 and Religion 412.)

For courses in Ancient History, see History 203, 204, 332, 334; in Ancient Philosophy see Philosophy 307, 341, 343; in Classical Art see Fine Arts AH 101, AH 201. See also courses offered in the Trinity Master of Arts Program in Latin Literature and Civilization in the Summer Term.

## College Courses

College Courses are non-departmental offerings which may represent a faculty member's current scholarly interest or a new subject with which the faculty member wishes to experiment. Such courses are often interdisciplinary in nature. Ordinarily, they may not be counted toward fulfillment of the requirements of a major.

College Courses are taught both by persons with appointments in a department and by persons holding non-departmental appointments as "college professor." During academic 1979-1980 Harold C. Martin, Charles A. Dana College Professor of the Humanities, and



Dale Harris, Charles A. Dana College Professor of the Arts, will each offer several College Courses.

### CHRISTMAS TERM

**205. Science Technology and Human Values** — Technological innovation arising from advances in science fosters accelerated social change. Such change challenges and strains traditional value systems, often generating resistance to further scientific investigation or technological implementation. We need ways to analyze these complex and emotionally charged problems in a rational manner. Topics ranging from the energy and environmental crises to eugenics and genetic engineering will be explored. Current thought and literature will be reviewed with a view to formulation of workable methods of assessment and evaluation. Lectures and discussions. Readings from Boorstin, Florman, Meadows, Susskind and others. Quizzes, two papers or projects. — Nye TTh 9:55

**211. Faust and the Faust Legend** — Study of the development of the Faust legend from its earliest appearance to the present, in both literary and musical forms (drama, poetry, novel and short story; operatic, choral, and symphonic composition). Attention will also be given to a number of speculative essays on the theme (Spengler, Toynbee, Santayana, Croce, *inter alia*). Two papers and a final examination. — Martin and Love M 1:15-3:50

**221. The Romantic Revolution I** — This is the first part of a two-course sequence, the aim of which is to study some of the vast changes in the cultural sensibility of Western Europe that occurred between the second half of the 18th century and the first half of the 19th century, a period marked by a series of interconnected revolutions: in politics, society, technology, philosophy, the arts. Our field of investigation is the arts — literature, painting, architecture, music and dance — but we will also take cognizance of the age as a whole, though concentrating our efforts on Britain, France and Germany. Among the writers we will study are Blake, Wordsworth, Coleridge, Goethe, Victor Hugo, deVigny; among the painters are Blake, Turner, Delacroix, and the North German visionary landscapists; among the composers are Beethoven, Weber, Schubert, Berlioz. In architecture we will study the Gothic Revival; in dance, the ballets *La Sylphide* and *Giselle*. The Christmas Term of the sequence will be concerned principally with Britain and the Trinity Term with France and Germany. — Harris MW 1:15

**311. The James Boys: William and Henry** — Study of some of the major writings of two distinguished intellectuals as representative of turn-of-the-century thought in America. In addition to major works by each (*Psychology*, *Will to Believe*, *Varieties of Religious Experience*, *Pragmatism*; *The American*, *The Portrait of a Lady*, *The Golden Bowl*, "The Turn of the Screw," "The Beast in the Jungle"), readings will include letters written between the two brothers and to their sister, some biographical and autobiographical matter, and an essay by each on the subject of immortality. Several short papers, no final examination. — Martin TTh 9:55

**321. The Pre-Raphaelite Movement** — The Pre-Raphaelite Brotherhood, founded in 1848, was a belated reaction against the Industrial Revolution, an attempt to find through art an alternative to materialism. The aims of the Brotherhood were contradictory and the group broke up after only four years, yet its influence was great, helping to effect changes in the Victorian view of both art and society. The object of this course is to see Pre-Raphaelitism in relation to its time. We will study the work of all the major Pre-Raphaelites (Ford Maddox Brown, Rossetti, Holman Hunt, Millais) and several of their followers. We will also study the architecture of Victorian Britain and read contemporary views on the role of art in society. — Harris MW 2:35

**391. The Age of Diaghilev** — A seminar on the life and achievements of Serge Diaghilev, who, though not himself a creator, was directly responsible for a significant number of 20th century masterpieces. For roughly 25 years he promoted a succession of important artistic adventures, initially introducing Russian art to the West, then Russian music, and finally Russian dance. His ballet company, which lasted from 1909-1929, brought together an extraordinary amount of talent: composers like Stravinsky, Ravel, Debussy, Satie, Prokofiev; dancers like Pavlova, Nijinsky, Karsavina; painters like Bakst, Picasso, Matisse, Braque; writers like Cocteau, Apollinaire, Hofmannstahl, Marinetti. Diaghilev, by making himself responsible for the discovery and promotion of new talent and ideas in several artistic fields, had a decisive influence on the creation of the modern sensibility and permanently affected the course of 20th century culture. Enrollment limited to 15 students. — Harris T 1:15-3:50

### TRINITY TERM

**142. Work, Leisure, and the Individual in America** — This course will explore the development of work and leisure in America. Through a broad approach to historical forces, economic conditions, psychological needs, societal constraints, and the philosophy of values in work and leisure, the individual will be led to an examination of vocational choices and the forces affecting them. The relationship between education and work will be studied, and a practical field-work component will introduce participants to a strategy of life/work planning. Up to 60% of class time will be devoted to group discussion, while lectures will occupy 10% of class time, and guest speakers will be on hand for 15% of the course. The remaining 15% of the course time will consist of field-work reports, films, and the use of self-study instruments — such as, the Self-Directed Search, the Strong-Campbell Interest Inventory, and the Hall Occupational Orientation Inventory. In addition to assigned readings, two short research papers and a field work report will be required. Permission of instructor required. — Shinkman M 7:00-10:00 p.m.

**160. Issues in Higher Education** — The course will center on issues of curricula, finance, governance, objectives and responsibility in American higher education. Attention given history of education as well as contemporary issues. Term paper required. Sophomores and above. Enrollment limited to 25 students. Permission of the instructor. — T. D. Lockwood-Time TBA

**202. Views of the Human Condition** — A study of quasi-philosophical assessments of the human predicament (tragic, pathetic, comic, satiric, irobove. Enrollment limited to 25 students. Permission of the instructor. — T. D. Lockwood Time TBA

**202. Views of the Human Condition** — A study of quasi-philosophical assessments of the human predicament (tragic, pathetic, comic, satiric, ironic, absurd) as they emerge in several literary works and in relevant theory. Discussion will focus on such works as *Oedipus the King*, *Job*, *Lear*, *The Miser*, "Bartleby the Scrivener," *Tom Jones*, *No Exit*, *Waiting for Godot* and on such commentators as Aristotle, Schlegel, Nietzsche, Jaspers, Frye, and Ricoeur. Frequent quizzes (ungraded), a final paper, and a final examination. — Martin TTh 9:55

**222. The Romantic Revolution II** — A continuation of College Course 221 (see description above). Permission of the instructor required for those students who did not take 221. — Harris MW 1:15

**224. Opera and Its Times** — A study of ten operas from the middle of the 17th to the middle of the 20th century: Monteverdi, *L'Incoronazione di Poppea*; Gluck, *Orfeo*; Mozart, *Figaro*; Beethoven, *Fidelio*; Donizetti, *L'Elisir d'amore*; Wagner, *Tristan und Isolde*; Verdi, *Don Carlos*; Puccini, *Tosca*; Strauss, *Ariadne auf Naxos*; Berg, *Wozzeck*. The aim of this course is



to analyze the operas in terms of style, form and content; to relate each work to its time by examining its historical, ideological and cultural background; and to show the connection between the operas and the other arts. Open to any interested student. — Harris MW 2:35

**324. From William Morris to the Nineties** — William Morris, a Pre-Raphaelite disciple and militant socialist, believed in the literal transformation of the world by art — regarded by him as an agent of moral regeneration. The Arts and Crafts movement, which he initiated, served to undermine both middle-class taste and the middle-class ethos. Yet the growing conviction he helped to promote about the importance of art led to a belief in its self-sufficiency. An increasingly pervasive view of art as amoral, especially on the part of writers and painters like Pater, Swinburne, Whistler, Beardsley, Wilde and the young W. B. Yeats, tended to undermine the unquestioning belief in materiality held by society at the end of the 19th century. In addition to the work of the above figures we will study the "irrationalist" architecture of Mackmurdo, Mackintosh, Voysey and Townsend. Our reading will include essays by Ruskin, Morris, Swinburne, Whistler, Symonds and Wilde, and poems by Morris, Swinburne, Yeats and the *fin de siècle* poets. — Harris T 1:15-3:50

## Comparative Literature Program

Administered by the following interdepartmental faculty committee: Professors Campo, *Director*, and John Williams; Associate Professors Katz, *Co-Director*, Benton and Ogden.

The program is especially concerned with the study in various literatures of the nature and development of literary traditions, movements, genres, themes, and forms as well as with foreign influences, backgrounds, and literary indebtedness. Its approach to the study of literature from an international point of view is intended to provide a means by which new perspectives may be used to understand, appreciate and evaluate the individual quality of literary texts.

Courses in the program are provided principally by the Departments of Classics, English, and Modern Languages and Literatures.

*Comparative Literature Major* — I. Twelve courses in the program. The course in the *Introduction to the Comparative Study of Literature*, offered in alternate years, is required of all majors. Also required are two literature courses in one foreign language (classical or modern) and one literature course in a second foreign language. (Specially designed courses in the Modern Languages and Literatures Department will enable the major to meet this requirement.) The remaining eight courses are electives and may be chosen from the five groupings listed below.

Group I — Literary Periods and Movements

Group II — Backgrounds and Influences

Group III — Genres and Literary Conventions

Group IV — Themes, Motifs, History of Ideas

Group V — Special Topics

Recommended foundation courses:

- 1) a course in classical mythology
- 2) a course in art history
- 3) a course in literary critical approaches

Also recommended is a good knowledge of biblical literature.

II. Written Thesis. A thesis on a chosen topic in at least two literatures will also be required of the major.

# CHRISTMAS TERM

**195. Survey of Oriental Literature** — A study of selected masterpieces of Chinese, Japanese, and Indian fiction, poetry, and drama from early times through the 19th century. Permission of the instructor. (Same as English 195 and Intercultural Studies 195) — Benton MWF 9:30 I

**202(1). Classical Humanities: Roman Civilization** — Aspects of Roman life, literature and art, illustrated with slides of the ancient monuments and with readings from some of the important works of literature; some emphasis on the influence of Roman civilization on later European cultures. (Same as Classical Civilization 202(1)) — Bradley TTh 9:55 I

**240(1). Literary Existentialism** — A study of American and Continental fiction, drama and essays which present the philosophical and theological viewpoints of existentialism, with readings in Kierkegaard, Poe, Nietzsche, Dostoyevsky, Kafka, Sartre, Camus, Unamuno, Jaspers, Durrenmatt, Ellison, and Bellow. Permission of the instructor. (Same as English 240) — Benton MWF 10:30 IV

**290(1). Italian Cinema: From Fiction to Film** — A study and discussion of various literary works and an analysis of their cinematographic adaptations by noted Italian film directors: those of Verga's *House by the Medlar Tree* and di Lampedusa's *The Leopard* by Visconti; Bassani's *The Garden of the Finzi-Contini* by De Sica; Moravia's *Two Women* by De Sica and Moravia's *The Conformist* by Bertolucci; and others. The course will also consider the trend away from reliance on literary texts toward the development of personal expressions by such author/directors as Fellini, Antonioni and Wertmuller. Works will be read and discussed in English. Students wishing to apply this course toward the major in the Department of Modern Languages and Literatures will read the texts in the original and meet with the instructor in supplementary sessions. Permission of the instructor. (Same as Italian 290(1)) — Campo TTh 2:40 V

**\*319. Time and the Modern Novel** — A study of concepts of time and related narrative devices in the modern novel with readings in Woolf, Joyce, Faulkner, Proust and others. Satisfies the requirement of a course emphasizing literature after 1800. Permission of the instructor. (Same as English 319) — Ogden T 7:00 p.m. IV

**341. Studies in Drama: English & Irish Drama Since 1950** — An examination of representative works by such playwrights as Osborne, Pinter, Stoppard, Storey, Beckett, Behan, Friel and others. Permission of the instructor. (Same as Theatre Arts 341) — Shoemaker TTh 1:15 I

**361. Studies in Eighteenth-Century British Literature: The Enlightenment** — A study of English and French writers of the eighteenth century including Swift, Pope, Boswell, Johnson, Voltaire, Fielding, Rousseau, and Sterne. Satisfies the requirement of a course emphasizing literature before 1800. Permission of the instructor. (Same as English 361) — Kuyk MWF 10:30 I

# TRINITY TERM

**206. Classical Civilization: Ancient Epic** — A close study of Homeric epic and of the various types of epic derived from and influenced by Homer from the Mycenaean age to the Hellenistic period, from the Roman Republic to the Empire. The nature of oral epic and of oral composition, development of form and theme, the changing role of the hero, the influence on subsequent European literature. — Williams TTh 11:20 III

\*Previously numbered 242.



## Comparative Literature Program/87

**243(2). The Antihero** — A study of the characteristics, function, and varieties of the antihero in Western, especially modern, literature. Satisfies the requirement of a critical reading course. Permission of the instructor. (Same as English 243(2)) — Potter WF 2:40 IV

**301(2). Introduction to Comparative Literature: Studies in European Romanticism** — An introduction to the history, rationale and methods characteristic of the field of Comparative Literature as applied to the study of the Romantic Movement in late 18th and early 19th century European literature. Required of Comparative Literature Majors and may be counted as an elective towards the major in languages. Students will read the texts in the original language of their major; class discussion and written work will be in English. Permission of the instructor required. (Same as French 346) — Katz TBA I

**310. Studies in Poetry: The Epic** — A study of the genre of the epic as related to the concept of the hero and the definition of the self. Readings will include the *Iliad*, the *Odyssey*, *Paradise Lost*, *Gilgamesh*, *Beowulf*, *Paterson*, *Sundiata*, the *Aeneid*, and modern works. Satisfies the requirement of a genre course. Permission of the instructor. (Same as English 310) — Oden TTh 2:40 III

**312. Major Figures of Biblical Thought II** — Jesus, Paul, or John. In 1979-1980: *The Historical Jesus*. Prerequisite: Permission of the instructor. (Same as Religion 312) — Gettier TTh 9:55 III

**332A. Seminar in Theatre & Drama: The Origins and Influences of Expressionism in Drama** — A study of pre-expressionist playwrights like Strindberg and Wedekind, German expressionists like Kaiser and Toller and the spread of expressionistic techniques in European and American drama. One-half course credit. (Same as Theatre Arts 332A) — Nichols MWF 10:30 (Course ends during week of March 3) IV

**332B. Seminar in Theatre & Drama: Theatre as Propaganda** — A study of theatre used to propagate political and social views as found in such playwrights as Brecht, John Howard Lawson and Odets, and in such agitprop production methods as those of Meyerhold, Piscator and the U.S. Federal Theatre. One-half course credit. (Same as Theatre Arts 332B) — Nichols MWF 10:30 (Course begins during week of March 10) IV

**342. Studies in Drama: Dramatic Genres** — A comparative study of representative species of tragedy, comedy and melodrama, through examination of the distinguishing features of each genre. Permission of the instructor. (Same as Theatre Arts 342) — Nichols TTh 9:55 III

**344. The Age Of Chaucer** — Introduction to the literature of the late Medieval period with special emphasis upon Chaucer. Satisfies the requirement of a course emphasizing literature before 1800. (Same as English 344) — McNulty TTh 9:55 V

**387(2). Dante, the Classics and Anglo-American Literature** — An intensive study of the *Divine Comedy* (in translation); its relation to the writings of classical authors (Vergil, Ovid, etc.); its influence on authors from Chaucer to Eliot. Students wishing to apply this course toward the major in the Department of Modern Languages and Literatures will read the text in the original and meet with the instructor in supplementary sessions to consider the original. (Same as Italian 387) — Campo TTh 2:40 II

## Computer Coordinate Major

This major is designed for those students who wish to combine an interest in computers with study in a traditional major department. There are three sets of requirements to be fulfilled: (1) The Computing Sequence; four courses in computing, including the senior seminar. (2) Six courses in mathematics, as approved by the Mathematics Department, chosen so as to cover the general areas of the calculus (three course sequence), computational mathematics, probability or statistics, and algebraic structures or finite mathematics. (3) The Coordinate Major; five to seven courses in a major department, chosen to assure a depth of knowledge in the chosen field. The choice of courses in the Coordinate Major Department must be approved by a designated member of that Department before the student is accepted into the Computer Coordinate Major.

The computing courses required for the major are offered by the Engineering Department and include

**Engineering 115L — Introduction to Computing**

**Engineering 215 — Languages and Data Structures**

**Engineering 216 — Principles of Software Engineering**

**Engineering 321 — Computer Organization**

**Engineering 422 — Computing Seminar**

The Computer Coordinate Major is administered by Professor August E. Sapega, Chairman of the Engineering Department. Students wishing further information about this major should speak to one of the following faculty members:

David Ahlgren, Assistant Professor of Engineering

Theodore R. Blakeslee, Associate Professor of Engineering

August E. Sapega, Professor of Engineering

Robert C. Stewart, Professor of Mathematics

Hoyt D. Warner, Assistant Professor of Engineering and Mathematics

Acceptance as a Computer Coordinate Major requires that the proposed plan of study be approved by the Coordinate Department Chairman, the Mathematics Department Chairman, and the Engineering Department Chairman.

## Dance

ASSISTANT PROFESSOR DWORIN\*\*\*, *Director of Program*;  
ARTISTS-IN-RESIDENCE POWER, *Acting Director*, AND ROBENS;  
VISITING ARTIST TILLMANN'S

### CHRISTMAS TERM

**105. Introduction to the Dance** — An introductory examination of the dance; appreciation of dance as an art form through films, readings, discussion, and application; exploration of the basic concepts of dance technique. Permission. Sections limited to 20. — **Sec. A** — Power M 2:40-4:00; W 1:00-4:00; **Sec. B** — Tillmanns, Power M 1:00-2:30; W 1:00-4:00

\*\*\*Sabbatical Leave, Academic Year



**116. Fundamentals of Ballet** — Basic concepts of ballet analyzed in comparison to modern dance. Discussion of anatomical principles; introduction to various styles and approaches to ballet through films and readings. Prerequisite: Dance 105 or permission of the instructor. — Robens, Tillmanns T 1:00-4:00; Th 1:00-2:30

**[202(1). Fundamentals of Movement]** — An introduction to the anatomical basis of movement in relation to basic concepts of dance technique. Application to increasing expressive range and to creative problem-solving. Permission. Enrollment limited to 20. — Robens, Tillmanns T 1:00-4:00; Th 1:00-2:30

**207. Improvisation** — Concentration on expanding individual awareness of movement in relation to time, space, energy, and environment. Elements of sound, voice and music studied in relation to motion. Selected studies assigned based on classroom interaction and discussion. Prerequisite: Dance 105 and/or Dance 202. Permission. Enrollment limited to 15. — Robens MW 11:30; Th 2:40

**[211. Western Dance History]** — Historical consideration of style, form and content of Western dance. Europe from the late Middle Ages through the development of ballet. Modern dance in the U.S. as an expression of American culture. Readings in appropriate areas accompanied by viewing, composing, performing. Some dance experience desirable. Permission. Enrollment limited to 15.

**215. Intermediate Theory and Style: Modern Dance** — Analysis of aesthetics of dance with particular emphasis on the development of technical and choreographic styles in modern dance. Further exploration of physical and expressive range in relation to topics of inquiry. Prerequisite: Dance 105, 202. Permission. Enrollment limited to 20. — Tillmanns, Power W 7:00; TTh 11:20

**216(1). Intermediate Theory and Style: Ballet** — Analysis of aesthetics of dance with particular emphasis on the development of technical and choreographic styles in ballet. Further exploration of physical and expressive range in relation to topics of inquiry. Prerequisite: Dance 105, 202. Permission. Enrollment limited to 20. — Power, Robens M 7:00-8:30; T 2:40-4:00; Th 2:40-5:30

**[221. Composition]** — Experimentation in the formal dance elements: shape, time and space. Fundamentals of composition discussed: concentration on imaginative use of space, sound, and group interaction. Students will choreograph and participate in projects regularly, as well as do selected readings on choreography. Prerequisite: Dance 207. Permission. Enrollment limited to 15. Two technique classes at the intermediate or advanced level are required. — Tillmanns, Power W 7:00; TTh 11:20

**[305. Advanced Technique]** — Recommended only for highly experienced and motivated students. Advanced study of modern and ballet techniques with emphasis on body alignment, rhythmic awareness, phrasing and dynamic changes. Comparative analysis and research on selected disciplines. Prerequisites: Dance 215, 216. Permission.

**[311. Repertory and Performance]** — Students will participate in works choreographed by dance faculty and selected students. Performances by the student repertory company will be held at the College and elsewhere. Prerequisite: Dance 305. Permission. Enrollment limited to 15. — Robens M 7:00; TTh 9:00-11:00

**[331. Teaching Creative Movement to Children]** — Selected readings and research on teaching methods; practical experience in an actual teaching situation; weekly discussion of readings and experiences. Only for selected students who show motivation toward teaching and have sufficient background in both the technical and creative aspects of dance as well as courses in child psychology. — Dworin

## *90/Courses of Instruction*

**[411. Special Studies in Dance]** — Individual study and research on a selected topic under the guidance of a member of the dance faculty. Permission granted with the approval of the dance faculty.

### TRINITY TERM

(Descriptions and scheduling same as Christmas Term)

**105(2). Introduction to the Dance — Sec. A** — Power, Tillmanns M 1:00-2:30; W 1:00-4:00; **Sec. B** — Power, Robens M 2:40-4:00; W 1:00-4:00

**[116. Fundamentals of Ballet]**

**202. Fundamentals of Movement**

**[207(2). Improvisation]**

**[212. Survey of World Dance]** — Consideration of several non-Western dance systems. Practical and theoretical questions raised in understanding the variety of dance forms and their relationship to other elements of their respective cultures and to our own forms. Some dance experience desirable. Permission. Enrollment limited to 15.

**[215(2). Intermediate Theory and Style: Modern Dance]**

**[216. Intermediate Theory and Style: Ballet]**

**221(2). Composition**

**[305(2). Advanced Technique]**

**312. Repertory and Performance**

**[318. Dance and Music]**—The theme of this course is twofold. First, the relationship of the media, dance and music, will be explored by examining a variety of dance and musical forms which are contemporary, historical, and foreign as well as forms created by the class. Second, we will be concerned with the discovery of methods of analysis appropriate for the particular forms involved. No technical dance is required, although previous experience in the arts may be helpful. Useful for choreographers. Permission. Enrollment limited to 15.

**[322. Advanced Composition]** — In-depth exploration of formal and expressive themes. Dance will be compared to and juxtaposed with music, art, and literature. Selected readings on the art of choreography and elements of production. Each student is responsible for completing a finished choreographed piece with lighting, costuming, and staging included. Prerequisite: Dance 221. Permission. Enrollment limited to 15.

**[332(1). Teaching Creative Movement to Children]**

**412. Special Studies in Dance** — Topic: The Jazz Dance. — Power W 7:00; TTh 2:40

**[432. Principles of Movement in Education and Psychotherapy]** — This course investigates movement as it relates to the therapeutic and teaching-learning processes. Theoretical approaches to psychotherapy and education will be studied as well as various methods of conceptualizing movement behavior. Students will be encouraged to develop a descriptive vocabulary of movement concepts to be utilized in observational studies done in selected field work projects. Dance therapy will be studied in relation to other psychotherapeutic approaches and will be compared to dance education. Background in dance, psychology, and education necessary. Permission. — Dworin



## Economics

PROFESSORS CURRAN, *Chairman*, BATTIS, DUNN\*\*, GUNDERSON  
AND SCHEUCH; ASSOCIATE PROFESSORS EGAN AND GOLD;  
ASSISTANT PROFESSORS BEAVER, LINDSEY AND ZANNONI

**ECONOMICS CURRICULUM** — The introductory course, Economics 101 — Basic Economic Principles, is a prerequisite for all other Economics courses. Students are strongly advised to take Economics 201 — Contemporary Economic Problems or another 200-level course before proceeding to 300-level courses. Courses beyond Economics 101 and 201 are offered in the following areas:

Economic Theory and its History (206, 301, 302, 305)  
Comparative Systems and Economic Development (203, 207, 208, 213, 316, 321, 324)  
International Economics (315)  
Labor Economics (204, 303)  
Money and Finance (309, 310)  
Public Policy Issues (209, 211, 306, 308)  
Quantitative Economics (103, 107, 312, 318, 541)  
Studies in Social Policies and Economic Research (331)  
Independent Research (431-432, 441-442)

**ADMISSION REQUIREMENTS AND ECONOMICS MAJOR** — A student who receives a grade of at least C— in Economics 101 and one Economics 200-level course will be admitted to the major in Economics upon request to the Department Chairman.

The requirements for the major are a demonstration of competence by satisfactory work (an average grade of C—) in at least nine courses in the Department, beyond Economics 101. Cognate courses in other departments and/or work in special programs at Trinity or off-campus (approved, where necessary, by appropriate College authority) may be substituted for regular elective departmental offerings, with permission of the Department Chairman or deputy.

Each student should take Economics 101 — Basic Economic Principles and one 200-level course prior to taking Economics 301 — Microeconomic Theory and Economics 302 — Macroeconomic Theory which are required of all majors. In addition, a minimum of four of the student's elective courses in Economics must be at the 300- or 400-level, including at least one seminar (Economics 331 — Studies in Social Policies and Economic Research) or a thesis (Economics 431-32).

Students interested in graduate study in Economics are strongly advised to acquire mathematical preparation in Calculus, Linear Algebra, Statistics and Econometrics. Depending upon the interests of the student, other courses such as Topology, Algebra, or applied mathematics courses may be of value. Those students interested in graduate work in business administration are advised to acquire mathematical preparation in Calculus, Statistics, and Econometrics, as well as Economics 103 — Accounting. For the students who do not plan to do graduate work, the quantitative courses, Economics 107 — Statistics, and Economics 541 — Research Methods would be of value. Economics 312 — Mathematical Economics, which uses many of the concepts in the courses noted above, would be of value to all groups in integrating mathematical concepts and economic theory.

**THE HONORS PROGRAM** — The Department will determine the junior major students eligible for honors and those who qualify may elect to enter the Honors Program. The

\*\*Sabbatical Leave, Trinity Term

candidates for honors will be selected from among those students who have done superior work in their departmental and cognate courses.

Toward the end of that year, an honors candidate should prepare a prospectus of an honors thesis which must be accepted by the Department. In the senior year, the candidate for honors must take Economics 441-442 — Independent Research Project.

Honors candidates are not required to take Economics 331; however, they are urged to consider taking a research seminar as one of their 300-level courses.

Honors will be awarded on the basis of the quality of the work in Economics 441-442 and a general examination.

### CHRISTMAS TERM

**101. Basic Economic Principles** — An introduction to modern economic analysis. A study of the principles of production and exchange, the distribution of income, monetary theory, and national income analysis. Required of all majors in Economics and recommended for all students planning business, legal or public service careers. Enrollment in each section limited to 25. Permission slips signed by Department Secretary, Williams Memorial 209A.

Sec. A Battis MWF 8:30

Sec. E Gunderson MWF 9:30

Sec. B Battis MWF 9:30

Sec. F Scheuch TTh 8:30

Sec. C Beaver MWF 9:30

Sec. G Scheuch TTh 9:55

Sec. D Gunderson MWF 8:30

**103. Principles of Accounting** — A review of accounting concepts and procedures with particular emphasis on the reasoning behind methods of measuring and recording such items as depreciation and revenues. The implications of accounting theory and practice for the measurement of income and financial positions are investigated. Permission granted by Department Chairman. This course is offered through a program of interinstitutional cooperation. Permission slips signed by Department Secretary, Williams Memorial 209A. Enrollment limited to 35. — TBA MW 1:15

**107. (Mathematics 107) Elements of Statistics** — A course designed primarily for students in the social and natural sciences. Topics covered will include graphical methods, statistical measures, basic probability, probability functions, sampling, analysis of measurements, correlation and regression. Two years of high school algebra is appropriate background for the course. Students having a mathematical background which includes Mathematics 222 should consider the Mathematics 305, Mathematics 306 sequence for work in statistics. — TBA MWF 11:30

**201. Contemporary Economic Issues** — An examination of selected economic issues such as monetary and fiscal policy; international trade; recession and inflation; income distribution; energy policy; and urban problems. Prerequisites: Economics 101 and permission of the instructor. — Dunn MWF 10:30

**203. Economic Development** — An introduction to the theories of development and underdevelopment, identification of factors contributing to the existence of underdevelopment and an examination of policy issues and development strategies. Prerequisites: Economics 101 and permission of the instructor. — Lindsey TTh 1:15

**[207. Industrial Revolution]** — A comparative study of the processes and economic consequences of industrialization in England, France, Germany and Russia in the eighteenth and nineteenth centuries. Prerequisites: Economics 101 and permission of the instructor. — Battis

**209. Urban Economics** — Economic analysis of urban areas in their regional setting; the study of location theory, land use and housing markets, and of current public policy issues



pertaining to urban problems including urban poverty, the economics of race in metropolitan areas, urban transportation, and local public finance. The resource allocation process will be emphasized. Prerequisites: Economics 101 and permission of the instructor. — Gold TTh 11:20

**211. Environmental Economics** — An examination of the relationship between economic growth and the deterioration of the environment; the role of the free market in causing environmental problems; analysis of proposed means, such as effluent charges, for correcting these problems; the application of cost-benefit analysis to selected environmental issues. Prerequisites: Economics 101 and permission of the instructor. — Egan TTh 11:20

**301. Microeconomic Theory** — A study of the determination of the prices of goods and productive factors in a market economy and the role of prices in the allocation of resources. Required of all Economics majors. Prerequisites: Economics 101; one 200-level course and permission of the instructor. Enrollment limited to 25.  
Sec. A — Egan MWF 10:30      Sec. B — Egan MWF 11:30

**302(1). Macroeconomic Theory** — An analysis of aggregate income; output and employment which includes the following topics: national economic accounts, theories of consumption, investment and money, Keynesian and Classical models, the monetary-fiscal debate, inflation, unemployment and growth. Prerequisites: Economics 101, one 200-level course and permission of the instructor. Enrollment limited to 30.  
Sec. A — Zannoni MWF 9:30      Sec. B — Beaver MWF 10:30

**303. Labor Economics** — A study of the problems of wage earners in modern industrial societies with particular reference to the United States: analysis of the labor force; wage determination in theory and practice; impact of unions upon the economy; unemployment; role of the state in protecting workers and members of disadvantaged groups including social security, manpower, anti-poverty, and equal employment opportunity legislation. Prerequisites: Economics 101, at least one 200-level course and permission of the instructor; Economics 301 is advised but not required. — Scheuch TTh 1:15

**[305. History of Economic Thought]** — An introduction to the ideas of the major economists contributing to the development of economics from the pre-Classical period to Keynes and Schumpeter. Prerequisite: Economics 101 and 301. — Dunn

**306(1). Public Finance: Economics of the Public Sector** — The course emphasizes the theory of choice in the public sector and the means of ordering priorities including the problems of economic efficiency and allocation. Topics covered and emphasis depend upon the interests of the class but will include: the allocation of public goods; evaluation of public investments in theory and practice; theory and measurement of tax incidence; criteria for optimal tax structure and effects of particular taxes on resource allocation and distribution; proposals of reform of United States tax structures. Prerequisite: Economics 101. — Dunn MWF 9:30

**309. Corporation Finance** — The development of the business unit; corporate organization and control; capital budgeting; cost of capital; corporation securities; the securities markets; valuation and promotion; expansion and reorganization. Prerequisites: Economics 101 and permission of the instructor; Economics 301, 107 and 103 are strongly recommended but not required. — Curran TTh 8:30

**310(1). Money and Banking** — The nature, significance, and functions of money; monetary standards; the role and operation of commercial banks; central banking and the Federal Reserve System; the Treasury and the money market; foreign exchange and international finance; monetary theory. Prerequisites: Economics 302 and permission of the instructor. — Beaver MWF 1:15

## 94/ *Courses of Instruction*

**[315. International Economics]** — The determinants of patterns of international trade and comparative advantage; trade restrictions and commercial policy; trade and growth; foreign exchange; the role of international financial institutions; balance of payments analysis, and international capital flows. Prerequisites: Economics 101; one course at the 200-level (Economics 301 or 302 is advised, but not required). Enrollment limited to 30. — Lindsey

**321. American Economic History** — A survey of the growth of the national economy from 1790 to the 1900's. Special attention will be given to the problems of foreign trade, industrial development, the economy of the antebellum South, transportation, land policy, agrarian discontent, the rise of cities, the problems of monopoly and economic welfare. Prerequisites: Economics 101 and permission of the instructor. — Gunderson MWF 11:30

**324(1). Comparative Economic Systems** — A study of the theories of competitive capitalism, market socialism and central planning; and a survey of the economic organization, resource allocation problems, and growth processes in such countries as the U.S.S.R., Yugoslavia and China. Prerequisites: Economics 101, one 200-level course in Economics and permission of the instructor. — Battis TTh 9:55

**331. Studies in Social Policies and Economic Research** — The primary emphasis of these seminars is to strengthen the student's skill and sensitivity in applying economic analysis and research methods to social policy problems. The topics to be studied will vary from year to year. Prerequisites: Economics 301, 302 and permission of the instructor.

**Sec. A. Inflation and Unemployment** — This seminar will consist of a detailed examination of the concepts of inflation and unemployment. Through a historical analysis, the changing meaning of the two concepts will be explored, culminating with the currently accepted views concerning the interpretation of unemployment and inflation. Keynesian and monetarist theories of inflation incorporating recent developments from the study of expectations will be examined. Recent theoretical advances in unemployment theory, such as the disequilibrium works of Clower and Leijonhufvud, will be used to illustrate the current state of unemployment theory. The interaction of unemployment and inflation will be studied through the use of the literature concerning the existence or nonexistence of the Phillips curve trade-off between inflation and unemployment. The changing nature of the trade-off will be illustrated with historical material centering on the occurrence of "stagflation." Analytical attempts at explaining "stagflation," such as the works of Stein, Laidler, Grossman, Hayek and others will be presented. — Zannoni WF 1:15

**Sec. B. International Economic Problems** — Analysis of theoretical issues, empirical findings, and policy alternatives of selected problems in international trade and finance. Prerequisites: Economics 315 and permission of the instructor. — Lindsey TTh 2:40

**Sec. C. Housing Law and Economics** — The seminar will use legal and economic disciplines to analyze selected housing problems such as redlining housing codes and housing maintenance, neighborhood rehabilitation, the role of private financing in determining the quality and quantity of available housing, and housing abandonment. — Gold Th 6:30-9:30 p.m.

**431-432. Thesis** — Written report on a research project. Submission date of thesis: second Friday following return from Spring Recess. Two course credits. Seniors who undertake Economics 431-432 will be excused from the required work in Economics 331 — Studies in Social Policies and Economic Research. Prerequisites: Economics 301 and 302 and permission of thesis supervisor. — Staff

**441-442. Independent Research Project for Honors** — Written report on an original research project (due date second Friday following return from Spring Recess). Required of



all candidates for Honors. Two course credits. Prerequisites: Economics 301 and 302; permission of the supervisor of the proposed research project and of the Chairman of the Department. — Staff

**Note:** Some of the following graduate courses are open to juniors and seniors whose records have been outstanding. Prerequisites: Permission of the student's major adviser, of the instructor, and of the Office of Graduate Studies.

- 500. Economic Principles** — Lindsey T 6:30-9:30 p.m.
- 501. Microeconomic Theory** — Steffanci M 6:30-9:30 p.m.
- 506. Public Finance** — TBA Th 6:30-9:30 p.m.
- 512. Mathematical Economics** — Fongemie T 6:30-9:30 p.m.
- 541. Research Methods** — Zannoni W 6:30-9:30 p.m.

### TRINITY TERM

**101(2). Basic Economic Principles** — An introduction to modern economic analysis. A study of the principles of production and exchange, the distribution of income, monetary theory, and national income analysis. Required of all majors in Economics and recommended for all students planning business, legal, or public service careers. Enrollment in each section limited to 25. Permission slips signed by Department Secretary, Williams Memorial 209A.

**Sec. A** — Battis MWF 8:30

**Sec. D** — Lindsey MWF 10:30

**Sec. B** — Gunderson MWF 8:30

**Sec. E** — Egan MWF 11:30

**Sec. C** — Beaver MWF 10:30

**Sec. F** — Scheuch TTh 9:55

**103(2). Principles of Accounting** — A review of accounting concepts and procedures with particular emphasis on the reasoning behind methods of measuring and recording such items as depreciation and revenues. The implications of accounting theory and practice for the measurement of income and financial positions are investigated. Permission granted by Department Chairman. This course is offered through a program of interinstitutional cooperation. Permission slips signed by Department Secretary, Williams Memorial 209A. Enrollment limited to 35. — TBA MW 1:15

**107(2). (Mathematics 107(2)) Elements of Statistics** — A course designed primarily for students in the social and natural sciences. Topics covered will include graphical methods, statistical measures, basic probability, probability functions, sampling, analysis of measurements, correlation and regression. Two years of high school algebra is appropriate background for the course. Students having a mathematical background which includes Mathematics 222 should consider the Mathematics 305, Mathematics 306 sequence for work in statistics. — Stewart (Dept. of Mathematics) MWF 11:30

**201(2). Contemporary Economic Issues** — An examination of selected economic issues such as monetary and fiscal policy; international trade; recession and inflation; income distribution; and urban problems. Prerequisites: Economics 101 and permission of the instructor. — Battis MWF 9:30

**204. Labor Relations** — A survey of union-management relations in the United States and of the role of unions in contemporary society: history of the union movement; the structure and government of unions; principle issues in collective bargaining; intensive study of collective bargaining experience in selected industries and the public sector; government control of labor relations. Prerequisite: Economics 101. — Scheuch TTh 1:15

## 96/ *Courses of Instruction*

**206. Radical Political Economy** — An introduction to the paradigm of radical political economy, a comparison with neo-classical economics, and an investigation of selected economic problems: poverty, unemployment, monopoly, imperialism, and the state. Prerequisites: Economics 101 and permission of the instructor. — Lindsey TTh 1:15

**[208. Socialism]** — A survey of the development of socialist thought from Marx to the present, and an examination of the structure and functioning of a number of socialist economies, with special emphasis given to their incentive systems, resource allocation mechanisms and the conditions of economic welfare. Prerequisites: Economics 101 and permission of the instructor. — Battis

**213. Business and Entrepreneurial History** — The evolution of business structures and practices, primarily in the American experience. Changes in such aspects as management, finance, marketing, and information are considered. Special attention is given to the role of entrepreneurs and conditions which may have influenced their creative efforts. Both an analytical approach and case studies are employed. Prerequisite: Economics 101. — Gunderson MWF 11:30

**301(2). Microeconomic Theory** — A study of the determination of the prices of goods and productive factors in a market economy and of the role of prices in the allocation of resources. Required of all Economics majors. Prerequisites: Economics 101; one 200-level course and the permission of the instructor. Enrollment limited to 25.

**Sec. A** — Egan MWF 10:30

**Sec. B** — Gold MWF 11:30

**302. Macroeconomic Theory** — An analysis of aggregate income, output and employment which includes the following topics: national economic accounts, theories of consumption, investment and money, Keynesian and Classical models, the monetary-fiscal debate, inflation, unemployment and growth. Prerequisite: Economics 101; one 200-level course and the permission of the instructor. Enrollment limited to 30.

**Sec. A** — Beaver MWF 9:30

**Sec. B** — Zannoni MWF 10:30

**[306. Public Finance: Economics of the Public Sector]** — The course emphasizes the theory of choice in the public sector and the means of ordering priorities including the problems of economic efficiency and allocation. Topics covered and emphasis depend upon the interests of the class but will include: the allocation of public goods; evaluation of public investments in theory and practice; theory and measurement of tax incidence; criteria for optimal tax structure and effects of particular taxes on resource allocation and distribution; proposals for reform of United States tax structures. Prerequisite: Economics 101. — Dunn

**308. Industrial Organization and Public Policy** — The course is divided into two sections. The first part consists of an examination of the structure of American industry including a critical analysis of the empirical evidence underlying the extent of competition, oligopoly, and monopoly within the United States. Comparisons are made with other industrialized nations and a number of specific industries are examined in detail. The second part of the course consists of an examination of public policy toward monopoly with specific emphasis on regulation and antitrust policies. Prerequisites: Economics 101 and permission of the instructor; Economics 301 is recommended but not required. — Curran TTh 8:30

**[310. Money and Banking]** — The nature, significance, and functions of money; monetary standards; the role and operations of commercial banks; central banking and the Federal Reserve System; the Treasury and the money market; foreign exchange and international finance; monetary theory. Prerequisites: Economics 302 and permission of the instructor. — Beaver

**[312. Mathematical Economics]** — The application of mathematical techniques in economics including input-output analysis, linear programming, game theory, and selected topics in



operations research. The course is designed primarily for Economics majors with limited mathematical backgrounds. Prerequisites: Economics 301; Mathematics 109 or 110 or the equivalent; and permission of the instructor. — Egan

**315(2). International Economics** — The determinants of patterns of international trade and comparative advantage; trade restrictions and commercial policy; trade and growth; foreign exchange; the role of international financial institutions; balance of payments analysis, and international capital flows. Prerequisites: Economics 101; one course at the 200-level (Economics 301 or 302 is advised, but not required); and permission of the instructor. — Lindsey MWF 9:30

**[316. Economic Development of East and Southeast Asia]** — An analysis of the major problems of economic development of the region in the post-World War II period and an examination of the alternative policies and strategies of development. Prerequisites: Economics 101 and 203 or permission of the instructor. — Lindsey

**318. Basic Econometrics** — The formulation and estimation of models; topics include a review of basic concepts and results of statistical inference, single equation regression model, functional forms, problems of estimation, and simultaneous equation models. The computer will be used but no experience necessary. Prerequisites: Economics 107 and permission of the instructor. — Zannoni MWF 9:30

**[324. Comparative Economic Systems]** — A study of the theories of competitive capitalism, market socialism and central planning; and a survey of the economic organization, resource allocation problems, and growth processes in such countries as the U.S.S.R., Yugoslavia and China. Prerequisites: Economics 101; one 200-level course in Economics and permission of the instructor. — Battis

**331(2). Studies in Social Policies and Economic Research** — The primary emphasis of these seminars is to strengthen the student's skill and sensitivity in applying economic analysis and research methods to social policy problems. The topics to be studied will vary from year to year. Prerequisites: Economics 301 and 302, and permission of the instructor.

**Sec. A. Current Issues in Union-Management Relations** — A historical review of the development of American unions will be followed by intensive study of selected current issues including: union-management relations in the public sector; national emergency disputes: "Right-to-Work" legislation; collective bargaining initiatives with respect to the "quality" of worklife; and the political "character" of the American union movement. — Scheuch M 1:15

**Sec. B. The Economics of Regulated Industries** — The theory of economic regulation with applications to selected industries within the public utilities, transportation and financial sectors of the economy. Research papers will deal with topics suggested by the reading list for the course. — Curran TTh 1:15

**Sec. C. Comparative Analysis of the Economics of the Soviet Union and China** — An analysis of resource allocation, economic growth and distribution problems in the Soviet Union and China. Specific issues that will be investigated are central planning techniques, resource supplies and their utilization, technological change, economic growth records, and standards of living. All students will be required to prepare a major research paper as well as read and acquaint themselves with all of the topics under discussion. (Coordinate courses: Economics 324, Political Science 330 and History 308) — Battis TTh 1:15

**Sec. D. Issues in Energy Economics** — The economic analysis of selected energy issues such as the development of new energy sources, the federal and state pricing regulations for present energy sources, the conservation of energy, or the environ-

mental consequences of energy development. Each student will be required to write a major research paper on an approved topic and to present the major findings of that paper in a seminar. Students will also be required to read and generally acquaint themselves with all the topics being studied in the seminar. Prerequisite: A demonstrated interest in the area of energy economics. — Egan TTh 11:20

**Sec. E. Issues in American Economic History** — An examination of several important issues in American economic history such as the cause of the American Revolution and the motivation for the constitutional form of government. Each student will be required to produce one major paper incorporating some research effort, make a class presentation of his or her results, and participate in the class effort on other projects. Additional prerequisite: Economics 321. — Gunderson MW 1:15

**431-432. Thesis** — Written report on a research project. Submission date of thesis: second Friday following return from Spring Recess. Two course credits. Seniors who undertake Economics 431-432 will be excused from the required work in Economics 331 — Studies in Social Policies and Economic Research. Prerequisites: Economics 301 and 302 and permission of thesis supervisor. — Staff

**441-442. Independent Research Project for Honors** — Written report on an original research project (due date second Friday following return from Spring Recess). Required of all candidates for Honors. Two course credits. Prerequisites: Economics 301 and 302; permission of the supervisor of the proposed research project and of the Chairman of the Department. — Staff

**Note:** Some of the following graduate courses are open to juniors and seniors whose records have been outstanding. Prerequisites: Permission of the student's major adviser, of the instructor, and of the Office of Graduate Studies.

**501. Microeconomic Theory** — Fongemie T 6:30-9:30 p.m.

**502. Macroeconomic Theory** — Zannoni W 6:30-9:30 p.m.

**507. Techniques of Public Budgeting Analysis** — Gold W 6:30-9:30 p.m.

**510. Money and Banking** — Beaver M 6:30-9:30 p.m.

**514. Analysis of Financial Markets** — Steffanci T 6:30-9:30 p.m.



# Education

ASSOCIATE PROFESSOR SCHULTZ, *Chairman*;  
ASSISTANT PROFESSORS CHRISTOPHERSON, GOODENOW,  
AND MOSEBY

The Department of Education offers a variety of courses which may be of particular interest and value to students in the social sciences and humanities as well as to those who seek specific preparation for a career in teaching. Although the College has decided to discontinue its own sponsorship of students for state certification in secondary education, opportunities to qualify for such certification are provided through the College's membership in the Greater Hartford Consortium for Higher Education.

Students who anticipate a career in public school teaching should confer with the Department Chairman concerning certification requirements and the alternative ways in which students may arrange to satisfy them. Individuals wishing to prepare for elementary school teaching (K-8) should determine, not later than the close of their freshman year, in consultation with the Program Advisor, the sequence of courses necessary under the Trinity College/St. Joseph College consortial agreement to satisfy St. Joseph College's state certification program in elementary education. Similarly, students interested in state certification programs for teaching in secondary schools or in preparation for independent school teaching, should consult the Program Advisor to develop specific plans no later than the start of their sophomore year.

## CHRISTMAS TERM

**271. Introduction to the History and Philosophy of Education** — A review of the major topics in education today analyzed in the light of their historical and philosophical development. Particular attention will be paid to a critical examination of the underlying assumptions and values of each topic pursued. — Goodenow TTh 1:15

**277. Bilingual/Bicultural Education** — This course will explore bilingualism and biculturalism from psychological, linguistic, and educational perspectives. Topics to be considered will include the effects of bilingualism on self-concept, social adjustment, literacy, and school achievement. The effectiveness of different program models will be reviewed. The education of Spanish-speaking children in Hartford will provide special opportunities for study. Fluency in a second language is not necessary. (Same as Intercultural Studies 277) — Christopherson W 6:30-9:30 p.m.

**290. American Higher Education** — An examination of what one scholar has called "the ironic and contradictory" character of American higher education. This course traces the historical development of colleges and universities within the context of cultural and social history, stressing the evolution of the curriculum, campus life, institutional diversity, governance, the professoriate, and the impact of urbanization, industrialization, technology and the modern political economy. Contemporary policy issues will be introduced. There will be lectures and discussion, with emphasis on the latter. The work of Lawrence Veysey, David Riesman, Frederick Rudolph and the Carnegie Commission on Higher Education will be among the literature surveyed. — Goodenow TTh 9:55

**[340(1). American Education and Blacks: Historical Perspectives]** — This course considers topics relevant to the education of blacks in historical perspective. Social thought, educational ideologies, major leaders and institutions, urbanization, industrial education, the

## 100/*Courses of Instruction*

nature of racism and other areas of interest will be explored. Students will be familiarized with recent research and interpretive trends. Research on Hartford and New England will be encouraged. — Goodenow

**[344(1). American Educational Reform]** — “Reform” is a central and complex motif in American educational history. This course probes the development of the common school, compulsory education, progressive education and open education. Proponents and opponents of reform are discussed. Particular attention is paid to the relationship between educational reform and social and political reform movements. Students conduct exploratory research on reform in Hartford and Connecticut. Permission of instructor required. — Goodenow

**372. Ideas in Education: Open Education** — A study of one of the most debated contemporary issues in education. The rationale, components, and techniques of open education will be examined through the writings of both proponents and critics of established practices and through directed field research of existing regional programs. The course is designed for students interested as concerned citizens in the problems of contemporary education as well as for those planning to teach. Permission of instructor required. — Moseby MW 1:15

**376(1). Issues in Educational Testing** — An introduction to the methods and theoretical issues of educational testing. To gain insight into testing, students will acquire basic skills in classroom test construction. The use and interpretation of standardized tests, the controversy surrounding intelligence testing, declining scores on the SAT and professional school tests, and debates about the use of such tests for school admission will be explored. — Christopherson T 6:30-9:30 p.m.

**475. Principles and Methods of Secondary Education** — A study of secondary school aims, curricula, and teaching methods. The emphasis is on meeting the practical problems involved in instruction. Students will develop teaching units in their subject matter disciplines and analyze their own teaching efforts in video-taped micro-teaching lessons. Open to juniors and seniors only. Permission of the instructor required. — Schultz M 6:30-9:30 p.m.

**481. Developmental Reading in the Secondary School** — Students will study the psychological bases of reading and reading instruction. Relevant theory and research in cognition, perception, language, learning, and motivation will be explored. Students will spend 20 hours during the term observing and tutoring reading. Students will also have the opportunity to observe their own teaching through video-taped exercises and to work with reading pacers and controlled readers. Open to all interested students. (Required of all English majors wishing to teach in the public schools.) — Christopherson Th 6:30-9:30 p.m.

**482. The Teaching of English in Secondary Schools** — The nature and scope of literary study and reader response will be explored both theoretically and practically as guides to curriculum design, course content, teaching methods, and interdisciplinary innovations. There will be observation of urban and suburban English classes and programs in selected area schools. The student will be required to prepare English lessons and materials, analyze teaching and learning objectives, and prepare at least one teaching unit for video-taping. Required of all English majors desiring to teach in the public schools. — Schultz M 6:30-9:30 p.m.

**601A. Supervisory Practices for Improving Teacher Effectiveness** — Moseby W 6:30-9:30 p.m.

### TRINITY TERM

**276. Sociology of Education** — A study of the dynamics of education in the American social order through consideration of the social, political, and economic forces that influence our



schools. Particular attention will be paid to an analysis of the social structure affecting the schools in various settings — core city, interurban, suburban, and rural areas — and the problems which each generates. Visits to various types of educational institutions for the purposes of observation, report, and discussion will be arranged insofar as is possible. Permission of the instructor required. — Schultz TTh 1:15

**280. The World of Urban Education** — The diverse nature of the urban educational experience will be explored against the backdrop of American urbanization in the 20th century. Schools as well as informal institutions (i.e., families, theatre, the media) will be related to shifting patterns of race and ethnic relations, politics, funding, bureaucratization, professionalization, and educational outcomes. Students will be encouraged to use Hartford for field study and research. — Goodenow TTh 9:55

**336. Educating the Gifted** — A comprehensive study of major conceptions of giftedness, such as creativity, athletic ability, and verbal and mathematical aptitude. Psychological research, teaching methods, guidance, and programs, including Connecticut programs, will be considered. Permission of the instructor. — Christopherson T 6:30-9:30 p.m.

**338. Intelligence Revisited** — Current issues and developments concerning intelligence will be explored and related to the historical background of theory and research. Controversies concerning the heritability of intelligence, the nature or substance of intelligence, and the implications for education and society will be the major topics. The role of artificial intelligence in understanding learning and instruction will also be considered. — Christopherson Th 6:30-9:30 p.m.

**[342. The Comparative Study of Education]** — This course considers education in international context. Modernization, urbanization, reform, cultural imperialism, decolonization and educational systems in specific national contexts are examined. Theoretical questions and the development of research paradigms are explored preparatory to student research. Permission of instructor required. — Goodenow

**375(2). Educational Psychology** — A study of the nature and conditions of school learning. Topics will include behavior modification, social learning theory, motivation, cognitive development, skill development, transfer of training, and educational evaluation. Students will spend 30 hours during the term observing and tutoring in local schools. — Christopherson W 6:30-9:30 p.m.

**378. Minority Group Adolescence** — This course will examine major contributions to the theories on adolescence and their applicability to minority group adolescents. Principal focus will be on racial and ethnic minority groups in the United States. The course will attempt to assess the state of our present knowledge of minority youth and the role formal schooling plays in the life of minority group youngsters. (Same as Intercultural Studies 378) — Moseby MW 1:15

**[380. The Education of the Working Class]** — A critique of the prevailing view that the academic difficulties of working class children are due to fundamental cognitive and personality deficits and to inadequate child-rearing practices. The effectiveness of programs designed to remedy these problems, such as compensatory education, will be assessed. Alternatives to the deficit view which hold the school or society responsible for the child's failure will also be considered. An attempt will be made to account for the popularity of the deficit view among educators and among psychologists and sociologists concerned with education. Permission of the instructor. — Schultz

**[382. Moral Education]** — From the time of Socrates a major aim of education was to aid men to think rigorously and carefully about ethical issues. Behind this tradition is the assumption that moral reasoning can be successfully taught and that the development of moral reasoning is a legitimate aim of education. This course will examine current ideas and

## *102/ Courses of Instruction*

practices in American moral education including the values clarification approach of Rath and Simon and the developmental theories of Lawrence Kohlberg. Both philosophical and psychological assumptions and rationales in curricular approaches to moral education will be explored. — Moseby

**491-492(1, 2). Student Teaching** — A laboratory course of supervised observation and teaching experience in cooperation with nearby secondary schools. The student must be able to spend a full secondary school day for at least nine weeks, and must ordinarily observe or teach approximately 140 school periods. *Offered Trinity Term only.* Prerequisite: Two courses in Education, including either Education 475 or Education 521, senior or graduate standing, and permission of the Department Chairman and of the instructor. Two course credits. — Moseby and Staff

**501. History of Education** — Goodenow W 6:30-9:30 p.m.

**601. Research in Education** — Schultz M 6:30-9:30 p.m.



## Engineering

PROFESSORS SAPEGA, *Chairman*, BRONZINO AND NYE; ASSOCIATE PROFESSOR BLAKESLEE; ASSISTANT PROFESSORS AHLGREN AND WARNER; LECTURER WOODARD

HARTFORD GRADUATE CENTER FACULTY OFFERING COURSES  
AT TRINITY: JAMES HODGES, ASSOCIATE PROFESSOR

### MAJORS IN ENGINEERING

The Engineering Department offers two options for the major. One option leads to the Master of Engineering degree, as described in the section on Academic Information. The second option is a four-year major for students planning to enter business, industry or to study Business Administration, after their Bachelor's degree. Students planning to undertake the Master of Engineering degree program must fulfill the Engineering major; those in the four-year program must satisfy the General Engineering major.

**ENGINEERING MAJOR** — With Electrical or Mechanical Engineering options: Engineering 115L, 212L, 225, 226, 232L, 337; in addition, Electrical Engineers must take, Engineering 307L, 308L. Physics 302; Mechanical Engineers: Engineering 325, 332, 362. Chemistry 111L. Mathematics through Mathematics 322. Physics 121L, 122L, 221L, 222L. (The student may apply to the Department Chairman to substitute, for no more than two of the stated physics and chemistry courses, other science courses which may be more appropriate for the program goals of that student.)

**GENERAL ENGINEERING MAJOR** — Nine courses in Engineering. Mathematics 221, 222; Chemistry 111L; Physics 121L, 122L, 221L, 222L. (The student may apply to the Department Chairman to substitute, for no more than two of the stated physics and chemistry courses, other science courses which may be more appropriate for the program goals of that student.)

**COMPUTER COORDINATE MAJOR IN ENGINEERING** — Students may fulfill the Computer Coordinate Major with Engineering as the Coordinate Department. In addition to the Computing and Mathematics courses required for the Computer Coordinate Major, at least five additional engineering or physics courses, forming a coherent pattern, must be taken. Students wishing to fulfill the major should consult with the Department Chairman to draw up a satisfactory plan of study. For further information see the section under Computer Coordinate Major.

### CHRISTMAS TERM

**115L. Introduction to Computing** — A fundamental treatment of computing including programming of digital computers. Identification of the basic functional units of computing systems; introduction to problem-solving techniques emphasizing non-numerical applications. Introduction to software engineering principles including structured program design, documentation and verification, using a general purpose language. Technical details of computer use and programming will be discussed in a required weekly practicum. 1¼ credits. — Lecturer: Ahlgren. Practicum Director: Blakeslee. MWF 8:30, plus one practicum per week. Permission of practicum director is required.

## 104/Courses of Instruction

**Prac. A** — T 9:55  
**Prac. B** — T 1:15  
**Prac. C** — T 2:40

**Prac. D** — T 7:00 p.m.  
**Prac. E** — W 1:15  
**Prac. F** — W 2:40

**[211. Introduction to Systems Analysis]** — The analysis of systems from the fields of engineering, biology, economics, urban and environmental areas, etc. using mathematical methods. Appropriate digital and analog computer solution techniques are introduced and applied to study the dynamics of systems. 1 course credit. Prerequisite: One year of college level mathematics. Enrollment limited to 25.

**215. Languages and Data Structures** — A study of data structures, algorithms and languages appropriate to the solution of numeric and non-numeric problems. Introduction to techniques of numerical computing using FORTRAN. Use of a structured language. PASCAL, to study higher-level data structures and algorithms. Character and text processing using a string handling language. Introduction to file structuring and management. 1 course credit. Prerequisite: Engineering 115L or consent of instructor. — Warner MWF 10:30

**225. Statics** — Statics of a particle, equivalent force system, equilibrium of rigid bodies, analysis of structures. 1 course credit. — Blakeslee MWF 8:30

**307L. Semiconductor Electronics I** — Introductory semiconductor physics leading to the development of the equations of p-n junctions. Diode circuit applications. **307L.** Lecture and laboratory. 1½ course credits. Required of majors. **307.** Lecture only, 1 course credit. Prerequisite: Engineering 212, Physics 221, or permission of instructor. — Saepa TTh 8:30

**321. Computer Organization** — The study of the relationships between computer hardware and software. The principles of logical design are introduced. The interaction of control elements with memory devices and peripheral components is studied. The influence of hardware on computing languages is developed. Special purpose computers are reviewed. 1 course credit. Prerequisite: Engineering 216 or permission of instructor. — Ahlgren TTh 9:55

**325. Strength of Materials** — Concept of stress and strain; relationship between loads, stresses and deformation in load-carrying members. Prerequisite: Engineering 225. — Blakeslee MWF 11:30

**Sec. A** — Engineering majors

**Sec. B** — Pre-Architecture majors

**337. Thermodynamics** — The natural laws governing the reciprocal conversions of heat and work in thermal cycles; the nature of common working substances; the source of and the release of energy. Prerequisite: Mathematics 221. — Hodges TTh 11:20

**341. Architectural Drawing** — Techniques of drawing required in architectural practice, including floor plans, perspectives, shading techniques. Four contact hours per week. 1 course credit. Prerequisite: Permission of instructor. — Woodard M 1:15

**401. Senior Seminar in Engineering Design** — A study of the engineering design process using engineering case study materials. Invited outside lecturers will address the seminar. A design project and final report are required. Open to senior engineering majors and senior computer coordinate-engineering majors. — Saepa TTh 1:15

**411. Electrophysiology of the Central Nervous System** — This introductory course in cellular neurophysiology presents a modern and important body of knowledge in a highly integrated fashion drawing from the contributions of anatomists, physiologists, and electrical engineers. The basic biochemical properties of the membrane and sensory transduction, neural transmission, and synaptic interaction are considered in sequential order. Then the collective action of neurons in the form of compound electrical responses, and the electro-



encephalogram are discussed as means of understanding the neural circuitry involved in various behavioral modalities such as sleep-waking oscillation, pain modulation, etc. Ongoing research studies illustrating the concepts and techniques presented in the course will be discussed. Open to all junior and senior life science and physical science majors. Permission of the instructor. — Bronzino TTh 4:15

**483. Independent Study** — Research work to test maturity and initiative in the solution of a problem in the area of the student's special interests. 1 course credit. Prerequisite: Permission of staff.

### TRINITY TERM

**102. Introduction to Engineering Analysis** — An introduction to the methods of engineering analysis through study of selected topics from various branches of engineering. The quantitative nature of engineering analysis is emphasized. Social impacts of engineering works will be discussed. Lectures will be given by various members of the Department. This course does not count toward the major requirements in Engineering. 1 course credit. Permission of the instructor. — Saepaga TTh 1:15

**115L(2). Introduction to Computing** — A fundamental treatment of computing including programming of digital computers. Identification of the basic functional units of computing systems; introduction to problem-solving techniques emphasizing non-numerical applications. Introduction to software engineering principles including structured program design, documentation and verification, using a general purpose language. Technical details of computer use and programming will be discussed in a required weekly practicum. 1½ credits. — Lecturer: Warner. Practicum Director: Blakeslee. MWF 8:30, plus one practicum per week. Permission of practicum director is required.

**212L. Linear Systems I** — The study of electrical circuits, in both steady-state and dynamic conditions. **212L.** Lecture and laboratory, 1¼ course credits. Required of majors. **212.** Lecture only, 1 course credit. Prerequisite: Physics 221, Mathematics 221. — Bronzino TTh 9:55 — Lab. Arranged

**216. Principles of Software Engineering** — The study of top-down design and construction of software systems, their implementation in programs, and the functional hardware/software environments in which they operate. Intensive consideration of system specification, algorithm development, program verification, and program testing. Description of machine architecture and its implication for software system design. Completion of a large-scale team project will be required. 1 course credit. Prerequisite: Engineering 215. — Warner MWF 10:30

**226. Dynamics** — Kinematics and kinetics of particles and rigid bodies; principle of work and energy; impulse and momentum. 1 course credit. Prerequisite: Engineering 225. — Blakeslee MWF 8:30

**232L. Engineering Materials** — A study of the nature, properties, and applications of materials in engineering designs. Emphasis is placed on behavior at the atomic and molecular level. **232L.** Lecture and laboratory, 1¼ course credits. Required of majors. **232.** Lecture only, 1 course credit. Prerequisite: One year college physics, one chemistry course. — Saepaga TTh 8:30

**308L. Semiconductor Electronics II** — A continuation of Semiconductor Electronics I. Development of circuit models for the transistor. Application of solid state circuit devices in analog and digital circuits. **308L.** Lecture and laboratory, 1¼ course credits. Required of majors. **308.** Lecture only, 1 course credit. Prerequisite: Engineering 307. — Ahlgren TTh 9:55

## 106/ Courses of Instruction

**314. Electronic Instrumentation for Non-Engineers** — Electronic instrumentation techniques useful in research and laboratory work in the physical and life sciences are presented through laboratory exercises using common electronic equipment. Fundamental aspects of both analog and digital instruments are discussed. Each student is expected to work independently on various laboratory projects and is expected to complete a term project. 1 course credit. Prerequisite: One year of a college science. Enrollment limited to 15. — Ahlgren WF 1:15

**[332. Mechanical Engineering Laboratory]** — This course provides engineering students with laboratory experience in measurement and analysis techniques in the mechanical engineering area. Measurements of temperature, pressure, fluid flow, stress and strain, will be undertaken, with particular emphasis on electronic methods. Report writing stressing the use of drawings, tables, and graphical methods, is required. 2-3 hour laboratory sessions per week. ½ course credit. Prerequisite: Permission of the instructor. — Blakeslee TBA

**342. Architectural Design** — A study of architectural design concepts including space relationship, site planning, use of materials. The student will prepare a three dimensional model of a design prepared by him or her. The course includes field trips. Four contact hours per week. 1 course credit. Prerequisite: Engineering 341 or permission of instructor. — Woodard M 1:15

**362. Fluid Mechanics** — A study of the fundamental concepts and laws relating to the behavior of fluids, including the effects of compressibility and viscosity. Prerequisite: Engineering 226, 337 — Hodges TTh 11:30

**422. Computing Seminar** — A review of current computer publications dealing with both hardware and software areas is to be undertaken. Students will report on developments of interest to the seminar. The discussion of the impact of the computer on society with respect to privacy and moral questions is to be considered. 1 course credit. Prerequisite: At least three previous courses in computing. — Sapega TTh 11:20

**483(2). Independent Study** — Research work to test maturity and initiative in the solution of a problem in the area of the student's special interests. 1 course credit. Prerequisite: Permission of staff.

**522L. Biological Control Systems** — Application of engineering analysis, highlighting the concepts of control theory, and mathematical modeling of neurological control systems.

**522L. Lecture and laboratory, 1¼ course credits. Required of majors. 522. Lecture only, 1 course credit.** — Bronzino TTh 4:00

**524. Simulation of Biological Systems Laboratory** — Simulation and modeling techniques are used to develop an understanding of biological processes using the analog and digital computer. This laboratory may be taken without taking Engineering 522 by advanced undergraduates with the permission of the instructor. ¼ course credit. — Bronzino Hrs. arranged.



## English

ASSOCIATE PROFESSOR KUYK, *Chairman*,  
PROFESSORS DANDO, MCNULTY, SMITH, AND WHEATLEY;  
PROFESSOR (PART TIME) MINOT\*\*\*;  
ASSOCIATE PROFESSORS BENTON, OGDEN AND POTTER;  
ASSISTANT PROFESSORS HUNTER, J. MILLER, RIGGIO\*\*\*, AND SILVERMAN;  
VISITING ASSISTANT PROFESSOR KINCAID-EHLERS; LECTURER C. BROWN

**ENGLISH MAJOR** — The English major requires twelve courses with grades of at least C—. These courses must fill the following requirements. (Each description of a course lists the requirements it fills.)

- 1 Critical reading course
- 1 200-level critical theory course
- 3 Courses emphasizing literature before 1800
- 3 Courses emphasizing literature after 1800
- 1 300-level course in genre or critical theory
- 2 Elective English courses or cross-listed courses
- 1 Senior project

These requirements apply to students entering the major in the 1979-1980 academic year or later. Earlier catalogues give requirements for other majors.

Students planning to continue the study of English in graduate school or to teach should see the chairman about special preparation.

### CHRISTMAS TERM

**EXPOSITORY WRITING PROGRAM** — These courses deal with a variety of topics, but they all share an approach. Ordinarily each is a workshop in which no more than 18 students write frequent papers in various modes, discuss each other's papers, meet an instructor for regular conferences, and often revise papers.

**100(1). Writing** — A practical course in expository and critical writing. Permission of the instructor.

**Sec. A** — C. Brown TTh 9:55

**Sec. B.** — C. Brown TTh 2:40

**Sec. C** — P. Smith WF 1:15

**Sec. D** — Hunter TTh 11:20

**110(1). Literary Writing** — An introduction to creative writing in poetry and fiction with an emphasis on poetry; critiques of student and professional work. Permission of the instructor. — Miller TTh 1:15

**195. Survey of Oriental Literature** — A study of selected masterpieces of Chinese, Japanese, and Indian fiction, poetry, and drama from early times through the nineteenth century. Permission of the instructor. (Same as Comparative Literature 195 and Intercultural Studies 195) — Benton MWF 9:30

\*\*\*Sabbatical Leave, Academic Year

## 108/Courses of Instruction

**210(1). West African Literature in English** — A critical survey of the major literary developments in English-speaking West Africa since the end of World War II. Topics will include the responses of African writers to European literary depictions of Africa, the cultural and political contexts of modern African literature, and the African writer as social critic. Readings in Amos Tutuola, Chinua Achebe, Wole Soyinka, Ayi Kwei Armah, Ama Ata Aidoo as well as Joseph Conrad and Joyce Cary. Permission of the instructor. (Same as Intercultural Studies 210) — Miller TTh 9:55

**240(1). Literary Existentialism** — A study of American and Continental fiction, drama, and essays which present the philosophical and theological viewpoints of existentialism, with readings in Kierkegaard, Poe, Nietzsche, Dostoyevsky, Kafka, Sartre, Camus, Unamuno, Jaspers, Durrenmatt, Ellison, and Bellow. Permission of the instructor. (Same as Comparative Literature 240) — Benton MWF 10:30

**249. Desire in the Classical Narrative Text** — A study of obsessional desire in novels by Flaubert, Proust, Hardy, Fowles, and Nabokov, and films by Ophuls, Polanski, Sirk, Godard and others, exploring the relationship between desiring subject and desired object, ritual repetition, narcissism, fetishism, and jealousy. Satisfies the requirement of a critical reading or a critical theory course. Permission of the instructor. — Silverman TTh 11:20

**259. Women's Writing of the 1970's** — A course in critical reading of contemporary texts. Satisfies the requirement of a critical reading course. Permission of the instructor. — Kincaid-Ehlers TTh 1:15

**260(1). Critical Reading** — The study of some of the major works of poetry, fiction, and drama selected from each of the periods of literary history to introduce students to the assumptions and methods of critical reading. Satisfies the requirement of a critical reading course. Permission of the instructor.

Sec. A — Potter TTh 1:15

Sec. B — Smith TTh 9:55

**291. Critical Theory: Poetry** — A study of English poetry from the Renaissance through the Romantic Period, and the way in which poems embody shifting cultural perspectives. Readings in Spenser's *Faerie Queene*, Sidney, Donne, Jonson, Milton's *Paradise Lost*, Pope, Dryden, Thompson, Burns, Blake, Wordsworth, Keats, and Arnold. Satisfies the requirement of a critical theory course. Permission of the instructor. — Ogden TTh 11:20

**293. Critical Theory: Modal** — The critical reading of poetry, fiction, and drama and the consideration of some primary questions concerning the nature and function of literature and our responses to it. Satisfies the requirement of a critical theory course. Permission of the instructor. — Dando and McNulty MWF 11:30

**296(1). Critical Theory: Narrative and Thematic Patterns** — A study of the major recurrent patterns of narrative, character, imagery, and theme in English and American literature. Readings selected from various genres and periods. Satisfies the requirement of a critical theory course. Permission of the instructor. — Wheatley TTh 2:40

**300(1). Advanced Composition** — Practice in expository writing, organization of papers, development of theses, etc. Limited to 15. Permission of the instructor. — McNulty MW 9:05

**319. Time and the Modern Novel** — A study of concepts of time and related narrative devices in the modern novel with readings in Woolf, Joyce, Faulkner, Proust and others. Satisfies the requirement of a course emphasizing literature after 1800. Permission of the instructor. (Same as Comparative Literature 319) — Ogden T 7:00 p.m.

**322(1). Tragedy and Metatheater.** — Aeschylus, Kyd, Shakespeare, Pirandello, Lorca, Brecht, Genet, Peter Weiss, and Peter Shaffer read in light of psychoanalytic and structuralist



theory. Themes of discussion will include sacred violence, ritual repetition, mimesis, self-conscious role-playing, plays-within-plays, the psychology of dramatic forms, and the cultural function of theater. Satisfies the requirement of a genre or critical theory course. Permission of the instructor. — Hunter TTh 1:15

**330(1). Studies in Genre: Five Popular Forms** — A study of the generic characteristics and the history of the development of five popular fictional forms: detective story, western, Gothic romance, spy story, and science fiction, including the work of Poe, Doyle, Chandler, and Spillane; Wister, Grey, Rhodes, and Haycox; Lewis, Stoker, and Faulkner; Rohmer, Buchan, and Fleming; and Mary Shelley, Wells, Bradbury, and Clark. Satisfies the requirement of a genre or critical theory course. Permission of the instructor. — Benton MWF 11:30

**334(1). Advanced Literary Writing** — The writing of poetry, fiction, and drama; study and analysis of each genre with the emphasis on composition. Satisfies the requirement of a genre course. Recommended preliminary course: English 100 or 110. Permission of the instructor. — Kincaid-Ehlers W 6:30 p.m.

**336(1). Modern British Literature** — A selective survey from the Nineteen Twenties to the Sixties — Eliot to Hughes — emphasizing writers of the Thirties as pivotal figures adopting and extending Modernism to such events as the Depression and the rise of Fascism. Satisfies the requirement of a course emphasizing literature after 1800. Permission of the instructor. — Wheatley TTh 11:20

**351. Shakespeare** — Intensive study of nine of the histories, comedies and tragedies, including *Richard II*, *Richard III*, *Twelfth Night*, *Measure for Measure*, *Julius Caesar*, *Hamlet*, and *Macbeth*. Satisfies the requirement of a course emphasizing literature before 1800. Permission of the instructor. — Dando TTh 1:15

**355. Studies in Seventeenth-century Literature: Lyric Poetry** — A study of the varieties of amorous experience in Renaissance poetry, from the Platonic to the erotic, and of the cultural and psychological determinants for the preoccupation with love in 16th- and 17th-century verse; readings in Wyatt, Sidney, Shakespeare, Donne, and Marvell. Satisfies the requirement of a genre course or course emphasizing literature before 1800. Permission of the instructor. — Silverman TTh 9:55

**361. Studies in Eighteenth-century British Literature: The Enlightenment** — A study of English and French writers of the eighteenth century including Swift, Pope, Boswell, Johnson, Voltaire, Fielding, Rousseau, and Sterne. Satisfies the requirement of a course emphasizing literature before 1800. Permission of the instructor. (Same as Comparative Literature 361) — Kuyk MWF 10:30

**404(1). Ernest Hemingway** — A study of the major novels and short stories, including readings in biographical and critical works. Satisfies the requirement of a course emphasizing literature after 1800. Permission of the instructor. — Smith TTh 2:40

**407. The American 1920's** — A study of major writers from Eliot to Sinclair Lewis in America's most innovative literary decade. Satisfies the requirement of a course emphasizing literature after 1800. Permission of the instructor. — Wheatley WF 1:15

**413. Women's Autobiography and Other Nontraditional Literature** — A course in written and spoken expressions generally excluded from the standard canon, including "lost" published literature, private genres (letters, diaries, journals, memoirs, autobiographies), and oral testimony. Satisfies the requirement of a genre course. Permission of the instructor. — Kincaid-Ehlers TTh 9:55

## 110/ Courses of Instruction

**461. Psychoanalytic Theory of Literature** — Exploration of the relationship between literature and dreaming, analysis of the psychodynamics of literary process, and practice in depth reading. Shakespeare, Poe, Lawrence, Dickens, Plath, Rich, and fairy tales will be studied in the context of theoretical works by Freud, Erikson, Holland, and Lacan. Central ideas will be the unconscious, the "dream-work," the organic unity of literary texts, the psychosexual stages of development and their traces in language, and literature as the transformation of fantasies toward meaning. Satisfies the requirement of a genre course or critical theory course. Permission of the instructor. — Hunter WF 1:15

**490(1). Independent Study** — A limited number of individual tutorials in topics not currently offered by the Department; applications for this course should be submitted to the instructor and approved by the Chairman prior to preregistration. — Staff

### TRINITY TERM

**100. Writing** — A practical course in expository and critical writing. Permission of the instructor.

Sec. F — C. Brown TTh 1:15

Sec. H — Silverman WF 1:15

Sec. G — J. Miller TTh 1:15

Sec. I — Kincaid-Ehlers TTh 1:15

**182. Introduction to Film** — A critical study of the film as a genre through the analysis and discussion of major feature films chosen for variety of style, technique, and cultural context. Permission of the instructor. — Potter MWF 10:30

**200. Studies in Genre: Romantic Irony** — A study of the formal and technical aspects of romantic irony — particularly the division of the ego into observing subject and observed object and the creation of aesthetic distance — as seen in selected readings from Hoffman, Poe, Borges, Pirandello, Akutagawa and Durrenmatt. Satisfies the requirement of a critical theory course. Permission of the instructor. — Benton MWF 10:30

**338. Early English Lyric Poetry** — The study of a literary mode from the 13th century through the 17th century. Satisfies the requirement of a course emphasizing literature before 1800. Permission of the instructor. — Kincaid-Ehlers TTh 9:55

**243(2). The Antihero** — A study of the characteristics, function, and varieties of the antihero in Western, especially modern, literature. Satisfies the requirement of a critical reading course. Permission of the instructor. (Same as Comparative Literature 342(2)) — Potter WF 2:40

**206. Southern Roots of Modern American Literature** — A survey of Southern literature, considering its roots in social history and assessing its influence on modern American poetry, fiction, and drama. Readings in Faulkner, Flannery O'Connor, Ellison, Wright, T. Williams, Dickey, W. J. Cash's *The Mind of the South* and E. Genovese's *Roll, Jordan, Roll*. Satisfies the requirement of a critical reading course. Permission of the instructor. — Kuyk and Miller MWF 9:30

**260. Critical Reading** — The study of some of the major works of poetry, fiction, and drama selected from each of the periods of literary history to introduce students to the assumptions and methods of critical reading. Satisfies the requirement of a critical reading course. Permission of the instructor. — Hunter TTh 1:15

**293(2). Critical Theory: Modal** — The critical reading of poetry, fiction, and drama and the consideration of some primary questions concerning the nature and function of literature and our responses to it. Satisfies the requirement of a critical theory course. Permission of the instructor. — Dando and McNulty TTh 11:20



**296. Critical Theory: Narrative and Thematic Patterns** — A study of the major recurrent patterns of narrative, character, imagery, and theme in English and American literature. Readings selected from various genres and periods. Satisfies the requirement of a critical theory course. Permission of the instructor. — Smith TTh 9:55

**301(2). Early Modernist Novel** — The course will study the beginning of Modernism in England and America in the fiction of Melville, George Eliot, and especially Henry James. Satisfies the requirement of a genre course or a course emphasizing literature after 1800. Permission of the instructor. — Wheatley TTh 2:40

**310. Studies in Poetry: The Epic** — A study of the genre of the epic as related to the concept of the hero and the definition of the self. Readings will include the *Iliad*, the *Odyssey*, *Paradise Lost*, *Gilgamesh*, *Beowulf*, *Paterson*, *Sundiata*, the *Aeneid*, and modern works. Satisfies the requirement of a genre course. Permission of the instructor. (Same as Comparative Literature 310) — Ogden TTh 2:40

**313(2). Modern Poetry and Its Tradition** — A course in the reading and interpretation of contemporary poetry through its use of themes traditional in literature. Satisfies the requirement of a critical theory course. Permission of the instructor. — McNulty MW 11:30

**320. Modern Drama** — A study of principal dramatic forms and modes through the analysis of a variety of plays and some reading of critical works. Satisfies the requirement of a genre course. Permission of the instructor. — Potter TTh 9:55

**344. The Age of Chaucer** — Introduction to the literature of the late Medieval period with special emphasis upon Chaucer. Satisfies the requirement of a course emphasizing literature before 1800. Permission of the instructor. (Same as Comparative Literature 344) — McNulty TTh 9:55

**352. Shakespeare** — Intensive study of nine of the histories, comedies and tragedies including *Henry IV* (1, 2), *Henry V*, *Much Ado About Nothing*, *Twelfth Night*, *Anthony and Cleopatra*, and *King Lear*. Satisfies the requirement of a course emphasizing literature before 1800. Permission of the instructor. — Dando TTh 1:15

**353(2). Elizabethan and Jacobean Drama** — A psychohistorical study of plays by Marlowe, Kyd, Shakespeare, Tourneur, Webster, Middleton, and Ford. Special attention will be given to patterns of imagery, attitudes toward women, the dynamics of revenge, the medium of playwriting as a psychic and political force, the literary imprints of the historical presence of Queen Elizabeth I, and the shift in sensibility marked by the turn of the century. Satisfies the requirement of a course emphasizing literature before 1800. Permission of the instructor. — Hunter TTh 11:20

**359(2). Richard Wright and Ralph Ellison** — A comparative and critical examination of the major works of Wright and Ellison with emphasis on the biographical and historical contexts of their writing, their relationship to Afro-American and American literary tradition, and their depiction of Afro-American life. Satisfies the requirement of a course emphasizing literature after 1800. Permission of the instructor. (Same as Intercultural Studies 359(2)) — Miller TTh 9:55

**376. Milton** — Study of the "minor" poems and some of the prose, with special attention to "Il Penseroso" and "L'Allegro," "Lycidas," *Comus* and *Samson Agonistes*, and to *Apology for Smectynmuus*, *Of Education*, *Areopagitica*, and the first sections of *The Christian Doctrine*. Precis, short papers, and a final long paper. Satisfies the requirement of a course emphasizing literature before 1800. Permission of the instructor. — Martin M 1:15

**381(2). Edgar Allan Poe** — A detailed study of the fiction, poetry, and criticism of Poe, including a consideration of his biography, his place in literary history, and his contribution

## 112/Courses of Instruction

to a variety of literary genres. Satisfies the requirement of a course emphasizing literature after 1800. Permission of the instructor. — Benton MWF 11:30

**382. Chicano and Native American Traditions** — An introduction to the important contributions of Mexican-American and American Indian writers. Particular attention will be given this literature's relationship to the oral traditions from which it developed, and to its cross-cultural perspectives. Satisfies the requirement of a course emphasizing literature after 1800. Permission of the instructor. (Same as Intercultural Studies 382) — Brown MWF 1:15

**384. American Cosmologies** — A study of Emerson's *Nature*, Poe's *Eureka*, Thoreau's *Walden*, Melville's *Moby Dick*, Whitman's *Leaves of Grass*, and Adams' *Education* as philosophies of nature which explain or dramatize man's relation to the cosmos. Satisfies the requirement of a course emphasizing literature after 1800. Permission of the instructor. — Benton MWF 9:30

**391(2). Charles Dickens** — A study of Dickens' portrayal of the character of English life in eight novels, including *Oliver Twist*, *Nicholas Nickleby*, *Dombey and Son*, *Bleak House*, *A Tale of Two Cities*, and *Great Expectations*. Film adaptation of some of the novels will be shown. Satisfies the requirement of a course emphasizing literature after 1800. Permission of the instructor. — Dando M 1:15 and 7:15 p.m.

**420. Film Theory** — A study of cinematic norms in the light of recent theoretical developments. We will confront a wide variety of films, ranging from the classical narrative model to more radical experiments. These films will be supplemented by essays on such topics as the relationship of cinematic text and viewing subject, narrativity, the shot, composition, and editing. Satisfies the requirement of a genre or critical theory course. Permission of the instructor. — Silverman TTh 11:20

**492. Fiction Workshop** — Advanced seminar in the writing of fiction; class discussions devoted primarily to the analysis of student fiction, with some attention to examples of contemporary short stories. Satisfies the requirement of a genre course. Recommended preliminary course: English 334. Permission of the instructor. — Kincaid-Ehlers W 6:30 p.m.

**494. Poetry Workshop** — Advanced seminar in the writing of poetry; class discussions devoted primarily to the analysis of student work, with some attention to examples of contemporary poetry. Satisfies the requirement of a genre course. Permission of the instructor. — Ogden T 7:00 p.m.

**495(2). Senior Seminar** — Three separate seminars, each with a different critical approach to literature. Permission of the instructor.

Sec. A — Hunter M 1:15

Sec. C — Smith T 6:30 p.m.

Sec. B — Wheatley M 1:15

**498. Senior Thesis** — Individual tutorial in the research for and writing of a thesis on a special topic in literature or criticism. The prospectus for the thesis must be approved by the Department before preregistration in the preceding term. — The Staff



## Fine Arts

PROFESSORS MAHONEY, *Chairman*, CHAPLIN, *Director of Studio Arts*,  
AND BAIRD (PART TIME); ASSISTANT PROFESSORS BACON AND GORDON;  
ARTISTS-IN-RESIDENCE KENEALY AND WOOD

The Department offers instruction in two academic majors: Art History and Studio Arts.

### ART HISTORY

**THE ART HISTORY MAJOR** — Course requirements: AH 101 and AH 102, two studio courses selected from SA 111 through SA 215, AH 401, and seven further courses in Art History. These seven must be distributed so that one is within the classical/medieval period (Classical Civilization 202 and 204 may be taken for major and for distribution credit), one in the Renaissance, one in 17th/18th century Europe, one in 19th century Europe, one in the 20th century. One major credit must be in architecture history. (These new distribution requirements go into effect for the class of 1981.) All majors must arrange to have an adviser within the Art History faculty by the beginning of their junior year. A grade of C— or better is required for major credit, with the exception of the two studio requirements, which may be taken on a pass/fail basis. Majors are strongly urged to take a survey of European history. Students who plan to continue the study of Art History at the graduate level are reminded that a good reading knowledge of either French, Italian, or German is normally a prerequisite for admission to graduate school.

The award of departmental honors in Art History will be based on superior performance in all history of art courses and in a senior essay (see AH 402).

### CHRISTMAS TERM

**AH 101. Introduction to the History of Art in the West I** — A survey of the history of art and architecture in Antiquity and the Middle Ages. — Baird MWF 9:30

**AH 103. Introduction to Asian Art** — A survey of the art of India, China, and Japan with reference to the cultural and religious contexts that gave rise to the architecture, sculpture, and painting of each civilization. — Mahoney W 1:00-4:00

**[AH 223. Early Medieval Art]** — Art and architecture from the early Christian period to about 1200, with emphasis upon the emergence of a Christian art and architecture in the late Roman world, the art of the Byzantine Empire, the Carolingian Renaissance, and the sculpture and architecture of the great Romanesque monasteries and pilgrim churches. Permission of the instructor. — Baird

**AH 233. Gothic and Early Renaissance Art in Italy** — A study of painting, sculpture and architecture in Italy from the later Middle Ages through the fifteenth century, with emphasis on masters such as the Pisani, Giotto, Brunelleschi, Ghiberti, and Donatello. — Baird TTh 8:30

**[AH 235. High Renaissance Art in Italy]** — Italian painting, sculpture and architecture from the end of the fifteenth century through the sixteenth century. The first third of the course is devoted to the study of Leonardo, Michelangelo, and Raphael; the second third to

## 114/ Courses of Instruction

the art of their contemporaries and successors in central Italy; and the final third to art in Venice — the paintings of Bellini, Giorgione, Titian, Veronese, and Tintoretto, and the architecture of Palladio. — Baird

**AH 239. Gothic and Renaissance Art in Northern Europe** — Art and architecture in northern Europe from the late twelfth to the sixteenth century, with emphasis upon the high Gothic cathedrals such as Chartres and Amiens and on painting and sculpture in Flanders and Germany at the end of the Middle Ages, particularly such masters as van Eyck and Durer. — Baird TTh 11:20

**AH 241. Seventeenth Century Art I: the South** — Painting, sculpture, and architecture in Italy with an emphasis upon the Roman proponents of classicism, naturalism, and the baroque; in France with an emphasis on the art of the "*roi soleil*," Louis XIV; and in Spain with an emphasis on Velasquez. — Mahoney MWF 11:30

**AH 261. Nineteenth Century Painting and Sculpture** — A survey of the period from 1785 to 1890, examining the decline of the academic system and the advent of an increasing artistic freedom in the Neo-Classic, Romantic, Realist, and Impressionist movements in France. Discussion also of major figures in Spain, Italy, Germany, and England. Museum visits included. — Gordon TTh 1:15

**AH 265. Modern Architecture and Its Sources I: The Nineteenth Century** — A study of the modern movement from its roots in late 18th and 19th century European and American architecture. It will emphasize the moral-ethical tradition in architecture, including the writings of John Ruskin, French rationalism and American contributions to technology. — Bacon TTh 9:55

**AH 271. American Art** — An introduction to painting, sculpture, graphics, and photography from the eighteenth century to the present. Developments will focus on European backgrounds and uniquely American contributions as well as the artists' reaction to the American experience. — Bacon TTh 2:40

**AH 391. Issues in Architectural Theory and Design** — A historical approach to issues in architectural theory and design focusing on the works of Vitruvius, Alberti, Durand, Viollet-le-Duc, Ruskin and LeCorbusier. The seminar may be of special interest to students applying to graduate schools of architecture and planning. Permission of the instructor. — Bacon M 1:15

**AH 401. Major Seminar in Art Historical Method** — Required of and limited to Art History majors, preferably before their senior year. Studies in the tradition and methodology of art history. Readings, discussion, reports, and museum visits. — Gordon W 1:00-6:00

### TRINITY TERM

**AH 102. Introduction to the History of Art in the West II** — A survey of the history of painting, sculpture, and architecture from the Renaissance to the present day. — Mahoney and Gordon TTh 2:40

**AH 242. Seventeenth Century Art II: The North** — Painting, sculpture, and architecture in Flanders with an emphasis upon Rubens; in the Netherlands with emphasis upon still life, genre, and landscape painting as well as on Rembrandt; and in England with emphasis on van Dyck and the architecture of Wren, Vanbrugh, and Hawksmoor. — Mahoney MWF 11:30

**AH 252. Eighteenth Century Art** — A survey of European art during the period when the structure and institutions of the *ancien regime* were displaced by the ideas and events that led to the French Revolution. Special attention to major figures and monuments throughout Europe in painting and sculpture. — Gordon TTh 11:20



**AH 272. American Architecture** — An introduction to the American building and environmental tradition from the seventeenth century to the Depression. — Bacon TTh 2:40

**AH 282. Twentieth Century Painting and Sculpture** — The history of international painting and sculpture from 1890 to the present. This course examines how the new artistic vocabulary of abstraction evolved out of the international Symbolist Movement of the 19th century as well as out of the advanced artistic experiments of the Post-Impressionists and Cezanne's late work. The course will survey the new approaches to pictorial and sculptural form forged by such pioneering artists as Picasso, Matisse, Kandinsky, Rodin, Brancusi, and Pollock and by such movements as Fauvism, Cubism, German Expressionism, Surrealism, and Abstract-Expressionism. Museum visits included. — Gordon MWF 10:30

**AH 286. Modern Architecture and Its Sources II: The Twentieth Century** — An examination of modern architecture up to the present with particular emphasis on form-givers Frank Lloyd Wright and LeCorbusier. Prerequisite: AH 265 or permission of the instructor. — Bacon TTh 9:55

**AH 352. Seminar in Eighteenth Century Art: The English Country House** — The social, historic and economic background and implications of the country seat as well as its architectural evolution. A half-credit course meeting in the second half of the term. Permission of the instructor. — Mahoney M 1:15

**AH 372. Seminar in Urban Architecture and Planning: The American City** — A historical survey of American urban environments that will focus on commercial architecture, housing and transportation issues in city planning. — Bacon W 1:00-4:00

**AH 382. Seminar in Twentieth Century Art: The History of Photography** — A survey of photography from its nineteenth-century origins into the twentieth century giving attention to the major figures. An exhibition of original photographs is scheduled to coincide with the course. Study of original photographs in area collections is planned. A half-credit course meeting the first half of the term. Limit: 15. Permission of the instructor. — Gordon M 1:00

**AH 402. Senior Paper in Art History** — An individual tutorial to prepare an extended paper on a topic in art history. Required only of those majors who are honors candidates. — Staff

**Ancient Art** — Classical Civilization 204 and 202 may be taken for major credit in Art History.

## STUDIO ARTS

All students (major and non-major) must have finished or be enrolled in the second term of drawing and design courses to qualify for first (I) level painting, printmaking, or sculpture. Exceptions are granted on the basis of a portfolio review by the Department.

**THE STUDIO ARTS MAJOR** — The major program provides a firm foundation in drawing and design; then a broad exposure specifically to painting, printmaking, and sculpture. All I and II level majors are given individual critiques by the entire program staff once each term. Additional critiques are given by visiting artists to both majors and non-majors enrolled in any level of painting, printmaking, or sculpture.

## 116/ *Courses of Instruction*

Course requirement: Art History courses AH 101, AH 102, AH 282, two terms of drawing (SA 111, 112), two terms of design (SA 113, 114), Painting I (SA 211), Printmaking I (SA 213), Sculpture I (SA 215), and two further terms in II level courses selected from Painting II (SA 212), Printmaking II (SA 214), Sculpture II (SA 216). Normally, majors must have completed the first (I) level courses to qualify for those at second (II) level. A mark of C— or above is required for major credit.

Majors may choose to be candidates for departmental honors in Studio Arts. The award will be based on superior performance and a presentation of a number of representative works at the end of the senior year for evaluation by the Department.

### CHRISTMAS TERM

**SA 111. Drawing I** — Study of line and mass as a means to articulate and explore formal and spatial concepts. Prerequisite: Permission of the instructor. Enrollment limited to 20.  
**Sec. A** — Wood M 12:45-3:45      **Sec. C** — Kenealy F 12:45-3:45  
**Sec. B** — Chaplin Th 12:30-3:30

**SA 113. Design** — Orientation to basic objective formal concerns in two- and three-dimensional form. Prerequisite: Permission of the instructor.  
**Sec. A: Color Interaction** — Enrollment limited to 30. — Chaplin T 12:30-3:30  
**Sec. B: Two- and three-dimensional studies** — Enrollment limited to 20. — Kenealy W 12:30-3:30

**SA 211. Painting I** — Basic problems in color/shape/space relationships in a variety of media. Prerequisite: Two terms of drawing and two terms of design. Permission of the instructor. Enrollment limited to 15. — Chaplin TTh 4:00-6:00

**SA 213. Printmaking I** — Basic techniques in printmaking. Prerequisite: Two terms of drawing and two terms of design. Permission of the instructor. Enrollment limited to 15. — Kenealy WF 4:00-6:00

**SA 215. Sculpture I** — Basic problems in three-dimensional form in a variety of media. Prerequisite: Two terms of drawing and two terms of design. Permission of the instructor. Enrollment limited to 15. — Wood M 4:00-6:00 W 12:45-2:45

**SA 217. Drawing II** — A continuation of the basic drawing courses. Students are encouraged to develop and sustain their own concepts. Prerequisite: Two terms of drawing. Permission of the instructor.  
**Sec. A** — Wood T 3:00-6:00      **Sec. B** — Kenealy Th 3:00-6:00

**SA 219. Advanced Design** — A continuation of the basic design courses. Students are encouraged to develop and sustain their own concepts. Prerequisite: Two terms of design (color and two- and three-dimensional studies). Permission of the instructor. — Wood W 3:00-6:00

**SA 311. Painting Project Study** — Independent study with two full faculty critiques. May be repeated. Prerequisite: Two terms of drawing and two terms of design; all first level (I) courses; two second level (II) courses. — Staff TBA

**SA 313. Printmaking Project Study** — Independent study with two full faculty critiques. May be repeated. Prerequisite: Two terms of drawing and two terms of design; all first level (I) courses; two second level (II) courses. — Staff TBA

**SA 315. Sculpture Project Study** — Independent study with two full faculty critiques. May be repeated. Prerequisite: Two terms of drawing and two terms of design; all first level (I) courses; two second level (II) courses. — Staff TBA



## *Guided Studies Program in the Humanities/117*

### TRINITY TERM

**SA 112. Drawing I** (See Christmas Term) — Prerequisite: Permission of the instructor. Enrollment limited to 20.

**Sec. A** — Wood M 12:45-3:45

**Sec. C** — Kenealy F 12:45-3:45

**Sec. B** — Chaplin Th 12:30-3:30

**SA 114. Design** (See Christmas Term) — Prerequisite: Permission of the instructor.

**Sec. A: Two- and three-dimensional studies** — Enrollment limited to 20. — Chaplin T 12:30-3:30

**Sec. B: Color Interaction** — Enrollment limited to 30. — Kenealy W 12:30-3:30

**SA 212. Painting II** — Intermediate study in color/shape/space. Prerequisite: Two terms of drawing and two terms of design; all first level (I) courses. Permission of the instructor. Enrollment limited to 15. — Chaplin TTh 4:00-6:00

**SA 214. Printmaking II** — Intermediate study of printmaking techniques. Prerequisite: Two terms of drawing and two terms of design; all first level (I) courses. Permission of the instructor. Enrollment limited to 15. — Kenealy WF 4:00-6:00

**SA 216. Sculpture II** — Intermediate study in three-dimensional form. Prerequisite: Two terms of drawing and two terms of design; all first level (I) courses. Permission of the instructor. Enrollment limited to 15. — Wood M 4:00-6:00 W 12:45-2:45

**SA 218. Drawing II** (See Christmas Term) — Prerequisite: Two terms of drawing. Permission of the instructor.

**Sec. A** — Wood T 3:00-6:00

**Sec. B** — Kenealy Th 3:00-6:00

**SA 220. Advanced Design** — A continuation of the basic design courses. Students are encouraged to develop and sustain their own concepts. Prerequisite: Two terms of design (color and two- and three-dimensional studies). Permission of the instructor. — Wood W 3:00-6:00

**SA 312. Painting Project Study** — Independent study with two full faculty critiques. May be repeated. Prerequisite: Two terms of drawing and two terms of design; all first level (I) courses; two second level (II) courses. — Staff TBA

**SA 314. Printmaking Project Study** — Independent study with two full faculty critiques. May be repeated. Prerequisite: Two terms of drawing and two terms of design; all first level (I) courses; two second level (II) courses. — Staff TBA

**SA 316. Sculpture Project Study** — Independent study with two full faculty critiques. May be repeated. Prerequisite: Two terms of drawing and two terms of design; all first level (I) courses; two second level (II) courses. — Staff TBA

## **Guided Studies Program in the Humanities**

The Guided Studies Program in the Humanities is a new freshman/sophomore curriculum open to selected students in each entering class commencing with the Class of 1983. The Program is intended for strongly motivated students who wish to examine the evolution of western civilization through an integrated, multidisciplinary study of European history, literature and thought from classical antiquity to the present. It concentrates on the primary issues and modes of interpretation that have shaped western culture and also introduces students to basic patterns of social, economic and political development.

## *118/Courses of Instruction*

Courses in the humanities form the nucleus of the Program, but materials from the social and natural sciences are also included in order to extend the range of the students' understanding. The Program consists of thirteen one-semester courses, arranged in a coherent sequence, plus a year-long freshman colloquium. (The colloquium is an integral part of the freshman Guided Studies courses but carries no separate academic credit.) Ordinarily the Program is completed during the student's first four semesters of enrollment, though under certain circumstances permission may be granted to distribute the sequence across five or six semesters.

The Guided Studies Program can accommodate only a limited number of students. Incoming freshmen who wish to be considered for enrollment in the Program should so notify the Director of Admissions as early as possible in the spring prior to their matriculation.

Since 1979-1980 is the inaugural year of the Program, only the freshman Guided Studies courses will be offered. They are listed below. Further information about the Program (including descriptions of the sophomore courses) is contained in a detailed Prospectus that is available from the Director of Admissions.

### CHRISTMAS TERM

**201. Cross-Cultural Perspectives** — The course will examine a range of cultures in an attempt to establish the extent to which the "cultural factor" determines the character, direction, and world-view of diverse societies. Some attention will be given to the major problems arising from the attempt to interpret cultures other than our own. (Same as Intercultural Studies 201) — Desmangles TTh 9:55

**221. Origins of Western Civilization** — The Greek and Biblical worlds up to the Macedonian conquest. The evolution from an oral to a written tradition, from the archaic to the classical. The emergence of the Greek city-state and its development of ethical, political and cultural life. Also, the emergence of Israel and its life as a nation; the prophetic critique, Israel's Exile and Reconstruction, the emergence of its scripture. Open to non-Guided Studies students. Total enrollment limited to 35. (Same as Religion 221) — Ogden and Tull MW 1:15

**231. History of Philosophy I** — This course begins with a study of pre-Socratic thought, moves through a sustained consideration of Plato and Aristotle to a treatment of stoicism, epicureanism, neo-Platonism, and Medieval philosophy. The course will emphasize the movement of ideas, the development and preservation of certain issues rather than others, and thus generally the origins of what came to be our tradition, out of a larger history pregnant with alternatives. (Same as Philosophy 301) — Hyland MWF 10:30

**Colloquium.** — Freshman Guided Studies students enroll in this team-taught colloquium, the purpose of which is to integrate the required courses by providing an interdisciplinary focus on some of the major issues they raise. Furthermore, through periodic guest presentations by faculty members in a variety of disciplines students will be introduced to special subjects and supplementary viewpoints. The colloquium, an extension of the three courses listed above, is required of all Guided Studies freshmen but carries no separate academic credit. — Desmangles, Hyland, Ogden, Tull and guest faculty. M 7:00-9:30 p.m.

### TRINITY TERM

**222. The Consolidation of Western Civilization** — The Hellenistic and Roman worlds and the emergence of the Judaeo-Christian traditions. Topics include the confrontation of cultures and religions in the Hellenistic world, the crises of religious faith in Rome and Judea, the emergence of Rabbinic Judaism, the development of the Christian church, and the



Roman appropriation of the classical and its expression in the Christian community. Open to non-Guided Studies students. Total enrollment limited to 35. (Same as Religion 222) — Tull TTh 11:20

**242. Historical Patterns of European Development I** — A study of Western European and Mediterranean history from 250 A.D. to 1700. The course will begin with an examination of the historiography of the decline of the Roman Empire and the synthesis of the classical and Christian traditions. After a survey of the rise of Islam and the Carolingian Empire, students will undertake a detailed analysis of the so-called "Medieval Synthesis" and explore such issues as the nature of feudalism, Islamic intellectual influences, the role of universities, the rise of the towns, and the implications of the conflict between the Papacy and Empire. In the process students will be introduced to the various approaches of intellectual and economic history. The course will then consider the transition from the medieval to the modern world and examine problems in Renaissance and Reformation history, with particular attention to the theses of Burckhardt, Weber and Braudel. — Time and instructor TBA

**252. Literary Patterns in European Development** — A study of Medieval and Renaissance literature as they reflect cultural and historical developments. Topics will include the epic and romance of the feudal world, the Renaissance synthesis of the Classical and Biblical, and the Copernican and scientific revolutions of the 17th century. Readings in Dante, Chaucer, Spenser, Donne, Jonson, Milton and others. — Ogden TTh 9:55

**Colloquium.** The colloquium continues in the second semester, providing a framework within which the courses are integrated and students are introduced to special subjects and additional viewpoints. — Guided Studies staff and guest faculty. Time TBA

## History

PROFESSORS SLOAN, *Chairman*,

BANKWITZ†, COOPER, DAVIS, DOWNS, PAINTER\*\*\*, STEELE AND WEAVER;

ASSISTANT PROFESSORS KASSOW, LEACH, QUINONES AND WEST;

INSTRUCTOR SPENCER; LECTURERS CHATFIELD, COFFIN,

L. FARRAR AND M. FARRAR

**HISTORY MAJOR** — The intent of the major is to develop a general knowledge of the past, as well as familiarity with historiography and historical methods.

Majors are required to take twelve courses in the Department. (Graduate courses and graduate seminars may be taken with the permission of the instructor and the Office of Graduate Studies.) Students may complete the History major by fulfilling the requirements for either the regular major or the Intensive Study major.

**THE REGULAR MAJOR** — The following courses are required:

1. European History
  - a. History 101
  - b. One course in English or European History *before* 1700 or ancient History
  - c. One course in English or European History *since* 1700
2. United States and Latin American History  
Two Courses
3. Non-Western History (Africa, Middle East, Asia, Russia)  
Two courses

\*\*\*Sabbatical Leave, Academic Year

†Leave of Absence, Academic Year

## 120/ Courses of Instruction

4. Seminars for Majors (Seminars *do not* fulfill the requirements listed in 1, 2, and 3)  
Three seminar courses (selected from courses numbered History 401, 402, 403-404) during the junior and senior years.

Thesis: Seniors may apply for admission to a full-year thesis seminar (History 403-404, 601-602) when offered. The thesis seminar, normally taken in the senior year, is the equivalent of two of the three seminars required.

**THE INTENSIVE STUDY MAJOR** — The following courses are required:

1. The courses required in European, American, and Non-Western history as described in items 1, 2, and 3 of the regular major except that a total of 6 rather than 7 courses is sufficient. The required course to be waived will be determined by the student's adviser and the Chairman.
2. Two double-credit seminars (History 405, 406)
3. A thesis in the senior year. Thesis topics must be approved by the end of the junior year.

History majors are strongly advised to select courses in the Social Sciences and Humanities appropriate to their interests. The Department urges them to attain proficiency in a foreign language. Undergraduates intending to pursue graduate work in History should plan to develop a reading knowledge of two foreign languages.

Juniors planning to study abroad are urged to do so in the Christmas semester.

To fulfill the requirements for the major, seniors must pass the General Examination in History.

The award of Departmental Honors will be based on superior performance in all history courses and in the General Examination.

### CHRISTMAS TERM

**101. Introduction to the History of Europe** — Topics in the history of Western Europe from Carolingian times to 1715. Permission of the instructor.

Sec. A — Kassow F 10:30

Sec. C — Downs F 1:15

Sec. B — L. Farrar F 10:30

Sec. D — Downs F 10:30

(Lectures — MW 10:30 for *all sections*) (Section meetings F)

**102(1). Introduction to the History of Europe** — Western Europe from 1715 to the present. Permission of the instructor. — Kassow TTh 1:15

**103. The City in American History** — Cities in the colonies and in the new nation, the urban frontier, cities and the American national character, urban demography, immigration, social mobility, the political machine, the ghetto. — Weaver WF 1:15

**201. The United States from the Colonial Period through the Civil War** — An examination of the developing American political tradition with emphasis on economic and ideological factors. — Chatfield MWF 10:30

**203. The Ancient Near East and Greece** — The origins of society in the Mediterranean world. A survey of ancient Near Eastern history and of Greece to the death of Alexander the Great. Permission of the instructor. — Davis MWF 9:30

**205. East Asian Civilization: China and Japan (to 1800)** — A survey of the growth and development of East Asian civilization as an important sector of human experience. The first term will deal with the making of the great tradition in East Asia by analyzing the interrelationships between social, economic, political institutions and thought in certain key periods of Chinese and Japanese history. The diversities and similarities between Chinese and Japanese societies will be examined to show how the two countries, in spite of the shared politico-cultural tradition, developed in significantly different ways. (Same as Intercultural Studies 205 and Political Science 205) — Vohra TTh 11:20



**207. England to 1714** — The political, constitutional, economic, and social evolution from the Roman conquest to the death of Queen Anne. Permission of the instructor. — Cooper TTh 9:55

**209. Black Americans before 1865** — Afro-American life and culture in antebellum America will be examined. Particular emphasis will be placed upon the Slavery experience. (Same as Intercultural Studies 207) — TBA

**301. History of the Middle Ages 476-1099:** — The fall of Rome to the fall of Jerusalem. — Downs MWF 9:30

**307. Russia to 1881** — Russia from earliest times to the death of Alexander II with special emphasis on the eighteenth and nineteenth centuries. Permission of the instructor. — West TTh 9:55

**312(1). Colonial America** — The political, economic and social history of the period. — Weaver MWF 10:30

**327. History of Africa to 1800** — Problems and method of African history, traditional African society, the spread of Islam, and peripheral contact with classical and western culture. (Same as Intercultural Studies 327) — Steele TTh 11:20

**329. History of the Middle East, 1900 to the Present** — A survey of changing Middle Eastern societies from the rise of European imperialism to the emergence of modern political and social movements. Topics covered include the Young Turk Revolution, the World Wars and their aftermaths, the emergence of Israel, and the course of nationalism in Turkey, Iran, and the Arab countries. — Steele MWF 10:30

**332(1). Alexander the Great and the Hellenistic Era, 338 B.C. to 200 B.C.** — Greece and the Near East from the conquest of Greece by Macedon with special study of the source material on Alexander the Great and on the Hellenization of the East. Permission of the instructor. — Davis MWF 8:30

**341. Modern China, 1800-1949** — An examination of China's transformation from Confucian bureaucratic empire to Mao Tse-tung's establishment of the People's Republic of China. — Quinones TTh 9:55

**401. Seminars** — (Permission of the instructor is required for all seminars. Graduate courses may be taken for seminar credit with the approval of the instructor and the Chairman.)

**Sec. A — Soviet Russia** — Kassow M 1:15

**Sec. B — Age of Cicero and Caesar** — Davis W 1:15

**Sec. C — Age of Uneasy Nationalism, 1815-1860** — Sloan M 1:15

**Sec. D — England in the 18th Century** — Cooper T 1:30

**Sec. E — War — L. Farrar** W 1:15

**Sec. F — France 1789-1870** — M. Farrar W 1:15

**403-404. Thesis Seminar** — Sloan TBA

**405. Europeans in Asia, 1500-1815** — An investigation of the movement into India, China, Japan and Southeast Asia by Spanish, Portuguese, Russian, Dutch and British missionaries, merchants and empire builders during the pre-industrial phases of European expansion. (Permission of the instructors. Preference given to Intensive Study history majors.) — Quinones and Steele (Two credits) W 1:15

**Note:** The following graduate courses are open in the Christmas Term to history majors with the permission of the instructor and the Office of Graduate Studies.

## *122/ Courses of Instruction*

**541. Imperial Russia** — An analysis of the political, economic, social and religious development of Russia to 1881. — West W 6:30

**557. Selected Themes in American History: American Cultural History — The Nineteenth Century** — Topics in the cultural history of nineteenth century America, with emphasis on efforts by intellectuals and artists to define an acceptable social role for themselves. Topics will include Liberal Protestantism and secularization, the predominantly female cultural "public," and the ideal of domesticity. Whenever appropriate the seminar will treat Hartford as microcosm, exploring topics through the works of Nook Farm and other Hartford intellectuals. A research essay based on local collections (Watkinson Library, Stowe-Day Foundation, Connecticut Historical Society, Wadsworth Atheneum, etc.) will be required. — Leach T 6:30

**570. The Birth of America** — Pre-Columbian America. The Age of Discovery — the Americas, North and South. The earliest settlements. Sixteenth and Seventeenth-Century Empires. Puritans, Cavaliers, and Strangers. — Weaver Th 6:30

### TRINITY TERM

**102. Introduction to the History of Europe** — Western Europe from 1715 to the present. Permission of the instructor.

Sec. A — West TTh 9:55

Sec. B — L. Farrar TTh 9:55

**202. The United States from Reconstruction to the Present** — A continuation of History 201, examining the transformation of the divided and agrarian society of the nineteenth century into a highly organized, urban-industrial world power. — Spencer MWF 10:30

**204. Hellenistic and Roman History** — A survey of the Mediterranean world from the death of Alexander the Great to A.D. 235. Permission of the instructor. — Davis MWF 9:30

**206. East Asian Civilization: China and Japan (1800 to the Present)** — A survey of the growth and development of East Asian civilization as an important sector of human experience. The second term will deal with the impact of Western aggression and examine the nature of the process of modernization in China and Japan. (Same as Intercultural Studies 206 and Political Science 206) — Vohra TTh 11:20

**208. England from the Accession of George I** — The development of England, Great Britain, the Empire and Commonwealth from 1714 to the present. Permission of the instructor. — Cooper TTh 9:55

**210. Black Americans Since 1865** — The Afro-American Experience in the United States since the Civil War will be studied. Strategies and tactics of economic and social survival utilized by Afro-Americans in the twentieth century will be emphasized. Required of beginning majors concentrating in Afro-American Studies (Same as Intercultural Studies 208) — TBA

**302. History of the Middle Ages: The West** — Discussion of the principal topics in the history of Europe, 1100-1300. Readings from the literature and an essay for each topic. — Downs MWF 9:30

**308. The Rise of Modern Russia** — Imperial Russia and the Soviet Union. Permission of the instructor. — Kassow TTh 9:55

**310. Germany** — A survey of German history from 1815 to 1945. Topics will include the Vormarz Period, Bismarck, Wilhelmine Germany, the Weimar Republic, and the Third Reich. Permission of the instructor. — Kassow TTh 1:15



**311(2). The Formative Years of American History** — The late Colonial period, the Revolution, the problems of the Critical period, the framing of the Constitution, and the early development of the nation. — Weaver MWF 10:30

**313(2). Latin America** — A survey of the Iberian cultures of the Western Hemisphere. Permission of the instructor. — Davis MWF 8:30

**314. Civil War and Reconstruction** — Slavery and the shape of Southern society, the Negro in the North, the abolitionists, the causes of the war, reconstruction. Permission of the instructor. — Spencer WF 1:15

**320. Modern France** — The development of France from 1789 to the present stressing the problems of the Third Republic. Permission of the instructor. — Coffin TTh 9:55

**326. The Rise of the United States as a World Power** — A historical survey of the international relations and diplomacy of the United States. — West TTh 1:55

**328. Africa, 1914 to the Present** — European colonial rule, the emergence of resistance movements, the rise of modern African nationalism, decolonization, and the problems of African independence. — Steele MWF 10:30

**330. Modern Japan, 1800-1960** — A survey of Japan's transition from feudalism to a modern nation state and then her effort to create a new order in East Asia. Coverage will include the American occupation and the story of Japan's economic success since 1945. — Quinones TTh 2:40

**331(2). Africa in the Nineteenth Century** — An examination of the main outlines of African history during the century in which it was largely reduced to colonial status by the European powers. Topics covered include: the role of Islam, the slave trade and its abolition, the origins of African nationalism, the scramble for Africa. (Same as Intercultural Studies 333(2)) — Steele TTh 9:55

**344. U.S.- East Asian Relations, 1792-1972** — The United States' role in the confrontation between East Asia and the Western world will be surveyed from a variety of perspectives: diplomatic, commercial and intellectual. Emphasis will be on U.S.-Chinese relations but with due attention to Japan and Korea. — Quinones TTh 11:20

**352. America Since Pearl Harbor** — A social and political history of America from the Second World War to the 1960's. Topics will include the war years, the origins and course of the Cold War, the Korean War, the Truman and Eisenhower presidencies, the Rosenberg case, and the "McCarthy Era," the Civil Rights Movement, the Kennedy-Johnson years, the Viet Nam War and the "student revolt." The course will attempt to assess the impact of complex social and technological changes together with intellectual currents and the role of leading figures. — Chatfield TTh 1:15

**381(2). The Chinese Revolution, 1900-1950** — An examination of the underlying political, ideological, economic and social forces that broke up the traditional order in China and finally triumphed in the establishment of the Communist Government. The course is a proseminar limited to 14 students. Prerequisite: Permission of the instructor. (Same as Political Science 331(2)) — Vohra W 1:15

**402. Seminars** — (Permission of the instructor is required for all seminars. Graduate courses may be taken for seminar credit with the approval of the instructor and the Chairman.)

**Sec. A — Age of Alexander the Great** — Davis W 1:15

**Sec. B — The Crusades** — Downs M 1:15

**Sec. C — The Gilded Age: 1877-1900** — Leach T 1:15

## 124/ *Courses of Instruction*

**Sec. D — Japan's Quest for Empire** — Quinones M 1:15

**Sec. E — Third French Republic** — Coffin W 1:15

**Sec. F — Russia** — West M 1:15

**Sec. G — Early America** — Weaver M 1:15

**403-404. Thesis Seminar**— Sloan TBA

**406.** (Permission of the instructors. Preference given to Intensive Study history majors.)

**Sec. A — Topics in British History, 1870-1945** — Cooper and L. Farrar (Two credits) T 1:30

**Sec. B — Philosophy of History** — A study of some of the meta-historical assumptions made by practicing historians - causality, "laws," generalization, objectivity, and the nature of evidence. — R. T. Lee and Sloan (Two credits) TTh 1:15

**Note:** The following graduate courses are open in the Trinity Term to history majors with the permission of the instructor and the Office of Graduate Studies.

**571. Eighteenth Century America** — Basically a social and cultural history of the period from 1689 to 1763. Trade and commerce. "Cities in the Wilderness." Education, art, and architecture. The Great Awakening. — Weaver Th 6:30

**602. Sec. A — Twelfth Century** — Each student will select for a report a topic on some aspect of the twelfth century. Particular attention will be paid to bibliography of the period. — Downs W 6:30

**Sec. B — Interpretations of American History.** — A topical examination of the American past, based on contrasting views of the nature of historical change from the American Revolution through the New Deal. For each topic, emphasis will be placed on the use of the consensus-conflict model in providing explanations for the characteristics of historical incidents as well as for the general patterns of national development.— Sloan M 6:30

## Intercultural Studies Program

**ASSISTANT PROFESSOR J. A. MILLER, *Director*;**

**PARTICIPATING FACULTY: PROFESSORS BATTIS, CHERBONNIER, DAVIS, GASTMANN, STEELE, VOHRA; ASSOCIATE PROFESSORS BENTON, KERSON; ASSISTANT PROFESSORS DESMANGLES, FADER, GOODENOW, KASSOW, S. LEE, LINDSEY, MOSEBY, QUINONES, REILLY, RICHARDS, SADOWSKI, SILVERMAN, WEST; INSTRUCTOR LOVE; LECTURER C. BROWN**

**OBJECTIVES OF THE PROGRAM** — The Intercultural Studies Program provides cross-disciplinary and comparative insights into the multiple crises facing human cultures. Using concepts and methods from such fields as history, the social and behavioral sciences, the study of religion, and the literary analysis of these crises are defined. Students learn to study the state of human cultures from field experiences which the program encourages. The concentrations currently emphasized are:

### *Area Studies*

**Africa** — Area Coordinator: Professor Steele

**Afro-American** — Area Coordinator: Professor J. A. Miller



## *Intercultural Studies Program/125*

**Asia** — Area Coordinator: Professor Fader

**Latin America** — Area Coordinator: Professor Kerson

**Russia** — Area Coordinator: Professor Kassow

### *Comparative Studies*

Coordinator: Professor Desmangles

### *THE INTERCULTURAL STUDIES MAJOR*

*Area Studies* — To include 201, five area studies courses in the area of concentration, four comparative courses from other areas of study, two additional courses approved by the ICS Program, and the Final Evaluation.

*Comparative Studies* — To include 201, six comparative courses, three area studies courses, two additional courses approved by the ICS Program, and the Final Evaluation.

All students are expected to select courses from *both* the Social Sciences and the Humanities.

Requirements for the major may be altered to accommodate individual student interest upon the approval of the Director after appropriate consultation with the student's faculty adviser and other ICS faculty. In no case will fewer than 12 courses be accepted for the completed major or will the Final Evaluation be waived.

In addition to the regular curricular opportunities outlined in the Catalogue, the student is encouraged to include in his or her program such educational opportunities as study abroad or other U.S. institutions.

*Final Evaluation* — In the senior year, the student is expected to undertake a project, thesis, or comprehensive examination (written or oral) illustrating competence in the area of concentration and in comparative studies.

*Languages* — The program has no specific language requirement but the acquisition of fluency in a foreign language needed to study a particular society or culture may be counted toward fulfilling the requirements of the major.

## **CORE COURSES**

### **CHRISTMAS TERM**

**201. Introduction to Cultural Anthropology** — The course will examine a range of cultures in an attempt to establish the extent to which the "cultural factor" determines the character, direction, and world-view of diverse societies. Some attention will be given to the major problems arising from the attempt to interpret cultures other than our own. — Desmangles TTh 9:55

### **[Intercultural Studies 451]**

**453. Seminar** — Intended primarily for junior and senior majors. The seminars will examine specific aspects and problems of the culture area which the student has elected as his or her field of concentration. The topics to be studied will vary from semester to semester. — J. Miller and Staff TBA

**491. Independent Study** — Independent research on topics not currently offered by the Program. Applications for this course should be submitted to the instructor and approved by the Chairman prior to pre-registration. — Staff

## 126/ *Courses of Instruction*

**493. Senior Thesis** — Intended primarily for Intercultural Studies senior majors engaging in advanced research in a specific aspect of their area of concentration, resulting in a written thesis. Arranged by consultation with their program adviser, the appropriate area coordinator, and the program director. One course credit each semester. — Miller and Staff TBA

### TRINITY TERM

**404A. Planetary History** — An attempt to characterize the main outlines of the development of the human community as it has changed down through the centuries. The course will explore such questions as the growth and distribution of global population, the planetary history of trade, commerce, urbanization, the spread and development of certain kinds of agriculture, and the development and diffusion of important ideas and institutions. The goal of the course is to raise specific issues which will permit us to answer the larger question: "What was the general condition of the human community at a particular time in history?" Lecture once a week. Permission of instructor. ½ course credit. — Steele W 1:15

**404B. Seminar in Planetary History** — A select number of students taking the lecture course would explore in depth the historical, methodological and philosophical issues connected with problems raised in the lecture course. Additional reading and discussion would be required as well as a lengthy final paper. Permission of instructor. 1 course credit. — Steele TBA

### [Intercultural Studies 452]

**454. Seminar** — Intended primarily for junior and senior majors. The seminars will examine specific aspects and problems of the culture area which the student has elected as his or her field of concentration. The topics to be studied will vary from semester to semester. — J. Miller and Staff TBA

**492. Independent Study** — Independent research on topics not currently offered by the Program. Applications for the course should be submitted to the instructor and approved by the Chairman prior to pre-registration. — Staff

**494. Senior Thesis** — Intended primarily for Intercultural Studies senior majors engaging in advanced research in a specific aspect of their area of concentration, resulting in a written thesis. Arranged by consultation with their program adviser, the appropriate area coordinator, and the program director. — J. Miller and Staff TBA

## AFRICAN STUDIES COURSES

### CHRISTMAS TERM

**210(1). West African Literature in English** — A critical survey of the major literary developments in English-speaking West Africa since the end of World War II. Topics will include the responses of African writers to European literary depictions of Africa, the cultural and political contexts of modern African literature, and the African writer as social critic. Readings in Amos Tutuola, Chinua Achebe, Wole Soyinka, Ayi Kwei Armah, Ama Ata Aidoo as well as Joseph Conrad and Joyce Cary. Permission of the instructor. (Same as English 210) — J. Miller TTh 9:55

**285. Religions of Africa** — A study of the indigenous African religious traditions with consideration of their contemporary interactions with Western religious traditions. Topics



include the African concepts of God, man, ancestor reverence, sacrifice, witchcraft, and magic. — Desmangles MWF 9:30

**327. History of Africa to 1800** — Problems and methods of African history, traditional African society, the spread of Islam, and peripheral contact with classical and Western culture. Permission of the instructor. — Steele TTh 11:20

### TRINITY TERM

**[318. Contemporary Sub-Saharan Africa]** — A study of the social, political, economic, and cultural factors affecting the status of contemporary Sub-Saharan African societies. The post-colonial period will be emphasized. Topics will include: the rise of African Nationalism, problems of development, the incorporation of socialist principles into economic planning in many African countries, Africa and the Sino-Soviet bloc, and "Africa in the 1970's." Enrollment limited to 30. (Same as Political Science 318)

**328. Africa, 1914 to the Present** — European colonial rule, the emergence of resistance movements, the rise of modern African nationalism, decolonization, and the problems of African independence. (Same as History 328) — Steele MWF 10:30

**333(2). Africa in the Nineteenth Century** — An examination of the main outline of African history during the century in which it was largely reduced to colonial status by the European powers. Topics covered include: the role of Islam, the Slave trade and its abolition, the origins of African nationalism, the scramble for Africa. — Steele TTh 9:55

## AFRO-AMERICAN STUDIES COURSES

Majors concentrating in Afro-American studies are required, in consultation with their adviser, to develop a program which places primary emphasis on one of the following areas of study: 1) literature, old world; 2) literature, new world; 3) history, old world; 4) history, new world.

### CHRISTMAS TERM

**207. Black Americans before 1865** — Afro-American life and culture in antebellum America will be examined. Particular emphasis will be placed upon the Slavery experience. Required of beginning majors concentrating in Afro-American Studies. (Same as History 209) — Richards TTh 9:55

**[307. Afro-American Culture]** — A survey of Afro-American culture, its African background, and its development in language, religion, spirituals, blues, jazz, oral narratives and humor. Examining Afro-American culture as a dynamic response to a larger social and historical context, the course will explore some of the continuities and discontinuities of Afro-American life. Some consideration will be given to historical and contemporary debates about Afro-American culture.

**[340(1). American Education and Blacks: Historical Perspectives]** — This course considers topics relevant to the education of blacks in historical perspective. Social thought, educational ideologies, major leaders and institutions, urbanization, industrial education, the nature of racism and other areas of interest will be explored. Students will be familiarized with recent research and interpretive trends. Research on Hartford and New England will be encouraged. (Same as Education 340)

TRINITY TERM

**208. Black Americans Since 1865** — The Afro-American experience in the United States since the Civil War will be studied. Strategies and tactics of economic and social survival utilized by Afro-Americans in the twentieth century will be emphasized. Required of beginning majors concentrating in Afro-American Studies. (Same as History 210) — Richards TTh 9:55

**280. The World of Urban Education** — The diverse nature of the urban educational experience will be explored against the backdrop of American urbanization in the 20th Century Schools as well as informed institutions (i.e., families, theater, and the media) will be related to shifting patterns of race and ethnic relations, politics, funding, bureaucratization, professionalization, and educational outcomes. Students will be encouraged to use Hartford for field study and research. (Same as Education 280) — Goodenow TTh 9:55

**[286. African Religions in the New World]** — An examination of traditional West African religions and the major themes and issues surrounding their preservation in the New World. Prerequisite: Permission of the instructor. (Same as Religion 286)

**290. Spiritual Movements in Contemporary America** — An anthropological approach to culture change including the rise, the development and future prospects of spiritual movements in contemporary American culture. Emphasis is given to the teachings of these movements and their contributions to American religious thought. Topics include Garveyism, the Black Muslims, the Peace Mission Movement, Hare Krishna, and the Jesus People. (Same as Religion 290) — Desmangles TBA

**[312. Ideologies in Conflict: The Foundations of Modern Afro-American Social Thought]** — An examination of the nineteenth century antecedents of twentieth century Afro-American social and political thought, with particular emphasis on the debates which decisively shaped Afro-American life and institutions: nationalism and assimilationism, black liberation and the women's movement, Afro-Americans and Africa, the black community and the American social order. The course will focus on key individuals and institutions which defined the response of the black community to these issues. Readings on Frederick Douglass, Martin Delaney, Sojourner Truth, Pap Singleton, Henry McNeal Turner, T. Thomas Fortune and others.

**[336. Contemporary Afro-American Fiction]** — An examination of the significant thematic and stylistic tendencies in Afro-American fiction during the 1960's and 1970's. Writers to be considered include Ishmael Reed, Henry Dumas, Toni Morrison, and Ernest Gaines. Permission of the instructor.

**[344. Twentieth Century Afro-American Poetry]** — An examination of significant works and tendencies in Afro-American poetry from the 1940's to the present. Writers to be considered include: Margaret Walker, Robert Hayden, Melvin Tolson, and Gwendolyn Brooks, as well as contemporary Afro-American poets. Permission of the instructor.

**359(2). Richard Wright and Ralph Ellison** — A comparative and critical examination of the major works of Wright and Ellison with emphasis on the biographical and historical contexts of their writing, their relationship to Afro-American and American literary tradition, and their depiction of Afro-American life. Permission of the instructor. (Same as English 359(2)) — J. Miller TTh 9:55

**378. Minority Group Adolescence** — This course will examine major contributions to the theories on adolescence and their applicability to minority group adolescents. Principal focus will be on racial and ethnic minority groups in the United States. The course will attempt to assess the state of our present knowledge of minority youth and the role formal schooling plays in the life of minority group youngsters. (Same as Education 378) — Moseby TTh 2:30



## ASIAN STUDIES COURSES

### CHRISTMAS TERM

**195. Survey of Oriental Literature** — A study of selected masterpieces of Chinese, Japanese, and Indian fiction, poetry and drama from early times through the nineteenth century. Permission of the instructor. (Same as English 195 and Comparative Literature 195) — Benton MWF 9:30

**205. East Asian Civilization: China and Japan to 1800** — A survey of the growth and development of East Asian civilization as an important sector of human experience. The first term will deal with the making of the great tradition in East Asia by analyzing the interrelationships between social, economic, political institutions and thought in certain key periods of Chinese and Japanese history. The diversities and similarities between Chinese and Japanese societies will be examined to show how the two countries, in spite of the shared politico-cultural tradition, developed in significantly different ways. (Same as History 205 and Political Science 205) — Vohra TTh 11:20

**251. Religions of the Orient I** — An introduction to the elements constituting the general religious world-view of the Orient; its understanding of the human condition, and its vision of spiritual fulfillment for the individual and society. Readings from various Eastern traditions. (Same as Religion 251) — Fader MWF 9:30

**255. Buddhism** — The life and teachings of Siddhartha Gautama, emphasizing the essential core of Buddhist thought and practice, as well as its various expressions in India, Tibet, China and Japan. Selected textual study from the Theravada, Madhyamika, Mahayana or Zen masters. (Same as Religion 255) — Fader TTh 2:40

**330(1). Government and Politics of Contemporary China** — The course will examine the rise of the Communist Party, the evolution of Maoist strategy for political revolution and social change, and the post-revolutionary developments in the People's Republic of China. Course is a proseminar. Limited to 14 students. Prerequisite: Permission of the instructor. (Same as Political Science 300/530) — Vohra W 1:15

### TRINITY TERM

**206. East Asian Civilization: China and Japan (1800 to the Present)** — A survey of the growth and development of East Asian civilization as an important sector of human experience. The second term will deal with impact of Western aggression and examine the nature of the process of modernization in China and Japan. (See listing for 205 in Christmas Term.) (Same as Political Science 206) — Vohra TTh 11:20

**[209(2). Philosophy East and West]** — Through the dual approach of philosophical investigation and yogic, meditational practice, we will compare Eastern and Western conceptions of human nature, consciousness, reality and science. Our major emphasis will be upon the relation between ideals of personhood and ideal social systems. We will attempt to formulate a view of the enlightened sage as a socially responsible and politically active being. Readings will be selected from original texts of Hindu, Buddhist, Confucian and Taoist traditions, as well as from the works of Mao Tse-tung, Ayn Rand, Gandhi, Nietzsche, Maslow, Aristotle and Aurobindo. Permission of instructor. (Same as Philosophy 209(2))

**[252. Religions of the Orient II]** — The history, beliefs and practices of Hinduism, Buddhism, Taoism and Confucianism; their influence on Asian culture. May be taken in conjunction with Religion/Intercultural Studies 251, or separately. (Same as Religion 252)

[256. **Hinduism**] — An examination of India's mystical, philosophical and ritualistic heritage through classical and contemporary Hindu sources. Enlightenment, samsara, devotionalism, yoga, reincarnation and miracle-working will be discussed. Sufism and Jainism will be studied as they relate to the Hindu tradition. (Same as Religion 256)

266. **Introduction to Human Culture: The Religious Dimension** — A two-part examination of culture as the response to ultimate concerns: (1) formulation of universal religious questions (e.g., power and powerlessness; the quest for identity, meaning, and happiness; natural order and human law); (2) critical analysis of selected, diverse cultures, including the secular United States, and how they attempt to answer these questions through their institutions, belief systems, myths, symbols, and rituals. (Same as Religion 266) — Fader TTh 11:20

276. **Religious Ideas in Conflict** — An evaluation of the notion that, despite their apparent diversity, the essential teaching of all religions is the same; a comparison of the main themes of the mystical religions (Hinduism, Buddhism, Taoism) with those of the biblical religions (Judaism, Christianity, Islam). (Same as Religion 276) — Cherbonnier WF 1:15

[316. **Economic Development of East and Southeast Asia**] —(Same as Economics 316)

331(2). **The Chinese Revolution: 1900-1950** — An examination of the underlying political, ideological, economic and social forces that broke up the traditional order in China and finally triumphed in the establishment of the Communist Government. Course is a proseminar. Limited to 14 students. Permission of the instructor. (Same as Political Science 331(2)) — Vohra W 1:15

[352. **Readings in Oriental Religious Literature**] — A seminar focusing on the texts of one Oriental religion from among Hinduism, Buddhism, Taoism, Confucianism, and Zen. Prerequisite: Permission of the instructor. Enrollment limited to 12. (Same as Religion 352)

354. **Zen and Japanese Culture** — A seminar examining various types of cultural expression associated with Zen Buddhism in Japan: art, calligraphy, swordsmanship, the ritual tea ceremony, Hon drama, etc., as religious forms, and Zen as expressed through these cultural elements. Some serious acquaintance with Zen Buddhism, Eastern religions in general, or one or more of the cultural forms mentioned above is recommended. Permission of the instructor. (Same as Religion 354) — Fader TTh 2:40

[356. **Zen Buddhism and Western Psychotherapy**] — A seminar examining the basic tenets of Zen Buddhism in dialogue with selected Western psychotherapeutic theories and their respective approaches to significant questions about human nature. Prerequisite: Permission of the instructor. (Same as Religion 356)

*Related courses:*

Economics 331, Sec. C — Comparative Analysis of the Economics of the Soviet Union and China

History 341 — Modern China, 1800-1949

History 344 — U.S.-East Asian Relations, 1792-1972

History 402, Sec. D — Japan's Quest for Empire



## LATIN AMERICAN STUDIES

### CHRISTMAS TERM

[317. Government and Politics in Latin America]

### TRINITY TERM

**362. Peoples and Cultures of the Caribbean** — A review of the attempt to develop generalizations about the structure of Caribbean society. Theoretical materials will focus on the historical role of slavery, the nature of plural societies, race, class, ethnicity, and specific institutions such as the family, the schools, the church and the political structure. Permission of the instructor. — Desmangles TBA

#### *Related Courses:*

History 313(2) — Latin America  
Spanish 352 — Modern Spanish - American Poetry

## MIDDLE EASTERN STUDIES

History 329 — Middle East, 1900 to the Present

## RUSSIAN STUDIES

History 307 — Russia to 1881

History 308 — The Rise of Modern Russia

History 401A — Soviet Russia

History 402F — Turria

History 541 — Imperial Russia

Russian 201 — Russian Culture and Literature in Translation

Sociology 315 — Soviet Society

## COMPARATIVE STUDIES COURSES

### CHRISTMAS TERM

**113. Traditional Musics of the World** — Survey of music found in various parts of the world with reference to cultural context. Traditional cultures explored to include those in Oceania, Indonesia, China, India, Africa and the Americas. In addition to the regular schedule, the class will meet occasionally at special times to view required films. No previous knowledge of music is required. Students may find concurrent enrollment in ICS 201 helpful. (Same as Music 113) — Love TTh 1:15

**203. Economic Development** — An introduction to the theories of development and underdevelopment, identification of factors contributing to the existence of underdevelopment and an examination of policy issues and development strategies. Prerequisite: Economics 101 and permission of the instructor.

**[259. Topics in Comparative Religion: Mysticism]** — A comparison of mystical teachings, East and West; their implicit and explicit critiques of reason and rational religion; the mystical experience; readings from: Zohar, I Ching, Meister Eckhart, Hasidic masters, Tibetan Book of the Dead, Sefer Yetzirah, D. T. Suzuki, William Blake, Carlos Castaneda, the Bible and selected interpreters.

**[281. Anthropology of Religions]** — An introduction to the foundations of religion through an examination of religious phenomena prevalent in preliterate cultures. The idea of "primitivity," is examined critically and systematically. The topics include initiation, shamanism, sacrifice, witchcraft, and magical beliefs. The myths, symbols, rites and festivals of several localized cults are studied. (Same as Religion 281)

**[288(1). Religion and Culture Change]** — A study of aspects of culture change brought about by the impact of colonization, Christianity, and Western technology in the Third World. Such movements as revitalization, millenarian, revival, and Cargo cults will be considered to determine how they emerged, developed, and routinized themselves. Prerequisite: Permission of the instructor. (Same as Religion 288(1))

### TRINITY TERM

**206. Radical Political Economy** — An introduction to the paradigm of radical political economy, a comparison with neo-classical economics, and an investigation of selected economic problems: poverty, unemployment, monopoly, imperialism, and the state. Prerequisite: Economics 101 and permission of the instructor.

**266. Introduction to Human Culture: The Religious Dimension** — A two-part examination of culture as a response to ultimate concerns: 1) formulation of universal religious questions (e.g. power and powerlessness; the quest for identity, meaning, and happiness; natural order and human law); 2) critical analysis of selected, diverse cultures, including the secular United States, and how they attempt to answer these questions through their institutions, belief-systems, myths, symbols, and rituals. (Same as Religion 266) — Fader TTh 1:15

**[321(2). Comparative Social Change]** — An examination of the conditions and consequences of economic development and nation-building in various cultural contexts. Historical patterns in Western Europe and Russia will be considered and contrasted with more recent examples of modernization. Prior 100-level courses or permission of instructor required. (Same as Sociology 355(2))

**382. Chicano and Native American Traditions** — An introduction to the important contributions of Mexican-American and American Indian writers. Particular attention will be given this literature's relationship to the oral traditions from which it developed, and to its cross-cultural perspectives. Permission of the instructor. (Same as English 382) — C. Brown MWF 1:15

#### *Related courses:*

**Economics 315 — International Economics**

**Economics 324/524 — Comparative Economic Systems**

**English 555 — Semiotics**

**Political Science 201 — International Politics I**

**Political Science 202 — International Politics II**

**Sociology 109 — Inequality in American, Soviet and Chinese Society**



# International Relations

International relations deals with the interaction of nations and other national and subnational organizations across national boundaries and with the development of supranational institutions and their impact upon nations and the world community as a whole. It focuses on international law, international economics and business, and diplomacy, but also includes cultural, ecological, scientific, educational, and other interactions among people and institutions internationally.

The curriculum of Trinity College includes a sizable number of courses that deal directly with various aspects of international relations. Although the College offers no major in International Relations, students may, in consultation with the participating faculty named below, construct a coherent sequence of courses that provides a basic grounding in international law, international economics, diplomacy and the like. Such a sequence will often be taken by students majoring in Political Science or Economics, but it may be pursued in conjunction with various other majors. (Students wishing to undertake a major in International Relations are advised to explore the possibility of an individualized interdisciplinary major, described in the *Catalogue* section on "Special Curricular Opportunities.")

## PARTICIPATING FACULTY:

Robert A. Battis, Professor of Economics  
Leslie G. Desmangles, Assistant Professor of Religion and Intercultural Studies  
Albert L. Gastmann, Professor of Political Science  
Charles W. Lindsey, Assistant Professor of Economics  
C. Kenneth Quinones, Assistant Professor of History  
Thomas A. Reilly, Assistant Professor of Political Science  
Michael P. Sacks, Assistant Professor of Sociology  
H. McKim Steele, Professor of History  
Ranbir Vohra, Professor of Political Science  
James L. West, Assistant Professor of History

## CORE COURSES:

Regardless of the subject in which they are majoring, students wishing to concentrate a part of their work in International Relations will ordinarily take most of the following core courses:

**Economics 315: International Economics**  
**Economics 324: Comparative Economic Systems**  
**History 326: The Rise of the United States as a World Power**  
**Political Science 103: Introduction to Comparative Politics**  
**Political Science 201: International Politics I**  
**Political Science 315: American Foreign Policy**  
**Sociology 355: Comparative Social Change**

In addition to these core courses students will select a number of other courses pertinent to International Relations in such fields as Economics, History, Intercultural Studies, Political Science and Sociology. They may wish to devise a sequence of related courses dealing with one of the following:

- a) East-West Relations
- b) Developed-Underdeveloped Country Relations
- c) Relations Among Industrialized Nations
- d) International Regimes

Specific course selections should be made with the advice of one or more of the participating faculty and will depend on each student's particular orientation and the field in which he or she is majoring. In planning their work students should be mindful that many of the courses pertinent to International Relations have prerequisites. It is assumed that any student seriously interested in International Relations will develop proficiency in at least one modern foreign language.

One or more semesters of foreign study may help to enhance the student's understanding of International Relations.

## Mathematics

ASSOCIATE PROFESSOR ROBBINS\*\*, *Chairman*,

PROFESSORS KLIMCZAK, STEWART, AND WHITTLESEY; ASSOCIATE PROFESSORS  
POLIFERNO, WALDE AND BUTCHER (PART TIME);

ASSISTANT PROFESSOR WARNER; LECTURER DEEPHOUSE

**MATHEMATICS MAJOR** — Ten courses in Mathematics with numbers greater than 205, including Mathematics 207, 221, 222, and 307, and Mathematics 321 or 322 or 323. At least five of these ten courses must be at the 300-level or above. Before election of Mathematics 321 or 322 or 323, the student should consult the instructors in these courses. Mathematics 520 may replace Mathematics 207. A grade of at least C— must be attained in the specified courses.

Candidates for Honors in Mathematics must earn grades of A— or better in at least seven mathematics courses with numbers greater than 205, at least three of which are courses specified for the major. (The same criteria will apply to transfer students after the equivalence of transfer courses to Trinity courses has been determined, except that at least three of the seven courses in which the grade of A— or better is earned must be taken at Trinity.)

### CHRISTMAS TERM

**100(1). Algebra and Analytic Geometry** — Real numbers, inequalities, functions, polynomials and graphs. This course is designed as preparation for Mathematics 110 and other courses in mathematics and science. Admission of freshmen to the course is determined by Trinity's Mathematics Qualifying Examination I. Admission of upperclassmen is upon the advice and consent of the instructor. Not open to students who have received credit by successful performance on the Advanced Placement Examination in Mathematics, or to those who have attained a grade of C— or better in a college mathematics course. Five class hours per week. 1 course credit.

**Sec. A** — Deephouse TWThF 8:30

**Sec. B** — Stewart MF 10:30, TTh 9:55

**107. (Economics 107) Elements of Statistics** — A course designed primarily for students in the social and natural sciences. Topics covered will include graphical methods, basic probability, probability functions, sampling, analysis of measurements, correlation and regression. Two years of high school algebra is appropriate background for the course. Students having a mathematical background which includes Mathematics 221 and 222 should consider the Mathematics 305, 306 sequence for work in statistics. — Staff MWF 11:30

\*\*Sabbatical Leave, Trinity Term



**108(1). Analytic Geometry and Pre-Calculus Mathematics** — The purpose of this course is to prepare for Mathematics 110 those students whose programs or interests require a less extensive introduction to calculus than Mathematics 121, 122. It will include the following topics: sets, real numbers, inequalities, absolute value, relations and graphs, the straight line, conic sections, functions. Prerequisite: High school algebra (two years) and plane geometry (one year). Not open to students who have received credit by successful performance on the Advanced Placement Examination in Mathematics (see Catalogue section "Advanced Placement for Freshmen"). Enrollment in each section limited to 25.

**Sec. A** — Klimczak MWF 9:30

**Sec. C** — Poliferno MWF 1:15

**Sec. B** — Poliferno MWF 11:30

**[111. Additional Topics in Calculus I]** — A continuation of Mathematics 110, with emphasis on logarithmic and exponential functions and some of their applications.  $\frac{1}{2}$  course credit. Prerequisite: Credit for Mathematics 110 with a grade of C— or better, or permission of the instructor. Offered in alternate years.

**[113. Additional Topics in Calculus II]** — An introduction to differential equations, partial derivatives and some of their applications.  $\frac{1}{2}$  course credit. Prerequisite: Credit for Mathematics 111 with a grade of C— or better, or permission of the instructor. Not open to students with credit for Mathematics 221 or any higher numbered course. Students with credit for Mathematics 113 may not subsequently register for Mathematics 121 or 122. Offered in alternate years.

**117. Elementary Finite and Linear Mathematics** — An introduction to sets, permutations and combinations, probability in finite sample spaces, systems of linear equations, and vectors and matrices. Applications, as time permits, to linear programming, matrix games and Markov chains. Prerequisite: Permission of the instructor. (Such permission will normally be based upon satisfactory performance in at least one course in college mathematics.) Offered in alternate years. — Robbins MWF 1:15

**119. Elementary Linear Mathematics** — The second half of Mathematics 117 (see above). Systems of linear equations and vectors and matrices. Applications, as time permits, to linear programming, matrix games and Markov chains. Prerequisite: Credit for Mathematics 109 and permission of the instructor. Course begins October 19.  $\frac{1}{2}$  course credit. Offered in alternate years. — Robbins MWF 1:15

**121. Analytic Geometry and Calculus I** — The real number system; functions and graphs; limits; continuity; derivatives with applications. This course is recommended for students who intend to major in mathematics or science. Prerequisite: Three years of high school mathematics, including trigonometry. Not open to students who have received credit by successful performance on the Advanced Placement Examination in Mathematics (see Catalogue section "Advanced Placement for Freshmen"). Enrollment in each section limited to 25.

**Sec. A** — Butcher MWF 9:30

**Sec. D** — Staff MWF 10:30

**Sec. B** — Whittlesey MWF 9:30

**Sec. E** — Warner MWF 11:30

**Sec. C** — Whittlesey MWF 10:30

**Sec. F** — Klimczak MWF 11:30

**121-122. Analytic Geometry and Calculus I-II** — An intensive course covering in one semester the material covered in Mathematics 121 and Mathematics 122 (see the description of those courses). 2 course credits. — Walde MWF 9:30, TTh 8:30

**[203. Introduction to Numerical Analysis]** — A course designed for non-mathematics majors who will need to do numerical computations in their work. Topics covered are: short review of relevant calculus, numerical error, curve fitting, integration, and solution of equations (non-linear, differential, and systems of linear). Within each topic the necessary mathematics will be introduced, and theory will be done gently. The computer will be used as

## 136/Courses of Instruction

the major tool of modern numerical mathematics that it is. Students will be required to program several of the algorithms presented in class, and they will be taught to use "canned" programs intelligently. Prerequisite: A grade of C or better in Mathematics 110 or Mathematics 122, knowledge of a computer language, and permission of the instructor.

**207. Linear Algebra** — Systems of linear equations, matrices, determinants, finite-dimensional vector spaces, linear transformations, eigenvalues and eigenvectors, Jordan canonical forms of linear transformations, bilinear forms, unitary and Euclidean vector spaces. Prerequisite: Mathematics 122, or permission of the instructor. — Stewart MWF 9:30

**221. Analytic Geometry and Calculus III** — Indeterminate forms, improper integrals, sequences, infinite series, differential equations. Prerequisite: Credit for Mathematics 122 with a grade of C— or better, or permission of the instructor. Enrollment in each section limited to 25.

**Sec. A** — Poliferno MWF 10:30

**Sec. B** — Whittlesey MWF 11:30

**305. Probability** — Discrete and continuous probability, combinatorial analysis, random variables, density and distribution functions, some particular probability distributions including the binomial, Poisson, and normal. Prerequisite: Credit for Mathematics 221 and 222 and permission of the instructor. (Offered in alternate years.) — Butcher MWF 11:30

**[309. Numerical Analysis]** — Theory, development and evaluation of algorithms for problem solving by computation. Topics will be chosen from the following: difference calculus; interpolation and approximation; summation; numerical integration and differentiation; solution of: equations, systems of linear equations, difference equations, differential equations; analysis of error. Prerequisite: Credit for Mathematics 221 and 222, and permission of the instructor. (Offered in alternate years.)

**321. Advanced Calculus I** — Introduction to Laplace transform. Series solution of differential equations and special functions. Boundary value problems. Fourier series and orthogonal expansions. Elective for those who have passed Mathematics 222 with a grade of C— or better, or permission of the instructor. — Klimczak MWF 10:30

**323. Introduction to Analysis I** — An introductory course in the fundamental concepts of real analysis. Characteristics of the real number system; topology of Euclidean space; convergence of sequences of vectors and functions. Prerequisite: Permission of the instructor. (Normally, this permission is contingent upon the passing of Mathematics 221 and 222 with grades of C— or better.) — Walde MW 7:00-8:15 p.m.

**401. Functions of a Complex Variable** — Algebra of complex numbers, analytic functions and conformal mapping, integrals of analytic functions and Cauchy's theorem, expansion of analytic functions in series, calculus of residues. Elective for those who have passed Mathematics 322 or 324, or by permission of the instructor. — Robbins TTh 9:55

**[414(1). Mathematical Logic]** — Tautologies, the propositional calculus; quantification theory, first-order predicate calculi; first-order theories (with equality), models, completeness theorems. Prerequisite: Permission of the instructor. (Offered in alternate years.) — Poliferno

**[425. Special Topics]** — A course which will be offered from time to time to meet special needs and interests of students majoring in mathematics.

**Note:** The following graduate courses are open to juniors and seniors whose records have been outstanding. Prerequisite: Permission of the student's major adviser, of the instructor, of the Chairman of the Department, and of the Office of Graduate Studies.

**[500(1). Advanced Calculus]**



**[500A(1). Advanced Calculus I]**

**501. Introduction to Analysis I** — Elective for those who have passed Mathematics 221 and 222 with grades of C— or better, and permission of the instructor. — Walde MW 7:00-8:15 p.m.

**[503. Theory of Functions of a Real Variable I]** — Prerequisite: Mathematics 324 or permission of the instructor. — Whittlesey

**[505. Theory of Probability]**

**[507. Theory of Functions of a Complex Variable I]** — Prerequisite: Mathematics 322 or 324, or permission of the instructor. — Whittlesey

**[509. Numerical Analysis]** — Prerequisite: Mathematics 221 and 222 and permission of the instructor.

**[511. Advanced Numerical Analysis I]**

**[514(1). Mathematical Logic]** — Prerequisite: Mathematics 502 or permission of the instructor. (Normally, this permission is contingent upon successful completion of Mathematics 324.) — Poliferno

**520(1). Linear Algebra** — Prerequisite: Mathematics 324 or its equivalent, or permission of the instructor. Course will be offered only if there are eight or more registrants. — Whittlesey TTh 4:30

**[521. Vector Analysis]**

**[525. Topics in Mathematics: Categorical Algebra]** — Introduction to categories, functors, categorical limits, and adjoint functors, with applications to analysis, algebraic topology, and algebra. — Whittlesey

**TRINITY TERM**

**107(2). (Economics 107(2)) Elements of Statistics** — A course designed primarily for students in the social and natural sciences. Topics covered will include graphical methods, basic probability, probability functions, sampling, analysis of measurements, correlation and regression. Two years of high school algebra is appropriate background for the course. Students having a mathematical background which includes Mathematics 221, 222 should consider the Mathematics 305, 306 sequence for work in statistics. — Stewart MWF 11:30

**110. Calculus** — This course is offered for students whose programs or interests require a less extensive introduction to calculus than Mathematics 121, 122. It will include the following topics: limits and continuity; the derivative and some applications; the integral and some applications; the Fundamental Theorem. Not open to students who have received credit by successful performance on the Advanced Placement Examination in Mathematics (see Catalogue section "Advanced Placement for Freshmen"). Prerequisite: Credit for Mathematics 109 or permission of the instructor. Enrollment in each section limited to 25.

**Sec. A** — Deephouse MWF 9:30

**Sec. C** — Staff MWF 1:15

**Sec. B** — Poliferno MWF 11:30

**Sec. D** — Walde MWF 10:30

**122. Analytic Geometry and Calculus II** — Integrals with applications; transcendental functions; techniques of integration; conic sections. Not open to students who have received credit by successful performance on the Advanced Placement Examination in Mathematics (see Catalogue section "Advanced Placement for Freshmen"). Prerequisite: Credit for Mathematics 121 or permission of the instructor. Enrollment in each section limited to 25.

**Sec. B** — Whittlesey MWF 9:30

**Sec. E** — Staff MWF 11:30

**Sec. C** — Whittlesey MWF 10:30

**Sec. F** — Klimczak MWF 11:30

**Sec. D** — Staff MWF 10:30

**[130. Computational Calculus]** — Computational and algorithmic aspects of calculus, including limits, derivatives, curve plotting and integrals; symbolic methods. Prerequisites: Credit for or concurrent registration in Mathematics 110 or Mathematics 122, and some facility with an appropriate computer language.

**206. Introduction to Mathematical Modeling** — Application of elementary mathematics through first-year calculus to the construction and analysis of mathematical models. Applications will be selected from areas such as: the life sciences, especially ecology and biology; the social sciences, especially economics; the physical sciences and engineering. Several models will be analyzed in detail and the high speed computer will be used as necessary. The analysis will consider the basic steps in mathematical modeling; recognition of the non-mathematical problem, construction of the mathematical model, solution of resulting mathematical problems, analysis and application of results. Prerequisite: One year of calculus, knowledge of a computer language, and permission of the instructor. Enrollment limited to 25. — Staff MWF 1:15

**222. Analytic Geometry and Calculus IV** — Vectors and vector-valued functions, polar coordinates, three-dimensional analytic geometry, functions of several variables, multiple integrals. Prerequisite: Credit for Mathematics 122 with a grade of C— or better, or permission of the instructor. (Normally, however, Mathematics 221 is completed prior to election of this course.) Enrollment in each section limited to 25.

**Sec. A** — Poliferno MWF 10:30

**Sec. B** — Whittlesey MWF 11:30

**306. Mathematical Statistics** — The nature of statistical methods, sampling theory, correlation and regression, estimation, testing hypotheses, testing for goodness of fit, small sample distributions, statistical design in experiments. Stress on both theory and application. Prerequisite: Credit for Mathematics 305, and permission of the instructor. (Offered in alternate years.) — Butcher MWF 11:30

**307(2). Modern Algebra** — A study of the structure of algebraic systems: groups, rings, integral domains, fields, with careful attention given to the concepts of homomorphism and isomorphism; normal subgroups and quotient groups; ideals and quotient rings; Euclidean rings. Elective for those who have passed Mathematics 207 or Mathematics 221 and 222 with a grade of C— or better, or permission of the instructor. — Stewart TTh 1:15

**[310. Mathematics of Investment]** — Interest, especially compound interest, and how it operates in various types of transactions. Discrete and continuous rates of interest and discount, valuing sums of money at interest, annuities, methods of debt repayment, bonds. Stress on both theory and practice. Prerequisite: Mathematics 221, 222, or permission of the instructor, who will give consideration to special cases. Enrollment limited to 20. (Offered in alternate years.) — Butcher

**312. Applications of Groups** — A study of some elementary properties of groups, including finite groups, representations of groups, symmetry groups, crystallographic groups, and matrix groups. Examples of the applications of groups will be selected from chemistry, physics, and computer science. Prerequisite: Mathematics 207 and 221 or permission of the instructor. (Offered in alternate years.) Walde TTh 7:00-8:15 p.m.

**[314. Combinatorics and Computing]** — Introduction to combinatorics and use of the computer to carry out computations involving discrete mathematical structures. Topics may include, but will not necessarily be limited to: computer representation of mathematical objects; enumeration techniques; sorting and searching methods; generation of elementary configurations such as sets, permutations and graphs; matrix methods. Students will be expected to write programs for various algorithms and to experiment with their application to appropriate problems. Prerequisite: Mathematics 207 and some computing experience.



**322. Advanced Calculus II** — Elementary properties of vectors. Vector calculus, including curvilinear coordinates, divergence theorem, and Stokes' theorem. Elective for those who have passed Mathematics 222 with a grade of C— or better or Mathematics 321, or permission of the instructor. — Klimczak MWF 10:30

**324. Introduction to Analysis II** — A continuation of Mathematics 323. Continuity and uniform continuity of functions of Euclidean spaces; differentiation; theory of the Riemann-Stieltjes integral. Additional topics as time permits. Prerequisite: Credit for Mathematics 323 with a grade of C— or better, or permission of the instructor. (It is suggested that Mathematics 207 be taken before Mathematics 324.) — Walde MW 7:00-8:15 p.m.

**404. Ordinary Differential Equations** — An introduction to the theory of ordinary differential equations. Theorems concerning the existence, uniqueness, and properties of solution of first and second order equations and first order systems of equations will be developed. Prerequisite: Mathematics 221 and 222, and permission of the instructor. (Offered in alternate years.) — Klimczak MWF 9:30

**[417(2). Topology]** — Sets and functions, metric spaces and metrizable, topological spaces and their continuous maps, compactness, separation, connectedness. Prerequisite: Permission of the instructor. — Poliferno

**[418. Introduction to Algebraic Topology]** — Simplicial and singular complexes, their homology and cohomology groups. Homotopy groups. Prerequisite: Mathematics 417 or permission of the instructor. — Whittlesey

**423(2). Foundations of Mathematics** — An introduction to concepts and questions in the foundations of mathematics. Mathematical induction, the natural numbers, the system of real numbers, infinite sets and transfinite arithmetic, philosophies of mathematics. Prerequisite: Permission of the instructor. (Offered in alternate years.) — Poliferno MW 7:00-8:15 p.m.

**Note:** The following graduate courses are open to juniors and seniors whose records have been outstanding. Prerequisite: Permission of the student's major adviser, of the instructor, of the Chairman of the Department, and of the Office of Graduate Studies.

**[500B. Advanced Calculus II]**

**502. Introduction to Analysis II** — Prerequisite: Mathematics 501. — Walde MW 7:00-8:15 p.m.

**[504. Theory of Functions of a Real Variable II]** — Prerequisite: Mathematics 503. — Whittlesey

**[506. Mathematical Statistics]**

**[508. Theory of Functions of a Complex Variable II]** — Prerequisite: Mathematics 507 or its equivalent. — Whittlesey

**510. Applications of Groups** — Prerequisite: Mathematics 207 and 221, or permission of the instructor. — Walde TTh 7:00-8:15 p.m.

**[512. Advanced Numerical Analysis II]**

**[516. Combinatorics and Computing]** — Prerequisite: Mathematics 207 and some computing experience.

**[517(2). General Topology]** — Prerequisite: Mathematics 502 or permission of the instructor. (Normally, this permission is contingent upon successful completion of Mathematics 324.) — Poliferno

## 140/ *Courses of Instruction*

**[518. Introduction to Algebraic Topology]** — Prerequisite: Mathematics 417 or permission of the instructor. — Whittlesey

**[519(2). Modern Algebra]** — Prerequisite: Mathematics 324 or equivalent. (Offered in alternate years.) — Walde

**[522. Vector and Tensor Analysis]**

**523(2). Foundations of Mathematics** — Prerequisite: Mathematics 502 or permission of the instructor. (Normally, this permission is contingent upon successful completion of Mathematics 324.) — Poliferno MW 7:00-8:15 p.m.

## Medieval and Renaissance Studies

The courses listed below are an indication of the resources in the Medieval and Renaissance area of study currently available in the curriculum of Trinity College. They are collected here as a convenience to students who may wish to concentrate a portion of their study in the Medieval and Renaissance periods.

There is no major offered in Medieval and Renaissance Studies, but students majoring in one of the recognized departments are encouraged to follow an interdisciplinary and interdepartmental program of their own devising. Those students who do wish to major in the Medieval and Renaissance area may do so by developing an individual interdepartmental major using the procedure described in the Special Curricular Opportunities section of the College Bulletin.

In addition to the courses below there will be occasional lectures, movies, and other special events.

Students who wish more information on the Medieval and Renaissance Studies Program should speak to one of the faculty listed below:

Thomas P. Baird, Professor of Fine Arts  
Michael R. Campo, Professor of Modern Languages  
Norton Downs, Professor of History  
J. Bard McNulty, Professor of English  
Borden W. Painter, Jr., Professor of History

*Survey Courses* (These courses deal in part with the Medieval and Renaissance periods.)

**Art History 101. Introduction to the History of Art in the West I**

**Art History 102. Introduction to the History of Art in the West II**

**English 291, 293, 296. Critical Theory**

**French 251. French Literature I: From the Middle Ages to Romanticism**

**French 361. Connaissance de l'Homme: de Montaigne a Rousseau**

**History 101. Introduction to the History of Europe**

**History 207. England to 1714**

**Music 111. The History of European Music I**

**Philosophy 101(2). Philosophical Themes in Western Culture**

**Philosophy 207, 208. Philosophy and the Rise of Science**



[Philosophy 211. Jewish Philosophy]

Philosophy 301. Ancient Philosophy (The Presocratics to Augustine)

Political Science 105. Western Political Thought and Institutions I

[Religion 223. Major Religious Thinkers of the West]

Religion 276. Religious Ideas in Conflict

*Period Courses* (These courses deal wholly with the Medieval and Renaissance periods.)

[Art History 223. Early Medieval Art]

Art History 233. Gothic and Early Renaissance Art in Italy

[Art History 235. High Renaissance Art in Italy]

Art History 239. Gothic and Renaissance Art in Northern Europe

Art History 291, 292. Seventeenth Century Art

Comparative Literature 277. Masterpieces of European Literature and Their Influence

Comparative Literature 387. Dante, the Classics and Anglo-American Literature

English 310. Studies in Poetry: The Epic

English 344. Chaucer (same as Comparative Literature 344)

English 351, 352. Shakespeare

English 353(2). Elizabethan and Jacobean Drama

English 355. Studies in Seventeenth Century Literature

English 376. Milton

[French 301. Studies in the Middle Ages]

French 311. La Renaissance Francaise

[French 312. Studies in Sixteenth Century French Literature: The Renaissance]

French 322. Studies in Sixteenth Century Literature: The Theatre

History 301. History of the Middle Ages: 476-1099

History 302. History of the Middle Ages: 1100-1300

History 303. Renaissance Europe

History 304. Reformation Europe

[History 339. Middle Eastern Thought and Culture, 600-1406]

History 402. The Crusades

[History 402. Tudor England]

Italian 251. Italian Literature I: Dante to Machiavelli

Italian 333. Special Topics

[Italian 387. Dante, The Classics and Anglo-American Literature]

## 142/ *Courses of Instruction*

Music 111. The History of European Music I

Music 123(2). The Medieval Milieu

[Philosophy 303(2). Medieval Philosophy: Augustine to Descartes]

Spanish 251. Spanish Literature I

[Spanish 322(1). Classical Spanish Prose]

[Spanish 326. Cervantes]

*Barbieri Center* (These courses are offered at the Cesare Barbieri Center in Rome)

Baroque Art of Rome

Renaissance Art

Early Christian and Medieval Art

History of Europe, Renaissance to Baroque

Masterpieces of Italian Literature in Translation

Dante, The Classics and Anglo-American Literature

## Modern Languages and Literatures

PROFESSORS HOOK, *Chairman*, ANDRIAN AND CAMPO;

ASSOCIATE PROFESSORS BESHAROV-DJAPARIDZE, HANSEN, KATZ, KERSON AND  
LLOYD-JONES;

ASSISTANT PROFESSORS BIANCHINI\*\* AND S. LEE\*\*\*;

VISITING ASSISTANT PROFESSOR ROHINSKY;

CONSORTIUM PROFESSOR GUSS

*MODERN LANGUAGES AND LITERATURES MAJOR* — Two plans for the major in the Department are possible:

Plan A. *Ten* courses in French, German, Italian or Spanish beyond course 111 or 102. (Such a major in Russian is also possible by special arrangement.) Students whose competency allows them to begin the study of a language with a Trinity course numbered 300 or above will be required to take two fewer elective courses in that language in order to complete a major that consists of that language in whole or in part. A course in Comparative Literature which includes the literature of the major language, and *either* Elementary Linguistics *or* one course in the art, music or history of the country of the major language, may also be counted toward the major. Survey courses (251, 252), or the equivalent, are required.

Plan B. *Seven* courses in one language beyond the 111 level, including at least one course in civilization, where applicable, and one in literature beyond the survey level, and *five* courses in a second language beyond the 111 level, including at least one course in the survey of the literature of this language and one 300-level course. A course in Comparative Literature which includes the literature of at least one of the languages may also be counted toward the

\*\*Sabbatical Leave, Trinity Term

\*\*\*Sabbatical Leave, Academic Year



major. Students will be expected to write a senior paper relating some aspect of the two literatures studied.

Senior majors under both plans will be examined on their reading lists. Each language section will determine the specific nature of its examination. Required reading lists for the various majors are available from the Department secretary.

Upper-level courses are conducted in the foreign language unless otherwise indicated.

Majors and other serious students of modern languages and literatures are urged to spend their junior year abroad or to enroll either in a program of summer study abroad or in a recognized summer language institute in the United States. If this is not feasible, a summer experience requiring the use of foreign language (work abroad, Experiment in International Living, tutoring, foreign-language camp counseling) or an extensive program of summer reading is highly recommended. A reading list will be provided by the Department on request.

Chinese language and literature courses are available to Trinity students by special arrangement with Central Connecticut State College. Consult the Dean of Educational Services and Records.

Permission to major under Plan A or B must be obtained from the Chairman.

Note: Any student wishing to enroll for credit in a lower-numbered language course after he or she has been granted credit for a higher-numbered course in the same language must obtain the written permission of the chairman of the department prior to enrolling in the lower-numbered course.

## FRENCH

### CHRISTMAS TERM

**111. Intensive Introductory French** — Designed to develop basic skills, as well as the ability to read and understand the language. Five classes per week plus work in the language laboratory. Other than beginning students must have the express permission of the instructor. Limit: 20. 2 credits. — Katz MWF 9:30, TTh 9:55

**211. Intermediate French** — This course aims to develop written and oral expression of French through conversation and composition. It will center around a review of grammar and the reading and analysis of various texts of French literature and culture. Prerequisite: French 111 or its equivalent, usually one year of college French or two to three semesters of high school French. Permission of the instructor. Section limit: 18.

**Sec. A** — Lloyd-Jones MWF 9:30

**Sec. B** — Rohinsky MWF 9:30

**221. Advanced Composition and Style** — This course is designed to improve oral and written proficiency through the reading and analysis of selected texts on French life, culture and civilization. Emphasis will be placed on contemporary, idiomatic French. Prerequisite: French 211 or 212, or two to three years of French at entrance. Limit: 20. — Lloyd-Jones MWF 10:30

**251. French Literature I: From the Middle Ages to Romanticism** — This course is designed to introduce the student to the major authors of French literature from the Middle Ages to the nineteenth century. Representative works will be read in chronological order to foster a sense of literary history. Special emphasis will be placed on techniques of literary appreciation. Class conducted entirely in French. This course is required of French majors and is an elective for those who have completed the equivalent of advanced conversation and composition. Permission of instructor required. — Katz MWF 10:30

**349. Studies in Nineteenth-Century Literature: The Novel from Romanticism to Naturalism** — This course will study the representative works of the major French novelists of

Nineteenth-century France. Authors to be read include: Hugo, Balzac, Stendhal, Flaubert, and Zola. Permission of instructor required. — Rohinsky WF 1:15

**351. Studies in Poetry: From Baudelaire to Surrealism** — This course will study the development and continuity of modern French poetry from the middle and late 19th century to the beginnings of the contemporary period. Special attention will be given to influences and to the major aesthetic ideas of the times. Among authors to be read are: Baudelaire, Rimbaud, Mallarmé, Laforgue, and Apollinaire. Permission of instructor required. — Katz TTh 1:15

**361. Connaissance de l'Homme: de Montaigne à Rousseau** — This course will attempt to define the notion of human nature to be found in French literature between the late sixteenth century and the eve of the French revolution. Using the seminar approach, we shall trace the evolution of the notion from Montaigne's reaction to the breakdown of Renaissance idealism through Descartes' appeal to Reason and Pascal's rejection of it, then through the Classical *moralistes* and playwrights (La Rochefoucauld, Molière, Racine), culminating in the writings of the Enlightenment dramatists and *philosophes* (Beaumarchais, Montesquieu, Diderot, Voltaire, Rousseau). Permission of instructor required. — Lloyd-Jones M 1:15

### TRINITY TERM

**204. Advanced Introductory French** — This course is designed to further the student's knowledge of French by developing accuracy and facility in understanding, speaking, and writing. Permission of the instructor required. Limit: 20. — Djaparidze MWF 9:30

**212. Advanced Intermediate French** — A continuation of 211, this course aims to further develop oral and written proficiency in French through a review of grammar and through readings, analysis, and discussion of selected texts of French literature and culture. This course may also benefit students who have had to interrupt their study of French but now wish to regain their proficiency. Prerequisite: One and one-half years of college French or its equivalent. Limit: 20. — Rohinsky MWF 9:30

**222. Explication de Textes and Composition** — This course is designed to train the student in the techniques of literary analysis of the main literary forms through close reading of representative works in French literature. Permission of the instructor required. — Rohinsky TTh 9:55

**252. French Literature II: Modern French Literature** — This course will be a survey of the major texts of 19th- and 20th-century France. Principles of literary history and literary appreciation will be emphasized. Required of French majors and an elective for those who have had French 251 or the equivalent of advanced French composition and conversation. Permission of instructor required. — Katz TTh 9:55

**282. Spoken French** — This course is designed solely to perfect oral proficiency in French. Students will participate in and lead class discussion and conversation. They will be expected to present several oral reports designed to stimulate an exchange of ideas concerning relevant topics of their choice. Class work will be supplemented by readings concerning current affairs and by extensive lab work. Prerequisite: French 221, 222, or the equivalent. Permission of instructor required. Limit: 12. — Lloyd-Jones MWF 11:30

**322. Studies in Seventeenth-Century Literature: The Theater** — An examination of the works of Corneille, Molière and Racine, viewed as an outgrowth of social and political factors, and more importantly, as the expression of a personal aesthetic. We shall attempt to define *le classicisme*, and see whether it has any message for us today. — Lloyd-Jones WF 1:15



**346. Introduction to Comparative Literature: Studies in Romanticism** — An introduction to the history, rationale, and methods characteristic of the field of Comparative Literature as applied to the study of the Romantic movement in late 18th- and early 19th-century European literature. Required of Comparative Literature majors; may be counted as an elective toward the major in Modern Languages. Students will read the texts in the original language of their major; class discussion and written work will be in English. Permission of instructor required. (Same as Comparative Literature 301(2)) — Katz TBA

**352. Studies in Poetry: From Surrealism to the Present** — This course will study the major poets of France from the beginning of the 20th century to the present. Works will be read within social and political context. Special attention will be paid to the aesthetics of the important literary movement of the period. Among poets to be read are: Eluard, Breton, Michaux, Ponge, Cadou, Prevert, and Guillevic. Permission of instructor required. — Katz TTh 1:15

**402. Senior Seminar: Special Topic** — Required of all French majors and modern language majors whose principal language is French. Open to other qualified students with instructor's permission. — Lloyd-Jones TBA

## GERMAN

Trinity now offers a program in German in conjunction with the University of Hartford under the auspices of the Greater Hartford Consortium for Higher Education. Courses taken at either institution are accepted for full credit at the student's home college. Students wishing to major in German, or German plus another foreign language, can do so under the general regulations for a major at Trinity. For further information contact the Department Chairman, Professor Hook.

## CHRISTMAS TERM

**101. German for Reading Knowledge I** — Designed to develop the ability to read easy German scientific and technical texts through the study of basic grammar and the building of a basic vocabulary. Recommended for students in fields where much source material is in German, e.g., organic chemistry, music, philosophy, classics, and German history. No previous knowledge of German is required, but students taking the course must *also* take German 102 in Trinity Term in order to complete the study of essential grammar and to gain practice in reading texts of some difficulty. — Hook TTh 9:55

**111. Intensive Introductory German** — Designed to develop a basic ability to understand, speak, and write German. Five class meetings per week, emphasizing pronunciation, grammar, graded readings, and audio-lingual practice in language lab. 2 course credits. Other than beginning students must have the express permission of the instructor. Section limit: 20. — Hansen MWF 11:30, TTh 11:20 (This course is equivalent to University of Hartford German 110-111 or German 118 (intensive).)

**211. Intermediate German I** — Designed to enable the student to attain proficiency in reading German. Intensive practice in literary texts. Rapid review of essential principles of grammar. Lab work. Prerequisite: German 204 or the equivalent. Section limit: 20. — Hansen MWF 10:30 (This course is equivalent to University of Hartford German 120 or 121.)

**251. Survey of German Literature** — Elective for students who have had two years of college German or the equivalent. The course will present authors and aspects of German

## 146/ *Courses of Instruction*

literature from the early modern period to the present. Reading, reports, and discussion of selected masterpieces. — Hansen TTh 9:55

### Available at the University of Hartford:

**German 124. Literature, Conversation, and Composition** — Improvement of aural and reading skills. Introduction to German literature. Intensive practice in writing. Prerequisite: Four semesters of college German or equivalent. One course credit. — Clark MWF 2:30

### TRINITY TERM

**102. German for Reading Knowledge II** — A continuation of German 101, with completion of the study of essential grammar, further vocabulary building, and intensive practice in reading. Prerequisite: German 101 or the equivalent. — Hook TTh 9:55

**204. Advanced Introductory German** — A continuation of German 111, designed to expand the student's knowledge of German through readings in modern German literature, with treatment of grammar as necessary. Prerequisite: German 111 or the equivalent. Section limit: 20. — Hansen MWF 11:30

**212. Intermediate German II** — A continuation of German 211, designed to enable the student to read German with facility. Continuation of grammar review, exercises, lab work. Prerequisite: German 211 or 221. — Hansen MWF 10:30

**221(2). German Conversation and Composition** — A concentrated course designed to enable well-qualified students to attain a high degree of proficiency in understanding, speaking, and writing German. Lab work. Prerequisite: German 211 with a grade of B or higher, or the equivalent, and permission of the instructor. Section limit: 12. — Hansen MWF 9:30 (This course is equivalent to University of Hartford German 125.)

**306. The German Lyric** — A study of major German lyric poetry from Klopstock to modern times. Prerequisite: German 212 or equivalent. — Hook TTh 1:15

### Available at the University of Hartford:

**German 125. Literature, Conversation, and Composition** — Continuation of German 124. One course credit. — Clark MWF 2:30

Other 300- and 400-level German courses and Independent Studies offered on a regular cycle include: **The German Drama**, **The German Novelle**, and **The History of the German Language**. Consult previous catalogs for descriptions and the Chairman for information regarding prerequisites and semesters in which particular courses are to be offered.

## LINGUISTICS

**101. Elementary Linguistics** — Introduction to descriptive, historical, and comparative linguistics, with emphasis on the Indo-European language family. Brief study of the main steps in the history of English. — Hook TTh 11:20

## ITALIAN

### CHRISTMAS TERM

**111. Intensive Introductory Italian** — Designed to provide a good knowledge of the grammar, structure, and vocabulary of the language and a basic proficiency in conversation



and aural comprehension. Emphasis will be placed on the mastering of a facility in reading, the other skills to be developed in follow-up courses. This course also proposes, through carefully chosen reading selections and recorded materials, to provide a basic understanding of the customs and mentality of the Italian people. Five classes plus work in the language laboratory. Other than beginning students must have the express permission of the instructor. 2 course credits. — Campo MWF 11:30, TTh 11:20

**211. Intermediate Italian** — Readings in a variety of texts which illuminate aspects of contemporary Italian civilization and serve as the basis for oral expression and writing. Italian politics, economic and social structures, and cultural life will be treated, and, when possible, films dealing with these topics will be viewed. Prerequisite: Italian 204, its equivalent, or the permission of the instructor. — Campo TTh 9:55

**251. Italian Literature I: Dante to Machiavelli** — A survey of the major authors and works of Italian literature, including Dante, Petrarch, Boccaccio, Ariosto, and Machiavelli. Some attention will also be given to the fifteenth-century Humanists. Prerequisite: Italian 244, its equivalent, or permission of the instructor. — Bianchini MWF 11:30

**290(1). Italian Cinema: From Fiction to Film** — A study and discussion of various literary works and an analysis of their cinematographic adaptations by noted Italian film directors: those of Verga's *House by the Medlar Tree* and di Lampedusa's *The Leopard* by Visconti; Bassani's *The Garden of the Finzi-Contini* by De Sica; Moravia's *Two Women* by De Sica and Moravia's *The Conformist* by Bertolucci; and others. The course will also consider the trend away from reliance on literary texts toward the development of personal expressions by such author/directors as Fellini, Antonioni, and Wertmüller. Works will be read and discussed in English. Students wishing to apply this course toward the major in the Department of Modern Languages and Literatures will read the texts in the original and meet with the instructor in supplementary sessions. Permission of the instructor. — Campo TTh 2:40

### TRINITY TERM

**204. Advanced Introductory Readings** — The course aims at strengthening the student's reading, writing and speaking skills by exposure to contemporary literary prose, journalistic writing, and the film script. Selected additional readings will be geared to special student interests: opera libretti for music majors, art criticism for fine arts majors, etc. — Campo MWF 11:30

**244. Language Through Literature** — Designed to improve oral and written proficiency through the reading and analysis of various genres. Elective for those who have completed Italian 211 or its equivalent. — Campo TTh 9:55

**333(2). Special Topics** — Sample topics offered according to the needs of upper-level students of Italian are: Petrarch and Boccaccio; Il Cinquecento; Goldoni, Alfieri, Foscolo, Parini; Leopardi and Manzoni; Verga, Pirandello, Carducci, d'Annunzio; Il Novecento. — Campo TBA

**387. Dante, the Classics and Anglo-American Literature** — An intensive study of the *Divine Comedy* (in translation); its relation to the writings of classical authors (Vergil, Ovid, etc.); its influence on authors from Chaucer to Eliot. Students wishing to apply this course toward the major in the Department of Modern Languages and Literatures will read the text in the original and meet with the instructor in supplementary sessions to consider the original. — Campo TTh 2:40

RUSSIAN

CHRISTMAS TERM

**111. Intensive Introductory Russian** — An intensive course designed to develop a basic ability to read, write, speak, and understand Russian. Five class meetings per week emphasizing pronunciation, grammar, and graded readings; required individual work in the language laboratory. Since the study of essential Russian grammar cannot be completed in this course, it is completed in Russian 204 in Trinity Term. Beginning Russian students should therefore plan to take *both* Russian 111 and Russian 204. 2 course credits. Section limit: 15. — Djaparidze MWF 11:30, TTh 11:20

**211. Intermediate Russian** — A thorough grammar review coupled with intensive readings in various styles (literary, historical, journalistic) with a view to broadening the student's vocabulary and accuracy of expression. Prerequisite: One-and-a-half years of college Russian or three years on the secondary level. Permission of the instructor. — Djaparidze MWF 9:30

*Courses in Translation*

**201. Russian Culture and Literature in Translation** — A study of Russian cultural development. The course will concentrate on Russian poetry and prose fiction with particular reference to their social and political significance. Attention will also be paid to such other cultural forms as painting, architecture, and music. Students with sufficient preparation in Russian language will be asked to do some of the readings in the original. — Djaparidze TTh 1:15

The following courses will also be offered through the Consortium:

**C110. Elementary Russian** — An introduction to the reading, writing, and speaking of the language. — A. Guss MW 7:00-8:15 p.m. (University of Hartford)

**C228. Soviet Literature** — A survey of Soviet literature in translation from 1917 to the present. Reading of representative authors such as Fadeyev, Gorky, Yevtushenko, Sholokhov, Gladkov, Pasternak, Solzhenitsyn, and others. Material covered will include: early post-revolutionary writers, the Stalin period, Socialist Realism, the "Thaw Period," and new voices in Soviet Literature. — A. Guss TTh 1:15-2:30 (Trinity)

**C328. Russian Folklore** — This course will be conducted in English and will introduce students to the Russian heroic epic poems (Bylina), tales, laments, customs, sayings, proverbs, children's literature. No knowledge of Russian is required. — A. Guss MWF 1:30-2:20 p.m. (St. Joseph College)

TRINITY TERM

**204. Advanced Introductory Russian** — A continuation of Russian 111. Completion of basic grammar study; graded readings and individual audio-lingual practice. Prerequisite: Russian 111 or the equivalent. Section limit: 15 — Djaparidze MWF 11:30

**221(2). Russian Readings, Conversation, and Composition** — Further practice in reading, understanding, speaking, and writing Russian. Additional grammar review as needed. Emphasis is on mastery of basic grammatical tools and application of analysis to reading texts. Vocabulary-building exercises and guided compositions. Lab work. — Djaparidze MWF 1:15



SPANISH

CHRISTMAS TERM

**101. Introductory Spanish** — A non-intensive course designed to enable the student to read texts of varied styles and difficulty over a two-semester period through study of the grammar, structure, and vocabulary of the language. In order to fulfill the goals of the course, the student must also take Spanish 102. Language laboratory practice. Open to students with no previous knowledge of Spanish. Anyone else wishing to take it must obtain permission from the instructor. 1 course credit. Limit: 16. — Andrian MWF 11:30

**111. Intensive Introductory Spanish** — This course is aimed at the student who wishes to acquire all four basic skills of the language in one semester (understanding, speaking, reading, writing). Five classes per week plus work in the language laboratory. Open only to the beginning student. Anyone else wishing to take this course must get express permission from the instructor. 2 course credits. Limit: 16. — Kerson MWF 11:30, TTh 11:20

**211. Intermediate Spanish** — Elective for those who have had Spanish 101, 102 or Spanish 111, or at least two years of secondary-school Spanish. Not open to students who have completed Spanish 204. The latter are expected to continue with Spanish 221. Grammar review, oral and written practice, and selected readings. Limit: 20. — mMWFKerson MWF 10:30

**221. Language Through Literature** — Elective for those who have completed Spanish 204 or 212, or who are credited with three or four years at entrance; others with permission of the instructor. This course is designed to improve oral and written proficiency through the reading of works of various genres by famous modern Hispanic authors, which will form the basis of an intensive review of grammar and syntax. Frequent compositions will be based on the readings. An additional period per week will be devoted to oral practice in small, informal groups. Limit: 16. — Andrian MWF 10:30

**251. Spanish Literature I** — Elective for those who have completed Spanish 212, 221, or the equivalent, or four or more years of Spanish at entrance. This course is designed to introduce the student to the techniques of literary appreciation through a study of selected works of the Medieval, Renaissance, and Baroque Periods. — Andrian TTh 9:55

**321. Drama of the Golden Age** — A study of the leading dramatists of this period, with emphasis upon Lope de Vega, Tirso de Molina, and Calderon. — Bianchini MWF 9:30

**341. The Generation of '98** — The origins and development of Spain's Generation of 1898, "Europe's first fully modern group of creative writers," will be traced and discussed. Emphasis will be placed on the works of Unamuno, Azorin, Baroja, and Antonio Machado. — Kerson TTh 1:15

TRINITY TERM

**102. Introductory Spanish** — Students who have completed Spanish 101 are expected to continue with this course if they wish to complete the aims of introductory Spanish. Other students must obtain permission from instructor. Limit: 16. — Andrian MWF 11:30

**204. Advanced Introductory Spanish** — A continuation of Spanish 111, with more emphasis on readings and discussion of selected cultural and literary texts. Open to others with permission of instructor. — Kerson MWF 11:30

## 150/ Courses of Instruction

**212. Advanced Intermediate Spanish** — Elective for those who have completed Spanish 211 or equivalent, or who are credited with two or three years of Spanish at entrance. Intensive readings and discussion of modern Spanish works representing all genres. Limit: 20. — Staff MWF 9:30

**222. Culture and Civilization of Spain** — This course has a twofold purpose. Essentially a discussion course, it provides continued oral and written practice, using as a basis reading material in Spanish which deals with or reflects the culture of Spain. — Kerson MWF 10:30

**[226. Spanish Conversation]** — (Offered in 1980-1981)

**252. Spanish Literature II** — Same prerequisite as for Spanish 251. A study of selected works of Spanish literature of the nineteenth and twentieth centuries. — Andrian MWF 10:30

**343(2). Post-Generation of '98 Literature** — Literature of two generations: 1915 and 1927. A study of some of the best representatives of the prose and poetry of this period, including the intellectual novel of Ramón Pérez de Ayala, surrealism, Ortega, Juan Ramón Jiménez, and some of the great poets of the Generation of 1927. — Andrian TTh 9:55

**352. Modern Spanish-American Poetry** — A survey of modern and contemporary Spanish-American poetry from the *modernista* movement to the present. Included are such poets as José Martí, Rubén Darío, Ramón López Velarde, Gabriela Mistral, Nicolás Guillén, Pablo Neruda, Jorge Luis Borges, César Vallejo, Juana de Ibarbourou and Octavio Paz. — Kerson WF 1:15

## Music

ASSISTANT PROFESSORS LOVE, *Acting Chairman*,  
AND MOSHELL, *Director of Concert Choir*;  
INSTRUCTOR REHMAN

The core courses of the music major and a number of electives are offered by the faculty in Music. Additional opportunities for study exist at the Hartford Conservatory, and Hartt College of Music (University of Hartford); for information, consult with the Chairman.

Credit for musical performance will be granted in the following courses: Music 103, 104, 105, 106, 107, 108, 208, and 408. All of these except Music 408 invite repeated enrollment, though no more than three credits in any one course are allowed. Total enrollment in these courses may not exceed one credit per term. A maximum total of four credits in musical performance may be counted toward graduation; no more than two of these credits may be applied toward the music major. Music 408 is not subject to these restrictions.

**THE MAJOR IN MUSIC** — Ten course credits, with grades of C— or better, are required: Music 101, 102, 111, 112, 201; four elective credits in Music, two of which must be at or above the 300-level; and the Senior Seminar, Music 418. Satisfactory completion of the General Examination is required in the Senior year.

Students contemplating the major should take Music 101, 102, 111, and 112, before the end of the Sophomore year; students planning to take graduate degrees in music should enroll in Music 302, acquire facility at the keyboard, and attain a reading-knowledge of French and German.



*Requirements for Honors in Music* — Departmental honors are awarded to students who have demonstrated general academic excellence, attained a grade point average in Music no lower than A—, and achieved distinction in the General Examination.

Many of the courses in Music have been renumbered for the academic year 1979-1980. As a convenience, the former numbers are printed in brackets.

## CHRISTMAS TERM

**101. Theory I** — Review of keys, scales, intervals, and triads; four-voice writing using diatonic harmonies; figured-bass realization; two-part species counterpoint. One hour per week of ear training is required in addition to scheduled class meetings. Prerequisite: Music 100 or equivalent preparation. Enrollment by examination given in first scheduled class meeting. Students desiring a more elementary theory course, designed specifically for the non-major, should consider Music 100 (Basic Musicianship). [Formerly Music 103.] — Rehman TTh 1:15

**103. Concert Choir** — The Concert Choir sings four programs a year with repertoire chosen mainly from the classical realm, though music in popular idioms is occasionally performed. Permission required; membership is by audition. ½ course credit. [Formerly Music 321.] — Moshell M 7:15-9:00 p.m., Th 4:15-6:00 p.m.

**107. Instrumental Lessons** — Individual instruction in keyboard (piano, organ, harpsichord), orchestral instruments, and voice is offered on campus at Trinity College (by special arrangement), at the Hartford Conservatory and Hartt College, and by private teachers approved by the faculty in Music. Fees for private lessons will be billed separately by the institution or the instructor and are not included in the regular tuition charges. Permission of the Chairman is required. ½ course credit. [Formerly Music 325.]

**111. The History of Western Music I** — Survey of the development of musical style in Europe through analysis of works selected from the Medieval period to the death of J. S. Bach (1750); introduction to the terminology of music and techniques of listening. No previous knowledge of music is required. — Love TTh 11:20

**113. Traditional Musics of the World** — Survey of styles of music found in various parts of the world with reference to cultural context. Traditional cultures explored include those in Oceania, Indonesia, China, Japan, India, Africa, and the Americas. In addition to the regular schedule, the class will meet occasionally at special times to view required films. No previous knowledge of music is required. Students may find concurrent enrollment in Intercultural Studies 201 helpful. [Formerly Music 121.] — Love TTh 1:15

**201. Theory III** — Analysis of Bach chorale-settings and harmonization of chorale melodies; modulation; harmonization of unfigured basses; formal analysis; three-part species counterpoint. One hour per week of ear training is required in addition to scheduled class meetings. Prerequisite: Music 102. Permission required. [Formerly Music 205.] — Rehman TTh 2:40

**221. Ludwig van Beethoven** — Survey of the life and music of Beethoven, including analysis of compositions representative of each genre. Prerequisite: Music 100, or equivalent preparation. Permission required. — Rehman WF 2:40

**315. Symphonic Literature: The Symphony and Concerto** — An intensive survey of many of the major works constituting the standard symphonic literature. Beginning with the Baroque concerto, the course will continue through the Classic and Romantic periods, and conclude with the twentieth-century contributions of Stravinsky, Schönberg, Bartók, and Prokofiev. Prerequisite: Music 102 or equivalent. Permission required. — Moshell WF 1:15

## 152/Courses of Instruction

**415. Special Studies in Music** — Individual or group study and research on a selected topic under the guidance of a member of the faculty in music. Permission granted only to advanced students. — Staff

### TRINITY TERM

**100. Basic Musicianship** — Elementary theory (study of the melodic, harmonic, and rhythmic elements of music) and work in ear training as a means to musical fluency and artistic appreciation, and as preparation for more advanced theoretical studies. This course is designed for the non-major; it may not count for credit toward the major. Permission required. [Formerly Music 102.] — Moshell MWF 9:30

**102. Theory II** — Four-voice writing using diatonic and chromatic harmonies; realization of figured basses with attention to melodic composition; harmonization of folk tunes and simple chorale melodies; two-part counterpoint through fifth species. One hour per week of ear training is required in addition to scheduled class meetings. Prerequisite: Music 101. Permission required. [Formerly Music 104.] — Rehman TTh 1:15

**104. Concert Choir** — See Music 103. ½ course credit. [Formerly Music 322.] — Moshell M 7:15-9:00 p.m., Th 4:15-6:00 p.m.

**108. Instrumental Lessons** — See Music 107. ½ course credit. [Formerly Music 326.]

**112. The History of Western Music II** — Survey of the development of musical style in Europe and its colonies through analysis of works composed after the death of J. S. Bach (1750); introduction to the terminology of music and techniques of listening. No previous knowledge of music is required. — Love TTh 11:20

**123(2). The Medieval Milieu: Art, Music, Poetry** — Interdisciplinary course in which interrelationships among the arts are explored with reference to the social, political, and economic forces that shaped cultural expression in the late Middle Ages. The geographical emphasis is on France; the chronological emphasis is on the period from the waxing of Abelard (ca. 1115), to the waning of the *Ars Antiqua* (ca. 1315). Students who can manage Latin or French may read assigned works in the original language. No previous knowledge of music is required. Particularly relevant to studies in Classics (Latin), Comparative Literature, Fine Arts, Modern Languages (French), and Religion. — Love TTh 1:15

**172. The Broadway Musical in the 1970's** — At decade's end, an appreciation of the corpus of Broadway musicals that, beginning with Stephen Sondheim's *Company* (1970), brought new aesthetic and intellectual vigor to an art form grown stale on the outmoded formulas of Rodgers & Hammerstein and Lerner & Loewe. "Musical comedy" no longer constitutes an appropriate term for these works born of contemporary consciousness and realism, works influenced by some of the most advanced streams of twentieth-century artistic thought. Permission required. — Moshell WF 1:15

**208. Chamber Music** — Compositions are selected for study based on the instrumentation available in the class; students will prepare performances of these works. The topic for 1979-1980 will be: sonatas for keyboard, solo and with one instrument. Permission required. ½ course credit. [Formerly Music 327.] — Rehman TBA

**302. Tonal Analysis** — Study of selected compositions of Bach, Mozart, Haydn, Beethoven, Schubert, and Schumann. The analytical approach is based on the ideas of Heinrich Schenker; some reading of Schenker's theoretical writings (in translation) will be included in the course. Prerequisite: Music 201. Permission required. [Formerly Music 206.] — Rehman TTh 2:40



**408. Senior Recital** — Instrumental lessons (see Music 108) toward preparation of a full-length musical program, with its public performance at Trinity sponsored by the Music Program. Enrollment upon recommendation of instrumental or vocal teacher, with approval of the Trinity faculty in Music. Interested students should consult with the faculty early in the senior year; the course is also open to qualified non-majors. Permission of the faculty required. 1 course credit. [Formerly Music 420.]

**416. Special Studies in Music** — See Music 415. — Staff

**418. Seminar in Musical Research (Senior Seminar)** — Research in musical history: each student will work on a particular problem related to a central topic; class meetings will consist of discussions, and the oral presentation of written materials. Required of all majors in Music; normally taken in the senior year. — Love M 1:15

*Courses offered in other years.*

**105, 106. Orchestra.** [Formerly Music 323, 324.]

**122. Musical Theatre in the Twentieth Century.**

**124. Shakespeare in Musical Setting.**

**207. Conducting and Orchestration.**

At least one course in the following categories will be offered yearly: a 200-level course treating the life and works of a specific composer, and a 300-level course treating a specific genre (e.g., opera, symphony).

## Philosophy

ASSOCIATE PROFESSOR W. M. BROWN, *Chairman*;

PROFESSORS DE LONG, HYLAND\*\* AND R. T. LEE; ASSISTANT PROFESSORS LANG AND PUKA

**PHILOSOPHY MAJOR** — Ten courses in philosophy, with a grade of at least C— in each, including Logic (or Advanced Logic), Ancient Philosophy, Modern Philosophy, and at least two courses at the 400 level. Majors are expected to participate in a biweekly symposium with members of the department and invited speakers to discuss ongoing research and issues of applied philosophy. In order to qualify for honors, a student must take the Senior Thesis course in which he or she achieves a grade of at least A—, and achieve a departmental average of at least an A—.

The departmental offerings are divided into five types of courses:

- I. *Introductory Courses.* These courses require no prerequisite. There is no single or best way to be introduced to philosophy and the Department offers a number of quite different introductory courses. If you are in doubt as to the best course for you, see the department chairman.
- II. *Historical Courses.* A good grounding in the history of philosophy is an essential feature of the major. Each of the courses requires permission of the instructor. In general, these courses are recommended as beginning courses only for the more able student, or for the student who has had some previous work in philosophy.

\*\*Sabbatical Leave, Trinity Term

## 154/*Courses of Instruction*

- III. *Topic Courses.* These courses deal with various disciplines and are designed for the non-major and major alike. Students who have a major or a strong interest in history, or language, or mathematics, etc. are urged to consider courses in the Philosophy of History, Philosophy of Language, Philosophy of Mathematics, etc. The prerequisites are an introductory course in philosophy, or at least one course in the discipline in question, or permission of the instructor.
- IV. *Theory Courses.* These are mainly advanced courses for majors. Permission of the instructor is required.
- V. *Individualized Courses.* These courses give a student an opportunity to design, in conjunction with an adviser in the department, his or her own course of study. The student should see the department chairman if in doubt as to who might be an appropriate adviser for a given topic.

The student should note that there are a number of courses where the choice of topics will be determined year by year. The department welcomes students' opinions on these matters and will hold a meeting each year with majors (and other interested students) before determining the choice. At other times students should indicate their preferences directly to the chairman of the department.

### I. *Introductory Courses*

#### A. *Historical Emphasis*

- 101. **Philosophical Themes in Western Culture**
- 102. **Political Philosophy in Western Culture**
- 207. **Philosophy and the Rise of Science I**
- 208. **Philosophy and the Rise of Science II**
- 209. **Philosophy East and West**
- 210. **American Philosophy**
- 211. **Jewish Philosophy**

#### B. *Topic Emphasis*

- 212. **Philosophy of Religion**
- 213. **Philosophy of Sport**
- 214. **Philosophy of Art**
- 215. **Medical Ethics**
- 216. **Philosophy of Law**
- 217. **Philosophy in Literature**
- 218. **Philosophy of Psychology**
- 219. **Utopia**
- 220. **Philosophy of Community**

#### C. *Theory Emphasis*

- 201. **Problems of Philosophy**
- 203. **Ethics**



- 205. Logic
- 221. Philosophical Anthropology
- 222. Existentialism
- 223. Perfectionism and Development

II. *Historical Courses*

- 301. Ancient Philosophy (The Presocratics to Augustine)
- 302. Modern Philosophy (Descartes to and including Kant)
- 303. Medieval Philosophy (Augustine to Descartes)
- 304. Nineteenth-Century Philosophy
- 305. Twentieth-Century Philosophical Analysis
- 306. Twentieth-Century Continental Philosophy

320. **Major Figures in Philosophy** — Each year the Department will offer at least one course entirely devoted to a close reading, analysis and critique of the major works of such important philosophers as Plato, Aristotle, Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, Kant, Hegel, Marx, Nietzsche, Freud, Whitehead, Heidegger and Wittgenstein.

III. *Topic Courses*

- 325. Philosophy of History
- 326. Philosophy of Language

330. **Seminar in Topical Studies** — In addition to the above courses the Department will occasionally be able to offer seminars on topics in which there has not been enough sustained interest to justify a yearly offering. Examples include the Philosophy of Science, of Education, of Social Science, of Mathematics, of Biology, and of Economics.

IV. *Theory Courses*

- 401. Epistemology
- 402. Metaphysics
- 403. Moral Philosophy
- 404. Advanced Logic

405. **Seminar in Systematic Philosophy** — An intensive investigation of some area of philosophy. The topic will be determined from year to year on the basis of student and faculty interest. The Department can offer such courses as Phenomenology, Political Philosophy, Axiology, Metaphilosophy.

406. **Seminar in Types of Philosophy** — A seminar devoted entirely to the study of one of the major philosophical schools, such as idealism, pragmatism, rationalism, empiricism.

407. **Seminar in Philosophical Problems** — A study of some important philosophical problem such as the freedom of the will, the concept of space or time, the mind-body problem, the nature of meaning.

## 156/*Courses of Instruction*

### V. *Individualized Courses*

**450. Independent Study** — Independent, intensive study in a field of special interest requiring a wide range of reading and resulting in an extended paper. Normally there will be only a few meetings with the supervisor during the course of the semester.

**460. Tutorial** — An in-depth study of a topic of mutual special interest to the student and teacher. Frequent periodic meetings (usually weekly) will provide an opportunity for extensive and detailed discussions on a one-to-one basis.

**471-2. Senior Thesis** — A two-credit course culminating in an extended paper to be read by two or more members of the Department. It may be organized like a tutorial or independent study. This is a required course for all students who wish to graduate with honors in philosophy.

### CHRISTMAS TERM

**101. Philosophical Themes in Western Culture** — This course will raise some of the fundamental issues in philosophy, such as the question "What is philosophy?," the nature and limits of knowledge, freedom of the will, and what it is to be human. We will study in detail selected works of some of the major philosophers in the Western tradition, such as Plato, Aristotle, Descartes, Hume, Kant, Nietzsche and Sartre. — Hyland MWF 8:30

**201. Problems of Philosophy** — An introductory treatment of some fundamental problems in philosophy, such as the limits of human knowledge, the nature of freedom, the existence of God, and the justification of moral arguments. Both classical and contemporary authors will be consulted.

Sec. A — Lang TTh 9:55

Sec. B — R.T. Lee MWF 9:30

**203. Ethics** — An introductory study of values, virtues, and right action. Major concepts of ethical theory (goodness, responsibility, freedom, respect for persons and moral will) will be examined through a study of Aristotle, Kant, and Mill. The course is not primarily a historical survey, but rather attempts to clarify in systematic fashion both moral concepts and moral action. — R. T. Lee MWF 11:30

**205. Logic** — An introduction to deductive logic. After a survey of traditional logic, including a discussion of fallacies and the syllogism, the course concentrates on modern developments; truth functions, quantification theory, and proof theory. Attention will also be given to philosophical problems connected with these developments. — DeLong TTh 9:55

**207. Philosophy and the Rise of Science I** — An introductory history of ancient and early modern science focusing on the relations of science and philosophy. We will study selected episodes in the evolution of science and philosophy, such as theories of planetary astronomy and the development of early concepts of physics, culminating in the theories and discoveries of Galileo and Newton in the seventeenth century. Such themes as the relation of physics and theology and the changing conceptions of the nature of science will be traced through the entire period. — Lang TTh 8:30

**212(1). Philosophy of Religion** — A discussion of some of the philosophical problems that arise out of reflection on religion: the nature of religion and its relation to science, art, and morality; the nature of religious and theological language; the concept of God; the problem of evil; the justification of religious belief. — DeLong TTh 2:40

**214(1). Philosophy of Art** — An introduction to some of the traditional problems of aesthetics relating to the nature of art, truth and belief in art, the nature and justification of criticism, and the theory of symbolic systems. — Brown MWF 9:30



**215. Medical Ethics** — This course will take up ethical, political and legal issues relevant to the medical profession and patient population. Topics will include: death with dignity, treatment with dignity, abortion, mercy-killing, patient consent, the nature of physical versus mental illness, medical experimentation, and the socially conscious distribution of medical resources. — Puka TTh 11:20

**223. Perfectionism and Development** — We will assess views which pose human perfection as the proper goal of morality and government and/or the natural outcome of psychological growth. Readings will be selected from moral and political theory, personality and developmental psychology. We will analyze and compare virtues such as compassion, wisdom, nurturance, genius and kindness. We will also compare conceptions of self-actualization and ideal character development. Alternative approaches to moral and psychological education will be evaluated. — Puka TTh 1:15

**301. Ancient Philosophy (The Presocratics to Augustine)** — History of ancient and early medieval philosophy, concentrating on the Presocratics, Plato, Aristotle. — Hyland MWF 10:30

**320(1). Plato** — Plato's *Republic* will be studied as the outstanding example of classical political philosophy. Special attention will be paid to the following themes: the tension between politics and philosophy, justice as the central problem of political things, and the Platonic teaching that no coherent political view can be offered which does not include an account of the human soul, of the relation between virtue and knowledge, and so of knowledge absolutely; in sum, that to begin a study of politics necessarily leads to a study of the whole, or philosophy. Careful attention will be paid to Platonic irony and the dramatic aspects of the dialogue. — Hyland W 6:30

**330(1). Problems in the Foundations of Public Policy** — In the context of a particular policy issue, course material will cover the logical complexity of defining the "public interest," moral and philosophical bases for setting priorities and the problem of knowing whether the policy choice will work. (Same as U & E 401) — Puka T 6:30

**406(1). Pragmatism** — A study of some of the major works of Peirce, James, Royce, Santayana, Dewey, and Whitehead. The course will emphasize the systematic relatedness of these philosophers' positions, and will show how pragmatism and the American tradition stand in regard to the major traditions of Western philosophy. — R. T. Lee M 7:00 p.m.

**450(1). Independent Study** — Independent, intensive study in a field of special interest requiring a wide range of reading and resulting in an extended paper. Normally there will be only a few meetings with the supervisor during the course of the semester. — Staff

**460(1). Tutorial** — An in-depth study of a topic of mutual special interest to the student and teacher. Frequent periodic meetings (usually weekly) will provide an opportunity for extensive and detailed discussions on a one-to-one basis. — Staff

**471-2. Senior Thesis** — A two-credit course culminating in an extended paper to be read by two or more members of the Department. It may be organized like a tutorial or independent study. This is a required course for all students who wish to graduate with honors in philosophy. — Staff

### TRINITY TERM

**101(2). Philosophical Themes in Western Culture** — This course will raise some of the fundamental issues in philosophy, such as the question "What is philosophy?," the nature and limits of knowledge, freedom of the will, and what it is to be human. We will study in detail selected works of some of the major philosophers in the Western tradition, such as Plato, Aristotle, Descartes, Hume, Kant, Nietzsche and Sartre. — Brown TTh 9:55

**102. Political Philosophy in Western Culture** — This course will consider some of the foundational issues of political philosophy such as the conflict between individual liberty and social welfare, the criteria for just distribution of wealth, the concept of equality and the ideal forms of social cooperation. We will read from the works of some of the major political philosophers such as Plato, Aristotle, Hobbes, Locke, Machiavelli, Rousseau, Hegel and Marx. — DeLong TTh 1:10

**201(2). Problems of Philosophy** — An introductory treatment of some fundamental problems in philosophy, such as the limits of human knowledge, the nature of freedom, the existence of God, and the justification of moral arguments. Both classical and contemporary authors will be consulted. — R. T. Lee MWF 9:30

**208. Philosophy and the Rise of Science II** — An introductory history of modern science and its relations to philosophy. Selected episodes in the growth of science since the 16th century to be studied will include such cases as the atomic molecular theory of matter, the emergence of molecular biology, the special theory of relativity and the theory of evolution. Focus will be on philosophical understanding of these developments including such issues as the nature of scientific explanations, theories and laws. Some attention will be paid to the relation of science and technology and the social organization of science. — Brown TTh 8:30

**217(2). Philosophy in Literature** — The course will examine some of the ways in which philosophical themes arise and are treated in works of literature and philosophy. Works such as the Bible and works of authors such as Shakespeare, Mann, Kafka, Dostoevsky, Tolstoy, Sartre and Virginia Woolf will be considered. — Lang TTh 9:55

**219. Utopia** — A philosophical study of classical and modern theories of the ideal society. Several issues central to the development of modern utopianism will be emphasized: the significance of technology and artifice as opposed to the natural, the place of optimism and the idea of progress, the conception of human nature implicit in utopian thought, and the justification of anti-utopian criticism. Several case studies of efforts to achieve utopian societies will be discussed and some attention will be paid to the planning and design of the modern city as a manifestation of utopian ideals. — Puka TTh 1:15

**221(2). Philosophical Anthropology** — We will attempt to reformulate traditional theories of society and human nature to reflect findings in cultural anthropology, developmental psychology, ethology and sociobiology. Three areas of research will be emphasized: 1) attempts to derive moral and political principles from human nature assumptions and social theory; 2) attempts to define psychological and moral universals within the context of cross-cultural diversity and value relativism; 3) attempts to explain higher mental processes and the functions of social institutions in terms of psychological drives or biological principles of adaptation and survival. — Puka TTh 11:20

**302. Modern Philosophy (Descartes to and including Kant)** — The history of modern Western philosophy. — R. T. Lee MWF 10:30

**320. Aristotle** — A close reading of the *Physics* and *Metaphysics* with attention to Aristotle's philosophy of nature and substance. — Lang TTh 1:15

**325. Philosophy of History** — A study of some of the meta-historical assumptions made by practicing historians — causality, "laws," generalizations, objectivity, and the nature of evidence. This course is also offered as History 406 and will be accepted as a major course in both departments. — R. T. Lee and Sloan TTh 1:15

**330. Philosophy of Mathematics** — After considering the nature of the axiomatic method, set theory, and some fundamental results of mathematical logic, the course concentrates on a study of logicism, intuitionism, and formalism. — DeLong TTh 2:40



**403(2). Moral Philosophy** — A study of the foundation of ethics including such topics as the justification of moral beliefs, moral relativism, the nature of moral language (cognitivism, emotivism, naturalism). The relation of interests to ideals, theories of moral judgment and exemplarism. Students will be given the opportunity to work through a number of personal and social issues in an attempt to test theories in the context of practical decision making. — Puka T 6:30

**404. Advanced Logic** — An investigation of various methods of logic. Certain related topics in epistemology and the philosophy of mathematics will be considered. — DeLong TTh 9:55

**407(2). Space and Time** — Space and time are two of the most intimate elements of our sensible experience. They have been variously described as absolute and relative, mathematical and phenomenological, real and ideal. In this course we will examine several technical definitions of space and time both in themselves, as related to science, and as interpretations of everyday experience. We will consider thinkers such as Plato, Aristotle, Newton, Leibniz, Kant, Heidegger, and Einstein. — Lang W 6:30

**450. Independent Study** — Independent, intensive study in a field of special interest requiring a wide range of reading and resulting in an extended paper. Normally there will be only a few meetings with the supervisor during the course of the semester. — Staff

**460. Tutorial** — An in-depth study of a topic of mutual special interest to the student and teacher. Frequent periodic meetings (usually weekly) will provide an opportunity for extensive and detailed discussions on a one-to-one basis. — Staff

**471-2. Senior Thesis** — A two-credit course culminating in an extended paper to be read by two or more members of the Department. It may be organized like a tutorial or independent study. This is a required course for all students who wish to graduate with honors in philosophy. — Staff

## Physical Education

PROFESSORS KURTH, *Chairman*, MC PHEE AND D. MILLER;

ASSOCIATE PROFESSORS SHULTS AND SLAUGHTER; ASSISTANT PROFESSORS HAZELTON, MILLSPAUGH<sup>†</sup>, AND SUTHERLAND; INSTRUCTORS MC CARTHY AND SHEPPARD; MR. DARR, MR. DOYLE, MS. ERLANDSON, MR. GRAF AND MR. HAMEL

Courses in physical education are offered on a quarter basis, i.e., two courses a semester, and four courses in an academic year. Academic credit, up to a maximum of one course credit, may be earned at a rate of one-half course credit for successful completion of two quarters of course work. Grades will be given unless the student elects to participate on a pass/fail basis.\* Classes will be offered on the same time schedule as all academic classes.

The physical education program is designed to meet individual interests and needs. A variety of activities are available which serve to augment health and physical fitness, develop recreational and leisure time skills, initiate and facilitate functional and aesthetic body movement, impart knowledge in the area of skills performance, game strategy and rules, and an in-depth understanding of sports coaching, recreational leadership, and first aid.

<sup>†</sup>Leave of Absence, Academic Year

\*The pass/fail option in physical education is permitted in addition to the one permitted for academic courses.

## 160/Courses of Instruction

Specific courses include:

### *I Aquatics*

Beginning Swimming  
Swimming  
Advanced Lifesaving  
Water Safety Inst.  
Springboard Diving

### *II Racquets*

Beg. Squash  
Adv. Squash  
Beg. Tennis  
Adv. Tennis  
Badminton

### *III Physical Development & Body Mechanics*

Physical Development (men)  
Beg. Body Mechanics  
Adv. Body Mechanics (women)

### *IV Individual and Combatives*

Golf  
Archery  
Beg. Karate  
Adv. Karate  
Beg. Judo  
Adv. Judo  
Fencing

### *V Classroom*

Medical Self-help (First Aid)  
Coaching Seminar

### *VI Special*

Scuba  
Skiing

The courses designated as "Special" may require a nominal fee for those who elect them, as well as certain special scheduling arrangements. Attire appropriate to each activity and attendance requirements will be determined by the individual class instructor. Courses, unless otherwise noted, will be offered on a coeducational basis.

Permission to change courses is given a student during the first ten days of the physical education quarter. A student may drop a course during this period without its being entered on his or her permanent record card. After that time and until the end of the second ten days of the quarter, a student may drop a course and it will be entered on his or her permanent record as "Drop." *During the remainder of the quarter no student is permitted to drop a course.*

**Note:** All Physical Education courses earn  $\frac{1}{4}$  credit.

**Note:** Instructors for the courses listed below will be published during the registration each quarter at the Ferris Athletic Center.

**101. Beginning Swimming** — A course primarily for non-swimmers: water acclimatization, floating, treading water, bobbing; lead-up strokes, human stroke, sculling.

\*1, 2, 3, 4 By arrangement (Individual or Group)

**102. Swimming** — This is a course designed for the swimmer of moderate skill and experience. It will have as an objective the development of aquatic skills and attitudes which will encourage the enjoyment of swimming as a lifelong recreational activity. Stroke correction and instruction will concentrate on crawl, back crawl, breast stroke, side stroke, and trudgen. Instruction on turns and entering the water will also be given, as well as some distance training. Prerequisite: Permission of instructor. Enrollment in each section limited to 12.

- 1 Sec. A — MWF 8:30
- 2 Sec. B — MWF 9:30
- 3 Sec. C — MWF 9:30
- 4 Sec. D — MWF 11:30

\*Indicates Quarter



**103. Springboard Diving** — A course designed for the beginner in fancy diving; emphasis upon proper boardwork and the mechanics of aerial tumbling; dives taught from each of the five groups. Prerequisite: Permission of instructor. Enrollment in each section limited to 10.

2 Sec. A — TTh 11:20

3 Sec. B — TTh 11:20

**201. Advanced Lifesaving** — Red Cross course in advanced lifesaving; Red Cross certification. Prerequisite: Qualification Test. Enrollment limited in each section to 16.

1 Sec. A — MWF 10:30

1 Sec. B — TTh 9:55

3 Sec. C — MWF 10:30

3 Sec. D — TTh 9:55

**202. Water Safety Instructor** — Red Cross course in water safety instructor; Red Cross certification; primarily practice teaching in Red Cross methods of instruction for all swimming strokes and lifesaving. Prerequisite: P.E. 201. Enrollment in each section limited to 16.

2 Sec. A — MWF 10:30

2 Sec. B — TTh 9:55

4 Sec. C — MWF 10:30

4 Sec. D — TTh 9:55

**121. Physical Development for Men** — Designed primarily as work with weights and isotonic exercise; balanced program to strengthen all large muscle groups; strength, endurance, body contour and weight control major objectives. Enrollment in each section limited to 15.

\*1 Sec. A — MWF 10:30

2 Sec. B — MWF 10:30

3 Sec. C — MWF 11:30

4 Sec. D — MWF 9:30

**122. Beginning Body Mechanics for Women** — An exercise regimen for improvement of muscle tone and cardiovascular and respiratory endurance. Isotonics and aerobics will be utilized. The basics of fitness will be covered and some fitness tests given.

1 Sec. A — MWF 11:30

Sec. B — MWF 1:15

3 Sec. C — MWF 10:30

Sec. D — MWF 1:15

**222. Advanced Body Mechanics for Women** — A more in-depth study of the components of lifetime fitness. An overview of specific programs will be examined for possible adoption into an individual's life style suiting individual needs.

2 Sec. A — MWF 11:30

Sec. B — MWF 1:15

4 Sec. C — MWF 10:30

Sec. D — MWF 1:15

**111. Beginning Squash** — Basic fundamentals of squash racquets including racquet grip, service, return of serve, court position, basic strokes and elementary strategy. Racquets available. Enrollment in each section limited to 12.

1 Sec. A — MWF 9:30

Sec. B — MWF 1:15

Sec. C — TTh 9:55

Sec. D — TTh 1:15

\*Indicates Quarter

- 2 Sec. E — MWF 8:30  
Sec. F — MWF 10:30  
Sec. G — MWF 11:30  
Sec. H — TTh 8:30  
Sec. I — TTh 11:20
- 3 Sec. J — MWF 9:30  
Sec. K — MWF 1:15  
Sec. L — TTh 9:55  
Sec. M — TTh 1:15
- 4 Sec. N — MWF 8:30  
Sec. O — MWF 10:30  
Sec. P — MWF 11:30  
Sec. Q — TTh 8:30  
Sec. R — TTh 11:20

**211. Advanced Squash** — A review of basic skills followed by instruction in advanced shots such as the lob, cross-court, corner shot, drop shot; control of ball and court position emphasized. Racquets available. Prerequisite: P.E. 111 or permission. Enrollment in each section limited to 12.

- 1 Sec. A — TTh 8:30  
Sec. B — TTh 11:20
- 2 Sec. C — MWF 9:30  
Sec. D — MWF 1:15  
Sec. E — TTh 9:55  
Sec. F — TTh 1:15
- 3 Sec. G — MWF 8:30  
Sec. H — MWF 10:30  
Sec. I — MWF 11:30  
Sec. J — TTh 8:30  
Sec. K — TTh 11:20
- 4 Sec. L — MWF 9:30  
Sec. M — MWF 1:15  
Sec. N — TTh 9:55  
Sec. O — TTh 1:15

**112. Beginning Tennis** — Instruction concentrated on fundamentals for forehand stroke, backhand stroke and serve. Playing rules, court etiquette and procedures for singles play emphasized. Racquets available. Enrollment in each section limited to 12.

- 1 Sec. A — MWF 9:30  
Sec. B — MWF 11:30  
Sec. C — TTh 9:55
- 2 Sec. D — MWF 10:30  
Sec. E — TTh 8:30  
Sec. F — TTh 11:20
- 3 Sec. G — MWF 9:30  
Sec. H — MWF 11:30  
Sec. I — TTh 9:55
- 4 Sec. J — MWF 10:30  
Sec. K — MWF 1:15  
Sec. L — TTh 8:30  
Sec. M — TTh 11:20  
Sec. N — TTh 1:15

**212. Advanced Tennis** — Review of forehand, backhand, and serve; instruction on volley, lob, and spin serve; emphasis on doubles play and doubles strategy. Racquets available.



Prerequisite: P.E. 112 or permission. Enrollment in each section limited to 12.

- 1    **Sec. A** — MWF 10:30  
      **Sec. B** — TTh 11:20
- 2    **Sec. C** — MWF 9:30  
      **Sec. D** — MWF 11:30  
      **Sec. E** — TTh 9:55
- \*3   **Sec. F** — MWF 10:30  
      **Sec. G** — MWF 1:15  
      **Sec. H** — TTh 8:30  
      **Sec. I** — TTh 11:20
- 4    **Sec. J** — MWF 9:30  
      **Sec. K** — MWF 11:30  
      **Sec. L** — TTh 9:55

**113. Badminton** — Emphasis upon the fundamentals of the game, including rules, how to set up a court, knowledge of equipment, and basic playing skills. Enrollment in each section limited to 16.

- 1    **Sec. A** — TTh 1:15
- 2    **Sec. B** — MWF 11:30
- 3    **Sec. C** — MWF 9:30  
      **Sec. D** — TTh 1:15

**131. Golf** — Instruction as to grip, stance, and basic swing. Course etiquette, rules, and procedures taught; instruction with each club regarding its special use and technique for its particular shot. Golf clubs available. Enrollment in each section limited to 16.

- 1    **Sec. A** — MWF 11:30  
      **Sec. B** — TTh 11:20
- 4    **Sec. C** — MWF 9:30  
      **Sec. D** — TTh 9:55  
      **Sec. E** — MWF 11:30

**133. Archery** — Emphasis upon the basic techniques of target shooting, selection and care of equipment, and safety measures. Enrollment in each section limited to 10.

- 1    **Sec. A** — MWF 11:30
- 4    **Sec. B** — MWF 10:30  
      **Sec. C** — MWF 11:30

**135. Beginning Fencing** — (See Student-Taught Courses) 1st quarter

**235. Advanced Fencing** — (See Student-Taught Courses) 2nd quarter

**136. Beginning Karate** — Introduction to the martial art of empty-handed fighting with emphasis on self-defense. Enrollment in each section limited to 16.

- 1    **Sec. A** — MWF 1:15
- 3    **Sec. B** — TTh 1:15

**236. Advanced Karate** — Added to hand fighting, foot fighting with emphasis on defending against two or more attackers. Prerequisite: P.E. 136 or permission. Enrollment in each section limited to 16.

- 2    **Sec. A** — MWF 1:15
- 4    **Sec. B** — TTh 1:15

## 164/ *Courses of Instruction*

**137. Beginning Judo** — Introduction to the fundamentals of judo; conditioning, falling, throwing, and self-defense. Enrollment in each section limited to 16.

1 Sec. A — TTh 11:20

3 Sec. C — TTh 9:55

**237. Advanced Judo** — Concentration on advanced throws; emphasis on application of jujitsu and judo techniques in self-defense. Prerequisite: P.E. 137 or permission.

\*2 Sec. A — TTh 11:20

4 Sec. B — TTh 9:55

**241. Scuba** — A 34-hour course combining instruction in skin and scuba diving. Of the 34 hours, 10 are spent in open water and the remaining 24 hours are equally divided between classroom and pool sessions. National Association of Underwater Instructors (NAUI) and Professional Association of Diving Instructors (PADI) certification given. Course conducted at Trinity by professional instructors. Nominal fee.

1 Sec. A — TBA

4 Sec. B — TBA

**142. Skiing** — Instruction for all levels of skiing proficiency, beginner to expert; conducted at neighboring ski resort by professional instructors; nominal fee. Enrollment limited to 40.

3 Sec. A — TBA

**151. Medical Self-Help (First Aid)** — Combines the best of First Aid and the program of self-help; instruction by movies and lectures, practical work in lab sessions. Enrollment in each section limited to 20.

1 Sec. A — MWF 9:30

3 Sec. B — MWF 1:15

**152. Coaching Seminar** — Primarily for students who anticipate the possibility of coaching football in private school: in-depth study of football fundamentals, basic offense and defense, staff organization, practice planning, and special teaching techniques. Enrollment limited to 10.

4 Sec. A — TTh 11:20

## Physical Sciences

**PHYSICAL SCIENCES MAJOR** — (Suggested for those who are preparing to teach science in the secondary schools); eight courses chosen from the 300- and 400-level offerings in the Departments of Biology, Chemistry, Engineering, Mathematics, and Physics including at least three courses in one of the departments and two courses in another.

A student desiring acceptance as a Physical Sciences major must secure the approval of the Chairmen of the Departments in which a majority of the work is to be completed. Students desiring a Physical Sciences major must complete the laboratory portion (if any) of those courses, required or elective, used to satisfy the major requirements.

\*Indicates Quarter



## Physics and Astronomy

ASSOCIATE PROFESSOR PICKER, *Chairman*; PROFESSORS HOWARD\*\*\*,  
LINDSAY, AND C. MILLER; ASSOCIATE PROFESSOR GREGORY;  
VISITING ASSISTANT PROFESSOR PAPPAS; INSTRUCTOR SNYDER

**COURSE LEVELS** — Physics 121-2 and 221-2 are courses designed as preparation for students who are planning on majoring in physics or other physical sciences. They make use of the calculus and require concurrent registration in appropriate mathematics courses.

The other courses at the 100-level are for students who are not planning advanced work in physics. They do not have mathematics prerequisites. The courses offered vary from year to year. This year, besides general physics there will be courses on energy and society, the environment, and astronomy.

The courses at the 300- and 400-level form the advanced work for the Physics major. They are also available for students in other sciences. It is recommended that Physics 401 be taken as early as possible. Not all of these courses are taught every year.

**PHYSICS MAJOR** — Five courses must be taken at the 300-level or above, three of which must be Physics 307, Physics 310, and Physics 401. Grades of C— or better must be obtained in them. Outside the Department the student must also take Mathematics 221 and 222. It is strongly recommended that students preparing for graduate study in physics take three additional courses in physics at the 300-level or above, at least one year of mathematics at the 300-level or above, and Chemistry 111L.

**COMPUTER COORDINATE MAJOR IN PHYSICS** — See the "Computer Coordinate Major" section of this Catalogue. Students contemplating the Computer Coordinate Major in Physics should contact the Chairman of the Physics Department, who will direct them to appropriate faculty members for guidance and assistance in setting up a plan of study.

### CHRISTMAS TERM

#### PHYSICS

**101L. Principles of Physics I** — An introduction to the fundamental ideas of physics. Beginning with kinematics — the quantitative description of motion — the course covers the Newtonian mechanics of point masses, Newton's theory of universal gravitation, the work-energy principle, and the conservation of energy and momentum. These topics are discussed at a pre-calculus mathematical level; high school algebra and trigonometry are used freely, but more sophisticated mathematical tools, such as calculus, are avoided. Three lectures and one laboratory per week. 1½ course credits. The course may be taken without laboratory (Physics 101) for 1 course credit. Enrollment in each section is limited to 25.

Sec. A — Gregory MWF 10:30

Sec. B — Snyder MWF 11:30

Lab. MTW or Th 1:30

**104(1). Environmental Physics** — A study of the physical properties of the atmosphere, the ocean, and the earth, as well as a discussion of the pollution problems relating to these media. The relationship between the physics of our environment and the fundamental laws of physics (such as the conservation laws) will be stressed. Enrollment limited to 35. — Lindsay TTh 9:55

\*\*\*Sabbatical Leave, Academic Year

## *166/Courses of Instruction*

**121L. General Physics I** — A study of the description of matter ranging from elementary particles to astronomical systems. Dynamics of single particles and of systems. Invariance principles and conservation laws including special relativity. Three classroom periods and one laboratory period. Prerequisite: Mathematics 121 or concurrent registration. 1¼ course credits. Laboratory may be waived under special circumstances (Physics 121, 1 course credit). Enrollment in each section limited to 25.

**Sec. A** — Lindsay MWF 8:30

**Sec. C** — Picker MWF 10:30

**Sec. B** — Pappas MWF 9:30

**Lab.** — MTWTh or F 1:15

**221L. General Physics III — Electricity and Magnetism** — The study of electromagnetism with emphasis on the field approach. Fields and potentials from integrals over their sources, Gauss' law, Ampere's law, electromagnetic induction, introduction to Maxwell's equations, relativity and electromagnetism. Methods of vector calculus will be developed as needed. Prerequisite: Physics 121, 122 with grades of C— or better, concurrent registration in Mathematics 221. 1¼ course credits. — C. Miller MWF 9:30, Lab. W 1:15

**[305. Physical Optics]** — An introduction to physical optics in which the student's previous acquaintance with wave motion is extended and applied to the analysis of a wide range of optical phenomena. Beginning with basic rules governing the propagation of light, we proceed to discuss coherent and incoherent sources, superposition, and interference, including such topics as interferometry and Fourier-transform spectroscopy. Then we investigate Fraunhofer and Fresnel diffraction and wavefront reconstruction (holography). A discussion of propagation in various materials, including conducting media and the effects of polarization, leads us to examine dispersion and optical activity. The phenomena studied in this course will be illustrated by a selection of laboratory demonstrations. Prerequisites: Physics 222, Mathematics 222. — Snyder TBA

**[307. Modern Physics]** — A phenomenologically-oriented study of microscopic physical systems. Semi-classical interpretations of atomic, nuclear, and solid-state phenomena will be emphasized. Topics to be considered include the interaction of electromagnetic radiation with matter, the static and dynamic properties of microscopic systems, and the physical principles associated with the techniques employed in experimental examinations of such systems. 1 course credit. Prerequisite: Physics 222L.

**313. Quantum Mechanics** — An introduction to quantum mechanics for chemists and physicists. Following a brief review of the classical mechanical antecedents of quantum mechanics, we shall develop the formalism of Schrodinger wave mechanics and make applications to problems in atomic physics; atomic spectroscopy, angular momentum and spin, chemical binding. Physics 313 is designed to be a preparation for advanced continuation in modern physics and chemistry. Prerequisite: Physics 222. 1 course credit. — TBA MWF 11:30

**401. Mathematical Methods of Physics** — This course is designed to provide a working background of mathematical tools for use in other upper-level courses and thus should normally be taken in the junior year. Beginning with a discussion of linear algebra, matrices, linear operators, and complete sets of functions, to provide a unified setting for subsequent topics, we proceed to treat differential equations, Green's functions, and the special functions of mathematical physics. An introduction to complex-variable methods is provided to help clarify some properties of the special functions as well as to give the student a powerful tool for the evaluation of definite integrals. Additional topics, such as an introduction to group theory, may be taken up if time permits. Prerequisites: Physics 222L and Mathematics 222, with grades of C— or higher in each. — Gregory MWF 9:30

**409. Undergraduate Research Participation** — Individual experimental or theoretical research project under the direction of a staff member. Prerequisite: Permission of the instructor. — Staff



**412(1). Applications of Physics in Biology** — Development and application of some concepts and theories of contemporary physics to examples from biology. The aim of the course will be to see how fundamental physics manifests itself in biology, not to analyze particular biological systems in depth. A sample list of topics might include energy, entropy, equilibrium in closed and open systems, order and structure, atomic and quantum phenomena. Prerequisite: Physics 121, 122, 221, 222 or equivalent. — C. Miller TTh 5:15-6:30

### TRINITY TERM

## ASTRONOMY

**103(2). Stars and Galaxies** — An introduction to current views of the contents, structure and evolution of the astronomical universe. Although the emphasis will be on bringing this account up to date, lengthy excursions will be made into selected topics to illustrate the growth of our astronomical ideas. Some possible topics: astronomical distance scales, the "discovery" of our galaxy, the "discovery" of neutron stars. Regular astronomical viewing sessions will be scheduled. Permission of instructor. — Picker TTh 9:55

## PHYSICS

**102L. Principles of Physics II** — A continuation of Physics 101L, this course covers topics such as elementary thermodynamics, the theory of special relativity, classical wave behavior, and the description of microscopic physical systems via quantum theory. Three lecture periods and one laboratory period per week.  $1\frac{1}{4}$  course credits. The course may be taken without laboratory (Physics 102) for 1 course credit. Prerequisite: Physics 101 or 121. Enrollment in each section is limited to 25.

Sec. A — Gregory MWF 10:30

Sec. B — Snyder MWF 11:30

Lab. MT or W 1:30

**108. (U&E 106.) Energy and Society** — A study of the energy sources man has used, from the steam engine to the nuclear reactor, and the effects they have had on his life and environment. We will examine (a) the historical development of various energy sources and their technologies, (b) the physical principles underlying these sources, (c) the limitations imposed by pollution and resource exhaustion on the continued growth of energy use, (d) the effect of the development of new energy sources on the quality of life, (e) the alternatives. Enrollment limited to 40. — Pappas TTh 9:55

**[111(2). Frontiers of Physics]** — A course for non-science majors which will deal with some of the important as well as interesting developments in contemporary physics. Exemplary topics to be considered are gravitational waves and the search for the graviton; quarks and the elementary particles; the status of time reversal in current physical theories; pulsars, quasars, and cosmogony; controlled fusion research. The development will be carried out with a minimum of mathematics and at a pre-calculus level. Enrollment limited to 40.

**122L. General Physics II** — A continuation of Physics 121 with a detailed investigation of the dynamics of single particles and of many particle systems including rotations, oscillations and waves. Introduction to electric and magnetic fields. Three classroom periods and one laboratory period. Prerequisite: Mathematics 122 or concurrent registration, Physics 121 or permission of instructor.  $1\frac{1}{4}$  course credits. Laboratory may be waived under special circumstances (Physics 122, 1 course credit). Enrollment in each section is limited to 25.

Sec. A — Lindsay MWF 8:30

Sec. C — Picker MWF 10:30

Sec. B — Pappas MWF 9:30

Lab. MTW or Th 1:15

**222L. General Physics IV — Waves, Optics, and Modern Physics** — The analytical description of oscillations and wave motion. Electromagnetic waves and physical optics. An

## 168/Courses of Instruction

introduction to modern physics, including the relativistic kinematics of particle collisions, production, and decay; properties of photons; characteristics of atomic spectra; de Broglie waves and Schrodinger wave mechanics; elementary statistical physics and the Maxwell-Boltzmann distribution. Prerequisites: Physics 121 through 221 with grades of C— or higher in each, Mathematics 221 with a grade of C— or higher. 1¼ course credits. — C. Miller MWF 9:30, Lab. W 1:15

**301(2). Classical Mechanics** — Following an introduction to differential equations, vectors, and matrices, some representative problems in Newtonian particle mechanics are treated. The Lagrangian equations of motion are developed and applied. Subsequent topics include the formulation of the central force problem and its application to planetary motion and scattering; the dynamics of rigid body motion; and oscillations, normal modes, and wave propagation in coupled systems. Prerequisites: Physics 121, 122, 222, 401 and Mathematics 222. — Lindsay MWF 9:30

**[302. Electrodynamics]** — A study of the unified description of electromagnetic phenomena provided by Maxwell's equations in differential form. The scalar and vector potentials, multiple expansions, boundary value problems, propagation of electromagnetic waves, radiation from accelerated charges. Prerequisites: Physics 221, 401.

**[304. Statistical Physics]** — Equilibrium statistical mechanics, both quantum and classical. Use of partition functions. Relationship of statistical mechanics to thermodynamics fluctuation phenomena. Prerequisite: Physics 222.

**[306. Atomic Physics]** — The physics of the atom: Topics to be considered include the structure of multi-electron atoms, the static and dynamic properties of atomic states, the atomic spin orbit interaction, origins of fine and hyperfine structure, and atomic transition probabilities. Prerequisite: Physics 313.

**[308. Acoustics]** — The mathematical description of acoustical wave propagation in solid, liquid, and gaseous media including effects at boundaries between different media and radiation from sources of various geometries. This will be followed by a study of applications of acoustics to physiology, architecture, noise measurement and control, and geophysics. Recent developments in ultrasonic techniques will also be treated. Prerequisites: Physics 121, 122 and Mathematics 222.

**310. Advanced Laboratory** — A variety of experiments in diverse areas of modern physics. Each experiment is supervised by a different faculty member; thus, this course presents the student with an unusual opportunity to work closely with each member of the department. The course is designed to provide first-hand experience with the experimental basis of modern physics and with current laboratory techniques. It also serves as preparation for possible subsequent experimental research, such as might be undertaken in Physics 409 or Physics 410.

The experiments to be performed will vary somewhat from year to year. A typical set includes investigations of electron spin resonance and nuclear magnetic resonance, magnetic susceptibility measurements, various aspects of nuclear spectroscopy using modern detectors and multi-channel analyzers, high-resolution measurements of atomic optical spectra, and observations of distinctive features of electron-atom scattering cross-sections (e.g., Ramsauer-Townsend minimum). 1 course credit. Prerequisite: Physics 222L. — C. Miller TBA

**[312. Geophysics]** — An investigation of some of the principal physical processes occurring in the earth and its oceans. Topics will include seismology, structure of the core and mantle, geomagnetism, plate tectonics, properties of sea water, and the dynamics of ocean circulation. An analytical approach will be taken assuming a background in elementary college physics and calculus. 1 course credit. Prerequisite: Physics 221 or permission of instructor.



**314. Applications of Quantum Mechanics** — Applications of the formal foundations of quantum mechanics, developed in Physics 313, to the analysis of the properties of atoms, molecules, solids, atomic nuclei, and, time permitting, subnuclear particles. 1 course credit. Prerequisite: Physics 313. — Gregory MWF 11:30

**[403(2). Nuclear Physics]** — The physics of the nucleus: Topics to be considered include internucleon forces and meson theory, the structure of nuclei, the static and dynamic properties of nuclear states, the formation of nuclear states via reaction mechanisms, the modes of nuclear disintegration and de-excitation, nuclear models, and experimental techniques in nuclear spectroscopy. Prerequisite: Physics 222.

**[404. Advanced Seminar]** — A course in which individual students participate by presenting oral reports with emphasis on topics related to matters of current interest in physics. Prerequisite: Permission of instructor.

**410. Same as Physics 409**

## Political Science

PROFESSOR VOHRA, *Chairman*, GASTMANN AND NEAVERSON;

ASSOCIATE PROFESSOR MCKEE; ASSISTANT

PROFESSOR REILLY\*\*\* AND YIANNAKIS; VISITING LECTURER CAVANAGH

The Political Science Department helps students probe a host of crucial questions which deeply concern man in contemporary society and to discover for themselves how "politics" aids the resolution of issues concerning man's physical, material and spiritual well-being. Among those questions are: What are the limits of political authority? What is the moral basis for governmental authority? When does the ethical justification for obedience to government cease to operate? What are the ends of political power and how can political power be limited? How is political power shared and by whom? What institutions constitute a government?; how are they structured?; how is stability maintained and social conflict contained? How do institutions and their functions change with changing times? Is political behavior predictable? How does international, constitutional and administrative law guide societies? How are non-western societies adopting western political practices? The Department provides a variety of faculty competence to encourage the student to savor the historical, behavioral, philosophical and analytical approaches.

In a more practical and specific sense, the Political Science Department seeks: (a) To increase the student's knowledge of and interest in national and international politics. (b) To teach students to think rationally about politics, to analyze conflicting viewpoints, to weigh evidence and arguments, and to form their own value judgments. This experience may assist them in deciding between alternative policies which confront them as citizens. (c) To supply political science majors with a body of knowledge and information which will be professionally useful to them and of benefit to society at large.

**POLITICAL SCIENCE MAJOR** — Ten courses in the Department and Economics 101 or a Statistics course approved by the Department.

Majors must take a minimum of four courses (at least two of which are from Category III) in one area of concentration, one course in each of the three remaining areas of concentration, and a seminar in either the junior or senior year. Although some courses are included in more than one area of concentration, a single course may not be used to fulfill more than one of these requirements.

\*\*\*Sabbatical Leave, Academic Year

## 170/ *Courses of Instruction*

### AREAS OF CONCENTRATION

#### A. *American Government and Politics*

##### I.

102. American National Government

##### II.

225. The American Presidency

301. American Political Parties

309. Congress and the Legislative Process

##### III.

302. American State and Local Government

307. Constitutional Law: The Federal System and Separation of Powers

311. Administration and Public Policy

312. Urban Politics

315. American Foreign Policy

316. Constitutional Law: Civil Liberties and Civil Rights

324. Transportation and Public Policy

336. Public Opinion and Public Policy

402. Seminar: American Government

450. Political Data Analysis

#### B. *International Relations*

##### I.

201. International Politics I

202. International Politics II

##### II.

205. East Asian Civilization: China and Japan (to 1800)

206. East Asian Civilization: China and Japan (1800 to the Present)

305. International Organizations

##### III.

303. Conflict and Conflict Theory

308. The Soviet Union in Theory and Practice

313. International Law

315. American Foreign Policy

317. Government and Politics of Latin America

318. Contemporary Sub-Saharan Africa

330. Government and Politics of Contemporary China

401. Seminar: International Relations

#### C. *Comparative Politics*

##### I.

103. Introduction to Comparative Politics

##### II.

205. East Asian Civilization: China and Japan (to 1800)

206. East Asian Civilization: China and Japan (1800 to the Present)

208. Parliamentary Government and Politics

##### III.

308. The Soviet Union in Theory and Practice

314. Elections and Voting Behavior

317. Government and Politics of Latin America



- 318. Contemporary Sub-Saharan Africa
- 330. Government and Politics of Contemporary China
- 331. The Chinese Revolution: 1900-1950
- 404. Seminar: Comparative Politics
- D. *Political Theory*
  - I.
    - 105. Western Political Thought and Institutions I: The Foundations
    - 106. Western Political Thought and Institutions II: Political Philosophy, Ideology, Politics, and Society
  - II.
    - 219. Democratic Theory and its Critics
    - 304. American Political Thought
    - 306. The Philosophy and Methodology of Empirical Political Science
  - III.
    - 303. Conflict and Conflict Theory
    - 307. Constitutional Law: The Federal System and Separation of Powers
    - 308. The Soviet Union in Theory and Practice
    - 313. International Law
    - 316. Constitutional Law: Civil Rights and Civil Liberties
    - 331. The Chinese Revolution: 1900-1950
    - 402. Seminar: American Government
    - 405. Seminar: Political Theory

The introductory courses in each area of concentration are listed under Category I. Courses listed in Category II may, in general, be taken without prerequisites. It is recommended, and may be required, that courses listed in Category III be preceded by a Category I or II course within the relevant area of concentration.

**480. Tutorial** and **499. Thesis** may be used to fulfill the concentration requirement in the area to which the specific project is relevant.

**SEMINARS** — may be taken in either the junior or senior year. Since some seminars are not always given every year it is important to be aware when the seminar in your area of concentration is given.

In certain cases a seminar not scheduled for a particular year may still be taken in that year by senior majors as **P.S. 480 — Tutorial**.

**HONORS CANDIDATES** — Honors in Political Science may be earned in two ways. Students who attain a college average of at least B and an average of at least B+ in political science courses, and who write a one-semester thesis which receives a grade of Distinction, will be awarded Honors. Honors may also be earned by students who have a college average of at least B+, an average of at least A— in political science courses, and A— or better in the senior seminar, and pass an oral examination.

**COMPUTER COORDINATE MAJOR** — Students may take political science as part of a Computer Coordinate Major. Information on this program appears in the "Computer Coordinate Major" section of this Catalogue.

**SPECIAL REQUESTS** — Students involved in exchange programs who wish "major" credit for work at another college, or a normal requirement waived, or a course substituted, should submit to the Department Chairman requests in writing with full details and supporting rationale.

## 172/Courses of Instruction

**NOTE** — All courses normally offered by the department are listed below. Some are not given every year. A course not given is bracketed and the date on which it will next be given is appended to the description. Similarly a course given this year but not next year will also have a notation to that effect. A course without any notation will be given the following year.

### CHRISTMAS TERM

**102(1). American National Government** — An examination of the institutions, processes, values, and problems of American government and democracy. Included are constitutional foundations, federalism, political parties, Congress, the presidency, the judiciary, national administration, and basic issues of American government and democracy. Enrollment in each section limited to 35.

**Sec. A** — Yiannakis MWF 9:30

**Sec. B.** — McKee TTh 1:15

**103. Introduction to Comparative Politics** — The main purpose of this course is to introduce the student to basic concepts of comparative political analysis in cross-cultural theory. An analytical study of political systems in selected countries of both Western and non-Western traditions will be made. Specific attention will be given to comparing contemporary political practices and trends in the United States with those of the selected states. — Gastmann TTh 9:55

**105. Western Political Thought and Institutions I: The Foundations** — A history of political philosophy in its political, social, economic, and religious settings. Five stages in the political development of Europe will be emphasized to illustrate the continuity of the tradition: Classical Antiquity, Medieval Christendom, the Renaissance and the Reformation, Seventeenth Century England. The course will stress developments in the theory of constitutional restraints, law, justice, liberty, authority, and sovereignty. Among those whose works will be read are: Plato, Aristotle, Augustine, Aquinas, Machiavelli, Hobbes, James I, Milton, Locke. — Neaverson MWF 10:30

**201. International Politics I** — Basic factors in international relations: the nature of nationalism, imperialism, and colonialism; evolution of the modern national state system; contemporary sources of international tension. Special emphasis upon the operation of these factors in Asia, Africa, and Latin America. — Gastmann TTh 1:15

**205. East Asian Civilization: China and Japan (to 1800)** — A survey of the growth and development of East Asian civilization as an important sector of human experience. This course will deal with the making of the great tradition in East Asia by analyzing the interrelationships between social, economic, political institutions and thought in certain key periods of Chinese and Japanese history. The diversities and similarities between Chinese and Japanese societies will be examined to show how the two countries, in spite of the shared politico-cultural tradition, developed in significantly different ways. (Same as Intercultural Studies 205 and History 205) — Vohra TTh 11:20

**219. Democratic Theory and Its Critics** — An analysis of the values and assumptions of traditional Western liberal thought as seen by modern critics representing elitist, irrationalist, collectivist, positivist, psychological, sociological and "post-industrial" points of view. — Neaverson MWF 11:30

**301. American Political Parties** — A historical and functional analysis of American political parties, including a study of voting behavior, interest groups, party organization and leadership, and proposals for reorganization of existing party structures. — Yiannakis MWF 10:30

**305. International Organizations** — A study of the historical bases for international organizations, analysis of the factors influencing their development, and an examination of their



contemporary role. Special emphasis upon the United Nations system and developments in regional organizations. Prerequisite: Political Science 201 or permission of the instructor. — Gastmann TTh 2:30 (not given Fall 1980)

[307. **Constitutional Law: The Federal System and Separation of Powers**] — An analysis of leading Supreme Court decisions dealing with the use of and curbs upon federal power to enact economic and social legislation with special attention to urban and environmental issues. Resolution of conflicts engendered by the federal system and separation of powers will also be studied. Enrollment limited to 30. — McKee TTh 2:40 (given Fall 1980)

[308(1). **The Soviet Union in Theory and Practice**] — Neaverson MWF 11:30 (given Fall 1981)

309. **Congress and the Legislative Process** — A study of politics and party formation in the American Congress. The course includes investigation into the process of congressional improvement and organization, decision-making and leadership and will explore the operation of the legislative party. Special emphasis is placed upon the problems of the representative assembly in the twentieth century. Prerequisite: Political Science 102 or permission of the instructor. — Cavanagh MWF 10:30

[317. **Government and Politics of Latin America**] — An analysis of the political systems of contemporary Latin America, and an examination of the relationship of the political process to the social structure and national diversity. Also the relation of Nationalist aspirations to international pressures will be studied. Prerequisite: Political Science 204 or permission of the instructor. Enrollment limited to 30. — Gastmann TTh 11:20 (given Fall 1980)

330(1). **Government and Politics of Contemporary China** — The course will examine the rise of the Communist Party, the evolution of Maoist strategy for political revolution and social change, and the post-revolutionary developments in the People's Republic of China. Prerequisite: Permission of the instructor. Course is a proseminar limited to 14 students. (Same as Intercultural Studies 330(1)) — Vohra W 1:15

402(1)A. **Seminar: American Government** — Comparative Constitutional Law. The U.S. Supreme Court, its traditions, and leading decisions establishing judicial review, right to counsel, and illegally obtained evidence will be used as a basis for the study of similarities and differences in judicial institutions and procedural systems in common law and civil law countries. Enrollment limited to 14. — McKee M 1:30

402(1)B. **Seminar: American Government** — Democratic Representation. The seminar consists of an investigation of the nature and processes of representation of individuals and groups at the level of American national government, especially within the U.S. Congress. Topics dealt with include the concept of representation, the goals of representatives and represented, means by which government is influenced from the outside, and the implications for representation of recent congressional reforms. Enrollment limited to 12. — Yiannakis W 1:15

[405. **Political Theory: Stability and Change in Society**] — The seminar will examine theories about the causes of change in modern society, and the relationships between political, social, and economic theories of development. Some attention will be given to sociological explanations of the influence of Marxism and Calvinism on modern social theory and capitalist development. There will be a brief introduction to sociological theory and its relationship to normative political philosophy. Limited to 12 students. — Neaverson M 1:30 (given Fall 1980)

480(1). **Tutorial** — Individual research and reading under the guidance of a department member. Prerequisite: Permission of the instructor. — Staff Hours by arrangement

## 174/ *Courses of Instruction*

**499. Thesis** — For Honors Candidates: Preparation of a thesis on a subject approved by the Department. — Staff

### TRINITY TERM

**102. American National Government** — An examination of the institutions, processes, values and problems of American government and democracy. Included are constitutional foundations, federalism, political parties, Congress, the presidency, the judiciary, national administration, and basic issues of American government and democracy. Enrollment in each section limited to 35.

**Sec. A** — Yiannakis MWF 9:30

**Sec. B** — McKee TTh 2:40

**106. Western Political Thought and Institutions II: Political Philosophy, Ideology, Politics, and Society** — The emergence of constitutional representative democracy, nationalism, and totalitarianism. Political philosophy and political ideologies will be related to major political changes in Europe from the eighteenth to the twentieth century. The course will focus on the political thought connected with the following periods: the French and American Revolutions, nineteenth century Liberalism and the Age of Reform, the Development of Collectivism, twentieth century Totalitarianism and Modern Democracy. Among those who will be read are Rousseau, Paine, Burke, Hegel, Bentham, Mill, Marx, Lenin, and thinkers representative of National Socialism, Fascism and Modern Democracy. No prerequisite. May be taken independently of Political Science 105. — Neaverson MWF 10:30 (not given Spring 1981)

**202. International Politics II** — An examination of specific problems related to the organization and functioning of the contemporary international system. Background, development, and status of selected transnational issues will be studied. There will be emphasis on diplomatic, economic, and military strategies for their solution relating to both global and regional environments. Prerequisite: Political Science 201 or permission of the instructor. — Gastmann TTh 1:15

**206. East Asian Civilization: China and Japan (1800 to the Present)** — A survey of the growth and development of East Asian civilization as an important sector of human experience. The second term will deal with the impact of Western aggression and examine the nature of the process of modernization in China and Japan. (See listing for 205 in Christmas Term.) (Same as Intercultural Studies 206 and History 206) — Vohra TTh 11:20

**[208. Parliamentary Government and Politics]** — Britain, Canada, France, and Germany. The course will focus on the processes of political development and change in modern industrial societies and upon the patterns of power, policy, and interest, within them. Specific topics within the analytical framework will include: political culture, political socialization, political elites, party systems, parliamentary institutions, and federalism. — Staff MWF 11:30 (given Spring 1982)

**225(2). The American Presidency** — An explanation of the institutional and political evolution of the Presidency with an emphasis on the nature of Presidential power in domestic and foreign affairs. Attention is also given to institutional conflicts with Congress and the Courts. The nature of Presidential leadership and personality is also explored. — Cavanagh MWF 10:30

**302. American State and Local Government** — The structure and operation of state governments and of urban and rural local governments; a survey of state and local services and an analysis of the relationships between governmental units in the American Federal System. — McKee TTh 9:55 (not given Spring 1981)



**[303(2). Conflict and Conflict Theory]** — An examination of a variety of theories of and approaches to conflict and conflict resolution drawn from sociology, political science and economics. Special emphasis will be placed on formal models of conflict as developed by Richardson, Boulding, and Schelling. Prerequisite: Economics 101 or Political Science 201 and permission of the instructor. — Reilly MWF 10:30 (given Spring 1982)

**304. American Political Thought** — A study of the development of American political thought: the Colonial Period; the Revolution; Jeffersonian Democracy; Jacksonian Democracy; the defense of Slave society; Social Darwinism; the Agrarian and Progressive reform movements; current theories of conservatism, liberalism, the Left, Black Power; social science as political theory. — Yiannakis WF 1:15

**[306. The Philosophy and Methodology of Empirical Political Science]** — An examination of the philosophy and methodology of modern empirical political science, philosophy of science, the formulation of concepts, hypotheses, and theories, methodological techniques. Prerequisite: At least one political science course and permission of the instructor. — Staff TTh 9:15 (given Spring 1981)

**311(2). Administration and Public Policy** — A survey of the theory of American public administration. This course will also consider the following issues: the intellectual crisis in public administration; the ethical problems of public employees; unique aspects in the administration of our schools, courts, police departments and presidential campaigns; and the influence of the news media. Course will include case studies, audio-visual films, and guest speakers. Prerequisite: Political Science 102 or permission of the instructor. Enrollment limited to 35. — McKee TTh 11:20 (not given Spring 1981)

**[312(U&E312). Urban Politics]** — The course will use the issues, problems, institutions, and personalities of the metropolitan area of Hartford to study the following topics: What is political power? Who has it, and who wants it? What is the role of the political parties? The old versus the new politics? Case studies, audio-visual films, and guest speakers will be used. Political Science 102 recommended. — McKee TTh 2:40 (given Spring 1981)

**313(2). International Law** — The nature and sources of the law of nations; jurisdiction of states over territories and persons; questions of recognition; the law of treaties; the peaceful settlement of disputes. Recent trends in the development of a system of international law. Prerequisite: Permission of the instructor. — Gastmann TTh 2:40

**[314. Elections and Voting Behavior]** — The course will cover the theory and practice of voting in Western democratic societies. Among the topics covered will be the impact of electoral systems, sociological and psychological explanations of voting behavior, and the meaning of the vote for the voter and for the political system in which he participates. — Reilly WF 1:15 (given Spring 1981)

**[315(2). American Foreign Policy]** — An examination of the principles of American foreign relations since the beginning of the twentieth century, with particular emphasis on the post-World War II period. The course will also include a survey of the major factors that enter into the formation of American foreign policy. Prerequisite: Political Science 201 or permission of the instructor. Enrollment limited to 30. — T. Reilly MWF 10:30 (given Spring 1981)

**316. Constitutional Law: Civil Liberties and Civil Rights** — An analysis and evaluation of decisions of Courts (and related materials) dealing principally with freedom of expression and equal protection of the laws. Enrollment limited to 30. — Neaverson TTh 11:20 (not given Spring 1981)

**[318. Contemporary Sub-Saharan Africa]** — A study of the social, political, economic, and cultural factors affecting the status of contemporary Sub-Saharan African societies. The

## 176/ *Courses of Instruction*

post-colonial period will be emphasized. Topics will include: the rise of African nationalism, problems of development, the incorporation of socialist principles into economic planning in many African countries, Africa and the Sino-Soviet bloc, and "Africa in the 1970's." Enrollment limited to 30. (Same as Intercultural Studies 318) — Reilly WF 1:15 (given Spring 1982)

**324(U&E107). Transportation and Public Policy** — 1) A study of the formulation and development of public policy in urban and interurban mass transportation, the national highway system, railroads, airports and airways, domestic and overseas shipping. 2) The roles of Congress, the Executive, regulatory and promotional agencies, and private associations. 3) The problems of devising an acceptable national transportation policy: some alternative analytic approaches and political strategies by means of which this might be accomplished. — Neaverson MWF 11:30 (not given Spring 1981)

**331(2). The Chinese Revolution: 1900-1950** — An examination of the underlying political, ideological, economic and social forces that broke up the traditional order in China and finally triumphed in the establishment of the Communist Government. Prerequisite: Permission of the instructor. Course is a proseminar limited to 14 students. — Vohra W 1:15

**336. Public Opinion and Public Policy** — The course will begin with an investigation of how political attitudes and opinions are formed and changed. Special attention will be given to the process of political socialization, the relationship between opinion and personality, and the effects of mass communications on individual attitudes and opinions. The course will then go on to deal with the measurement and movement of aggregate public opinion and to explore the processes by which public opinion may affect public policy outcomes. — Yiannakis MWF 10:30

**401(2). Seminar: International Relations** — Patterns of international politics in the Caribbean. The aim of this seminar will be to study how the internal politics of the Caribbean nations and dependencies affect the international political relations of the area and world politics. The course will examine (1) the internal conditions of these nations and how they influence their foreign policy orientation; (2) the sources of conflict and cooperation in their external contacts; (3) the Western and Communist perceptions of the Caribbean problems; and (4) the major reasons for the involvement of the Superpowers in this region. — Gastmann M 1:15

**480. Tutorial** — Individual research and reading under the guidance of a department member. Prerequisite: Permission of the instructor. — Staff Hours by arrangement

**499(2). Thesis** — For Honors candidates: Preparation of a thesis on a subject approved by the Department. — Staff

## Psychology

ASSOCIATE PROFESSOR MACE, *Chairman*; PROFESSORS

DOTEN AND HIGGINS; ASSOCIATE PROFESSORS HABERLANDT, R. LEE  
AND WINER; ASSISTANT PROFESSOR KIRKLAND; VISITING ASSISTANT  
PROFESSOR GOLDFIELD;  
ADJUNCT PROFESSOR ALESSI

**PSYCHOLOGY MAJOR B.A. OR B.S.** — Ten semester courses in Psychology. All students, in consultation with their advisers, are expected to arrange their course work as follows:



1. Introduction to General Psychology (101)

2. At least one course from each of the following four groups:

1

- 126 — Intro. to Social Psychology
- 236 — Adolescent Psychology
- 291 — Intro. to Child Psychology

2

- 235 — Personality
- 242 — Studies in Psychopathology
- 338 — Behavior Problems and Psychopathology of Children

3

- 161 — Experimental Psychology
- 211 — Psychological Data Evaluation
- 213 — Human Factors Psychology
- 221 — Experimental Psychology Methods and Evaluation
- 261 — Physiological Foundations of Behavior

4

- 251L — Psychology of Memory
- 252L — Psychology of Learning
- 255L — Cognitive Psychology
- 293 — The Psychology of Perception

3. At least three courses from the following advanced courses:

- 225 — Psychology and Myth
- 262 — Psychology of Motivation
- 264 — Comparative Psychology
- 276 — Nonverbal Communication
- 313 — Computer Application and Systems Research
- 321 — Psychology of Socialization
- 322 — Experimental Social Psychology
- 324 — The Psychology of Symbolic Activity
- 329 — Experimental Environmental Psychology
- 335 — Community Psychology
- 351 — Advanced Psychology of Memory
- 352 — Psychology of Learning (Advanced)
- 391 — The Psychology of Language
- 393 — Piaget
- 394 — Vision
- 395 — Cognitive Development
- 411 — Exp. Design and Advanced Statistics
- 414 — Theoretical and Systematic Psychology
- 423 — Cognitive Social Psychology

- 425 — Social Psychology of the City
- 429 — Social Behavior in Physical Settings
- 432 — Introduction to Clinical Methods
- 441 — Psychological Problems in Sexuality
- 447 — Freud
- 449 — Men and Women
- 452 — Seminar in Cognition
- 462 — Advanced Physiological Psychology
- 465 — Physiology of Learning Disabilities and Hyperkinesia
- 471 — Clinical Psychology and Psychotherapy
- 493 — Visual Perception in the Real World
- 494-95 — Research Assistant

Independent Study  
Student Taught  
Teaching Assistant

4. At least two other courses from the set immediately above or:

Psychology 491-92 Senior Thesis  
Open Semester

## 178/Courses of Instruction

From time to time new courses will be added to the above listings according to their appropriate grouping. Students should see the Chairman concerning requirements for Departmental Honors.

**Computer Coordinate Major in Psychology** — See the "Computer Coordinate Major" section of this Catalogue. Students contemplating the Computer Coordinate Major in Psychology should contact the Chairman of the Psychology Department, who will direct them to appropriate faculty members for guidance and assistance in setting up a plan of study.

### CHRISTMAS TERM

**101. Introduction to General Psychology** — An introduction to the basic concepts in psychology with primary emphasis on the study of human behavior. Topics will include motivation, learning, emotion, perception, intelligence, mental illness, and social interaction. — Winer TTh 9:55

**[161. Experimental Psychology]** — An intensive study of the methods employed in understanding human and animal behavior. Some of the topics included are the roles of observation, description, bias, hypotheses, theory, data evaluation, and non-reactive research. In addition, the ethical concerns in research will be discussed. Approximately one-third of the course will be composed of lectures. In the remaining time each student will investigate an aspect of behavior of his or her own choosing in any area of psychology and will submit a research report. — Winer

**221. Experimental Psychology — Methods and Evaluation** — An intensive study of the methods employed in understanding human and animal behavior as well as introduction to the problems of psychological data evaluation. Some of the topics included will be the roles of observation, description, bias, hypotheses, theory, and non-reactive research. Consideration will also be given to descriptive techniques, including measures of central tendency, variability, and correlation. Problems will deal with hypothesis testing, group comparisons, frequency comparisons, analysis of variance. Limit: 30. Prerequisite: Psychology 101. 2 credits. — Doten MWF 9:30-11:20

**235. Personality** — The course will examine the major theories of personality including those of Freud, Rogers, Dollard and Miller, the trait theorists and the behaviorists. Various assessment approaches such as psychometrics, projective tests, and behavior observation will also be discussed. A number of specific topics will be examined, along with the research results and methodology pertaining to them. These topics may include identification, heredity and biological factors, sex-typing, conscience and self-control, achievement motivation, and psychological defensiveness. — TBA

**255L. Cognitive Psychology** — Deals with various cognitive functions including pattern recognition, scanning, reading, abstraction, and the role of inference in comprehension. The course takes the approach that such areas as perception, memory, psycholinguistics, and the psychology of thinking are intimately related. During the term reference will be made to the continuing influence of philosophy and the more recent impact of computer sciences on research in cognition. Laboratory exercises are designed to illustrate a sample of the cognitive functions discussed in the lecture class. Most of these laboratories will use the department's real time computer. As a result, weekly labs will be scheduled individually for each student. Prerequisite: Psychology 101 or Engineering 115. Limit: 32. 1½ course credits. — Haberlandt Lecture: TTh 11:20 Lab: Individually scheduled

**261. Physiological Foundations of Behavior** — The lecture is intended to introduce Psychology majors with no prior biological science background, or Biology majors with no prior psychology background, to the general area of physiological psychology — the relationship of brain to behavior. Topics will include basic neurophysiology, gross neuroanatomy, and the



biological bases of sensory, motor, motivational and cognitive systems. The optional (¼ credit) laboratory and related computer-simulated experiments will deal with anatomy of the sheep and human brain, and will teach students how to implant an electrode in the brain of a rat and to evaluate the behavioral effects of intracranial brain stimulation. Psychology 101, Biology 201, or permission of the instructor. — Kirkland WF 1:15, Lab. M 1:30

**313. Computer Application and Systems Research** — A study of computer models relevant to psychology. Emphasis in the course is on the integration of such models into man-machine systems. Limited enrollment. — Doten TTh 9:55

**[321. Psychology of Socialization]** — A systematic investigation of the research literature on the processes by which people are socialized by cultural processes. Included are topics such as sex roles, internalization of norms and taboos, attachment and separation, effects of television, and relationships to authority. Primary and secondary readings will be required. Prerequisites: Psychology 126 or Psychology 235. Permission of instructor. Limit 30.

**[329. Experimental Environmental Psychology]** — A study of the methods employed in understanding human behavior as it interacts with the physical environment. Students will be encouraged to investigate more intensive areas of environmental psychology (e.g., crowding, urban stress, the effects of architectural design) and will be required to design and conduct experiments. Enrollment limited to 30. Permission required.

**[338(1). Behavior Problems and Psychopathology of Children]** — The course will attempt to provide an overview of the range of psychological and behavioral problems found in children. Both severe disturbances and "normal" behavior problems will be discussed, with class interest determining where emphasis is placed. The course will also try to expose students to the major theoretical views of childhood psychopathology — analytic, neo-Freudian (Adlerian), and social learning theory. Lectures will be descriptive and issue-centered in nature, with less stress being placed on treatment techniques or clinical procedures. Included in the wide possibility of topics would be: childhood autism, the issue of minimal brain damage, hyperactivity and the issue of treating it with drugs, learning disabilities, school phobia, extreme aggression, and withdrawal in children. Less severe behavior problems would include tantrums, children's fears, toilet-training and enuresis, thumb-sucking, dependency, and problems of sexual identity. Limited enrollment.

**[351. Advanced Psychology of Memory]** — Will discuss selected topics in the field of memory. We shall deal with two general areas. (1) What can we learn from the study of reaction times (RT) about memory? The rise and fall of RT research at the turn of the century will be examined and its resurrection (by Saul Sternberg) in the sixties. (2) Then we shall consider semantic models of memory. Generally these models hold that all information is interrelated. The nature of these relationships is said to be semantic. Pros and cons of various theories will be evaluated (e.g., Anderson and Bower, Collins and Quillian, Norman). Prerequisite: Psychology 101 and permission of the instructor. — Haberlandt M 4:00

**391. The Psychology of Language** — A survey of approaches to the study of language in psychology with particular attention to language as a cognitive process. The work of Noam Chomsky and the psycholinguists he inspired will receive the most coverage. The course is meant to form the basis for a variety of follow-up offerings. These might include: language acquisition in children, Chomsky transformational grammars and subsequent competitors, cognitive psychology, speech perception, etc. Psychology 101 or permission of instructor required. — Mace MWF 9:30

**[394(1). Vision]** — An introduction to the biological basis of vision and behavior that depends on vision. Recent studies on specialized detection systems in other animals such as frogs, cats, and monkeys will be examined in light of their implications for understanding human vision. Prerequisite: Psychology 101.

## *180/ Courses of Instruction*

**[411. Experimental Design and Advanced Statistics]** — This course is designed to complement 491, Senior Thesis. After a survey of various designs, each student will pursue more deeply a design which is relevant to his or her particular area of interest. Limit 5. Psychology 211 required. — Doten

**414. History of Theoretical and Experimental Psychology** — Why do psychologists do what they do today? The historical approach to this question will be divided into two parts — the theoretical ideas about how the human mind works, and the methods used to study the mind. What has changed since the early Greeks? What has stayed the same? Why? In what sense can we say there has been progress? How are theories, facts, and methods related? How is psychology like any other science? To fully confront the question of why psychologists do what they do, the history of psychology as a professional organization will also be examined. For instance, who controls grants and how do granting agencies control what psychologists do? Each student will become involved in historical research by specializing in the study of one psychologist throughout the semester. Permission of instructor. — Mace WF 1:15

**[423. Cognitive Social Psychology]** — An intensive historical and topical examination of cognitive perspectives in social psychology, tracing theoretical development from Gestalt psychology to modern attribution theories. In addition to both primary and secondary reading assignments, students will be expected to evaluate current research and, if the opportunity arises, participate in empirical investigations. Psychology 126, 322, and permission required. Limit: 30.

**[425. Social Psychology of the City]** — By studying relevant theory and experimental findings from social psychological research, students will systematically consider the major social problems of modern urban areas. Topics such as learned helplessness, crowding, bystander apathy, deindividuation, noise, and architectural impact will be studied in order to determine some of the major causes of urban pathology. Prerequisite: Psychology 101, 126, 211 (or equivalent) and permission of the instructor. Limit: 12.

**[429. Social Behavior in Physical Settings]** — An intensive examination of the effects of man-made settings on social behavior. Included will be study of the interactive determination of human behavior by social and environmental systems. Students will read both primary and secondary source material and will be expected to participate in and evaluate current research in the area. Prerequisites: Psychology 126, 211 or equivalent, Psychology 322 or 329. Permission required. Enrollment limited to 10.

**[441. Psychological Problems in Sexuality]** — The course will cover readings of primary material and some research and field work concerning aspects of both normal sexuality and sexual variations. While all topics will not be covered each year examples of topics include: Development of Sexual Responses, The Nature of Orgasm, Sexual Behavior as a Function of Social Class, Homosexuality, Transsexuality and Gender Identity, and Geriatric Sexuality. — Higgins

**[447. Freud]** — The course is a systematic reading of about two-thirds of the works of Sigmund Freud covering the entirety of his productive life. The reading load is extremely heavy and both class attendance and participation in class discussions are essential. Student's performance in this course will be evaluated on his or her class participation. Permission required. (Same as Philosophy 348(1)) — Higgins, De Long M 1:00-4:00

**449. Men and Women** — This interdisciplinary seminar seeks to broaden the student's understanding of sex roles and sex stereotyping by providing a systematic study of these phenomena in men and women. Among the topics to be covered are: sex role socialization and stratification in men and women, differential psychosocial and physical stresses on men and women, femininity in men and masculinity in women, and sex differences in work and organizations. Permission of instructors required, with preference to seniors. Enrollment limited to 20. (Same as Sociology 401) — Channels and Higgins TTh 1:15



**471. Clinical Psychology and Psychotherapy** — The course is taught as a seminar with limited enrollment and assumes some background, particularly in the area of psychopathology. The field of clinical psychology is investigated as both a profession and scientific discipline and within this context particular attention is given to the changing roles and functions of clinical psychologists necessitated by concomitant social and environmental change. The major portion of the course constitutes an investigation of psychotherapeutic theory and practice. Attention is given to the nature of the therapeutic relationship, therapeutic communication, classical and current research in psychotherapy, and integrative aspects of diverse theories and styles of psychotherapy, such as client-centered therapy, psychoanalysis, behavior therapy, hypotherapy, group therapy, etc., exposure to which is augmented with audio tapes and films illustrating various therapeutic styles. Limit: 16. Permission of instructor required. — R. Lee Th 6:30-9:30 p.m.

**491-492. Senior Thesis** — A project planned, developed, and written up by the student in an area of his or her special interest under the supervision of the staff member in his or her field. Students who elect to take this course should arrange with the Chairman and an appropriate staff member for enrollment prior to the end of the Trinity Term of the junior year. This is a full year course for which two course credits are given. — The Staff

**495. Research Assistants** — From time to time the opportunity exists for students to assist professors in conducting research studies. Hours and duties will be determined on the basis of project needs and student interests. 1 course credit. Permission required. — The Staff

**Independent Study — Research in a Child Clinic Setting** — Students will familiarize themselves with ongoing research project at a local child and family clinic, and will then select a sub-area of research which they will independently pursue. Limit: 6. Independent Study Form is necessary for registration. — Alessi

**Independent Study** — Studies in Applied Experimental Psychology. Limit 10. — Doten

**Independent Study** — Studies in Clinical, Child, and Adolescent Psychology.

**Independent Study** — Studies in Psychopathology. — Higgins

**Independent Study** — Studies in Cognitive Psychology (Memory and Understanding Prose). Limit 4. — Haberlandt

**Independent Study** — Studies in Physiological and Comparative Psychology. — Winer, Kirkland

**Independent Study** — Studies in Clinical Psychology. — R. Lee TBA

**Independent Study** — Studies in Social and Environmental Psychology.

**Independent Study** — Studies in Cognitive Child Psychology, Perception, and Language. — Mace

### TRINITY TERM

**101(2). Introduction to General Psychology** — An introduction to the basic concepts in psychology with primary emphasis on the study of human behavior. Topics will include motivation, learning, emotion, perception, intelligence, mental illness, and social interaction. — Doten MWF 10:30

**126. Introduction to Social Psychology** — Deals with human behavior in social situations, studies interaction of individuals in groups, and such topics as affiliation, aggression, and conformity. The course also covers current theories of social behavior. — TBA

**211(2). Psychological Data Evaluation** — An introduction into problems of psychological data evaluation providing consideration of descriptive techniques, including measures of central tendency, variability, and correlation. Problems will deal with hypothesis testing; group comparisons; frequency comparisons; simple analysis of variance. Limit: 75. — Doten MWF 1:15

**213(2). Human Factors Psychology** — A review of psychological problems involved in selection, training, work methods and procedure analyses, man-machine interactions, for optimizing human performance in various work environments. Limit: 40. — Doten TTh 9:55

**236. Adolescent Psychology** — The course will deal with the physical, personality, social and cognitive changes that accompany the adolescent years. Emphasis will be placed on more applied topics including the adolescent and the American school system, alienation, peer-pressure and conformity, delinquency, and value-development. An effort will be made to involve present adolescents in a few of the class sessions. In addition, class members will conduct a comprehensive interview with an adolescent of their choosing. Limited enrollment. — TBA

**242. Studies in Psychopathology** — An overview course in introductory psychopathology. Basic human development relevant to psychopathology, theoretical and clinical discussion of some "disorders" and discussion of diagnosis and therapy are presented in a unified view. The course stresses the similarity between "pathological" and "normal" behavior and examines the limitations of modern psychology's approach to the topics. — Higgins WF 2:40

**[251L. Psychology of Memory]** — A survey of theories and research in human memory. Traditional topics such as short term memory and long term memory will be discussed. In addition, recent views of memory as a general "store" of knowledge will be treated. It will be shown that topics in this course are closely related to concerns of computer scientists, linguists, and philosophers. The laboratory will illustrate different research methods and selected findings in the area. Prerequisite: Psychology 101. Limit: 40. 1¼ course credits. — Haberlandt Lecture: TTh 11:20

**Lab. A** T 1:15

**Lab. B** Th 1:15

**252L. Psychology of Learning** — Surveys classical and instrumental conditioning and conventional methods in human learning. Covers selected theories of learning, including conflicting views of the reinforcement mechanism and quantitative approaches to learning. As the course proceeds it will address some of the recent challengers to the stimulus-response approach in learning. The laboratory is an integral part of the course and involves animal and human learning situations. Prerequisite: Psychology 101, some understanding of probability and of statistical concepts would be helpful. Limit: 36 students. 1¼ course credits. — Haberlandt Lecture: TTh 11:20

**Lab. A** T 1:15

**Lab. B** Th 1:15

**264. Comparative Psychology** — An introduction to the description, mechanisms, development, evolution and function of behavior in man and animals. This course touches on many disciplines, including experimental psychology, sensory physiology, endocrinology, ethology, sociobiology, behavior genetics, ecology, systematics and evolution, and deals with such general areas as the evolution of the nervous system, innate versus learned behaviors, orientation, aggression, reproduction, communication, and social behaviors in different species, including man. The optional (¼ credit) laboratory is intended to introduce students to current observational and experimental research techniques used in the area of animal behavior and human ethology, and will include such topics as biological clocks in rats, wall-seeking behavior in mice, pheromonal communication in earthworms, imprinting in ducks and territoriality in humans. Psychology 101, Biology 201, or admission by permission of the instructor. — Kirkland WF 1:15 Lab. M 1:30



**276. Nonverbal Communication** — A study of the research and theory on the nonverbal processes in human communication and interaction. Detailed consideration will be given to each of the three main areas within nonverbal communication: proxemics (influence of space and distance), kinesics (influence of body movement, gestures, eye behavior, posture) and paralanguage (influence of vocal nonverbal elements of speech). In addition to lectures and discussion, students will engage in research on nonverbal processes. Limited enrollment. Permission of instructor required. — R. Lee TTh 1:15

**291(2). Introduction to Child Psychology** — Survey of topics and techniques prominent in current developmental psychology. Topics include moral judgment, emotional ties, language, perception and intelligence examined from the developmental point of view. Psychology 101 or permission of instructor required. — TBA

**293(2). The Psychology of Perception** — An introduction to today's understanding of how organisms maintain contact with their environments through perception. Emphasis is on vision, but other modalities are also treated. Prerequisite: Psychology 101 or permission. — Mace MWF 9:30

**[322. Experimental Social Psychology]** — An examination of social psychological experimental design and methods. Students will design and conduct experiments. Enrollment limited to 15.

**[324. The Psychology of Symbolic Activity](Same as ICS 324)** — An investigation of man's need for and use of symbols, including cross-cultural analysis of various symbols and archetypes. Emphasis will be placed on nonverbal symbols, with some attention to various rituals and language-oriented topics. By studying the work of Jung, Pollio, Proffoff, and others, students will trace our relationships with our symbolic milieu from creation of symbols and their meanings through their transmission by culture. Permission required.

**[335(2). Community Psychology]** — An examination of the development and functioning of community systems in the attempt to meet the needs of its members. Special emphasis will be placed on the decentralization of mental health services and the subsequent involvement of existing community resources. Field work will be required. Limited enrollment and permission of the instructor.

**[352. Psychology of Learning (Advanced)]** — A discussion of theories and research on the understanding of text. We shall consider such topics as structure and organization of a piece of text, acquisition of information from a passage, paraphrase and translation, and memory for "gist." Participants have an opportunity to conduct individual research projects if they so desire. Limited enrollment. Permission of the instructor required. (To be given in alternate years.) — Haberlandt

**[393(2). Piaget]** — An examination of Jean Piaget's account of the development of logical thinking in children — from the standpoint of modern psychology and from the standpoint of "genetic epistemology." Piaget's empirical research will be considered to the extent that it sheds light on the ultimate questions he asks. Current Piaget-inspired studies in both education and psychology will then be examined to ascertain the amount and significance of his impact on our understanding of intellectual development and on American psychology. Permission of instructor required. — Mace

**395. Cognitive Development.** — Students enrolled in this course will be introduced to three areas of inquiry concerning the development of cognitive abilities in children. These areas are: overall intellectual development as discussed by Piaget; development of the production and comprehension of language; and development of perceptual abilities. Students will have an opportunity to evaluate Piagetian theory with respect to the development of the specific abilities, language and perception. Psychology 101 or permission of the instructor required. — Mace WF 1:15

**[432. Introduction to Clinical Methods]** — The course will expose students to the methods used in clinical assessment as well as to the issues which surround them. Topics will include clinical interviewing and observation, intelligence testing, projective techniques, objective personality and aptitude tests, behavior observation, and clinical interpretation and prediction. Limited enrollment. Prerequisite: Psychology 211, 242 or 338. Permission of instructor required.

**452. Seminar in Cognition** — Review of recent literature on reading. Reading processes will be studied at the level of word recognition and at the level of comprehension of prose. The relationship between reading and other cognitive processes will be examined. Sources in linguistics and artificial intelligence will be consulted. Permission of instructor. — Haberlandt M 4:00

**462. Advanced Physiological Psychology Seminar** — This course will assume some basic knowledge of neuroanatomy, neurophysiology and physiological psychology; background reading will be provided for students needing review. Topics to be covered include the physiological bases of learning, memory, recovery of function, cognition, pain, stress, biological rhythms including sleep, malnutrition, and emotion. Students will be asked to discuss assigned readings and to present a 2-3 page paper on the subject of their own choosing each week. Occasionally, computer-simulated experiments will be assigned in lieu of paper presentations. Permission required. — Kirkland TF

**[493(2). Visual Perception in the Real World]** — Historical and conceptual analysis of the ways knowledge through perceiving has been treated in psychology. Particular emphasis will be placed on the need to consider an organism's environment before a complete account of his perception of it can be given. This is done primarily through studying the work of James Gibson. In addition to covering the most recent research in what Gibson calls "ecological optics," closely related topics in philosophy and art will be treated. — Mace

**494. Research Assistants** — From time to time the opportunity exists for students to assist professors in conducting research studies. Hours and duties will be determined on the basis of project needs and student interests. 1 course credit. Permission required. — The Staff

**Independent Study — Research in Child Clinic Setting** — Students will familiarize themselves with ongoing research project at a local child and family clinic, and will then select a sub-area of research which they will independently pursue. Limit: 6. Independent Study Form is necessary for registration. — Alessi

**Independent Study** — Studies in Clinical, Child, and Adolescent Psychology.

**Independent Study** — Studies in Psychopathology. — Higgins TBA

**Independent Study** — Studies in Cognitive Psychology (Memory and Understanding Prose). Limit: 4. — Haberlandt

**Independent Study** — Studies in Physiological and Comparative Psychology. — Winer, Kirkland

**Independent Study** — Studies in Clinical Psychology. — R. Lee TBA

**Independent Study** — Studies in Applied Experimental Psychology. Limit: 10. — Doten TBA

**Independent Study** — Studies in Social and Environmental Psychology

**Independent Study** — Studies in Cognitive Child Psychology, Perception, and Language. — Mace



## Religion

ASSOCIATE PROFESSOR KIRKPATRICK, *Chairman*; PROFESSOR MAUCH;  
PROFESSOR (PART TIME) CHERBONNIER; ASSOCIATE PROFESSOR GETTIER;  
ASSISTANT PROFESSORS DESMANGLES, FADER AND TULL;  
LECTURERS KIMELMAN AND PIERCE

**RELIGION MAJOR** — Religion is expressed in a variety of forms in every culture and in every historical period. It manifests itself in oral traditions, scriptures, art, ideas, institutions, ritual. The academic study of religion encompasses a variety of disciplines which it applies to this broad range of phenomena in many of the world's religious traditions. In addition, it fosters a critical appreciation of the ethical and cultural values formed by these traditions, and thereby of one's own values.

A student applies to be a major: a) by calling on each member of the Department, and b) by submitting a written statement of what he or she expects to accomplish from the study of religion. No application will be considered after the mid-term of the first semester of a student's senior year.

Once accepted as a major, the student is responsible in consultation with a departmental adviser, for planning a course of study. Specifically each major must attain a grade of C— or better in 10 courses. One course in each of three religious traditions is required as well as one course in each methodological area: a) scriptural and textual analysis; b) historical development of religious thought and institutions; c) philosophical evaluation of beliefs and concepts; and d) ethical and cultural expressions of religion. (Some courses may count for both tradition and method. A list of courses for each area is available.) Senior majors must also participate in the special program for the General Examination.

Honors are awarded to those who attain a minimum grade average of B+ in courses fulfilling the major requirements and Distinction in the General Examination.

### *Introduction to the Study of Religion*

- 175. The Religious Quest
- 184. Myth, Rite and Sacrament
- 281. Anthropology of Religion (A)\*

### *Bible*

- 211. Introduction to the Bible I — Old Testament
- 212. Introduction to the Bible II — New Testament
- 221. The Origins of Western Civilization
- 311. Major Figures of Biblical Thought (A)
- 312. Major Figures of Biblical Thought II (A 2 out of 3 years)
- 314. Major Motifs of Biblical Thought
- 319. Types of Biblical Literature (A)
- 336. Biblical Ethics

### **Cognate courses:**

History 203, 204

\*A= Offered in alternate years.

## *186/ Courses of Instruction*

### **Languages:**

- 103-104. Elementary Hebrew (A — does not count toward major)
- 203, 204. Readings in Hebrew Literature (A)
- 391, 392. Tutorial in New Testament Greek (Tull)
- Classics: Greek 101-102. Elementary Greek

### *Judaica*

- 109. The Jewish Tradition (A)
- 201. The Contemporary Jewish Experience (A)
- 205. The Thought-World of the Talmud and Midrash
- 206. Modern Philosophies of Judaism (A)
- 402. The Holocaust (A)

### **Cognate courses:**

- Philosophy 303
- History 339

### *Christian Thought and Institutions*

- 222. The Consolidation of Western Civilization
- 223. Major Religious Thinkers of the West
- 224. Major Religious Thinkers of the West (A)
- 261. Religion in American Society
- 290. Spiritual Movements in Contemporary America

### **Cognate courses:** History 304

### *Religions of the Orient*

- 251. Religions of the Orient I
- 252. Religions of the Orient II (A)
- 255. Buddhism (A)
- 256. Hinduism (A every fourth year)
- 352. Readings in Oriental Literature
- 354. Zen and Japanese Culture (A)
- 356. Zen Buddhism and Western Psychotherapy

### **Cognate courses:**

- ICS 205-206

### *Religions of Africa*

- 285. Religions of Africa (A)
- 286. African Religions in the New World (A)
- 287. Contemporary Islam
- History 339. Middle Eastern Thought and Culture

### *Comparative Study of Religion*

- 259. Topics in Comparative Religion: Mysticism (A)
- 276. Religious Ideas in Conflict
- 412. The Poet and Prophet in Greece and Israel (A every third year)



*Philosophy of Religion*

- 278. Atheism and the Eclipse of Religion (A)
- 370. Reason and Emotion
- 372. The Nature and Knowledge of God (A)
- 376. Soren Kierkegaard and Dietrich Bonhoeffer/Whitehead and Macmurray (A)

*Ethical and Cultural Expressions of Religion*

- 128. Religion in the Rise and Fall of Civilizations
- 231. Ethics: Dilemmas of Decision-Making I
- 232. Ethics: Dilemmas of Decision-Making II
- 237. Issues in Science and Religion (A)
- 238. Contemporary Images of Man (A)
- 242. Religious Issues in Contemporary Literature (A)
- 245. Human Sexuality and the Religious Traditions of the West (A)
- 266. Introduction to Human Culture: The Religious Dimension
- 289. Religion and Culture Change
- Soc. 342. Sociology of Religion

CHRISTMAS TERM

[103. **Elementary Hebrew I**] — An introduction designed to develop a facility in reading the Hebrew Bible. Emphasis will be placed upon mastery of the grammar, acquisition of a basic vocabulary, skill in the use of the lexicon, and translation of selected passages. Two course credits for the full year's participation. This course cannot be counted toward the fulfillment of major requirements. (Offered in alternate years with 203.) — Gettier

109. **The Jewish Tradition** — An introduction to the history, religious literature, customs, and beliefs of the Jewish people; life-cycle of the Jew; the Synagogue; religiously defined sex-role differentiation; aspects of the calendar year. — Fader TTh 9:55

175. **The Religious Quest** — An introduction to the study of religion. What is religion? How are personal experiences, historical events, traditions, and scriptures related to it? How is religious belief expressed in thought, symbol, and art? How does a religious thinker formulate his vision systematically? How do religious convictions affect attitudes toward other persons, society, government, and nature? — Kirkpatrick MWF 11:30

[201. **The Contemporary Jewish Experience**] — A philosophical examination of the perspectives and problems peculiar to Jews living in the modern world: assimilation and identity, the nostalgia for Eastern Europe, the secular Jewish state — blessing or curse, modern manifestations of anti-Semitism, after Auschwitz, and the vision for the future. — Fader

203. **Readings in Hebrew Literature I** — An intensive study of selected portions of the Hebrew Bible in order to develop the methods and skills of biblical interpretation. Prerequisite: Religion 103-104 or permission of the instructor. (Offered in alternate years with 103-104) — Gettier WF 1:15

205. **The Thought-World of the Talmud and Midrash** — A study of Jewish civilization in the classic rabbinic period. Emphasis will be placed on those ideas and institutions which explain how a religion-of-one-people became the people-of-one-religion which enabled Jews and Judaism to transcend the limitations of land, language, and economic-political interest. Analysis will be made of the relationship between the role of Scripture and Tradition, and relationship between a culture and its heroes. The readings which will focus on the theological idiom will deal with the classic ideas of God, man, the religious life, and the hereafter. Finally, the tensions between sin, atonement, and redemption will be explored. — Kimelman M 1:15

## *188/Courses of Instruction*

**211. Introduction to the Bible I** — Examination of the biblical writings in the light of the time and events which produced them; an analysis of the various literary units to discern the emergence of the biblical world-view. Christmas Term: Old Testament.

**Sec. A** — Gettier MWF 11:30

**Sec. C** — Mauch TTh 9:55

**Sec. B** — Mauch TTh 8:30

**221. The Origins of Western Civilization** — The Greek and Biblical worlds up to the Macedonian conquest. The evolution from an oral to a written tradition, from the archaic to the classical. The emergence of the Greek city-state and its development of ethical, political and cultural life. Also, the emergence of Israel and its life as a nation; the prophetic critique, Israel's Exile and Reconstruction, the emergence of its scripture. (Same as Guided Studies 221) — Tull, Ogden MW 1:15

**[223. Major Religious Thinkers of the West I]** — Heresy and Orthodoxy in Conflict: a historical and theological study of the development of Western religious thought from the point of view of both heretics and orthodoxy within Christianity and Judaism. Among the topics to be covered: Gnosticism, Augustine, Aquinas, Eckhart, millenarianism, the Free Spirit, Luther, Calvin, the Anabaptists, and Hume. (To be offered in 1980-1981) — Kirkpatrick

**[231. Ethics: Dilemmas of Decision-Making I: Racism and Sexism]** — An analysis of racism and sexism in America as systems of human oppression. The course will (1) examine the operation of these systems in their historical, cultural, institutional, and personal dimensions; (2) trace their impact upon the oppressed and the oppressing groups; and (3) develop a set of theological/ethical criteria by which to evaluate critical issues (e.g., affirmative action, discrimination-in-reverse, separation vs. integration) and strategies for overcoming racial and sexual oppression.

**[237. Issues in Science and Religion: Medical Ethics]** — An investigation of the relationship between ethics, law and medical practice, and religious visions of life in the issues of euthanasia, abortion, experiments on human beings, utilization of scarce resources, and behavior control.

**[245. Human Sexuality and the Religious Traditions of the West]** — The development of religious attitudes toward sexuality as reflected in cultic sex and fertility religions, biblical thought, Puritanism and other forms of sexual repression, and contemporary controversies and sexual liberation. — Tull

**251. Religions of the Orient I** — An introduction to the elements constituting the general religious world-view of the Orient: its understanding of the human condition, and its vision of spiritual fulfillment for the individual and society. Readings from various Eastern traditions. May be taken in conjunction with Religion 252 or separately. (Same as Intercultural Studies 251) — Fader MWF 9:30

**255. Buddhism** — The life and teachings of Siddhartha Gautama, emphasizing the essential core of Buddhist thought and practice, as well as its various expressions in India, Tibet, China and Japan. Selected textual study from the Theravada, Madhyamika, Mahayana or Zen masters. (Same as Intercultural Studies 255) — Fader TTh 2:40

**[259. Topics in Comparative Religion: Mysticism]** — A comparison of mystical teachings, East and West; their implicit and explicit critiques of reason and rational religion; the mystical experience. Readings from the Zohar, I Ching, Meister Eckhart, Hasidic Masters, Tibetan Book of the Dead, Sefer Yetzirah, D. T. Suzuki, Wm. Blake, Carlos Castaneda, the Bible, and selected interpreters. (Same as Intercultural Studies 259) — Fader

**[281. Anthropology of Religion]** — An introduction to the foundations of religion through an examination of religious phenomena prevalent in traditional (primitive) cultures. Some of



the topics covered in this course include a critical examination of the idea of "primitivity," the concepts of space and time, myths, symbols, ideas related to God, man, death, and rituals such as magic, sorcery, witchcraft and divination. (Same as Intercultural Studies 281) — Desmangles

**285. Religions of Africa** — A study of the indigenous African religious traditions with consideration of their contemporary interaction with Western religious traditions. Topics include the African concepts of God, man, ancestor reverence, sacrifice, witchcraft and magic. (Same as Intercultural Studies 285) — Desmangles MWF 9:30

**287. Contemporary Islam** — A study of contemporary Islam as heir to a brilliant and tenacious past with special attention to its presence and encounter with other religions in the Arab world, the Indian subcontinent, Iran, the Soviet Union, Sub-Saharan Africa, Turkey, and the United States. (Same as Intercultural Studies 287) — Pierce TTh 11:20

**289. Religion and Culture Change** — A study of aspects of culture change brought about by the impact of colonization, Christianity, and Western technology in the Third World. Such movements as revitalization, millenarian, revival, and Cargo cults will be considered to determine how they emerged, developed, and routinized themselves. Prerequisite: Religion 281 or permission of the instructor. (Same as Intercultural Studies 289) — Desmangles MWF 10:30

**311. Major Figures of Biblical Thought I** — Intensive study of the principal contributors to the development of biblical thinking. In 1979-80 **II Isaiah**. Prerequisite: Permission of the instructor. Enrollment limited to 20. — Mauch TTh 1:15

**[319. Types of Biblical Literature]** — An intensive examination of a specific type of biblical literature (narrative, prophetic, apocalyptic, wisdom, etc.) within the framework of ancient Near Eastern thought and institutions. Prerequisite: Permission of the instructor. (Same as Comparative Literature 319) — Gettier

**[335. Theological Ethics]**

**[342(1). Sociology of Religion]** — The social sources of ritual and belief. Magic, witchcraft and sorcery. Folk and official religions. Religion from the standpoint of formal organization. Church and sect, with particular emphasis on schism. (Same as Sociology 342) — N. Miller

**[377. Religious Existentialism]**

**391. Tutorial** — Regular conferences, reading, and written work on topics of common interest to instructor and student. Prerequisite: Permission of the Department Chairman. (Arrangements should be made prior to pre-registration.) — The Department

**[451. Seminar I]** — Intensive study of special topics in the field of religion. Prerequisite: Permission of the instructor.

**491. Independent Study** — Advanced work on an approved project under the guidance of a faculty member, as provided by the College curriculum. Prerequisite: Permission of the Department Chairman. (Arrangements should be made prior to pre-registration.) — The Department

## TRINITY TERM

**[104. Elementary Hebrew II]** — Required continuation of Religion 103. — Gettier

**128. Religion in the Rise and Fall of Civilizations** — The conflict of religious ideas in the ancient world, as a clue to the contemporary cultural crisis. The role of religion both critical and constructive. — Cherbonnier TTh 11:20

## *190/Courses of Instruction*

**184. Myth, Rite and Sacrament** — A phenomenological approach to the study of religion through an examination of the nature of religious consciousness and its outward modes of expression. Special emphasis is placed on the varieties of religious experience and their relations to myths, rites, and sacraments. — Desmangles MWF 10:30

**204. Readings in Hebrew Literature II** — Continuation of Religion 203. Prerequisite: Religion 203 or permission of the instructor. — Gettier WF 1:15

**[206. Modern Philosophies of Judaism]** — Fundamental tenets of the Jewish religion (God, Torah, Israel) as interpreted by three of its foremost thinkers: Abraham Joshua Heschel, Martin Buber, and Mordecai M. Kaplan. — Fader

**[208. The Jewish Mystical Tradition]** — Fader

**212. Introduction to the Bible II** — Trinity Term: New Testament.

**Sec. A** — Gettier MWF 11:30

**Sec. C** — Mauch TTh 9:55

**Sec. B** — Mauch TTh 8:30

**222. The Consolidation of Western Civilization** — The Hellenistic and Roman worlds and the emergence of the Judaeo-Christian traditions. Topics include the confrontation of cultures and religions in the Hellenistic world, the crises of religious faith in Rome and Judea, the emergence of Rabbinic Judaism, the development of the Christian church, and the Roman appropriation of the classical and its expression in the Christian community. (Same as Guided Studies 222) — Tull, Ogden TTh 11:20

**224. Major Religious Thinkers of the West II** — Hume, Kant, Hegel, Kierkegaard, Schleiermacher, Buber, Tillich, and Bonhoeffer — Kirkpatrick MWF 11:30

**232. Ethics: Dilemmas of Decision-Making II:** — An exploration of various ways in which the ethical teachings of Biblical religions have been applied to specific moral issues in the modern age. Approaches to be considered will include situation ethics, natural law theory, neo-orthodoxy, absolutism, and existentialism. Topics in 1979-1980: abortion, marriage and the family, war and peace, racism, sexuality, and food. — Orsi TTh 1:15

**[238. Contemporary Images of Man]** — An analysis of some contemporary understandings of the nature of man, the dynamics of interpersonal relationships, and the character of moral life. Contributions from psychology, literature, and religion will be considered, including Freud, Hesse, Sartre, Norman O. Brown, and Marcuse. — Tull

**[242. Religious Issues in Contemporary Literature]** — An exploration of the questions about God and human life posed by the novelist, dramatist, and poet. — Tull

**[252. Religions of the Orient II]** — The history, beliefs, and practices of Hinduism, Buddhism, Taoism, and Confucianism; their influence on Asian culture. May be taken in conjunction with Religion 251 or separately. (Same as Intercultural Studies 252) — Fader

**[256. Hinduism]** — An examination of India's mystical, philosophic and ritualistic heritage through classical and contemporary Hindu sources. Enlightenment, samsara, devotionalism, yoga, reincarnation and miracle-working will be discussed. Sufism and Jainism will be studied as they relate to the Hindu tradition. (Same as Intercultural Studies 256) — Fader

**261(2). Religion in American Society** — The historical role of religion in shaping American life and thought, with special attention to the influence of religious ideologies on social values and social reform. (Same as American Studies 261(2)) — Kirkpatrick MWF 10:30

**266. Introduction to Human Culture: The Religious Dimension** — A two-part examination of culture as the response to ultimate concerns: (1) formulation of universal religious questions (e.g., power and powerlessness; the quest for identity, meaning, and happiness; the



natural order and human law); (2) critical analysis of selected, diverse cultures, including the secular United States, and how they attempt to answer these questions through their institutions, belief systems, myths, symbols and rituals. (Same as Intercultural Studies 266) — Fader TTh 11:20

**276. Religious Ideas in Conflict** — An evaluation of the notion that, despite their apparent diversity, the essential teaching of all religions is the same; a comparison of the main themes of the mystical religions (Hinduism, Buddhism, Taoism) with those of the biblical religions (Judaism, Christianity, Islam). — Cherbonnier WF 1:15

**[278. Atheism and the Eclipse of Religion]** — An examination of objections to religious belief and practice, especially those associated with atheism. Our primary concern will be to define those arguments which lead to a denial of God's existence or which reduce religious belief and practice to the irrational, primitive, or cowardly. The counter-arguments for religious belief will also be considered. Readings from Nietzsche, Freud, Sartre, Marx, Feuerbach, "death of God" theologians, and others. — Kirkpatrick

**[286. African Religions in the New World]** — An examination of traditional West African religions and the major themes and issues surrounding their preservation and survival in the New World. Prerequisite: Permission of the instructor. (Same as Intercultural Studies 286) — Desmangles

**290. Spiritual Movements in Contemporary America** — An anthropological approach to culture change including the rise, the development and future prospects of spiritual movements in contemporary American culture. Emphasis is given to the teachings of these movements and their contributions to American religious thought. Topics include Garveyism, the Black Muslims, the Peace Mission Movement, Hare Krishna, and the Jesus People. Prerequisite: Religion 289, 261(2) or permission of the instructor. (Same as Intercultural Studies 290) — Desmangles MWF 9:30

**312. Major Figures of Biblical Thought II** — Trinity Term: Jesus, Paul, or John. In 1979-1980 *The Historical Jesus*. Prerequisite: Permission of the instructor. (Same as Comparative Literature 312) — Gettier TTh 9:55

**314. Major Motifs of Biblical Thought** — The structures of biblical thinking developed through an examination of the central themes in the Old and New Testaments. Prerequisite: Permission of the instructor. Enrollment limited to 20. — Mauch TTh 1:15

**[336. Biblical Ethics]** — The structure of biblical ethics: its philosophical and/or religious presuppositions; its relation to contemporary theological ethics.

**[352. Readings in Oriental Religious Literature]** — A seminar focusing on the texts of one Oriental religion from among Hinduism, Buddhism, Taoism, Confucianism, and Zen. Prerequisite: Permission of the instructor. Enrollment limited to 12. (Same as Intercultural Studies 352) — Fader

**354. Zen and Japanese Culture** — A seminar examining various types of cultural expression associated with Zen Buddhism in Japan: art, calligraphy, swordsmanship, the ritual tea ceremony, Noh drama, etc., as religious forms, and Zen as expressed through these cultural elements. Some serious acquaintance with Zen Buddhism, Eastern religions in general, or one or more of the cultural forms mentioned above is recommended. Prerequisite: Permission of the instructor. (Same as Intercultural Studies 354) — Fader TTh 2:40

**[356. Zen Buddhism and Western Psychotherapy]** — A seminar examining the basic tenets of Zen Buddhism in dialogue with selected Western psychotherapeutic theories and their respective approaches to significant questions about human nature. Prerequisite: Permission of the instructor. (Same as Intercultural Studies 356) — Fader

## 192/ Courses of Instruction

**370. Reason and Emotion** — An exploration of the tension between the heart and the head and of attempts to resolve it in literature, psychology, philosophy, and religion. Prerequisite: Permission of the instructor. — Cherbonnier M 7:30

**372. Selected Problems in the Philosophy of Religion** — In 1979-1980: *The Nature and Knowledge of God* — A philosophical examination of different approaches to our knowledge of God, dealing with such problems as the use and verification of religious language, and the relation of religious knowledge to knowledge of self and world. Among the approaches covered will be mysticism, existentialism, Thomism, linguistic analysis, myth, revelational theology, and varieties of empiricism (including personalism, process theology, and philosophy of action). Prerequisite: Permission of the instructor. — Kirkpatrick TTh 2:40

**[376. Soren Kierkegaard and Dietrich Bonhoeffer]** — An analysis of the life and writings of two Western religious thinkers. The historical and personal contexts in which each developed his thought as well as the logic of each theology will be studied through a close reading of primary texts. Prerequisite: Permission of the instructor. — Kirkpatrick

**392. Tutorial** — Regular conferences, reading, and written work on topics of common interest to instructor and student. Prerequisite: Permission of the Department Chairman. (Arrangements should be made prior to pre-registration.) — The Department

**402. The Holocaust** — An intensive seminar dealing with the Holocaust and its implications for contemporary Judaism and modern humanity: its challenge to theology, ethics and moral responsibility, and to our understanding of human nature; its significance as a model by which to examine other human atrocities — past, present, and future. Prerequisite: Permission of the instructor. — Fader M 1:15

**[412. The Poet and the Prophet in Greece and Israel]** — An interdisciplinary and comparative study of Greek and Hebrew oral and written poetic traditions to discern the distinctive character of each, the culture which each in its prophetic role reflects, and the legacy which each has provided Western Civilization. Prerequisite: This seminar is intended for students with a strong background in classics and/or biblical studies, and preference will be given to Classics and Religion majors. Greek and/or Hebrew is desirable but not required. Enrollment will be limited to 15 students, and a personal interview with the instructors will be required before acceptance. (Same as Classics 412 and Comparative Literature 412) — Gettier and Williams

### [452. Seminar II]

**492. Independent Study** — Advanced work on an approved project under the guidance of a faculty member, as provided by the College curriculum. Prerequisite: Permission of the Department Chairman. (Arrangements should be made prior to pre-registration.) — The Department

## Sociology

ASSOCIATE PROFESSOR J. BREWER, *Chairman*; PROFESSOR N. MILLER\*\*\*;  
ASSISTANT PROFESSORS CHANNELS AND SACKS†;  
VISITING ASSISTANT PROFESSOR SADOWSKI; LECTURER MCGUIRE

**SOCIOLOGY MAJOR** — Ten courses in Sociology, including Sociology 101, 201, 202, and 410. It is recommended that Sociology 201 and 202 be taken as early in the major as possible.

\*\*\*Sabbatical Leave, Academic Year

†Leave of Absence, Academic Year



Majors must also take Mathematics 107 or Psychology 211, or satisfactorily complete an independent study in statistics that is approved by the Department. In addition, majors are expected to take at least one course in three of the following departments: Economics, History, Mathematics (other than 107), Philosophy, Political Science, or Psychology (other than 211). Students are urged to select these courses in consultation with a Department adviser.

Departmental Honors will be awarded on the basis of superior academic performance in the major and in Sociology 409 as judged by the Department.

**COMPUTER COORDINATE MAJOR IN SOCIOLOGY** — See the "Computer Coordinate Major" section of this Catalogue. Students considering a Computer Coordinate Major in Sociology should contact the Chairman of the Department of Sociology.

**PREREQUISITES** — Unless otherwise indicated, advanced courses require a prior course, which may be chosen from any offered at the 100 level.

### CHRISTMAS TERM

**101. Principles of Sociology** — The basic concerns, ideas and methods of sociology both as a scientific and humanistic discipline. The course will deal with questions like these: What are the underlying causes of our major social problems? Are inequality and the exercise of power by some over others inevitable in all social life? How important in human life are cultural and social factors compared to the influence of biological inheritance, personality and economic constraints? What are the origins, prospects for, and results of attempts at deliberate social change? To what extent can we realistically expect to achieve our democratic ideals of freedom and equality in contemporary societies? The course will also provide an introduction to the fundamental methods and equipment of social science data analysis, using data national samples and from the Trinity Freshman Survey.

**Sec. A** — Channels TTh 9:55

**Sec. B** — McGuire WF 1:15

**[103. The Sociological Tradition]** — An introduction to sociology via an examination of the major figures in its past. This course will deal not only with the founding fathers of sociology (Marx, Weber, Durkheim, and Simmel) but with the founding uncles as well (British and French social philosophy, social anthropology, and psychoanalysis). The classic books themselves, rather than books about the classics, will make up the bulk of the reading.  
— N. Miller

**[105. The Sociological Eye — An Introduction to Sociology through Photography]** — While much of the social world is highly visible, most people have had little or no training in organizing their observations. One aim of this course is to provide such training through the use of a camera as well as through the analysis of photographs made by others. The second aim of the course is to apply these observations to the existing body of knowledge and beliefs about society. Among the topics to be covered are: behavior in groups, social class, the city, deviant behavior, race relations, social conflict, social change, socialization and the nature of culture. While access to a 35 mm. camera is essential, photographic expertise is not.  
— N. Miller

**107. The Family and Society** — The family as a basic group in human societies; its development; its relations to other institutions; historical changes in its structure; its place in modern industrial society. — Sadowski TTh 9:55

**109. Inequality in American, Soviet, and Chinese Society** — A comparison between American, Soviet and Chinese society on various issues of inequality including social stratification, race-ethnicity and sex roles. The ideological foundations upon which these societies are built

will be discussed and the extent to which ideology affects social structure will be examined. — Sadowski TTh 1:15

**221. Working** — More than an economic necessity, work is one of the central social and personal events in human life. This course will compare workers' experiences and the social organization of work in a wide variety of contemporary occupations and professions and will examine the relationship between work and other social institutions (leisure, education, politics, the family, and religion). Among the topics to be considered are: work and the self, alienation and the ideal of craftsmanship, the structure and dynamics of careers, illegal occupations and dirty work, professionalization, autonomy and social control in the major professions, informal relations among practitioners, client-service and client-control, "natural histories" of occupations, styles of leisure, ideologies, and the social basis of the work ethic. — J. Brewer TTh 11:20

**[223. Crime, Law, and Society]** — Crime and law will be considered in the context of contemporary sociological theory and research dealing with social control, deviant behavior, and the institutions responsible for the detection, prevention, and punishment of deviance. The instructor will provide students with opportunities to observe different aspects of the legal system at first-hand. Prior 100-level course or permission of the instructor required.

**[231. Popular Culture]** — An interdisciplinary approach to the study of comics, music, film, television and popular literature as they reflect persistent as well as changing values in American society. Recent developments in the theory of mass culture. (Same as Intercultural Studies 231) — N. Miller and J. Miller (Coordinate Course: English 184)

**251. Sociological Approaches to Social Psychology** — The contribution of sociology to understanding the place of the individual in society. The social basis of personal identity. Theories of the self. Deviance and social control. The dynamics of social roles and interpersonal relations. Collective behavior. Ethnomethodology and the social construction of reality. The method of participant observation contrasted to interviewing and experimentation. Prior 100-level course required. — J. Brewer TTh 2:40 (Coordinate Courses: Psychology 126, Psychology 324)

**311. Authority and Power in American Society** — Utilizing societal, organizational and group levels of analysis, this course will examine theories of the bases, the distribution, and the consequences of power; the relationship of power to other dimensions of stratification; the prevailing ideologies surrounding the use of power; and the limitations and manifestations of power in empirical settings. Sociology 101 required. — Channels T 6:30

**[342(1). Sociology of Religion]** — The social sources of ritual and belief. Magic, witchcraft and sorcery. Folk and official religions. Religion from the standpoint of formal organization. Church and sect, with particular emphasis on schism. (Same as Religion 342(1)) — N. Miller (Coordinate Courses: Religion 251, 256, 281, 285, 289)

**[344(1). Population Studies]** — Social causes and consequences of population structure and change. How variations in fertility, mortality, and migration arise and how they affect society. Illustrations from the United States and a variety of developed and underdeveloped countries. — Sacks

**351. Political Sociology** — An examination of several sociological perspectives on the structure and functioning of force, influence, and authority in industrial societies. The interrelationships of government with various occupational groups. The political functions of experts, managers, celebrities and intellectuals. Trends in popular confidence in major institutions. A prior 100-level course in Sociology is required. — Sadowski Th 6:30

**[372(1). Social Movements]** — A comparative study of movements — both past and present — that have played major roles in social change: millenarians, utopians, anarchists, socialists,



populists, communists, feminists, fascists. The basic aims of the course are to identify the principal social conditions giving rise to such movements, their structural characteristics, and an attempt at accounting for their successes and failures. — N. Miller (Coordinate Courses: Intercultural Studies 212, Political Science 106)

**401. Men and Women** — This interdisciplinary seminar seeks to broaden the student's understanding of sex roles and sex stereotyping by providing a systematic study of these phenomena in men and women. Among the topics to be covered are: sex role socialization and stratification in men and women, differential psychosocial and physical stresses on men and women, femininity in men and masculinity in women, and sex differences in work and organizations. Permission of instructors required, with preference to seniors. Enrollment limited to 20. (Same as Psychology 449) — Channels and Higgins TTh 1:15

**409. Independent Research Project** — Written report on an original research project. Students should consult with the faculty supervisor *before* registration, i.e., during the Trinity Term. Required of all candidates for Honors; elective for others. — Staff TBA

### TRINITY TERM

**101(2). Principles of Sociology** — The basic concerns, ideas and methods of sociology both as a scientific and humanistic discipline. The course will deal with questions like these: What are the underlying causes of our major social problems? Are inequality and the exercise of power by some over others inevitable in all social life? How important in human life are cultural and social factors compared to the influence of biological inheritance, personality and economic constraints? What are the origins, prospects for, and results of attempts at deliberate social change? To what extent can we realistically expect to achieve our democratic ideals of freedom and equality in contemporary societies? The course will also provide an introduction to the fundamental methods and equipment of social science data analysis, using data national samples and from the Trinity Freshman Survey. — McGuire WF 1:15

**104. Social Problems in American Society** — Diverse sociological perspectives on the causes of social problems will be analyzed. Crime, police behavior, collective violence, poverty, welfare and other topics relating to deviance and inequality in American society are considered in the light of these perspectives. — Sadowski MWF 10:30

**201L(2). Research Methods in the Social Sciences** — An introduction to social science inquiry, stressing what is common as well as what is different in the techniques and procedures employed in the different disciplines. The course seeks to develop the student's skill in designing original research and in evaluating the significance of already published research findings. Topics include: the interdependence of theory and research; ways of formulating research problems and hypotheses; the variety of research designs (introducing the ideas of statistical as well as experimental control); and an overview of the major procedures of instrument construction, measurement, data collection, sampling, and data analysis. Required laboratory sessions offer experience in each step of the research process. Prerequisite: at least one course in the social sciences. Credits: 1¼ — Channels TTh 1:15  
Lab Sec. A — W 1:15 Lab Sec. B — W 2:30

**202. Contemporary Sociological Theory** — Critical examination of the major theoretical perspectives current in sociology (structure functionalism, interactionism, conflict theory, exchange theory, and ethnomethodology) and consideration of their implications for core problems — such as social order and social change — that concern all sociologists. Also, emphasis upon the methods of theory construction, the relationship between theory and research, and the significance of the classics (e.g., Durkheim's *Suicide*) for sociologists now. Prior 100-level course required. — J. Brewer TTh 11:20

[214. **Race, Class, and Ethnicity**] — A cross-national comparison of racial, class, and ethnic differences as sources of conflict and inequality within and between societies. We will also consider the role of race and ethnicity as a basis for group and national solidarity. Topics will include the persistence of ethnic and racial loyalties in regard to language, marital choice, and politics; a comparison of social mobility patterns among various ethnic and racial groups; ethnicity and race as reactionary or revolutionary ideologies; the issues and facts regarding assimilation and pluralism in different societies. (Same as Intercultural Studies 214) 1 course credit. — N. Miller

225(2). **Sociology of Health and Illness** — An introduction to the field of medical sociology, with special emphasis upon the influence of social factors in becoming sick and seeking treatment. Topics to be covered will include: social epidemiology, health and illness behavior, the health professions, health care institutions, and alternative systems of health service. Students will be asked to identify a problem on which they wish to do independent reading and/or field study and to share their work in oral presentations and papers. Prior 100-level course or the permission of the instructor required. — McGuire WF 2:40

[302. **Secondary Analysis of Social Science Data**] — Secondary analysis, like alchemy, attempts to transform used and apparently useless data into something of value. This course will emphasize the problems and procedures of comparative studies (e.g., the Five Nation Study); trend studies (e.g., the successive waves of the Trinity Freshman Survey); plus many sets of data available to meet the individual goals and interests of students (e.g., voting, housing, religious behavior, health, etc.). It is anticipated that students will be involved in independent research projects; hence it would be advisable to meet with the instructor briefly in the Christmas Term. Prior 100-level course required. — N. Miller

[312. **Social Class and Social Mobility**] — A review of theory and research on stratification and mobility in modern societies, from Warner's *Yankee City* to Porter's *The Vertical Mosaic*. The course will examine the relationship between social class position and individuals' styles of life in their families, at work, and at play. Attention will be paid to the relationships between social class position and individual life-chances (educational achievement, health, mental illness, "deviant" behavior, and mobility), and to relationship between social class and political activity and apathy. — Channels (Coordinate Course: Political Science 303)

315(2). **Contemporary Soviet Society** — The development and organization of selected Soviet institutions (the factory, collective farm, family, schools, the mass media, the Communist Party, the medical establishment, etc.); factors contributing to stability, change and social problems. Prior 100-level course or permission of instructor required. — Sadowski WF 1:15

318. **Sociological Perspectives on Women** — The relationship between women's work, family and political roles in the United States, Soviet Russia, Western Europe and Third World nations; the causes of and impediments to change; problems of measuring trends and defining equality. Emphasis on student projects involving the analysis of change over time in a selected nation or region. Prior 100-level course or permission of instructor required. — Sadowski M 6:30

[320. **Marx the Sociologist**] — The Marxist view of social structure as seen through his writings on social class, the family, religion, political parties, and social change. These will be examined in the light of more recent developments in Marxist theory as well as contemporary empirical knowledge. — N. Miller

321(2). **Urban Sociology** — This course will focus on the theoretical examination of the process of urbanization, urban stratification systems, urban ecology, community power, suburban-urban relationships and the effects of urban living on individuals. The applicability



of such sociological knowledge for understanding urban institutions, problems, and experiences will also be examined. Prior 100-level course required. — Channels TTh 9:55 (Coordinate Courses: Economics 209, History 103, Philosophy 231)

[343(2). **Sociology of Literature**] — An interdisciplinary examination of the social and cultural contexts within which literary works are produced. The major focus will be on the ideological underpinnings of selected writers in the light of the socio-political milieux in which they lived. Authors to be studied include Homer, Dostoevsky, Kosinski, Wright, Brecht and Shakespeare. (Same as Intercultural Studies 343(2)) — N. Miller and J. Miller

[355(2). **Comparative Social Change**] — An examination of the conditions and consequences of economic development and nation-building in various cultural contexts. Historical patterns in Western Europe and Russia will be considered and contrasted with more recent examples of modernization. Prior 100-level course or permission of instructor required. — Sacks

361(2). **Formal Organizations** — The sociological analysis of deliberately established goal-oriented organizations of all kinds (businesses, universities, government agencies, hospitals, prisons, law firms, etc.). Among the topics to be considered will be theories of bureaucratic organization, the relationship between formal and informal behavior and structure, organizational leadership and authority, the place of small groups in large organizations, official-client relationships, the effects of organization upon their individual members, the definition and achievement of organizational goals, and the relations of organizations to one another and to the community. — J. Brewer Th 6:30 p.m. (Coordinate Course: Political Science 311)

[362. **The Sociology of Small Groups**] — An examination of sociological theory and research concerning the interaction among persons in face-to-face groups, and the structure and functioning of these groups when considered as autonomous units and as parts of larger social and cultural systems. Attention will be given both to field studies of natural groups and to laboratory studies of experimental groups. Prior 100-level course required. — J. Brewer

410. **Senior Seminar** — Intensive study of selected sociological problems. Prior 100-level course required. — J. Brewer M 1:15-3:55

Courses given in other years:

[211. **Sociological Perspectives**]

[314. **Cultural Change in Modern Societies**]

[316. **Social Problems and Social Policy**]

[351. **Political Sociology**]

## Theatre Arts

PROFESSOR NICHOLS, *Director of the Program*;

ASSISTANT PROFESSOR SHOEMAKER; ASSISTANT IN THEATRE ARTS WOOLLEY

The Theatre Arts major exists to explore the inter-relationship of the study and doing of theatre. It is not intended as vocational training in theatre, but it could form the basis for further training in graduate or professional schools. Through studying dramatic literature and theatrical skills, majors will come to some understanding of this artistic representation of the human condition.

## 198/Courses of Instruction

**THEATRE ARTS MAJOR** — Ten courses required: five in Theatre Arts, including Theatre Arts 101, 411 or 412; four in Dramatic Literature, including one semester of Shakespeare; and one in Fine Arts (AH 101 or AH 102) or Music (111, 112) or Dance 211. 101 must be taken by the end of Christmas term in the junior year.

Production requirement: Each major is required to participate in a minimum of eight productions at Trinity of which three must be in backstage work as assigned by the Technical Director. Two one-act plays count as one production.

A grade of at least C— must be obtained in courses for the major requirement.

The last term of the senior year must be spent in residence at Trinity College.

To fulfill the requirements for the major, seniors must pass the General Examination in Theatre Arts.

The award of Honors in Theatre Arts will be based on superior performance in all theatre and drama courses and in the General Examination.

### CHRISTMAS TERM

**101. Introduction to Theatre** — A survey of drama and the art and craft of theatre. — Shoemaker MWF 11:30

**201. Production Participation** — A student may register for one-quarter credit at a time. One-quarter credit requires a minimum of 75 hours of work on one major production. An average of 12 hours per week is required during the preparation of a show for production.

A maximum of one credit may be earned by any one student through repeated enrollments in this course. Permission of the Department Chairman is required.

Permission to drop this course is given during the first week of work on a production. During the second week a student dropping the course will have "Drop" entered on his permanent record card. During the remainder of a production no student is permitted to drop the course. Prerequisite: Substantial participation in one major Theatre Arts production.

**[205. Speech for Theatre]** — Study and practice in using the actor's voice, breath control, articulation, enunciation, pronunciation, phonetics and projection. Permission of the instructor. Enrollment limited to 20.

**207. Oral Interpretation** — An analytical study of the values of prose, poetry and drama and the development of vocal and physical techniques of effective oral communication. Permission of the instructor. Enrollment limited to 20. — Nichols TTh 11:20

**[211. Acting]** — The study and practice of the basic techniques of analyzing and developing a role. Permission of the instructor. Enrollment limited to 20.

**221A. Production Techniques: Elementary Production** — The study and practice of the techniques of building, mounting and running a production. Permission of the instructor. — TBA TTh 11:20

**221B. Production Techniques: Introduction to Costume Design and Construction** — A study of the fundamentals of designing and building costumes for the stage. Permission of the instructor. — Banks WF 1:15-2:30

**301. Playwriting** — An introduction to the analysis and writing of plays. Emphasis is on composition with criticism and discussion of both student and professional work. Permission of the instructor. — Shoemaker M 1:15-3:55

**[321. Greek Through Eighteenth Century Drama]** — A survey of major plays from significant periods of dramatic literature: Greek and Roman, Medieval, non-Shakespearean Elizabethan and Jacobean, Neo-classic French, and Restoration and Eighteenth Century.



**331A. Seminar in Theatre and Drama: Eugene O'Neill** — A study of the major plays of O'Neill. One-half course credit. — Nichols TTh 9:55 (Course ends during week of October 15)

**331B. Seminar in Theatre and Drama: Tennessee Williams, Arthur Miller and Edward Albee** — A study of selected major plays of three modern American playwrights. One-half course credit. — Nichols TTh 9:55 (Course begins during week of October 29)

**341. Studies in Drama: English and Irish Drama since 1950** — An examination of representative works by such playwrights as Osborne, Pinter, Stoppard, Storey, Beckett, Behan, Friel and others. Permission of the instructor. — Shoemaker TTh 1:15

**361. Independent Study** — Individual study and research on a selected topic under the guidance of the Theatre Arts faculty. Permission granted to qualified upperclassmen with the approval of the Theatre Arts faculty. — TBA

**[411. Special Studies in Theatre Arts]**

### TRINITY TERM

**202. Production Participation** — See Theatre Arts 201.

**212. Advanced Acting** — Intensive study and practice of character analysis, style and role development in performance. Prerequisite: Theatre Arts 211. Permission of the instructor. Enrollment limited to 20. — Shoemaker M 1:15-3:55, TTh 1:15

**[222. Advanced Production Techniques]**

**[311(2). Directing]** — Play analysis and practice in the fundamental elements of directing plays. Prerequisites: Theatre Arts 101, 211 and 221. Permission of the instructor.

**312. Advanced Directing** — Intensive analysis of the stylistic, rhythmic and visual values of the script and their realization in performance. Prerequisite: Theatre Arts 311. Permission of the instructor. — Shoemaker M 1:15-3:55, WF 1:15

**[322. Modern Drama]** — A study of the significant changes in dramatic form and theory since the late nineteenth century. Reading includes plays of Ibsen, Chekhov, Strindberg, the expressionists, O'Neill, Pirandello, Anouilh, Beckett, Genet and Pinter.

**332A. Seminar in Theatre & Drama: The Origins and Influences of Expressionism in Drama** — A study of pre-expressionist playwrights like Strindberg and Wedekind, German expressionists like Kaiser and Toller and the spread of expressionistic techniques in European and American drama. One-half course credit. — Nichols MWF 10:30 (Course ends during week of March 3)

**332B. Seminar in Theatre & Drama: Theatre as Propaganda** — A study of theatre used to propagate political and social views as found in such playwrights as Brecht, John Howard Lawson and Odets, and in such agitprop production methods as those of Meyerhold, Piscator and the U.S. Federal Theatre. One-half course credit. — Nichols MWF 10:30 (Course begins during week of March 10)

**342. Studies in Drama: Dramatic Genres** — A comparative study of representative species of tragedy, comedy and melodrama, through examination of the distinguishing features of each genre. Permission of the instructor. — Nichols TTh 9:55

**362. Independent Study** — See Theatre Arts 361.

**412. Special Studies in Theatre Arts: Makers of Modern Theatre** — A study of theatre since late nineteenth century with emphasis on the theories of Wagner, Zola, Appia, Craig, Stanislavsky, Meyerhold, Brecht, Artaud and others. Permission of the instructor. — Nichols TTh 2:40

## Urban and Environmental Studies Program

ASSOCIATE PROFESSOR GOLD, *Director*

The programs in both Urban and Environmental Studies are multidisciplinary programs designed to give the student a background from which graduate study or career work is possible. This is accomplished through a productive blend of course and field work, the latter arranged through the program and the Office of Community Education. Neither program should be viewed as professional training for a specific job.

The Urban and Environmental Studies Programs are described below. Particular courses may be waived or substituted for with approval of the Director. For the student who does not fit well into either program, help in the construction of a student defined major is available.

Courses to be counted towards the major must be passed with a grade of C— or better. (Exceptions are open semesters or other courses which may be automatically Pass/Fail.)

### *Introductory Courses*

The programs offer three courses, and while none is required, at least one is recommended. U&E 103 is a historical introduction. U&E 202 has a current problems orientation and U&E 106 is related to energy use.

### **Urban Studies Program**

#### **I.     *Basic Courses***

Community and Political Philosophy or Visions and Visionaries in Community Planning Urban Sociology (Prerequisite: Sociology 101)

Urban Politics

Urban Economics (Prerequisite: Economics 101)

Statistics (Math 107) or Research Methods (Sociology 201)

#### **II.    *Discipline of Concentration***

Each student is required to choose one of the traditional disciplines in which to concentrate during the junior and senior years. The purpose of the concentration is to sharpen the student's analytical abilities and to provide confidence with at least one mode of analysis. This requirement may be satisfied by taking four courses above the introductory level within the discipline of choice (a single course satisfies only one requirement area and will not be double counted).

#### **III.   *Theme***

In the theme choice a student studies a subject area (as distinguished from a disciplinary concentration) by choosing two courses and an internship that best fit the theme choice. A junior seminar keyed to the theme choice will be offered for one-half credit.

#### **IV.    *Internship***

A student is expected to choose an Open Semester or two-credit independent study which fits with the discipline and theme choices. The College will make every attempt to locate placements which are complements to course work.

#### **V.     *Senior Seminar***

Problems of Formulation of Public Policy



# Urban and Environmental Studies Program/201

## Environmental Studies Program

### I. *Basic Courses*

Ecology (Prerequisite: Biology 201L)

Environmental Economics (Prerequisite: Economics 101)

Environmental Physics

Statistics

### II. *Discipline of Concentration*

Each student is required to choose a discipline of concentration from one of the following: Biology, Chemistry, Economics, Engineering, Mathematics, Physics, and Political Science. Seven courses constitute the concentration. One of the seven will be an independent study done under the supervision of a department member on the relevance of the discipline to an understanding of environmental problems. Basic courses can count towards the discipline.

### III. *Internship*

Each student shall work with an environmentally related agency for two independent study course credits.

## CHRISTMAS TERM

### *Program Courses*

**Biology 108(2). Environmental Biology** — Biological, chemical, and physical factors determine the abundance and distribution of the living organisms on our planet. Understanding the basic principles involved can and should have wide application to mankind's use of the earth. This course will examine the major world communities: (tundra, conifer forest, summer-green forest, rain forest, grassland, desert and ocean) and consider the factors that control the flow of energy, the mineral cycling, the population fluctuations, and the species diversity of each. Special emphasis will be given to interpreting these principles as they apply to man's use of the land, exploitation of natural resources, agricultural practices, and the problem of mankind's own population growth. Problems of pollution will be discussed in terms of their biological impact, and as public health issues. — Haffner TTh 9:55

**Biology 3333L. Ecology** — An introduction to the study of the interrelationships among organisms and between organisms and their environment within the framework of current ecological theory especially as it pertains to the structure and attributes of natural populations and biological communities. Field trips and laboratory experience provide the opportunity to apply this theory and to use sampling methods and statistical techniques in the analysis of the response of organisms to components of their physical environment, of selected population phenomena, and of different natural communities. Several field trips are required during the first half of the term. Prerequisite: Biology 201L and permission of the instructor. 1¼ course credits. — R. Brewer MWF 11:30 Lab. Sec. A — R. Brewer T 1:10 Lab. Sec. B. — R. Brewer W 1:10

**Economics 209. Urban Economics** — Economic analysis of urban areas in their regional setting; will involve the study of location theory, land use and housing markets, and an examination of current public policy issues pertaining to urban problems including urban poverty, the economics of race in metropolitan areas, urban transportation, and local public finance. The resource allocation process will be emphasized. Prerequisite: Economics 101 and permission of the instructor. — Gold TTh 11:20

**Physics 104(1). Environmental Physics** — A study of the physical properties of the atmosphere, the ocean, and the earth, as well as a discussion of the pollution problems relating to these media. The relationship between the physics of our environment and the fundamental

## 202/Courses of Instruction

laws of physics (such as the conservation laws) will be stressed. Enrollment limited to 40. — Lindsay TTh 9:55

**U&E 100(1), 101. A View of Hartford** — A seven-week course offered each semester examining the historical development of Hartford. The history of Hartford will be reviewed in four major time periods: Pre-Industrial Hartford, Industrialization and Immigration, Post-Industrial Hartford and Current Revitalization. A major theme will be the reaction of the City's political and social system to economic change. The course will include films, walking tours and guest speakers in addition to reading requirements. Especially useful as supplement to other courses using Hartford as an example. (½ credit course) — Pawlowski TTh 8:30 a.m.

**U&E 102. (Economics 211) Environmental Economics** — An examination of the relationship between economic growth and the deterioration of the environment; the role of the free market in causing environmental problems; analysis of proposed means, such as effluent charges, for correcting these problems; the application of cost-benefit analysis to selected environmental issues. — Egan TTh 11:20

**U&E 103. (History 103) The City in American History** — The subjects to be studied in this course are cities in the colonies and in the new nation, the urban frontier, cities and the American national character, urban demography, land use, immigration, social mobility, political machines, and the ghetto. Lectures, extensive readings, discussions and a project or term paper. — Weaver

**U&E 312(1). Urban Politics** — An investigation of the formal and informal political system of core cities and their relationship to bureaucratic power, neighborhood structures and higher levels of government. Hartford will be viewed as a particular place responding politically to extreme personal poverty amidst corporate and suburban well being. — Coleman T 6:30-9:30 p.m.

**U&E 402. (Philosophy 331) Senior Seminar: Problems of Formulation of Public Policy** — In the context of a particular policy issue, course material will cover the logical complexity in defining the "public interest," moral and philosophical bases for setting priorities and the problem of knowing whether the policy choice will work. — Puka

### *Related Courses*

**Sociology 344. Population Studies** — Sacks TTh 2:40

**Sociology 311. Authority and Power in American Society** — Channels T 6:30

**Education 277. Bilingual/Bicultural Education** — Christopherson W 6:30

## TRINITY TERM

### *Program Courses*

**Sociology 321(2). Urban Sociology** — This course will focus on the theoretical examination of the process of urbanization, urban stratification systems, urban ecology, community power, suburban-urban relationships and the effects of urban living on individuals. The applicability of such sociological knowledge for understanding urban institutions, problems, and experiences will also be examined. Prior 100-level course required. — Channels TTh 9:55

**Economics 331(2). Sec. D. Issues in Energy Economics** — The economic analysis of selected energy issues such as the development of new energy sources, the federal and state



## *Urban and Environmental Studies Program/203*

pricing regulations for present energy sources, the conservation of energy, or the environmental consequences of energy development. Each student will be required to write a major research paper on an approved topic and to present the major findings of that paper in a seminar. Students will also be required to read and generally acquaint themselves with all the topics being studied in the seminar. Prerequisite: A demonstrated interest in the area of energy economics. One credit. — Egan TTh 11:20

**U&E 100(1), 101. A View of Hartford** — A seven-week course offered each semester examining the historical development of Hartford. The history of Hartford will be reviewed in four major time periods: Pre-Industrial Hartford, Industrialization and Immigration, Post-Industrial Hartford and Current Revitalization. A major theme will be the reaction of the City's political and social system to economic change. The course will include films, walking tours and guest speakers in addition to reading requirements. Especially useful as supplement to other courses using Hartford as an example. (½ credit course) — Pawlowski TTh 8:30 a.m.

**U&E 106. Energy and Society** — A study of the energy sources man has used, from the steam engine to the nuclear reactor, and the effects they have had on his life and environment. We will examine (a) the historical development of various energy sources and their technologies, (b) the physical principles underlying these sources, (c) the limitations imposed by pollution and resource exhaustion on the continued growth of energy use, (d) the effect of the development of new energy sources on the quality of life, (e) the alternatives. — TBA TTh 9:55

**U&E 107(2). (Political Science 324) Transportation and Public Policy** — 1) A study of the formulation and development of public policy in urban and inter-urban mass transportation, the national highway system, railroads, airports and airways, domestic and overseas shipping. 2) The roles of Congress, the Executive, regulatory and promotional agencies, and private associations. 3) The problems of devising an acceptable national transportation policy; some alternative analytic approaches and political strategies by means of which this might be accomplished. — Neaverson MWF 11:30

**[U&E 108. Environmental Chemistry]** — A study of the chemical aspects of environmental problems. Among the topics to be included: the origin, measurement, and control of air and water pollutants; the generation and conservation of energy; the extraction and recycling of mineral resources; the use of chemicals in agriculture and food processing. No prerequisite, but at least one semester of college chemistry is strongly recommended. Not open to junior or senior chemistry majors. Enrollment limited to 20. — TBA

**U&E 201. Visions and Visionaries in Community Planning** — An exploration of the importance of Visions and Visionaries throughout the history of the evolution of community planning. Each student will be expected to participate in developing a critical analysis of the Visions that people or peoples have had concerning the way that they believe that communities of people should live together. Places and people to be read about include: Plato, Paterson, New Jersey, Jefferson, LeCorbusier, Radburn, Columbia, Wright, Moses, Owens, Lowell, Hook, Runcorn, Roehampton and Brasilia. Enrollment limited to 20. Will satisfy the U&E requirement for Community. Permission of Gold. — Dollard TBA

**U&E 301. Junior Seminar** — This seminar will concentrate on the preliminary investigation of a student's choice of an intensive study area culminating in a research and study proposal to guide further work in the theme area.

**[U&E 312. (Political Science 312) Urban Politics]** — Emphasis will be upon the politics of environmental decision-making. The following questions will be raised: What is the nature of the political system of the core city and how does this system relate to the political systems of national, state and sub-local organizations? What political resources are available for attack-

## 204/ Courses of Instruction

ing environmental problems? What are the relationships between partisan politics and environmental decision-making? Is it possible to develop alternative models for implementing environmental policies? Enrollment limited to 30. — McKee

### *Related Courses:*

**Political Science 302. Public Administration** — McKee TTh 9:55

**Sociology 361(2). Formal Organizations** — Brewer Th 6:30

**Sociology 201L. Research Methods** — Channels TTh 1:15

**Education 338. Intelligence Revisited** — Christopherson Th 6:30

**Education 378. Minority Group Adolescence** — Moseby TTh 2:30

**Education 280. The World of Urban Education** — Goodenow TTh 9:55

**Education 276. Sociology of Education** — Schultz TTh 1:15

## Student-Taught Courses

A. *Beginning Fencing*. Development of basic foil skills and an appreciation of fencing as a sport and as an art. An introduction to the epee and the sabre for those who are interested. Instructor: Kevin J. Childress '80. Faculty adviser: Professor McPhee. Outside examiner: Albert Grasson. ¼ course credit. First Quarter. Enrollment limited to 25. TBA

B. *Advanced Fencing*. Continuation of work on fencing skills in student's choice of weapon. Those who wish to begin to fence competitively will be encouraged to do so. Instructor: Kevin J. Childress '80. Faculty adviser: Professor McPhee. Outside examiner: Albert Grasson. ¼ course credit. Second quarter. Enrollment limited to 25. TBA



## Graduate Studies

The Trinity College program of Graduate Studies provides for the further scholarly development of talented men and women who wish to engage in a program of part-time graduate study.

Courses in the program lead to the degrees of Master of Arts, Master of Liberal Arts and Master of Science. Students who hold the Bachelor's degree may enroll in graduate courses for which they are qualified even though they do not matriculate for the Master's degree.

Degree programs are offered in the following disciplines:

ECONOMICS  
ENGLISH  
HISTORY

MATHEMATICS  
PHILOSOPHY

Three interdisciplinary programs combine the resources of several fields:

### AMERICAN STUDIES

History, literature and history of art are studied in this approach to understanding the history and culture of the United States. The rich resources of the many historical and art collections in Hartford are also used.

### THE LIBERAL ARTS

The opportunity to pursue diversified studies in a multidisciplinary mode and to design an individual program of study is open to students wishing to earn a Master of Liberal Arts degree. This degree program enables students to take courses in several departments around a common theme of inquiry under the direction and guidance of a faculty adviser.

### PUBLIC POLICY STUDIES

The growing recognition of the complexity of government has led to the development of a program specifically tailored to those who are dealing with questions of public policy. The program, jointly sponsored with the University of Connecticut School of Law, equips working professionals with the skills required in the analysis of public issues.

Graduate Studies at Trinity College attracts both students who are already employed professionally but wish to continue their education and

enhance their skills and students who do not have specific professional objectives but wish to study to satisfy more distant or personal goals. Several distinguishing characteristics of the graduate program appeal to students: a selected number of mature and highly motivated students, a well qualified faculty of scholar-teachers, small classes, courses meeting once a week for three hours, excellent library facilities, encouragement of independent research, and the personal counseling of students.

## The Master's Degree

Students holding Bachelor's degrees may apply for admission as candidates for the degree of Master of Arts, Master of Liberal Arts or Master of Science. Catalogues and forms to be used in applying for admission to Graduate Studies are available at the Office of Graduate Studies.

Candidates for the Master's degree must complete a total of ten graduate courses (numbered in the 500's or 600's), the equivalent of 30 semester hours. At least eight courses must be in the field of major study. Courses elected from another field must be approved by the Graduate Adviser of the department of major study. Some departments require students to write a thesis as the final project undertaken for completion of degree requirements. Credit in the amount of two courses is awarded for the thesis. Some departments require a comprehensive examination in lieu of a thesis or give students the opportunity of electing one or the other.

Under certain conditions as many as two courses (six semester hours) from another graduate school will be credited toward the requirements for the Master's degree at Trinity. The requirements for the Master's degree must be completed within six years from the beginning of study toward the degree.

Trinity undergraduates who desire to take graduate courses to be credited toward the Master's degree must receive the approval of the Graduate Office. The student may not later elect to use these courses to satisfy the requirements of the Bachelor's degree.

Other information may be obtained from the Office of Graduate Studies.



## Summer Term

A number of undergraduate and graduate courses are given each year during the Summer Term. The Summer Term is presented with the same rigor as an academic semester at Trinity College. Although it is a shorter period of time than the winter or spring terms, instruction is the same quality and the amount of work per course is equivalent. Because of the compressed schedule and the varying demands of different courses, the student is cautioned to follow carefully the advice regarding course loads included in many course descriptions. Students are usually permitted to enroll in no more than three summer courses.

The courses offered during the summer frequently relate to summer activities at the College. As a complement to the performing arts presented under the auspices of Trinity's SUMMERSTAGE, courses in dance, movement exploration and theatre have been given. Graduate courses are available within every department having a Master's program to enable graduate students to study all year round. A number of graduate courses designed especially for secondary school teachers are offered during the summer only.

Undergraduates who are entering their junior or senior year and whose records have been outstanding are permitted to enroll in certain graduate-level courses. To enroll in these courses the student must have the prior approval of his or her college and the permission of the office of the Trinity College Summer Studies. Undergraduates who are admitted to these courses are expected to complete the same requirements that apply for graduate students.

## Fellowships

*For further information regarding Fellowships, inquiry should be made to J. Ronald Spencer.*

**The H. E. Russell Fellowships**, endowed by a legacy from Henry E. Russell of New York, pay to the recipients about \$1,800 each annually. One is awarded each year by vote of the Faculty to a member of the graduating class who gives evidence of superior ability and who engages to pursue an approved course of full-time nonprofessional graduate study at Trinity College or at some American or foreign university approved by the Faculty. The incumbent holds the Fellowship for two years and may not be married.

**The Mary A. Terry Fellowships**, endowed by a legacy from Miss Mary A. Terry of Hartford, pay to the recipients about \$1,800 each annually. One is awarded annually by the President upon the recommendation of the Faculty to a member of the graduating class who gives evidence of superior ability and who engages to pursue an approved course of full-time graduate study in the arts and sciences at Trinity College or at some other college or university approved by the Faculty. The incumbent holds the Fellowship for two years.

**The W. H. Russell Fellowships**, endowed by a gift from William H. Russell of Los Angeles, California, pay to the recipients about \$800 each annually. One is awarded each year by vote of the Faculty to a member of the graduating class who gives evidence of superior ability and of a desire to continue full-time study after being graduated at Trinity College. The incumbent holds the Fellowship for two years.

**The Thomas J. Watson Foundation** each year receives from Trinity College four nominations of graduating seniors who then participate in a national competition. Fellowships of \$7,000 (\$9,500 for married students) are awarded to those who are selected (approximately 40 percent of the nominees) so that they may pursue an independent program of travel and study in the year following graduation. All seniors, regardless of career plans or rank-in-class, are eligible to compete for the College's nomination.



## Scholarships

In general, scholarships are awarded only on evidence of financial need. Applications for scholarships must be made on forms provided by the Office of Financial Aid, and, in the case of students in college, must be submitted on or before March 15. Freshman applications must be completed by February 15. Complete details concerning financial aid and the continuation of scholarship grants will be found in the section, *Financial Aid*.

### SCHOLARSHIPS

**Alumni Area** — Three local Alumni Associations are authorized by the Trustees of Trinity College to provide scholarships for students of the College with the concurrence of the Committee on Financial Aid. Application for such grants should be made through the Office of Financial Aid.

**Walker Breckinridge Armstrong** — bequest of Walker Breckinridge Armstrong '33 of Darien, Connecticut.

**Arrow-Hart** — given by Arrow-Hart, Inc., of Hartford, with preference to sons and daughters of company employees.

**William J. Babcock Trust** — given by the trust established under the will of William J. Babcock for the poor and underprivileged of Hartford.

**Clinton J., Jr. and Gertrude M. Backus** — given by Gertrude M. and Clinton J. Backus, Jr. '09 of Midway City, California.

**Isbon Thaddeus Beckwith** — bequest of the Rev. Isbon Thaddeus Beckwith, Hon. 1898, of Atlantic City, New Jersey.

**Bethlehem Steel Corporation** — given by Bethlehem Steel Corporation of New York City.

**Bishop of Connecticut** — given by the Rt. Rev. Walter H. Gray, D.D., Hon. '41, of Hartford, Trustee of the College from 1951 to 1973, for students from the Greater Hartford area. Additions have been made by Mrs. Virginia H. Gray, Trustee of the College.

**Grace Edith Bliss** — given by Grace Edith Bliss of Hartford, for students from the Greater Hartford area.

**Henry E. Bodman Memorial** — given by Mrs. William K. Muir of Grosse Pointe, Michigan, in memory of her father, Henry E. Bodman.

**George Meade Bond** — bequest of Mrs. Ella Kittredge Gilson of Hartford, in memory of George Meade Bond, Hon. '27.

**Garrett D. Bowne** — bequest of Mary Gormly Bowne of Pittsburgh, Pennsylvania, in memory of her husband, Garrett D. Bowne '06.

**John F. Boyer Memorial** — given by Francis Boyer, Hon. '61, of Philadelphia, in memory of his son, John Francis Boyer '53.

## 210/Scholarships

**Lucy M. Brainerd** — given by Lyman B. Brainerd '30, Hon. '71, of Hartford, Trustee of the College, in memory of his mother. Additions have been made by members of the family.

**Susan Bronson** — bequest of Miss Susan Bronson of Watertown, Connecticut.

**Raymond F. Burton** — given by Frances E. and Raymond F. Burton '28 of East Canaan, Connecticut.

**Capital Area** — in recognition of its special relationship to the Hartford community, the College has provided scholarships for outstanding young men and women from Hartford and neighboring towns. Awards are based on need as measured against the college expenses. Up to ten Capital Area Scholarships are awarded each year. These scholarships will be continued for four successive years if warranted.

**Frederic Walton Carpenter** — given by members of the family of Frederic Walton Carpenter, J. Pierpont Morgan Professor of Biology, and others, for students in biology.

**Charles G. Chamberlin** — bequest of Charles G. Chamberlin '07 of West Haven, Connecticut, awarded to resident of West Haven or New Haven County.

**Class of 1916 Memorial** — given by the Class of 1916.

**Class of 1918 Memorial** — established in 1968 by members and friends of the Class of 1918 in memory of classmates and of Laurence P. Allison, Jr.

**Class of 1926 Memorial** — given by the Class of 1926.

**Class of 1935 Memorial of William Henry Warner** — given by the Class of 1935 in memory of their classmate.

**Class of 1940** — given by the Class of 1940.

**Martin W. Clement** — given by his wife, Elizabeth W. Clement, and children, Alice W., James H., and Harrison H. Clement in honor of Martin W. Clement '01, Hon. '51, Trustee of the College from 1930 to 1963, of Philadelphia, Pennsylvania. This fund has also been augmented by gifts from many friends. Scholarships are awarded with preference given to students from the Greater Philadelphia area.

**Archibald Codman** — given by Miss Catherine A. Codman, the Rt. Rev. Robert Codman '00, and Edmund D. Codman of Portland, Maine, in memory of their brother, the Rev. Archibald Codman '85.

**Richard H. Cole** — given by Richard H. Cole of Hartford.

**Collegiate** — gifts for scholarship purposes where a special scholarship was not designated.

**Concordia Foundation** — given by the Concordia Foundation of Hartford.

**Connecticut Alpha Chapter of Phi Kappa Psi** — preference given to children of alumni members from Trinity's Chapter of Phi Kappa Psi.

**Connecticut General Insurance Corporation** — given by the Connecticut General Insurance Corporation of Bloomfield to provide financial aid for needy and deserving students.

**Connecticut General Insurance Corporation Scholarships for Minorities in Actuarial Science** — established in 1979 by Connecticut General Insurance Corporation. Awarded to one or more minority students from the Greater Hartford area to pursue studies in the field of actuarial science.

**E. C. Converse** — bequest of Edmund C. Converse of Greenwich, Connecticut.



**Harold L. Cook** — bequest of the Rt. Rev. Monsignor Harold L. Cook '47 of Plymouth, Indiana, for pre-medical or pre-theological students.

**Charles W. Cooke Memorial** — bequest of Irene T. Cooke of Wethersfield in memory of her husband Charles W. Cooke '14, with preference for students majoring in engineering.

**Herman Crown Investment League** — given by the Herman Crown Investment League, a Trinity student investment club, for a senior economics major.

**Lemuel J. Curtis** — bequest of Lemuel J. Curtis of Meriden, Connecticut.

**Charles F. Daniels** — bequest of Mrs. Mary C. Daniels of Litchfield, Connecticut, in memory of her son.

**Harvey Dann** — given by Harvey Dann '31 of Pawling, New York — preference given to a student from Dutchess County, New York.

**J. H. Kelso Davis Memorial** — to honor the memory of J. H. Kelso Davis '99, Hon. '23, of Hartford, Trustee of the College from 1924 to 1956.

**Jane N. Dewey** — given by Mrs. Albert T. Dewey of Manchester, Connecticut.

**Edward H. and Catherine H. Dillon** — bequest of Catherine H. Dillon of Hartford.

**Edward S. and Bertha C. Dobbin** — given by James C. Dobbin of Inglewood, California, in memory of his parents, Edward S. Dobbin '99 and Bertha C. Dobbin.

**Joseph N. and Jean W. Dobrovir** — given by William A. Dobrovir '54 in honor of his father and mother.

**George William Douglas** — given by the Rev. George William Douglas 1871, M.A. 1874, Hon. 1895, of New York City.

**Alfred J. and Elizabeth E. Easterby** — given by Charles T. Easterby '16 of Philadelphia, Pennsylvania, in memory of his father and mother.

**William S. Eaton** — given by Mrs. Julia Allen Eaton of Hartford, and others in memory of her husband, William S. Eaton '10.

**Jacob W. Edwards Memorial** — given by relatives and friends in memory of Jacob W. Edwards '59. This scholarship is awarded to a student who has completed the freshman year and will provide financial assistance for the remainder of his undergraduate years and for the first year of graduate study.

**Leonard A. Ellis** — bequest of Leonard A. Ellis '98 of San Diego, California.

**James S. and John P. Elton** — given by James S. Elton and John P. Elton '88, Waterbury, Connecticut, Trustee of the College from 1915 to 1948.

**Gustave A. Feingold** — bequest of Dr. Gustave A. Feingold '11 of Hartford.

**Rabbi and Mrs. Abraham J. Feldman** — given by the Trustees of the Congregation Beth Israel of Hartford, for students from the Greater Hartford area.

**S. P. and Barr Ferree** — bequest of Mrs. Annie A. Ferree of Rosemont, Pennsylvania, in memory of her husband, S. P. Ferree, and her son, Barr Ferree.

**Thomas Fisher** — bequest of Thomas Fisher.

**Edward Octavus Flagg, D.D.** — bequest of Miss Sarah Peters Flagg of Woodcliff Lake, New Jersey, in memory of her father, Edward Octavus Flagg 1848.

**Fraternity of I.K.A. and Delta Phi** — two scholarships with preference to children or grandchildren of alumni members of Trinity's chapter of I.K.A.

**Frank Roswell Fuller** — bequest of Frank Roswell Fuller of West Hartford.

**Elizabeth and Keith Funston** — given by G. Keith Funston '32, Hon. '62, of Greenwich, Connecticut, President of the College from 1945 to 1951, and Trustee of the College, for students who show potential to be "enlightened and self-reliant citizens of American Democracy."

**Elbert H. Gary** — bequest of Elbert H. Gary, Hon. '19, of Jericho, New York.

**James Hardin George** — bequest of Mrs. Jane Fitch George of Newtown, Connecticut, in memory of her husband, James Hardin George 1872.

**Raymond S. George** — bequest of Raymond S. George of Waterbury, Connecticut, for students of the Senior Class who are members of any Episcopal Church or Sunday School in Waterbury.

**George Shepard Gilman** — given by the family of George Shepard Gilman 1847.

**Estelle E. Goldstein** — bequest of Estelle E. Goldstein of Hartford.

**Goodwin-Hoadley** — established by Daniel Goodwin and George E. Hoadley. One is awarded each year to the student of the highest scholastic rank from the public schools of Hartford who enters Trinity College and who is not receiving other scholarship aid; the nomination to these scholarships is vested in the Board of Education.

**David S. Gottesman** — given by David S. Gottesman '48 of Scarsdale, New York.

**Charles Z. Greenbaum** — given by relatives and friends in memory of Charles Zachary Greenbaum '71 of Marblehead, Massachusetts, with preference to students majoring in science.

**Griffith** — bequests of John E. Griffith, Jr. '17 and George C. Griffith '18.

**Stella and Charles Guttman Foundation** — preference to students of recognized ability who have completed two academic years of college and who are contemplating graduate or professional study.

**Herbert J. Hall** — given by Herbert J. Hall '39, of Skillman, New Jersey.

**Karl W. Hallden Engineering** — given by Karl W. Hallden '09, Sc.D. '55, of Thomaston, Connecticut, Trustee of the College from 1950 to 1970, for students in engineering.

**Ernest A. Hallstrom** — bequest of Ernest A. Hallstrom '29 of Hartford.

**Jeremiah Halsey** — bequest of Jeremiah Halsey, Hon. 1862, of Norwich, Connecticut.

**Florence S. and Muriel Harrison** — given by The Rev. A. Palmore Harrison '31 and friends in memory of his wife and daughter.

**Hartford Insurance Group** — full tuition scholarships given by the Hartford Insurance Group.

**Hartford Rotary — Charles J. Bennett** — given by Trustees, friends, and the Hartford Rotary Club, in memory of Charles J. Bennett of Hartford.

**Thomas Holland** — bequest of Mrs. Frances J. Holland of Hartford, daughter of Bishop Brownell, the founder of the College, in memory of her husband, Thomas Holland. Three tuition scholarships to be held during the following year, are awarded by the Faculty to the



students attaining the highest rank in the junior, sophomore and freshman classes respectively.

**Marvin E. Holstad** — gift of Mrs. Audrey Holstad of West Hartford, Connecticut, in memory of her husband, Marvin E. Holstad, M.A. '65, with preference given to disadvantaged minority students.

**Thurman L. Hood** — given by the family and friends in memory of Dr. Thurman L. Hood, former Dean and Professor in the Department of English from 1928 until his retirement in 1959.

**Richard K. Hooper** — given by Richard K. Hooper '53 of New York City.

**Rex J. Howard** — bequest of J. Blaine Howard in memory of his son, Rex J. Howard '34, for a student in the Department of English.

**Illinois** — A special fund established in 1948 provides scholarships for young men and women who reside in the State of Illinois. They are awarded on the basis of intellectual distinction, character, leadership ability, and need. There are nearly 40 Illinois Scholars now at Trinity College. Approximately ten new Illinois Scholarships will be awarded annually.

**Charles and Winifred Jacobson** — given by Charles E. Jacobson, Jr., M.D. '31 of Manchester, Connecticut in memory of his parents.

**Daniel E. Jessee** — given by Carl W. Lindell '37 in memory of Daniel E. Jessee, football coach from 1932-1967, baseball coach from 1937-1967 and squash racquets coach from 1947-1958.

**Dorothy A. and Glover Johnson** — given by Dorothy A. and Glover Johnson '22, Hon. '60, of New Rochelle, New York, Trustee of the College from 1962 to 1973, with preference for graduates of Trinity School and Trinity-Pawling School, respectively.

**Harry E. Johnson** — bequest of Katherine W. Johnson of Hartford in memory of her husband.

**George Kneeland** — given by Miss Adele Kneeland and Miss Alice Taintor, both of Hartford, in memory of George Kneeland '80.

**Vernon K. Kriebel** — given by relatives and friends in memory of Dr. Vernon K. Kriebel, Scovill Professor of Chemistry.

**Vernon K. Kriebel** — given by the Loctite Corporation of Newington, Connecticut, in memory of Dr. Vernon K. Kriebel, Scoville Professor of Chemistry. It provides a full tuition scholarship to a student majoring in the Department of Chemistry who has demonstrated outstanding scholastic achievement and who, in the opinion of the Department staff, offers promise of making a significant contribution to the profession of chemistry.

**Kurz** — sponsored by The Kurz Family of Philadelphia, Pennsylvania, with preference for scholars who are seniors or juniors majoring in Religion.

**George Thomas Linsley** — bequest of Mrs. Helen L. Blake of Farmington in memory of her first husband, the Rev. George Thomas Linsley, D.D.

**The Rev. Flavel Sweeten Luther** — given by E. Selden Geer, Jr. '10 of Wethersfield, in memory of the Rev. Flavel Sweeten Luther, President of the College from 1904 to 1919, and his wife, Isabel Ely Luther.

**Alexander A. Mackimmie, Jr.** — given by the family and friends of Professor Alexander A. Mackimmie, Jr. with preference to graduates of Bulkeley High School, Hartford.

**Morris M. and Edith L. Mancoll** — given by Morris M. Mancoll, M.D., '24 and Mrs. Mancoll.

**George Sheldon McCook Memorial** — given by the family of George Sheldon McCook '97.

**George Payne McLean** — given by Mrs. Juliette McLean of Simsbury, in memory of her husband, George Payne McLean, Hon. '29.

**Caroline Sidney Mears** — bequest of J. Ewing Mears 1858, of Philadelphia, Pennsylvania, in memory of his mother, Caroline Sidney Mears.

**Memorial** — gifts in memory of alumni and friends.

**Milbank** — given by The Memton Fund of New York City, with preference for students from Metropolitan New York.

**Moak-Trinity** — given by C. B. Moak of Miami, Florida, with preference for students from the Florida area.

**Michael A. Moraski Memorial** — given by the family and friends in memory of Michael A. Moraski '72, with preference for students from Gilbert High School, Torrington High School or Litchfield County.

**Robert S. Morris** — given by Robert S. Morris '16, Hon. '65, of West Hartford, Trustee of the College from 1941 to 1947 and from 1948 to 1963.

**Shiras Morris** — given by Mrs. Grace Root Morris of Hartford, in memory of her husband, Shiras Morris '96.

**Allen C. Morrison** — bequest of Sara M. Brown of West Hartford in memory of her first husband.

**Clarence E. Needham** — bequest of Edith S. Needham of Shaker Heights, Ohio in memory of her husband, Clarence E. Needham '11.

**William J. Nelson** — bequest of William J. Nelson '10 of Plaistow, New Hampshire, and memorial gifts from his family and friends.

**Gustav P. Nordstrom** — bequest of Estelle E. Goldstein of Hartford, in memory of Gustav P. Nordstrom '29.

**Remsen Brinckerhoff Ogilby** — given by Messrs. Carlos B. Clark, Hon. '43, James B. Webber, Joseph L. Webber, Richard H. Webber, Oscar Webber, and James B. Webber, Jr. '34 of Detroit, Michigan, in memory of the Rev. Remsen Brinckerhoff Ogilby, President of the College from 1920 to 1943.

**Dr. William Anthony Paddon** — given by Richard Paddon '42 of Summit, New Jersey, in honor of his brother, Dr. William Anthony Paddon '35, Hon. '76, with preference to students who have a special interest in public health and a demonstrated concern for others.

**Mitchel N. Pappas** — given by the family and friends of Professor Mitchel N. Pappas, for students with special promise in painting or other phases of the studio arts.

**Dwight Whitfield Pardee** — given by Miss Cora Upson Pardee of Hartford, in memory of her brother, Dwight Whitfield Pardee 1840.

**Alfred L. Peiker** — bequest of Alfred L. Peiker '25 of West Hartford, and memorial gifts from family and friends, for a student majoring in chemistry.



**Clarence I. Penn** — bequest of Clarence I. Penn '12 of New York City.

**Henry Perkins** — bequest of Mrs. Susan S. Clark of Hartford, in memory of her first husband, Henry Perkins 1834. Nominations made by the Bishop of Connecticut.

**Phi Kappa Educational Foundation, Inc.** — given by members of the Phi Kappa Chapter, Alpha Delta Phi fraternity, with preference for students who are members of the fraternity.

**John Humphrey Pratt** — bequest of John H. Pratt, Jr. '17 of Darien, Connecticut.

**Returned Scholarship** — given by Harold L. Smith '23 of New York, and others, in appreciation of scholarship aid given them as undergraduates.

**Governor Abraham A. Ribicoff** — given by the Suisman Foundation, Inc., of Hartford, in honor of former Connecticut Governor Abraham A. Ribicoff, Hon. '55.

**Maria L. Ripley** — bequest of Miss Maria L. Ripley of Hartford.

**H. Ackley Sage** — bequest of Mrs. Lydia Sage of Pompano Beach, Florida, in memory of her husband, H. Ackley Sage '14.

**Bishop Harold E. Sawyer** — bequest of the Rt. Rev. Harold E. Sawyer '13 of Ivoryton, Connecticut.

**Thomas A. Shannon** — bequest of Thomas A. Shannon '25 of West Hartford.

**Society for Savings** — given by the Society for Savings, Hartford, for students from the Greater Hartford area.

**Southern New England Telephone** — given by the Southern New England Telephone Company.

**Charles Byron and Ila Bassett Spofford** — bequests of Charles Byron Spofford, Jr. '16 and his wife, Ila Bassett Spofford, with preference for juniors or seniors with financial need.

**Dallas S. Squire** — established by Dallas S. Squire '15, in memory of Samuel S. Squire and Colin M. Ingersoll, with preference to a junior or senior member of St. Anthony Hall.

**Grace B. Starkey** — given by George W. B. Starkey, M. D., '39, present Chairman, Board of Trustees, and Mrs. Starkey of Brookline, Massachusetts in honor of Dr. Starkey's mother.

**General Griffin A. Stedman, Jr.** — given by Miss Mabel Johnson of Hartford, in memory of her uncle, Brig. Gen. Griffin Alexander Stedman, Jr. 1859, M.A. 1863.

**Mitchell B. Stock** — given by Mitchell B. Stock of Bridgeport, Connecticut.

**Student Body** — given by Trinity students from the activities budget, for disadvantaged and/or minority students.

**Suisman Foundation, Inc.** — given by the Suisman Foundation, Inc., of Hartford.

**Samuel C. Suisman** — given by the Suisman Foundation, Inc., of Hartford, with preference to a rising senior who has made substantial contribution in extracurricular activities and has shown general leadership qualities.

**Samuel C. and Edward A. Suisman** — given by Samuel C. Suisman and Edward A. Suisman, Hon. '71, of West Hartford.

**Surdna Foundation** — given by the Surdna Foundation, Inc. to be used for students in need of financial assistance to complete their education at Trinity College.

**Swiss Reinsurance Company** — given by the Swiss Reinsurance Company of Zurich, Switzerland, with preference to a student majoring in mathematics.

**Edwin P. Taylor III** — given by the family and friends of Edwin P. Taylor III '46.

**Theta Xi** — preference to children of fraternity members.

**Mathew George Thompson** — bequest of the Rev. Mathew George Thompson, Hon. '20, of Greenwich, Connecticut.

**Melvin W. Title** — given by the Suisman Foundation, Inc., of Hartford, Melvin W. Title '18, Hon. '68, and friends.

**William Topham** — bequest of Margaret McComb Topham of New York City, in memory of her father, William Topham.

**B. Floyd Turner** — given by B. Floyd Turner '10 of Glastonbury, Connecticut, and memorial gifts from his family and friends, with preference for residents of the Town of Glastonbury.

**Arthur J. Ulmer** — bequest of Arthur J. Ulmer of Jersey City, New Jersey.

**Raymond J. Wean** — given by Raymond J. Wean, Hon. '54, of Warren, Ohio, Trustee of the College from 1955 to 1973, with preference to children of employees of Wean United, Inc. and candidates from the Ohio area.

**Ronald H. Weissman** — given by Mrs. Estelle Fassler of Scarsdale, New York, mother of Ronald H. Weissman '74, for a student majoring in science, preferably biology.

**Western Connecticut Alumni Association** — given by members of the Western Connecticut Alumni Association, with preference for students from Western Connecticut.

**Mary Howard Williams** — bequest of Augusta Hart Williams of Hartford.

**Isidore Wise** — given by Isidore Wise, Hon. '49, of Hartford.

**Charles G. Woodward** — given by Charles G. Woodward 1898, of Hartford, Trustee of the College from 1917 to 1950.

**Vertrees Young** — given by Vertrees Young '15, Hon. '73, of Bogalusa, Louisiana, Trustee of the College from 1960 to 1971.

## SCHOLARSHIPS FOR STUDENTS PREPARING FOR THE MINISTRY

The following scholarships are awarded only to students who are preparing to enter the ministry. Applicants for these scholarships will apply on the usual forms, and the same general rules will apply to them as govern the award of other scholarships.

**Thomas Backus** — given by the Rev. Stephen Jewett, Hon. 1833, of New Haven, Connecticut.

**Daniel Burhans** — bequest of the Rev. Daniel Burhans, Hon. 1831, of Newtown, Connecticut.



**John Day Ferguson and Samuel Morewood** — bequest of Mrs. Jeannie Taylor Kinglsey of New Haven, Connecticut.

**George F. Goodman** — bequest of Richard French Goodman 1863, of Newton, New Jersey.

**Horace B. Hitchings** — bequest of the Rev. Horace B. Hitchings 1854 of Denver, Colorado.

**Harriette Kirby** — bequest of Miss Harriette Kirby of Hartford.

**Horatio N. Lake** — bequest of Horatio N. Lake of Bethlehem, Connecticut.

**John Shapleigh Moses** — bequest of Annette Foxall McCartney Moses of Andover, Massachusetts, in memory of her husband, John Shapleigh Moses, D.D. '14.

**Joseph P. Robinson Memorial** — bequest of Stanley A. Dennis, Jr. '17 of Kearny, New Jersey, in memory of the Rev. Joseph P. Robinson.

**Isaac Toucey** — bequest of the Honorable Isaac Toucey, Hon. 1845, Trustee of the College from 1830 to 1869, of Hartford.

**Isaac H. Tuttle** — bequest of the Rev. Isaac H. Tuttle 1836, of New York City.

**Nathan M. Waterman** — bequest of General Nathan Morgan Waterman of Hartford.

## STUDENT LOAN FUNDS

**Alumni, Senior** — established in 1938 by gifts of the Alumni Association of Trinity College.

**Backus, Clinton Jirah and Carrie Haskins** — established in 1950 by Clinton J. Backus '09, of Midway City, California.

**Mead, George J.** — established in 1951 by bequest of George J. Mead, Hon. '37, of Bloomfield, Connecticut — The income to be used for loans to students majoring in economics, history, government or languages.

**Edward J. Myers and Thomas B. Myers Trinity College Student Loan Fund** — established by Thomas B. Myers '08 in his name and in that of his brother, Edward J. Myers '14, with preference to graduates of accredited Racine County (Wisconsin) high schools.

**National Direct (Defense)** — Under provisions of the National Defense Education Act of 1958 as amended, loans are made available for students with financial need.

**New England Society of New York** — established in 1945 by the New England Society of New York, used for short-term small loans.

**Remsen Brinckerhoff Ogilby** — established in 1943 by gifts of Carlos B. Clark, Hon. '43, and James W. Webber, Jr. '34 and his family, all of Detroit, Michigan.

**Trinity** — established by vote of the Trustees of the College in 1952 to provide loans comparable to the terms and conditions of the Mead Loan Fund for students majoring in other fields.

**Wyckoff Student Loan Fund** — established 1973 by The Alcoa Foundation in honor of George W. Wyckoff. This Fund is available to provide loans to needy and deserving undergraduate students.



## Prizes

**The John C. Alexander Memorial Award** of \$100 was established by friends of John C. Alexander '39, to memorialize his name and, in some way, to identify a Trinity undergraduate who possesses some of the qualities that he possessed. It is presented annually to a senior or junior economics major who is a member of a varsity squad and who has demonstrated the most academic progress during his Trinity career.

**Alumni Prizes in English Composition** of \$200 and \$125 from the income of a fund contributed by the Alumni, are awarded to the students who present the best essays on subjects approved by the Department of English. Essays originally prepared for academic courses, for publication in the *Trinity Tripod*, or especially for the contest will be accepted, but no student may offer more than one entry. Essays must be submitted to the Department on or before April 15.

**Trinity Alumnus Prizes in Prose Fiction** of \$150, \$100, and \$75 are annual awards established by the late Mr. Clarence I. Penn of the Class of 1912. Original manuscripts of short stories or novelettes are to be submitted to the Department of English on or before April 15.

**The Louis Aronne, Class of 1977, Prize in Biochemistry** of \$50 is awarded to a senior or a junior biochemistry major (with preference being given to a senior) who, in addition to being an outstanding student in biochemistry, has demonstrated interest in general scholarship and campus activities. The awardee is to be selected by a member of the Chemistry Department and a member of the Biology Department who teaches a biochemistry course.

**Book Prizes for Excellence in Modern Languages** are presented to students who have shown outstanding progress and achievement in French, German, Italian, Russian or Spanish at the College.

**The American Society of Mechanical Engineers Prize** is awarded by the Hartford Chapter of the American Society of Mechanical Engineers to the senior who makes the highest record in the Engineering Department.

**The American Institute of Chemists Award** is presented to a senior majoring in chemistry who has demonstrated scholastic achievement, leadership, ability and character. It consists of a certificate and a one-year Student Associate membership in the American Institute of Chemists.

**The Connecticut Valley Section of the American Chemical Society Award** is given in recognition for outstanding accomplishment in the study of chemistry.

**The Division of Analytical Chemistry of the American Chemical Society Award** is given to a student who has completed the third undergraduate year and who displays interest in and aptitude for a career in analytical chemistry.

**The Chemical Rubber Company Awards** are made to the outstanding freshmen chemistry students for outstanding achievement in General Chemistry.

**The J. Wendell Burger Prize in Biology** is an award of \$100 given to a graduating senior major in biology who, by vote of the Faculty of biology, is considered to have demonstrated the greatest promise for a career in biological science. The prize is from a fund established in honor of James Wendell Burger, the J. Pierpont Morgan Professor in Biology, Emeritus.

**The Class of 1922 Award** of \$150, established by vote of the Class, is granted annually to a graduating woman who has done outstanding work in a particular academic field.

**The Cesare Barbieri Essay Prizes**, a gift from the Cesare Barbieri Endowment, for essays in Italian studies are awarded on Honors Day. Students interested in competing for these prizes should consult the Director of the Cesare Barbieri Center of Italian Studies. Essays must be submitted before April 15.

**The Cesare Barbieri Prizes for Excellence in Beginning Italian**, a gift from the Cesare Barbieri Endowment, are awarded to those students who show excellence in beginning Italian. The competition must be completed before April 15.

**The F. A. Brown Prizes** of \$325, \$200 and \$125, founded in 1897 by Mrs. Martha W. Brown of Hartford in memory of her husband, are awarded to students who deliver the best orations over the College radio station or at public functions.

**The First Year Hebrew Award** is a Hebrew grammar given to encourage the study of the Old Testament among college students. It is awarded to the first-year student who demonstrates the best understanding of the Hebrew language as a tool for the scholarly study of the Bible.

**The Connecticut Commandery, Military Order of Foreign Wars Book Award** is made to the male member of the graduating class who has demonstrated outstanding leadership qualities.

**The George B. Cooper Prize in British History** of \$100 is awarded to the senior who has done the best work in British history at Trinity.

**The Delta Phi Alpha Book Prizes** are awarded to meritorious students in the field of German studies. The prize books by well-known German authors are made available by Delta Phi Alpha, the National German Honorary Fraternity, through the Trinity College Chapter, Delta Upsilon. If in any academic year the local chapter does not initiate any new Delta Phi Alpha members, the book prizes are not available that year.

**The Faculty of Economics Award** is presented annually to that graduating senior major in economics who, by vote of the Faculty of economics, is considered to have demonstrated the greatest promise as a professional economist.

**The Ferguson Prizes** in Economics, History, and Political Science, founded in 1890 by the late Professor Henry Ferguson of the Class of 1868, are offered annually for the best essays submitted to each of the three Departments of History, Economics, and Political Science. Two prizes are offered by each Department, a first prize of \$180 and a second prize of \$120. All essays must be typewritten. They must be submitted to the Chairman of the Department before dates indicated below.

*Economics* — The prizes are offered to seniors for the two best essays on topics approved by the Department. April 15.

*History* — The two Ferguson Prizes will be awarded for essays of at least 15 pages in length written independently or for courses or seminars. All Trinity undergraduates are eligible to compete for the Ferguson Prizes. April 15.

*Political Science* — The prizes are offered for the two best essays submitted for any undergraduate course, tutorial, or seminar in the Department during the academic year. April 15.

**The Ronald H. Ferguson Prizes in French** of \$300 and \$150 were established in 1951 in memory of Mr. Ronald H. Ferguson, Class of 1922. The prizes are awarded for the two best essays, written in French, on subjects approved by the Department, and for the best results of an oral examination. Essays prepared in any regular course of study may be offered in competition, provided that such essays are recommended by the instructor in whose course they were written and that they are approved as well by the Department.



**The Samuel S. Fishzohn Awards for Civil Rights and Community Service** — established in 1966 in memory of Samuel S. Fishzohn, Class of 1925, a prominent figure in social work and welfare. Awards of \$75 are given each year to two students: one who has demonstrated initiative and creativity in community service related to important social issues, and the other who has worked with dedication in civil rights, civil liberties or race relations.

**The Goodwin Greek Prizes** of \$300 and \$200, founded in 1884 by the late Mrs. James Goodwin of Hartford, are offered to students in Greek who attain the highest grade of excellence in the courses taken and in a special examination. A student who has received a prize is not again eligible to compete for the same prize. The winners also are awarded a Greek coin of the classical period. The examination, to be held in April, is designed to test the student's general knowledge of Greek and skill in sight translation such as he may properly be expected to acquire from reading in connection with courses. No prize will be awarded unless the work offered is excellent.

**The Mary Louise Guertin Actuarial Award** was established in 1952 by Alfred N. Guertin '22, in memory of his mother. The award of \$100 will be made annually to the senior selected by three Fellows of the Society of Actuaries, named by the College, as having personal qualities indicative of future executive capacity and leadership in the actuarial profession. The student must also have completed satisfactorily the two preliminary examinations for associateship in the Society of Actuaries or their equivalent, and have acquired scholarship grades in mathematics, English, and economics.

**The Samuel and Clara Hendel Book Prize** is awarded annually to the undergraduate who is judged to have written the best paper on a topic involving issues of civil liberties or social justice. The prize was established in 1978 by friends, colleagues and former students to honor Samuel Hendel, Professor Emeritus of Political Science, and Mrs. Hendel. The recipient is chosen by the chairmen of the Political Science, Philosophy and Sociology Departments and the Director of the American Studies Program (or deputies designated by them).

**The Abraham Joshua Heschel Prize** of \$50 is awarded in recognition of outstanding achievement in the study of religion.

**The Human Relations Award** is awarded annually to an undergraduate who during the year has exhibited outstanding citizenship and sportsmanship. Sportsmanship is interpreted in its broadest sense and does not necessarily include achievement in athletics.

**The George J. Mead Prizes** are awarded under the terms of a bequest from the late Mr. George J. Mead, Hon. '37, for accomplishment in the fields of history and political science.

*Political Science* — An annual prize of \$75 will be awarded on Honors Day to the sophomore or junior receiving the highest mark in Political Science 201, *International Politics*.

*History* — The Mead Prize of \$75 will be awarded on Honors Day to the freshman or sophomore with the most outstanding record in History 101 as judged by the instructors of that course.

**The Helen Loveland Morris Prize for Excellence in Music**, established by gift of the late Robert S. Morris '16, is awarded to the student who, in the opinion of the Department of Music, has made an outstanding contribution to music in the College. The prize of \$175 is awarded to a nominee who is judged by his record in music courses and in Concert Choir, Chapel Singers, College Band, or student recitals. The Department reserves the right to withhold the prize in any year if the required excellence is not achieved.

**The Rev. Paul H. Barbour Prize in Greek** of \$60 was established in honor of the Rev. Paul H. Barbour of the Class of 1909 on the occasion of his ninetieth birthday. It is given to the student who achieves excellence in a special examination in Greek.

**The Richard K. Morris Book Award for Excellence in Education** is given annually to the member of the senior class who best fulfills the following qualifications: communicates

effectively, stimulates inquiry, demonstrates excellence in scholarship, manifests moral and ethical attitudes towards professional responsibility, and participates in community activities in an educational capacity. This award is given by the Trinity Education Graduate Association in honor of Richard K. Morris, Professor of Education, Emeritus.

**James A. Notopoulos Latin Prizes** of \$75 and \$50 are from a fund named after Professor James A. Notopoulos in appreciation of his interest in promoting high ideals of learning. The fund was established by an anonymous donor who has suggested that the income from this fund be used to offer a prize primarily for freshman excellence in attainment in Latin, then to upperclassmen. The examination, to be held in April, is designed to test the student's general knowledge of Latin and skill in sight translation such as he or she may properly be expected to acquire from reading in connection with courses.

**The Fern D. Nye Award** of \$50 is presented annually on the basis of work of originality and excellence in graphic arts.

**The Mitchel N. Pappas Memorial Prize** of \$50 was established by Dr. Peter Tsairis of the Class of 1960 to honor the memory of Mitchel N. Pappas of Trinity's Fine Arts Department. It is awarded to that senior student who shows special promise in the area of studio arts.

**The Phi Gamma Delta Prizes** in Mathematics are offered to freshmen taking Mathematics 121, 122 and to freshmen or sophomores taking Mathematics 221, 222. In each case, the first prize is \$75, the second prize is \$50, and the third prize is \$25. These prizes are from the income of a fund established in 1923, and increased in 1931 by the Alumni authorities of the local chapter of the Fraternity of Phi Gamma Delta.

**The Phi Gamma Delta Senior Prize** of \$150 is awarded annually to the person adjudged by the Department of Mathematics to be its most outstanding senior major. This prize is from the income of a fund established in 1923, and increased in 1931 by the Alumni authorities of the local chapter of the Fraternity of Phi Gamma Delta.

**The Phi Gamma Delta Teaching Fellowship** of \$250 is awarded annually to a member of the junior class who has done distinguished work in mathematics courses and who, in the opinion of the Department of Mathematics, is qualified to aid the Department in its instructional endeavors.

**The Physics Prize**, established by the faculty of the Department of Physics and Astronomy in 1976, is awarded to a freshman for exceptional achievement in either Physics 121L-122L or Physics 221L-222L.

**The Physics Senior Prize** recognizes outstanding scholarship in physics. Established in 1976 by the faculty of the Department of Physics and Astronomy, it is awarded to a senior physics major for demonstrated excellence in physics at the advanced undergraduate level.

**The Pi Gamma Mu Scholarship Award**, authorized by the National Board of Trustees of the Society, is given by the Connecticut Alpha Chapter in the interests of the promotion of scholarship in the social sciences on the Trinity campus. The award is made to one of the top five ranking seniors who has pursued a major in one of the social sciences; additional considerations are that he or she be outstanding in scholarship and ability and that he or she shall have pursued a program of studies indicating breadth in the work of the social sciences.

**The Friends of Art Award for Art History** is given to the graduating major whose academic record and promise of future achievement best epitomizes the goals of The Friends to cultivate and sustain the arts among us.

**The Friends of Art Awards for Studio Arts** are given to students for exceptional achievement in painting, graphics, sculpture or photography.

**The Peter J. Schaefer Memorial Prize Award** — established by the classmates of Peter J. Schaefer, Class of 1964, to memorialize his name, consists of the annual award of books to the two freshmen who have achieved the highest grades in introductory economics in the preceding academic year.



**The D. G. Brinton Thompson Prize in United States History** of \$100 will be awarded for the best essay in the field of United States history submitted by an undergraduate. Senior Seminar essays in United States history are eligible.

**The Melvin W. Title Latin Prizes**, one of \$65 and one of \$35, founded in 1958 by Mr. Melvin W. Title of the Class of 1918, are offered to students in Latin who attain the highest grade of excellence in the courses taken and in a special examination. A student who has received a prize is not again eligible to compete for the same prize. The examination, to be held in April, is designed to test the student's general knowledge of Latin and skill in sight translation such as he may properly be expected to acquire from reading in connection with courses. No prize will be awarded unless the work offered is excellent.

**The Jerome P. Webster, Class of 1910, Student Book Collectors Prizes** have been established in memory of Dr. Jerome P. Webster '10, by the Trinity College Library Associates. They are awarded annually to three students who make collections of books in a specific field, or pertaining to some particular interest in one of these fields, or an intelligently selected nucleus of a general library for the future. Emphasis is placed on the student's knowledge of the contents of the collection and its usefulness. The total number of books or their money value is not a determining factor.

**The Miles A. Tuttle Prize** of \$350 will be awarded to the member of the Senior Class who writes the best essay in history on a topic selected by the contestant and approved by the Department of History. Senior Seminar essays are eligible for the Tuttle competition. If in the judgment of the Department no essay meets the standards of excellence, no prize will be awarded.

**The Ruel Crompton Tuttle Prizes** were established in 1941 by the bequest of Ruel Crompton Tuttle of Windsor, Connecticut, Class of 1889, to be awarded annually by the Chairman of the English Department to the two students who are deemed by him respectively the best and second-best scholars in the English Department from the junior class; the first prize will be \$1100 and the second prize \$550. The terms of award rest solely on the judgment and discretion of the Chairman of the English Department. Students interested in the prizes should confer with the Chairman of the English Department by March 9.

**John Curtis Underwood '96 Memorial Prizes in Poetry** of \$150, \$100, and \$75 are annual awards established by the late Mr. Clarence I. Penn of the Class of 1912. Original manuscripts should be submitted to the Department of English before April 16.

**The Frank Urban, Jr. Memorial Prize** was established as a memorial to Frank Urban, Jr. of the Class of 1961 and is awarded by the Department of Classical Languages and Civilization for excellence in beginning Greek.

**The Frank W. Whitlock Prizes in Drama** of \$125, \$75 and \$35 were founded by a legacy of Mrs. Lucy C. Whitlock, of Great Barrington, Massachusetts, and by her direction bear the name of her son who was a graduate of the Class of 1870.

## HONOR SOCIETIES

**Phi Beta Kappa:** Gail J. Adams '79; Nancy J. Albis '79; Joel M. Bartfield '79; S. Todd Bernstein '79; Peter T. Bronsky '79; James T. Caillouette '79; Francis P. Carr '79; Amy B. Cohen '79; Dale D. Cook '79; John A. Cox, Jr. '79; James M. G. Cropsey '79; Vivian E. D'Amato '79; Karen R. Ezekiel '79; Mitchell S. Gandelman '79; Jonathan D. Gates '79; Barbara R. Grossman '79; Thomas P. Harbeck '79; Robert F. Hurlock '79; Britton Jones '79; Betsy L. Kent '79; Elizabeth K. Liao '79; Kevin J. Maloney '79; Gregory B. Martin '79; Susan E. Matthew '79; Martha P. McCarthy '79; Kurt C. Meister '79; Caroleen K. Midura '79; D. Holmes Morton '79; Cheryl L. Nikonovich '79; David M. Ostafin '79; Robert T. Petrus '79; Robert R. Ribeiro '79; David P. Rosenblatt '79; Sidney A. Rowell '79; Hedda L. Rublin '79; Susan E. Saltonstall '79; Catherine J. Spera '79; Vicki L. Swanson '79; Sarah M. Wright '79.

**Pi Gamma Mu:** Gail Adams '79; John T. Adams '79; Lynne S. Bagdis '79; James T. Caillouette '79; Nancy E. Caplan '79; Francis P. Carr '79; Dale D. Cook '79; John A. Cox II '79; James M. G. Cropsey '79; Karen R. Ezekiel '79; Jaime A. Ficks '79; Regina M. Griffin '79; Barbara R. Grossman '79; Britton Jones '79; Thomas V. Keenan, Jr. '79; Kevin J. Maloney '79; Robert E. Mansbach, Jr. '79; Gregory B. Martin '79; Eric W. Matthews '79; Timothy F. Michno '79; Robert T. Petrus '79; Paul M. Pieszak '79; Thomas M. Preston '79; Robert R. Ribeiro '79; David P. Rosenblatt '79; Sidney A. Rowell '79; Hedda L. Rublin '79; Phyllis J. St. George '79; Gary M. Savadove '79; Yolanda Sefcik '79; Todd E. Solodar '79; Karl-Erik Sternlof '79; Vicki L. Swanson '79; Mark R. Vibert '79; Andrew H. Walsh '79; David B. Woodruff.

**Delta Phi Alpha:** Paul W. Orlando '81.

## ATHLETIC PRIZES

**The George Sheldon McCook Trophy**, the gift of Professor and Mrs. John James McCook in 1902, is awarded annually through a Committee of the Faculty and the captains and managers of all varsity teams to a student in the senior class, who must be in good scholastic standing, on the basis of distinction in athletics. In determining the award, diligence and conscientiousness in the observance of all rules of drill, training, and discipline are taken into account, as well as manliness, courtesy, self-control, uprightness, and honor at all times, especially in athletic sports and contests. The name of the student receiving the award is attached to the trophy on a silver bar bearing his name and class date. He receives as his permanent property a handcrafted pewter bowl. This trophy is the athletic distinction most coveted in the College.

**The Trinity Club of Hartford Trophy**, established in 1978, is awarded annually through a Committee of the Faculty and the captains and managers of all varsity teams to a woman student, a senior, who must be in good scholastic standing, on the basis of distinction in athletics. In determining the award, diligence and conscientiousness in the observance of all the rules of drill, training and discipline are taken into account, as well as courtesy, self-control, uprightness, and honor at all times, but especially in athletic sports and contests. The name of the student receiving the award is attached to the trophy on a silver bar bearing her name and class date. She receives as her permanent property a small replica of the trophy. This trophy is the athletic distinction most coveted in the College.

**The Eastern College Athletic Conference "Outstanding Scholar-Athlete" Award** is presented annually to the senior who is voted the most outstanding in athletics and scholarship.

**The Susan E. Martin "Outstanding Student-Athlete" Award** is presented annually to the senior woman who has combined excellence on the fields of competition with excellence in the classroom. This award was established in 1978 from the proceeds of pledges to runners who competed in the faculty-student marathon race and was named for "Suzie" Martin '71, who was one of the first Trinity women to compete in intercollegiate athletics.

**The Bob Harron "Outstanding Scholar-Athlete" Award**, established in 1971 by his friends in memory of Bob Harron, former Director of College Relations at Trinity, is presented annually to the junior who is voted the most outstanding in athletics and scholarship.

**The Board of Fellows "Outstanding Scholar-Athlete" Award** was established by the Board in 1979 and is presented annually to the junior woman who is voted most outstanding in athletics and scholarship.

**The Blanket Award** is awarded to students who have earned nine varsity letters in three different sports. The award is a Trinity College blanket.

**The Mears Prize** of \$50 was established under the will of Dr. J. Ewing Mears of the Class of 1858. It is awarded by the Faculty on the recommendation of the Chairman of the Department of Physical Education. The prize is awarded to the Trinity undergraduate student who



writes the best essay on a topic announced by the Department of Physical Education. The topic may change from year to year, and will be one relevant to college physical education or athletics. No prize is awarded unless two or more students are competing.

**The Larry Silver Award**, named in memory of Lawrence Silver, Class of 1964, is made annually to the student, preferably a non-athlete, selected by the Trinity College Athletic Department, who has contributed the most to the Trinity Athletic Program.

**The Bantam Award** is presented annually to a non-student who has made a distinguished contribution to the Trinity Sports Programs. The selection is made by the Athletic Staff. The trophy was given to the College by Raymond A. Montgomery, Class of 1925.

**The "1935" Award** is presented annually by the Class of 1935 to the player who has been of "most value" to the football team. The qualifications for this award are leadership, sportsmanship, team spirit, loyalty, and love of the game. A major trophy is kept in the college trophy case, and a replica is given to the recipient.

**The Dan Jessee Blocking Award** is given annually by Donald J. Viering '42, to that member of the varsity football team who has given the best blocking performance throughout the season.

**The Roy A. Dath Soccer Trophy**, established in 1978 is presented annually to the member of the soccer team who best fulfills the following qualifications: (1) makes the greatest contributions to the team's success and (2) demonstrates gentlemanly conduct, good sportsmanship, and inspirational leadership. The trophy is kept in the college trophy case.

**The Harold R. Shetter Soccer Trophy**, established in 1950 in memory of Harold R. Shetter, coach of soccer 1948-50, is awarded annually to the member of the varsity soccer squad who has shown the greatest improvement as a player over the previous year and who has also demonstrated qualities of team spirit and sportsmanship.

**The Arthur P. R. Wadlund Basketball Award**, awarded annually to the most valuable player on the varsity team, was donated by V. Paul Trigg, Class of 1936, in memory of Professor Arthur P. R. Wadlund, Jarvis Professor of Physics. A major trophy is kept in the college trophy case and a replica is presented each year to the winner.

**The Coach's Foul Shooting Trophy** is awarded annually by the varsity basketball coach to the member of the team who has made the highest foul shooting average in varsity contests.

**The John E. Slowik Swimming Award** is made annually in memory of John E. Slowik, Class of 1939, Captain in the U.S. Army Air Corps who was killed in action over Germany. The award is to be made to the most valuable member of the varsity swimming team considering ability, conscientiousness in the observance of all rules of practice and training, and qualities of leadership. The first award was made in 1950.

**The Robert Slaughter Swimming Award** is made annually to the "most improved" member of the varsity swimming team. This award honoring their coach was presented by the members of the swimming team of 1962.

**The Brian Foy Captains Award** is given each year to the captain of the swimming team exemplifying outstanding qualities of leadership. This award was established in 1974 by his friends and classmates in memory of Brian Foy, Class of 1960, co-captain of the swimming team, who suddenly passed away on May 1, 1973.

**The Newton C. Brainard Memorial Award** is made annually to the winner of the college squash racquet championship tournament. The winner's name is inscribed on a bronze plaque on the wall of the squash racquet section of Trowbridge Memorial.

**The John A. Mason Award**, established in 1953, is presented to that member of the varsity squash racquet squad showing the greatest improvement during the year.

**The Virginia C. Kurth Award**, established in 1973, is made annually to the winner of the women's squash racquet championship tournament. The winner's name is inscribed on a bronze plaque on the wall of the squash racquet section of Trowbridge Memorial.

**The Phyllis L. Mason Award**, established in 1977, is made annually to the member of the women's squash racquet squad showing the greatest improvement during the year.

**The Dan Webster Baseball Award** is awarded annually to the player who has been of "most value" to the baseball team. The major trophy is kept in the college trophy case and a replica is presented to the award winner.

**The William Frawley Award** is given annually to the most improved varsity baseball player; one who demonstrates enthusiasm and determination. This award was established in 1974 by his friends and classmates in memory of William Frawley, Class of 1960, captain of the baseball team, who was reported missing in action in Vietnam in 1966.

**The Robert S. Morris Track Trophy**, established in 1953, is awarded annually to the most valuable member of the varsity track team. The qualifications for this award are outstanding performance, attitude, and sportsmanship. The trophy will be kept in the college case and a replica will be given each year to the winner.

**The Edgar H. and Philip D. Craig Tennis Award**, established in 1956, is awarded annually to a member of the varsity tennis squad who has shown the greatest improvement as a player over the previous year, and who has demonstrated qualities of team spirit and sportsmanship.

**The Sheldon Tilney Tennis Trophy** is engraved annually with the name of the tennis player who wins the All-College Tennis Tournament.

**The John Francis Boyer Most Valuable Player Award**, established by St. Anthony Hall in 1957, is presented to the player who has been of "Most Value to the Lacrosse Team." A major trophy is kept in the college trophy case and a replica is presented each year to the winner.

**The Wyckoff Award** is presented annually to the winner of the varsity golf team tournament.

**The Torch Award**, established in 1962 by Mr. and Mrs. Charles B. Morgan, Bryn Mawr, Pa., is awarded to the person who has done the most to foster and perpetuate crew at Trinity.

**The Hartford Barge Club Rowing Trophy**, established in 1963 by members of the Hartford Barge Club, is awarded for sportsmanship and most improvement in rowing.

**The David O. Wicks, Jr. Prize**, established by David O. Wicks, Jr. '63, is awarded to the freshman who best exemplifies the spirit of the founders of the Trinity College Rowing Association.

**The Albert C. Williams Hockey Cup** is given by his friends and family in memory of Albert C. Williams, Class of 1964, who helped to establish hockey as a sport at Trinity. The cup is awarded to that hockey player who has demonstrated the qualities of leadership, team spirit, and sportsmanship.

**The Frank Marchese Hockey Award**, established in 1975, is awarded to the most valuable hockey player. The major trophy is kept in the trophy case and a bowl is presented annually to the winner.

**The Thomas H. Taylor Fencing Trophy** is awarded annually to a member of the Trinity College fencing team who, in his enthusiasm and sportsmanlike conduct, has captured the spirit of the art of fencing.

**The Marsh Frederick Chase Memorial Fencing Award** is presented to the member of the team who has contributed most significantly to the cause of fencing.



## Endowed Lectures

**Moore Greek Lecture** — Through the bequest of Dr. Charles E. Moore '76, to encourage the study of Greek, an all-college lecture is presented annually on classical studies.

**Mead Lectures** — Through the bequest of George J. Mead, Hon. '37, annual lectures are presented by distinguished authorities. Conferences and other special events are held on various topics in economics, government, and history.

**Barbieri Lectures** — A gift from the Cesare Barbieri Endowment provides for two public lectures a year by outstanding persons on some aspect of Italian Studies.

**George M. Ferris** — Through an endowment fund established by George M. Ferris '16, the George M. Ferris Lecturer in Corporation Finance and Investments presents one public lecture each year in that field.

**Hallden Lecture** — Through the Hallden Engineering Fund, established by Karl W. Hallden '09, Hon. '55, to bring to the campus scientists and engineers of international reputation and interest.

**Martin W. Clement Lecture** — Through an endowment established in 1967 by graduates and undergraduates of the Epsilon Chapter of Delta Psi Fraternity in memory of Martin W. Clement '01, to provide an annual public lecture with no restriction as to topic.

**Michael P. Getlin Lecture** — Established through the generosity of classmates and freinds in honor of Michael P. Getlin '62, Captain U.S.M.C., who was killed in action in Vietnam, to provide an annual lecture in religion.

# Degrees Conferred in 1979

The following degrees, having been voted by the Corporation, were duly conferred at the public Commencement Exercises May 27.

## HONORIS CAUSA

John Maury Allin, *New York*, Doctor of Divinity  
John Donnelly, *Connecticut*, Doctor of Science  
Constance Baker Motley, *New York*, Doctor of Laws  
Willis Livingston Mesier Reese, *New York*, Doctor of Laws  
George Frederick Will '62, *Maryland*, Doctor of Humane Letters

## BACCALAUREATE DEGREES IN COURSE

Ted Allen Emery, *New York*, B.A.,  
VALEDICTORIAN  
with Honors in General Scholarship & Italian  
Martha Paradis McCarthy, *London, England*, B.A.,  
SALUTATORIAN  
with Honors in General Scholarship & Psychology

John Thatcher Adams, *Bermuda*, B.A.,  
with Honors in History  
Vivian Pamela Apt, *New York*, B.A.,  
with Honors in History  
Lynne Stacey Bagdis, *Rhode Island*, B.A.,  
with Honors in Economics  
Joel Michael Bartfield, *Massachusetts*, B.S.,  
with Honors in Chemistry  
S. Todd Bernstein, *Pennsylvania*, B.S.,  
with Honors in Biology  
Peter Todd Bronsky, *New York*, B.S.,  
with Honors in General Scholarship & Biology  
James Thompson Caillouette, *California*, B.A.,  
Economics, with Honors in General Scholarship  
Nancy Ellen Caplan, *New Jersey*, B.A.,  
with Honors in Economics  
Francis Patrick Carr, *Connecticut*, B.S.,  
with Honors in Computer  
Major coordinated with Economics  
Paul Edward Christensen, *Connecticut*, B.A.,  
English & Theatre Arts,  
with Honors in English  
Dale Daniel Cook, *Ohio*, B.A.,  
with Honors in History  
\*John Adam Cox II, *Washington, D.C.*,  
B.A., Political Science,  
with Honors in General Scholarship  
Walter Franklin Cromwell II, *Maryland*,  
B.S., with Honors in Engineering  
James Mackenzie Graves Cropsey, *Connecticut*,  
B.A., with Honors in Economics

William Morgan Epes, *New York*, B.A.,  
with Honors in English  
Karen Ruth Ezekiel, *Massachusetts*, B.A.,  
with Honors in American Studies  
Jaime Ann Ficks, *Connecticut*, B.A.,  
with Honors in Political Science  
Carol A. Flinn, *Connecticut*, B.A.,  
with Honors in English  
Eric Roy Fossum, *Connecticut*, B.S.,  
Physics & Engineering,  
with Honors in Physics  
Jonathan Dean Gates, *Massachusetts*, B.S.,  
with Honors in Biology  
Mark Richard Glick, *Connecticut*, B.S.,  
with Honors in Biochemistry  
Thomas Page Harbeck, *Michigan*, B.A.,  
with Honors in English  
James Douglas Hart, *Massachusetts*, B.A.,  
with Honors in Economics  
Robert Francis Hurlock, *Connecticut*, B.A.,  
with Honors in Spanish  
Maryann Jesiolowski, *Illinois*, B.A.,  
Political Science & French,  
with Honors in Political Science  
Britton Jones, *New York*, B.A.,  
with Honors in Economics  
Robert Clay Kanzler, *Michigan*, B.A.,  
with Honors in Studio Arts  
Betsy Leota Kent, *New York*, B.S.,  
with Honors in Interdisciplinary Major:  
Biology & Psychology



## Degrees Conferred in 1979/229

- Mark William Kostelec, *Connecticut*, B.A.,  
with Honors in History
- Elizabeth Karin Liao, *Connecticut*, B.A.,  
Italian & Psychology,  
with Honors in Italian
- Kevin John Maloney, *Connecticut*, B.A.,  
with Honors in Economics
- Robert Earl Mansbach, Jr., *New York*, B.A.,  
with Honors in History
- Gregory Bruce Martin, *New Jersey*, B.S.,  
Mathematics & Economics,  
with Honors in Economics
- Susan Elaine Matthew, *Connecticut*, B.A.,  
Music & Modern Languages,  
with Honors in General Scholarship  
& French
- Patricia Anne McManamy, *New Jersey*, B.A.,  
English & Theatre Arts,  
with Honors in English
- Stephen Randall McNally, *New York*, B.S.,  
with Honors in Chemistry
- Kurt Christian Meister, *Pennsylvania*, B.A.,  
with Honors in Art History
- Timothy Francis Michno, *Florida*, B.A.,  
with Honors in History
- Charlotte Baker Miller, *New York*, B.A.,  
with Honors in Spanish
- Michael William Alexander Morgan, *New York*,  
B.A., with Honors in English
- David Holmes Morton II, *West Virginia*, B.S.,  
with Honors in Biology & Psychology
- Christopher Lawrence Myers, *Pennsylvania*, B.A.,  
English & Mathematics, with  
Honors in Mathematics
- Cheryl Lynn Nikonovich, *Florida*, B.A.,  
with Honors in General Scholarship  
& Psychology
- David Mark Ostafin, *Connecticut*, B.A.,  
Philosophy & Psychology,  
with Honors in General Scholarship
- Robert Addison Peattie, *Connecticut*, B.S.,  
with Honors in General Scholarship & Biology
- Barry Jay Perlman, *New Jersey*, B.S.,  
with Honors in Biochemistry
- Robert Thomas Petrus, *Connecticut*, B.A.,  
with Honors in Political Science
- Seth Roger Price, *New York*, B.A.,  
with Honors in American Studies
- David Alan Printz, *New York*, B.S.,  
with Honors in Biology
- William Eric Reichman, *New York*, B.S.,  
Biology & Sociology,  
with Honors in Sociology
- Robert Ribas Ribeiro, *Connecticut*, B.A.,  
Economics & Political Science,  
with Honors in General Scholarship  
& Economics
- David Philip Rosenblatt, *Massachusetts*, B.A.,  
with Honors in American Studies
- Sidney Alan Rowell, *Rhode Island*, B.A.,  
with Honors in History
- Hedda Lenore Rublin, *Pennsylvania*, B.A.,  
with Honors in General Scholarship & History
- Edward George Salloom, Jr., *Massachusetts*,  
B.S., with Honors in Psychology
- Susan Elizabeth Saltonstall, *North Carolina*,  
B.S., with Honors in Psychology
- Gary Michael Savadove, *Pennsylvania*, B.A.,  
with Honors in Economics
- Yolanda Sefcik, *Connecticut*, B.A.,  
with Honors in History
- Todd Eric Solodar, *Pennsylvania*, B.A.,  
with Honors in History
- Catherine J. Spera, *Connecticut*, B.A.,  
with Honors in English  
& Intercultural Studies
- Susan Lisa Tananbaum, *Massachusetts*, B.A.,  
Interdisciplinary Major:  
Judaic Studies & Religion,  
with Honors in Judaic Studies
- Andrew Harold Walsh, *Maryland*, B.A.,  
with Honors in History
- David George Whalen, *Massachusetts*, B.A.,  
with Honors in Economics
- Margaret vonBardeleben Wideman, *Alabama*,  
B.S., with Honors in Psychology
- Stapley Wonham, *Connecticut*, B.A.,  
with Honors in English
- David Blair Woodruff, *Connecticut*, B.A.,  
with Honors in History
- Jon Harris Zonderman, *Massachusetts*, B.A.,  
with Honors in American Studies

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- Arthur Belmont Abowitz, *New York*,  
B.S., Biology
- John Michael Abrams, *Delaware*,  
B.A., French
- Cynthia K. Achar, *New Jersey*,  
B.A., History
- Gail Adams, *Connecticut*,  
B.A., Economics
- Daniel Howard Adler, *New York*,  
B.S., Biology
- Ellen Manning Ahern, *Virginia*,  
B.A., Philosophy

- Nancy J. Albis, *Connecticut*,  
B.A., Psychology
- Sarah Ellen Alderks, *Virginia*,  
B.A., Religion & Studio Arts
- Edward Pierce Almy, Jr., *Massachusetts*,  
B.A., History
- William Whitney Ambrose, *Connecticut*,  
B.A., Economics & Intercultural Studies
- Emily Brooke Anthony, *Virginia*,  
B.A., History

## 230/ Degrees Conferred in 1979

- Nectar Ardemis Babacghian, *Connecticut*,  
B.S., *Computer Major coordinated with German*
- Lynne Anne Bachofner, *Massachusetts*,  
B.A., *Psychology*
- Andrew Eric Backman, *Connecticut*,  
B.S., *Biology*
- Jeffrey Richardson Bacon, *Massachusetts*,  
B.S., *Biology*
- Peter Mason Baker, *Massachusetts*,  
B.A., *Economics*
- Carol Ann Baschwitz, *Massachusetts*,  
B.A., *Religion*
- Carlisle Stuart Bascom, *Massachusetts*,  
B.A., *Political Science*
- David Stanley Beckwith, *New Jersey*,  
B.A., *History*
- Jane Gilpin Beddall, *Pennsylvania*,  
B.A., *Economics*
- Thomas Andrew Behrens, *Connecticut*,  
B.A., *Political Science*
- Elizabeth Billings, *Rhode Island*,  
B.A., *Psychology*
- Elizabeth Jean Blackmar, *New York*,  
B.A., *Economics*
- Diana Lynn Blatt, *Ohio*,  
B. A., *Economics*
- \*Marc Steven Blumenthal, *New Jersey*,  
B.A., *History & Religion*
- Lynn Ellen Boettger, *Connecticut*  
B.A., *Religion*
- Jeffrey Charles Bogoian, *Connecticut*,  
B.S., *Mathematics*
- Mark Edward Bonadies, *Connecticut*,  
B.S., *Engineering*
- Elizabeth Marie Bonbright, *California*,  
B.A., *Psychology & English*
- Morris Borea, *Connecticut*,  
B.S., *Psychology & Biology*
- Federico Henry Borgenicht, *Colombia, S.A.*,  
B.S., *Engineering*
- Aaron Michael Borkowski, *Connecticut*,  
B.S., *Engineering*
- Hendrik Willem Bouhuys, *Connecticut*,  
B.A., *Economics*
- Douglas Ober Bowman, *Connecticut*,  
B.A., *English*
- James Rand Brainerd, Jr., *Connecticut*,  
B.A., *History*
- George Maurits Brickley, *Massachusetts*,  
B.A., *Economics*
- Herbert Charles Brinkman, *Ohio*,  
B.A., *Economics*
- Clinton Royal Brown, *New Jersey*,  
B.A., *American Studies*
- \*Nathaniel Gordon Brown, *Connecticut*,  
B.A., *English*
- Frederick Cyrus Buffum, *Rhode Island*,  
B.S., *Environmental Studies*
- Michael Jon Burkin, *Massachusetts*,  
B.A., *History*
- Dawn Ward Burney, *Connecticut*,  
B.S., *Biology*
- James Kimberly Burns, *New York*,  
B.A., *Economics*
- Pamela Patrica Bussey, *Pennsylvania*,  
B.A., *Political Science & Intercultural Studies*
- Lynn Ann Butterfield, *Maine*,  
B.A., *English*
- José Antonio Cabral, *Connecticut*,  
B.S., *Biology*
- Robert Raymond Calgi, *New York*,  
B.A., *Economics*
- Ottaviano Anthony Canevaro, *Rome, Italy*,  
B.A., *Economics*
- Gregory Collins Carey, *New York*,  
B.A., *Political Science*
- Blaine Dawson Carter, *Maryland*,  
B.A., *Economics*
- Andrew John Castelle, *New York*,  
B.S., *Biochemistry*
- Jane Elizabeth Cavalieri, *Connecticut*,  
B.A., *Art History*
- Robert Harlan Chaffee, *New York*,  
B.S., *Chemistry*
- \*Helen M. Chamberland, *Connecticut*,  
B.A., *English*
- Roy Alan Childers, *New Jersey*,  
B.A., *History*
- Robert Webster Childs, *Connecticut*,  
B.S., *Biology*
- Thomas Vargha Cholnoky, *Connecticut*,  
B.A., *Economics*
- Scott Neil Claman, *New York*,  
B.A., *History*
- Martin Steven Cogen, *Connecticut*,  
B.S., *Biology & Art History*
- \*Amy Beth Cohen, *New York*,  
B.A., *Psychology*
- Stuart Lloyd Cohen, *Pennsylvania*,  
B.A., *Philosophy*
- Eileen Philomena Condon, *Connecticut*,  
B.A., *History*



## Degrees Conferred in 1979/231

- Susan Irene Conlon, *Connecticut*,  
B.S., *Engineering*
- \*Mary H. Coolidge, *Massachusetts*,  
B.S., *Biochemistry*
- Carmen Teresa Cordova Rolon, *Puerto Rico*,  
B.S., *Biology*
- Kathleen Wilson Crawford, *Connecticut*,  
B.A., *Intercultural Studies & Psychology*
- Kenneth Charles Crowe II, *New York*,  
B.A., *History*
- John Gerard Cryan, *New Jersey*,  
B.S., *Biology*
- Sherry Lynn Curtis, *Illinois*,  
B.A., *Modern Languages*
- Deborah Ann Cushman, *Massachusetts*,  
B.A., *American Studies*
- Mona Allin Daleo, *New Jersey*,  
B.A., *Interdisciplinary Major:  
Verbal & Nonverbal Expression  
in the Arts*
- Michael Crosby Daly, *Connecticut*,  
B.A., *History*
- Vivian Eve D'Amato, *New Jersey*,  
B.A., *Economics*
- Heidi Victoria Dauphinot, *Nassau, Bahamas*,  
B.A., *History*
- Thomas Hartley Davidson, *Connecticut*,  
B.A., *English & Economics*
- Bonni Gail Davis, *New York*,  
B.A., *Psychology*
- James Joseph Davis, Jr., *Massachusetts*,  
B.A., *Economics*
- Jennifer Ann Davis, *Massachusetts*,  
B.A., *Psychology*
- Peter Alan Davis, *Massachusetts*,  
B.A., *Studio Arts*
- Jeffrey Marc Dayno, *Pennsylvania*,  
B.A., *Intercultural Studies*
- Joseph Francis Delano, *Connecticut*,  
B.A., *Philosophy*
- Louise Helen Dewar, *New York*,  
B.A., *History*
- Marion Elizabeth DeWitt, *New York*,  
B.A., *Economics*
- David Peter Diefenbach, *New York*,  
B.A., *Economics*
- Frances Key Dobbin, *Maryland*,  
B.A., *History*
- Barry Jay Dorfman, *Connecticut*,  
B.A., *Economics*
- Patricia Ina Dorsey, *Illinois*,  
B.S., *Biology*
- David Needham Duncan, *Connecticut*,  
B.A., *Art History*
- Patricia Ann Durkee, *Connecticut*,  
B.A., *Psychology*
- \*Dimitri Gregory Economou, *Greece*,  
B.S., *Engineering*
- William Christopher Egan, *Delaware*,  
B.A., *History*
- Victoria Frances Elmlad, *Colorado*,  
B.A., *History & French*
- Mary Armstrong Elmer, *New Jersey*,  
B.A., *History*
- Andrew John Escoll, *Pennsylvania*,  
B.A., *History*
- Anne Elizabeth Fairbanks, *Massachusetts*,  
B.A., *History*
- \*William Steiger Fanning, *New York*,  
B.A., *Engineering*
- Judith Ivy Feinberg, *New York*,  
B.A., *History*
- Janet Sandra Ferber, *New Jersey*,  
B.A., *History*
- Anne Averill Fickling, *Massachusetts*,  
B.A., *American Studies*
- David William Fitzpatrick, *Connecticut*,  
B.A., *Economics*
- Cynthia Lee Flanagan, *New York*,  
B.A., *English*
- John Joseph Flynn, *Massachusetts*,  
B.A., *English*
- John Francis Foley, *Connecticut*,  
B.A., *Economics*
- William Pearce Fornshell, *Connecticut*,  
B.A., *Economics*
- Nina Patricia Fournier, *Connecticut*,  
B.A., *English*
- Michael John Foye, *Connecticut*,  
B.A., *History*
- Anne Florence Franke, *Maryland*,  
B.A., *Economics*
- Calvin Warren Frese, Jr., *Rhode Island*,  
B.A., *Economics*
- Kenneth Joel Friedman, *New York*,  
B.A., *Economics & American Studies*
- Patricia Ann Gallucci, *New York*,  
B.A., *Political Science*
- Mitchell Seth Gandelman, *Connecticut*,  
B.S., *Chemistry*

## 232/ Degrees Conferred in 1979

- James Keyte Gardner III, *Massachusetts*,  
B.A., *Psychology*
- Lisa Maureen Gillette, *Virginia*,  
B.A., *Psychology*
- Anne Marie Gladczuk, *Connecticut*,  
B.S., *Biochemistry*
- Lauren Beth Glass, *Massachusetts*,  
B.S., *Biology*
- Bradd Jonathan Gold, *Connecticut*,  
B.A., *Economics & Political Science*
- Jane Clifford Goode, *Massachusetts*,  
B.A., *History*
- Philippa Buhayar Goodwin, *North Carolina*,  
B.A., *Classics*
- Manuel DeJesus Goty, *Connecticut*,  
B.A., *Political Science*
- Catherine Sarah Graubert, *New York*,  
B.A., *Biology*
- Alfred Adamson Gray, Jr., *New York*,  
B.A., *Psychology & Political Science*
- Francis Calley Gray III, *Massachusetts*,  
B.A., *American Studies*
- Regina Margaret Griffin, *Connecticut*,  
B.A., *History*
- George Turnure Griswold, Jr., *Pennsylvania*,  
B.A., *English*
- Barbara Ruth Grossman, *New York*,  
B.A., *Interdisciplinary Major:*  
*Medieval Studies*
- Jama Awale Gulaid, *Kenya, E.A.*,  
B.A., *Intercultural Studies*
- William Joseph Hagan, *Connecticut*,  
B.A., *Philosophy*
- Douglas James Halbert, Jr., *Connecticut*,  
B.S., *Engineering*
- Sterling Wendell Hall, *Massachusetts*,  
B.A., *Economics*
- Laurence Scott Hallett, *New Jersey*,  
B.A., *History*
- James McKelvey Hankin, *Virginia*,  
B.A., *Political Science*
- Kevin Mark Hennessey, *Connecticut*,  
B.A., *Music*
- Lisa Meredith Hill, *New York*,  
B.S., *Psychology*
- Elizabeth Kiloran Howard, *Missouri*,  
B.A., *Intercultural Studies*
- Lynne Randy Hyman, *Connecticut*,  
B.A., *Economics*
- Taiwo Sule Inman, *New Jersey*,  
B.A., *Intercultural Studies*
- \*Joseph Hudson Introcaso, *Connecticut*,  
B.S., *Biology*
- William Armstrong Irvine, *Massachusetts*,  
B.A., *Economics*
- Thomas Winslow Izard, *Connecticut*,  
B.A., *Economics*
- Henry Francis Jacobius, Jr., *Pennsylvania*,  
B.A., *Economics*
- Timothy West Jenkins, *Washington, D.C.*,  
B.A., *Political Science*
- Joanne Evangeline Johnson, *New York*,  
B.A., *Economics & Political Science*
- Thomas West Johnson, *Washington, D.C.*,  
B.A., *Economics*
- Barbara Winthrop Jordan, *New York*,  
B.A., *French*
- Barbara Jo Karlen, *New York*,  
B.S., *Biochemistry*
- Amy Deborah Katz, *New York*,  
B.A., *English*
- Ronald Paul Kaufman, Jr., *Connecticut*,  
B.S., *Biology*
- Bruce Andrew Kay, *Connecticut*,  
B.S., *Psychology*
- Daniel George Keefe, *Connecticut*,  
B.A., *English*
- Thomas Victor Keenan, Jr., *Connecticut*,  
B.A., *Economics*
- Elizabeth Lawson Kelly, *New York*,  
B.A., *American Studies*
- Lynn Kennedy, *California*,  
B.A., *Economics & Theatre Arts*
- Francine Kersch, *New York*,  
B.A., *English & Psychology*
- \*Cynthia Remington King, *California*,  
B.S., *Biology & Psychology*
- David Eliot Klein, *Massachusetts*,  
B.A., *History*
- Miriam Kligerman, *Connecticut*,  
B.A., *History*
- Thomas Wilcox Knowlton, *Pennsylvania*,  
B.A., *History*
- Kenneth George Kraus, *Connecticut*,  
B.S., *Chemistry*
- Deborah White Kunhardt, *Connecticut*,  
B.A., *French*
- Patricia Rose Latorre, *New York*,  
B.S., *Biology*
- Emily Louise Latour, *New York*,  
B.A., *French*



## Degrees Conferred in 1979/233

- Stephen Clifford Lattanzio, *Connecticut*,  
B.A., *Spanish*
- Peter Orman Lawson-Johnston II, *New Jersey*  
B.A., *American Studies*
- \*Michael Edward Leverone, *Massachusetts*,  
B.A., *Political Science*
- Susan Diane Levin, *New Jersey*,  
B.S., *Biology*
- Kimberly Lewis, *Michigan*,  
B.A., *Psychology*
- \*Rebecca Averill Loh, *Connecticut*,  
B.A., *Political Science*
- Joseph Frank Longofono, Jr., *Connecticut*,  
B.S., *Psychology*
- Joseph Paul LoRusso, *Massachusetts*,  
B.S., *Biology*
- Thornton Kirkland Lothrop, *Massachusetts*,  
B.A., *Studio Arts*
- Virginia Elizabeth MacLea, *Maryland*,  
B.A., *American Studies*
- Mark Hanley Madden, *Iowa*,  
B.S., *Biology*
- Michele Simone Madden, *Massachusetts*,  
B.A., *Psychology*
- Neil Lawrence Malkin, *Connecticut*,  
B.S., *Biology*
- Scott D. Martin, *Connecticut*,  
B.A., *Philosophy*
- Sally Ann Martinelli, *Connecticut*,  
B.A., *Classics*
- Rosemary Matchmaker, *Massachusetts*,  
B.A., *Political Science*
- Eric William Matthews, *Ohio*,  
B.A., *Economics*
- \*Lucinda Anne Mayo, *Connecticut*,  
B.A., *Philosophy*
- Carole Anne McCabe, *New York*,  
B.A., *Philosophy*
- William Windle McCandless, Jr., *New Jersey*,  
B.A., *English*
- Laura J. McCanless, *New Jersey*,  
B.A., *French*
- Timothy Ellis McClive, *New York*,  
B.A., *Economics*
- Neil Douglas McDonough, *Massachusetts*,  
B.A., *Philosophy*
- Cornelia Gibb McLane, *New York*,  
B.A., *History*
- Deborah Lawler Meagher, *New York*,  
B.A., *History*
- John Brinton Medford, *Pennsylvania*,  
B.A., *Urban Studies*
- Elsa Clarissa Medina, *New York*,  
B.A., *English*
- Jeffrey Arnold Merz, *Connecticut*,  
B.S., *Biology*
- Caroleen Karen Midura, *Massachusetts*,  
B.S., *Mathematics*
- Nancy Marie Miller, *Connecticut*,  
B.S., *Computer Major coordinated with Engineering*
- Lynn M. Milling, *New Jersey*,  
B.A., *Political Science*
- W. Nathaniel Mills III, *Connecticut*,  
B.S., *Mathematics & Computer Major coordinated with Mathematics*
- Rebecca B. Milman, *New Jersey*,  
B.S., *Biology*
- Abraham Benjamin Mintz, *Pennsylvania*,  
B.A., *History*
- Diane Molleson, *New York*,  
B.A., *English*
- Floyd David Monroe, *Connecticut*,  
B.S., *Biology*
- Deborah Crawford Moodey, *Delaware*,  
B.A., *Religion*
- Grace Janice Elaine Morrell, *Connecticut*,  
B.S., *Psychology*
- Christopher Patrick Mosca, *Massachusetts*,  
B.S., *Psychology*
- \*Peter Thompson Mott, *Connecticut*,  
B.A., *History*
- Meloney Ann Murphy, *New Hampshire*,  
B.A., *Music*
- William Aziz NaHill, Jr., *Massachusetts*,  
B.S., *Biology*
- Rosemarie Nanni, *Connecticut*,  
B.A., *Biology & Modern Languages*
- Lester David Nelson, *Connecticut*,  
B.S., *Mathematics & Computer Major coordinated with Engineering*
- Daniel William O'Brien, *Minnesota*,  
B.S., *Mathematics*
- \*Kelly Aynn O'Reilly, *Connecticut*,  
B.A., *Political Science*
- Michael William O'Rourke III, *New York*,  
B.A., *Economics*
- Michael Daniel Ouellette, *Connecticut*,  
B.A., *History*

## 234/ Degrees Conferred in 1979

- David Wesley Parr, *Michigan*,  
B.A., *English*
- Ronald Paul Pelletier, *Connecticut*,  
B.S., *Biology*
- Mario Davide Petrella, *Connecticut*,  
B.A., *Religion*
- \*Edward Hewitt Pfeifferberger, *Florida*,  
B.A., *English*
- Timothy John Phelan, *Connecticut*,  
B.A., *Intercultural Studies*
- Paul Murray Pieszak, *Connecticut*,  
B.A., *History*
- Rachel Lynne Pohl, *Pennsylvania*,  
B.A., *Urban Studies*
- Bruce Alan Forman Polsky, *Florida*,  
B.A., *English*
- Linda Bearse Popkin, *Massachusetts*,  
B.A., *Economics*
- Steven Jackson Popkin, *New York*,  
B.A., *History*
- Joyce Lynn Popovich, *Connecticut*,  
B.S., *English & Mathematics*
- Thomas Michael Preston, *Maryland*,  
B.A., *Economics*
- John Powell Rafferty, *New York*,  
B.A., *Economics*
- Scott McDonald Ramsay, *Connecticut*,  
B.S., *Mathematics & Spanish*
- Mark Lawrence Ravesloot, *Connecticut*,  
B.A., *Political Science*
- Christopher Mark Reeves, *Connecticut*,  
B.A., *History*
- Kent Dunphy Reilly, *Connecticut*,  
B.A., *English*
- Philip Oliver Renzullo, *Connecticut*,  
B.S., *Biology*
- Nathalie G. Reverdin, *New York*,  
B.S., *Biology*
- \*Robert C. Reynolds, *New Jersey*,  
B.A., *Economics*
- James Parker Rice, *Massachusetts*,  
B.A., *History*
- Mary Catherine Richardson, *Connecticut*,  
B.A., *History*
- Muffy Juliette Rogers, *Connecticut*,  
B.A., *Environmental Studies*
- Peter John Rosa, *Connecticut*,  
B.A., *Political Science*
- Dianne Linda Rosentrater, *Illinois*,  
B.S., *Chemistry*
- Shirley Grace Ross, *Connecticut*,  
B.A., *History & Economics*
- Elnora Marie Rowan, *Illinois*,  
B.A., *Political Science*
- David John Rowland, *Connecticut*,  
B.A., *Political Science*
- John Peter Rowland, *Massachusetts*,  
B.A., *Psychology*
- Jerrold Paul Rubak, *Connecticut*,  
B.A., *Economics*
- Jennifer Jill Russell, *Connecticut*,  
B.S., *Psychology*
- Megan Ann Ryan, *New York*,  
B.A., *Studio Arts*
- Philip Jonathan Sagan, *Massachusetts*,  
B.A., *Economics*
- Richard Dean Sager, *Connecticut*,  
B.A., *Economics & Religion*
- Phyllis Jeanne St. George, *Connecticut*,  
B.A., *Economics*
- Mohamoud Saleh, *Somalia, E.A.*,  
B.A., *Economics*
- Eric Foster Samuelson, *New Jersey*,  
B.A., *History*
- John Michael Sandman, *New York*,  
B.A., *English*
- Michael Paul Sapuppo, *Massachusetts*,  
B.A., *Urban Studies*
- Kenneth Craig Sarnoff, *New York*,  
B.A., *History*
- Karen Lisa Schloss, *Pennsylvania*,  
B.A., *History*
- Allan Albert Schmid, *Massachusetts*,  
B.A., *English*
- David Brandt Schwab, *Pennsylvania*,  
B.A., *English*
- Robert Louis Schwab, *Missouri*,  
B.A., *Economics*
- Linda Debra Scott, *Massachusetts*,  
B.S., *Psychology*
- Jeffrey Hall Seibert, *New Jersey*,  
B.S., *Mathematics & Political Science*
- Walter Louis Selden, Jr., *California*,  
B.A., *History & Political Science*
- Bruce Paul Shea, *Massachusetts*,  
B.A., *Economics & Urban Studies*
- Paul David Sher, *Pennsylvania*,  
B.A., *Philosophy*
- Robert Cardwell Shields II, *Pennsylvania*,  
B.A., *Economics*



## Degrees Conferred in 1979/235

- Janet Dale Siefert, *North Carolina*,  
B.A., *Art History & Studio Arts*
- Donald Howard Silk, *Maine*,  
B.A., *Economics*
- Deborah Ann Silverman, *Maryland*,  
B.A., *Economics*
- James Keith Silvestri, *Connecticut*,  
B.S., *Mathematics*
- Peggy Holliday Singer, *New York*,  
B.A., *Political Science*
- Paul Allan Sloane, *Connecticut*,  
B.A., *History*
- Nicolaas Jan Smit, *Belgium*,  
B.S., *Biochemistry*
- Frances Rider Smith, *Maryland*,  
B.A., *Psychology*
- Bruce Somerstein, *New York*,  
B.A., *History*
- Sean Joseph Souney, *Connecticut*,  
B.S., *Biology*
- Jennifer Helen Speer, *New York*,  
B.S., *Psychology*
- Richard Clark Sprinthall, Jr., *Massachusetts*,  
B.A., *Psychology*
- Jonathan Leovy Stanley, *Connecticut*,  
B.A., *History*
- Alison Bailey Starkey, *Massachusetts*,  
B.A., *Urban Studies*
- Julia Ellen Stearns, *Massachusetts*,  
B.S., *Biology*
- \*Steven Jay Stein, *New York*,  
B.S., *Biology & Environmental Studies*
- Karl-Erik Sternlof, *Connecticut*,  
B.A., *History*
- Andrew Monroe Storch, *Connecticut*,  
B.A., *Economics*
- \*Russell Groesbeck Sturges, *Connecticut*,  
B.A., *Economics*
- Vicki Swanson, *Connecticut*,  
B.A., *Sociology*
- Joyce Leslie Tattelman, *Massachusetts*,  
B.S., *Psychology*
- Christine Mary Terry, *Connecticut*,  
B.S., *Biology & Environmental Studies*
- Jane Aldridge Terry, *New York*,  
B.A., *Psychology*
- \*Jonathan Stafford Thompson, *New York*,  
B.A., *American Studies*
- William Vaughan Thomson, *Connecticut*,  
B.A., *History*
- Michael M. Tinati, *New York*,  
B.A., *Philosophy*
- Anne Elizabeth Tolley, *New York*,  
B.S., *Psychology*
- Joy Ann Tomlinson, *Michigan*,  
B.A., *Comparative Literature*
- Vera Lee Toro, *New York*,  
B.A., *Psychology*
- David Anthony Travalini, *Massachusetts*,  
B.S., *Biology & English*
- Elizabeth Coppage Tucker, *Maryland*,  
B.A., *Art History*
- Frederick Leonard Turner III, *New York*,  
B.S., *Biology & Environmental Studies*
- Uko E. Udodong, *Washington, D.C.*,  
B.S., *Biochemistry*
- Mark Ruthven Vibert, *Connecticut*,  
B.A., *Political Science*
- Stephanie Michele Vignone, *Connecticut*,  
B.A., *American Studies*
- Paul Nicholas Votze, *Massachusetts*,  
B.S., *Biology*
- Margaret-Mary Voudouris, *Massachusetts*,  
B.A., *History*
- Jeffrey Widness Wagner, *Pennsylvania*,  
B.A., *Spanish*
- Christine Wainwright, *Pennsylvania*,  
B.A., *Philosophy*
- Thaddeus John Walkowicz, *New York*,  
B.A., *Economics*
- Anne Shepard Warner, *Massachusetts*,  
B.A., *Psychology*
- David Michael Wilke, *Connecticut*,  
B.S., *Psychology & Computer*  
Major coordinated with *Economics*
- Charles Louis Wilson III, *Michigan*,  
B.S., *Engineering*
- Aldrich Wright, *New York*,  
B.A., *History*
- \*Lorin Wright, *Massachusetts*,  
B.A., *Studio Arts*
- Sarah Margaret Wright, *Connecticut*,  
B.A., *Classics*
- Elizabeth Carter Wurts, *Pennsylvania*,  
B.S., *Biology*
- Debra Jean Young, *Connecticut*,  
B.S., *Psychology*
- Peter Raymond Ziesing, *Pennsylvania*,  
B.A., *History*

## Master's Degrees in Course

Kathleen Griffiths Anderson	B.A., 1957, Smith College	Political Science	M.A.
Loretta Kathryn Schmidt Avicoli	B.A., 1971, Southern Connecticut State College	English	M.A.
Dale Hartman Bernardoni	B.S., 1974, Central Connecticut State College	Education	M.A.
Sharon E. Brettschneider	B.A., 1971, University of Connecticut, M.L.S., 1974, University of Rhode Island	Political Science	M.A.
Mary Amodeo Briggs	B.A., 1971, Salve Regina College	Spanish	M.A.
Lewis Spencer Cain	B.S., 1976, University of Connecticut	Public Policy	M.A.
*Anne Marie Dichele Carrabba	B.A., 1973, University of Hartford	English	M.A.
Bertha Candida Casais	University of Havana	Spanish	M.A.
Normand Louis Charlette	B.A., 1972, Duquesne University	Political Science	M.A.
Candice Yott Ciarcia	B.A., 1974, University of Connecticut	Education	M.A.
Michael Thomas Cicchetti	B.Mu., 1976, Hartt College of Music	Education	M.A.
*Wilson Robert Corbin	B.A., 1971, Central Connecticut State College	English	M.A.
Patricia Delight Plummer Cornell	B.A., 1949, Barnard College	Education	M.A.
Kristine E. Payne Douglas	B.S., 1970, Central Connecticut State College	English	M.A.
Robert David Farwell	B.A., 1974, Washington College	History	M.A.
Robert Michael Gall	B.S., 1968, Iowa State University	Economics	M.A.
*Lorraine Mary Gentile	B.A., 1974, College of William and Mary	Education	M.A.
*Peter Matthew Werner Gross	B.A., 1969, Providence College	English	M.A.
Mark E. Hansen	B.S., B.A., 1973, Nichols College	Economics	M.A.
Joan Voghel Hartley	B.A., 1972, Elms College	Political Science	M.A.
*Estrella Rodriguez Havell	B.A., 1970, University of Connecticut	Spanish	M.A.
Kristeen Abbott Hinkley	B.A., 1971, Bob Jones University	Political Science	M.A.
Robert Gardiner Holland	B.A., 1962, University of Connecticut	English	M.A.
Maria Rotondaro Holowesko	B.A., 1971, St. Joseph College	English	M.A.
Amy Olney Johnson	B.A., 1946, Radcliffe College	Education	M.A.
Shirley Rita Katz	B.A., 1972, Eastern Connecticut State College	History	M.A.
Sarah Hill Kennedy	B.A., 1967, Wheaton College	English	M.A.
*Thomas Patrick Landers	B.A., 1971, Amherst College	Education	M.A.
Gerald Francis LaPlante	B.S., 1976, Trinity College	Education	M.A.
Paul J. LaRocca	B.A., 1962, Trinity College, J.D., 1965, Cornell University	Education	M.A.
*Karyn Bykowsky Leary	B.A., 1972, New York University	Education	M.A.
*Stephanie Jo Levine	B.A., 1972, Connecticut College	Education	M.A.
Kenneth Joseph Lucas	B.A., 1976, University of Connecticut	Political Science	M.A.
Sandra Johanson Meslow	B.A., 1967, Wellesley College	Public Policy	M.A.
Linda Noreen Kammerer Murray	B.S., 1976, State University College at Buffalo	Education	M.A.
Linda Marion Nadler	B.A., 1964, University of Bridgeport	French	M.A.
Carol Celeste Nelson	B.S., 1972, Central Connecticut State College	English	M.A.
Thomas Herbert Noonan	B.A., 1973, University of New Haven	Political Science	M.A.
Adekunle Fatai Odubela	B.S., 1977, Central State University	Public Policy	M.A.
Stephen Robert Poirot	B.A., 1972, Stonehill College	Philosophy	M.A.
Joseph William Quinn	B.A., 1973, Catholic University of America	Physics	M.S.
Michele Singer Quinn	B.A., 1973, Catholic University of America	French	M.A.
*Laurance Blanchard Rand III	B.A., 1966, Harvard College	History	M.A.
John Leon Reizian	B.A., 1973, University of Connecticut	Political Science	M.A.
Norman Carrington Schipke	B.A., 1975, Nasson College	Political Science	M.A.
Thomas Stephen Sennett	B.A., 1975, Fordham University	Economics	M.A.
*James Franklin Solomon	B.A., 1973, Trinity College	Education	M.A.
*Elizabeth Pelton Stoddard	B.S., 1973, Springfield College	Education	M.A.
Ann M. Treglia	B.S., 1975, Central Connecticut State College	English	M.A.
*Judith Blatt Warren	B.A., 1966, Bucknell University	English	M.A.
*Margaret Ann Simmons Whitney	B.A., 1968, Montclair State College	English	M.A.



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ALISON BARBOUR MACLEAN, M.ED. (1985)	Norfolk
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## ALUMNI TRUSTEES

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KARL EDWARD SCHEIBE, PH.D. (1983)	Middletown
EDWARD ALAMBERT MONTGOMERY, M.B.A. (1984)	Sewickley, Pa.
EMILY GOODWIN HOLCOMBE SULLIVAN, J.D. (1985)	West Hartford
THEODORE DAVIDGE LOCKWOOD, PH.D., <i>Trustee and President*</i>	Hartford

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1978-1979

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STANLEY J. MARCUSS '63  
CHARLES KURZ II '67  
THELMA WATERMAN '71  
WILSON H. TAYLOR '64  
JOHN L. THOMPSON '58

Cincinnati, Ohio  
Washington, D.C.  
Philadelphia, Penn.  
New London  
Hartford  
New Britain

JUNIOR FELLOWS

KAREN JEFFERS '76  
E. WADE CLOSE, JR. '55  
CHRISTINE S. VERTEFEUILLE '72  
WILLIAM KIRTZ '61  
DAVID R. SMITH '52  
MICHAEL ZOOB '58

New York, N.Y.  
Pittsburgh, Penn.  
Cheshire  
Waban, Mass.  
Longmeadow, Mass.  
Newton, Mass.

ALUMNI ASSOCIATION

President  
Senior Vice President  
Vice President — Alumni Fund  
Vice President — Campus Activities  
Vice President — Admissions

GEORGE P. LYNCH, JR. '61  
ROBERT N. HUNTER '52  
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RICHARD P. MORRIS '68  
VICTOR F. KEEN '63



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Vice President — Public Relations  
Vice President — Career Counseling  
Secretary  
Treasurer

JOSEPH E. COLEN, JR. '61  
THEODORE T. TANSI '54  
EUGENE SHEN '76  
ALFRED STEEL, JR. '64  
JOHN T. FINK '44

### EXECUTIVE COMMITTEE

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ELAINE I. FELDMAN '76  
ALFRED STEEL, JR. '64  
JAMES P. WHITTERS III '62  
BERNARD F. WILBUR '50

Hartford  
Ithaca, N.Y.  
West Hartford  
Boston, Mass.  
West Hartford

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WENDA HARRIS '76  
LESLIE E. HENDERSON '78  
NORMAN C. KAYSER '57  
PETER D. LOWENSTEIN '58  
WILLIAM M. VIBERT '52

West Hartford  
New York, N.Y.  
Newington, Conn.  
West Hartford  
Riverside, Conn.  
Granby, Conn.

### ATHLETIC ADVISORY COMMITTEE

RAYMOND A. MONTGOMERY '25  
EDWARD S. LUDORF '51  
DONALD J. VIERING '42

Woodbridge, Conn.  
Simsbury, Conn.  
Simsbury, Conn.

### AREA ALUMNI ASSOCIATION PRESIDENTS (1978-79)

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97 Thorndale Rd., Slingerlands, NY 12159  
*Baltimore* — DONALD W. CARROLL, JR. '62  
4416 Underwood Rd., Baltimore, MD 21218  
*Boston* — JAMES P. WHITTERS III, ESQ. '62  
44 Mt. Vernon St., Boston, MA 02108  
*Chicago* — RICHARD O. WOOD '71  
Burditt and Calkins, 135 S. LaSalle St., Chicago, IL 60603  
*Cincinnati* — NANCY ANN HEFFNER '71  
1119 Carney St., Cincinnati, OH 45202  
*Clearwater* — EDMUND F. DWIGHT, JR. '53  
2614 Parkland Blvd., Tampa, FL 33609

## 240/ Presidents

- Cleveland* — RICHARD G. MECASKEY '51  
19616 Shelburne Rd., Cleveland, OH 44118
- Detroit* — BRUCE MCF. ROCKWELL '60  
233 Kenwood Ct., Grosse Pointe, MI 48236
- Fairfield* — FREDERICK M. TOBIN, ESQ. '57  
116 Camp Ave., Darien, CT 06820
- Hartford* — GEORGE P. LYNCH '61  
29 Bainbridge Rd., West Hartford, CT 06119
- Los Angeles* — THOMAS L. SAFRAN '67  
943½ Hilgard Ave., Los Angeles, CA 90024
- New Haven* — RAYMOND A. MONTGOMERY '25  
No. Racebrook Rd., Woodbridge, CT 06525
- New London* — FRANCIS A. PUGLIESE '51  
28 Gardner Circle, New London, CT 06320
- New Orleans* — VERTREES YOUNG '15  
1500 Young's Rd., Bogalusa, LA 70427
- New York* — JON D. SIMONIAN '65  
81 Bedford St., Apt. B-2, New York, NY 10014
- Philadelphia* — STEVEN H. BERKOWITZ '65  
1426 Bryant Lane, Meadowbrook, PA 19046
- Pittsburgh* — JOHN H. COHEN, JR. '52  
5255 Fair Oaks St., Pittsburgh, PA 15217
- Princeton* — ALFRED N. GUERTIN '22  
503 Lake Drive, Princeton, NJ 08540
- Providence* — F. PHILIP NASH, JR. '51  
41 Everett Ave., Providence, RI 02906
- Rochester* — PETER Z. WEBSTER '57  
124 So. Landing Rd., Rochester, NY 14610
- St. Louis* — F. CARL SCHUMACHER, JR. '65  
Hickey Mitchell Co., 4242 Lindell Blvd., St. Louis, MO 63108
- Washington, D.C.* — WILLIAM H. SCHWEITZER '66  
1060 30th St., N.W., Washington, D.C. 20007

## PRESIDENTS OF THE COLLEGE

Thomas Church Brownell.....	1824-1831	George Williamson Smith ....	1883-1904
Nathaniel Sheldon Wheaton ..	1831-1837	Flavel Sweeten Luther .....	1904-1919
Silas Totten .....	1837-1848	Henry Augustus Perkins,	
John Williams .....	1848-1853	<i>Acting President</i> .....	1915-1916
Daniel Raynes Goodwin .....	1853-1860		1919-1920
Samuel Eliot .....	1860-1864	Remsen Brinckerhoff Ogilby .	1920-1943
John Barrett Kerfoot .....	1864-1866	Arthur Howard Hughes,	
John Brocklesby,		<i>Acting President</i> .....	1943-1945
<i>Acting President</i> .....	1866-1867	George Keith Funston .....	1945-1951
Abner Jackson .....	1867-1874	Arthur Howard Hughes,	
Thomas Ruggles Pynchon ....	1874-1883	<i>Acting President</i> .....	1951-1953
		Albert Charles Jacobs .....	1953-1968
		Theodore Davidge Lockwood	1968-



# Faculty

- THEODORE DAVIDGE LOCKWOOD *President*  
 A.B. 1948 (Trinity) M.A. 1950, Ph.D. 1952 (Princeton), L.H.D. 1968 (Concord), LL.D. 1968 (Union), LL.D. 1969 (University of Hartford), L.H.D. 1970 (Wesleyan) [1968]§
- ANDREW GABRIEL DE ROCCO *Dean of the Faculty  
and College Professor of Natural Sciences*  
 B.S. 1951 (Purdue), M.S. 1953, Ph.D. 1956 (Michigan)

## PROFESSORS

- GUSTAVE WILLIAM ANDRIAN *John J. McCook Professor  
of Modern Languages*  
 B.A. 1940 (Trinity), Ph.D. 1946 (Johns Hopkins) [1946]
- THOMAS P. BAIRD *Professor of Fine Arts, Part-time*  
 B.A. 1947, M.F.A. 1950 (Princeton) [1970]
- PHILIP CHARLES FARWELL BANKWITZ† *Professor of History*  
 B.A. 1947, M.A. 1948, Ph.D. 1952 (Harvard) [1954]
- ROBERT ALDEN BATTIS *Professor of Economics*  
 B.S.B.A. 1948 (Rutgers), M.A. 1952, Ph.D. 1958 (New York) [1959]
- EDWARD BOBKO *Professor of Chemistry*  
 B.S. 1949 (Western Reserve), Ph.D. 1952 (Northwestern) [1955]
- JOSEPH DANIEL BRONZINO *Vernon D. Roosa Professor  
of Applied Science*  
 B.S.E.E. 1959 (Worcester Polytechnic Institute), M.S.E.E. 1961 (U.S. Naval Post-graduate School), Ph.D. 1968 (Worcester Polytechnic Institute) [1968]
- MARJORIE VAN EENAM BUTCHER *Professor of Mathematics  
Part-time*  
 B.A. 1947, M.A. 1949 (Michigan)[1956]
- MICHAEL RICHARD CAMPO *Professor of Modern Languages  
Director of Trinity/Rome Campus  
Director of The Cesare Barbieri Center for Italian Studies*  
 B.A. 1948 (Trinity), M.A. 1953, Ph.D. 1954 (Johns Hopkins) [1952]
- GEORGE EDWIN CHAPLIN *Professor of Fine Arts and  
Director of the Program in Studio Arts*  
 B.F.A. 1958, M.F.A. 1960 (Yale) [1972]

§Date in brackets indicates year of original appointment as a full-time member of the Trinity faculty.

†Leave of Absence, Academic Year

- EDMOND LABEAUME CHERBONNIER *Professor of Religion, Part-time*  
 B.A. 1939 (Harvard), B.D. 1947 (Union Theological), B.A. 1948, M.A. 1952 (Cantab.),  
 Ph.D. 1951 (Columbia), D.D. 1959 (Vermont) [1955]
- FRANK MALCOLM CHILD III *Professor of Biology*  
 A.B. 1953 (Amherst), Ph.D. 1957 (California) [1965]
- GEORGE BRINTON COOPER *Northam Professor of History  
 and Secretary of the College*  
 B.A. 1938 (Swarthmore), M.A. 1942, Ph.D. 1948 (Yale) [1941]
- RICHARD BRADWAY CRAWFORD *Professor of Biology*  
 A.B. 1954 (Kalamazoo), Ph.D. 1959 (Rochester) [1967]
- WARD SCHENK CURRAN *Professor of Economics  
 George M. Ferris Lecturer in Corporation Finance and Investments*  
 B.A. 1957 (Trinity), M.A. 1958, Ph.D. 1961 (Columbia) [1960]
- JOHN ARTHUR DANDO *Professor of English*  
 B.A. 1938, M.A. 1945 (McGill) [1950]
- EUGENE WOOD DAVIS *Professor of History*  
 B.A. 1940 (Texas), M.A. 1941 (Harvard), Ph.D. 1948 (North Carolina) [1948]
- HOWARD DELONG *Professor of Philosophy*  
 B.A. 1957 (Williams), Ph.D. 1960 (Princeton) [1960]
- HENRY ALFRED DEPHILLIPS, JR. *Professor of Chemistry*  
 B.S. 1959 (Fordham), Ph.D. 1963 (Northwestern) [1963]
- GEORGE WILLIAM DOTEN *Professor of Psychology*  
 B.S. 1948, M.S. 1950 (Massachusetts), Ph.D. 1952 (Northwestern) [1968]
- NORTON DOWNS *Professor of History*  
 B.A. 1940, M.A. 1947, Ph.D. 1950 (Pennsylvania) [1950]
- LEROY DUNN\* *Professor of Economics*  
 B.Sc. 1949 (American University), Ph.D. 1956 (London School of Economics, Univ. of  
 London) [1957]
- RALPH STEPHEN EMERICK *Librarian and College Professor*  
 B.A. 1951 (Xavier Univ.), M.A. 1953 (Univ. of Cincinnati), M.L.S. 1956 (Univ. of  
 Michigan) [1972]
- DONALD BARRETT GALBRAITH\* *Professor of Biology*  
 B.S. 1958 (Grove City), Sc.M. 1960, Ph.D. 1962 (Brown) [1962]
- ALBERT LODEWIJK GASTMANN *Professor of Political Science*  
 B.A. 1949, M.A. 1953, Ph.D. 1964 (Columbia) [1954]
- GERALD A. GUNDERSON *Professor of Economics*  
 B.A. 1962, M.A. 1965, Ph.D. 1967 (Univ. of Washington) [1978]
- DALE HARRIS *Charles A. Dana Professor of the Arts*  
 B.A. 1958, M.A. 1959, Ph.D. 1965 (Harvard) [1979]
- GEORGE CLINTON HIGGINS, JR. *Professor of Psychology  
 and College Counselor*  
 B.A. 1959 (Amherst), Ph.D. 1964 (Rochester) [1963]



- DONALD DWIGHT HOOK *Professor of Modern Languages*  
B.A. 1950 (Emory), M.A. 1958 (Duke), Ph.D. 1961 (Brown) [1961]
- ALBERT JOSEPH HOWARD, JR.\*\*\* *Professor of Physics*  
B.S. 1958, M.S. 1959, Ph.D. 1963 (Yale) [1962]
- DREW ALAN HYLAND\*\* *Professor of Philosophy*  
A.B. 1961 (Princeton), M.A. 1963, Ph.D. 1965 (Pennsylvania State) [1967]
- WALTER JOHN KLIMCZAK *Seabury Professor of Mathematics and Natural Philosophy*  
B.S. 1937, M.A. 1939, Ph.D. 1948 (Yale) [1951]
- KARL KURTH, JR. *Professor of Physical Education  
Director of Athletics*  
B.S. 1942, M.Ed. 1947 (Springfield) [1952]
- RICHARD THOMPSON LEE *Professor of Philosophy*  
B.A. 1958 (Emory), M.A. 1960, Ph.D. 1962 (Yale) [1962]
- ROBERT LINDSAY *Brownell-Jarvis Professor of Natural Philosophy & Physics*  
Sc.B. 1947 (Brown), M.A. 1949, Ph.D. 1951 (Rice) [1956]
- MICHAEL R. T. MAHONEY *Genevieve Harlow Goodwin  
Professor of the Arts*  
B.A. 1959 (Yale), Ph.D. 1965 (Courtauld Institute, University of London) [1969]
- HAROLD C. MARTIN *Charles A. Dana Professor of Humanities*  
B.A. 1937 (Hartwick), M.A. 1944 (Michigan), Ph.D. 1952 (Harvard) [1977]
- THEODOR MARCUS MAUCH *Professor of Religion  
Ellsworth Tracy Lecturer in Religion*  
A.B. 1943 (Elmhurst), B.D. 1946, S.T.M. 1947, Th.D. 1958 (Union Theological) [1957]
- JOHN BARD McNULTY *James J. Goodwin Professor of English and Secretary of the Faculty*  
B.S. 1938 (Trinity), M.A. 1939 (Columbia), Ph.D. 1944 (Yale) [1944]
- CHESTER HERMAN MCPHEE *Professor of Physical Education*  
B.A. 1951 (Oberlin), M.A. 1957 (Ohio State), M.A. 1968 (Trinity), Ph.D. 1971 (Ohio State) [1957]
- CHARLES ROBERT MILLER *Professor of Physics*  
B.S. 1952, Ph.D. 1962 (California Institute of Technology) [1961]
- DONALD GRANT MILLER *Professor of Physical Education*  
B.S. 1955, M.E. 1957 (Delaware) [1965]
- NORMAN MILLER\*\*\* *Professor of Sociology*  
A.B. 1942 (Pennsylvania State), Ph.D. 1948 (Columbia) [1969]
- STEPHEN MINOT† *Professor of English, Part-time*  
B.A. 1953 (Harvard), M.A. 1955 (Johns Hopkins) [1959]
- REX CHARLTON NEAVERSON *Professor of Political Science*  
B.A. 1952, M.A. 1954, Ph.D. 1959 (Harvard) [1955]

\*\*Sabbatical Leave, Trinity Term

\*\*\*Sabbatical Leave, Academic Year

†Leave of Absence, Academic Year

- GEORGE EMORY NICHOLS III *Professor of Theatre Arts*  
B.A. 1938, M.F.A. 1941 (Yale) [1950]
- EDWIN PACKARD NYE\*\* *Hallden Professor of Engineering*  
B.S. 1941 (New Hampshire), Sc.M. 1947 (Harvard) [1959]
- BORDEN WINSLOW PAINTER, JR.\*\*\* *Professor of History*  
B.A. 1958 (Trinity), M.A. 1960 (Yale), B.S.T. 1963 (General Theological), Ph.D. 1965 (Yale) [1964]
- AUGUST EDWARD SAPEGA *Professor of Engineering and Coordinator of Computer Services*  
B.S. 1946, M.S. 1951 (Columbia), Ph.D. 1972 (Worcester Polytechnic Institute) [1951]
- RICHARD SCHEUCH *G. Fox and Company Professor of Economics*  
B.A. 1942, M.A. 1948, Ph.D. 1952 (Princeton) [1950]
- EDWARD WILLIAM SLOAN III *Professor of History*  
A.B. 1953, M.A. 1954 (Yale), M.A. 1960, Ph.D. 1963 (Harvard) [1963]
- ROBERT HENDERSON SMELLIE, JR.\*\* *Scovill Professor of Chemistry*  
B.S. 1942, M.S. 1944 (Trinity), Ph.D. 1951 (Columbia) [1948]
- PAUL SMITH *Professor of English*  
B.A. 1950, M.A. 1951 (Rochester), Ph.D. 1966 (Harvard) [1959]
- HOLLINS MCKIM STEELE, JR. *Professor of History and Intercultural Studies Program*  
B.A. 1954 (Princeton), M.A. 1958, Ph.D. 1965 (Columbia) [1966]
- ROBERT CLARENCE STEWART *Charles A. Dana Professor of Mathematics*  
B.A. 1942, M.A. 1944 (Washington and Jefferson), M.A. 1948 (Yale) [1950]
- JAMES MORRILL VAN STONE *Professor of Biology*  
B.A. 1949 (Wesleyan), Ph.D. 1954 (Princeton) [1954]
- RANBIR VOHRA *Charles A. Dana Professor of Political Science*  
B.A. (Punjab Univ.), M.A. 1965, Ph.D. 1969 (Harvard) [1973]
- GLENN WEAVER *Professor of History*  
A.B. 1941 (Catawba), B.D. 1944 (Lancaster Seminary), M.A. 1947 (Lehigh), M.A. 1951, Ph.D. 1953 (Yale) [1957]
- JAMES HOLBROOK WHEATLEY *Professor of English*  
B.A. 1951 (Dartmouth), M.A. 1959, Ph.D. 1960 (Harvard) [1968]
- EMMET FINLAY WHITTLESEY *Professor of Mathematics*  
A.B. 1948, M.A. 1955, Ph.D. 1957 (Princeton) [1954]
- JOHN CARTER WILLIAMS *Hobart Professor of Classical Languages*  
B.A. 1949 (Trinity), M.A. 1951, Ph.D. 1962 (Yale) [1968]

#### ASSOCIATE PROFESSORS

- RICHARD PAUL BENTON *Associate Professor of English*  
B.S. 1952, M.A. 1953, Ph.D. 1955 (Johns Hopkins) [1955]

\*\*Sabbatical Leave, Trinity Term

\*\*\*Sabbatical Leave, Academic Year



- JUSTINIA BESHAROV-DJAPARIDZE *Associate Professor of Modern Languages*  
A.B. 1942 (Vassar), A.M. 1949 (Columbia), Ph.D. 1953 (Harvard) [1979]
- THEODORE ROBERT BLAKESLEE II *Associate Professor of Engineering*  
B.S. 1945 (Massachusetts Institute of Technology), M.S. 1952 (Lehigh) [1958]
- JAMES ROBERT BRADLEY *Associate Professor of Classics*  
A.B. 1957 (Trinity), A.M. 1959, Ph.D. 1968 (Harvard) [1970]
- JOHN DARL BREWER *Associate Professor of Sociology*  
A.B. 1958, A.M. 1963, Ph.D. 1968 (Univ. of Chicago) [1972]
- ROBERT HYDE BREWER *Associate Professor of Biology*  
B.A. 1955 (Hanover), Ph.D. 1963 (Chicago) [1968]
- WESLEY MILLER BROWN *Associate Professor of Philosophy*  
B.A. 1958 (Amherst), Ph.D. 1970 (Harvard) [1965]
- FRANCIS JOSEPH EGAN *Associate Professor of Economics*  
B.A. 1963 (Providence), M.A. 1966, Ph.D. 1973 (Fordham) [1967]
- JOHN ANDREW GETTIER *Associate Professor of Religion*  
B.A. 1956 (Wesleyan), B.D. 1961 (Yale), Th.D. 1971 (Union Theological) [1966]
- ANDREW JOSHUA GOLD *Associate Professor of Economics and Director of Urban and Environmental Studies Program*  
B.B.A. 1962 (City College of New York), Ph.D. 1967 (Northwestern) [1971]
- BROOKE GREGORY *Associate Professor of Physics*  
B.A. 1963 (Amherst), Ph.D. 1972 (Brown) [1971]
- KARL F. HABERLANDT *Associate Professor of Psychology*  
Dipl. Psych. 1964 (Freie Universitat), M.A. 1966, Ph.D. 1968 (Yale) [1968]
- CARL VICTOR HANSEN *Associate Professor of Modern Languages*  
B.A. 1941, M.A. 1948, Ph.D. 1952 (Yale) [1956]
- JAMES K. HEEREN *Associate Professor of Chemistry*  
B.S.Chem. 1951, M.S. 1952 (Tufts), Ph.D. 1960 (Massachusetts Institute of Technology) [1962]
- DORI KATZ *Associate Professor of Modern Languages*  
A.A. 1959 (Los Angeles City), B.A. 1961 (Los Angeles State), M.F.A. 1963, Ph.D. 1969 (University of Iowa) [1969]
- ARNOLD LEWIS KERSON *Associate Professor of Modern Languages*  
B.A. 1953, Ph.D. 1963 (Yale) [1960]
- FRANK GLOYD KIRKPATRICK *Associate Professor of Religion*  
B.A. 1964 (Trinity), M.A. 1966 (Union Theological, Columbia), Ph.D. 1970 (Brown) [1969]
- DIRK KUYK *Associate Professor of English*  
B.A. 1955 (Univ. of Virginia), Ph.D. 1970 (Brandeis) [1970]
- RANDOLPH MITCHELL LEE *Associate Professor of Psychology and Associate College Counselor*  
B.A. 1966 (Trinity), M.S. 1969, Ph.D. 1970 (Massachusetts) [1970]

- KENNETH LLOYD-JONES      *Associate Professor of Modern Languages*  
B.A. (Hons.) 1960, Ph.D. 1976 (Univ. of Wales) [1978]
- WILLIAM MANLEY MACE      *Associate Professor of Psychology*  
B.A. 1967 (Yale), Ph.D. 1971 (Minnesota) [1971]
- ANTHONY DAVID MACRO      *Associate Professor of Classics*  
B.A. 1961, M.A. 1964 (Oxford), Ph.D. 1969 (Johns Hopkins) [1969]
- CLYDE DAVID MCKEE      *Associate Professor of Political Science*  
B.A. 1952, M.A.T. 1959 (Wesleyan), M.A. 1963, Ph.D. 1967 (Connecticut) [1965]
- RALPH OWEN MOYER, JR.      *Associate Professor of Chemistry*  
B.S. 1957 (Southeastern Massachusetts Technological Institute), M.S. 1963 (University of Toledo), Ph.D. 1969 (University of Connecticut) [1969]
- HUGH STEPHEN OGDEN      *Associate Professor of English*  
A.B. 1959 (Haverford), M.A. 1961 (New York), Ph.D. 1967 (Michigan) [1967]
- HARVEY S. PICKER      *Associate Professor of Physics*  
S.B. 1963, Ph.D. 1966 (Massachusetts Institute of Technology) [1971]
- MARIO JOSEPH POLIFERNO      *Associate Professor of Mathematics*  
B.A. 1952, M.A. 1954, Ph.D. 1958 (Yale) [1958]
- JAMES LAIN POTTER      *Associate Professor of English*  
B.A. 1944, M.A. 1946 (Wesleyan), Ph.D. 1954 (Harvard) [1955]
- DAVID A. ROBBINS\*\*      *Associate Professor of Mathematics*  
A.B. 1967 (Dartmouth), M.A. 1968 (Bucknell), M.A. 1970, Ph.D. 1972 (Duke) [1972]
- CHARLES B. SCHULTZ      *Associate Professor of Education*  
B.A. 1951 (University of Pennsylvania), M.Ed. 1961 (Temple), Ph.D. 1970 (Pennsylvania State) [1971]
- ROBERT ELLIS SHULTS      *Associate Professor of Physical Education*  
A.B. 1951 (Oberlin), M.E. 1957 (Bowling Green) [1957]
- JOHN EMMETT SIMMONS III\*      *Associate Professor of Biology*  
B.S. 1957 (Morehouse), M.S. 1961 (Syracuse), Ph.D. 1971 (Colorado State Univ.) [1972]
- ROBERT DENNIS SLAUGHTER      *Associate Professor of Physical Education*  
B.S. 1948, M.S.Ed. 1952 (Springfield) [1951]
- RALPH ELDON WALDE      *Associate Professor of Mathematics*  
B.A. 1964 (Univ. of Minnesota), Ph.D. 1967 (Univ. of California, Berkeley) [1972]
- DAVID WINER      *Associate Professor of Psychology  
and Dean of Students*  
B.A. 1959 (Vermont), M.A. 1961, Ph.D. 1969 (Univ. of Connecticut) [1966]

## ASSISTANT PROFESSORS

- DAVID AHLGREN      *Assistant Professor of Engineering*  
B.S. 1964 (Trinity), M.S. 1973 (Tulane), Ph.D. 1978 (Univ. of Michigan) [1973]

\*Sabbatical Leave, Christmas Term

\*\*Sabbatical Leave, Trinity Term



- MARDGES BACON *Assistant Professor of Fine Arts*  
 A.B. 1966 (Univ. of Delaware), A.M. 1968 (Univ. of Michigan), Ph.D. 1978 (Brown)  
 [1978]
- JAMES LAWRENCE BEAVER *Assistant Professor of Economics*  
 B.S. 1971 (Iowa State University), Ph.D. 1977 (University of Virginia) [1977]
- ANDREA BIANCHINI\*\* *Assistant Professor of Modern Languages*  
 B.A. 1965 (Barnard), M.A. 1967 (Columbia), Ph.D. 1973 (Rutgers) [1973]
- NOREEN CHANNELS *Assistant Professor of Sociology*  
 B.A. 1966 (Hiram), M.S.W. 1968 (Univ. of Connecticut), Ph.D. 1973 (Michigan State)  
 [1972]
- STEVEN LEE CHRISTOPHERSON *Assistant Professor of Education*  
 B.A. 1970 (Stanford), Ph.D. 1975 (Cornell) [1974]
- LESLIE G. DESMANGLES *Assistant Professor of Religion  
 and Intercultural Studies*  
 B.A. 1964 (St. Davids), M.Div. 1967 (Eastern Baptist Theological), Ph.D. 1975 (Temple)  
 [1978]
- JUDY DWORIN\*\*\* *Assistant Professor of Dance*  
 B.A. 1970 (Trinity), M.A. 1975 (Goddard) [1971]
- LARRY ALLEN FADER *Assistant Professor of Religion*  
 B.S. 1968 (Columbia), M.A. 1971, Ph.D. 1977 (Temple) [1974]
- EUGENE CURTIS GOLDFIELD *Visiting Assistant Professor of Psychology*  
 B.A. 1972 (Herbert Lehman), M.A. 1974 (Hunter), Ph.D. 1979 (Univ. of Connecticut)  
 [1979]
- RONALD K. GOODENOW *Assistant Professor of Education*  
 B.A. 1963 (Grinnell), M.A. 1964 (University of Wyoming), Ph.D. 1973 (University of  
 California, Berkeley) [1977]
- ALDEN RAND GORDON *Assistant Professor of Fine Arts*  
 B.A. 1969 (Trinity), M.A. 1971, Ph.D. 1978 (Harvard) [1978]
- RICHARD J. HAZELTON *Assistant Professor of Physical Education*  
 B.A. 1966 (Marietta), M.S. 1976 (Univ. of Massachusetts) [1974]
- DAVID E. HENDERSON *Assistant Professor of Chemistry*  
 B.A. 1968 (St. Andrews Presbyterian), Ph.D. 1975 (Univ. of Massachusetts) [1977]
- DIANNE HUNTER *Assistant Professor of English*  
 B.A. 1966 (Alfred), M.A. 1968 (Purdue), Ph.D. 1972 (State Univ. of N.Y., Buffalo) [1972]
- SAMUEL DAVID KASSOW *Assistant Professor of History*  
 B.A. 1966 (Trinity), M.S. 1967 (London School of Economics), Ph.D. 1976 (Princeton)  
 [1972]
- ELIZABETH KINCAID-EHLERS *Visiting Assistant Professor of Psychology*  
 B.A., M.A. (Illinois), Ph.D. 1978 (Rochester)
- NANCY KIRKLAND *Assistant Professor of Psychology*  
 B.A. 1967 (Barnard), Ph.D. 1973 (Columbia) [1977]

\*Sabbatical Leave, Trinity Term

\*\*\*Sabbatical Leave, Academic Year

- HELEN LANG *Assistant Professor of Philosophy*  
B.A. 1970, M.A. 1971 (Univ. of Colorado), Ph.D. 1977 (Toronto) [1978]
- EUGENE E. LEACH *Assistant Professor of History and  
Director of American Studies*  
A.B. 1966 (Harvard), M.A. 1967 (Univ. of Michigan), Ph.D. 1977 (Yale) [1975]
- SONIA LEE\*\*\* *Assistant Professor of Modern Languages*  
B.S. 1964, M.A. 1966 (Univ. of Wisconsin), Ph.D. 1974 (Univ. of Massachusetts) [1973]
- CHARLES WILSON LINDSEY III *Assistant Professor of Economics*  
B.S. 1965, M.A. 1971, Ph.D. 1976 (Univ. of Texas) [1975]
- JACOB WAINWRIGHT LOVE III *Assistant Professor of Music*  
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# Index

## A

Academic Leave of Absence, 23  
 Accelerated Study, 28  
 Administrative Officers, 253; Staff, 257  
 Admission to College, 43  
     ACT Examination Requirements, 44  
     Admission Policy, 43  
     Advanced Placement for Freshmen, 45  
     Advanced Standing by Transfer, 48  
     Appointments, 45  
     Campus Visits, 44  
     CEEB Examination Requirements, 44  
     Early Admission, 44  
     Foreign Students, 47  
     Group Sessions, 45  
     Secondary School Requirements, 44  
 Advisers, Faculty Career, 33  
 Advising for Education at Trinity, Academic, 30  
 Advising for Graduate Professional Education, 31  
 Age of Majority, 39  
 Alumni Association, 238  
 American School of Classical Studies in Athens, The, 25  
 American Studies, 28, 65, 205  
 American University, Washington Semester Program of the, 23  
 Architecture and Related Design Areas, Preparation for Graduate Study in, 32  
 Art History, Courses in, 113  
 Astronomy, Course in, 165, 167  
 Athletic Prizes, 224  
 Auditing Courses, 29  
 Awards (see Prizes)

## B

Bachelor's Degree, Requirements for, 36  
 Barbieri Center/Rome Campus, The, 16  
 Biochemistry, 68  
 Biology, Courses in, 69  
 Biomedical Engineering, 26

## C

Calendar  
     Academic, 20  
     College, inside front cover  
 Campus, Map of, inside back cover  
 Career Advisers, Faculty, 33  
 Chemistry, Courses in, 74  
 Chinese Language and Literature Courses, 22

Classical Civilization, Courses in, 81  
 Classical Studies, Programs in, 25  
 Classics, Courses in, 78  
 College Courses, 28, 82  
 College Expenses, 49  
 Comparative Literature Program, Courses in, 85  
 Computer Coordinate Major, 88  
 Computing Major, 26  
 Connecticut State Legislative Internship, 27  
 Consortium for Higher Education, The Greater Hartford, 21  
 Corporation, 237  
 Course Credits, 56  
 Course Numbers, Key to, 56  
 Courses of Instruction, 56  
 Curricular Opportunities, Special, 15  
 Curriculum, The, 10

## D

Dance, Courses in, 88  
 Degrees Conferred in 1979, 228  
 Delta Phi Alpha, 41, 224  
 Directions to Trinity College, 263  
 Discipline, Academic, 39  
 Domestic Academic Leaves of Absence, 23  
 Domestic Study Programs Sponsored by Other Institutions, 24

## E

Early Admission, 44  
 East Anglia, The University of, 22  
 Economics, Courses in, 91  
 Education, Courses in, 99  
 Elementary Education, Trinity-St. Joseph College Program in, 22  
 Engineering  
     Biomedical, 26  
     Courses in, 103  
     Department of, 25  
     Interdisciplinary, 26  
     Major, 26  
     Master of, Degree, 26  
 English, Courses in, 107  
 Enrollment in Courses, 38  
 Environmental Studies Program, Urban and, 28, 200  
 Eugene O'Neill Memorial Theatre Center, 23  
 European Studies, The Institute of, 23



Exchange Program, Twelve-College, 21  
Expenses, College, 49

F

Faculty Career Advisers, 33  
Faculty, List of, 241  
Fees, College, 50  
Fellows, Board of, 238  
Fellowships, 208  
Financial Aid, 52  
    Method of Application, 54  
    Method of Application for Renewal, 54  
    Sources of Supplementary Assistance, 54  
    Student Employment, 55  
    Terms for Renewal of Awards, 54  
    Terms of Award, 53  
    Veterans, 55  
Fine Arts, Courses in, 113  
Foreign Students, 47  
Foreign Study Programs Sponsored by Other Institutions, 24  
French, Courses in, 143  
Freshman Seminar Program, 12, 57  
    Teaching Assistants in the, 19

G

German, Courses in, 145  
Grades, 39  
Graduate Management School, Preparation for, 32  
Graduate Professional Education, Advising for, 31  
Graduate Studies, 205  
Greater Hartford Consortium for Higher Education, The, 21  
Greek, Courses in, 78  
Guided Studies Program in the Humanities, 117  
Guidelines, The Non-Major, 12

H

Hartford College for Women, 21  
Hartford Consortium for Higher Education, The Greater, 21  
Hartford Graduate Center, 21  
Hartford, University of, 21  
History, Courses in, 119  
History of the College, 5  
Honor Societies, 41, 223  
Honors at Graduation, 40  
Humanities, Guided Studies Program in the, 15, 117

I

IDP, 34  
Independent Study, 18  
Individualized Degree Program, The, 34  
Institute of European Studies, The, 23  
Intensive Study Program, The, 16  
Intercollegiate Center for Classical Studies in Rome, The, 25  
Intercultural Studies Program, 27, 124  
Interdisciplinary Majors, 20, 26, 38  
Interdisciplinary Programs, 37  
Interinstitutional Programs, 21  
International Relations, 133  
Internship, Connecticut State Legislative, 27  
Internships in the Hartford Region, Study, 19  
Irregular Candidates for the Degree, 40  
Italian, Courses in, 146

L

Latin, Courses in, 79  
Law School, Preparation for, 32  
Leaves of Absence, Domestic Academic, 23  
Lectures, Endowed, 227  
Liberal Arts, The, 205  
Linguistics, 146  
Loan Funds, Student, 218

M

Major Fields, Concentration in, 37  
Majority, Age of, 39  
Majors, Interdisciplinary, 20  
Maritime Studies, The Williams-Mystic Program, in, 23  
Master's Degree, The, 206  
Mathematics, Courses in, 134  
Matriculation, 38  
Medical School, Preparation for, 31  
Medieval and Renaissance Studies, 140  
Modern Languages and Literatures, Courses in, 142  
Music, Courses in, 150  
Mystic Program in Maritime Studies, The Williams-, 23

N

National Theatre Institute, 23  
Nondiscrimination, Notice of, 4  
Non-Major Guidelines, 12

O

O'Neill Memorial Theatre Center, Eugene, 23  
Open Periods, 20  
Open Semester, 18  
Optimus, 40

P

Phi Beta Kappa, 41, 223  
Philosophy, Courses in, 153  
Physical Education, Courses in, 159  
Physical Sciences, 164  
Physics, Courses in, 165  
Pi Gamma Mu, 41, 224  
Political Science, Courses in, 169  
Presidents of the College, 240  
Prizes, 219  
Psychology, Courses in, 176  
Public Policy Studies, 205

R

Religion, Courses in, 185  
Renaissance Studies, Medieval and, 140  
Requirements for the Bachelor's Degree, 36  
Rome Campus, The Barbieri Center/, 16  
Russian, Courses in, 148

S

St. Joseph College, 21  
St. Joseph College Program in Elementary Education, 22  
St. Thomas Seminary, 21  
Salutatorian, 40, 228  
Scholarships, 209  
Seminar Program, Freshman, 12, 57  
Sigma Delta Pi, 41  
Sociology, Courses in, 192

Spanish, Courses in, 149  
Special Curricular Opportunities, 15  
Special Policies and Programs, 27  
Student-Designed Study, 17  
Student Employment, 55  
Student-Taught Courses, 19, 204  
Studio Arts, Courses in, 115  
Study Internships in the Hartford Region, 19  
Study Programs Sponsored by Other Institutions,  
    Foreign and Domestic, 24  
Summer Term, 207

T

Teaching Assistants in the Freshman Seminar and  
    Other Courses, 19  
Theatre Arts  
    Courses in, 197  
    Program, 23  
Trinity-St. Joseph College Program in Elementary  
    Education, 22  
Trustees, 237; Emeriti, 238  
Tuition, 50  
Twelve-College Exchange Program, 21

U

University of East Anglia, 22  
University of Hartford, 21  
Urban and Environmental Studies Program, 28,  
    200

V

Valedictorian, 40, 228  
Veterans, 55

W

Washington Semester Program of the American  
    University, 23  
Wesleyan University, 22  
Williams-Mystic Program in Maritime Studies,  
    The, 23



*From the North (Springfield, etc.)*

Take I-91 South to intersection with I-84. Take I-84 West to Sigourney St. Exit (Exit 47). Turn left at bottom of exit ramp, and, keeping to right side of roadway, proceed straight ahead. After short distance, merge with Park Terrace (yield sign). Continue on Park Terrace through traffic light (at Park St.), and take third (diagonal) left past the light, onto Summit St. Go up hill one block to stop sign (at Zion St.). Cross Zion St. diagonally, proceeding up the hill (on Summit St.) to stop sign (at Vernon St.). You are now at the northwest corner of the Trinity campus.

*From the South (New Haven, New York, etc.)*

Take I-91 North to Airport Rd. Exit (Exit 27). Go down long exit ramp to stop sign. Turn left. Proceed short distance to first light, and make left turn at large, green sign reading "91, 15 South" (opposite McDonald's). Proceed straight ahead over bridge and under overpasses, counting traffic lights. After 2nd light, the street you are on becomes Brown St. After 5th light, it becomes Linnmoore St. Turn right at 6th light onto Fairfield Ave. Past third intersection (counting on right), road forks. Take right fork to light (one block) at New Britain Ave. Cross New Britain Ave., entering Trinity campus through brick gate.

*From the East (Boston, etc.)*

Take I-84 West to Sigourney St. Exit (Exit 47). Turn left at bottom of exit ramp, and, keeping to right side of roadway, proceed straight ahead. After short distance, merge with Park Terrace (yield sign). Continue on Park Terrace through traffic light (at Park St.), and take third (diagonal) left past the light, onto Summit St. Go up hill one block to stop sign (at Zion St.). Cross Zion St. diagonally, proceeding up the hill (on Summit St.) to stop sign (at Vernon St.). You are now at the northwest corner of the Trinity campus.

*From the West (NYC via I-84, Danbury, etc.)*

Take I-84 East to Sisson Ave. Exit (Exit 46) — this is a left exit. Keeping to the left, go down long, curving exit ramp to light (Sisson Ave.). Turn left onto Sisson Ave. Take Sisson Ave. to Park St. (second light after making turn), and turn left onto Park St. Take Park St. to Park Terrace (again, second light after turn), and turn right onto Park Terrace. Once on Park Ter., take third (diagonal) left (onto Summit St.), and go up hill one block to stop sign (at Zion St.). Cross Zion St. diagonally, proceeding up the hill (on Summit St.) to stop sign (at Vernon St.). You are now at the northwest corner of the Trinity campus.

## KEY TO THE CAMPUS

- |  |  |
|--|--|
| 1. Williams Memorial<br>(Administrative Offices) | 27. 78-80 Crecent Street                               |
| 2. Downes Memorial                               | 28. 82-84 Crescent Street                              |
| 3. College Chapel                                | 29. 111 Crescent Street                                |
| 4. President's House                             | 30. 194-196 New Britain Avenue                         |
| 5. Ogilby Hall                                   | 31. 216 New Britain Avenue                             |
| 6. Delta Psi (St. Anthony)                       | 32. Albert C. Jacobs Life Sciences Center              |
| 7. Alpha Delta Phi                               | 33. Buildings and Grounds                              |
| 8. Allen West                                    | 34. CPTV Studio Building                               |
| 9. Allen East                                    | 35. Smith Hall   |
| 10. Alpha Chi Rho                                | 35A. Residence Hall                                    |
| 10A. 115 Vernon St.                              | 36. Jackson Hall                                       |
| 11. High Rise Dormitory                          | 37. Wheaton Hall (Infirmary)                           |
| 12. The Black House                              | 38. Elton Hall   |
| 13. North Campus Dormitory                       | 39. Jones Hall   |
| 14. Delta Kappa Epsilon                          | 40. McCook Math-Physics Center                         |
| 15. Pi Kappa Alpha                               | 41. Hallden Engineering Laboratory                     |
| 16. 90-92 Vernon Street                          | 42. Austin Arts Center (Goodwin Theatre)               |
| 17. 86-88 Vernon Street                          | 43. The Library  |
| 18. 76 Vernon Street                             | 44. Clement Chemistry Buidling<br>(Krieble Auditorium) |
| 19. 70 Vernon Street                             | 45. Goodwin-Woodward Dormitory                         |
| 20. Alumni and Public Relations Offices          | 46. Cook Dormitory                                     |
| 21. Psi Upsilon                                  | 47. Mather Campus Center                               |
| 22. Jessee Field                                 | 48. Hamlin Hall  |
| 23. Tennis Courts                                | 49. Seabury Hall                                       |
| 24. Memorial Field House                         | 50. Northam Towers                                     |
| 25. George M. Ferris Athletic Center             | 51. Jarvis Hall  |
| 26. 30-32 Crescent Street                        | P Parking Areas  |





