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6. TRINITY COLLEGE BULLETIN

Catalogue Issue 1983–1984



Hartford, Connecticut

College Calendar

August 5 **Friday**
 August 28 **Sunday**
 Aug. 30-31 **Tues.-Wed.**
 Sept. 1 **Thursday**

Sept. 5 **Monday**
 Sept. 8 **Thursday**
 Sept. 12 **Monday**
 Sept. 14 **Wednesday**

Sept. 17 **Saturday**
 Oct. 7-9 **Fri.-Sun.**
 Oct. 14 **Friday**
 Oct. 17-21 **Mon.-Fri.**

Nov. 11-13 **Fri.-Sun.**
 Nov. 15 **Tuesday**
 Nov. 23 **Wednesday**
 Nov. 28 **Monday**
 Dec. 9 **Friday**

Dec. 12-13 **Mon.-Tues.**
 Dec. 14-20 **Wed.-Tues.**
 Dec. 15 **Thursday**
 Dec. 21 **Wednesday**
 Dec. 30 **Friday**

Jan. 15 **Sunday**
 Jan. 16 **Monday**
 Jan. 17 **Tuesday**
 Jan. 31 **Tuesday**
 Feb. 15-17 **Wed.-Fri.**
 March 6 **Tuesday**
 March 16 **Friday**
 April 2 **Monday**
 April 17 **Tuesday**
 April 25 **Wednesday**

May 4 **Friday**

May 7 **Monday**
 May 7-8 **Mon.-Tues.**
 May 8 **Tuesday**
 May 9-10 **Wed.-Thurs.**
 May 11-17 **Fri.-Thurs.**
 May 20 **Sunday**

June 7-10 **Thurs.-Sun.**

1983

Deadline for payment of Fall Term fees
 Freshmen arrive
 Registration for all undergraduate students
 Fall Term of 161st Academic Year begins for all students
 Labor Day (classes held as usual)
 Rosh Hashanah (classes held as usual)
 Matriculation
 Last day to change courses or exercise Pass/Fail option
 Yom Kippur
 Parents' Weekend
 Mid-Term
 Open Period (no undergraduate or graduate classes)
 Homecoming Weekend
 Pre-Registration for Spring Term
 Thanksgiving vacation begins after last class
 Classes resume
 Last day of undergraduate classes; last day to drop Fall Term courses; last day to change to a letter grade a course being taken Pass/Fail

Reading days
 Final examinations
 Last day of graduate classes
 Residence Halls close
 Deadline for payment of Spring Term fees

1984

Residence Halls open
 First registration day
 Spring Term classes begin for all students
 Final registration day
 Open Period (graduate classes will meet)
 Mid-Term
 Spring vacation begins after last class
 Classes resume
 Passover begins (classes held as usual)
 Good Friday (classes held as usual)
 Pre-Registration for Fall Term
 Last day of undergraduate classes; last day to drop Spring Term courses; last day to change to a letter grade a course being taken Pass/Fail

Honors Day
 Reading days
 Last day of graduate classes
 General Examinations for Seniors
 Final Examinations
 Commencement Exercises for the 161st Academic Year
 Reunion

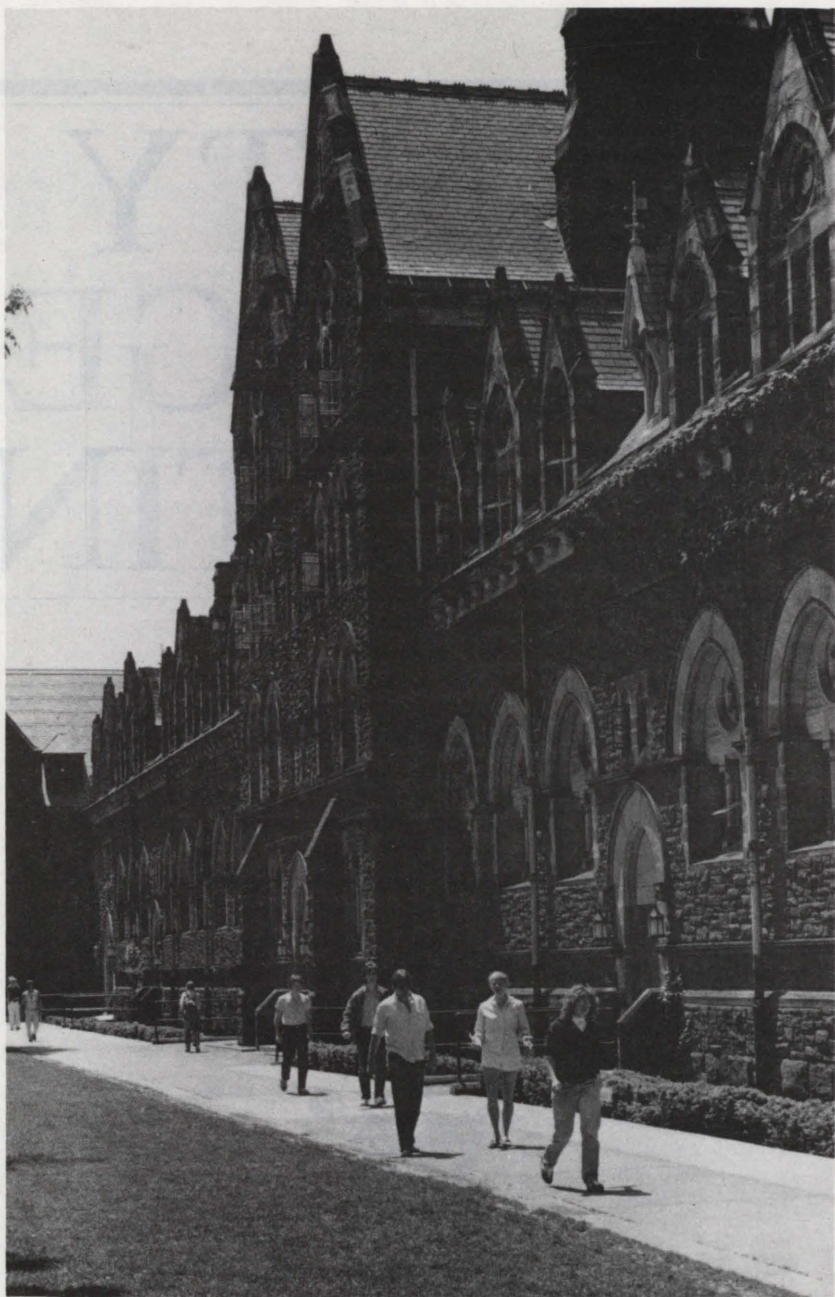
TRINITY COLLEGE BULLETIN

Catalogue Issue 1983–1984

SEPTEMBER 1983
Catalogue Number 284



One Hundred Sixty-First Year of the College
Hartford, Connecticut



TRINITY COLLEGE

HARTFORD, CONNECTICUT 06106

TELEPHONE (203) 527-3151

Second Class Postage paid at Hartford, Connecticut. Published four times a year, March, May, and two issues in September, by Trinity College, 300 Summit St., Hartford, Connecticut 06106.

VOLUME LXXX (CATALOGUE No. 284)

(USPS 640-940)

NUMBER 2 (SEPTEMBER 1983)

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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 has become 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 to disestablish Congregationalism as the official state church five years earlier. 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 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 strictly to regulate their behavior. 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 end-of-semester practice was to conduct a ritual burning of the textbook used in some required course which students had found especially onerous. (The 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 move-

ment to loosen Trinity's traditional ties with the Episcopal Church. Although never a "church school," Trinity was closely linked with 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 comes from a non-Episcopalian tradition. 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 itself 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 seventeen hundred 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 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 would 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.

As Trinity entered the decade of the 1980s, it continued to adjust its practices and programs in accordance with changing academic values and student needs. The nature and quality of social and extracurricular life continued to be a subject of lively debate. Faculty members involved themselves even more vigorously than before in research and publication, but there was no lessening of the traditional emphasis on excellence in teaching. In fact, it was recognized that the two activities are closely linked: serious commitment to scholarship usually betokens the kind of intellectual vitality that is essential to effective classroom performance. Moreover, a college of Trinity's stature believes it is obligated not only to convey existing knowledge to students but also to be energetically engaged in the pursuit of new knowledge.

In the curricular area there were a number of innovations. The Faculty voted, for example, to approve a new interdisciplinary major in Theatre and Dance, and the program of student internships, begun in the late 1960s, was greatly expanded. The latter program took advantage of Trinity's urban location by placing students in state and local government offices, business and financial institutions, social agencies, museums, and the like. Through internships undergraduates could integrate practical field work with academic study under the supervision of a faculty member, thereby testing theoretical and conceptual perspectives at the same time they were exploring possible career interests.

Trinity's dedication to the liberal arts was reaffirmed as the 1980s began. So was its commitment to the Open Curriculum, which eschews distribution requirements in favor of placing final responsibility on students themselves for the shape and content of their individual academic programs. At the conclusion of a year-long study, a special faculty-student committee reported in April, 1981, that, "Even in the face of society's current preoccupations with the 'practical' and vocational dimensions of education, the Open Curriculum remains an honest and realistic framework in which to exercise the minds and imagination of the young people who come to us. Its flexibility encourages the determined traveller, the adventurous risk-taker, and the wanderer still seeking a path, by the provision of guide-posts rather than fences and

tracks. . . . It is difficult to imagine," the report continued, "a better preparation for life after graduation than the systematic exposure to a curriculum that invites the student to make decisions, and to analyze the criteria by which those decisions are made. . . . The Open Curriculum remains a strong and practically directed apprenticeship for the world our students will inherit—and create. The keynote to its validity is, in essence, its limitless capacity for challenge." With confidence and conviction, then, the College pressed forward toward a new century.

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*

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 in each area are listed below.

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, taking into account their general intellectual development, their secondary school preparation, and their graduate school and career aspirations. Only in the major field of study are specific courses required. Otherwise, students 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 the close acquaintance with and firm respect for one another which are 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 uncertain 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 first-term freshmen which will provide both an intellectual challenge and the guidance necessary to meet that challenge.

In 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 approximately thirty-five 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 list 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 provide a 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 among 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 and programs 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, Computing, Dance, 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, Philosophy, 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 tools for understanding this matrix of human activity.

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 and Programs: American Studies, Economics, Educational Studies, 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, Dance, 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: EUROPEAN CIVILIZATION

The Guided Studies Program 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 nine 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 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 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 five or six semesters if such a pattern is more compatible with the student's overall plan of study.

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.

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 the-

atrical 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 is no more than that of attending Trinity College in Hartford, and covers tuition, room and board, some excursions and the required health insurance.

For additional information, contact Professor Michael R. Campo, Director, or Ms. Louise H. Fisher, Coordinator.

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 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.

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 a full-time 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 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 U.S. Congress, 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 public 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

Internships are a form of independent study that involves a combination of supervised field-work activity and traditional academic inquiry under the direction of a faculty sponsor. There are two types of internships: exploratory internships, which are valued at one-half course credit, and integrated internships, which may be taken for one or two course credits. Many internships are available in the Hartford region with private and public agencies, business and industry, educational and health institutions, and other community groups. The Internship Coordinator assists students in locating suitable internships or research opportunities related to their academic program. (See also Trinity College Legislative Internship Program 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

Juniors and seniors with particular competence can add considerably to their own education and to the educational process within the College through devising and teaching a formal course. Students desiring to offer an experimental course must first secure 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 by the faculty supervisor and an outside examiner, respectively.

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 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 Psychobiology, 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 to obtain 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 are expected to maintain their normal periods of time on campus, and students are 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 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, the Hartford Seminary, St. Joseph College, St. Thomas Seminary, the University of Hartford and the School of the Hartford Ballet. 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 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 Director of the Educational Studies Program during their freshman year or early in their sophomore year (see Educational Studies Program 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 each year for Trinity students majoring in American studies, his-

tory, or English. The cost to participate in this program (including transportation) is about equal to 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, Journalism, 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; Mexico City, Mexico; and Vienna, Austria.

The director at each center is an experienced academician of the host country who is cognizant of the need to articulate a student's foreign study with his or her American education. Students sometimes enroll in regular courses at the university with which some Institute Centers

are associated, in courses organized by the Institute and taught by European faculty, or in a combination of these.

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 the proper 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 University of Massachusetts 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 Institute for the Study of Economics and Politics (INSTEP) in London, 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 School of Economics Single Term Program, 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 Classics at Trinity. Applications for admission to these programs may be made upon his recommendation. Students should complete the Application for Credit for Foreign Study 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 in Engineering degree. (The Hartford Graduate Center offers selected courses and programs in Engineering in affiliation with 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 SCIENCE IN ENGINEERING DEGREE.** The Master of Science in Engineering Degree Program is a plan for those who wish to obtain an advanced 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 Science in Engineering degree awarded through the Hartford Graduate Center.

Admission to the Master of Science in 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 in courses taken at The Hartford Graduate Center are required in addition to satisfaction of the Trinity Bach-

elior's degree requirements. 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.

15. LAW COURSES OPEN TO TRINITY STUDIES

The University of Connecticut School of Law (Greater Hartford campus) has made available to selected Trinity juniors and seniors certain upper-level courses, on a limited basis.

The eligible courses are not those in "black letter law" (e.g. torts or contracts) which normally comprise the first- and second-year program at law school. Rather, they combine law with traditional liberal arts materials, often drawing on philosophy, history, political theory, the social sciences, etc. Many of the courses are policy oriented. Trinity students should find that they have a comparative advantage in the liberal arts or policy aspects of these courses, and a comparative, but not fatal, disadvantage with those aspects more strictly concerned with law. Instructors at the Law School will be aware of Trinity students' undergraduate status and may have somewhat different expectations of them than of law students.

Space in Law School courses is limited by course and instructor, and Trinity applicants are carefully screened. Students should apply for a Law School course only if it fills a gap in a well defined educational program that they have pursued at Trinity. For example, a student writing a thesis centered on legal and social history ought to be able to make a case for admission, if a pertinent course is available. It is emphasized that this program is *not* intended simply for students who plan to attend law school and thus wish to obtain a "preview" of what legal study entails.

A list of currently available Law School courses is available from the office of the Associate Academic Dean. To enroll for such a course, students must obtain a suitable Trinity faculty sponsor who will recommend them for the program and oversee their work in it. A statement of the student's reasons for wishing to take the course, together with the faculty sponsor's recommendation, should be submitted to Professor Andrew Gold well in advance of pre-registration for the term in which the course is to be given. Professor Gold and the Associate Academic Dean will review the application and decide on the student's admissibility prior to pre-registration. Acceptance is not automatic.

F. SPECIAL POLICIES AND PROGRAMS

1. TRINITY COLLEGE LEGISLATIVE INTERNSHIP PROGRAM

A program of research activities and an opportunity to examine and participate in the State legislative process are offered through the Political

Science Department each Spring Term. During the annual sessions of the Connecticut Legislature, about fourteen Trinity students work as aides to legislators, attend biweekly seminars with a Trinity faculty member and undertake various projects. During general sessions of the state legislature (odd-numbered years), students working full-time at the state Capitol receive up to four course credits. During the special, short-term sessions (even-numbered years) students work half-time at the Capitol and receive two course credits. For additional information consult T.C.L.I.P. description under Political Science.

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 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 and/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 sometimes 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. See College Courses under *Courses of Instruction*.

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. 29.

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.

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 adviser; other faculty members will offer assistance as needed. Regular meetings between the student and the various advisers is a central feature of the program.

Further information about the program may be obtained by writing or calling the Individualized Degree Program. The Director and Admissions Officer for the IDP is Louise H. Fisher.

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 so that the student may 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 ad-

vise 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.

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. For acceptance by a medical or dental school, however, 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 (which includes at least one semester of calculus), 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 important 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 and mathematics be taken during the freshman year; either the introductory course in biology or physics should also be taken, depending upon prospective choice of major.*

The Advisory Committee for the Health Professions is specifically charged with giving counsel to students interested in medicine as well as all the allied health professions. *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 there are many more qualified students applying 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 Crawford, Biology; Professor Donald Galbraith, Biology; and the Director of Career Counseling, Allison Dillon-Kimmerle.

2. PREPARATION FOR LAW SCHOOL

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 Ms. Dina Anselmi, Psychology; Professor Noreen Channels, Sociology; Ms. Marilyn Denny, Director of Institutional Affairs; Professor Rex Neaverson, Political Science; and the Director of Career Counseling, Allison Dillon-Kimmerle.

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 Curran, Economics; Professor George 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 graduate 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. In general, a broad liberal arts curriculum is suggested including courses in studio art, art history, science, mathematics and engineering.

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

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*.

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 Science in Engineering degree from the Hartford Graduate Center.

It is possible to qualify for the Bachelor's degree in three calendar years through the Individualized Degree Program (see p. 29), 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."

Students may apply up to one course credit in Physical Education toward the degree. No more than four course credits in applied music may be counted toward the degree.

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 major shall be made after the completion of the first year of study or, at the latest, prior to preregistration 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	Dance
English	Physics	

Interdisciplinary majors include:

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

Interdisciplinary majors may 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 Fall Term and the Spring Term, which comprise the regular academic year, and a Summer Session of shorter duration. Normally, all students attend the Fall and Spring Terms.

To make normal progress toward the degree a student is expected to enroll in and complete an average of nine course credits each academic year. Degree candidates must complete 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.

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 designation, "Incomplete," may be granted by a subcommittee of the Academic Affairs Committee when it determines that a student is unable to complete course work on time because of wholly unusual or unforeseen circumstances or for sound educational reasons.

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 matriculated students. Effective with

the Class of 1987, each such student may designate one course each semester to a maximum of four courses in his or her college career, not required by his or her major, as "Pass/Fail" courses. (Persons in earlier Classes should see the 1982-83 edition of this catalogue, respecting the Pass/Fail Option.) 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 course Pass/Fail during the next semester of enrollment after the Probation is incurred.

The student may also exercise the Pass/Fail Option for courses in Physical Education and for certain exploratory Internships. The Pass/Fail Option is the mandatory grading system in Student-Taught Courses and Open Semesters. Pass/Fail courses mentioned in *this* paragraph do not count toward the four-course maximum of the previous paragraph.

FACULTY HONORS LIST

To be eligible for the Faculty Honors List in any semester, a student must: a) achieve a semester grade point average of at least 10.0 with no individual letter grade below B-; b) complete a minimum of four course credits and receive letter grades for at least four course credits in courses taught or supervised by Trinity College faculty; c) have no incompletes for the semester under consideration. The List will be determined at the end of every semester and a notation will be entered by the Registrar on the permanent record card of each recognized student.

An IDP student shall be eligible for the List if, at the end of a given academic year, the student has satisfied the above requirements. No course which has been counted toward a previous Honors List may be counted a second time.

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 eighteen 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 or OPTIMA.

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 smaller. 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.

Psi Chi national honor society was founded in 1929 for the purpose of advancing the science of psychology and encouraging, stimulating and maintaining scholarship of the individual members. Trinity's chapter was reactivated in 1982 after an earlier chapter, formed in 1959, had become inactive. Members are elected for above average performance in psychology.

Admission To The College

In competitive admissions processes such as ours academic standing and test scores, as well as letters of reference that speak to an applicant's intellectual and artistic promise, are and will remain very important. We wish to emphasize, however, that personal character and those human qualities that determine the productive use of talent are also important elements in our decisions. We hope that teachers, counselors, and applicants will assist us in identifying these essential characteristics.

The statement that follows resulted from a discussion among secondary school advisors and college admissions directors in the summer of 1982. It reflects accurately our concern for personal character as we reach our decisions.

PERSONAL QUALITIES AND CHARACTER

Students applying to college do not always realize the significance of strong personal qualities and character in college admissions. Colleges are interested in more than prospective students' achievements or skills. They have a genuine concern for attracting candidates who will contribute to the emotional and ethical climate of their undergraduate communities.

We are keenly interested in attracting and admitting candidates who not only give ample proof of academic prowess, but also show evidence of such personal qualities as honesty, fairness, compassion, altruism, leadership, and initiative in their high school years. We place great value in a candidate's capacity to move beyond the limits of personal achievement to involvement in the life of the community at large. We seek candidates who demonstrate a willingness to take an interest in the lives and welfare of others or to place themselves in situations which call for personal initiative and leadership. We believe that such experiences develop an individual's appreciation of ethical issues and may well enhance the capacity to make a difference in the society one will enter as a college graduate.

We believe that educated men and women should aspire to develop integrity as well as intelligence during their high school years. In addition to artistic, athletic, extracurricular, and academic talent, we recognize in the admissions process the development of strong personal qualities. Our pluralistic and democratic society requires many qualities from its leaders as it seeks to meet the challenges of the years ahead; character is certainly one of them.

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.

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.

Trinity College supports the efforts of secondary school officials and governing bodies to have their schools achieve regional accredited status to provide reliable assurance of the quality of the educational preparation of its applicants for admission.

EARLY DECISION

Students with especially strong academic, extracurricular, and personal records who agree to attend Trinity if offered admission may choose to apply under either Option 1 or Option 2 of the Early Decision Program:

Option 1: All application materials (except the mid-year secondary school report and the December version of the Achievement Test in English Composition) must be received no later than December 1. Candidates will be notified of admission decisions by the end of December.

Option 2: All application materials must be received no later than February 15. (The Personal Application form must be filed by January 1.) Candidates will be notified of admission decisions by the end of February.

Both options require a signed statement affirming the candidate's commitment to attend Trinity if admitted.

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, 1983 test date. The SAT or ACT may be taken on any test date but by no later than January, 1984. 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 strongly encouraged to visit the campus at any time. Although a personal interview with a member of the ad-

missions staff is not required, this kind of meeting is a good opportunity for a mutual exchange of information. There are times during the year when individual appointments are not scheduled because the admissions staff is visiting high schools in other parts of the country or involved in evaluation sessions. The large number of visitors makes it highly advisable for applicants to make campus appointments *well in advance*. Appointments may be made by calling the Admissions Office at (203) 527-3151 or by writing to the Office of Admissions, Trinity College, Hartford, Connecticut 06106.

INDIVIDUAL APPOINTMENTS

June to mid-January: 9:00, 9:30, 10:00, 10:30, 11:00 and 11:30 a.m.; 2:00, 2:30 and 3:00 p.m. These appointments are scheduled *Monday through Friday* and are generally reserved for students who have completed the junior year of secondary school. During the fall, interviews will be available on most Saturday mornings. Since there are certain Saturdays when the office will not be open (for example on Thanksgiving and Homecoming weekends) it is advisable for guests to confirm their visits by calling the Admissions Office.

GROUP INFORMATION SESSIONS

May through August: Weekdays 10:00 a.m. and 2:00 p.m.
October through January: Mondays and Fridays, 10:00 a.m.

TOURS

Tours of the campus are conducted on a regular basis during the months when individual appointments and Group Information Sessions are held. Student guides serve as an excellent resource for showing guests the physical environs of Trinity and for providing personal perspectives on student life. Visitors desiring a campus visit during vacations and open periods should be aware that formal classes are suspended during these times.

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.

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 — *One and one-quarter* course-credits for scores of 5 or 4.
- Chemistry — *Two and one-half* 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 — *One* course-credit for each of the AP Latin Tests in which a score of 5, 4, or 3 is received.
- English — *One* course-credit for 5 or 4 on either the AP test in Language and Composition or Composition and Literature.
- Fine Arts
 - History of Art* — *Two* course-credits (Fine Arts AH 101, 102) for scores of 5 or 4.
 - Studio Art* — *Two* course-credits (Fine Arts SA 111, 112) for scores of 5 or 4.
- History — *Two* 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 *only*, 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
 - *Two* course credits (Math 121, 122) for scores of:
 - 5 or 4 on the AP-BC Calculus Test
 - 5 on the AP-AB Calculus Test
 - 3 on the AP-BC Calculus Test, or 3 or 4 on the AP-BC Calculus Test, if the student also demonstrates an acceptable level of competence on a Qualifying Examination given by the Department of Mathematics
 - *One* course credit (Math 121) for scores of
 - 3 on the AP-BC Calculus Test or 3 or 4 on the AP-AB Calculus Test, if the student also demonstrates an appropriate level of competence on the Qualifying Examination given by the Department of Mathematics
 - Students who have had a full year of calculus in high school but who do not fall into one of the above categories may receive exemption from (but not credit for) one or two courses, Math 121 or Math 121, 122, if they

demonstrate an appropriate level of competence on the Department's Qualifying Examination.

- Students should note that the Qualifying Examination mentioned above is administered during Freshman Orientation in the fall.

Modern Languages

- Two course-credits for scores of 5 or 4. AP credit in Modern Languages counts toward general degree requirements *only*, and not toward a major under either Plan A or Plan B.

Music

- Two course-credits (Music 111, 112) for scores of 5 or 4. AP credit in Music History counts toward general degree requirements *only*, and not toward a major in music.

Physics

- Two course-credits (Physics 121, 122) and admission to Physics 221 for scores of 5, 4, or 3 on the AP-C Physics Test.
- Two 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 7, 6 or 5 which an entering student has received in the IBH Examinations. Credit will be contingent upon the Registrar's 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 Re-

gistrar 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 1984-1985 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.

For mid-year admission consideration, candidates are required to *complete* their applications by December 1. Midyear admission candidates whose applications are properly completed by this deadline will receive a decision no later than January 15.

Students desiring to commence their studies at Trinity in September, 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 June 1.

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

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. Any collection costs incurred by the College will be passed on to the individual responsible for the bill.

Parents or guardians may also pay term bills through alternate payment plans made available to them through prepayment and loan programs offered by several outside services. Use of these plans is optional and is suggested solely as a convenience. Information about these plans is sent to the parents of students each spring and is also available from the College.

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

SCHEDULE OF COLLEGE FEES—1983-84

	<i>Fall Term</i>	<i>Spring Term</i>	<i>Total</i>
Tuition a)	\$3,910	\$3,910	\$7,820
General Fee b)	190	190	380
Room c)	825	825	1,650
Board (7 day) d)	700	700	1,400
Student Activities Fee e)	60	60	120
	<u>\$5,685</u>	<u>\$5,685</u>	<u>\$11,370</u>
General Deposit f)			100
Books (minimum estimate)			250
Personal Expenses (minimum estimate)			550
			<u>\$12,270</u>

- a) Tuition increases, subject to annual review, are expected as long as educational costs continue to rise. For the 1983-84 academic year the adopted increase was \$720. Regular tuition will be charged up to 6 course credits per term. The fee for a sixth course credit is \$870.
- 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) Students who wish to reserve accommodations for the full academic year are each required to present a \$150 deposit (\$75 of the deposit is credited toward the resident's fall term rental, while the balance is held for crediting toward spring term rental). Students who wish to reserve accommodations for only one semester are required to present a \$100 deposit to be credited toward that semester's rental.
- d) The \$700 per semester charge is for a 7 day-19 meal contract. Students may decide to take a 7 day-any 14 meal plan for \$665 per semester, or a 5 day-any 10 meal plan for \$615 instead.
- e) The Student Activities Fee is enacted by the Student Budget Committee to finance student organizations, publications, the radio station, and admission to Austin Arts Center events.
- f) A General Deposit of \$100 is added to the bills of incoming freshmen, transfers and exchange students. This deposit is used to cover laboratory breakage, lost or damaged library books, late payment charges, damage to College buildings, cost of keys, athletic equipment and other College property lost or not returned on schedule. Incoming students are billed the full \$100 on their first term bill. Upperclassmen are billed the difference between the \$100 and what is left in their General Deposit from the previous year. Any balance remaining after the completion of the senior year or upon withdrawal from the College is automatically refunded.

OTHER FINANCIAL INFORMATION

- a) Auditors—\$150 per course.
- b) Campus Parking Fee—\$24 per year.
- c) Returned Check Fee—\$10 per check.
- d) Late Payment Fees—The late payment fee for non-payment of academic charges on the two term bills due August 5, 1983 and December 30, 1983 is \$30. An additional \$30 is charged if payment is not received within two weeks of the above dates. Subsequent late fees will be imposed thereafter to a maximum of \$120 per semester.

TRINITY COLLEGE REFUND POLICY

Tuition and Fees Refunds

Refunds will be made upon *written request* to the Student Accounts Office. Students who officially withdraw after tuition and fees are paid, but before classes begin, will be given a full refund of all charges, except for one hundred dollars (\$100.00) which will be withheld to cover administrative costs in all refund cases. If the official withdrawal occurs after classes begin, tuition and fees are charged as follows:

1 day through 2 weeks	20%
Third week	40%
Fourth week	60%
Fifth week	80%
After fifth week	100%

Refunds will be credited first against financial aid awarded by the College, if any.

The date of withdrawal is established when the Registrar receives written notice from the student. Freshmen and transfer students withdrawing prior to the start of classes should submit such notice to the Director of Admissions.

Board Contract Refunds

Board fees will be refunded on a pro rata basis subject to approval of and official notification from the Food Service Director.

Room Deposits and Charges

Rental charges and deposit forfeitures are based upon the date of *receipt* of written notification of withdrawal from a Residential Contract; therefore, residents must correspond with the Office of Residential Services as soon as the decision is made to withdraw from a Contract.

When withdrawal from a Contract occurs prior to the eighth week of the term, rental is prorated and, if a deposit must be forfeited, the entire deposit (the semester's deposit and any deposit held for crediting toward a second semester's rental) is forfeited. During or after the eighth week, individuals are required to pay rental for the full semester and, if a deposit must be forfeited, any deposit held for crediting toward a second semester's rental will be lost by the resident.

Forfeiture of a deposit is required unless withdrawal from a Contract is a result of withdrawal from the College or participation in an approved program which requires off-campus residence; however, in any situation, *forfeiture of an entire deposit is automatic* if written notification of withdrawal from a Contract is not received by the Office of Residential Services by August 1st for the Fall Term and by December 1st for the Spring Term.

If a resident fails to occupy a residence within the first week of classes in the term contracted for, it may be assumed that the resident has withdrawn and that a legitimate vacancy exists.

Payment of Refunds

Refunds will be made within 40 days of withdrawal and will be prorated among sources of outside payment.

Financial Aid

The expense of an education at Trinity is often more than the student and his or her family can meet during the four undergraduate years. The College recognizes this 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 to those students deemed needy. 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. 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 term-time 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 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, or from the Guaranteed Student Loan Program.

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 Pell 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, 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 centrally processed needs analysis form. Exact instructions and forms will be provided with the Personal Application for Admission.

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 normally re-

ceives 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 in the Trinity College *Handbook*.

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 made by July 1. The following items must be submitted:

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 photocopy of the parents' latest federal income tax return.

SOURCES OF SUPPLEMENTARY ASSISTANCE

The Director of Financial Aid is available to counsel 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 upper classes 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 Student Loan and Parents' Loan programs. 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.

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 10 or 12 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 Fall Term (September–December); even-numbered courses are offered in the Spring 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 Fall Term; a (2) indicates that it is offered in the Spring Term.

Courses are identified by numbers ranging from 100 to 699. As a general rule, 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) meet throughout the semester, and earn 1 or 1¼ 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 1¼ 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., Mathematics 121-122.

Symbols

- (1) course offered in the Fall Term (out of sequence)
- (2) course offered in the Spring 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, entering freshmen choose a Seminar as one of their courses during their first term at Trinity. The Freshman Seminar Instructors serve as the faculty advisers for their seminar students (see *Advising*). James L. West, associate professor of history, is the Coordinator of the Freshman Seminar Program.

The Freshman Seminars for 1983-84 are:

1. **Women and Work**—The first woman in Wisconsin who requested the right to practice law was told:

The law of nature destines and qualifies the female sex for the bearing and nurture of the children of our race and for the custody of the homes of the world . . . All life-long callings of women, inconsistent with these radical and sacred duties of their sex, as is the profession of the law, are departures from the order of nature; and when voluntary, treason against it . . .

What is "women's work?" This seminar will examine the worklives of women in the United States from the colonial times to the present and how women's work has been qualitatively different from men's. First, we will move from the colonial period when women's economic and family roles were merged to an era when industrialization emphasized a new division of labor. During this period family life became the "proper" vocation for women although many women worked for wages outside the home. The second part of the course will examine the effects of this separation of roles. This division of roles continued into the twentieth century, but has recently begun to break down. The blurring of the sexual division of labor has had profound effects on the lives of men and women; the final part of the seminar will be devoted to discussing these effects.—Zannoni. WF 2:30-3:45

2. **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, historic, and satiric will be studied in the authors from Homer to Vergil, from the eighth century B.C. to the first century 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 bi-weekly papers, as well as group discussion, will be required. Major readings will include Homer's *Odyssey* and Vergil's *Aeneid*. Suggested summer readings are Homer's *Odyssey* and Vergil's *Aeneid*.—Williams. TTh 11:20
3. **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 20th century: Communism and Fascism, as they arose in Russia and Germany. Historical, literary and cinematic sources will be used to explore the larger implications of these movements for our understanding of the nature of modern man and his society. Suggested summer readings: Dostoevsky's *Notes From Underground*, Mann's *Death In Venice*, and Koestler's *Darkness at Noon*.—West. W 7:00
4. **Symmetry: Harmonious Arrangements and Invariance of Form**—This seminar will study the many different types and uses of symmetry. We will examine the symmetry associated with

geometric transformations with an emphasis on examples from art, biology, and crystal structures. We will investigate the symmetry associated with permutations of collections of objects with examples from language, music, and recreational puzzles. Finally, we will consider some symmetry related topics like right and left handedness, self reference, and visual illusions. Computers will be used to help demonstrate some of the topics in the course. Course work will include several short papers, a midterm examination and an oral presentation. Suggested summer reading: The dialogues of D. Hofstadter's *Godel, Escher, Bach: an Eternal Golden Braid*.—Walde. TTh 11:20

5. **The Individual and Society**—The relationships between the individual and society have been explored by many political philosophers, poets, novelists, and statesmen. Arising in many such writings are important questions about justice, law, freedom, political obligation and revolution. Members of this Seminar will read, discuss and write about a wide range of plays and novels that inquire into these questions. Sources for these readings are ancient society, modern democracy, communism, socialism, and capitalism. Readings include Sophocles' *Antigone* (Ed. Peter D. Arnott. AHM Publishing, 1960); Plato's *The Last Days of Socrates* (Trans. High Tredennick. Penguin, 1954); Robert Bolt's *A Man For All Seasons* (Vintage, 1960); Herman Melville's *Billy Budd, Sailor* (Eds. Harrison Hayford, Merton M. Sealts, Jr. U. of Chicago, 1961); Henrik Ibsen's *An Enemy Of The People* (Bantam, 1958); Upton Sinclair's *The Jungle* (Signet, 1960); Arthur Koestler's *Darkness At Noon* (Bantam, 1941); and Alexis de Tocqueville's *Democracy in America*, Vol. II. (Ed. Phillips Bradley, Vintage, 1945). The *Democracy* is recommended summer reading.—Van Cleve. TTh 8:30-9:45
6. **The Legal History of Race Relations**—This course provides a historical overview and analysis of the interrelationship between the American legal system and American race relations. Students will read Supreme Court, civil rights cases in the areas of education and public accommodations, in addition to background material providing information on the historical and political climates in which the decisions were rendered. The emphasis of the course will be the legal analysis and classroom discussion of actual Supreme Court cases, and most of the classes will be conducted by using the Socratic method. At the end of the course, students will have a working knowledge of the major constitutional and legislative provisions protecting equal rights in education and public accommodations. Depending on student interest, the course will include a visit to a law school, a day at court, and a moot court exercise. The moot court will involve students acting as attorneys and arguing cases before attorneys acting as judges. Writing assignments will be made biweekly, and the final course requirement will be a take home examination. Reading: *Simple Justice*, Richard Kluger.—Stevens. M 7:00-10:00 p.m.
7. **Hemingway's First War**—The seminar will begin with these matters of fact and fiction: Ernest Hemingway arrived in France in May of 1918, a volunteer in the Red Cross Ambulance Corps; he was severely wounded on July 8th in northern Italy; he recuperated through that summer and fall and returned home in January, 1919, a hero. Ten years later he wrote *A Farewell to Arms*; the novel was immediately acclaimed as a realistic, if not eyewitness, account of the retreat from Caporetto in 1917; and since then it has been read as a primary literary document on the First World War. Although this study will center on only one novel, it will be considered and reconsidered in a variety of ways: first, as a work of literature, with a study of Hemingway's original manuscripts, second, as part of his literary biography, with a reading of his letters and other biographical and literary studies; third, as a more or less historical document, with a consideration of some military records and personal accounts of the Austro-Italian conflict and other more general studies of the war's effect on Hemingway's generation; and, finally, as a cultural document, with a survey of the ways in which the novel, its characters, and its author have been adapted in the press and the popular arts to create a myth of the Hemingway Hero in his First War. Students in this seminar will be expected to keep a journal for weekly review and submission at the end of the semester. There will be writing assignments each week, and a final written project (15-20 pages). During the semester the seminar will take a trip to the Kennedy Library in Boston to spend a day working with the manuscripts, letters, and other materials in the Hemingway Collection. Suggested summer readings: *A Farewell to Arms* (Scribner) and *The Short Stories of Ernest Hemingway* (Scribner) by Ernest Hemingway; and *Ernest Hemingway: a Life Story* (Avon) by Carlos Baker.—P. Smith. M 1:30-4:30
8. **Taking Off the Blinders: An Approach to Visual Thinking**—This seminar will be an investigation of various aspects of the visual world, such as: line, shape, form, color, in relation to various materials and processes. We will explore the visual elements to discover their relationship with ideas, which, in turn, determine the visual organization. The course will be composed of two

and three dimensional projects; supplemented with slide talks, discussions, selected readings and bi-weekly written papers. Readings will include: Frank Lloyd Wright, *The Natural House*.—J. Smith/Tracy. W 12:45–3:25

9. **Science as a Human Endeavour**—This seminar is concerned with the human aspects of science. The objective is to examine the creation of science by people and the impact of science on people. What pleasures are afforded the scientist by his or her discoveries? What price do both the discoverer and society pay for scientific advances? In what ways are scientific discoveries influenced by individual personalities or philosophies? How do scientists relate their activities to other facets of their cultural development? These are among the topics to be considered. Sources of information are provided by vibrant accounts by professional scientists and engineers who are also gifted expositors. The seminar format will include: a) lectures by the instructor, b) class discussions of generally assigned readings, c) student presentations of individually assigned readings, and, on occasion, d) discussions with visiting scientists. Short essays will be assigned throughout the semester. Readings will include: *Disturbing The Universe*, Freeman Dyson; *The Existential Engineer*, Samuel Florman; *Pluto's Republic*, Peter Medawar; *Broca's Brain*, Carl Sagan; *An Imagined World*, June Goodfield.—Silverman. TTh 11:20–12:35
10. **When Dreams Come True: The Relationship of Dreaming and Art**—In the history of literature and the arts, one rich and frequent theme is the world of dreams. This seminar will survey the physiology of dreaming; the history of dream interpretation; and various artforms based in dreamwork. Students will be taught to recall their dreams and keep a journal, participate in moving and acting workshops, and use the images, symbols, characters and contents of their dreams to develop in-class performances. In addition, they will attend professional performances, and write papers based on research, assigned readings, lectures, films, and attended performances. Selected plays including *A Midsummer Night's Dream*, (Shakespeare), *Life is a Dream* (Calderon de la Barca), *A Dream Play* (Strindberg), *Six Characters In Search of An Author* (Pirandello), and various contemporary absurdist and surrealist playwrights. *Alice in Wonderland* (Carroll) *The Word for World is Forest* (LeGuin) *Dream Games* (Faraday) and selected works on the psychological interpretation of dreams.—Shoemaker/McAdams. W 1:00–4:00
11. **Troubled Schools or Troubled Students?**—Most Americans of any age accept the belief that success as an adult requires success in school. Why then do many young people resist school activities, sometimes fiercely, and rebel against authorities who provide those very opportunities? One psychological explanation views school rebellion as a tragic misreading of communications among some students, the school, and parents with debilitating consequences for the mental health of those students. An anthropological explanation views school disruption as the work of informal youth groups, rooted in working class culture, that delight in opposing the school at every turn with the ironic consequence of maintaining family social class position across generations. According to the first view, students disrupt because they are confused by conflicting signals from home and school. According to the second, they rebel because they have gained special insights from their culture of resistance into how the school misrepresents itself to its students. We will examine statements such as these and explore questions that arise from them. We will also examine data collected from interviews with disruptive youth and, if arrangements can be made, interview staff from schools where disruption is a serious problem. A series of short papers will be assigned that will be integrated into a summary statement by the end of the semester. Readings will include: *Trouble in School*, Patricia Ross; *Rebellion in High School*, Arthur Stinchcombe; *How Working Class Kids Get Working Class Jobs*, Paul Willis.—Schultz. TTh 1:15–2:30
12. **Literature and Film**—The goal of the seminar is to study "two of the most important art forms of our time," as our textbook puts it. By comparing and contrasting literature and film, we should come to understand each better, perceiving more clearly how they resemble each other, and how they differ significantly. We will sometimes compare films with the specific works they are based on, such as novels, short stories, and plays. Sometimes we will consider the relationship between literature and film in more general terms, as when we examine films that seem "poetic" though they are not based on particular works. We will view about twelve films, and read six novels, several short stories, at least one play, and a few poems. The films will be shown Tuesday evenings. Students will be expected to write brief discussions of each film and the work it is based on (if any), to produce a term paper or project, and to participate actively in class discussions. Readings will include: *Death in Venice*, Thomas Mann; *The Maltese Fal-*

- con, Dashiell Hammett; 2001: *A Space Odyssey*, Arthur C. Clarke; *Psycho*, Robert Bloch; *To Kill a Mockingbird*, Harper Lee; *Hamlet*, William Shakespeare; *The Third Man*, Graham Greene.—Potter. TTh 9:55–11:10 Films shown T 7:00 p.m.
13. **“Evaluating Performance: The Role of the Music and Theatre Critic”**—In an era of inflated ticket prices and dwindling corporate and governmental support, performing arts organizations have become increasingly dependent upon the reviewers who often determine the box-office fate of their productions. The critics themselves are continually forced to decide whether upholding the highest professional standards, encouraging more performance, educating the public, or helping to create an air of cultural excitement is their foremost concern, and whether or not these considerations are mutually exclusive. Students in this seminar will attend musical, theatrical, and musical-theatrical presentations and write criticisms of the performances they see and hear. In addition, we will “review” other reviews, both professional and non-professional, with an eye to developing a concise and cogent writing style.—Moshell. TTh 1:15
14. **Sport in Literature**—This course proposes to examine in some detail one facet of the cultural role of sport—that of its influence upon literature. Recognizing that sport stories and themes abound in the newspaper and magazines, this course will undertake readings of a more substantial nature. Writings of a variety of genres will be included: fiction, non-fiction, novel, satire, biography and protest literature. The readings will be rather extensive, averaging a book a week. Seminar sessions will center upon discussion of content and specific issues raised in the assigned books. Students will be expected to participate extensively in these discussions, and will be assigned numerous written papers exploring topics suggested by their reading. Quizzes may be given occasionally. Debates and other formats may be planned by the group to diversify class procedure.—McPhee/Sheppard. M 7:00–10:00 p.m.
15. **Politics and Oral Communications**—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; three, 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, and the other planned by the students. Suggested summer readings: *Pocket Primer of Parliamentary Procedure*, Fred Stevenson; *Sophocles, Oedipus the King, and Antigone*, Peter Arnott (ed.); *In High Places*, Arthur Hailey; *The Prince*, Machiavelli; *Walden Two*, B. F. Skinner; *Modern Political Analysis*, Robert Dahl; *Mythology*, E. Hamilton; *Rapid Vocabulary Builder*, Norman Lewis; *Writing with Style*, J. E. Trimble; *The Federalist Papers*, Clinton Rossiter; *Business and Professional Speaking*, William S. Tacey.—McKee TTh 1:30
16. **North American Natives**—This seminar issues an invitation to students: step outside your own world into a world strange and beautiful, dangerous and rewarding, the world of the Sun Dance, the shaman, the vision quest, totem poles, Kachina dolls—the world occupied by our country's first inhabitants. Those who accept this invitation will have the chance to explore the myths, religion, history, art, and lifestyle of the tribe that most interests them. In class, besides reporting briefly on your findings, you will be discussing works (see reading list below) and seeing films by or about America's natives. There will be a special effort in class to focus on tribes indigenous to the northeastern United States and on certain Plains Indians. At least one field trip is scheduled to the Indian Center in Washington, Connecticut. A short paper will be due every week. Reading for the class will include James Fenimore Cooper's *The Deerslayer*, *Black Elk Speaks*, ed. John C. Neihardt, N. Scott Momaday's *House Made of Dawn*, James Welch's *Winter in the Blood*, H. Storm's *Seven Arrows*, Zane Grey's *The Vanishing American*, William K. Powers' *Yuwipi: Vision and Experience in Oglala Ritual*.—Lyons. TTh 9:55
17. **Japan Through Film and Fiction**—In the last one hundred years industrialization, political reform, imperialism, war and foreign occupation have swept away many of the outward structures of traditional Japanese life. A huge gulf separates Japan of 1981 from the country visited by Commodore Perry in 1854. And, yet, in many subtle ways the past continues to powerfully

affect the behavior and outlook of modern Japanese. This course will explore this tension between new and old in the work of 20th-century Japanese writers and film makers. Readings will consist primarily of novels and short stories but, when relevant, works of intellectual history will also be introduced. Films for the course will include the Seven Samurai, Rashomon, Judo Saga, The Harp of Burma, Woman of the Dunes, Ikiru, and Bwana Toshi. One short paper each week and a 10-page final paper will be required. Suggested summer readings: *The Chrysanthemum and the Sword*, Ruth Benedict; *Japanese Society*, Nakane Chie; *The Rise of Modern Japan*, Peter Duus; *The Sea of Fertility* (a tetralogy), Mishima Yukio; *A Personal Affair*, Oe Kenzaburo; *The Autobiography of Fukuzawa Yukichi*, Fukuzawa Yukichi; *Modern Japanese Literature from 1868 to the Present Day*, Donald Keene.—Lestz. W 1:15-2:30, W 7:00-9:00 p.m.

18. Life, Death, and Nuclear War—"These bombs were built as 'weapons' for 'war,' but their significance greatly transcends war and all its causes and outcomes. They grew out of history, yet they threaten to end history. They were made by men, yet they threaten to annihilate man. They are a pit into which the whole world can fall—a nemesis of all human intentions, actions, and hopes. Only life itself, which they threaten to swallow up, can give the measure of their significance. Yet in spite of the immeasurable importance of nuclear weapons, the world has declined, on the whole, to think about them very much." —Jonathan Schell. In these seminars we will try to give this massive problem some of the thought it calls for. We will consider the historical background of nuclear weapons and the decision to drop the bomb, technical and scientific details of the nature of the bomb and blast effects, the probable human and environmental consequences of nuclear war, and psychological, moral, and philosophical questions that are raised by our now living with the bomb and our possessing the power to use it. Materials: Books, articles, films, guest speakers. A war game will be conducted at the end of the semester. Summer reading: *The Fate Of The Earth*, Jonathan Schell.—R. T. Lee and W. M. Brown. MWF 8:30

19. Modern European Intellectual History—The seminar will deal with the major currents of European and Russian intellectual history in the 19th and 20th 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: Dostoevsky, Tolstoy, Nietzsche, Mann, Koestler, Sartre, Solzhenitsyn, Speer, Pasternak, Graves, Orwell, and others.—Kassow. T 7:00 p.m.

20. Fathers and Sons—This seminar takes its theme from Turgenev's famous novel, *Fathers and Sons*, a study of the relationship between the generations (of both sexes) in 19th century Russia. Turgenev treats this relationship as a social problem with broad social ramifications. But a relationship which affects so much of our experience has many facets, and many artists, working in a wide range of artistic genres, have treated it in different ways. In this seminar we will consider some of these different approaches to our theme in representative works of fiction, film, drama, poetry, dance, and the fine arts. We will examine works by such artists as Sophocles, Shakespeare, Fellini, Herzog, Rembrandt, Balanchine, Dickens, Faulkner. Our subject matter will raise various psychological, historical and social issues, but our approach to them will be predominantly aesthetic, that is, we will strive to understand the views of a given artist through an awareness of the artistic structure of his or her works. We will analyze how a novelist or film maker or choreographer handles the artistic medium so that it becomes an effective communicating image or vehicle for his or her insights. Students will be responsible for short weekly written exercises, several class presentations and a term paper on one of the novels to be read.

Suggested reading for the summer: *Great Expectations*, Charles Dickens; *The Mill on the Floss*, George Eliot; *Fathers and Sons*, Ivan Turgenev; *The Unvanquished*, William Faulkner; *Housekeeping*, Marilynne Robinson.—Johnson. W 7:00 p.m.

21. The Origin of Consciousness—This seminar will study a single book, Julian Jaynes's *The Origin of Consciousness in the Breakdown of the Bicameral Mind*. The book, published in 1976, has been described as an "intellectual shock." It hypothesizes that thinking and consciousness were not evolved in human beings but were learned, and learned quickly, probably since the time human beings began writing. Jaynes explores evidence for his hypothesis from the areas of anthropology, religion, physiology, split-brain functioning research, linguistics, classical fiction, psychopathology, especially schizophrenia and hallucinations, art and music and the phenomenon of hypnosis. This seminar will not only discuss Jaynes's intriguing hypothesis, but it will endeavor to teach a student how to read a difficult work critically. In addition to reading

Jaynes's book at least twice, students will do independent research on topics of their own choice related to different sections of the book for oral and written presentation to the rest of the class. The topics may be taken from any of the areas about which Jaynes writes so students will emphasize independent study, writing, oral presentation and mutual teaching. Other readings will include: Homer, *The Iliad* and/or *The Odyssey*; the Bible, *Amos* and *Ecclesiastes*.—Higgins. TTh 1:15

22. **From Business to Boxing: The Study of Aggression in Contemporary Life**—What is aggression? What are its roots? Is it instinctual or is it learned? How can aggression be controlled? Are human beings more or less aggressive now than at other times throughout history? To study these questions we will read and discuss the work of philosophers, biologists, sociologists, historians, and psychologists. After obtaining a multidisciplinary perspective on aggression, we will examine a few forms of aggression in detail (perhaps child abuse, rape, anger, violence in sports). Finally, we will devise a joint research project to study one aspect of aggression. Guest speakers and student presentations will be scheduled. Short bi-weekly papers, a longer term paper, and daily discussion questions will be required. To prepare for the seminar over the summer, you might select from J. P. Scott's *Aggression* (University of Chicago Press), M. Straus et al's *Behind Closed Doors* (Anchor Books), and K. Lorenz' *On Aggression* (Harcourt, Brace, & World).—Herzberger. TTh 9:55

23. **Job and His Friends**—An exploration of one of the outstanding 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 the doubts of the believer? These themes will be examined in their ancient context and in modern interpretations. Authors to be read will include Aeschylus, Shakespeare, Dostoevsky, Melville, Kafka, Camus, MacLeish, and Wiesel. The course will emphasize discussion and the writing of short essays (2-3 pages). The *Book of Job* will be the major reading.—Gettier. TTh 11:20

24. **Issues of Control—How Responsible Are We for Our Behavior?**—Is behavior completely under control of environmental influences as Skinner believes or are there internal forces which determine behavior as Freud believes? Can people be categorized as to the dominant force as Rotter believes (Locus of Control)? Is there an interaction effect between environmental and inner states such that most behavior is a compromise between the two states as I believe (responsible choice)? The first half of the seminar will deal with these questions. After we have finished our discussion on the question at hand each student will write a short paper in which he/she will adopt a point of view and defend it. The second half of the seminar will deal with specific behaviors which seem to represent a "loss of control." Examples of these behaviors are: addiction, anorexia nervosa, obesity, learned helplessness and forms of mental illness. Students will be asked to select topic areas for both oral and written presentation. Movies, guest lecturers and a possible field trip will be included in the seminar format. Readings will include: *Walden Two*, Skinner; *Beyond Freedom and Dignity*, Skinner; *Civilization and its Discontents*, Freud; *Beyond the Pleasure Principle*, Freud.—Doten. TTh 9:55

25. **Religion and Human Life: An Intercultural Perspective**—An investigation of many of the basic themes pertinent to human existence as they manifest themselves in the belief system of different religions of the world: African, Caribbean, and Amerindian religions, Hinduism, Buddhism, Zen, Judaism, Christianity and Islam. The study of religion reveals that "no religion falls from heaven," but that it is a phenomenon which is rooted in the experiences of humans and in the very fabric of different cultures around the world. Hence, in different parts of the world, religion reveals a fascinating panorama of forms. In the West, a Jewish rabbi meditates on the law; a Christian community celebrates the resurrection of its Lord; a "tribal" community celebrates life by revering the sun, the giver and sustainer of life, while another seeks a magical spell from a holy man to ward off some evil spirit; in the Orient, a person practices yoga in an unmoving contemplation for hours to discover a nameless divine entity which is his or her own self.

In what way are these experiences similar or different from each other? What is the nature of religious experiences? How do they reflect cultural experiences of humans? In what ways does religion provide meaning to human life? In this seminar, the study of these religions is thematic, special emphasis being given to some basic aspects of human existence: life and death, hope and despair, good and evil, friendship and isolation, social activism and mystic

retreat. There will be class discussion of these themes; readings from playwrights, novelists, and from sacred texts belonging to different religious traditions of the world.—Desmangles. WF 1:15

26. **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, rooted in the idea that a judicious 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 Henry James to Ernest Hemingway. Other novelists will include Stephen Crane, Edith Wharton, Willa Cather, F. Scott Fitzgerald, Ellen Glasgow, and William Faulkner. Short weekly papers will be required, and a designated student will begin each class with a brief introduction and the framing of general questions. Members of this seminar will be evaluated for their oral expression as well as their written work.—Chatfield. W 1:15
27. **Fabre's Field and Other Mindscapes**—An intellectual excursion tracing the origins of modern ecology from its roots in natural history to the present day. The quest to explain the existence of, and the relationships among, the myriad species on this earth is a perennial pursuit. This is apparent from the writings of even the earliest naturalists who were exceptionally keen observers, and is illustrated today in articles by modern ecologists who, while continuing the tradition of careful observation, also utilize other tools of modern scientific inquiry to describe and to explain patterns in nature. An appreciation of the complexities and levels of order in the natural world provides a basic perspective for the preservation of this planet. The objective of this seminar is to critically explore and to experience the ways field biologists use to examine the natural world. This is accomplished by participating in the recapitulation of the origin of modern ecology in two ways: first, through surveying the literature from the writings of early naturalists to contemporary ecologists; and second, paralleling this reading, by making increasingly comprehensive observations of a species in its natural habitat, leading finally to an analysis of a complex biotic community. This requires attendance on field trips, some laboratory and library work, the writing of several short papers, and brief oral presentations. Readings will include: excerpts from Aristotle, Theophrastus, Linnaeus, Reamur, Fabre, Wheeler, Darwin, Wallace, Mobius, Forbes, Bates. Also, short articles by modern naturalists, and papers by early to contemporary ecologists.—R. Brewer. T 9:55, Th 1:15-2:45 (until 4:30 when field trips are scheduled).
28. **Work and Leisure in White Collar America**—This seminar deals with the customary ways in which white collar workers and their families cope with problems of work and leisure, and in particular the tension between (in Thorstein Veblen's words) the "instinct of workmanship" and "conspicuous consumption."
"White collar America" refers to the social world of people who must work for a living and do so with moderate success at non-manual labor. It stands in contrast to the worlds of agriculture and craftsmanship, the industrial working class, the unemployed, and (again in Veblen's words) the leisure class. The seminar will explore white collar culture with the aid of documents (such as advertisements), fiction, social commentary and criticism, sociological studies, and some firsthand observation. We will begin with material from near the turn of this century and move toward the present. Thus, the reading will include works such as Thorstein Veblen's *The Theory of the Leisure Class* (1899), Sinclair Lewis' *Babbitt* (1922), the Lynds' *Middletown* (1927), C. Wright Mills' *White Collar* (1951), the Department of Health, Education and Welfare's *Work in America* (1973), Joseph Heller's *Something Happened* (1974), Christopher Lasch's *The Culture of Narcissism* (1978), and John Brooks' *Showing Off in America* (1981). The work of the seminar will consist of discussions in class, approximately six short essays, and one longer paper.—J. Brewer. WF 1:15
29. **The Idea of Humanism**—An investigation into the historical meaning of humanism as it emerged in 14th and 15th century Italy, and a comparison of the original movement with subsequent "movements" or applications of the term, such as "Christian humanism" or the contemporary "secular humanism." Students will read selections from humanist writing on education, the good life, society, etc. Emphasis will be on class discussion and compositions.—Bianchini. TTh 9:55-11:20

American Studies Program

ASSOCIATE PROFESSOR LEACH, *Director*

PROFESSOR SICHERMAN, KENAN PROFESSOR OF AMERICAN INSTITUTIONS
AND VALUES; ASSISTANT PROFESSORS BACON AND MASON

The American Studies major gives students 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, students take courses with American subject-matter content offered by several departments. To integrate their knowledge of American culture and society, students participate in American Studies seminars and tutorials. Ordinarily their work will center on American history, literature, or fine arts; however, students may design a program that enables them to concentrate in other fields of study, such as economics, political science, sociology, religion, or educational studies.

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 required American Studies courses (A and B). Students in the major are strongly urged to prepare themselves for the required courses by taking American Studies 201 and other broad courses in American history, literature, and art history (such as American Studies 261, 271, 272, 304, 325; 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 C 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 listings under each department and program.)

FALL TERM

Art History 271. American Art
Economics 321. American Economic History
Educational Studies 202 (1). History of American Education
English 205. Survey of American Literature
English 402(1). Robert Frost
English 409. William Faulkner
History 103. The City in American History
History 201. The United States from the Colonial Period through the Civil War
History 209. Black Americans before 1865
History 312(1). Colonial America
History 325. Selected Themes in American History: The American Sense of Mission
History 345. United States-East Asian Relations, 1791-1982
Political Science 225. The American Presidency
Political Science 307. Constitutional Law: The Federal System and the Separation of Powers
Sociology 311. Authority and Power in American Society

SPRING TERM

Art History 272. American Architecture
Economics 213(2). Business and Entrepreneurial History
Educational Studies 203(2). Schooling in America
English 311(2). Contemporary American Poetry
History 202. The United States from Reconstruction to the Present
History 210. Black Americans from 1865
History 315(2). American Women in Comparative Perspective
History 355(2). America in the Age of Uneasy Nationalism, 1815-1860
Political Science 216. American Political Thought
Political Science 315(2). American Foreign Policy
Political Science 316. Constitutional Law: Civil Liberties and Civil Rights
Religion 214. The Jews in America
Religion 261(2). Religion in American Society
Religion 290. Spiritual Movements in Contemporary America

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 19th-century American literature and history might take courses in the literature and history of 19th-century England or Russia.

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.

IV. *Senior Exercise:*

American Studies majors are required to complete one of two alternative Senior Exercises:

- A. A two-credit Senior Thesis, ordinarily a research paper at least 75 pages in length.
- B. A one-credit Senior project *plus* the Comprehensive Examination. The project is ordinarily a research paper of at least 40 pages, and is written during the second semester. The Comprehensive Examination is a three-hour written exercise given at the end of the second semester.

FALL TERM

181. **American Music: An Historical Survey**—This course gives a panoramic view of American music from the Colonial period to the present and explores the duality between the "cultivated" and "popular" (or vernacular) traditions. Genres to be studied include Anglo-American folk music, Afro-American folk music, church music, 19th century theater music, and recent works of the classical tradition. No previous training in music is required. (Same as Music 181.)—Amos TTh 9:55

201. (History 211) **American Culture and Society Since the Gilded Age**—Sicherman TTh 1:15

205. **American Literature to the Civil War**—A study of American literature from the Colonial Period to 1865, focusing on the development of literature in relation to its historical context and the sweep of intellectual, economic, and political events. Authors to be read will include Hawthorne, Poe, Emerson, Thoreau, Cooper, Melville, Dickinson, and Whitman. Prerequisite: permission of the instructor. (Same as English 205.)—Benton MWF 10:30

220(1). History of American Higher Education—An examination of institutions of higher education from the first colonial colleges to the modern university, with emphasis on the last one hundred years. Among the topics examined are curricula, student life, governance, the professoriate, and the changing social role of the university. The impact on higher education of such external forces as industrialization, urbanization, war and technology will also be explored. (Same as Educational Studies 220(1).)—Goodenow TTh 1:15

271. American Art—An introduction to painting, sculpture, and photography from the 18th century to the present. Developments will focus on European backgrounds and uniquely American contributions. (Same as Art History 271.)—Bacon TTh 2:40

301-302. Seminar for Junior Majors—An examination of 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. (2 course credits.)—Leach and Mason TTh 1:15

316(1). 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. (Same as Political Science 316(1).)—Neaverson WF 1:15

321. American Economic History—A survey of the growth of the American economy from pre-Columbian times to the present. Special attention will be given to the issues of economic growth, industrial development, antebellum South, transportation and commerce, the rise of cities, and the impact of major wars on the economy. Prerequisite: Economics 101. (Same as Economics 321.)—Gunderson MWF 9:30

325. Section A. American Women in Comparative Perspective—A historical and comparative analysis of the changing roles, images, and status of women in American Society, with an emphasis on the experience of women in a range of social, geographical, and cultural contexts: working and middle class, Northern and Southern, White, Afro-American and Native American, among others. Examination of the status of woman as wife, lover, mother, and worker in her own particular context, as well as from the perspective of the dominant values of American society. (Same as History 325. Section A.)—Richards TTh 11:20

325. Section B. Education in American History: To the Civil War—Explores the configurations and purposes of education in this nation's formative years. The school, the college, the family, the church and other educational agencies will be studied through the use of interpretive sources and primary materials from the Watkinson Library. (Same as History 325. Section B.)—Goodenow TTh 9:55

401. Colloquium for Senior Majors—This course is given in the fall term and is 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 20th century.—Sicherman M 1:15-4:00

403-404. Senior Thesis Tutorial—A 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. (2 course credits.)—Leach and other participating faculty

408. American Literature of the 1930s—An examination of significant developments in American literature during the 1930s with an emphasis on the impact of the Depression, Communism, and the Spanish Civil War, on the various attempts to create proletarian literature, and on the writer as social critic. Readings in B. Traven, John Dos Passos, Richard Wright, James Agee, John Steinbeck, and others. Satisfies the requirement of a course emphasizing literature after 1800. Prerequisite: permission of the instructor. (Same as English 408.)—Miller TTh 1:15

SPRING TERM

203(2). Schooling in America—An examination of different conceptions of the experience of schooling in this country. Does schooling contribute to equality of educational opportunity or

limit further the opportunities of those who have little to begin with? Does schooling promote or repress free expression? This course will weigh arguments and evidence supporting each of these possibilities. Topics include desegregation, the distribution of educational resources and their effectiveness, tracking, grading systems, and the exercise of teacher authority. (Same as Educational Studies 203(2).)—Schultz TTh 1:15

213(2). Business and Entrepreneurial History—The evolution of business structures and practices, primarily in the American experience. Changes in such aspects of 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. (Same as Economics 213(2).)—Gunderson MWF 9:30

214. The Jews in America—A study of the social and religious history of the Jewish people in America. The course will examine the confrontation of each wave of Jewish immigration with American culture. The religious and cultural responses of each group to the challenge of maintaining tradition and identity in a context of pluralistic modernity will form the basis for a discussion of continuing issues in Jewish history. (Same as Religion 214.)—TBA

216. 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 Populist and Progressive reform movements; current theories of conservatism, liberalism, and the Left. (Same as Political Science 216).—Yiannakis WF 1:15

272. American Architecture—An introduction to the American building and environmental tradition from the 17th century to the Depression. (Same as Art History 272.)—Bacon TTh 2:40

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: permission of the instructor. (Same as Religion 290.)—Desmangles MWF 10:30

292. Critical Theory: American Cultural Foundation Myths in Literature and Society—Fiction, films, and poetry, including *Plymouth Adventure*, *Tarzan of the Apes*, *Rip Van Winkle*, *The Last of the Mohicans*, *Riders of the Purple Sage*, *The Man Who Shot Liberty Valance*, *The Bridge*, *King Kong*, *Birth of a Nation*, *Go Down*, *Moses*, *Myths & Texts*, *Turtle Island* and *Morgan!* Key themes of discussion will be the wilderness, violence, ideology, racial and sexual self-consciousness, and the Other(s). Satisfies the requirement of a critical theory course. Prerequisite: permission of the instructor. (Same as English 292.)—Hunter TTh 1:15

294. Critical Theory: Intellectual Foundations of American Literature—A study of the intellectual currents that shaped American literature from Colonial times to the present. Topics will include the Puritan vs. the Cavalier heritage; the Enlightenment; gothicism; German transcendental philosophy; orientalism; gnosticism; English utilitarianism; Darwinism; naturalism; industrial and technological development; the attraction of the Western frontier; the Gold Rush; Far Eastern trade; and the ethnic contributions of the American Indian, the Dutch, the Quakers, the Blacks, the Mexicans, and the Chinese. Selected readings in non-fiction, fiction, poetry, and plays. Satisfies the requirement of a critical theory course. Prerequisite: permission of the instructor. (Same as English 294.)—Benton MWF 10:30

307(2). Constitutional Law: Federal System and Separation of Powers—An analysis and evaluation of leading decisions of the United States Supreme Court dealing with the granting of authority to national institutions. Although the major part of the course will deal with landmark cases bearing on the Federal System and Separation of Powers, attention will also be devoted to contemporary constitutional issues upon which students are expected to take normative positions. (Same as Political Science 307(2).)—McKee TTh 2:40

315(2). American Foreign Policy—An examination of the principles of American foreign relations since the beginning of the 20th 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 forma-

tion of American foreign policy. Prerequisites: Political Science 201 or permission of the instructor. (Same as Political Science 315(2).)—Reilly MWF 11:30

325(2). Section B. Education in American Society: From the Civil War to the Present—A course oriented to the intersection of American social history and education, drawing upon recent literature on urbanization, immigration, reform, ideology, and regional development. Connecticut and Hartford will be given special attention. (Same as History 325(2) Sec. B.)—Goodenow MW 1:15

325(2). Section C. Progressive Lives: A Cultural History of the United States, 1890–1920—The multi-faceted Progressive Era will be studied by examining the lives of selected men and women. Emphasis on autobiography and biography as well as on works by the individuals. (Same as History 325(2) Sec. C.)—Sicherman TTh 9:55

382. Technology and American History—This seminar will begin with a broad introductory survey of the diverse ways in which technology has shaped, and been shaped by, leading trends in American history. Students will then give oral reports on some significant aspect—economic, social, political, aesthetic—of the history of American technology. A research paper on a topic of the student's choosing will be due at the end of the term. (Same as College Course 382 and History 325(2), Section A.) Prerequisite: A college-level course in American history and permission of the instructor.—Palter W 1:15

399(2). Contemporary American Novel—A consideration of American fiction since 1955. The reading list will include works by Mailer, Nabokov, Barth, Morrison, Heller, Ellison, and Pynchon. During the semester we will try to determine the form and thematic character of the American contemporary novel and the direction in which the genre seems to be heading. Prerequisite: permission of the instructor. (Same as English 399(2).)—Mason TTh 2:40

402. Senior Project—A one-credit course required of all majors not writing a senior thesis. In this course students will undertake projects on American Studies topics of their own choosing. The projects will be supervised by a faculty member in an American Studies-related field. The projects will often be an outgrowth of work done in American Studies 401.—Leach 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 102L; Mathematics (111, 113) or 122; Biology 317L, 318L; and three courses selected from the following: Chemistry 312L, 313, 403, 406, 420; Biology 310L, 319L, 321L, 322L, 333L, 341L, 381L, 383L. A grade of at least C– must be obtained in Chemistry 212L, 316; Biology 317L, 318L.

The Senior Exercise for the Biochemistry major shall be satisfied by one of the following options:

- Completion of an independent study project approved by the student's major adviser;
- Completion of an internship approved by the student's adviser and the Department Chairman;
- In addition to the requirements of the major, satisfactory completion (C– or better) of a course that integrates the principles and practice of Biochemistry; to be approved by the student's adviser and the Department Chairman.

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

Fall Term

Chemistry 111L
Physics 101L
Mathematics 100, 108 or 121

Spring Term

Chemistry 112L
Physics 102L
Mathematics 110 or 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*, R. BREWER,

CHILD, GALBRAITH, SIMMONS,

AND VAN STONE; ASSOCIATE 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. If the biology major is to be used as preparation for one of the health-related professions, the section in this bulletin entitled "Advising" should be consulted.

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 192L (formerly 201L) and two other courses with laboratory selected from those listed at the 200 level; the two 200-level courses must be completed by the end of the junior year. The remainder of these eight credits may be accumulated through a combination of departmental courses which the students feel best suit their objectives with the proviso that they present a minimum of six courses with laboratory. The following nondepartmental cognate courses may be used in any combination with departmental courses to complete the total course credit requirement of the major.

Chemistry:	112L General Chemistry II
	212L Elementary Organic Chemistry II
	311L Quantitative Applications of Chemical Equilibria
Engineering:	115L Introduction to Computing
	411 Electrophysiology of the Central Nervous System
	522L Biological Control Systems
Mathematics:	110 Calculus (or any higher-numbered course)
Physics:	102L Principles of Physics II

The fulfillment of a major in biology also requires the successful completion of a senior exercise. This requirement is in addition to those already described and is applicable beginning with the members of the class of 1984. The senior exercise is satisfied by the completion of one Senior Seminar in Biology (Biology 403) in which a grade of C-, or better, is earned. The seminar sections from which to choose, and the dates they are offered, are listed below.

403. Senior Seminars in Biology—These seminars consider special topics in biology. Articles in the scientific literature provide the primary basis for discussion and presentation of oral and/or written assignments as required. Enrollment in each seminar section is limited to 12 students. In addition to satisfying the prerequisites, students must obtain permission of the instructor. (½ course credit.)

Sec. A—Cell Biology. A specific area such as cell reproduction, cell motility, or organelle biogenesis and function will be studied. Prerequisites: Biology 341L or 318L.—Child Hours TBA (This seminar will be offered Fall term 1984 and 1986.)

Sec. B—Problems in Amphibian Limb Regeneration. An understanding and appreciation of the problems of amphibian limb regeneration will be developed. Prerequisite: Biology 310L.—Van Stone Hours TBA (This seminar will be offered Spring term 1984 and 1986.)

Sec. C—Advanced Botany. Special topics such as biogeography, ecology, systematics or life history strategies of marine plants will be extensively studied. Prerequisites: Biology 212L and 381L.—Schneider Hours TBA (This seminar will be offered Fall term 1983 and 1985.)

Sec. D—Problems in Developmental Biology. Selected topics in the area of experimental embryology, including tissue interactions during embryogenesis and the cellular, genetic, and molecular basis of development. Prerequisites: Biology 310 and either 321 or 317.—Galbraith Hours TBA (This seminar will be offered Spring term 1984 and 1986.)

Sec. E—Larval Lives and Life History Strategies. A comparison of different patterns of life cycles, and the identification of their adaptive features from an evolutionary perspective. Prerequisites: Biology 222L or 333L.—Brewer Hours TBA (This seminar will be offered Spring term 1985 and 1987.)

Sec. F—Biology of Reproduction. A discussion of the development, anatomy, physiology, and biochemistry of the reproductive systems of mammals with particular emphasis on human reproduction. In addition, control of human reproduction, abnormalities of reproductive function, and the effects of exogenous drugs on reproductive function will be considered. Prerequisites: Biology 318 or 319.—Simmons Hours TBA (This seminar will be offered Spring term 1985 and 1987.)

Sec. G—Research Seminar. Students engaged in laboratory research will meet with the Biology faculty for oral presentations and critical discussions of journal papers, research plans, and research progress. Prerequisite: simultaneous enrollment in Biology 415 or 416.—Staff F 1:15 (This seminar will be offered continuously beginning Fall term 1982. ½ course credit each semester.)

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 Biology of 4 or 5 will be excused from Biology 201L or 192L, and they will be allowed 1¼ credits toward the major. A grade of C– or better in Biology 201L or 192L 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, students should not entertain this type of independent study unless they are willing to devote at least two semesters to the program. Students enrolled in laboratory research must simultaneously enroll in the Research Seminar (Biology 403, Sec. G). 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 Spring Term or no later than May 1 if the work is to be initiated in the Fall 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 or 192L with a C– or better.

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.

FALL TERM

213L. Vertebrate Zoology—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. Prerequisites: Biology 192L or 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 192L or 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

319L. Animal Physiology—An introduction to molecular, cellular, and systematic physiology. Emphasis will be 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. Prerequisites: Biology 192L or 201L and permission of the instructor. (1¼ course credits.) Limited to 60 students.—Simmons TTh 9:55 (*With permission of the instructor this course may be taken without laboratory by registering in Biology 319. 1 course credit.*)

Lab. Sec. A—Simmons T 1:10

Lab. Sec. B—Simmons 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 192L or 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. Sec. A—Galbraith T 1:10

Lab. Sec. B—Galbraith W 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 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. Prerequisites: Biology 192L or 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

341L. Advanced Cell Biology—The experimental evidence underlying contemporary cell theory, with emphasis on cell reproduction, the elementary units of cells, physicochemical organization, and instrumental analysis. Laboratory exercises will provide practical experience with cell culture, sterile technique, phase contrast microscopy, and experiments in cell biology. Open to juniors and seniors. Prerequisites: Biology 317L or 321L or permission of the instructor. (1¼ course credits.)—Child MWF 10:30 Lab. M 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. Next offered Fall Term, 1984. Prerequisites: Biology 212L and permission of the instructor. (1¼ course credits.)

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 weekend field trips and special projects supplement the regular laboratory exercises. Next offered Fall Term, 1985. Prerequisite: Biology 212L and permission of the instructor. (1¼ course credits.) Schneider MWF 9:30 Lab.—Schneider W 1:10

403. Senior Seminars in Biology—(See listings under description of Biology major requirements.)

415. Research in Biology (Laboratory)—Students will carry on original laboratory research projects under the direction of an individual staff member. Students electing this type of 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. Students in this course must simultaneously take the Research Seminar (Biology 403, Sec. G). 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)—Students will carry on library research projects under the direction of an individual staff member. Students 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

SPRING TERM

108. 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. Limit 30. Prerequisite: permission of A. Gold.—TBA

192L. Biological Principles—(Formerly Biology 201L.) An introduction to the unifying principles of biological science: the origin and evolution 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 factors influencing their evolution. Laboratory experience with dissection, preparation of ma-

terials for microscopy, structure and behavior of cells, biochemical properties of cell components, the kingdoms of organisms and the vertebrate body. Prerequisite: permission of the instructor. (1¼ course credits.)—Child MWF 9:30

Lab. Sec. A—Child M 1:10

Lab. Sec. D—Child W 1:10

Lab. Sec. B—Child M 1:10

Lab. Sec. E—Child Th 1:10

Lab. Sec. C—Child T 1:10

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. Prerequisites: Biology 192L or 201L and permission of the instructor. (1¼ course credits.)—Schneider MWF 9:30

Lab. Sec. A—Schneider T 1:10

Lab. Sec. B—Schneider W 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. Prerequisites: Biology 192L or 201L and 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. Prerequisites: Biology 192L or 201L and permission of the instructor. (1¼ course credits.)—Galbraith TTh 9:55 (*With permission of the instructor non-majors may take this course without laboratory by registering in Biology 310. 1 course credit.*)

Lab. Sec. A—Galbraith T 1:10

Lab. Sec. B—Galbraith Th 1:10

314L. Vertebrate Microscopic Anatomy—A course designed to provide the student an insight into the structure of cells and their organization into vertebrate tissues. Prerequisites: Biology 192L 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

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. Prerequisites: Biology 317L 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 318. 1 course credit.*)

Lab. Sec. A—Crawford W 1:10

Lab. Sec. B—Crawford Th 1:10

322L. General Endocrinology—A study of the endocrine glands of vertebrates. Major emphasis concerns 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 318L, 319L and permission of the instructor. (1¼ course credits.)—Simmons MWF 10:30 Lab—Simmons TBA

403(2). Senior Seminars in Biology—(See listings under description of Biology major requirements.)

416. Research in Biology (Laboratory)—Students will carry on original laboratory research projects under the direction of an individual staff member. Students electing to pursue independent study of this type should plan on initiating 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. Students in this course must simultaneously take the Research Seminar (Biology 403, Sec. G). 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)—Students will carry on library research projects under the direction of an individual staff member. Students 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 DE PHILLIPS*, *Chairman*, BOBKO, 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.

The Chemistry major consists of the following one-semester courses: Chemistry 211L, 212L, 309, 310, 311L, 312L, 313, 314, 320; Physics 102L; Mathematics (111, 113) or 122. A grade of at least C— must be obtained in Chemistry 212L, 310, 314 and 320. The Senior Exercise for the Chemistry major is Chemistry 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 *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>Fall Term</i>	<i>Spring Term</i>
Chemistry 111L	Chemistry 112L
Physics 101L	Physics 102L
Mathematics 100, 108 or 121	Mathematics 110 or 122

*Sabbatical Leave, Fall Term

**Sabbatical Leave, Spring Term

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

FALL TERM

100(1). Chemistry for Non-Scientists: Atoms, Molecules and Society—An investigation of the models, vocabulary and principles of chemistry and their application in our technological society. The subject matter is presented in a non-mathematical way beginning with the simplest conceptual models of chemical structure and building to an understanding of complex chemicals such as DNA and plastics. General relationships are developed to describe and predict the characteristics of a wide variety of commonly encountered classes of chemicals and their reactions. Prerequisite: permission of the instructor. (1 course credit.)—Henderson MWF 10:30

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. Enrollment in each section limited to 50. Prerequisite: permission of instructor. (1½ course credits.)

Sec. A—Smellie TTh 9:55 Lab.—T 1:10

Sec. B—Heeren MWF 8:30 Lab.—W 1:10

Sec. C—Moyer TTh 9:55 Lab.—M 1:10

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. Prerequisite: Chemistry 112L with a grade of at least C–, and permission of instructor. (1¼ course credits.) **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.). Prerequisites: Chemistry 112L with a grade of at least C–, Mathematics (111, 113) or 122, Physics 102L or 122L and permission of instructor.—Smellie MWF 11:30

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. Prerequisite: Chemistry 112L and permission of instructor. (1½ course credits.)—Henderson MWF 9:30 Lab. MTh 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. Prerequisite: permission of instructor. (1 course credit.)—Moyer MWF 10:30

[403. Synthetic Organic Chemistry]—A detailed consideration of organic reactions of synthetic importance, including a study of scope, mechanism, and experimental conditions. Prerequisite: Chemistry 212 or 212L. (1 course credit.)

406(1). Physical Organic Chemistry—Application of mass and ultraviolet spectrometry to the determination of molecular structure; quantitative semi-empirical correlation of chemical reactivity and molecular structure including several linear free-energy relationships and the Hückel molecular orbital theory. Prerequisite: Chemistry 212 or 212L. (1 course credit.)—Heeren TTh 9:55

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

SPRING 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. Enrollment in each section limited to 50. To the greatest extent possible laboratory and lecture section assignments shall remain the same as for Chemistry 111L. (1¼ course credits.)

Sec. A—Smellie TTh 9:55 Lab.—M 1:10

Sec. B—Heeren MWF 8:30 Lab.—W 1:10

212L. Elementary Organic Chemistry II—A continuation of the lecture and laboratory study begun in Chemistry 211L. Prerequisite: Chemistry 211L and permission of instructor. (1¼ course credits.) **212.** Lecture only. (1 course credit.) Prerequisite: Chemistry 211 or 211L, and permission of instructor. Enrollment in each laboratory 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. Prerequisites: Chemistry 309 with a grade of at least C–, and permission of instructor. (1 course credit.)—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. Prerequisites: Chemistry 311L, Chemistry 310 or 316 (which may be taken concurrently), and permission of instructor. (1¼ course credits.)—TBA TTh 9:55 Lab. T 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. Prerequisites: Chemistry 313, and permission of instructor. (1 course credit.)—Moyer MWF 9:30

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. Prerequisites: Chemistry 309 with a grade of at least C–, and permission of instructor. (1 course credit.)—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. Prerequisites: 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 MW 1:10

412. Polymer Chemistry—This course will investigate the formation, reaction, properties and uses of polymers both synthetic and natural. Emphasis will be placed on developing those topics that will lead to an understanding of polymers and macromolecules encountered in every

day life. Prerequisites: Chemistry 212L plus Chemistry 310 or 316 (which may be taken concurrently), and permission of the instructor. (1 course credit.)—Bobko, DePhillips (will sign permission slips), Moyer TTh 8:30

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

Courses taught in previous years, not now being offered:

[405. Physical Methods of Organic Structure Determination]

[415. Advanced Analytical Chemistry]

[417L. Molecular Spectroscopy]

[509. Advanced Physical Chemistry]

Classics

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

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 chosen from among the following: Classical Civilization 202, 203, 204, 205, 206, 302, 312, 318; Fine Arts AH 101; History 203, 204, 401, 402; Philosophy 301. (Other cognate courses highly recommended but not counting toward the major are Fine Arts 102; Intercultural Studies 201; Linguistics 101; Philosophy 101, 102, 207; Political Science 105.) Classics Majors are also expected to observe the Non-Major Guidelines as set forth on pp. 12–14 of the *Catalogue*.

Completion of the major is dependent upon satisfactory performance in the General Examination. This 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. Ordinarily the Special Author is prepared in tutorial with the appropriate member of the department during the senior year.

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

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*.

GREEK

FALL TERM

101-102(1). Elementary Greek—An intensive course in the fundamentals of classical Greek, designed for those who begin the language in college. The aim of the course is to enable students to read as soon as possible, but grammar drill will be provided. (2 course credits.)—Williams MWF 9:30 TTh 9:55

**Sabbatical Leave, Spring Term

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 9:30

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:

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

315. Plato—Selected readings from the dialogues, with special emphasis on Plato's style, thought, and characterization of Socrates.—Macro TTh 9:55

[317. Choral and Solo Lyric]—Selections from the choral odes of Alcman, Stesichorus, Pindar; Bacchylides and the tragedians; and from the solo lyrics of, e.g., Sappho, Alcaeus, Anacreon and Simonides. Special emphasis will be given to poetic theory and analysis and to the uniqueness of these poetic forms.

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

SPRING TERM

112. Intermediate Greek—A sequel to Greek 101-2, this course continues the students' preparation in the fundamentals of the language and the practice of reading simple Attic prose. Supplementary drill in composition and sight translation.—Macro MWF 9:30

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.—Macro MWF 10:30

[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.

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. Aeschylus and Aristophanes]—A study of two prominent dramatists of 5th-century Athens, working in opposite *genres*. One play of each author will be read.

313(2). Tragedy—A study of the *Electra* plays by Sophocles and Euripides.—Williams TTh 1:15

[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).

391(2). 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

[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

FALL TERM

[101-102(1). Fundamentals of Latin]—An intensive course which meets six hours a week and provides a complete survey in a single term of the grammar and syntax essential to reading the Latin language. Designed particularly for those who begin Latin in college. (2 course credits.)

101. Elementary Latin—An introduction to Latin grammar, syntax, and vocabulary with a view to reading the language as soon as possible. Designed for students who begin Latin in college.—TBA MWF 10:30

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 102. Those who have had Advanced Placement Latin should consult the Chairman.—Bradley MWF 10:30

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]

[302(1). Satire: Horace, Persius, Juvenal]—A study of the development, theme, and style of the Roman satirists and their effect on the later European tradition of satirical literature and drama.

[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 MWF 1:15

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

SPRING TERM

102. Intermediate Latin—This course treats more advanced features of Latin grammar and syntax, e.g., the forms and usage of infinitives, participles, and the subjunctive, and seeks to develop basic facility in reading Latin prose and poetry. Elective for those who have taken Latin 101 or who offer two or three units of Latin at entrance or otherwise satisfy the instructor of their competency.—Williams MWF 9:30

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 102 or 221. Those who have had Advanced Placement Latin should consult with the Chairman.—TBA 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:

[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.

[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.—Macro TTh 9:55

[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.

[332. **Catullus**—A reading and literary study of the entire Catullan *corpus*.

[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.

391(2). **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

[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

FALL TERM

The following courses presuppose no knowledge of Greek and Latin:

[202(1). **Classical Humanities: Roman Civilization**—A study of the literature and art of the Republic and Early Empire as they reflect Rome's achievements as heir to the civilizations of pre-historic Italy, imitator and continuator of the Greek cultural tradition, and author of the *Pax Romana* with its diversity of cultures under one rule. Readings in translation from the principal Latin authors. Lectures, discussion. Illustrated with slides.

203. **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.—Macro TTh 11:20

[204(1). **Classical Humanities: Greek Civilization**—An exploration of the cultural legacy of the ancient Greek world from Homer to Plato: The "heroic outlook," the cultivation of competitive and cooperative virtues, the concept of a political community, aspirations to empire, philosophical speculation, and artistic *poiesis*. Readings in epic, lyric, drama, history, and philosophy. Lectures, discussion. Art and archeology illustrated with slides.

[205. **Greek Tragedy**—A study of a 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 College Summer Session.

SPRING TERM

The following courses presuppose no knowledge of Greek and Latin:

[206. **Ancient Epic**—A close study of Homeric epic and 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.

[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. Prerequisite: 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. Prerequisite: permission of the instructor.

[318. **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 Religion 318.)

For courses in Ancient History, see History 203, 204, 401, 402; in Ancient Philosophy see Philosophy 101, 102, 207, 301; in Classical Art see Fine Arts AH 101. See also courses offered in the Trinity College Summer Session.

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. Unless cross-listed in a department or program, College Courses ordinarily may not be counted toward the 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 such as "college professor." During academic 1983–84 Robert Palter, Charles A. Dana College Professor of the History of Science, will offer several College Courses.

FALL TERM

231. Artificial Intelligence. This course will explore some of the capabilities of computers to carry out tasks that would require intelligence if carried out by human beings. We shall discuss some of the basic principles that enable computers to recognize patterns, solve problems, play games, "understand" English sentences, and even learn from past experience. Students will be taught the programming necessary to complete their assignments and projects. Prerequisite: permission of the instructor.—Haberlandt W 1:15

241. History of Science and Technology I—This is the first half of a two-semester sequence designed to trace the development of scientific ideas and techniques and some of their practical applications from the beginnings of modern science in the sixteenth century to the middle of the twentieth century. Emphasis will be on the physical sciences and biology, but some attention will be devoted to the social and cultural impact of the natural sciences and technology. This course will end with the French Enlightenment around the middle of the eighteenth century. Readings will include excerpts from the writings of such scientists as Galileo, Descartes, William Harvey, Newton, Benjamin Franklin and Buffon, as well as secondary accounts.—Palter TTh 1:15

252(1). Religion and Science: Allies or Enemies?—After evaluating possible meanings for "science" and "religion," the course will examine several key historical episodes in detail: the trial of Galileo by the Inquisition; the rise of Newtonian science and Enlightenment deism; Darwin-

ian evolution and the nineteenth-century loss of faith. Finally, the question will be raised as to what sorts of religious belief, if any, can be reconciled with the findings of modern science. Answers will be explored in the writings of contemporary scientists, philosophers and theologians. (Same as Religion 252).—Palter TTh 9:55

329. Law and the Legal System—An introduction to the nature of law, legal history, the role of law in society, and basic legal concepts, including contract, liability, status and relationships. Consideration will be given to the role of judicial decisions, legislation and regulation. Prerequisite: permission required; contact Professor Gerald Gunderson. Enrollment limited to 25.—Lane-Reticker T 7:00–10:00 p.m.

361. Seminar in Management—A study of some methods whereby individuals guide larger organizations. Use of contemporary American case studies predominates. At least six sessions will be conducted by expert visitors. Short reports on each presentation by visitors, class participation and final paper required (½ course credit). Prerequisite: permission of instructor; enrollment limited to six—Gunderson M 4–5:15

381. Newton's Life, Society and Thought—This seminar will begin with a broad introductory survey of Newton's life and society, and an overview of his intellectual development (including lectures and readings in Newtonian texts and in secondary sources). Students will then give oral reports on some selected historical or philosophical aspect of Newton's work in mathematics, physics, alchemy or theology. A research paper on a topic of the student's choosing will be due at the end of the term. Prerequisite: a year of college physics or permission of the instructor.—Palter W 1:15

SPRING TERM

222. Computer Graphics: Art or Geometry?—This course will be an introduction to the use of computer graphics on screens and on plotters. It will use both a micro-computer and Trinity's VAX, both high resolution and low resolution graphics, and both color and black and white graphics. Among the topics covered will be graphical representations and models, surfaces, solids, hidden lines, translations and rotations of images, recursively defined images and symmetry. Topics from geometry will be covered as needed. Examples will be chosen from a variety of disciplines. The class will meet once a week for 75 minutes for the entire semester. (½ course credit). Prerequisite: permission of instructor.—Walde T 8:30 AM

226. Movement, Play and Philosophy—We shall examine the meaning and significance of human movement, with special attention to the movement of play. We shall seek to uncover the extent to which knowledge of our bodies, of movement possibilities, and of our play, is constitutive of self-knowledge. What are the similarities and differences between the knowledge of our bodies available to the dancer, the athlete, the physiologist, and the philosopher? To what extent are aesthetic and competitive concerns compatible in play? Some classes will be primarily lecture, some primarily movement, and some primarily discussion.—Martynek, Hyland and McAdams M 1:15–3:55

242. History of Science and Technology II—A continuation of College Course 241, this course will begin at the time of the American and French Revolutions and end around World War II. Readings will include excerpts from the writings of such scientists as Lavoisier, Dalton, Faraday, Maxwell, Darwin, Bohr and James Watson, as well as secondary accounts. College Course 241 is not a prerequisite.—Palter TTh 1:15

250. Science and the Modern World—In this course we will examine: (1) how modern science (in particular, evolutionary biology and cultural anthropology) has influenced our view of human origins and the human condition (sex roles, feminism, the family); and (2) how modern technology (in particular, industrial design) has influenced the look of the environment (everything from mixing bowls to automobiles).—Palter TTh 9:55

358. Experimental Seminar—Open only to juniors and seniors, this course will challenge students (and instructors) to enter new fields of inquiry: physics, history, and poetry. In physics we will study the theory of relativity; in history we will examine Thucydides' *History of the Peloponnesian Wars* and Emmanuel Ladurie's *Montaillou*; in poetry we will read William Shakespeare's *Sonnets* and Galway Kinnell's *The Book of Nightmares*. In studying these sub-

jects, we will aim not only to understand the subjects themselves but also to see how we come to understand unfamiliar fields.—C. Miller and Kuyk MWF 9:30

362. Seminar in Entrepreneurship—A study of successes (and failures) in instigating changes in organizations and markets. Use of contemporary American case studies predominates. At least six sessions will be conducted by expert visitors. Short reports on each presentation by visitors, class participation and final paper required. (½ course credit). Prerequisite: permission of instructor; enrollment limited to six—Gunderson M 4-5:15

374. The Fabulous World—A study of the nature and function of imaginative accounts of the world and its inhabitants from ancient to modern times: myth, legend, fable, fairy-tale, folk-tale, science fiction. The texts will include examples from all genres in literature of the western world and theoretical explanations offered in the fields of religion, literary study, linguistics, sociology and psychology. Short papers, mid-term and final examinations. Enrollment limited to forty with preference given to upperclass students, especially those in non-literary majors.—Martin TTh 2:40

382. Technology and American History—This seminar will begin with a broad introductory survey of the diverse ways in which technology has shaped, and been shaped by, leading trends in American history. Students will then give oral reports on some significant aspect—economic, social, political, aesthetic—of the history of American technology. A research paper on a topic of the student's choosing will be due at the end of the term. (Same as American Studies 382 and History 325(2), Sec. A.) Prerequisite: a college-level course in American history and permission of the instructor.—Palter W 1:15

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*, or its equivalent is required of all majors. Also required are two literature courses either in a classical or modern foreign language. The remaining nine courses are electives to be chosen from among courses listed in the catalogue as Comparative Literature courses.

Strongly recommended is a sound knowledge of Anglo-American literature and a good familiarity with biblical and classical literatures.

It is also strongly recommended that majors develop proficiency in a second foreign language.

Cognate courses are recommended in the following fields: Music, History, Art History, Cinema, Performing Arts, Aesthetics, Methodology of literary analysis.

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

FALL TERM

101. Introduction to Theatre and Drama—A survey of drama and theatrical history from the ancient times to the present, with particular emphasis on the modern periods. (Same as Theatre 101.)—Shoemaker MWF 10:30

182(1). Introduction to Film Criticism—A study of film as a genre and of the critical and technical concepts needed to analyze it. The study is undertaken largely through the examination and discussion of feature films chosen for variety of technique, style, and cultural context. Films shown every Thursday evening. Prerequisite: permission of the instructor. (Same as English 182(1).)—Potter TTh 2:40

203. 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. (Same as Classical Civilization 203.)—Macro TTh 11:20

241. 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. Prerequisite: permission of the instructor. (Same as English 241.)—Benton 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 de 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 to consider the original. Faithful attendance is required. Permission of the instructor. (Same as Italian 290.)—Campo TTh 2:40

341. Studies in Drama: Topic TBA (Same as Theater 341.)—TBA MW 11:30–12:50

345. Chaucer—Chaucer's *Canterbury Tales* and other writings in the contexts of late medieval ideas about God, nature, the relations of men and women and the structure of society. Prerequisite: permission of the instructor. (Same as English 345.)—McNulty M 1:15

SPRING TERM

312. Jesus—An exploration of ways to understand the person of Jesus. Focusing upon the Gospel literature with special attention to the parables, the course will examine materials related to the historical background, parallels in other religious and cultural settings, and modern interpretations. By sifting the evidence and theories, the class will address the questions: Who was Jesus? What did he intend to accomplish? Why did he have such an impact? Prerequisite: Religion 212 or permission of the instructor. (Same as Religion 312.)—Gettier TTh 11:20

332. The Contemporary Short Story—An exploration of the short story since 1965, showing its movement away from accepted methods of dealing with plot, character, and theme toward more fluid structures and styles, to reflect a more tentative conception of human experience. The course will touch upon similar developments in the other arts. The work of such masters as Chekhov, Joyce, Hemingway, Flannery O'Connor and Cheever will be read as introduction to that of Robbe-Grillet, Barthelme, Borges, Marquez, LeGuin, Coover, etc. Prerequisite: permission of the instructor. (Same as English 332.)—Selz TTh 11:20

339(2). Festival and Drama—In this course we will examine medieval drama primarily in its relationship to the festival days of the medieval calendar year. We will consider mystery plays, moralities, and other forms of ceremonial drama. Course enrollment limited. Prerequisite: permission of the instructor. (Same as English 339(2).)—Riggio TTh 1:15

342. Studies in Drama: Topic TBA—(Same as Theatre 342.)—TBA TTh 9:55

374. The Fabulous World—A study of the nature and function of imaginative accounts of the world and its inhabitants from ancient to modern times: myth, legend, fable, fairy-tale, folk-tale

and science fiction. The texts will include examples of all genres in literature of the western world and theoretical explanations offered in the fields of religion, literary study, linguistics, sociology and psychology. Short papers, mid-term and final examinations. Enrollment limited to forty with preference to upperclass students in non-literary majors.—Martin TTh 2:40

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 221—Introduction to Digital Circuits and Systems

Engineering 323L—Microprocessor Systems

Engineering 422—Computing Seminar

The following courses may be used to satisfy the mathematics requirement for a Computer Coordinate Major:

Calculus—A three-course sequence chosen from Mathematics 110, 111-113 (half-courses), 121, 122, 206, 221, 222, 321, 322. Two typical sequences are Mathematics 110, 111-113, 206 and Mathematics 121, 122, 221.

Computational Mathematics—One course chosen from Mathematics 203, 206, 309, 314. (Mathematics 206 can be used to satisfy either the Calculus requirement or the Computational requirement, but not both.)

Probability or Statistics—One course chosen from Mathematics 107, 305, 306.

Algebraic Structures or Finite Mathematics—One course chosen from Mathematics 117, 207, 307, 314.

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

David Ahlgren, Associate Professor of Engineering
Theodore R. Blakeslee, Associate Professor of Engineering
Joseph D. Bronzino, Professor and Chairman of Engineering
August E. Sapega, Professor of Engineering
Robert C. Stewart, Professor of 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 see "Theatre and Dance" listing

Economics

PROFESSORS CURRAN AND SCHEUCH*, *Acting Chairmen*, BATTIS AND DUNN; ASSOCIATE PROFESSORS EGAN, GOLD, AND ZANNONI; ASSISTANT PROFESSORS BUTOS AND SMITH; VISITING ASSISTANT PROFESSOR LINDSEY; SHELBY CULLOM DAVIS PROFESSOR OF AMERICAN BUSINESS AND ECONOMIC ENTERPRISE GUNDERSON

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 (205, 206, 301, 302)
Economic Systems and Development (203, 207, 213, 321, 324)
International Economics (315)
Labor Economics (204, 303)
Money and Finance (309, 310)
Public Policy Issues (209, 306, 308, 311)
Quantitative Economics (103, 107, 312, 318)
Studies in Social Policies and Economic Research (331)
Independent Research (431-432, 441-442)

ADMISSION REQUIREMENTS AND ECONOMICS MAJOR—Students who receive a grade of at least C- in Economics 101 and one Economics 200-level course will be admitted to the major upon request to the department chairman.

The requirements for the major are a demonstration of competence and satisfactory work (a grade of C- or better in all courses counting toward the major) in at least ten courses in the department beyond Economics 101—Basic Economic Principles including one 200-level course which must be taken prior to taking Economics 301—Microeconomic Theory and Economics 302—Macroeconomic Theory, courses required of all majors. In addition, a minimum of five of the student's elective courses in economics must be at the 300-level or 400-level including one senior seminar (Economics 331—Studies in Social Policies and Economic Research) or a thesis (Economics 431—432). 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.

It is recommended that students majoring in Economics, in consultation with their major adviser, select cognate courses in American history, philosophy, political science and sociology.

Students interested in graduate study in Economics are strongly advised to acquire mathematical preparation in Calculus, Linear Algebra, Statistics and Econometrics. Depending upon the interest of the student, other courses such as Algebra, Topology, 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 Principles of Accounting. For the students who do not plan to do graduate work, the quantitative courses, Economics 107—Statistics, 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.

*Sabbatical Leave, Fall Term

THE HONORS PROGRAM—The candidates for honors will be selected from those junior class students who have done superior work in their departmental and non-major courses. Superior work requires "A—" or better grades for Economics 301 and 302, "B+" or better grades for all major courses, "B—" or better grades for non-major courses. In exceptional cases, students may petition the department for permission to participate in the honors program.

Toward the close of the academic year, honors candidates should prepare a prospectus of their 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 continued level of superior work in the major.

COMPUTER COORDINATE MAJOR—This major is designed for those students who wish to combine an interest in computers with study in Economics. See Computer Coordinate Major Section.

FALL 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 30. Permission slips signed by Department Secretary, Williams Memorial 213.

Sec. A—Battis TTh 11:20

Sec. E—Butos MWF 9:30

Sec. B—Battis TTh 9:55

Sec. F—Smith MWF 8:30

Sec. C—Battis TTh 1:15

Sec. G—Lindsey TTh 1:15

Sec. D—Lindsey TTh 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 slips signed by Department Secretary, Williams Memorial 213. Enrollment limited to 35.—TBA WF 1:15

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. (Same as Mathematics 107.)

Sec. A—Smith MWF 10:30

Sec. B—Stewart MWF 11:30

Limited to 30

Limited to 90

201. 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.—Dunn MWF 9:30

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. (Same as Intercultural Studies 203).—Lindsey TTh 9:55

205. 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.—Dunn MWF 10:30

[207. Alternative Economic Systems]—A study of capitalism, market socialism, and central planning and a survey of the structure and performance of several economic systems. Prerequisites: Economics 101 and permission of the instructor. (Same as Intercultural Studies 223.)

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

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—Butos 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.

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 interest 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 WF 1:15

309. Corporate Finance—The development of the modern theory of finance; portfolio theory; 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 9:55

310(1). Money and Banking—An analysis of monetary theory, institutions and policy including the nature, role and significance of money, financial markets and institutions, commercial banking and the money supply process, the Federal Reserve System and the formulation and implementation of monetary theory, monetary policy and related policy issues. Prerequisites: Economics 302 and permission of the instructor.—Butos WF 1:15

311. 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, 301.—Egan TTh 11:20

[315. International Economics]—The determinants 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 and permission of the instructor. (Economics 301 or 302 is advised, but not required).

321. American Economic History—A survey of the growth of the American economy from pre-Columbian times to the present. Special attention will be given to the issues of economic

growth, industrial development, the economy of the antebellum South, transportation and commerce, the rise of cities and the impact of major wars on the economy. Prerequisite: Economics 101 (Same as American Studies 321).—Gunderson MWF 9:30

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. Selected Topics in Economics and Law—The course will introduce the student to three areas of economics that relate law and economics: the rationale and structure of property rights, discrimination and antidiscrimination law and the role of nonprofit as distinct from profit-oriented firms. Both the traditional lecture format and seminar style presentation by students will be utilized. Permission of instructor.—Gold WF 1:15

Sec. B. Current Topics in Macroeconomics—Given the current conditions of our macroeconomy, it is no surprise that strong controversy exists among economists over the nature of the macroeconomy and the methods required to solve current economic problems. In the light of the theories and policies which macroeconomists have developed, we will examine several current economic problems, including: controversies over the unemployment-inflation tradeoff, perspectives on the measurement of the rates of unemployment and inflation; the political-economic business cycle; and the macroeconomic implications of supply-side economics.—Zannoni WF 1:15

431-432. Thesis—Written report on a research project. Submission date of thesis is the second Friday following Spring Recess. 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. (2 course credits).—Staff

441-442. Independent Research Project for Honors—Written report on an original research project. Submission date of the project is the second Friday following Spring Recess. Required of all candidates for Honors. Prerequisites: Economics 301 and 302; permission of the supervisor of the proposed research project and of the Chairman of the Department. (2 course credits).—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—McKenna T 6:30-9:30 p.m.

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

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

509. Corporation Finance—Curran 6:30-9:30 p.m.

541. Methods of Research—Smith M 6:30-9:30 p.m.

SPRING 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 30. Permission slips signed by Department Secretary, Williams Memorial 213.

Sec. A—Battis TTh 9:55

Sec. E—Butos MWF 9:30

Sec. B—Lindsey TTh 8:30

Sec. F—Dunn MWF 10:30

Sec. C—Lindsey TTh 9:55

Sec. D—Smith MWF 8:30

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 slips signed by Department Secretary, Williams Memorial 213. Enrollment limited to 35.—Lindberg WF 1:15

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 221, 222 should consider the Mathematics 305, 306 sequence for work in statistics. Section limit 25. Preference given to seniors. Prerequisite: permission of instructor. (Same as Mathematics 107(2).)

Sec. A—Mauro MWF 10:30

Sec. B—Mauro 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.—Dunn MWF 9:30

204. Union-Management 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

[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. (Same as Intercultural Studies 216.)

207(2). Alternative Economic Systems—A study of capitalism, market socialism, and central planning, and a survey of the structure and performance of several economic systems. Prerequisites: Economics 101 and permission of the instructor. (Same as Intercultural Studies 223(2).) Battis TTh 1:15

213(2). Business and Entrepreneurial History—The evolution of business structures and practices, primarily in the American experience. Changes in such aspects of 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. (Same as American Studies 213(2).)—Gunderson MWF 9:30

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 TTh 9:55

Sec. B—Egan TTh 11:20

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. Prerequisites: Economics 101; one 200-level course and the permission of the instructor. Enrollment limited to 30.

Sec. A—Zannoni MWF 9:30

Sec. B—Butos 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 interest 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.

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 9:55

310. Money and Banking—An analysis of monetary theory, institutions and policy including the nature, role and significance of money, financial markets and institutions, commercial banking and the money supply process, the Federal Reserve System and the formulation and implementation of monetary theory, monetary policy and related policy issues. Prerequisites: Economics 302 and permission of the instructor.—Butos WF 1:15

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 110 or the equivalent; and permission of the instructor.—Smith MWF 10:30

315(2). International Economics—The determinants 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 and permission of the instructor. (Economics 301 or 302 is advised, but not required.)—Lindsey TTh 1:15

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 is necessary. Prerequisites: Economics 107 and permission of the instructor.—Zannoni MWF 10:30

324. The Soviet Economy—A study of the organization, resource allocation problems and performance of the Soviet economy. Prerequisites: Economics 301 and permission of the instructor. (Same as Intercultural Studies 326.)—Battis M 1:15

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 Labor Economics and Labor Relations—Analysis of selected topics including changes in labor force participation, recent developments in wage theory, new initiatives relating to the quality of work life, the decline in union organization, and the crisis in Social Security.—Scheuch M 1:15

Sec. B. The Economics of Regulated Industries—The theory of economic regulation with application to selected sectors of the economy. Contrasts are made between social and economic regulation. Research papers are required.—Curran TTh 1:15

Sec. C. Quantitative Economic Models—A study of the applications of computable analysis including the use of linear, non-linear and dynamic programming models in the analysis of macroeconomic systems and commodity market behavior, the optimal utilisation of natural resources over time, firm decision making, and the development of econometric estimation techniques.—Smith WF 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 price regula-

tions 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.—Egan TTh 2:40

Sec. E. Non Profit Institutions—A large portion of economic activity is produced directly by nonprofit organizations (hospitals, schools, police, etc.) or regulated by political/bureaucratic organizations. The seminar will focus on the nonprofit sector. Can there be an economic theory of nonprofits? How do profit and nonprofit institutions differ in behavior? Can there be a general theory of nonprofit organizations? Are nonprofit suppliers efficient?—Gold MWF 9:30

Sec. F. Principles of Public Choice—An analysis of the distinction between public interest and self interest approaches to collective choice in the context of traditional welfare economics and economic justice.—Dunn WF 1:15

431-432. Thesis—Written report on a research project. Submission date of the thesis is the second Friday following Spring Recess. 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 the supervisor of the proposed research project and the Chairman of the Department. (2 course credits.)—Staff

441-442. Independent Research Project for Honors—Written report on an original research project. Submission date of the project is the second Friday following Spring Recess. Required of all candidates for Honors. Prerequisites: Economics 301 and 302; permission of the supervisor of the proposed research project and of the Chairman of the Department. (2 course credits.)—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—TBA T 6:30-9:30 p.m.

501B. Microeconomic Theory—McKenna T 6:30-9:30 p.m.

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

512. Mathematical Economics—Fongemie T 6:30-9:30 p.m.

514. Analysis of Financial Markets—DeLucia M 6:30-9:30 p.m.

Educational Studies Program

ASSOCIATE PROFESSOR SCHULTZ, *Director*; VISITING ASSOCIATE
PROFESSOR OF EDUCATIONAL STUDIES GOODENOW

The Educational Studies Program provides students with an opportunity to examine intensively one or more aspects of education, to develop facility in analyzing perennial and current educational issues, to explore the relationship of education to the society and culture of which it is a part, and to obtain a deeper understanding of their own educational experiences. Courses in Educational Studies are pertinent to students planning to become teachers. However, the primary purpose of the program is to study the many facets of education from the historical, theoretical and scientific perspectives characteristic of the liberal arts. The program draws, in approximately equal measure, on the methods and approaches of the social sciences and the humanities.

The Educational Studies Program has three emphases: conceptual foundations, historical foundations, and the study of contemporary educational institutions. Through courses in Educational Studies and in related departments and programs, such questions as these are addressed: What does it mean to be educated? How have schools and colleges evolved into their

present forms? What effects, obvious and subtle, does the experience of schooling have on students?

Non-Major Sequences. Students may wish to take a coherent sequence of courses in Educational Studies as part of their non-major program. Such sequences may consist of survey courses in each of the three areas of emphasis (e.g., Philosophy of Education, History of American Education, and Schooling in America); alternatively, students may prefer to combine courses that illuminate a particular theme (e.g., The Education of the Working Class, American Education and Blacks, and Minority Group Adolescence). Another kind of non-major sequence combines courses in Educational Studies with related courses in other departments and programs (e.g., Philosophy 530: Problems in the Foundations of Public Policy; Psychology 422: Psychology and Social Issues; and Educational Studies 335: Educational Policy: Perspectives from Law and Social Science. Or History 325: Race, Nationality and Religion in American History; Philosophy 221: Cultural Relativism and Human Rights; and Educational Studies 333: Bilingual/Bicultural Education).

The Program Director can assist students in designing other sequences germane to their particular interests.

Crosslisting. In order that they may be credited toward a student's major, many courses in Educational Studies have been crosslisted with other departments and programs.

Coordinate Major. Students may undertake a coordinate major in Educational Studies and any of the following fields: American Studies, Urban & Environmental Studies, Intercultural Studies, Sociology, and Psychology. The requirements of the coordinate major are:

- (1) Six courses in Educational Studies, one of which is ordinarily Educational Studies 400. At least one course must be taken in each of the three areas of emphasis: conceptual foundations, historical foundations, and the study of contemporary educational institutions. The Director of the Educational Studies Program will advise students about coordinate courses that supplement those they have selected within their coordinate major.
- (2) Six to eight courses in the coordinate department or program, as specified by its chairman or director.

The student's particular course of study must be approved by both the Director of Educational Studies and the chairman or director of the coordinate department/program at the time the student declares the major, typically in the spring of the sophomore year.

Student-Designed Majors. Courses in Educational Studies and related courses in other departments and programs may be combined into an individually tailored interdisciplinary major (see *Catalogue* section on "Special Curricular Opportunities"). Interested students should consult with the director of the program no later than the sophomore year.

Teacher Preparation. State certification to teach in elementary and secondary schools in Connecticut, and by reciprocal agreement in approximately thirty other states, can be obtained through consorsial arrangements with St. Joseph College and the University of Hartford. Individuals wishing to prepare for elementary school teaching (grades K-8) should consult with the program director to determine the sequence of courses needed to satisfy certification requirements. These plans should be made by the end of the freshman year or early in the sophomore year. Students interested in state certification to teach in secondary schools (grades 7-12) or in independent schools should also consult with the program director to plan their joint program with the University of Hartford. Some courses required for certification can also be counted toward the requirements of the coordinate major in Educational Studies.

AREAS OF EMPHASIS

Conceptual Foundations of Education

201. Philosophy of Education
210. Educational Ideals
310. Education and Morality
311. Selected Topics in Conceptual Foundations of Education: Radical Ideas in Education

Historical Foundations of Education

- 202. History of American Education
- 220. History of American Higher Education
- 322. Selected Topics in Historical Foundations:
 - American Education and Blacks
 - Student Movements
 - Americanization and Education

The Study of Current Educational Institutions

- 203. Schooling in America
- 230. Psychological Explanations of the Act of Teaching
- 330. The Impact of Colleges and Universities on Students
- 331. The Education of the Working Class
- 332. Economics of Education
- 333. Selected Topics in the Study of Educational Institutions:
 - Educational Reforms: Feasible or Foolhardy
 - Bilingual/Bicultural Education
 - Educational Consumers: A New Militancy
 - Minority Group Adolescence
- 334. Cognitive Psychology and the Design of Instruction
- 335. Educational Policy: Perspectives from Law and Social Science

And

- 400. Colloquium in Education

FALL TERM

[202(1). **History of American Education**—A survey of precollegiate education from the colonial period to the present. The development of church-affiliated, independent and public schools will be examined within the context of larger patterns of political, social and intellectual history. (Same as American Studies 202(1).)

220(1). **History of American Higher Education**—An examination of institutions of higher education from the first colonial colleges to the modern university, with emphasis on the last one hundred years. Among the topics examined are curricula, student life, governance, the professoriate, and the changing social role of the university. The impact on higher education of such external forces as industrialization, urbanization, war and technology will also be explored. (Same as American Studies 220(1).)—Goodenow TTh 1:15

243. **Education in Global Perspectives**—Explores educational systems of Western and non-Western nations. The transfer of educational ideas and institutional forms as well as programs for literary and adult education will be considered. Other topics include the role of international agencies and current literature on cultural imperialism. (Same as Intercultural Studies 243).—Goodenow W 7:00 p.m.

[311. **Selected Topics in Conceptual Foundations: Radical Ideas in Education**—An examination of several strains of radical thinking in education including the severe critics of the present schools and those who propose drastically different schools and fundamental changes in society. The works of Kozol, Neill, Goodman, Illich, Freire, Bowles and Gintis and others will be studied with particular attention to the radical views about the place of the school in society and the organization and conduct of schooling. Prerequisite: permission of the instructor.

331. **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. Prerequisite: permission of the instructor. (Same as Intercultural Studies 337).—Schultz TTh 1:15

[332. **Economics of Education**—An examination of the traditional topics of how much investment in education is socially desirable and what is the relationship between education, individual earnings, and occupational outcomes. Other topics to be discussed are: whether the economist's notion of "production" can be usefully applied to the relationship between resources or inputs and educational outcomes; what the relationship is between educational quality and locational decisions (the so-called "white flight" controversy); and how recent court decisions have restructured the funding of education. Prerequisite: Economics 101 and permission of instructor.

[333. **Selected Topics in Institutional Studies: 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 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 333.)

SPRING TERM

[201(2). **Philosophy of Education**—An examination of some of the assumptions that lie at the heart of education as a psychological and mental phenomenon, and as a structured social institution. The course will consider such concepts as learning, motivation, understanding, character formation, social demands, and the aims of education. (Same as Philosophy 330B.)

203(2). **Schooling in America**—An examination of different conceptions of the experience of schooling in this country. Does schooling contribute to equality of educational opportunity or limit further the opportunities of those who have little to begin with? Does schooling promote or repress free expression? This course will weigh arguments and evidence supporting each of these possibilities. Topics include desegregation, the distribution of educational resources and their effectiveness, tracking, grading systems, and the exercise of teacher authority. (Same as American Studies 203(2).)—Schultz TTh 1:15

230. **Psychological Explanations of the Act of Teaching**—Teaching can be viewed from different psychological perspectives: the behavioral approach in the tradition of Skinner, the humanistic approach in the tradition of Rogers, and the cognitive approach in the tradition of Bruner. Students will examine statements of these positions and their appropriateness for different educational outcomes. Students will also come to terms with problems of implementing the approaches by teaching brief video-taped lessons from each perspective and by analyzing their teaching and the teaching of others for evidence of the approaches. Prerequisite: permission of the instructor. (Same as Psychology 230(1).)—Schultz TTh 9:55

322. **Selected Topics in Historical Foundations: American Education and Blacks**—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 Intercultural Studies 340.)—Goodenow Th 1:15

[335(2). **Educational Policy: Perspectives from Law and Social Science**—This course will focus on two social policy issues in education: equality of educational opportunity and control of educational decision-making. The first issue includes definitions of educational opportunity and its evaluation, problems of desegregation, and the classification of children. As part of the second issue, the claims of students, teachers, parents and school officials to determine educational decisions will be examined. Each topic will be studied by considering the utility and limitations of legal institutions and by employing perspectives of social science theory and research. The course will be taught jointly by a professor of law from the University of Connecticut School of Law and the director of the program in educational studies from Trinity College. It is open to students at both institutions. Prerequisite: permission of the instructor.

Educational Studies 400. Colloquium in Education—An intensive investigation of an issue or aspect of education from the perspective of several disciplines. Students will explore their individual interests within a larger thematic context by reviewing appropriate literature and con-

ducting original research, including participant-observation studies that may be undertaken concurrently with an internship. Introductory courses in Educational Studies and related courses in the student's major, including a course in research methodology, are advisable for admission to the colloquium. Required for students planning coordinate majors in Educational Studies as their senior exercise. Prerequisite: permission of the instructor.—Schultz W 1:15-3:55

Engineering

PROFESSORS BRONZINO, *Chairman*, AND SAPEGA; ASSOCIATE PROFESSORS AHLGREN AND BLAKESLEE; LECTURER WOODARD

MAJORS IN ENGINEERING

The Engineering Department offers two options for the major. One option, a combined five-year program of studies in conjunction with the Hartford Graduate Center, leads to the Master of Science in 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 Science in Engineering degree program must fulfill the Engineering major; those in the four-year program must satisfy the General Engineering major.

ENGINEERING MAJOR—With Biomedical, Electrical or Mechanical Engineering options: Engineering 115L, 212L, 225, 226, 232L, 337; in addition, Biomedical Engineers must take Engineering 411, 522L, Biology 319L, Physics 412; in addition, Electrical Engineers must take Engineering 221, 307L, 308L; Physics 302. Mechanical Engineers: Engineering 325, 332, 362; Chemistry 111L; Mathematics through Mathematics 322; Physics 121L, 122L, 221L, 222L. Students 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 their program goals.

GENERAL ENGINEERING MAJOR—Nine courses in Engineering; Mathematics 221, 222; Chemistry 111L; Physics 121L, 122L, 221L, 222L. (Students 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 their program goals.)

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.

COGNATE COURSES—It is strongly recommended that all students planning to complete the Engineering major take courses in English, Economics, Sociology, Psychology and Philosophy. In addition, students are encouraged to broaden their education and exposure to other disciplines which include Fine Arts, Classics, Religion, History, Political Science and Modern Languages.

FALL 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. Prerequisite: permission of practicum director. (1½ course credits.)—Lecturer: Blakeslee. Practicum Director: Blakeslee. MWF 8:30, plus one practicum per week. Practicum sections limited to 12 students. Seniors will be given priority.

Prac. A, B—W 1:15

Prac. C, D—W 2:40

Prac. E, F—Th 1:15

Prac. G, H—Th 2:40

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. Introduction to file structuring and management. Prerequisite: Engineering 115L or consent of instructor. Enrollment limited to 45. (1 course credit.)—Sapega MWF 8:30

221. Introduction to Digital Circuits and Systems—This course introduces the student to the analysis and design of the circuits that compose a digital computer. It will be useful for understanding the hardware of a computer as well as providing a basis for the design of digital instrumentation. Boolean algebra will be applied to digital logic and combinational circuits. Sequential digital systems and large-scale integrated (LSI) systems will be studied. Prerequisite: one year college mathematics. (1 course credit.)—Ahlgren MWF 10:30

225. Statics—Statics of a particle, equivalent force system, equilibrium of rigid bodies, analysis of structures. Prerequisites: Physics 121, 122, and permission of instructor. (1 course credit.)—TBA MWF 11:30

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. (1¼ course credits.) Required of majors. **307.** Lecture only. (1 course credit.) Prerequisite: Engineering 212, Physics 221, or permission of instructor.—Sapega TTh 8:30; Lab. MT 1:15

323L. Microprocessor Systems—A detailed study of microprocessor systems which includes discussion of hardware organization, instruction sets, bus structures, support devices, and microprocessor applications. Laboratory experiments emphasize techniques of interfacing microprocessors to external devices. Each student is to complete a project in an area of special interest. Prerequisite: Engineering 221 or permission of instructor. Enrollment limited to 15. (1¼ course credits.)—Ahlgren WF 1:15

325. Strength of Materials—Concept of stress and strain; relationship between loads, stresses and deformation in load-carrying members. Prerequisite: Engineering 225. (1 course credit.)—TBA MWF 10:30

337. Thermodynamics—The natural laws governing the reciprocal conversions of heat and work in thermal cycles; the nature of common working substances; power and refrigeration cycles. Prerequisite: Mathematics 221. (1 course credit.)—TBA TTh 11:20

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

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. Prerequisite: permission of the instructor. (1 course credit.)—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. Prerequisite: permission of staff. (1 course credit.)

SPRING 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. Prerequisite: permission of the instructor. (1 course credit.)

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. Prerequisite: permission of practicum director. (1¼ credits.)—Lecturer: Blakeslee. Practicum Director: Blakeslee. MWF 8:30, plus one practicum per week. Practicum sections limited to 12 students. Practicum schedule as for Fall term.

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.) Prerequisites: Physics 221, Mathematics 221.—Bronzino TTh 9:55
Lab. WTh 1:15

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 is required. Prerequisite: Engineering 215. Enrollment limited to 45. (1 course credit.)—Ahlgren MWF 10:30

226. Dynamics—Kinematics and kinetics of particles and rigid bodies; principle of work and energy; impulse and momentum. Prerequisite: Engineering 225. (1 course credit.)—TBA MWF 11:30

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.) **232.** Lecture only. (1 course credit.) Prerequisites: One year college physics and one chemistry course.—Sapega 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
Lab. MT 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. Two 3-hour laboratory sessions per week. Prerequisite: permission of the instructor. (½ course credit.)—Sapega 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. Prerequisite: Engineering 341 or permission of instructor. (1 course credit.)—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. (1 course credit.)—TBA TTh 11:20

[402. Seminar: Technology and Society]—The relationship of technology to science and society. Technical innovations and their consequences. Prerequisite: Open to any member of the junior or senior class with permission of the instructor. (1 course credit.)

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. Prerequisite: At least three previous courses in computing. (1 course credit.)—Ahlgren 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. Prerequisite: permission of staff. (1 course credit.)

[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.)

[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.)

English

ASSOCIATE PROFESSOR RIGGIO, *Chair*, PROFESSORS MCNULTY, SMITH, AND WHEATLEY; ASSOCIATE PROFESSORS BENTON, HUNTER, KUYK*, J. MILLER, OGDEN, AND POTTER**; VISITING ASSOCIATE PROFESSOR RAND; ASSISTANT PROFESSORS MASON AND SCHENKER; WRITER-IN-RESIDENCE SELZ AND LECTURER LYONS

ENGLISH MAJOR—To major in English, you may complete either of our two programs. A course will not count for the major if the course grade is below C-. Each course description lists the program requirements it fills. These requirements apply to students who entered the major in the academic year 1980-81 or after. Earlier catalogs give requirements for those majoring in previous years.

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

COGNATE COURSES—The Department of English recommends that its majors work in the widest range of fields. Students should take courses in mathematics and the natural sciences. We also urge students to choose appropriate cognates from the following fields: American studies, classics, comparative literature, educational studies, engineering (computing), fine arts (art history), history, intercultural studies, modern languages and literatures, philosophy, psychology, religion, sociology, and theatre arts. Majors should consult their advisers when choosing courses.

*Sabbatical Leave, Fall Term

**Sabbatical Leave, Spring Term

MAJOR PROGRAM IN LITERATURE

1 Critical Reading course.

(The ability to pay close attention to literary texts is essential. Take this course at the start of your major.)

1 200-level Critical Theory course.

(This course will help you see how readers can look steadily at literature from one of the major critical standpoints—for example, historical, psychoanalytical, or structural criticism. Take this early in your major.)

3 Courses emphasizing literature before 1800.

(To appreciate and, often, even to understand works of literature, you will need the perspective that comes from reading works from a range of periods.)

2 Courses emphasizing literature after 1800.

1 Genre or 300- or 400-level Critical Theory course.

(Genres are the forms or types of literature, the major conventions that shape every literary work. Some examples: narrative, drama, and lyric.)

3 Electives.

(All electives must be English courses or crosslisted ones. At least two must be at the 300- or 400-level.)

1 English Major Project.

(The English Major project calls for you to bring to bear on a single substantial endeavor the skills you have developed in reading literature, in research, and in thinking and speaking and writing about what you have read. For these projects students choose English Major seminars, theses, or reading courses leading to comprehensive examinations. You may undertake your project in your senior year.)

Honors.

To be eligible for departmental consideration for honors, you must have at least a B+ average, must have done distinguished work in the English Major Project, and must have earned recommendations from at least three department members.

MAJOR PROGRAM IN LITERARY WRITING

1 Critical Reading course.

(The ability to pay close attention to literary texts is essential. Take this course at the start of your major.)

English 110: Literary Writing.

3 Courses emphasizing literature before 1800.

(To appreciate and, often, even to understand works of literature, you will need the perspective that comes from reading works from a range of periods. We urge you to take at least one course in the genre in which you are interested.)

2 Courses emphasizing literature after 1800.

English 334: Advanced Literary Writing.

3 Elective courses.

(You must take at least one elective English course on the 300- or 400-level. We urge you to take cognate courses: for example, in classical mythology and the Bible.)

1 Workshop in Fiction, Poetry, or Drama.

Honors.

To be eligible for departmental consideration for honors, you must have at least a B+ average, must have done distinguished work in the Fiction, Poetry, or Drama Workshop, and must have earned recommendations from at least three department members.

FALL TERM

EXPOSITORY WRITING COURSES

Sections of English 100(1) deal with a variety of topics but share an approach. Ordinarily each is a workshop with no more than 18 students. They 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. Prerequisite: permission of the instructor.

Sec. A—Lyons TTh 1:15

Sec. C—Benton MWF 9:30

Sec. B—Wheatley TTh 1:15

Sec. D—Ogden TTh 9:55

LITERARY WRITING COURSES

The following courses emphasize the writing of prose fiction, poetry, and sometimes drama. They are open to any student.

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

334(1). Advanced Literary Writing—Students will write in canonical and alternative genres. Class discussions devoted to analysis of this work as well as that of professional writers. English 100 or 110 strongly recommended as a preliminary course. This course satisfies the requirement of a genre course. Prerequisite: permission of the instructor.—Selz TTh 2:40

INTRODUCTORY LITERATURE COURSES

These courses require only a minimal background in the study of literature, but they demand close attention to the text. Students will normally analyze literary works in class discussion and write a number of papers.

182(1). Introduction to Film Criticism—A study of film as a genre and of the critical and technical concepts needed to analyze it. The study is undertaken largely through the examination and discussion of feature films chosen for variety of technique, style, and cultural context. Films shown every Thursday evening. Prerequisite: permission of the instructor. (Same as Comparative Literature 182(1).)—Potter TTh 2:40

205. American Literature to the Civil War—A study of American literature from the Colonial period to 1865, focusing on the development of literature in relation to its historical context and the sweep of intellectual, economic, and political events. Authors to be read will include Hawthorne, Poe, Emerson, Thoreau, Cooper, Melville, Dickinson, and Whitman. Prerequisite: permission of the instructor.—Benton MWF 10:30

210. Survey of English Literature to 1800—A team-taught course covering major writers and works from the Anglo-Saxon period through the 18th century. This course satisfies the requirement of a critical reading course.—McNulty and Riggio WF 1:15

241. 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. Prerequisite: permission of the instructor. (Same as Comparative Literature 240.)—Benton MWF 11:30

260(1). Critical Reading—The study of major works of poetry, fiction, and drama selected from several periods of literary history to introduce students to the assumptions and methods of critical reading. This course satisfies the requirement of a critical reading course. Prerequisite: permission of the instructor.

Sec. A—Hunter TTh 1:15

Sec. C—Rand MWF 11:30

Sec. B—Schenker MWF 10:30

Enrollment limited to 15.

288. Theory of the Novel—An introduction to the theory and practice of the dominant form of literary prose since the mid-eighteenth century. We will read a few of the major critical appraisals of the genre and consider representative samples from the various sub-genres: romance, re-

alism, naturalism, impressionism, and post-modernism, among others. This course satisfies the requirement of a critical theory course. Prerequisite: permission of the instructor.—Mason TTh 9:55

289. Critical Theory—The Idea of a Literary Period—An intensive consideration of the critical implications of the idea of a literary period: how do our assumptions concerning a literary period control our response to specific works within that period; how do individual works conform to those assumptions; and, especially, how do we treat works which appear to subvert our expectations of a period? The course will examine the distinctions drawn by major contemporary critics between the Augustan (late eighteenth-century) and Romantic (early nineteenth-century) periods of English literature and will test those distinctions against a close reading of paired works from the two periods. The central question of the course will be: Do literary periods have an existence outside of the literature class? This course satisfies the requirement of a critical theory course. Prerequisite: permission of the instructor.—Schenker WF 1:15

297. The Literary Edge—The cutting edge of recent English and American poetry, fiction and critical prose; authors will include Elizabeth Bishop, John Ashbery, Thomas Pynchon, Geoffrey Hill, and Harold Bloom. Two essays, a mid-term and a final. This course satisfies the requirement of a critical theory course. Prerequisite: permission of the instructor.—Rand MWF 9:30

LITERATURE COURSES

Although these are not "introductory" courses, they are not too specialized or advanced for the non-English major.

337. Three British Novelists: Waugh, Greene and Spark—A comparative study of the major works of three British novelists. This course satisfies the requirement of a course emphasizing literature after 1800. Prerequisite: permission of the instructor.—Smith TTh 2:40

345. Chaucer—Chaucer's *Canterbury Tales* and other writings in the contexts of late medieval ideas about God, nature, the relations of men and women and the structure of society. This course satisfies the requirement of a course emphasizing literature before 1800. Prerequisite: permission of the instructor. (Same as Comparative Literature 345.)—McNulty M 1:15

351. Shakespeare—*The Comedy of Errors*, *Richard II*, *Henry IV*, *Julius Caesar*, *Hamlet*, *Macbeth*, *King Lear*, *As You Like It*, *The Winter's Tale*, and *The Tempest*, studied with selected critical and source materials. This course satisfies the requirement of a genre course or a course emphasizing literature before 1800. Prerequisite: permission of the instructor. (Crosslisted with Medieval and Renaissance Studies.)—Hunter TTh 11:20

357. Paradise Lost—Milton's epic, complete and unabridged. Two papers, a mid-term and a final. Class participation is crucial; enrollment limited to 15. This course satisfies the requirement of a course emphasizing literature before 1800. Prerequisite: permission of the instructor.—Rand MWF 10:30

387. Romantic Poetry—A study of the revolutionary impulse in poetry, criticism and essays between the years 1788 and 1832 in England. Readings in women writers as well as traditional male authors. Emphasis on Wollstonecraft, Blake, William and Dorothy Wordsworth, Coleridge, Percy and Mary Shelley, Keats. This course satisfies the requirement of a genre course or a course emphasizing literature after 1800. Prerequisite: permission of the instructor.—Ogden WF 1:15 p.m.

391. Modern Irish Literature—A study of the Irish Renaissance and some of its successors, emphasizing Yeats and Joyce and including Synge, O'Casey, O'Faolain, and O'Connor. This course satisfies the requirement of a course emphasizing literature after 1800. Prerequisite: permission of the instructor.—Wheatley WF 1:15

395. Nineteenth-century Novel—A study in masterpieces of nineteenth-century English, American, and Continental fiction, with a consideration of the influence of romanticism and realism on the continued development of the novel. This course satisfies the requirement either of a course emphasizing literature after 1800 or a genre course. Prerequisite: permission of the instructor.—Schenker WF 2:40

402(1). Robert Frost—Reading of all Frost's poetry with detailed class discussion of many poems and some attention to their biographical and cultural contexts. This course satisfies the requirement of a course emphasizing literature after 1800. Prerequisite: permission of the instructor.—Potter TTh 9:55

408. American Literature of the 1930s—An examination of significant developments in American literature during the 1930s with an emphasis on the impact of the Depression, Communism, and the Spanish Civil War, on the various attempts to create proletarian literature, and on the writer as social critic. Readings in B. Traven, John Dos Passos, Richard Wright, James Agee, John Steinbeck, and others. This course satisfies the requirement of a course emphasizing literature after 1800. Prerequisite: permission of the instructor. (Crosslisted as American Studies 408.)—J. Miller TTh 1:15

413. Twentieth-century Women's Literature and Psychology—Readings in Sigmund Freud, H. D., Virginia Woolf, Sylvia Plath, Doris Lessing, Adrienne Rich, and others. Discussion of hysteria as a feminine form of discourse and study of the interrelationships between gender, consciousness, and literature. Prerequisite: permission of the instructor. (Crosslisted with Women's Studies.)—Hunter M 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.

498(1). 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 spring term.—Staff

GRADUATE COURSES

NOTE: English majors with grades of B+ or better in three 300- or 400-level courses may enroll in these graduate courses with the instructor's permission. Instructors may give final permission only after the Graduate Office has enrolled all graduate students.

500. Comedy—A study of some representative comedies and some of the more important theories of comedy. The readings will include two plays selected from the works of Shakespeare, Jonson, Sheridan, Synge, and Shaw and two novels from the works of Dickens, Twain, Faulkner, Cary, and Salinger as well as articles from a critical anthology.—Smith T 6:30-9:30 p.m.

501. The American Novel Since 1945—A consideration of the dominant trends in the American novel since World War II. We will study the work of the major fictionists in the last thirty years including Barth, Ellison, Hawkes, and Pynchon. To give our investigation a more thoroughly historical context, we will read selections from some of the central documents of American intellectual history during the period, including Daniel Bell, David Riesman, and Noam Chomsky.—Mason M 6:30-9:30 p.m.

553. The Study of Language and Literature—A seminar in some of the theoretical systems of linguistics, rhetoric, and criticism—e.g., Noam Chomsky, Kenneth Burke, and Northrop Frye—and their implications for the study and teaching of language and literature.—Wheatley M 6:30-9:30 p.m.

SPRING TERM

EXPOSITORY WRITING COURSES

Sections of English 100 deal with a variety of topics but share an approach. Ordinarily each is a workshop with no more than 18 students. They write frequent papers in various modes, discuss each other's papers, meet an instructor for regular conferences, and often revise papers.

100. Writing—A practical course in expository and critical writing. Prerequisite: permission of the instructor.

Sec. E—Rand MWF 9:30
Sec. F—Schenker WF 2:40

Sec. G—Lyons TTh 9:55
Sec. H—Lyons TTh 1:15

LITERARY WRITING COURSES

The following courses emphasize the writing of prose fiction, poetry, and sometimes drama. They are open to any student.

110. Literary Writing—An introduction to creative writing in poetry and fiction with an emphasis on poetry; critiques of student and professional work. Prerequisite: permission of the instructor.—J. Miller TTh 9:55

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. This course satisfies the requirement of a genre course. Recommended preliminary course: English 334. Prerequisite: permission of the instructor.—Selz Th 6:30-9:30 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. This course satisfies the requirement of a genre course. Prerequisite: permission of the instructor.—Ogden W 7:00 p.m.

INTRODUCTORY LITERATURE COURSES

These courses require only a minimal background in the study of literature, but they demand close attention to the text. Students will normally analyze literary works in class discussion, and write a number of papers.

230. 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. This course satisfies the requirement of a genre course. Prerequisite: permission of the instructor.—Benton MWF 9:30

260. Critical Reading—Close reading of major works of poetry, fiction, and drama selected from several periods of literary history to introduce students to the assumptions and methods of critical reading. This course satisfies the requirement of a critical reading course. Prerequisite: permission of the instructor.

Sec. E—Smith TTh 2:40

Sec. F—Schenker WF 1:15

260. Sec. G—Critical Reading—The search for implied authorial value can take many forms depending on the genre of the work in question. One intention in this course will be to hone our ability to determine the values of the implied author, and in doing so, we will become more sensitive readers. We will also try to become just as scrupulous writers of critical prose as we are attentive readers. This course satisfies the requirement of a critical reading course. Prerequisite: permission of the instructor.—Mason TTh 9:55

292. Critical Theory: American Cultural Foundation Myths in Literature and Society—Fiction, films, and poetry, including *Plymouth Adventure*, *Tarzan of the Apes*, *Rip Van Winkle*, *The Last of the Mohicans*, *Riders of the Purple Sage*, *The Man Who Shot Liberty Valance*, *The Bridge*, *King Kong*, *Birth of a Nation*, *Go Down*, *Moses*, *Myths & Texts*, *Turtle Island* and *Morgan*! Key themes of discussion will be the wilderness, violence, ideology, racial and sexual self-consciousness, and the Other(s). This course satisfies the requirement of a critical theory course. Prerequisite: permission of the instructor. (Same as American Studies 250).—Hunter TTh 1:15

294. Critical Theory: Intellectual Foundations of American Literature—A study of the intellectual currents that shaped American literature from Colonial times to the present. Topics will include the Puritan vs. the Cavalier heritage; the Enlightenment; gothicism; German transcendental philosophy; orientalism; gnosticism; English utilitarianism; Darwinism; naturalism; industrial and technological development; the attraction of the Western frontier; the Gold Rush; Far Eastern trade; and the ethnic contributions of the American Indian, the Dutch, the Quakers, the Blacks, the Mexicans, and the Chinese. Selected readings in non-fiction, fiction, poetry, and plays. This course satisfies the requirement of a critical theory course. Prerequisite: permission of the instructor. (Same as American Studies 294 and Comparative Literature 294).—Benton MWF 10:30

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. This course satisfies the requirement of a critical theory course. Prerequisite: permission of the instructor.—Wheatley TTh 2:40

LITERATURE COURSES

Although these are not "introductory" courses, they are not too specialized or advanced for the non-English major.

302. Nineteenth-century American Fiction—A study of major works by Hawthorne, Melville, Howells, Twain, and James, emphasizing their radical experiments in new forms of fiction and in defining the American experience. This course satisfies the requirement of either a course emphasizing literature after 1800 or a genre course. Prerequisite: permission of the instructor.—Wheatley WF 1:15

332. The Contemporary Short Story—An exploration of the short story since 1965, showing its movement away from accepted methods of dealing with plot, character, and theme toward more fluid structures and styles, to reflect a more tentative conception of human experience. The course will touch upon similar developments in the other arts. The work of such masters as Chekhov, Joyce, Hemingway, Flannery O'Connor and Cheever will be read as introduction to that of Robbe-Grillet, Barthelme, Borges, Marquez, LeGuin, Coover, etc. This course satisfies the requirement of a genre course. Prerequisite: permission of the instructor. (Same as Comparative Literature 332.)—Selz TTh 11:20

339(2). Festival and Drama—In this course we will examine medieval drama primarily in its relationship to the festival days of the medieval calendar year. We will consider mystery plays, moralities, and other forms of ceremonial drama. This course satisfies the requirement either of a course emphasizing literature before 1800 or a genre course. Prerequisite: permission of the instructor.—Riggio TTh 1:15

346. True Romances—Chaucer's *Troilus and Criseyde* and *The Legend of Good Women*. Readings in Middle English. Class participation is crucial. Two papers, a mid-term and a final. This course satisfies the requirement of a course emphasizing literature before 1800. Prerequisite: permission of the instructor.—Rand MWF 10:30

351(A). Shakespeare—Intensive study of nine of Shakespeare's plays, including *Romeo and Juliet*, *A Midsummer Night's Dream*, *The Merchant of Venice*, *Julius Caesar*, *King Lear*, *Othello*, *Coriolanus*, *Antony and Cleopatra*, and *The Tempest*. This course satisfies the requirement of either a genre course or a course emphasizing literature before 1800. Prerequisite: permission of the instructor.—Riggio TTh 9:55 Film screening time—M 1:30-4:00

354. Seventeenth-century Poetry—A study of the relationship between the individual poetic voice and society during a century of violent social change. Readings in Donne, Herbert, Jonson, Marvell, and Milton. This course satisfies the requirement of either a genre or a literary history course before 1800. Prerequisite: permission of the instructor.—Ogden TTh 1:15

358. John Dryden—Selected readings in his poetry, drama and prose. Two papers, a mid-term and a final. Class participation is crucial. This course satisfies the requirement of a course emphasizing literature before 1800. Prerequisite: permission of the instructor.—Rand MWF 11:30

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 to a variety of literary genres. This course satisfies the requirement of a course emphasizing literature after 1800. Prerequisite: permission of the instructor.—Benton MWF 11:30

394. Comedy—A study of some representative comedies and some of the more important theories of comedy. The readings will include two plays selected from the works of Shakespeare, Jonson, Sheridan, Synge, and Shaw and two novels from the works of Dickens, Twain, Faulkner, Cary, and Salinger as well as articles from a critical anthology. This course satisfies the requirement of a critical theory course. Prerequisite: permission of the instructor.—Smith TTh 9:55

397(2). Virginia Woolf and Bloomsbury—Study of Woolf's fiction, criticism, and biography,

with allied works by or about Vanessa Bell, Roger Fry, Lytton Strachey, Vita Sackville-West, and E. M. Forster. This course satisfies the requirement either of a critical theory course or of a course emphasizing literature after 1800. Prerequisite: permission of the instructor.—Hunter TTh 11:20

399(2). Contemporary American Novel—A consideration of American fiction since 1955. The reading list will include works by Mailer, Nabokov, Barth, Morrison, Heller, Ellison, and Pynchon. During the semester we will try to determine the form and thematic character of the American contemporary novel and the direction in which the genre seems to be heading. This course satisfies the requirement of a genre course or a course emphasizing literature after 1800. Prerequisite: permission of the instructor.—Mason TTh 2:40

409. William Faulkner—A study of Faulkner's Yoknapatawpha novels including *The Sound and the Fury*, *As I Lay Dying*, and *Go Down, Moses* with emphasis on style, structure, and the writer's response to culture and history. This course satisfies the requirement of a course emphasizing literature after 1800. Prerequisite: permission of the instructor. (Same as Comparative Literature 403.)—Kuyk MWF 10:30

495(2). Senior Seminar—Three separate seminars, each with a different critical approach to literature. Prerequisite: permission of the instructor. TBA

Sec. A—Literary and Self Analysis—During the early weeks of the course we will write responses to a variety of literary and psychoanalytic texts. We will then take these responses as texts to be analyzed. The seminar will articulate a central "identity theme" for each of its participants.—Hunter M 1:15

Sec. B—D. H. Lawrence and Ernest Hemingway: Manuscripts and Texts—A study of style and structure in D. H. Lawrence's and Ernest Hemingway's fiction, drawing on manuscripts, published variants of selected novels and short stories, and recent critical studies of the manuscripts. The course will concentrate on the development of the author's prose style and fictional structures and will consider matters of research techniques with primary documents, the use of biographical and historical materials, and the establishment of texts.—Ross and Smith Th 6:30–9:30 p.m.

Sec. C—A study of some intersections of politics and the novel, intersections made possible by images of the American experience, from Shakespeare's *The Tempest* to novels of the 1960s and 70s.—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 fall term.—Staff

GRADUATE COURSES

NOTE: English majors with grades of B+ or better in three 300- or 400-level courses may enroll in these graduate courses with the instructor's permission. Instructors may give final permission only after the Graduate Office has enrolled all graduate students.

502. The American Fictional Universe, 1867–1914—A course on the development of the American novel between 1867 and 1914. We will trace the development of fictional realism in the second half of the nineteenth century. Generous selections from secondary sources—historical, critical and otherwise—will provide useful contexts for our interpretations.—Mason M 6:30–9:30 p.m.

521. The Victorian Age—Studies in the works of Carlyle, Mill, Arnold, Tennyson, Browning, Dickens, Eliot, and Hardy, with special attention to the shared cultural concerns of the period's novelists, poets, and critics.—Schenker W 6:30–9:30 p.m.

556. Southern Studies Research Project—A team-taught research course. Students and instructors will do research, discuss their research in weekly seminars, and write, exchange, and discuss essays on that research. Among the topics: William Faulkner's story "That Evening Sun," religion and Southern literature, and current scholarship in Southern studies.—J. Miller, Kuyk, and Kuyk T 6:30–9:30 p.m.

OTHER COURSES IN THE DEPARTMENT OF ENGLISH

Although not offered in 1983-84, the following courses are offered frequently. Students can expect to have the chance to take most of them within the next two years.

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| 206 Southern Roots of Modern American Literature | 361 The Enlightenment |
| 232 Fiction and Film | 380 Folklore and American Literature |
| 290 Introduction to Literature and Psychology | 383 Age of Melville |
| 301 Early Modernist Novel | 385 Images of Blackness in Nineteenth-century American Literature |
| 310 The Epic | 386 Victorian Poetry |
| 311 Contemporary American Poetry | 388 Nineteenth-century European Literature and Culture |
| 314 Modern Poetry | 389 Victorian Novel |
| 320 Symbolic Drama | 390 Victorian Romanticism |
| 321 Modern Drama | 392 Irish Renaissance |
| 322 Tragedy and Metatheater | 393 W. B. Yeats |
| 324 The Theory of Literature | 396 Henry James |
| 331 Satire | 400 James Joyce |
| 335 Biography | 403 American Writers in Paris |
| 336 Modern British Literature | 404 Ernest Hemingway |
| 340 Heroism and Isolation | 407 The American 1920s |
| 344 Age of Chaucer | 409 Age of Auden |
| 349 Queen Elizabeth and Literature of the Elizabethan Age | 410 Symbolists, Aesthetes, and Decadents |
| 353 Elizabethan and Jacobean Drama | 411 William Blake and D. H. Lawrence |
| 354 Seventeenth-century Poetry and Drama | 412 Virginia Woolf |
| 355 The Seventeenth-century Lyric | 461 Psychoanalytic Theory of Literature |
| 356 Milton's Poetry | 462 Structuralism and Modern Literature |
| 359 Richard Wright and Ralph Ellison | 463 Semiotics |

Fine Arts

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

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. Finally,

one major credit must be in architectural history. In addition, all majors must define, in consultation with their adviser, a group of up to four courses, already taken or yet to be taken, that are both cognate to art historical studies as well as germane to each student's academic background, current orientation, and future aspirations. For instance, a student interested in modern architectural theory and practice might propose a cognate cluster from Engineering 341, 342, History 352, Urban and Environmental Studies 109, 201. A student oriented to the American field might consider History 103, 201, 202. Those interested in graduate study in European art history could consider a group drawn from two years of foreign language, Classical Civilization 202, 203, 204, English 210, 351, 354, 356, 361, History 101, 102, 207, 208, 301, 302, 303, 304, 305, Music 111, 112, Philosophy 101, Religion 211, 212. As a final example, students with an interest in nonwestern art might look to courses such as Intercultural Studies 201, 221, 286, History 241, 242, Political Science 205, 206, Religion 151, 255, 256, 257. The cognate cluster must be approved by the Chairman.

Senior comprehensives are required for all majors, except for honors candidates who instead must write a senior paper (AH 402). Eligibility to be a candidate for honors will be based on a departmental evaluation of the candidate's prior academic performance and promise to focus in a timely and organized way upon a subject. The awarding of departmental honors in art history will be based on superior performance in all history of art courses and in the senior paper.

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.

FALL TERM

AH 102(1). 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 MWF 9:30

[AH 104(1). **The Film as a Visual Art**—Film will be studied and analysed not primarily as a cultural expression or as the illustration of a written work but as an art addressed to the eye, an art whose visual form then interacts with dramatic and other kinds of content. Various types of films will be considered—commercial and experimental, narrative and non-narrative, old and new—with attention paid to the historical development of visual realization. A series of papers on films assigned for viewing and discussed in the classroom will be required, and as a final project the student will be expected to write an extended original analysis of the visual aspects of a film not included in the course assignments.

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 TTh 9:55

AH 252(1). Eighteenth-Century Art—A survey of European art during the period when the structure and institutions of the *ancien régime* were displaced by the ideas and events that led to the emergence of Romanticism. Special attention to major figures and monuments throughout Europe in painting, sculpture, and architecture.—Gordon and Mahoney MWF 9:30

AH 261. Nineteenth-Century Painting and Sculpture—A study of the Romantic, Realist, and Impressionist Movements in Europe from the late 18th Century to the late 19th Century. In 1983 particular attention will be given to the art of Edouard Manet in conjunction with a major exhibition at the Metropolitan Museum in New York.—Gordon MWF 11:30

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. The course will emphasize symbolism, the moral-ethical tradition, rationalism, and functionalism in architecture.—Bacon TTh 11:20

AH 271. American Art—An introduction to painting, sculpture, and photography from the 18th Century to the present. Developments will focus on European backgrounds and uniquely American contributions.—Bacon TTh 2:40

AH 386(1). Seminar in Twentieth Century Architecture: Frank Lloyd Wright and Le Corbu-

slar—A comparative study of two modern architects, their theory and design. Prerequisite: AH 286 or permission of the instructor.—Bacon M 1:15

AH 401. Major Seminar in Art Historical Method—Required of and limited to art history majors. Studies in the tradition and methodology of art history. Readings, discussion, reports, and museum visits. Enrollment limited to 12. Prerequisite: permission of the instructor.—Gordon W 1:15

SPRING TERM

AH 101(2). 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(2). 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. Prerequisite: permission of the instructor.—Mahoney TTh 1:15

[AH 221(2). Medieval Art and Architecture]—The art and architecture of the Middle Ages beginning with the modifications of style, content, and architectural forms that led from the Christian and pagan art of the later Roman empire to early medieval art in the Greek East and Latin West. The course will then concentrate on the Carolingian Renaissance, and on Romanesque and Gothic art and architecture in Western Europe.

AH 233(2). Gothic and Early Renaissance Art in Italy—A study of painting, sculpture and architecture in Italy from the later Middle Ages through the 15th Century, with emphasis on masters such as the Pisani, Giotto, Brunelleschi, Ghiberti, and Donatello.—Baird MWF 10:30

AH 235(2). High Renaissance Art in Italy—Italian painting, sculpture and architecture from the end of the 15th Century through the 16th Century. The first third of the course is devoted to the study of Leonardo, Michelangelo, and Raphael; the second third to 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 TTh 9:55

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 272. American Architecture—An introduction to the American building and environmental tradition from the 17th 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 Cézanne'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 to the present with particular emphasis on form-givers Frank Lloyd Wright and LeCorbusier. Prerequisite: a previous course in architectural history (AH 265 or AH 272), or permission of the instructor.—Bacon TTh 11:20

AH 352. Seminar—Studies in 18th Century Art: The 18th Century Sources of Romanticism—A study of the emergence of the romantic sensibility in painting, sculpture, and architecture and its relationship to intellectual currents, literature, political events and science. Course work will include readings, an oral report and a term paper. Non-history of art majors encouraged. Prerequisite: permission of the instructor.—Gordon W 1:15

[AH 372. Seminar in Urban Architecture and Planning: The American City]—A survey of

American urban environments that will focus on commercial architecture, housing, transportation, and issues in city planning. Prerequisite: permission of the instructor.

AH 391. Issues in Architectural Theory and Design—A study of Post-World War II developments in architectural theory and design. The course will examine architecture as a profession, the Post-Modern Movement in architecture, and legal and ethical issues in architecture and urban design. The seminar may be of special interest to students applying to graduate schools of architecture and planning. Prerequisite: permission of the instructor.—Bacon W 1:15

AH 393(2). Seminar: Patronage and Collecting—A study of issues in private, public, and corporate patronage of the arts and architecture down to the present with particular emphasis on the formation of the great European collections. Students will be graded on class participation, an oral presentation, and a term paper. Enrollment limited to 10. Prerequisite: permission of the instructor.—Gordon M 1:15

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. Prerequisite: permission of the department.—Staff

AH 403(2). Museum Studies Course—This course is designed to familiarize advanced art history students with issues affecting the art museum in contemporary society; areas of focus will be: museums in their historical context; museum management, ethics, exhibition and education policies; museums and modern art (the un-object, modern artists); museums and the technological environment—Danielle Rice, Wadsworth Atheneum. Prerequisite: AH 401 or permission of the instructor. Will meet at the Wadsworth Atheneum. Hours to be announced.

The following courses may be taken for major credit in Art History:

Classical Civilization 202 and 204.

Religion 253. Religious Painting in India.

STUDIO ARTS

All students (major and non-major) must have finished or be enrolled in their second terms 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 advanced majors receive 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.

Course requirements: 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. In addition, majors in the class of '84 and thereafter must define, in consultation with their adviser, a group of up to four courses already taken or yet to be taken, that are cognate to the studio arts and germane as well to each student's individual needs. Likely specific examples would include Dance 211, 212, Engineering 115L, 341, 342, Music 111, 112, Philosophy 214, Psychology 230, Theatre Arts 101, 102. Less specific examples would be the basic survey courses in any number of disciplines that would enrich the cultural background the student brings to the major: e.g., Classical Civilization, English, History, Intercultural Studies, the Natural Sciences, Philosophy, Religion. The cognate cluster must be approved by the Chairman.

As a final exercise each major is required to mount a one-man exhibition in the senior year and to participate in a final group exhibition.

Majors must arrange to have an adviser within the studio arts faculty by the beginning of their junior year.

A grade 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 in courses required for the major and in the senior exhibition

plus a presentation of a number of representative works at the end of the senior year for evaluation by the Department.

FALL 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 25.

Sec. A—Smith M 12:45–3:45

Sec. B—Chaplin Th 12:30–3:30

SA 113. Design I—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.—Tracy Th 3:00–6:00

SA 211. Painting I—Basic problems in color/shape/space relationships in a variety of media. Prerequisite: permission of the instructor. Enrollment limited to 15.—Chaplin TTh 4:00–6:00

SA 213. Printmaking I—Basic techniques in printmaking. Prerequisite: permission of the instructor. Enrollment limited to 15.—Tracy WF 4:00–6:00

SA 215. Sculpture I—Basic problems in three-dimensional form in a variety of media. Prerequisite: permission of the instructor. Enrollment limited to 15.—Smith M 4:00–6:00 T 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: permission of the instructor.—Tracy F 12:45–3:45

SA 219. Design II—A continuation of the basic design courses. Students are encouraged to develop and sustain their own concepts. Prerequisite: permission of the instructor.—Smith T 3:00–6:00

SA 311. Painting Project Study—Independent study with two full faculty critiques. May be repeated. Prerequisite: all first level (I) courses; two second level (II) courses.—Staff

SA 313. Printmaking Project Study—Independent study with two full faculty critiques. May be repeated. Prerequisite: all first level (I) courses; two second level (II) courses.—Staff

SA 315. Sculpture Project Study—Independent study with two full faculty critiques. May be repeated. Prerequisite: all first level (I) courses; two second level (II) courses.—Staff

SPRING TERM

SA 112. Drawing I (See Fall Term)—Prerequisite: permission of the instructor. Enrollment limited to 20.

Sec. A—Smith M 12:45–3:45

Sec. B—Chaplin Th 12:30–3:30

Sec. C—Tracy F 12:45–3:45

SA 114. Design I (See Fall 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.—Tracy W 12:30–3:30

SA 212. Painting II—Intermediate study in color/shape/space. Prerequisite: 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: all first level (I) courses, permission of the instructor. Enrollment limited to 15.—Tracy WF 4:00–6:00

SA 216. Sculpture II—Intermediate study in three-dimensional form. Prerequisite: all first level (I) courses, permission of the instructor. Enrollment limited to 15.—Smith M 4:00–6:00 W 12:45–2:45

Greece and Rome. Topics to be considered will include: ideas of individualism and community; the tension between freedom and governance; the relationship of gods and men; concepts of knowledge, art, and ethics.—Bradley TTh 11:20

Colloquium—First-year 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 first-year Guided Studies students but carries no separate academic credit.—Bradley, Desmangles, Hyland, and guest faculty M 2:40

Second-year Courses

243. Historical Patterns of European Development, II—This course will examine the evolution of European society between 1700 and 1950 with particular attention to the impact of the French and Industrial Revolutions. Students will study not just the history but also the historiography of such vital questions as the origins of modern ideologies, the development of mass politics, imperialism and its causes, the impact of the Russian Revolution, and the course of the modern Thirty Years War (1914–1945). There will be extensive consideration of differences and similarities in the transition of various European states from “tradition” to “modernity.” Students will also examine the relevance of such terms as “totalitarianism” and “modernization” to historical study.—Kassow TTh 9:55

253. Literary Patterns in European Development, II—A study of the interaction of literature and history from the 18th to the 20th centuries. Topics will include literary dimensions of the Enlightenment; the historical implications of 18th-century social satire; the rise of the novel and its relationship to the development of the city and the middle classes; the effect of the French Revolution on literature; the influence of industrialism; the Romantic impulse; millennial expectations; and the alienation of the artist in modern culture.—Riggio TTh 11:20

SPRING TERM

First-year Courses

222. Biblical Foundations in Western Culture—The development of Hebraic understandings of the human and divine in history will be traced from the Old Testament texts, through the encounter with Hellenism in the intertestamental period to their consolidation in Rabbinic Judaism and Early Christianity. Prerequisite: permission of instructor. (Same as Religion 222.)—Gettier WF 1:15

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.—Painter MWF 10:30

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 W 2:40

To complete the Guided Studies sequence, second-year students are to take *one* of the following courses (see Philosophy Department and College Courses listings for details):

Philosophy 208. Philosophical Themes in Science (Spring Term)

Philosophy 301. History of Philosophy I (Fall Term)

Philosophy 302. History of Philosophy II (Spring Term)

Philosophy 303. History of Philosophy III (Fall Term)

Philosophy 304. History of Philosophy IV (Spring Term)

College Course 241. History of Science and Technology I (Fall Term)

College Course 242. History of Science and Technology II (Spring Term)

History

PROFESSORS STEELE, Acting Chairman,

BANKWITZ, DAVIS, DOWNES, PAINTER, SICHERMAN, SLOAN*, AND
WEAVER; ASSOCIATE PROFESSORS KASSOW, LEACH, AND WEST††;**

ASSISTANT PROFESSORS LESTZ, PENNYBACKER, AND RICHARDS;

LECTURERS GOODENOW AND SPENCER

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, to be taken in the History Department, 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. American History (including United States and Latin America)
Two courses
3. Non-Western History (Africa, Middle East, Asia, Russia)
Two courses
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. *Either* two double-credit seminars (History 405, 406) *or* one double-credit seminar and one

*Sabbatical Leave, Fall Term

**Sabbatical Leave, Spring Term

††Leave of Absence, Spring Term

regular, one-credit seminar (History 401, 402) together with a tutorial related to the subject of that seminar.

3. A thesis in the senior year. Thesis topics must be approved by the end of the junior year.

The following courses, while not offered in the History Department, are recommended to students majoring in History. These courses may not be counted towards satisfying distributional requirements for the History Major, but they may be counted for the purpose of fulfilling the twelve-course quantitative requirement for the Major.

- Economics 213: Business and Entrepreneurial History
 Economics 321: American Economic History
 Political Science 107: East Asian Civilization: China and Japan (to 1800)
 Political Science 108: East Asian Civilization: China and Japan (1800 to the Present)
 Political Science 221: Political Development in Modern China: From Confucian Empire to People's Republic
 Political Science 331: The Chinese Revolution: 1900-1950]

The following College courses will be offered during the academic year 1983-1984 by Professor Robert Palter, Dana Professor of the History of Science. All of these courses will be acceptable for history major credit although they may not be counted towards satisfying distribution requirements for the history major.

FALL TERM

241. History of Science and Technology I—This is the first half of a two-semester sequence designed to trace the development of scientific ideas and techniques and some of their practical applications from the beginnings of modern science in the sixteenth century to the middle of the twentieth century. Emphasis will be on the physical sciences and biology, but some attention will be devoted to the social and cultural impact of the natural sciences and technology. This course will end with the French Enlightenment around the middle of the eighteenth century. Readings will include excerpts from the writings of such scientists as Galileo, Descartes, William Harvey, Newton, Benjamin Franklin and Buffon, as well as secondary accounts.—Palter TTh 1:15

252(1). Religion and Science: Allies or Enemies?—After evaluating possible meanings for "science" and "religion," the course will examine several key historical episodes in detail: the trial of Galileo by the Inquisition; the rise of Newtonian science and Enlightenment deism; Darwinian evolution and the nineteenth-century loss of faith. Finally, the question will be raised as to what sorts of religious belief, if any, can be reconciled with the findings of modern science. Answers will be explored in the writings of contemporary scientists, philosophers and theologians.—Palter TTh 9:55

381. Newton's Life, Society and Thought—This seminar will begin with a broad introductory survey of Newton's life and society, and an overview of his intellectual development (including lectures and readings, in Newtonian texts and in secondary sources). Students will then give oral reports on some selected historical or philosophical aspect of Newton's work in mathematics, physics, alchemy or theology. A research paper on a topic of the student's choosing will be due at the end of the term. Prerequisite: a year of college physics or permission of the instructor.—Palter W 1:15

SPRING TERM

242. History of Science and Technology II—A continuation of College Course 241, this course will begin at the time of the American and French Revolutions and end around World War II. Readings will include excerpts from the writings of such scientists as Lavoisier, Dalton, Faraday, Maxwell, Darwin, Behr and James Watson, as well as secondary accounts. College Course 241 is not a prerequisite.—Palter TTh 1:15

342. Geniuses, Wizards and Madmen—Images of the scientist and of technology from ancient times to the present as reflected in theatre and film. Works to be studied include Aristophanes' *The Clouds*, Johnson's *The Alchemist*, James Whale's *Frankenstein*, and Charlie Chaplin's *Modern Times*.—Jenkins and Palter TTh 9:55

382. Technology and American History—This course will begin with a broad introductory survey of the diverse ways in which technology has shaped, and been shaped by, leading trends in American history. Students will then give oral reports on some significant aspect—economic, social, political, aesthetic—of the history of American technology. A research paper on a topic of the student's choosing will be due at the end of the term. Prerequisites: a college-level course in American history and permission of the instructor. (Same as History 325(2) Section A)—Palter W 1:15

History majors are strongly advised to select, in consultation with their advisers, courses in the Social Sciences and Humanities appropriate to their interests and relating to their coursework in the History Department. The Department urges majors to attain proficiency in a foreign language, especially where appropriate for upper-level coursework in History. 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 Fall 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.

FALL TERM

101. Introduction to the History of Europe—Topics in the history of Western Europe from Carolingian times to 1715. Prerequisite: permission of the instructor.

Sec. A—Pennybacker F 9:30 Sec. C—Downs F 10:30 Sec. E—Pennybacker F 10:30
Sec. B—Painter F 10:30 Sec. D—Downs F 11:30

(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. Prerequisite: permission of the instructor.

Sec. A—Bankwitz WF 1:15

Sec. B—Kassow TTh 2:40

103. The City in American History—Cities in the colonies and in the new nation, the urban demography, immigration, social mobility, the political machine, the ghetto.—Weaver WF 1:15

[191. Historical Geography]—An initial survey of some of the general geological and physical aspects of the earth will be followed by an examination of the way in which specific geographical environments seem to have influenced historical developments. Special emphasis will be placed on selected case studies. (Same as Intercultural Studies 191.)

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.—Richards 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. Prerequisite: permission of the instructor.—Davis MWF 9:30

207. England to 1714—The political, constitutional, economic, and social evolution from the Roman conquest to the death of Queen Anne.—Painter MWF 11:30

209. Black Americans before 1865—Afro-American life and culture in antebellum America. Particular emphasis upon the Slavery experience. Required of beginning majors concentrating in Afro-American Studies. (Same as Intercultural Studies 207.)—Richards MWF 8:30

211. American Culture and Society Since the Gilded Age—A study of American culture, "high" and "low," in its complex relationship with economic and social change. (Same as American Studies 201.)—Sicherman TTh 1:15

241. History of China, Shang to Ming—A survey focused on the development of Chinese politics, culture, and society from 1600 B.C. to the conclusion of the Ming dynasty in 1644 A.D. This course will provide a historical introduction to the growth of a unified Chinese empire with its own homogeneous intellectual tradition and will explore this empire's coexistence with an

enormously varied cluster of regional cultures. (Same as Intercultural Studies 241).—Lestz TTh 9:55

301. History of the Middle Ages 476–1099—The fall of Rome to the fall of Jerusalem, including Islam and the Byzantine Empire.—Downs MWF 9:30

[305. England, 1485–1714]—Tudor and Stuart England with emphasis on the political, constitutional and religious history of the period.

307. Russia to 1881—Russia from earliest times to the death of Alexander II with special emphasis on the 18th and 19th centuries. Prerequisite: permission of the instructor. (Same as Intercultural Studies 307).—West TTh 9:55

312(1). Colonial America—The political, economic and social history of the period.—Weaver MWF 9:30

314(1). Civil War and Reconstruction—Slavery and the shape of Southern society, Blacks in the North, the abolitionists, the causes of the War, Reconstruction.—Spencer WF 1:15

320(1). Modern France—The development of France from 1789 to the present stressing the problems of the Third Republic. Prerequisite: permission of the instructor.—Bankwitz TTh 1:15

325. Selected Themes in American History

Sec. A—American Women in Comparative Perspective—A historical and comparative analysis of the changing roles, images, and status of women in American society, with an emphasis on the experiences of women in a range of social, geographical, and cultural contexts: working and middle class, Northern and Southern, White, Afro-American and Native American, among others. Examination of the status of woman as wife, lover, mother, and worker in her own particular context, as well as from the perspective of the dominant values of American society. (Same as Intercultural Studies 315).—Richards TTh 11:20

Sec. B—Education in American History: To the Civil War—Explores the configurations and purposes of education in this nation's formative years. The school, the college, the family, the church and other educational agencies will be studied through the use of interpretive sources and primary materials from the Watkinson Library.—Goodenow TTh 9:55

[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. (Same as Intercultural Studies 327.)

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. (Same as Intercultural Studies 329).—Steele MWF 10:30

[331. 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. (Same as Intercultural Studies 333.)

333. The Roman Republic, 265–44 B.C.—A political, economic, and social survey of Roman history from the beginning of Rome's expansion overseas to the end of the Republic with emphasis on the Age of Cicero and Caesar.—Davis MWF 8:30

[335. Greece before Alexander]—A study of the political, economic, and social development of Greece from Solon to the loss of Greek independence after Chaeronea, with special emphasis on the growth of democracy at Athens.

[345. United States-East Asian Relations, 1791–1982]—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 on U.S.-Chinese relations but with due attention to Japan and Korea.

[347. Japanese Relations with East Asia: the Road to Imperialism]—An examination of East Asian responses to foreign influences in the 19th and 20th centuries, with particular emphasis

on the relationship of Japan to China and on Japan's imperialist adventures in Korea and Taiwan.

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—The Age of Alexander the Great—Davis M 1:15

Sec. B—Peasants and Peasant Cultures—West T 1:15

Sec. C—The Immigrant Experience in America—Sicherman W 1:15

Sec. D—British Society and the First World War—Pennybacker W 6:30 (also offered as History 527)

Sec. E—Topics in United States-East Asian Relations—Lestz T 6:30 (also offered as History 582)

403-404. Thesis—Steele and staff

405. Europe Between the Wars—An examination of political and social developments, as well as cultural movements, in Western and Central Europe during the "20 year Armistice," 1919 to 1939. Prerequisite: permission of the instructor. (2 course credits.)—Bankwitz and Steele M 1:15

Note: The following graduate courses are open in the Fall Term to history majors with the permission of the instructor and the Office of Graduate Studies.

527. British Society and the First World War—An examination of a number of topics in the economic, social and political history of early 20th century Britain.—Pennybacker W 6:30

582. Topics in United States-East Asian Relations—This course will examine the pattern of U.S.-East Asian relations from 1850 to 1982. The central concern of the course will be America's relationship with China but relations with Japan, Korea and other Asian societies will be considered.—Lestz T 6:30

601. Seminar: American Historiography—Special topics in the literature of American History, methods and techniques of research.—Weaver Th 6:30

SPRING TERM

102. Introduction to the History of Europe—Western Europe from 1715 to the present. Prerequisite: permission of the instructor.

Sec. A—TBA TTh 9:55 **Sec. B—Bankwitz** TTh 1:15 **Sec. C—Pennybacker** TTh 11:20

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 19th 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. Prerequisite: permission of the instructor.

208. England from the Accession of George I—The development of England, Great Britain, the Empire and Commonwealth from 1714 to the present.—Pennybacker MWF 11:30

210. Black Americans Since 1865—The Afro-American experience in the United States since the Civil War. Strategies and tactics of economic and social survival utilized by Afro-Americans in the 20th Century will be emphasized. (Same as Intercultural Studies 208.)—Richards MWF 8:30

242. The History of China, Ch'ing to 1971—A survey of modern Chinese history in the period covering the last traditional dynastic state (1644-1911) and 20th Century China. Emphasis on the collapse of the Confucian state, China's "Enlightenment," and the Chinese Revolution. (Same as Intercultural Studies 242.)—Lestz MWF 9:30

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

303(2). Renaissance Europe—A survey of European history from 1300 to 1517 with special at-

tention to be given to the Italian Renaissance. (½ course credit.)—Painter MWF 10:30 (This course will end on March 7, 1984.)

304. Reformation Europe—A survey of European history from 1517 to 1648 with special attention given to the Continental Reformation. (½ course credit.)—Painter MWF 10:30 (This course will begin on March 9, 1984.)

308. The Rise of Modern Russia—Imperial Russia and the Soviet Union. Prerequisite: permission of the instructor. (Same as Intercultural Studies 308.)—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.—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 9:30

[313(2). Latin America]—A survey of the Iberian cultures of the Western Hemisphere. Prerequisite: permission of the instructor. (Same as Intercultural Studies 313(2).)

315. Women in America—An examination of women's varied experiences in the public and private spheres, from their own perspective as well as that of the dominant society. The experiences of women of different classes and races will be compared, as will the relationship between images of women and the changing realities of their lives. Emphasis on the 19th and 20th Centuries.—Sicherman TTh 1:15

318. Twentieth-Century America: From 1914 to 1960—An examination of political, social and economic developments; discussion of ethnic groups, minorities and women, using novels to supplement analysis.—Richards TTh 11:20

322. Modern Europe, 1870–1945—Europe in the age of imperialism, socialism, totalitarianism, and scientific war. Prerequisite: permission of the instructor.—Bankwitz TTh 2:40

325(2). Selected Themes in American History

Sec. A—Technology and American History—This course will begin with a broad introductory survey of the diverse ways in which technology has shaped, and been shaped by, leading trends in American history. Students will then give oral reports on some significant aspect—economic, social, political, aesthetic—of the history of American technology. A research paper on a topic of the student's choosing will be due at the end of the term. Prerequisites: a college-level course in American history and permission of the instructor. (Same as College Course 382.)—Palter W 1:15

Sec. B—Education in American History: From the Civil War to the Present—A course oriented to the intersection of American social history and education, drawing upon recent literature on urbanization, immigration, reform, ideology and regional development. Connecticut and Hartford will be given special attention.—Goodenow MW 1:15

Sec. C—Progressive Lives: A Cultural History of the United States, 1890–1920—The multi-faceted Progressive Era will be studied by examining the lives of selected men and women. Emphasis on autobiography and biography as well as on works by the individuals.—Sicherman TTh 9:55

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. (Same as Intercultural Studies 328.)—Steele MWF 10:30

330. Modern Japan, 1800–1980—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. (Same as Intercultural Studies 330.)—Lestz MWF 11:30

336. Modern Jewish History—This course will examine major trends in Jewish history since 1789. There will be particular emphasis on Jewish society in Eastern Europe and the breakdown of orthodox hegemony. Topics will include the Haskala, the Bund, the development of Zionism, the interwar period in Eastern Europe, the Holocaust, and the State of Israel. The approach will be primarily that of intellectual history with emphasis on the secular aspects of Jew-

ish history. Prerequisites: History 102 or its equivalent and permission of the instructor.—Kassow W 1:15

[343(2). **Ch'ing China, 1644–1911**—A detailed examination of the bureaucratic practices, institutional structure, and political philosophy of Ch'ing China. Emphasis on the Ch'ing state at the height of its powers in the 17th and 18th Centuries, in terms of its responses to internal rebellions and to the West, on the regional and demographic characteristics of the Ch'ing; and on the economic disintegration of the imperial system.

[344. **Revolution in China: 1898–1975**—An examination of the development of a revolutionary political and intellectual tradition in 20th-century China. (Same as Intercultural Studies 344.)

[346. **Intellectual Foundations of Modern East Asia**—The major elements of East Asia's traditional social and political culture will be compared to the ideological systems of 20th-century China and Japan in order to determine the degree of intellectual continuity in contemporary East Asia. Topics will include Confucianism and its role in Chinese nationalism and communism as well as the influence of Bushido on Japanese Pan Asianism and ultranationalism. (Same as Intercultural Studies 346.)

349(2). **Self and Society in Modern China**—This course will examine the relationship between individuals and their society in the context of 19th and 20th Century Chinese history. The careers of prominent Chinese intellectuals and political figures will be explored as well as the struggle of ordinary Chinese to adapt their lives to a changing social milieu.—Lestz TTh 9:55

[355(2). **America in the Age of Uneasy Nationalism, 1815 to 1860**—Social, political, economic, and constitutional developments in the United States from the end of the War of 1812 to the coming of the Civil War. Emphasis on the dynamics of national growth and emerging sectional rivalries; on technological innovation and modernization; and on the relationship of social tensions and reform activities.

386. **Planetary History**—An attempt to characterize the main outlines of the growth of the human community as it has changed down through the centuries. The course will take up such questions as the increase and distribution of global population, the movement of trade, the development and diffusion of techniques of animal husbandry and agriculture, urbanization, and the origin and spread of important ideas and institutions. Emphasis will be placed on developments which have led to an increase of human interdependency. Prerequisite: permission of the instructor. (Same as Intercultural Studies 386.)—Steele TTh 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—**The Crusades**—Downs W 1:15

Sec. B—**Topics in the Twelfth Century** (also offered as History 602)—Downs M 7:30

Sec. C—**Early America**—Weaver M 1:15

Sec. D—**New England** (also offered as History 550—junior and senior majors only)—Weaver Th 6:30

Sec. E—**The United States in the Prosperous Years, 1900–1929**—Leach M 1:15

Sec. F—**Labor and the Left in the United States, 1860–1955** (also offered as History 558)—Leach T 6:30

Sec. G—**The Great Depression and the New Deal**—Richards M 1:15

Sec. J—**The Third French Republic**—Bankwitz W 1:15

403-404. **Thesis**—Steele and Staff TBA

406. **Topics in British Historiography**—An examination of some of the classic and controversial interpretations of British history from the 16th to the 20th Centuries. Preference given to Intensive Study history majors. (2 course credits.)—Painter and Pennybacker M 1:15

Note: The following graduate courses are open in the Spring Term to history majors with the permission of the instructor and the Office of Graduate Studies.

550. **New England**—The concept of regionalism; political, intellectual, and social development during the colonial and national periods; industrialization, immigration, cultural conflicts and adjustments.—Weaver Th 6:30

558. Labor and the Left in the United States, 1860-1955—An examination of the experience of wage-earners to the founding of the AFL-CIO. Particular attention will be given to the forms and fates of workers' political and economic organizations, but the seminar will also address topics in the social and cultural history of the working class. We will attempt to establish why American workers have never turned *en masse* to socialism or to independent political action.—Leach T 6:30

602. Seminar: The 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 M 7:30

Intercultural Studies Program

ASSOCIATE PROFESSOR DESMANGLES, *Director*; PARTICIPATING FACULTY:
PROFESSORS BATTIS, DAVIS, GASTMANN, MAHONEY, N. MILLER, STEELE,
VOHRA; ASSOCIATE PROFESSORS BENTON, DJAPARIDZE, KASSOW, KERSON,
S. LEE, MACE, J. MILLER, REILLY, SACKS, SCHULTZ, WEST;
ASSISTANT PROFESSORS FINDLY, KIENER, RICHARDS, WADE;
VISITING ASSOCIATE PROFESSOR GOODENOW; VISITING ASSISTANT
PROFESSOR JOHNSON; LECTURER ANTAR

Intercultural Studies is an interdisciplinary program which is concerned with the study of culture and cultural institutions as human phenomena. More precisely, it acquaints students with different modes of cultural expression across the world, the ways in which cultures interact with and influence each other, and the cultural, economic, and political effects of these interactions. As an interdisciplinary program, Intercultural Studies relies upon the methodologies and modes of inquiry used in numerous academic disciplines.

Majors in Intercultural Studies may choose to pursue their academic work in two principal concentrations: *Area Studies*, a concentration in the study of a specific culture in one geographical area of the world—Africa, Afro-America, Asia, Latin America, Russia; or *Comparative Studies*, a comparative study of cultures in different parts of the world. Students planning to major in Intercultural Studies must, in consultation with a participating faculty member named above, construct a coherent sequence of courses that reflects one or more specific aspects of human culture. Although not a requirement, Majors are strongly encouraged to include in their programs a period of off-campus study, either in the United States or abroad, preferably in an area of the world directly linked with their research.

The Program in Intercultural Studies strongly recommends that students take, in a variety of academic disciplines, cognate courses whose contents relate directly to students' fields of study. These disciplines include: Anthropology, Comparative Literature and/or the literature of the culture or cultures which Majors are studying, Religion, History, Art, Philosophy, Economics, Political Science, Psychology, Sociology, and Urban Studies. Moreover, the Program recommends very strongly to its Majors that they acquire a working knowledge of the major language or languages spoken in the culture or cultures which they are studying.

Majors are also expected to participate in the Program's Final Evaluation before graduating. It consists of a thesis, and/or a project, and a comprehensive examination (written or oral) in which Majors demonstrate their competence in Area Studies or in Comparative Studies. Participation in the Final Evaluation may be waived only in extraordinary cases.

Honors are awarded to students who attain a minimum of A— average in courses in their major, as well as Distinction in the Final Evaluation.

THE INTERCULTURAL STUDIES MAJOR

Area Studies—To include ICS 201, 301, five area studies courses, three comparative courses, two additional courses approved by the program, and the Final Evaluation.

Comparative Studies—To include ICS 201, 301, five comparative courses, three area studies courses, two additional courses approved by the program, and the Final Evaluation.

CORE COURSES

FALL TERM

201. 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. (Same as Sociology 211.)—Desmangles TTh 9:55

301. Cultural Theory—Normally to be taken in the sophomore or junior year, this course examines the methodological and theoretical issues involved in the study of cultural contact and cultural change. It will also analyze the cultural, economic, and political consequences of cultural contact in various historical settings. Required of all Intercultural Studies majors. Prerequisite: ICS 201 or permission of the instructor.—J. Miller W 1:15

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 Director prior to preregistration.—Staff

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 and the Program Director.—J. Miller and Staff TBA

SPRING TERM

221(2). Ethics and International Community—It is generally agreed that a nation and its citizens have moral rights and obligations with respect to one another. But do these rights and obligations extend beyond national boundaries? Does a wealthy nation have an obligation to provide aid to starving citizens of other nations? Do wealthy individuals have an obligation to alleviate the suffering of persons with whom they do not share nationality? This course seeks to assist students in formulating and evaluating answers to these and other questions concerning international relations. (Same as Philosophy 221(2).)—Wade MWF 10:30

386. Planetary History—An attempt to characterize the main outlines of the growth of the human community as it has changed down through the centuries. The course will take up such questions as the increase and distribution of global population, the movement of trade, the development and diffusion of techniques of animal husbandry and agriculture, urbanization, and the origin and spread of important ideas and institutions. Emphasis will be placed on developments which have led to an increase of human interdependency. Prerequisite: permission of the instructor. (Same as History 386.)—Steele TTh 1:15

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 Director prior to preregistration.—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 and the Program Director.—Staff

AFRICAN STUDIES COURSES

FALL TERM

[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. (Same as Religion 285.)

[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. (Same as History 327.)

[333. **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. (Same as History 331.)

SPRING TERM

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

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.

FALL 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 MWF 8:30

211. Afro-American Literature to 1930—A survey of Afro-American writing of the 18th, 19th, and early 20th Centuries. Topics to be considered include: literary reactions to slavery, the slave narratives, the development of the Afro-American novel, and the interplay between Afro-American oral and literary traditions. Readings in Wheatley, Hammon, Frederick Douglass, Charles Chestnutt, Dunbar, Du Bois, and James Weldon Johnson, among others.—J. Miller TTh 9:55

SPRING TERM

208. Black Americans Since 1865—The Afro-American experience in the United States since the Civil War. Strategies and tactics of economic and social survival utilized by Afro-Americans in the 20th Century will be emphasized. Required of beginning majors concentrating in Afro-American Studies. (Same as History 210.)—Richards MWF 8:30

212. Twentieth Century Afro-American Literature—A survey of significant developments in 20th Century Afro-American poetry and fiction, with emphasis on the responses of black writers to the changing social and political conditions of the black community.—J. Miller 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.)

ASIAN STUDIES COURSES

FALL TERM

107. 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 Political Science 107.)—Vohra TTh 11:20

111. Intensive Elementary Chinese (I)—Designed to develop fundamental skill in both written and spoken Mandarin. Three hundred characters are designated to be learned by the end of the semester. The Tuesday and Thursday classes will introduce grammatical structures and the written system, and the other sessions will emphasize pronunciation and dialogue drills. Two hours a week in the language laboratory are also required, one of those hours to be supervised.

(2 course credits)—Instructor Wen-Tao Cheng, and drill supervisor TTh 3:20-4:50
MWF TBA supervised laboratory hour TBA.

151. Religions of Asia—An introduction to the major religions of Asia: Hinduism, Buddhism, Taoism, and Confucianism, with special emphasis on how each of these modes of thought gives rise to a special vision of man in the universe, a complex of myth and practice and a pattern of ethical behavior. (Same as Religion 151.)—Findly MWF 9:30

221. Political Development in Modern China: From Confucian Empire to People's Republic—Topics include the breakdown of the traditional imperial system; stages of radicalization and assimilation of Western ideas, ideologies and political institutions; national integration; revolutionary movements; and the establishment of the People's Republic of China and politics in contemporary China. (Same as Political Science 221.)—Vohra TTh 2:40

241. History of China, Shang to Ming—A survey focused on the development of Chinese politics, culture, and society from 1600 B.C. to the conclusion of the Ming dynasty in 1644 A.D. This course will provide a historical introduction to the growth of a unified Chinese empire with its own homogeneous intellectual tradition and will explore this empire's coexistence with an enormously varied cluster of regional cultures. (Same as History 241.)—Lestz TTh 9:55

253. Religious Painting in India—An examination of the traditions of painting in India and of the religious literature important to their background and interpretation. Topics covered will be Buddhist painting from the Jains, "world histories" of the imperial Mughals, and devotional miniatures of the Hindus in the Hills. (Same as Religion 253.)—Findly TTh 9:55

[255. Hinduism]—An introduction to the thought and practice of traditional Hinduism, with special emphasis on perceptions of the "self"—the duties of ritual and caste morality, the meditations of the forest yogis, and the religious fervor of devotees to Shiva and Krishna. Readings from Manu, the Upanishads, the Bhagavad Gita, the Vedanta sutras, Jayadeva, the Indian novel, and Tagore. (Same as Religion 255.)

257. Religions of China and Japan—A study of the religious traditions of China and Japan with special attention to the themes of "art, man and nature" in literature and lifestyle. Readings from Taoist and Confucian texts, Buddhist sutras, Shinto myths, and the writings of the Zen Masters. (Same as Religion 257.)—Findly TTh 11:20

SPRING TERM

103(2). 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. Permission of the instructor. (Same as Art History 103(2).)—Mahoney TTh 1:15

108. 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 107 in Fall Term.) (Same as Political Science 108.)—Vohra TTh 11:20

112. Intensive Elementary Chinese (II)—A continuation of Intensive Elementary Chinese I; same meeting hours and requirements, with emphasis on conversational practice. Approximately three hundred more characters will be learned. Students are expected to master most of the spoken patterns by the end of the semester. Prerequisite: Chinese 111 or equivalent. (2 course credits)—Instructor Wen-Tao Cheng, and drill supervisor—TTh 3:20-4:50
MWF TBA supervised laboratory hour TBA.

242. The History of China, Ch'ing to 1971—A survey of modern Chinese history in the period covering the last traditional dynastic state (1644-1911) and 20th-century China. Emphasis on the collapse of the Confucian state. China's "Enlightenment," and the Chinese Revolution. (Same as History 242.)—Lestz MWF 9:30

256. Buddhist Thought—An examination of fundamental concepts in Buddhist philosophy as they reflect an ongoing conflict between faith and reason: the non-self, dependent origination,

karma and nirvana. Special emphasis will be placed on the meaning of these concepts for the Buddhist way of life. Readings from classical Theravada and Mahayana texts. (Same as Religion 256.)—Findly TTh 9:55

258. The Asian Mystic—An examination of the mystic in Asian religious traditions. Special attention will be given to mysticism and heresy, the psychological and theological sources of mystical experience, and the distinctive characteristics of mystical language. Readings from Indian, Tibetan, and Chinese sources. (Same as Religion 258.)—Findly TTh 11:20

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. (Same as History 330.)—Lestz MWF 11:30

[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 12 students. Prerequisite: permission of the instructor. (Same as Political Science 331(2).) (Next given Spring 1985.)

332. 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 12 students. Prerequisite: permission of the instructor. (Same as Political Science 330.) (Not given Spring 1985)—Vohra W 1:15

[344. Revolution in China: 1898–1975]—An examination of the development of a revolutionary political and intellectual tradition in 20th-century China. (Same as History 344.)

[346. Intellectual Foundations of Modern East Asia]—The major elements of East Asia's traditional, social and political culture will be compared to the ideological systems of 20th-century China and Japan in order to determine the degree of intellectual continuity in contemporary East Asia. Topics will include Confucianism and its role in Chinese nationalism and communism as well as the influence of Bushido on Japanese Pan Asianism and ultranationalism. (Same as History 346.)

LATIN AMERICAN STUDIES

FALL TERM

273. Introduction to Spanish American Literature—The purpose of this first course in Spanish American literature is to familiarize the student with some of the major authors and works of the modern and contemporary periods. Traditional and innovative literary currents will be studied against the background of the historical, political, and social reality of Spanish American life. Specific literary trends, such as "modernismo" and "realismo mágico" will be examined. Some representative authors are Sarmiento, Rubén Darío, Azuela, Borges, and García Márquez. (Same as Spanish 273)—Kerson WF 1:15

[363. Themes in Spanish American Literature]—Primarily through the essay, and to a lesser extent the novel, poetry and drama, several selected themes will be explored, such as: the nature and contribution of the Spanish colonization; Mexican and Argentinian self-definition; dictatorship, exploitation, and imperialism; the Caribbean. (Same as Modern Languages 363.)

SPRING TERM

[313(2). Latin America]—A survey of the Iberian cultures of the Western Hemisphere. Prerequisite: permission of the instructor. (Same as History 313(2).)

[317(2). 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: permission of the instructor. (Same as Political Science 317(2).) (Next given in Spring 1985.)

[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. Prerequisite: permission of the instructor.

370. Spanish American Essay—A study of the Spanish American essay of the nineteenth and twentieth centuries. Themes to be dealt with include: the civilization of Spanish America and its origins, national identity, Spanish American philosophy and political thought. Some of the authors to be read are: Domingo Faustino Sarmiento, José Enrique Rodó, Samuel Ramos, Alfonso Reyes, Octavio Paz, and Leopoldo Zea. (Same as Spanish 370.)—Kerson WF 1:15

MIDDLE EASTERN STUDIES

FALL TERM

109. Introductory Arabic I—Introduction to the script and phonology of Arabic, study of its grammatical rules, syntactical patterns and morphology, with a carefully controlled vocabulary selected from modern writings. Designed to develop basic skills, including the ability to read and understand the language. Required lab work. (Same as Arabic 105.)—Antar TBA

181. Islam—An introduction to the world religion of Islam in classical and modern times. The course is both historical and thematic, focusing on the career of Muhammad and the Qur'an, law, theology, religious and social institutions, Muslim solidarity, mysticism, and modernism. (Same as Religion 181.)—Kiener TTh 1:15

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. (Same as History 329.)—Steele MWF 10:30

SPRING TERM

110. Introductory Arabic II—Continuation of Arabic 109, with the completion of essential grammar and further vocabulary building through oral and written practice. Readings from the Qur'an and classical writings. Required lab work. Prerequisite: Arabic 109 or the equivalent. (Same as Arabic 106.)—Antar TBA

RUSSIAN STUDIES

FALL TERM

213. The Russian Short Story—A study of short prose forms in Russian literature, including the anecdote, folk tales, story cycle, *skaz* and novella. Students with adequate language preparation will be encouraged to do some of the reading in the original. (Same as Russian 201.)—Johnson TTh 9:55

261. The Great Tradition of the Russian Novel—A selection of the principal works of the novelists of the nineteenth and early twentieth century—Tolstoy, Turgenev, Goncharov, Dostoevsky, Sologub, and Bely—against a background of similar trends in European culture. (Same as Russian 251.)—Djaparidze MW 1:15

307. Russia to 1881—Russia from earliest times to the death of Alexander II with special emphasis on the eighteenth and nineteenth centuries. Prerequisite: permission of the instructor. (Same as History 307.)—West TTh 9:55

SPRING TERM

262. Soviet Literature—A survey of Soviet literature from 1917 to the Present. Literary theory and experimentation of the early Revolutionary years; the avant-garde of the 1920's; Socialist Realism, dissident voices. Representative writers such as Blok, Mayakovsky, Pilnyak, Babel,

Zamyatin, Olesha, Sinyavsky-Tertz, Bulgakov, Sholokhov, Pasternak, Solzhenitsyn. (Same as Russian 252.)—Djapardize MW 1:15

308. The Rise of Modern Russia—Imperial Russia and the Soviet Union. Prerequisite: permission of the instructor. (Same as History 308.)—Kassow TTh 9:55

326. The Soviet Economy—A study of the organization, resource allocation problems and performance of the Soviet economy. Prerequisites: Economics 301 or permission of the instructor. (Same as Economics 324.)—Battis M 1:15

COMPARATIVE STUDIES COURSES

FALL TERM

105. 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. (Same as Political Science 103.)—Gastmann TTh 9:55

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.)—TBA

[191. Historical Geography]—An initial survey of some of the general geological and physical aspects of the globe will be followed by an examination of the way in which specific geographical environments seem to have influenced historical developments. Special emphasis will be placed on selected case studies. (Same as History 191.)

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. (Same as Economics 203.)—TBA TTh 9:55

243. Education in Global Perspective—Explores educational systems of Western and non-Western nations. The transfer of educational ideas and institutional forms as well as programs for literacy and adult education will be considered. Other topics include the role of international agencies and current literature on cultural imperialism. (Same as Educational Studies 243.)—Goodenow W 7:00 P.M.

[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 Religion—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.)—Desmangles MWF 10:30

[289. Cult and Cultism]—An anthropological study of the rise and development of cults in traditional (primitive) cultures engendered by the impact of colonization, the spread of Christianity and Western technology in so-called Third World cultures. Among others, the course emphasizes the revival, the millenarian, the Cargo, and messianic cults. Special attention is given to the origin, the nature, the social functions and dysfunctions of these cults, as well as the methodology used to study them. (Same as Religion 289.)

315. American Women in Comparative Perspective—A historical and comparative analysis of the changing roles, images, and status of women in American society, with an emphasis on the experiences of women in a range of social, geographical, and cultural contexts: working and middle class, Northern and Southern, White, Afro-American and Native American, among others. Examination of the status of woman as wife, lover, mother, and worker in her own particular context, as well as from the perspective of the dominant values of American society. (Same as History 325, Section A.)—Richards TTh 11:20

337. 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. Prerequisite: permission of the instructor. (Same as Educational Studies 331.)—Schultz TTh 1:15

[343. The Sociology of Literature]—An 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 milieu in which they lived. (Same as Sociology 343.)

SPRING TERM

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 myth, rite and sacrament. (Same as Religion 184.)—Desmangles MWF 9:30

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. (1 course credit.) (Same as Sociology 214.)—N. Miller TTh 9:55

[216. 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. (Same as Economics 206.)

223(2). Alternative Economic Systems—A study of capitalism, market socialism and central planning, and a survey of the structure and performance of several economic systems. Prerequisites: Economics 101 and permission of the instructor. (Same as Economics 207(2).)—Battis TTh 9:55

231(2). 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 Sociology 231(2).)—N. Miller TTh 11:20

[288. Magic, Possession and Spiritual Healing]—An anthropological approach to religion and magic. A cross-cultural analysis of the forms of spiritual healing in traditional (primitive) cultures. Emphasis is given to the manifestations of spiritual Power, the role of possession, magic, shamanistic utterances, and hallucinogens in the process of spiritual healing. (Same as Religion 288.)

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: permission of the instructor. (Same as Religion 290.)—Desmangles MWF 10:30

334. Gandhi and Merton—An evaluation of the life and ethical teachings of two men who tried to bridge the gap between East and West. Our focus will be the making of the religious personality, the tension between active and contemplative lifestyles, and the special issues of war and peace, civil disobedience, and non-violent resistance. (Same as Religion 334.)—Findly M 1:15

340. Selected Topics in Historical Foundations: American Education and Blacks—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 Educational Studies 322.)—Goodenow Th 1:15

Related Courses:

Economics 315(2). International Economics

Educational Studies 311. Selected Topics in Conceptual Foundations: Radical Ideas in Education

Political Science 103. Introduction to Comparative Politics

Political Science 101. International Politics I

Political Science 202. International Politics II

Political Science 313. International Law

Sociology 344(1). Population Studies

Sociology 372(1). Social Movements

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" and in the *Handbook*. Information about such majors may be obtained from Professor Albert L. Gastmann and Dean J. R. Spencer.)

PARTICIPATING FACULTY:

Robert A. Battis, Professor of Economics

Leslie G. Desmangles, Associate Professor of Religion and Intercultural Studies

Albert L. Gastmann, Professor of Political Science

Charles W. Lindsey, Visiting Assistant Professor of Economics

Thomas A. Reilly, Associate Professor of Political Science

Michael P. Sacks, Associate Professor of Sociology

H. McKim Steele, Professor of History

Ranbir Vohra, Professor of Political Science

James L. West, Associate 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 101: 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) Relations of Developed and Developing Nations
- 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 students' particular orientation and the field in which they are 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, WHITTLESEY** AND BUTCHER (PART TIME); ASSOCIATE PROFESSORS POLIFERNO AND WALDE; ASSISTANT PROFESSOR BERGSTRAND†††; VISITING ASSISTANT PROFESSORS GEORGES AND MAURO

MATHEMATICS MAJOR (For the classes graduating in 1984 and thereafter. Persons in earlier classes should see the 1981-82 edition of this Catalogue.)—Eleven courses in Mathematics with numbers greater than 205, including Mathematics 207, 221, 222, 307 and 400, and Mathematics 321 or 322 or 323. At least six of these courses must be at the 300-level or above. Before enrolling in Mathematics 321 or 322 or 323, the student should consult the instructors of these courses. Mathematics 520 may replace Mathematics 207. Grades of at least C- must be attained in the specified courses.

The Department of Mathematics strongly recommends that, among the courses which constitute their programs, Mathematics majors include at least one course from among Mathematics 206, 309 and 314.

The Senior Exercise for Mathematics majors is described under the heading Mathematics 400. This course is to be taken in the senior year. Exceptions can be considered only in extraordinary circumstances.

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.)

COMPUTER COORDINATE MAJOR WITH MATHEMATICS—Ten courses in Mathematics with numbers greater than 205, including Mathematics 207, 221, 222, 307, 309, and Mathematics

**Sabbatical Leave, Spring Term

†††Leave of Absence, Academic Year

206 or 314. When taken as a fifth computing course, Engineering 221 may be counted as one of these ten courses in Mathematics.

At least five of the ten courses must be at the 300-level or above.

Grades of C- or better must be attained in the prescribed courses.

COGNATE COURSES—There are many courses in other departments which have a bearing on or make considerable use of mathematics. Besides courses in physics and engineering, the Department calls students' attention to the more quantitatively-oriented courses in economics, political science, psychology and sociology, and to some of the offerings in philosophy, linguistics, music and fine arts.

For specific recommendations, students should see their advisers.

FALL TERM

100(1). Algebra and Analytic Geometry—Real numbers, inequalities, functions, polynomials and graphs. This course is designed to combine a review of algebra with preparation for Mathematics 110, Calculus, and other courses in mathematics and science. Admission of freshmen to the course is normally determined by Trinity's Mathematics Placement 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 other than Mathematics 107. Four class meetings per week (1 course credit). Enrollment in each section limited to 20.

Sec. A—Walde MW 9:30 and TTh 8:30

Sec. B—Georges MW 10:30 and TTh 11:20

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. (Same as Economics 107.)

Sec. A—V. Smith MWF 10:30

Sec. B—Stewart MWF 11:30

Enrollment limited to 30.

Enrollment limited to 95.

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—Georges MWF 9:30

Sec. C—Klimczak MWF 11:30

Sec. B—Poliferno MWF 10:30

Sec. D—Poliferno MW 7:00–8:15

111. Additional Topics in Calculus I—A continuation of Mathematics 110, with emphasis on logarithmic and exponential functions and some of their applications. Prerequisite: credit for Mathematics 110 with a grade of C- or better, or permission of the instructor. Course ends October 14. (½ course credit.)

Sec. A—Mauro MWF 9:30

Sec. B—Georges MWF 11:30

113. Additional Topics in Calculus II—An introduction to differential equations, partial derivatives, and some of their applications. Prerequisite: credit for Mathematics 111 or Mathematics 122 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. Course begins October 24. (½ course credit.)

Sec. A—Mauro MWF 9:30

Sec. B—Georges MWF 11:30

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, and satisfactory performance on Trinity's Mathematics Placement Examination I. 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") or to students with credit for Mathematics 111. Enrollment in each section limited to 25.

Sec. A—Butcher MWF 9:30

Sec. E—Whittlesey MWF 11:30

Sec. B—Walde MWF 10:30

Sec. C—Robbins MWF 10:30

Sec. D—Mauro 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.)

122(1). Analytic Geometry and Calculus II—Integrals with applications; transcendental functions; techniques of integration; conic sections. Prerequisite: credit for Mathematics 121 or permission of the Department. Enrollment limited to 25.—Whittlesey MWF 9:30

157. Intermediate Statistics for the Natural and Social Sciences—This course offers analyses of intermediate, non-calculus statistical methods frequently used by natural and social scientists. Topics include analysis of variance, multiple linear regression, multivariate confidence intervals, non-parametric hypothesis testing and sampling theory, with emphasis placed equally upon development and implementation. Prerequisite: Mathematics/Economics 107 with a grade of C or better. Enrollment limited to 25.—Mauro MWF 10:30

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 and permission of the instructor.—Stewart MWF 9:30

[207L. Computing Workshop in Linear Algebra] The advent of the high-speed computer makes it practical to use the tools of linear algebra in the analysis of complex problems. In the workshop we will discuss the adaptation for the computer of algorithms developed in class and consider selected applications of linear algebra to fields both in and outside mathematics. Suggested background: some computing experience. Prerequisite: Concurrent registration in Mathematics 207 and permission of the instructor. (¼ course credit.) Enrollment limited to 15.

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—Whittlesey MWF 10:30

Sec. B—Poliferno 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. Prerequisites: credit for Mathematics 221 and 222, some computing experience, and permission of the instructor.—Robbins TTh 9:55

321. Advanced Calculus I—Introduction to Laplace transforms. Series solution of differential equations and special functions. Boundary value problems. Fourier series and orthogonal expansions. Elective for those who have passed Mathematics 221 and 222 with a grade of C- or better, or permission of the instructor.—Klimczak MWF 10:30

[323. Point-Set Topology]—A careful study of some of the basic ideas of elementary point-set topology. The course will be oriented toward analysis, and will focus on continuity, compactness and connectedness. Prerequisite: permission of the instructor. (Normally, this permission is contingent upon the passing of Mathematics 221 and 222 with grades of C– or better.) Offered in alternate years.

404(1). Ordinary Differential Equations—An introduction to the theory of ordinary differential equations. Theorems concerning the existence, uniqueness, and properties of solutions 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

[425. Special Topics]—A course which will be offered from time to time to meet special needs and interests of mathematics students.

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.

[501. Point-Set Topology]—Prerequisite: permission of the instructor.

503. Theory of Functions of a Real Variable—Prerequisite: Mathematics 324 or permission of the instructor.—Whittlesey TTh 7:00–8:15

[505. Theory of Probability]

[507. Theory of Functions of a Complex Variable I]—Prerequisite: Mathematics 322 or 324, or permission of the instructor.

509. Numerical Analysis—Prerequisite: Mathematics 221 and 222 and permission of the instructor.—Robbins TTh 9:55

[511. Advanced Numerical Analysis I]

520(1). Linear Algebra—Prerequisite: Mathematics 324 or its equivalent, or permission of the instructor.—Whittlesey TTh 5:30–6:45

[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.

SPRING TERM

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. (Same as Economics 107(2).) Enrollment in each section limited to 25, with preference given to seniors. Prerequisite: permission of the instructor.

Sec. A—Mauro MWF 10:30

Sec. B—Mauro 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 108(1), or permission of the instructor. Enrollment in each section limited to 25.

Sec. A—Robbins MWF 9:30

Sec. D—Mauro MW 7:00–8:15

Sec. B—Poliferno MWF 10:30

Sec. E—Stewart MWF 10:30

Sec. C—Klimczak MWF 11:30

117(2). Elementary Finite and Linear Mathematics—Topics chosen from: 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.)—Stewart MWF 1:15

122. Analytic Geometry and Calculus II—Integrals with applications; transcendental functions; techniques of integration; conic sections. Prerequisite: credit for Mathematics 121 or permission of the Department. Enrollment in each section limited to 25.

Sec. A—Klimczak MWF 9:30

Sec. D—Walde MWF 11:30

Sec. B—Walde MWF 10:30

Sec. E—Stewart MWF 11:30

Sec. C—Robbins MWF 10:30

[122L. Applications Workshop in Calculus] Examples of the calculus at work in the physical and social sciences and in other branches of mathematics. Prerequisite: concurrent registration in Mathematics 122 and permission of the instructor. ($\frac{1}{4}$ course credit.) Enrollment limited to 15.

[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.

[203(2). 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 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. Offered in alternate years.

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.—Georges MWF 9:30

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—Georges MWF 10:30

Sec. B—Poliferno MWF 11:30

306. Mathematical Statistics—The nature of statistical methods, sampling theory, correlation and regression, estimation, testing hypotheses, testing 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.—Walde 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 and 222, and permission of the instructor, who will give consideration to special cases. Offered in alternate years.

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. Offered in alternate years.—Georges TTh 2:40

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 221 and 222 with a grade of C – or better or Mathematics 321, or permission of the instructor.—Klimczak MWF 10:30

[324. Introduction to Analysis]—Continuity and uniform continuity of functions on 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.) Offered in alternate years.

400. Senior Exercise—The intent of this course is to emphasize the unity and power of mathematics. (Required of senior majors.)

A. Foundations of Mathematics—An introduction to questions and concepts in the foundations of mathematics. Mathematical induction, the natural numbers, the system of real numbers, infinite sets and transfinite arithmetic, philosophies of mathematics.

The purpose of this course is to engage the student in a critical analysis of (to be distinguished from "an introduction to") some of the fundamental concepts of mathematics. For example, is mathematical existence just freedom from contradiction? Or is it only what an algorithm can produce? Is a computer-assisted proof really a proof? What are proofs for?

Compared to other courses in the department, this is not so much a course *in* mathematics as it is a course *about* mathematics. It is organized around the following question:

The ultimate basis upon which the physical sciences rest is the physical world, physical reality. Mathematics is, or at least appears to be, quite independent of the (other?) sciences. Upon what, then, does mathematics rest as a foundation? What kind of reality does mathematics reflect?—Poliferno WF 1:15

[401(2). 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 321 or 322 or 323, or by permission of the instructor. Offered in alternate years.

[414. 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.

[418. Introduction to Algebraic Topology]—simplicial and singular complexes, their homology and cohomology groups. Homotopy groups. Prerequisite: permission of the instructor.

[425(2). Special Topics]—A course which will be offered from time to time to meet special needs and interests of mathematics students.

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.

[502. Introduction to Analysis]—Prerequisite: Mathematics 501.

504. Theory of Functions of a Real Variable II—Prerequisite: Mathematics 503.—Whittlesey TTh 7:00–8:15

- [506. **Mathematical Statistics**]
- [508. **Theory of Functions of a Complex Variable II**—Prerequisite: Mathematics 507 or its equivalent.
- [512. **Advanced Numerical Analysis II**]
- [514. **Mathematical Logic**—Prerequisite: Mathematics 502 or permission of the instructor.
- 516. **Combinatorics and Computing**—Prerequisite: Mathematics 207 and some computing experience.—Staff TTh 2:40
- 517(2). **General Topology**—Prerequisite: Mathematics 502 or permission of the instructor.—Whittlesey TTh 5:30–6:45
- [518. **Introduction to Algebraic Topology**—Prerequisite: permission of the instructor.
- [519(2). **Modern Algebra**—Prerequisite: Mathematics 324 or equivalent.
- [522. **Vector and Tensor Analysis**]
- 523(2). **Foundations of Mathematics**—Corresponds to Mathematics 400. Prerequisite: Mathematics 502 or permission of the instructor.—Poliferno WF 1:15

Medieval and Renaissance Studies

The courses listed below are an indication of the resources in the Medieval and Renaissance area of study available in the curriculum of Trinity College. They are collected as a convenience to students who wish to concentrate a portion of their study in the Medieval and Renaissance periods. Many of the courses are offered annually, but some less often. Consult departmental listings for details.

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 *Catalogue*.

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:

- Professor Borden Painter, History Department, *Coordinator*
- Professor Michael Campo, Modern Languages Department
- Professor Bard McNulty, English Department
- Professor Norton Downs, History Department
- Professor Thomas Baird, Fine Arts Department

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

Art History 241. Seventeenth-Century Art: The South

English 210. Survey of English Literature to 1800

English 323. Studies in Genre: Style

French 255. Readings in French Prose

French 256. Readings in French Poetry

French 257. Readings in French Theatre

Guided Studies 242. Historical Patterns of European Development I

- History 101. Introduction to the History of Europe
History 207. England to 1714
Italian 257(2). Masterpieces of Italian Literature in Translation
Music 111. The History of Western Music I
Philosophy 101. Philosophical Themes in Western Culture
Philosophy 208. Philosophical Themes in Science
Philosophy 210. Jewish Philosophy
Political Science 105. Western Political Thought and Institutions
Religion 208. The Mystical Traditions in Judaism
Religion 223. Major Religious Thinkers of the West
Period Courses (These courses deal wholly with the Medieval and Renaissance periods.)
Art History 233. Gothic and Early Renaissance Art in Italy
Art History 235. High Renaissance Art in Italy
Comparative Literature 277. Masterpieces of European Literature and Their Influence
English 339. Festivals and Drama (Medieval)
English 341. Anglo-Saxon Literature
English 345. Chaucer
English 351, 352. Shakespeare
English 354. Seventeenth-Century Poetry and Drama
Guided Studies 252. Literary Patterns in European Development
History 301. History of the Middle Ages, 476-1099
History 302. History of the Middle Ages: The West
History 303. Renaissance Europe
History 402. Topics in the Twelfth Century
History 402. The Crusades
Italian 301. Italian Classics I: Dante to Machiavelli
Philosophy 302. History of Philosophy: Augustine to Descartes

Barbieri Center/Rome Campus

Each semester the Barbieri Center offers four to six courses in art history, history and literature which deal wholly or in part with the Medieval and Renaissance periods.

Modern Languages and Literatures

PROFESSORS HOOK, *Chairman*, ANDRIAN AND CAMPO†;

ASSOCIATE PROFESSORS BESHAROV-DJAPARIDZE, BIANCHINI, HANSEN,

KATZ***, KERSON, S. LEE AND LLOYD-JONES**; VISITING ASSOCIATE

PROFESSOR MONTROSS; VISITING ASSISTANT PROFESSORS L. JOHNSON AND

ROHINSKY; LECTURERS ANTAR AND ENGLISH

**Sabbatical Leave, Spring Term

***Sabbatical Leave, Academic Year

†Rome Campus, Spring Term

MODERN LANGUAGES AND LITERATURES MAJOR—Two plans for the major in the Department are offered:

Plan A. Under this plan students major in a single foreign language. General requirements include specific courses in the language and the literature as well as electives from a list of cognate courses, a senior exercise, and a proficiency examination. See individual language headings for full descriptions.

Plan B. Under this plan students may combine any two of the five languages offered. A minimum of *seven* courses in one language and *five* in another, beyond 102 or 111, is required. Also required is a paper, in English, linking the two fields, to be completed during the Spring Term of the student's senior year as a 1-credit Independent Study. This will not be counted toward the courses for the major. Students must demonstrate oral and written proficiency in both languages. See descriptions under individual language headings.

One course in Comparative Literature which includes the literature of the primary language may be counted toward either the Plan A or the Plan B major.

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 a semester or 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.

Special attention is called to Trinity's Barbieri Center/Rome Campus program, described in the Special Curricular Opportunities section of the *Catalogue*. For a listing of courses offered, students should communicate with Professor Michael R. Campo, Director. Trinity's Program of Hispanic Studies in Córdoba, in affiliation with six other U.S. colleges, is briefly described under the offerings of the Spanish section where a listing of courses for the current academic year is given. For further information about the program, students should consult Professor Gustave W. Andrian, Program Coordinator. Separate brochures describing both programs in detail, and general information on programs abroad emphasizing foreign language study, are available through the Department and the office of the Coordinator of Foreign Study Advising.

Chinese language and literature courses are available to Trinity students by special arrangement. Consult the Chairman and the Registrar's Office.

Permission to major under Plan A or B must be obtained from the Chairman.

Note: Any student wishing to enroll for credit in a course of the same or a lower level after he or she has been granted credit for a course in the same language of the same or a higher level must obtain the written permission of the Chairman of the Department prior to enrolling in the lower-level course.

COURSES CONDUCTED IN ENGLISH

The following Russian literature courses are conducted in English: 201 (Short Story), 251 (Great Tradition of the Russian Novel), 255 (The Russian Drama), 252 (Soviet Literature). For descriptions see under Russian offerings, pp.

257(2). Masterpieces of Italian Literature in Translation—A study of Dante's *Divine Comedy*, Boccaccio's *Decameron*, Cellini's *Autobiography*, plays by Goldoni and Pirandello, poems by Leopardi, Quasimodo and Montale, short stories by Verga and Moravia, among others. Students wishing to apply this course toward the major in Italian will read the texts in the original and meet with the instructor in supplementary sessions to consider the original.—English MWF 1:15

ARABIC

FALL TERM

105. Introductory Arabic I—Introduction to the script and phonology of Arabic, a study of its grammatical rules, syntactical patterns and morphology, with a carefully controlled vocabulary selected from modern writings. Designed to develop basic skills, including the ability to read

and understand the language. Required lab work. (Same as Intercultural Studies 109.)—Antar MW 9:30–10:45

SPRING TERM

106. Introductory Arabic II—A continuation of Arabic 105, with the completion of essential grammar, further vocabulary building through oral and written practice; readings from the Qur'ān and classical writings. Required lab work. Prerequisite: Arabic 105 or the equivalent. (Same as Intercultural Studies 110.)—Antar MW 9:30–10:45

CHINESE

FALL TERM

111. Intensive Elementary Chinese (I)—Designed to develop fundamental skill in both written and spoken Mandarin. Three hundred characters are designated to be learned by the end of the semester. The Tuesday and Thursday classes will introduce grammatical structures and the written system, and the other sessions will emphasize pronunciation and dialogue drills. Two hours a week in the language laboratory are also required, one of those hours to be supervised. (2 course credits)—Instructor Wen-Tao Cheng, and drill supervisor. TTh 3:20–4:50 MWF TBA supervised laboratory hour TBA

SPRING TERM

112. Intensive Elementary Chinese (II)—A continuation of Intensive Elementary Chinese I; same meeting hours and requirements, with emphasis on conversational practice. Approximately three hundred more characters will be learned. Students are expected to master most of the spoken patterns by the end of the semester. Prerequisite: Chinese 111 or equivalent. (2 course credits)—Instructor Wen-Tao Cheng, and drill supervisor. TTh 3:20–4:50 MWF TBA supervised laboratory hour TBA.

FRENCH

Plan A majors are required to have ten courses in French beyond French 111; the following are required: the literature cycle (French 255, 256, 257 and 358), the Senior Project (French 403-404) and the Senior Seminar (French 402). In addition, Plan A majors are required to have three cognate courses, to be selected in consultation with their adviser, from the following areas (at least one from each group): *Group I*: courses in the art, history, music, performing arts, philosophy and social and political institutions of France and/or the French speaking world; *Group II*: courses in Greek, Latin, classical literature and/or mythology, classical and/or modern philosophy, modern European history, linguistics, literature of a non-Western culture, methodology of literary criticism.

Plan B majors whose *primary* language is French are required to have seven courses in French beyond 111; the following are required: at least two from the literature cycle (French 255, 256, 257 and 358), Modern Culture and Civilization (French 305) and the Senior Seminar (French 402). A paper linking some aspect of the two concentrations is also required. Cognate courses from the above Plan A list are strongly recommended.

Plan B majors whose *secondary* language is French are required to have five courses in French beyond 111; the following are required: at least two from the literature cycle (French 255, 256, 257 and 358) and at least one 300-level course other than French 358. Cognate courses from the above Plan A list are strongly recommended.

All majors (Plan A and Plan B, both categories) will be required to pass a French language proficiency examination.

One course in Comparative Literature which includes the study of French literature may be counted toward the major.

FALL TERM

111. Intensive Introductory French—Designed to develop basic skills, including 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. Enrollment limited to: 24. (2 course credits.)—S. Lee 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. Prerequisites: French 111 or its equivalent, usually one year of college French or two to three semesters of high school French and permission of the instructor. Enrollment limited to: 24.—Lloyd-Jones MWF 9:30

212(1). 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 and permission of the instructor. Enrollment limited to: 24.—Lloyd-Jones MWF 10:30

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. Prerequisites: French 211 or 212, or two to three years of French at entrance and permission of the instructor. Enrollment limited to: 24.—Lloyd-Jones MWF 11:30

255. Readings in French Prose—Critical reading of selected French prose writing, both fiction and non-fiction, from the Middle Ages to the late Nineteenth century. Emphasis will be on the historical evolution of the genres, and on development of the student's critical skills. All work done in French. Required for French majors. Prerequisite: French 211 or equivalent (four years of high school French).—S. Lee TTh 1:15

257. Readings in French Theatre—Critical reading of selected French plays from the Middle Ages to the late Nineteenth century. Emphasis will be on the historical evolution of the genres, and on development of the student's critical skills. All work done in French. Required for French majors. Prerequisite: French 211 or equivalent (four years of high school French).—Rohinsky TTh 9:55

305. Modern Culture and Civilization—A study of modern French culture and civilization through the history, arts, literature, politics, press, cinema, advertising and social structures of France. All work done in French. Prerequisite: permission of the instructor.—Lee MW 1:15

403. Senior Project—Intensive study of an author, genre, movement or theme, to be chosen by the student in consultation with the faculty supervisor. Must be taken in conjunction with French 404. Required for French majors. (½ course credit.)

SPRING 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. Prerequisite: permission of the instructor. Enrollment limited to: 24.—S. Lee MWF 10:30

211(2). 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. Prerequisites: French 111 or its equivalent, usually one year of college French or two to three semesters of high school French and permission of the instructor. Enrollment limited to: 24.—Rohinsky MWF 1:15-2:05

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. Prerequisites: One and one-half years of college French or its equivalent and permission of the instructor. Enrollment limited to: 24.—Rohinsky TTh 9:55

256. Readings in French Poetry—Critical reading of selected French poetry from the Middle

Ages to the late Nineteenth century. Emphasis will be on the historical evolution of the various poetic forms, and on development of the student's critical skills. All work done in French. Required for French majors. Prerequisite: French 211 or equivalent (four years of high school French).—Rohinsky TTh 11:20

[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. Prerequisites: French 221, or the equivalent and permission of the instructor. Enrollment limited to: 18.

[306. **Stylistics**—Stylistics is the study of style, i.e., the relationship between *what* is being said and *how* it is being said. This course will attempt to refine the student's sensitivity to style through the study of rhetorical devices used by a number of modern French writers in their attempts to affect us; it will also attempt to develop the student's own written style by providing extensive training in translation (*thème* and *version*) and *dissertation générale*. We shall arrive at an understanding of the relationship between language and literature by means of a detailed study of what goes into the synthesis of linguistic techniques and literary effects. This course is thus aimed at majors and non-majors alike: it is of value to those interested in practical terms in the improvement of their linguistic skills, as well as to those seeking further training in the techniques of literary criticism. Since all work will be in French, a high level of written and spoken French is expected, but previous training in literature, although desirable, is not required. Prerequisite: French 221, or 282, or permission of instructor.

358. **Readings in Twentieth Century Literature**—Critical reading of selected texts from the turn of the century to the present day, with emphasis on the historical context and evolution of the genres. All work done in French. Required for French majors. Prerequisite: French 255 or 256 or 257 or equivalent.—S. Lee MW 1:15

402. **Senior Seminar: Special Topics**—Required of all French majors and modern language majors (Plan B) whose principal language is French. Open to other qualified students with permission of the instructor.—S. Lee TBA

404. **Senior Project**—Intensive study of an author, genre, movement or theme, to be chosen by the student in consultation with the faculty supervisor. Required for French majors. Prerequisite: French 403. (½ course credit.)

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. For a consolidated list of available courses, see the Consortium Undergraduate Combined Course List.

Plan A. For a major under this plan students must have credit for *ten* courses plus *three* cognate courses chosen from the categories listed below. The following courses are required: German 211, 212, 221 or 222, 301, 302, 401, 402; Linguistics 101; Independent Study 410.

Cognate courses. *Group I*: courses in the art, history, music, philosophy, and social and political institutions of the German-speaking world. *Group II*: courses in classical languages and literatures, linguistics, and methodology of literary criticism. (Students must choose at least one cognate from each group.)

Senior Exercise. Completion of Independent Study 410 for 1 credit in which a research paper of medium length will be written, in English, on an agreed-upon topic in German literature or language or civilization.

Proficiency Examination. To be taken during the second semester of one's senior year. Both oral and written skills will be tested.

Plan B. If German is the primary language, students are required to take the following *seven* courses: German 211, 212, 221 or 222, 301, 302, 401, 402.

If German is the secondary language, students are required to take the following *five* courses: German 211, 212, 221 or 222, 301, 302.

Cognate courses. For majors under Plan B, cognates are not required, but strongly recommended.

Senior Exercise. A paper, in English, linking the two fields, to be completed during the Trinity Term of the student's senior year as an Independent Study for 1 course credit.

Proficiency Examination. Administered during one's senior year and testing both oral and written skills in *both* languages.

N.B. Exceptions to any required courses must be made, in writing, by the Chairman.

FALL TERM

103. Elementary German I—This is a basic four-skills (understanding, speaking, reading, and writing) course with primary emphasis on developing facility in reading German. It is recommended for all students beginning the study of German, including those in science, music, philosophy, classics, and German history, for whom the language may be a research tool. Students with the equivalent of as much as one college year of German must obtain the permission of the instructor. Students taking this course must *also* take German 104 in order to complete the study of essential grammar and to gain practice in reading texts of some difficulty. Required lab work. (2 course credits for the full year's participation.)

Sec. A—Hook MWF 11:30

Sec. B—Hansen TTh 11:20

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 104 or the equivalent. Enrollment limited to: 20.—Hansen MWF 9:30 (This course is equivalent to University of Hartford German 120 or 121.)

221. German Conversation and Composition I—Designed to develop accuracy and facility in understanding, speaking, and writing German, and a basic knowledge of German life and culture. Lab work. Prerequisites: German 104 with a grade of B or higher, or the equivalent, and permission of the instructor. Enrollment limited to: 12.—Hook MWF 10:30 (This course is equivalent to University of Hartford German 124.)

[301. German Literature I]—This course is designed to introduce the student to the earlier stages of the German language through selected literary monuments of Old High German and Middle High German. It will also cover representative works of the periods of Humanism, Reformation, and Baroque. Lectures, discussions, reports, and tests. This course is required of Plan A & B majors. Prerequisite: four semesters of college German, or the equivalent.

402(1). The German Novelle—A study of a number of major *Novellen* by Goethe and representative 19th century writers. Lectures, discussions, reports, and tests. This course is required for Plan A majors and for Plan B majors when the primary language is German. Prerequisite: 5 semesters of college German or the equivalent.—Hansen TTh 1:15

LINGUISTICS

[101. Elementary Linguistics]—Introduction to the nature and history of language and language study, with emphasis on the Indo-European language family. Descriptive treatment of various phonological, morphological, and syntactic systems and a careful analysis of English. This course is required of Plan A German majors, but is open to all students.

SPRING TERM

104. Elementary German II—Required continuation of German 103, with completion of the study of essential grammar, further vocabulary building through oral and written practice, and intensive practice in reading. Required lab work. Prerequisite: German 103.

Sec. A—Hook MWF 11:30

Sec. B—Hansen TTh 11:20

212. Intermediate German II—This course will continue to emphasize the development of reading skills through intensive practice in literary and expository texts. Additional review of essential principles of grammar. Lab work. This course is required of Plan A & B majors. Prerequisite: German 211 or the equivalent. Enrollment limited to: 20.—Hansen MWF 9:30 (This course is equivalent to University of Hartford German 121.)

222. German Conversation and Composition II—A continuation of German 221, designed to enable the student to attain proficiency in understanding, speaking, and writing German, and a good general knowledge of German life and culture. Secondary emphasis on business German by demand. Lab work. Prerequisite: German 221 or permission of the instructor. Enrollment limited to: 15.—Hansen MWF 10:30

[302. German Literature II]—This course will be a survey of major works from the 18th century to recent times. Characteristics of the periods of Enlightenment, *Sturm und Drang*, Classicism, Romanticism, and Realism will be covered in detail. Lectures, discussions, reports, and tests. This course is required of Plan A & B majors. Prerequisite: Four semesters of college German, or the equivalent.

401(2). The German Lyric—A study of major German lyric poetry from Klopstock to modern times. Discussions, reading practice, oral reports, and tests. This course is required of Plan A majors and of Plan B majors when German is the primary language. Prerequisite: Five semesters of college German or permission of the instructor.—Hook TTh 9:55

410. Independent Study—This course is the required senior exercise for all Plan A majors in German. A directed research paper of medium length (c. 35 pp.) will be written, in English, on an agreed-upon topic in German literature or language or civilization.

ITALIAN

Plan A. For a major under this plan students must have credit for *ten* courses in Italian language and literature beyond the 102 and 111 levels. A course in Comparative Literature which includes Italian literature, and either Elementary Linguistics or one course in the art, music or history of Italy, may also be counted toward the major. Two of the three survey courses (301, 302, 303) are required.

Majors under Plan A are also required to have three cognate courses, to be selected from among the following areas (at least one from each group). The same cognate course cannot count both for the major and the cognate course requirements. *Group I:* Courses in the art, history, music, performing arts, philosophy and social and political institutions of Italy. *Group II:* Courses in classical literature and/or mythology, modern languages and literatures, Latin and Greek language, methodology of literary analysis.

Senior Exercise. In the form of two ½ credit courses (Italian 403 and 404). The project will consist of guided intensive study of an author, genre, movement, or theme, to be chosen by the student in consultation with the faculty supervisor, culminating in a research paper.

Proficiency exam. To test both oral and written skills.

Plan B. If Italian is the primary language, students are required to take *seven* courses beyond the 102 and 111 levels.

If Italian is the secondary language, students are required to take *five* courses beyond the 102 and 111 levels.

Cognate courses. For majors under Plan B, cognates are not required, but strongly recommended.

Senior Exercise. A paper, in English, linking the two fields, to be completed during the Spring Term of the student's senior year as an Independent Study for 1 course credit. This credit will not be counted toward courses for the major.

Proficiency exam. During the senior year to test both oral and written skills in Italian.

All students of Italian are urged to enroll in the semester programs of the Barbieri Center/Rome Campus in Italy.

FALL 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. Since all linguistic skills cannot be fully developed in just a one-semester course, stress 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 hours of classes plus work in the language laboratory. Other than beginning students must have the express permission of the instructor. (2 course credits.)

Sec. A—Campo MWF 11:30 TTh 11:20 Sec. B—Bianchini MWF 11:30 TTh 11:20

211. Intermediate Italian—Readings in a variety of texts (including newspaper articles) which will illuminate aspects of contemporary Italian civilization and serve as the basis for oral expression and writing, aiming at a good command of the language. Italian politics, economic and social structures, and cultural life will be considered; films dealing with these topics will be viewed. Prerequisite: Italian 204, its equivalent or the permission of the instructor.—Campo MWF 10:30

290. 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 to consider the original. Faithful attendance is required. Permission of the instructor.—Campo TTh 2:40

403. Senior Exercise.

SPRING TERM

204. Advanced Introductory Readings—This course aims at strengthening the student's reading, writing and speaking skills through reading and discussion of contemporary prose and the writing of compositions.—English MWF 11:30

226. Italian Conversation—This course is intended for students who have already had good basic language training and wish to improve their fluency. There will be oral reports and discussions based primarily, but not exclusively, on journalistic prose. The articles to be read will treat contemporary political, social, economic, and cultural issues. Prerequisites: at least three semesters in Italian or the equivalent, and permission of instructor required. Enrollment limited to: 12—Bianchini MWF 10:30

404. Senior Exercise.

RUSSIAN

FALL 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 and grammar; 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 Spring Term. Beginning Russian students should therefore plan to take *both* Russian 111 and Russian 204. (2 course credits.) Limit: 15.—Djaparidze MWF 11:30 TTh 11:20

211. Intermediate Russian—A thorough grammar review coupled with readings in various styles (literary, historical, journalistic) and aimed at broadening the student's vocabulary and accuracy of expression. Prerequisites: One-and-a-half years of college Russian or three years on the secondary level and permission of the instructor.—L. Johnson TWTh 2:40-3:30

221. Advanced Russian I—This course is designed to improve conversation and compositional skills through the close reading, analysis, and discussion of Russian poetry, prose, and drama. Oral and written reports are required. Prerequisite: Russian 212 or equivalent, and permission of the instructor.—Djaparidze TTh 2:40

LITERATURE IN TRANSLATION

201. The Russian Short Story—(Conducted in English.) A study of short prose forms in Russian literature, including the anecdote, folktale, story cycle, *skaz*, and novella. Students with adequate language preparation will be encouraged to do some of the reading in the original. (Same as Intercultural Studies 213.)—L. Johnson TTh 9:55

251. The Great Tradition of the Russian Novel—(Conducted in English.) A selection of the principal works of the novelists of the 19th and early 20th century—Tolstoy, Turgenev, Goncharov, Dostoevsky, Sologub, and Bely—against a background of similar trends in European culture. (Same as Intercultural Studies 261.)—Djaparidze MW 1:15

[255. The Russian Drama]—(Conducted in English.) A survey of Russian drama from the late eighteenth to the twentieth century, this course will consider both the development of a native tradition and crosscurrents with modern European drama. Plays by Fonvizin, Pushkin, Gogol, Ostrovsky, Turgenev, Chekhov, Mayakovsky, Bulgakov and others will be read. Students with adequate language background will be encouraged to read selected works in the original.

[257. Dostoevsky]—(Conducted in English.) This seminar examines Dostoevsky's major writings first as works of art and then as meditations on the nature of man and his relation to himself, to society, and to the world. Students with adequate language preparation will be encouraged to do some of the reading in the original. Prerequisite: permission of the instructor.

SPRING 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. Enrollment limited to: 18.—L. Johnson TWTh 11:30

212. Intermediate Russian—A continuation of Russian 211, this course is designed to expand the student's range of understanding and oral expression. Permission of the instructor.—L. Johnson TWTh 2:40-3:30

222. Readings in Russian Literature—Close readings from Russian literature on a topic or theme to be chosen by the instructor. Topic for 1983-84: the political ideas of the Russian Romantics. Prerequisite: Russian 221 or equivalent, and permission of instructor.—Djaparidze TTh 1:15

226. Russian Culture and Civilization: Origins to 1925—A study of the development and continuities in Russian culture through its folklore, medieval literature, iconography, music, architecture, and painting. Prerequisite: Russian 222 or equivalent, and permission of the instructor.—Djaparidze TTh 11:20

LITERATURE IN TRANSLATION

252. Soviet Literature—(Conducted in English.) A survey of Soviet literature from 1917 to the present. Literary theory and experimentation of the early Revolutionary years; the avant-garde of the 1920s; Socialist Realism, dissident voices. Representative writers such as Blok, Mayakovsky, Plinyak, Babel, Zamyatin, Olesha, Sinyavsky-Tertz, Bulgakov, Sholokhov, Pasternak, Solzhenitsyn. Students with adequate language preparation will be encouraged to do some of the reading in the original. (Same as Intercultural Studies 262.)—Djaparidze MW 1:15

[258. Tolstoy]—(Conducted in English.) This seminar examines Tolstoy's development as a moral thinker through his artistic and polemical works. Students with adequate language preparation will be encouraged to do some of the reading in the original. Prerequisite: permission of the instructor.

SPANISH

Plan A majors must receive credit for ten courses in Spanish beyond Spanish 101, 102. Spanish 273, 291 or 292, 301, and 402 are required. A course in Comparative Literature which includes the study of Spanish literature, or one course in the art, music or history of Spain or Latin America, may be counted toward the major. A senior exercise in the form of a written and oral examination will be given at the end of the major's senior year.

Plan A majors must also receive credit for three cognate courses, to be selected in consultation with their adviser from the following areas (at least one from each group). *Group I:* Italian literature, French literature, English literature, European History, Art History, History of Philosophy, Latin and Greek language, Classical Literature and/or Mythology, Methodology of Literary Criticism, Linguistics. *Group II:* Spanish or Latin American art, history, music, sociology, political science, Portuguese or Brazilian literature, philosophical thought in Spain or Latin America, and all courses in language, literature and culture in the Trinity-Córdoba program that are not being already counted toward the Plan A major.

Plan B majors whose *primary* language is Spanish must receive credit for *seven* courses in Spanish beyond 101, 102. Spanish 273 and 291 or 292 are required. A paper of medium length that links a literary or cultural topic of the primary language with that of the secondary language will be due by April 25 of the major's senior year. Cognate courses from the above Plan A list are strongly recommended.

Plan B majors whose *secondary* language is Spanish must receive credit for *five* courses in Spanish beyond 101, 102. Spanish 273 or 291 or 292 is required. Cognate courses are strongly recommended.

All majors (Plan A and Plan B, both categories) will be required to pass a Spanish language proficiency examination. This will generally be given in the first semester of the senior year.

FALL TERM

101. Introductory Spanish—A non-intensive course designed to provide a knowledge of the four basic skills of reading, writing, speaking, and understanding the language over a two-semester period. Students taking this course must also take Spanish 102 in order to complete the study of essential grammar. Three classes per week plus a drill session with small groups at a time to be determined. The language laboratory will also be utilized. Students other than those beginning the language for the first time must have the express permission of the instructor. Section enrollment limited to: 18.

Sec. A—Kerson MWF 11:30

Sec. B—Montross MWF 11:30

211. Intermediate Spanish—Elective for those who have had Spanish 101, 102, or at least two years of secondary-school Spanish. (Spanish 102 students with grade of A must take Spanish 221.) Grammar review, oral and written practice, and selected readings. Enrollment limited to: 20.—Andrian MWF 10:30

221. Language Through Literature—Elective for those who have completed Spanish 102 or 211 with grade of A, 212, or who are credited with three or four years at entrance; others with permission of the instructor. Three classes per week plus a short drill session. This course is designed to improve language skills 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. Section enrollment limited to: 16.

Sec. A—Andrian MWF 11:30

Sec. B—Kerson MWF 10:30

273. Introduction to Spanish American Literature—The purpose of this course is to familiarize the student with some of the major authors and works of the modern and contemporary periods. Traditional and innovative literary currents will be studied against the background of the historical, political, and social reality of Spanish American life. Specific literary trends such as "modernismo" and "realismo mágico" will be examined. Some representative authors are Sarmiento, Rubén Darío, Azuela, Borges, and García Márquez.—Kerson WF 1:15

301. Advanced Grammar, Composition, and Stylistics—The purpose of this course is to develop a refinement of expression, oral as well as written, through the analysis of modern texts of various genres. These will provide the basis for an in-depth review of the more difficult and subtle concepts of grammar and syntax, for translations and original compositions, and for the study of those linguistic and rhetorical devices that individualize the work of a given writer.—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 Calderón.—Bianchini MWF 10:30

SPRING 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. Enrollment limited to: 18.

Sec. A—Kerson MWF 10:30

Sec. B—Montross MWF 11:30

212. Advanced Intermediate Spanish—Elective for those who have completed Spanish 211 or equivalent, or who are credited with three years of Spanish at entrance. Intensive readings and discussion of modern Spanish works representing all genres. Enrollment limited to: 20.—Montross MWF 10:30

226. Spanish Conversation—This course is intended for students who have completed Spanish 221 at Trinity or its equivalent, or who have had a minimum of four years of Spanish in secondary school. The aim of the course is to develop a certain degree of fluency through oral reports and discussions based on journalistic prose from Spanish and Spanish-American periodicals. Contemporary political, social, economic, and cultural issues will form the content of articles read. Prerequisite: permission of instructor. Enrollment limited to: 14.—Bianchini MWF 11:30

264. Spanish-American Culture and Civilization—This course, which is designed to follow Spanish 221, has a twofold purpose. Essentially a discussion course, it provides continued oral and written practice, using as a basis varied reading material in Spanish which deals with or reflects the culture of Latin America. Enrollment limited to 16.—Kerson MWF 11:30

292. Spanish Literature II—Elective for those who have completed Spanish 221 or any higher-numbered course. Although designed to follow Spanish 291, the one may be taken without the other. The major literary movements of the nineteenth and twentieth centuries will be studied and discussed against the historical and cultural background of the times. Selected readings from some of the greatest authors will include almost every genre.—Montross WF 1:15

370. Spanish American Essay—A study of the Spanish American essay of the nineteenth and twentieth centuries. Themes to be dealt with include: the civilization of Spanish America and its origins, national identity, Spanish American philosophy and political thought. Some of the authors to be read are: Domingo Faustino Sarmiento, José Enrique Rodó, Samuel Ramos, Alfonso Reyes, Octavio Paz, and Leopoldo Zea.—Kerson WF 1:15

402. Seminar—Selected major themes in Hispanic literature will be researched and discussed. Class presentations and a final paper will be required. Course open only to seniors who have completed at least two 300-numbered courses in Spanish or their equivalent. Required of senior Spanish majors; open to others with permission of the instructor.—Bianchini TT 11:20

PROGRAMA DE ESTUDIOS HISPANICOS EN CORDOBA (PRESHCO):

Trinity College, in affiliation with Brown University, Oberlin College, Smith College, Wellesley College, and The College of Wooster, now offers the following courses at the University of Córdoba, Spain. All courses are fully transferable and carry one credit each.

Fall Term 1983 and Spring Term 1984

Spanish 1300—Advanced Grammar, Composition and Style

1400—Muslim Spain (History)

1401—Spanish-Muslim Art

1402—Andalusian Folklore

1403—Andalusian Poetry

1404—Spain 1939–1976: The Franco Period

1405—Social and Political Reform Movements in 19th- and 20th-century Spain

1406, 1407—Masterpieces on-the-scene (first and second semesters)*

1408—The Colonization of Mexico

1409—Archeology: The Phoenician and Punic Colonizations in the Iberian Peninsula

1410—History of the Spanish Economy: the 19th and 20th Centuries

1411—The Music of Spain

These courses are taught in Spanish by resident faculty at the University of Córdoba and are intended to supplement work in language, literature, and culture already begun at the home institution. All courses listed above are taught exclusively for PRESHCO students. For further information see Professor Andrian.

Music

ASSISTANT PROFESSOR MOSHELL, *Chairman*;

ARTIST-IN-RESIDENCE LAURENT;

VISITING ASSISTANT PROFESSOR AMOS; VISITING LECTURERS CARABILLO AND MCNAMARA; VISITING ARTIST TREGGOR; ASSOCIATED PERSONNEL:

COLLEGE ORGANIST AND DIRECTOR OF CHAPEL MUSIC ROSE; CHAPEL-COMPOSER-IN-RESIDENCE SMITH

THE MAJOR IN MUSIC—Twelve course credits, with grades of C- or better, are required: Music 101, 102, 111, 112, 201; five 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 and 102 in the freshman year, if possible; students planning to take graduate degrees in music should enroll in Music 202.

Credit for musical performance will be granted in the following courses: Music 103, 104, 105, 106, 107, 108, 109, 110, 208, and 408. All these except the last invite repeated enrollment, but no more than three credits in any one of them are allowed. Simultaneous enrollment in these courses may not exceed one credit. No more than four credits in musical performance may be counted toward fulfillment of the general credit-requirement for the bachelor's degree; no more than two may be counted toward fulfillment of the credit-requirement for the major in Music. Music 408 is not subject to these restrictions.

Cognate Courses—Because of the diversity inherent in the discipline, study, and business of music, it is difficult to isolate specific courses or areas as being preferentially cognate. For example, those students interested in music's relations to other performing arts would be directed to courses in Theatre Arts or Dance; those concerned with music as a force in society (including societies other than our own) might consider courses in Educational Studies, Psychology, or Intercultural Studies; those fascinated by music's acoustical properties or its application to computers should investigate courses in Physics, Mathematics, or Engineering; those pursuing liturgy-related studies should seek courses in Religion. The list could go on and on.

Particularly helpful, though, to any music major's curriculum would be an understanding of foreign languages (especially German, French, or Latin) and a basic grounding in European history since the Middle Ages.

Senior Exercise—All seniors are required to take the Senior Seminar (Music 418) and to pass a General Examination in Music History and Theory. In addition, a student, if qualified, may elect to present a Senior Recital (Music 408).

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.

*This course will provide an opportunity to visit certain sites which have served as locales for some of the literary works studied.

FALL TERM

101. Theory I—Study of the melodic, rhythmic, and harmonic practices of tonal music with development of a vocabulary of chordal description. The weekly practicum will stress ear-training (recognition of intervals, chords, rhythms, etc.) and its practical application at the keyboard. Prerequisite: permission of the instructor. (1½ course credits.)—Laurent MWF 9:30, plus one practicum a week.

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. Prerequisite: permission of the instructor. Membership is by audition. (½ course credit.)—Moshell M 7:15–9:00 p.m. and Th 4:15–6:00 p.m.

107. Lessons—Individual instruction in voice, orchestral instruments, and keyboard (piano, organ, harpsichord), is offered at the Hartford Conservatory and Hartt School of Music, and by private teachers approved by the Chairman. Fees for lessons (including those offered on campus at Trinity College) will be billed separately by the instructor or the institution, and are not included in the regular charges for tuition. Prerequisite: permission of the Chairman. (½ course credit.)—Laurent

109. Chamber-Music—Compositions are selected for study based on the instrumentation available; students will prepare performances of these works. Prerequisite: permission of the instructor. (½ course credit.)—Laurent

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.—Amos TTh 11:20

181. American Music: An Historical Survey—This course gives a panoramic view of American music from the Colonial period to the present and explores the duality between the "cultivated" and "popular" (or vernacular) traditions. Genres to be studied include Anglo-American folk music, Afro-American folk music, church music, 19th-century theater music, and recent works of the classical tradition. No previous training in music is required. (This course satisfies a general American Studies requirement.)—Amos TTh 9:55

[200(1). Composition]—Individual projects in free composition, with emphasis on acquiring and developing techniques of achieving musical form and balance. When possible, student-compositions will be performed. Prerequisite: Music 100, or equivalent preparation and permission of the instructor.

201. Theory III—Study of the harmonic practices of the period from 1750 to 1900, through the analysis of typical works, and compositional exercises modeled after those works. Technical details of keyboard-use, including Classical and Romantic chordal realizations, will be discussed in a required weekly practicum. Prerequisites: Music 102, or equivalent preparation and permission of the instructor. (1½ course credits.)—Laurent MWF 10:30

[207. Conducting and Orchestration]—Introduction to choral and orchestral conducting, supplemented by both practical and theoretical exercises in orchestration. Ability to read music is essential; background in music theory, though helpful, is not necessary. Prerequisite: permission of the instructor.

[307. Advanced Conducting]—Studies in the development of rehearsal and performance techniques for choral and instrumental conducting, with opportunities for qualified students to practice with the Concert Choir and the Orchestra. Students will be expected to demonstrate an intellectual knowledge of the content of the standard choral and orchestral repertoire. Prerequisites: Music 102 and 207, or equivalent preparation and permission of the instructor.

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.—Moshell TTh 9:55

[322(1). **Style in the Baroque Period**—Survey and analysis of compositions of the period from 1600 to 1750, with special attention to the life and works of Johann Sebastian Bach. Prerequisite: Music 102, or equivalent preparation.

[323. **Style in the Classical Period**—Survey and analysis of compositions of the period from 1750 to 1810, with special attention to the life and works of Wolfgang Amadeus Mozart. Prerequisite: Music 102, or equivalent preparation.

407. **Senior Recital**—See Music 408.

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

SPRING TERM

102. **Theory II**—Continuation of the study of the harmonic practices of tonal music; harmonization of chromatic melodies and basses. The weekly practicum will stress ear-training and the development of keyboard facility. Prerequisites: Music 101 or equivalent preparation, and permission of the instructor. (1¼ course credits.)—Moshell and Treggor MWF 10:30, plus one practicum a week.

104. **Concert Choir**—See Music 103.—Moshell M 7:15–9:00 p.m. and Th 4:15–6:00 p.m.

106. **Orchestra**—The orchestra performs several times a year, often in conjunction with the Concert Choir. Permission is required; membership is by audition. Two rehearsals a week. Prerequisite: permission of the instructor. (½ course credit.)—Moshell TBA

108. **Lessons**—See Music 107.—Laurent

112. **The History of Western Music II**—Survey of the development of musical style in Europe and the United States, from the beginning of the Classical era (ca. 1775) through the present. Some attention will be given to various forms of American popular music. No previous knowledge of music is assumed; Music 111 is not a prerequisite.—Amos TTh 11:20

113(2). **Traditional Musics of the World**—This course will survey traditional musics from several areas of the world, including Africa, Indonesia, India, China and North America. Music will be examined as it relates to the aesthetic, religious, and communicative aspects of particular cultures. Readings and listenings will supplement lectures and demonstrations. No previous training in music is required.—McNamara TTh 1:15

[124. **Shakespeare in Musical Setting**—A study of musical versions, mostly operas, of Shakespeare's plays. Included will be settings of *Othello*, *Romeo & Juliet*, *A Midsummer Night's Dream*, *Much Ado About Nothing*, and the *Henry* plays. Plays will be read in their original form and compared with the musical versions by such composers as Verdi, Berlioz, Mendelssohn, and Benjamin Britten.

[162. **Music in France 1880–1930**—A study of French music from Debussy and the beginnings of Impressionism through Satie, *Les Six*, and the style *depouillé* of the 1920's. Important figures in other art forms (such as Picasso, Cocteau, and Nijinsky) will be discussed in relation to the musical trends they influenced and in some cases initiated. Historical performances, especially of composers playing their own works, will be studied, and compared to modern renditions. No previous training in music is required.

[172. **The Broadway Musical in the 1970s**—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 20th-century artistic thought. Prerequisite: permission of the instructor.

174. **Jazz: 1900 to the Present**—Through listening, discussion, and reading, this course will survey the development of jazz from ragtime and pre-jazz through New Orleans swing, be-bop,

and modern jazz. Among composers and performers to be studied include Louis Armstrong, John Coltrane, Miles Davis, Duke Ellington, Scott Joplin, Thelonious Monk, Charles Parker, and Woody Shaw. No previous training in music is required.—Caraballo TTh 2:40

[202. Theory IV]—The analysis of common musical forms (sonata, minuet, song) and procedures (fugue, canon, variations). Students will analyze model works, and will compose exercises to demonstrate their comprehension of the structure of these works. Prerequisite: Music 201.

[208. Seminar in Performance and Analysis]—A seminar for pianists, dealing with an analytic and interpretive approach to performance. Students will rehearse and perform both solo and ensemble repertoire. Enrollment by audition. (½ course credit.)

[321(2). Style in the Renaissance]—Survey and analysis of compositions of the period from 1400 to 1600, with special attention to the life and works of Giovanni Pierluigi da Palestrina. Prerequisite: Music 102, or equivalent preparation.

326. Topics in Twentieth-Century Music—An examination of several major creative directions in early 20th-century music (impressionism, expressionism, neo-classicism, serialism), with concentration on the works of Debussy, Ravel, Schönberg, Berg, Stravinsky, and Prokofiev. Prerequisite: Music 102, or equivalent preparation.—Laurent TTh 9:55

[373(2). Late Nineteenth-Century Music in Germany and Austria]—An analytical survey of selected works of Brahms, Wagner and Mahler. Some attention will be devoted to music from the earlier part of the century (works by Schubert, Schumann, etc.), to demonstrate the evolution in musical thinking and practice manifest in the works of later composers. Prerequisite: Music 102, or equivalent preparation and permission of the instructor.

408. Senior Recital—The preparation and presentation of a full-length program. Enrollment is subject to the approval of the Faculty in Music, and will be granted upon successful audition. Interested students should consult with the Chairman before the beginning of the Trinity term of the senior year. The course is open to non-majors. This course does not fulfill the requirement for the major of an elective credit at or above the 300 level. Prerequisite: permission of the Faculty in Music. (1 course credit.)—Staff

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.—TBA

Philosophy

ASSOCIATE PROFESSOR LANG, *Chairman*;

PROFESSORS R. T. LEE**, HYLAND, DELONG*;

ASSOCIATE PROFESSOR W. M. BROWN; ASSISTANT PROFESSOR WADE

PHILOSOPHY MAJOR—Ten courses in philosophy, with a grade of at least C– in each, including Logic (or Advanced Logic), any two courses in the History of Philosophy sequence (301-304), and at least two courses at the 400 level or in a major figure (Philosophy 320). Majors are expected to participate in a bimonthly symposium with members of the Department and invited speakers to discuss topics of philosophical interest and importance. Majors must also successfully complete the Senior Exercise (see below). In order to qualify for honors, students must take the Senior Thesis. They must achieve at least a grade of A– in it as well as achieve a Departmental average of at least an A–.

*Sabbatical Leave, Fall Term

**Sabbatical Leave, Spring Term

COGNATE COURSES—A good philosopher should know at least a little something about everything. Hence any course, any job, any friendship, any bit of recreation is valuable if you reflect on it and learn from it.

But there are some courses to which students of philosophy should give special consideration. Philosophical works often require slow, painstaking reading; the study of a foreign language, particularly Greek, is usually effective in encouraging the habit of careful attention to a text. Students who have the ability to work with a computer language may find that this provides a similar discipline. If the student is considering graduate study in philosophy, then some competence in French or German is especially recommended.

A student of philosophy should not be a stranger to modern science. Any good science course (including the behavioral sciences) is valuable, but a course in Physics should get first consideration.

Most important of all is a broad familiarity with the religious and humanistic culture of the West. Most philosophers are also scholars; they are educated people. In order to understand them one has to have read widely in non-philosophical books. Hence courses from the departments of English, Religion, History and Fine Arts should be elected. We recommend that the student find out which courses require the most reading, and take those.

We require no particular non-departmental course as part of the major. Rather, we encourage all students who are interested in a philosophical education to talk to one or more of the members of the department about their abilities and interests. We will then be able to recommend a course of study that will make sense for each individual.

SENIOR EXERCISE—Every spring the department will sponsor a weekend philosophical conference, as a culmination of a series of fortnightly colloquia. Senior majors will read their own papers, and will comment on papers given by their colleagues. Papers will be given on a variety of topics, and the meetings will be open to the public. The conference will close with a banquet for the majors, the members of the department, and their guests.

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.
- 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 students an opportunity to design, in conjunction with an adviser in the department, their 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.

Students 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*

- 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

C. *Theory Emphasis*

- 201. Problems of Philosophy
- 203. Ethics
- 204. Moral Theory in the Twentieth Century
- 205. Logic
- 220. Philosophical Anthropology
- 221. Cultural Relativism and Human Rights
- 222. Existentialism
- 223. Love and Altruism
- 225. Moral Psychology

II. *Historical Courses*

- 301. History of Philosophy (I): The Presocratics to Augustine
- 302. History of Philosophy (II): Augustine up to Descartes
- 303. History of Philosophy (III): Descartes through Berkeley
- 304. History of Philosophy (IV): Hume to the end of the 19th century
- 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**

328. **Philosophy of Religion**

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.

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.

462. **Teaching Assistant**

FALL 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.—W.M. Brown MWF 9:30

102(1). **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. Limit of 25. Prerequisite: permission of instructor.—Hyland MWF 8:30

203. Ethics—Topics covered in this course will include types of normative ethical theories, the meaning of ethical terms, the possibility of ethical knowledge, ethical relativism, and the fact-value distinction.—Wade TTh 9:55

218(1). Philosophy of Psychology—An inquiry into the philosophical problems of psychology: the nature of psychological explanation, the concept of control, the question of mechanistic reduction, the relation of psychology and logic, and the ethical problems involved in the practice of psychotherapy.—W.M. Brown M 1:15

301. History of Philosophy (I): The Presocratics to Augustine—History of ancient and early medieval philosophy, concentrating on the Presocratics, Plato, Aristotle. Prerequisite: permission of the instructor.—Lang TTh 8:30

303. History of Modern Western Philosophy (III): Descartes through Berkeley—The history of Western philosophy with major attention given to Descartes, Spinoza, Leibniz, Hobbes, Locke and Berkeley. Prerequisite: permission of the instructor.—R.T. Lee MWF 9:30

320(1)A. Aristotle—A close reading of the *Physics* and *Metaphysics* with attention to Aristotle's philosophy of nature and substance. Prerequisite: permission of the instructor.—Lang Th 6:30

320(1)B. Descartes and Spinoza—Some of the positions characteristically ascribed to Descartes, such as his theory of thinking *via* representations, are still very popular today. Many cognitive psychologists are secret Cartesians. Descartes is therefore worth studying for the light he can shed on some recent theories. Spinoza is a severe critic of much that Descartes says, and more often than not Spinoza is right. Spinoza is worth studying, therefore, because he knows a good number of truths that many moderns have forgotten. In this course we will study these two philosophers mainly through a reading of the *Meditations*, the *Objections and Replies*, and the *Ethics*. Prerequisite: permission of the instructor.—R.T. Lee M 1:15

330(1)A. Problems in the Foundations of Public Policy—The purpose of this course is to assist students in acquiring the skill in ethical reasoning and analysis needed for mature participation in society's continuing debates over moral issues of public concern. The course will begin by examining some types of ethical theories and will proceed to consider a number of controversial social issues. Abortion, euthanasia, racial and sexual discrimination, world hunger, treatment of animals, and capital punishment are among the topics to be considered. (Same as Urban & Environmental Studies 402(1).) Prerequisite: permission of the instructor.—Wade T 7:00

330(1)B. Philosophy of Art—This course will examine intensely a number of important philosophical writers on art, including Plato, Kant, Nietzsche, and Sartre. In addition, we shall use our own experiences of art as one of the measures of the views considered. Consequently, the course will include visits to art museums, concerts, plays and performances. Prerequisite: permission of the instructor.—Hyland W 7:00

351. Marx and his Interpreters—A great deal of philosophical study has been devoted to the views of Karl Marx, yet much disagreement remains concerning what Marx actually thought. This course will examine some contemporary interpretations of Marx's work against the background of some of his more important writings. Though we cannot realistically hope to arrive at the "correct" interpretation of Marx's views, we can at least assess the merits of some of the contending accounts.—Wade TTh 2:40

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

SPRING 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.—W.M. Brown MWF 8:30

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.—Lang TTh 8:30

205(2). 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. Enrollments limited to 50 per section.

Sec. A—DeLong TTh 9:55

Sec. B—DeLong TTh 1:15

208. Philosophical Themes in Science—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.—W.M. Brown M 1:15

217(2). Philosophy and Literature—We shall study a number of philosophic works with literary significance and a number of literary works with philosophic content in order to raise the question of what the difference is between the two. Authors studied will include Plato, Aristophanes, Machiavelli, Shakespeare, Nietzsche, Mann, Camus and Sartre. Prerequisite: permission of the instructor.—Hyland MWF 8:30

221(2). Ethics and International Community—It is generally agreed that a nation and its citizens have moral rights and obligations with respect to one another. But do these rights and obligations extend beyond national boundaries? Does a wealthy nation have an obligation to provide aid to starving citizens of other nations? Do wealthy individuals have an obligation to alleviate the suffering of persons with whom they do not share nationality? This course seeks to assist students in formulating and evaluating answers to these and other questions concerning international relations. (Same as Intercultural Studies 221(2).)—Wade MWF 10:30

224. Theory of Knowledge—All men by nature desire to know, said Aristotle. But before and since, many thinkers have wondered whether this desire can be satisfied. What is truth?, asked Pontius Pilate, a question we will reflect on in this course along with other questions, such as What are the conditions of knowledge?, What are the roles of memory, perception, evidence and belief?—W.M. Brown MWF 9:30

302. History of Philosophy (II): Augustine up to Descartes—A study of representative Christian, Islamic and Jewish thinkers of the medieval period. Discussion will focus on such major issues as the existence of God, the problem of evil, the nature of universals, the role of the prophet and the relation between philosophical reason and religious faith. Attention will also be paid to the cultural, historical and religious climates which helped influence the unique scholastic doctrines under discussion. Prerequisite: permission of the instructor.—Lang TTh 9:55

304. History of Philosophy (IV): Hume to the end of the 19th Century—A history of western philosophy, with emphasis on Hume, Kant, Hegel, Kierkegaard, Marx, Nietzsche. Prerequisite: permission of the instructor.—Wade MWF 9:30

320. The Age of Hume—The primary focus of this course will be the philosophy of David

Hume. Much misunderstanding of Hume's views derives from failure to consider them in the context of the philosophical concerns of his age. To avoid this error, we will devote some attention to the views of some of Hume's contemporaries, among them Francis Hutcheson, Thomas Reid and Adam Smith. Prerequisite: permission of the instructor.—Wade M 1:15

328. 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. Enrollment limited to 15.—DeLong TTh 2:40

407(2). Nihilism—This course will examine in depth a number of issues regarding nihilism. What is nihilism, both as a cultural phenomenon and as an intellectual standpoint? How has it come about that the label of "nihilist," which once was a pejorative epithet, is now openly affirmed by many thinkers? We shall examine a number of the most important writers on nihilism, beginning with Nietzsche, the self-described "first great nihilist of Europe," and including Heidegger, Derrida and Rosen. Prerequisite: permission of the instructor.—Hyland W 7:00

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

ASSOCIATE PROFESSOR HAZELTON, *Chairman*; PROFESSORS MC PHEE AND D. MILLER; ASSOCIATE PROFESSOR SHULTS; ASSISTANT PROFESSORS DARR, ERLANDSON AND SHEPPARD; INSTRUCTOR CHASE; MR. APFELBAUM, MS.

CHASE, MR. FOSTER, MR. HAMEL, MS. HOGAN, AND MR. OGRODNIK

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.

Specific courses include:

I Aquatics

Beginning Swimming
Swimming
Advanced Lifesaving
Water Safety Instructor

IV Individual and Combatives

Golf
Beg. Karate
Adv. Karate
Beg. Judo
Adv. Judo
Fencing

*The pass/fail option in physical education is permitted in addition to the one permitted for academic courses.

II Racquets

Beg. Squash

Adv. Squash

Beg. Tennis

Adv. Tennis

Badminton

V Classroom

Medical Self-help (First Aid)

Coaching Seminar

VI Special

Scuba

Skiing

III Physical Development & Body Mechanics

Physical Development

(men)

Beg. Body Mechanics

Adv. Body Mechanics

(women)

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. Students may drop a course during this period without its being entered on their permanent record cards. After that time and until the end of the second ten days of the quarter, students may drop a course and it will be entered on their permanent records 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, 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 11:30

3 Sec. C—MWF 8:30

4 Sec. D—MWF 11:30

201. Advanced Lifesaving—Red Cross course in advanced lifesaving; Red Cross certification. Prerequisite: qualification test. Enrollment limited in each section to 16. Nominal fee.

*1 Sec. A—MWF 10:30

3 Sec. B—MWF 10:30

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. Nominal fee.

*2 Sec. A—MWF 10:30

4 Sec. B—MWF 10:30

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

*Denotes Quarter

- 3 Sec. C—MWF 11:30
- 4 Sec. D—MWF 11:30

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. Enrollment limited to 16.

- *1 Sec. A—MWF 9:30
- Sec. B—MWF 11:30
- Sec. C—MWF 1:15
- 3 Sec. D—MWF 9:30
- Sec. E—MWF 10:30
- Sec. F—MWF 1:15

222. Advanced Body Mechanics for Women—A more in-depth study of the components of life-time fitness. An overview of specific programs will be examined for possible adoption into an individual's life style suiting individual needs. Prerequisite: P.E. 122.

- *2 Sec. A—MWF 9:30
- Sec. B—MWF 11:30
- Sec. C—MWF 1:15
- 4 Sec. D—MWF 9:30
- Sec. E—MWF 10:30
- Sec. F—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
- 2 Sec. E—MWF 10:30
- Sec. F—MWF 11:30
- Sec. G—TTh 11:20
- 3 Sec. H—MWF 9:30
- Sec. I—MWF 10:30
- Sec. J—MWF 1:15
- Sec. K—TTh 9:55
- Sec. L—TTh 1:15
- 4 Sec. M—MWF 11:30
- Sec. N—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—MWF 11:30
- 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 11:30
- Sec. H—TTh 11:20
- 4 Sec. I—MWF 9:30
- Sec. J—MWF 10:30
- Sec. K—MWF 1:15
- Sec. L—TTh 9:55
- Sec. M—TTh 1:15

*Denotes Quarter

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—MWF 1:15
- Sec. F—TTh 11:20
- Sec. G—TTh 1:15
- 3 Sec. H—MWF 9:30
- Sec. I—MWF 10:30
- Sec. J—MWF 11:30
- Sec. K—TTh 9:55
- 4 Sec. L—MWF 1:15
- 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 1:15
- Sec. G—TTh 11:20
- 4 Sec. H—MWF 9:30
- Sec. I—MWF 10:30
- Sec. J—MWF 11:30
- Sec. K—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 12.

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|--------------------|--------------------|
| *1 Sec. A—TTh 1:15 | Sec. E—TTh 11:20 |
| 2 Sec. B—MWF 11:30 | Sec. F—TTh 1:15 |
| Sec. C—TTh 9:55 | 4 Sec. G—MWF 10:30 |
| 3 Sec. D—MWF 9:30 | |

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 9:55
- Sec. C—TTh 11:20
- 4 Sec. D—MWF 9:30
- Sec. E—TTh 9:55
- Sec. F—TTh 11:20

135. Beginning Fencing—(Student-Taught Course) 1st quarter. 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. Faculty adviser: Ass't Professor Robin Sheppard. Outside examiner: Albert Grasson. (¼ course credit.) Enrollment limited to 25. TBA

*Denotes Quarter

235. Advanced Fencing—(Student-Taught Course) 2nd quarter. 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. Faculty adviser: Ass't Professor Robin Sheppard. Outside examiner: Albert Grasson. (¼ course credit.) Enrollment limited to 25. TBA

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—TTh 11:20
- Sec. B—TTh 1:15
- 3 Sec. C—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—TTh 11:20
- Sec. B—TTh 1:15
- *4 Sec. C—TTh 1:15

137. Beginning Judo—Introduction to the fundamentals of judo; conditioning, falling, throwing, and self-defense. Enrollment in each section limited to 16.

- 3 Sec. A—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.

- 4 Sec. A—TTh 9:55
- *Denotes Quarter

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. Nominal Fee.

- *1 Sec. A—MWF 1:15
- 3 Sec. B—MWF 1:15

152. Coaching Seminar—Primarily for students who anticipate the possibility of coaching in secondary school: in-depth study of fundamentals, basic offense and defense, staff organization, practice planning, and special teaching techniques. The sport will vary each quarter. Enrollment limited to 10.

- 2 Sec. A—TTh 1:15
- *4 Sec. B—TTh 11:20

*Denotes Quarter

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.

Students 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.

Physics and Astronomy

PROFESSORS C. MILLER, *Chairman*, HOWARD, AND LINDSAY;
ASSOCIATE PROFESSORS PICKER AND SILVERMAN

COURSE LEVELS—Physics 121-2 and 221-2 are courses designed as preparation for students who are planning on majoring in physics, other physical sciences, or engineering. 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 further 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 environmental physics and on energy and society.

There are other courses at the 200-level of general interest to science students. This year there will be a course in laboratory instrumentation.

The courses at the 300- and 400-level form the advanced work in physics. They are for both physics majors and students in the other sciences. It is recommended that Physics 401 be taken as early as possible.

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. In addition, the student must take Physics 405, which is the Senior Exercise. Grades of C- or better must be obtained in these courses. 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 111, 112.

COMPUTER COORDINATE MAJOR IN PHYSICS—See the "Computer Coordinate Major" section of the *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.

FALL 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. (1¼ 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—Lindsay MWF 9:30

Lab.—MTW or Th 1:30

Sec. B—Howard MWF 11:30

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

[111. 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.

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. Three classroom periods and one laboratory period. Prerequisite: Mathematics 121 or concurrent registration. (1½ course credits.) Laboratory may be waived under special circumstances (Physics 121, one course credit). Enrollment in each section limited to 25.

Sec. A—Picker MWF 10:30

Sec. B—Silverman MWF 11:30

Lab.—MTW or Th 1:15

[211. Lasers and Their Applications]—An introduction to the physical principles used in the generation of coherent light, and to the increasingly broad range of applications of lasers in science and engineering. Basic properties of light waves. The laser has a system consisting of an active medium having suitable energy levels, a "pump" to invert the populations of those levels, and an optical resonator to build up coherent radiation. Rudiments of laser design. A survey of laser types, including gas lasers, doped-insulator lasers, semiconductor lasers, and dye lasers. Applications of lasers and laser light, including holography, optical communication and signal processing, precise displacement and velocity measurements, materials processing, photochemistry, and spectroscopy. The course will include selected laboratory experiments and individual projects. Prerequisites: one year of college physics, Mathematics 122, and permission of the instructor.

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. (1½ course credits.)—Howard MWF 9:30

Lab.—M or 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.

[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. Prerequisite: Physics 222L. Offered in alternate years. (1 course credit.)

313. Quantum Mechanics—A thorough study of the general formalism of quantum mechanics together with some illustrative applications. The postulates of quantum mechanics. States, observables, and operators. Measurements in quantum mechanics. The Dirac notation. Simple systems: the square well, the harmonic oscillator, the hydrogen atom. Approximation techniques and perturbation theory. Elements of the quantum theory of angular momentum. Prerequisite: Physics 222L. Offered in alternate years—Picker 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, linear operators, and complete sets of functions, to provide a unified setting for subsequent topics, we proceed to treat matrices, eigenvalue problems, differential equations, Green's functions, and the special functions of mathematical physics. Additional topics, such as numerical methods or 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.—C. Miller MWF 10:30

405 (1,2). Senior Seminar—The culmination of the physics major, this seminar is designed a) to put the students in touch with the latest ideas and experimental results in physics, and b) to develop the students' ability to communicate their understanding of physics.

During the fall term, students will meet with their adviser to plan the seminar they will be presenting in the spring term. In addition, students will attend seminars given by guest speakers and faculty members once every two weeks or so. This series will continue into the spring term. Student talks will be given during the latter half of the spring term.

The student seminars may deal with any aspect of physics, including its varied applications. While students may choose to discuss original research which they have undertaken, they are not required to do so.

This seminar is required for the physics major. (½ course credit.)—Staff T 4:00–5:30

409. Undergraduate Research Participation—Individual experimental or theoretical research project under the direction of a staff member. Prerequisite: permission of the instructor.—Staff

SPRING 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. Prerequisite: permission of the instructor.

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. (1¼ 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—Lindsay MWF 9:30

Lab.—MT or W 1:30

Sec. B—Lindsay MWF 11:30

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. Prerequisite: permission of the instructor.—Howard MWF 11:30

122L. General Physics II—A continuation of Physics 121 with a detailed investigation of single particles and of many particle systems, including rotations, oscillations, waves, special relativity, and thermal physics. Three classroom periods and one laboratory period. Prerequisites: Mathematics 122 or concurrent registration, Physics 121 or permission of the instructor. (1¼ course credits.) Laboratory may be waived under special circumstances. (Physics 122, 1 course credit). Enrollment in each section is limited to 25.

Sec. A—Picker MWF 10:30

Lab.—MT or Th 1:15

Sec. B—Silverman MWF 11:30

[212. Radiation Physics]—An introduction to the physics and applications of X-rays and nuclear radiation. Basic properties of atomic nuclei. Characteristics of alpha, beta, and gamma radiation and X-rays; interaction of charged particles and high-energy photons with matter. Principles of radiation detectors and counting systems. Biological effects of radiation, dosage units, and radiation safety precautions. Applications of X-rays and nuclear radiation, including tracer techniques and tomography. Prerequisites: one year of college physics and mathematics.

216. Basic Instrumentation for the Natural Sciences—Contemporary laboratories—of biology, chemistry, and psychology, as well as physics—make ever greater use of a growing array of electrical, electronic, and optical instrumentation. In this course, taught primarily in the laboratory, the student is introduced to basic instruments, components, and instrumental techniques of nearly universal applicability, and asked to apply them in a variety of situations.

Topics could be chosen from: electrical meters; the cathode ray oscilloscope; amplifiers; eliminating electrical noise; digital electronic techniques; mechanical and photoelectrical transducers; optical interference; spectroscopes; lenses and microscopes; digital computers as laboratory instruments.

Prerequisites: one year of college physics and one year of calculus. Enrollment limited to 15.—C. Miller T 1:15-4:00 (plus additional hours to be arranged.)

222L. General Physics IV—Waves, Optics, and Modern Physics—The analytical description of oscillations and wave motion. Electromagnetic waves and physical optics. An 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.)—Howard MWF 9:30 Lab. M or 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. Offered in alternate years.—Silverman MWF 10:30

[302. Electrodynamics]—A study of the unified description of electromagnetic phenomena provided by Maxwell's equations in differential form. The scalar and vector potentials, multipole expansions, boundary value problems, propagation of electromagnetic waves, radiation from accelerated charges. Prerequisites: Physics 221, 401. Offered in alternate years.

[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. Offered in alternate years.

[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.

[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. Offered in alternate years.—Picker MWF 11:30

405(1,2). Senior Seminar—The culmination of the physics major, this seminar is designed a) to put the students in touch with the latest ideas and experimental results in physics, and b) to develop the students' ability to communicate their understanding of physics.

During the fall term, students will meet their adviser to plan the seminar they will be presenting in the spring term. In addition, students will attend seminars given by guest speakers and faculty members once every two weeks or so. This series will continue into the spring term. Student talks will be given during the latter half of the spring term.

The student seminars may deal with any aspect of physics, including its varied applications. While students may choose to discuss original research which they have undertaken, they are not required to do so.

This seminar is required for the physics major. (Continued from Christmas Term.)—Staff T 4:00–5:30

410. Same as Physics 409

412. 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. Prerequisites: Physics 121, 122, 221, 222 or equivalent.—C. Miller MW 4:00–5:15

Political Science

PROFESSORS VOHRA, *Chairman*; GASTMANN AND NEAVERSON; ASSOCIATE PROFESSORS MCKEE AND REILLY; ASSISTANT PROFESSOR YIANNAKIS; VISITING PROFESSOR RITTER (PART TIME, FALL TERM) VISITING ASSISTANT PROFESSOR FULCO (PART TIME, SPRING TERM)

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 do international, constitutional and administrative laws guide societies? How are non-Western societies adopting Western political practices or evolving their own? 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 students' 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—Majors are required to take 11 courses in the Department and either Economics 101 or a statistics course approved by the Department, all with a grade of at least C-. The course distribution requirements are: 1 course in each of the subfields (American Government and Politics, Comparative Politics, and International Relations); 1 political theory course; 1 course at the 200 level, 2 courses at the 300 level and the Senior Seminar in an area of concentration; 2 courses at the 300 level in subfields other than the area of concentration.

Students concentrating in International Relations must take 1 course from among Political Science 317, 319, 330, or Economics 315.

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.

COGNATE COURSES—Students are strongly urged to take courses in the Social Sciences and the Humanities that have a close bearing on the Political Science courses they choose. They should consult with their advisers regarding options available.

AREAS OF CONCENTRATION

A. American Government and Politics

- 102. American National Government
- 203. American Political Parties
- 212. American State and Local Government
- 216. American Political Thought
- 218. Urban Politics
- 225. American Presidency
- 226. Education and Public Policy in the United States
Trinity College Legislative Internship Program
- 307. Constitutional Law: Federal System and Separation of Powers
- 309. Congress and the Legislative Process
- 311. Administration and Public Policy
- 315. American Foreign Policy
- 316. Constitutional Law: Civil Rights and Civil Liberties
- 336. Public Opinion and Public Policy
- 340. Data Analysis
- 402. Senior Seminar

B. International Relations

- 101. International Politics I
- 202. International Politics II
- 303. Conflict and Conflict Theory
- 305L. International Organizations
- 313. International Law
- 315. American Foreign Policy

*Economics 315. International Economics

- 401. Senior Seminar

C. Comparative Politics

- 103. Introduction to Comparative Politics
- 107. East Asian Civilization: China and Japan (to 1800)
- 108. East Asian Civilization: China and Japan (1800 to present)
- 208. Western European Politics
- 221. Political Development in Modern China: From Confucian Empire to People's Republic
- 314. Elections and Voting Behavior
- 317. Government and Politics of Latin America

- 319. The Soviet Union in Theory and Practice
- 330. Government and Politics of Contemporary China
- 331. The Chinese Revolution: 1900-1950
- 404. Senior Seminar

Political Theory Courses

- 105. Western Political Thought I
- 106. Western Political Thought II
- 216. American Political Thought
- 219. Democratic Theory and Its Critics
- 227. Constitutional Democracy and Socialism
- 338. Utopian Political Thought

NOTE: Changes in course numbers and departmental requirements will not affect students who are already majors in the department—they will continue to follow the requirements outlined in the catalogue of the year they declared their major.

*This course will be accepted for major credit for students concentrating in International Relations

The 100 level courses are introductory to the areas of concentration. The 200 level courses may be taken without prerequisites. It is recommended, and may be required, that 300 level courses be preceded by a 100 or 200 level course within the relevant area of concentration.

480. Tutorial may be used with the permission of the Chairman to fulfill the concentration requirement in the area to which the specific project is relevant or as a substitute for a Senior Seminar if one is not given in any particular year.

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. Students choosing the latter route must offer a major and a minor field of concentration for their oral examination and must consult with their adviser at least thirty days before the date of examination.

Students who contemplate standing for Honors should consult with their advisers in the fall term of their senior year and inform Professor Diana Yiannakis, Honors coordinator for the Department, of their decision by the first of December.

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 the *Catalogue*.

"INTERNATIONAL RELATIONS" CONCENTRATION—Majors who would like to concentrate in International Relations are advised to read the *Catalogue* under "International Relations" and to consult with Professor Gastmann.

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.

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 every year.

FALL TERM

[101. **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.—(Given Fall 1984)

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—Reilly MWF 8:30

Sec. C—McKee TTh 8:30

Sec. B—Yiannakis MWF 9:30

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. (Same as Intercultural Studies 105.)—Gastmann TTh 9:55

105. Western Political Thought and Institutions I—An introduction to some basic concepts and fundamental political issues through a study of political philosophers from Plato to John Locke. The course will stress developments in the theory and practice of constitutional restraint, law, justice, liberty, authority and sovereignty. Five stages in the political development of Europe will be studied: Classical Antiquity, Medieval Christendom, the Renaissance, the Reformation, and 17th Century England. Appropriate historical background will be supplied. Among those whose works will be read are: Plato, Aristotle, Augustine, Aquinas, Machiavelli, More, Hobbes, and Locke.—Neaverson MWF 10:30

107. 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 107.)—Vohra TTh 11:20

203. 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

208(1). Western European Politics—An examination of the political structures, processes, and cultures of the major Western European states and the political economic forces that shape them. Emphasis will be placed on Great Britain, France, and West Germany as well as on the European Economic Community.—Reilly MWF 11:30 (Not given Fall 1984)

[218(1). 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? Particular attention will be given to the forms of local government, types of communities, and the policies of urban institutions. Guest speakers will be used to assist each student in preparing a monograph on a local political system. Political Science 102 is recommended. (Same as U&E 218(1).)—(Given Fall 1984)

221. Political Development in Modern China: From Confucian Empire to People's Republic—Topics include the breakdown of the traditional imperial system; stages of radicalization and assimilation of Western ideas, ideologies and political institutions; national integration; revolutionary movements; and the establishment of the People's Republic of China and politics in contemporary China. (Same as Intercultural Studies 221.)—Vohra TTh 2:40

225. 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. (Same as American Studies 225.)—Reilly MWF 9:30

227. Constitutional Democracy and Socialism—This course examines constitutional democracy and socialism as revealed by theoretical arguments and historical experience in order to discover the conditions, if any, under which a socialist economy can operate successfully within the framework of a constitutionally limited democratic state. Readings from the creators of the constitutional tradition, such as Locke and J. S. Mill, and from main figures in the socialist tradition, such as Marx, Lenin and Tawney. Historical experiences to be considered include those of Allende in Chile and Mitterand in France. Some attention will also be devoted to the failure of socialism to make headway in the contemporary United States.—Ritter TTh 1:15

305L. 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. Required laboratory sessions entail participation in Trinity's annual Model United Nations and Regional Councils; doing research for and preparing background papers for the conferences; and learning to utilize computer facilities to simulate international decision-making under conflict situations. Prerequisites: Political Science 101 and permission of the instructor. (1¼ course credits.)—Gastmann TTh 2:40

[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 20th Century. Prerequisites: Political Science 102 and permission of the instructor.—(Given Fall 1984)

311. Administration and Public Policy—A survey of American practices. This course will use a textbook and a casebook to analyze and evaluate major administrative problems and policies. Particular attention will be given to the similarities and differences between public and private agencies. Students will use theoretical readings and presentations by guest lecturers to prepare an analysis of a particular public or private organization. Prerequisite: Political Science 102 or permission of the instructor.—McKee TTh 9:55 (Not given Fall 1984)

316(1). 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.—(Same as American Studies 316(1).) Neaverson WF 1:15

319. The Soviet Union in Theory and Practice—Philosophical and historical background of the Bolshevik Revolution; the crushing of opposition and the role of terror; the nature, achievements, failures, problems, and challenges of the Soviet political, economic, and social systems.—Neaverson MWF 11:30

401. Senior Seminar: International Relations—Patterns of international politics in the Caribbean. The aim of this seminar will study how the internal politics of the Caribbean nations and dependencies effect (1) the international political relations of the area, and (2) 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. Enrollment limited to 15 students.—Gastmann W 1:15 (Given Spring 1985)

402(1). Senior 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 15.—Yiannakis W 1:15

480(1). Tutorial—Individual research and reading under the guidance of a department member. Prerequisite: permission of the instructor.—Staff (Hours by arrangement)

499. Thesis—For Honors Candidates: Preparation of a thesis on a subject approved by the Department.—Staff

SPRING 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 limited to 35.—McKee TTh 8:30

106. Western Political Thought and Institutions II—The emergence of constitutional representative democracy: Political philosophies and ideologies will be related to major changes in political institutions in Europe and the U.S.A. from the 18th to the 20th Century. The course will concentrate on political thought connected with the following topics: the American and French Revolutions, 19th-Century Liberal and Reformist thought, the development of collectivism, theories of modern democracy, and neo-conservatism.—Neaverson MWF 10:30

108. East Asian Civilization: China and Japan (1800 to 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 107 in Fall Term.) (Same as Intercultural Studies 108.)—Vohra TTh 11:20

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 101 or permission of the instructor.—Fulco TTh 1:15

212. American State and Local Government—Description, analysis, and evaluation of governmental institutions in a variety of states and localities, with particular emphasis, for illustrative purposes, on institutions in Connecticut. Each student is expected to complete an applied research project dealing with a major problem or issue facing state and local governments. Political Science 102 recommended.—McKee TTh 9:55

216. 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 Populist and Progressive reform movements; current theories of conservatism, liberalism, and the Left. (Same as American Studies 216.)—Yiannakis WF 1:15

219(2). Democratic Theory and Its Critics—An analysis of the values and assumptions of Western liberal thought as seen by modern critics representative of collectivist, conservative, elitist, irrationalist, psychological and sociological points of view. The course begins with a review of 19th Century liberal political theory.—Neaverson MWF 11:30

226. Education and Public Policy in the United States—The course will explore contemporary issues of public education policy, drawing upon historical and theoretical literature for background. Among topics that will be considered are finance, control, equity, and the "new federalism." There will also be some focus on education in Connecticut.—Goodenow MWF 9:30

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. Prerequisites: Economics 101 or Political Science 101 and permission of the instructor.—Reilly MWF 9:30 (Not given Spring 1985)

307(2). Constitutional Law: The Federal System and Separation of Powers—An analysis and evaluation of leading decisions of the United States Supreme Court dealing with the granting of authority to national institutions. Although the major part of the course will deal with landmark cases bearing on the Federal System and Separation of Powers, attention will also be devoted to contemporary constitutional issues upon which students are expected to take normative positions. (Same as American Studies 307(2).)—McKee TTh 2:40

[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.—(Given Spring 1986)

[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. Prerequisites: Political Science 103 or 208 and permission of the instructor. (Given Spring 1985)

315(2). American Foreign Policy—An examination of the principles of American foreign relations since the beginning of the 20th 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 102 or Political Science 101/202 or permission of the instructor. (Same as American Studies 315(2).)—Reilly MWF 11:30

[317(2). Government and Politics of Latin America]—An analysis of 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: permission of the instructor. (Same as Intercultural Studies 317(2).) (Given Spring 1985)

330. 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. The course is a proseminar limited to 12 students. Prerequisite: permission of the instructor. (Same as Intercultural Studies 332).—Vohra W 1:15 (Not given Spring 1985)

[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 12 students. Prerequisite: permission of the instructor. (Same as Intercultural Studies 331(2).) (Given Spring 1985)

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 the mass media on individual attitudes and opinions. The course will then go on to deal with the measurement and change of public opinion and to explore the processes by which public opinion may affect public policy outcomes.—Yiannakis MWF 10:30 (Not given Spring 1985)

338. Utopian Political Thought—This course will consider various Utopian political theories in their historical contexts. The social, economic, and political conditions that give rise to Utopian solutions in particular historical periods will be examined. Readings will include Utopian thinkers such as Plato, More, Bacon, Winstanley, Rousseau, Saint-Simon, Bellamy and Skinner.—Fulco TTh 9:55

[340. Political Data Analysis]—An introduction to the design and execution of research projects involving computer analysis of empirical political data. Course work includes readings, projects assigned by the instructor, and a major research project selected and carried out by the student. No programming experience required. Prerequisite: permission of the instructor. (Given Spring 1985)

402. Senior Seminar: American Government—Topics in Constitutional Law—Reading and discussion about recent trends and developments in American judicial review. Emphasis on civil rights and liberties. A substantial research paper will be required. Permission of instructor. Limit 12.—Neaverson M 1:15

404. Senior Seminar: Comparative Politics; Change and Stability; The Politics of Advanced Industrial Societies—An extensive examination of various works on the problems and prospects of modern industrial states culminating in each student undertaking a research project of the

student's own choosing. Possible topics include: legitimacy, corporatism, governmental overload, European integration, participation, and political-business cycles. Enrollment limited to 15 students.—Reilly WF 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

[Trinity College Legislative Internship Program (1)]—The Trinity College Legislative Internship is a special program designed for those students who want to observe politics and government first-hand. Student interns will work full-time for individual legislators during the general session of the Connecticut General Assembly and will be eligible for up to four credits, three for a letter grade and one pass/fail. One of the graded credits will be a political science credit. In addition to working approximately 35–40 hours per week for a legislator, each intern will participate in a seminar in which interns present papers and discuss issues related to the legislative process. Although there are no prerequisite courses for enrollment in this program, preference will be given to juniors and seniors. Students majoring in areas other than political science are encouraged to apply. Candidates for this program, which is limited to 14 students, should contact Professor Yiannakis in April or September. (Given Spring 1985)

Trinity College Legislative Internship Program (2)—Interns will work part-time (20 hours per week) at the capitol during the special session of the state legislature and will receive two graded course credits, one of which will be a political science credit. For other details see under T.C.L.I.P.(1). (Not given Spring 1985)

Psychology

ASSOCIATE PROFESSOR MACE, *Chairman*; PROFESSORS DOTEN, HABERLANDT, HIGGINS AND SCHULTZ; ASSOCIATE PROFESSORS HERZBERGER, R. LEE AND WINER; ASSISTANT PROFESSOR ANSELM; VISITING ASSISTANT PROFESSOR MACDONALD; VISITING ASSISTANT PROFESSOR MURRAY (first semester); VISITING ASSISTANT PROFESSOR KIRKLAND (second semester); ADJUNCT PROFESSOR ALESSI

Psychology adopts the perspectives of natural science and social science to address questions about the nature of thought, feeling, and action that arose historically in philosophy and other humanities. Formal psychology sprung most directly from a union of natural science (physiology, medicine, and physics) and philosophy. Therefore, a psychology program can be related to a number of different departments.

In the past, joint courses have been offered and crosslisted with English and Dance. At the moment, the following courses are crosslisted:

- Psychology 230 (with Educational Studies)
- Psychology 321, 422, 423 (with Urban and Environmental Studies)
- Psychology 447 (with Philosophy)
- Psychology 449 (with Sociology)

Most of the courses in the following departments or programs are closely related to some facet of psychology: Biology, Computer Coordinate Major, Economics, Educational Studies, Fine Arts, Philosophy, Sociology, Urban and Environmental Studies.

Students should consult with Psychology Department members for advice on how to construct specific coherent programs utilizing these departments. Specific cognate courses that may not be obvious from what has been said will be listed and distributed to students by members of the Psychology Department.

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	2
226—Intro. to Social Psychology	235—Personality
236—Adolescent Psychology	242—Studies in Psychopathology
295—Intro. to Child Psychology	
3	4
211—Psychological Data Evaluation	252L—Psychology of Learning
213—Human Factors Psychology	254L—Psychology of Memory
221—Experimental Psychology Methods and Evaluation	255L—Cognitive Psychology
261L—Physiological Foundations of Behavior	293L—The Psychology of Perception

It is strongly recommended that Psychology majors complete Psychology 211 or 221 by the end of their sophomore year.

3. At least two courses from the following advanced courses:

230—Psychological Explanations of the Act of Teaching	395—Cognitive Development
264—Comparative Psychology	411—Exp. Design and Advanced Statistics
276—Nonverbal Communication	414—History of Psychology
313—Computer Application and Systems Research	422—Psychology and Social Issues
321—Psychology of Socialization	423—Cognitive Social Psychology
332L—Introduction to Psychological Measurement	441—Psychological Problems in Sexuality
351—Advanced Psychology of Memory	447—Freud
391—The Psychology of Language	449—Men and Women
462—Advanced Physiological Psychology	452—Seminar in Cognition
471—Clinical Psychology and Psychotherapy	494-95—Research Assistant
493—Visual Perception in the Real World	Independent Study
	Internship
	Teaching Assistant

4. At least two other courses from the set immediately above or:

Psychology 491-492 Senior Thesis
Open Semester

5. **Senior Exercise**—Each Psychology major is required to complete a Senior Seminar (401 or 402) with a grade of C – or better.

At least two Senior Seminars will be offered every year, one each semester. These are full credit courses. In 1983–84 a Senior Seminar in History of Psychology and a Senior Seminar in Developmental Psychology will be offered. In subsequent years the topics will be drawn from other major areas of psychology. Each seminar will adopt a single, integrative perspective to examine major issues in several different subdivisions of psychology. For example, the Seminar in Developmental Psychology will treat issues that touch on physiology, psychopathology, social psychology, memory, cognition, motivation, and perception. The purpose of the seminars is to give students the opportunity to discern common themes that give coherence to psychology. To be properly prepared, students should have completed all 4 categories of Requirement 2.

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 the *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.

FALL 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. Students will be introduced to issues in research techniques by either being involved in on-going faculty research, or writing a short paper based on research articles.—Anselmi MWF 9:30

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. Enrollment limited to 30. Prerequisites: Psychology 101 and permission of the instructor. (2 course credits.)—Doten MWF 9:30–11:20

235. Personality—The course will critically examine the major theoretical approaches to understanding personality, including psychoanalytic, learning, cognitive, and biological perspectives. Methods of assessment such as self-report and projective testing, interviewing, and observation will also be discussed. The theories, methodology, and research results pertinent to a number of topics in the psychology of personality will be addressed. The topics may include sex-typing, achievement motivation, aggression, anxiety, and self-control.—Herzberger TTh 11:20

255. Cognitive Psychology—Deals with a variety of mental functions including recognition, question answering, reading and writing. It examines individual differences, e.g., between good and poor readers, and application of theories in cognition to "real world" tasks such as computer programming. The course takes an interdisciplinary approach emphasizing the continuing influence of philosophy, linguistics and computer science on the study of cognition. Laboratory exercises are designed to illustrate some of the topics considered in class. Prerequisites: Psychology 101 and permission of the instructor. Enrollment limited to 32. (1¼ course credits.)—Haberlandt TTh 11:20 Lab—Individually scheduled

264(1). 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. Prerequisite: Psychology 101, Biology 201, or permission of the instructor.—MacDonald TTh 9:55 Lab. T 1:15

293L. 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 of the instructor. (1¼ course credits.)—Mace MWF 9:30 Lab. A—M 1:30 Lab. B—T 1:30

321. Psychology of Socialization—A systematic investigation of the research literature on the processes by which individuals develop as social beings and acquire roles within society. Discussions will examine identification, imitation, persuasion techniques, and enculturation. Included are socialization topics such as sex roles, sexuality, morality, achievement motivation, and deviance. Prerequisite: Psychology 226 or 235.—Murray TTh 9:55

[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.

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. Prerequisite: Psychology 101 or permission of instructor.—Anselmi WF 1:15

401. Senior Seminar in Developmental Psychology—Prerequisite: permission of the instructor. Enrollment limited to 15.—Anselmi M 1:15

[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. Enrollment limited to: 5. Prerequisite: Psychology 211.

[414(1). 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. Prerequisite: permission of instructor.

[422(1). Psychology and Social Issues]—This seminar will examine the theoretical and empirical literature related to selected social issues. Students will evaluate the extent to which psychological evidence can resolve questions pertinent to the issues and will design research projects to answer some of the remaining questions. Topics to be addressed will vary from semester to semester, but may include issues involving day care, child custody, legal procedure, penal reform, and racial integration. Extensive library and field research will be required. Prerequisites: Psychology 126 and 322, or permission of instructor.

[423. Cognitive Social Psychology]—An intensive examination of cognitive perspectives in social psychology. Topics to be covered include: the development and change of attitudes, the processes by which individuals form impressions of others and control others' impressions of them, the process by which we explain behavior, and the development of the self-concept. Students will be asked to read primary and secondary source material, to evaluate current research, and possibly to participate in empirical investigations. Prerequisites: Psychology 126 and 322, or permission of the instructor. Enrollment limited to 15.

[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.

[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.)

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, hypnotherapy, group therapy, etc., exposure to which is augmented with audio tapes and films illustrating various therapeutic styles. Enrollment limited to: 16. Prerequisite; permission of instructor.—R. Lee Th 7:00 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 Spring Term of the junior year. This is a full year course. (2 course credits.)—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.) Prerequisite: permission.—The Staff

Independent Study—Research in a Child Clinic Setting—Students will familiarize themselves with ongoing research projects at a local child and family clinic, and will then select a sub-area of research which they will independently pursue. Enrollment limited to: 6. Independent Study Form is necessary for registration.—Alessi

Independent Study—Studies in Applied Experimental Psychology. Limit: 10.—Doten

Independent Study—Studies in Child Language, Cognitive and Language Development, and Adolescent Psychology.—Anselmi

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 Nonverbal Behavior and Clinical Psychology.—R. Lee

Independent Study—Studies in Social and Personality Psychology.—Herzberger

Independent Study—Studies in Cognitive Child Psychology, Perception, and Language.—Mace

SPRING 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. Students will be introduced to issues in research techniques by either being involved in on-going faculty research, or writing a short paper based on research articles.—Mace MWF 9:30

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. Enrollment limited to: 75.—Doten MWF 10:30

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. Enrollment limited to: 40.—Doten MWF 9:30

226. 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.—Herzberger TTh 11:20

230. Psychological Explanations of the Act of Teaching—Teaching can be viewed from different psychological perspectives: the behavioral approach in the tradition of Skinner, the humanistic approach in the tradition of Rogers, and the cognitive approach in the tradition of Bruner. Students will examine statements of these positions and their appropriateness for different educational outcomes. Students will also come to terms with problems of implementing the approaches by teaching brief videotaped lessons from each perspective and by analyzing their teaching and the teaching of others for evidence of the approaches. (Same as Educational Studies 230(1).) Prerequisite: permission of the instructor.—Schultz TTh 9:55

236. Adolescent Psychology—This course will focus on the important theoretical and conceptual issues in adolescent psychology and their experimental support. A developmental perspective will be adopted in order to emphasize that adolescence is not an isolated period but rather is part of the process of development that occurs throughout life. Prerequisite: permission of the instructor.—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

252L. Psychology of Learning—Surveys traditional learning theory and current approaches to animal and human learning. Discusses promises and limits of applying learning principles in business, education, and psychotherapy. The laboratory includes animal and human learning demonstrations. Prerequisites: Psychology 101 and permission of the instructor. Enrollment limited to 32. (1¼ course credits.) (Offered in alternate years.)—Haberlandt TTh 11:20 Lab. A—M 1:30 Lab. B—T 1:30

[254L. **Psychology of Memory**]—A survey of theories and research in human memory. Traditional topics such as short-term and long-term memory, the role of attention, imagery and mnemonics in memory will be discussed. The course will also consider computer models of memory, the physiological basis and psychopathology of memory. Prerequisite: Psychology 101 or permission of the instructor. Enrollment limited to: 32. (1¼ course credits.) (Offered in alternate years.)

261L(2). Physiological Foundation 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. Prerequisite: Psychology 101, Biology 201, or permission of the instructor. (1¼ course credits with lab.)—Kirkland TTh 11:20 Lab. Th 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. Prerequisite: permission of instructor.—R. Lee TTh 1:15

295(2). 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. Prerequisite: Psychology 101 or permission of instructor.—TBA

313(2). 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. Prerequisite: permission of the instructor. Limited enrollment.—Doten TTh 9:55

332L. Psychological Measurement—The course will examine the methods used to assess differences among individuals in terms of personality characteristics, intellectual qualities, and overt behavior. Topics to be discussed include interviewing, intelligence and achievement testing, projective techniques, objective test construction, and behavioral observation. Prerequisites: Psychology 211 and 235, or permission of instructor. (1¼ course credits.)—Herzberger TTh 1:15-3:55

395(2). Cognitive Development—This course will explore cognitive development within a general developmental framework. It will elaborate and critically evaluate Piaget's theory of cognitive development and examine how research in areas such as memory, perception, intelligence testing, education, language, and morality can be related to Piaget's work. Prerequisite: Psychology 295 or permission of the instructor.—TBA

402. Senior Seminar in the History of Psychology—Enrollment limited to 15. Prerequisite: permission of the instructor.—Mace M 1:15

[447(2). 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. Students' performance in this course will be evaluated on their class participation. Prerequisite: Permission of the instructor. (Same as Philosophy 320B)

452. Seminar in Cognition—Review of selected topics in cognition. In recent years we have considered such subjects as the relationship between the brain and cognitive processes, reading and reading disabilities, speed reading, thinking and creativity, and the development of certain mental functions. To deepen our understanding of these and other topics we shall read articles from professional and popular journals. Prerequisite: permission of instructor.—Haberlandt W 1:15

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. Prerequisite: permission of the instructor.—Kirkland MTh 7:00 p.m.

[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 its 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. Prerequisite: Psychology 293 or permission of the instructor.

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. Prerequisite: permission of the instructor. (1 course credit.)—The Staff

Independent Study—Research in Child Clinic Setting—Students will familiarize themselves with ongoing research projects 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 Child Language, Cognitive and Language Development, and Adolescent Psychology.—Anselmi

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 Nonverbal Behavior and Clinical Psychology.—R. Lee

Independent Study—Studies in Applied Experimental Psychology. Limit: 10.—Doten

Independent Study—Studies in Social and Personality Psychology.—Herzberger

Independent Study—Studies in Cognitive Child Psychology, Perception, and Language.—Mace

Religion

ASSOCIATE PROFESSOR KIRKPATRICK**, *Chairman*; PROFESSOR MAUCH;
ASSOCIATE PROFESSORS DESMANGLES AND GETTIER;
ASSISTANT PROFESSORS FINDLY, KIENER and TULL

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.

Students apply to be majors: a) by calling on each member of the Department, and b) by submitting a written statement of what they expect to accomplish from the study of religion. No application will be considered after the mid-term of the first semester of the senior year.

Once accepted as majors, students are 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. This Examination constitutes the Department's Senior Exercise. It is a process in which senior majors write and re-write a 15–18 page comprehensive essay on a topic of their own choosing. Each essay is then discussed by the faculty and other senior majors at a retreat during senior examination days in the spring.

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
- 315. Apocalyptic Literature: from Daniel to Revelation
- 316. Genesis
- 336. Biblical Ethics

*A = Offered in alternate years.

**Sabbatical Leave, Spring Term

Cognate courses:

History 203, 204

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

201. The Contemporary Jewish Experience (A)

205. Classical Judaism I

206. Classical Judaism II

208. Jewish Mysticism

210. Jewish Philosophy (Philosophy 211(2).)

214. The Jews in America

216. The Golden Age of Judeo-Islamic Civilization

402. The Holocaust (A)

Cognate courses:

Philosophy 210, 303

History 336

Christian Thought and Institutions

222. Biblical Foundations in Western Culture

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 Asia

151. Religions of Asia

253. Religious Painting in India

255. Hinduism

256. Buddhist Thought

257. Religions of China and Japan

258. The Asian Mystic

334. Gandhi and Merton

352. Readings in Oriental Literature

Cognate courses:

ICS 205-206

Religions of Africa

- 181. Islam
- 285. Religions of Africa (A)
- 286. African Religions in the New World (A)

Cognate Courses:

- History 327 History of Africa
- History 329 History of the Middle East

Comparative Study of Religion

- 259. Topics in Comparative Religion: Mysticism (A)
- 318. The Poet and Prophet in Greece and Israel (A every third year)

Philosophy of Religion

- 278. Atheism and the Eclipse of Religion (A)
- 372. The Nature and Knowledge of God (A)
- 376. Soren Kierkegaard and Dietrich Bonhoeffer/Whitehead and Macmurray (A)

Ethical and Cultural Expressions of Religion

- 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
- 288. Magic Possession and Spiritual Healing
- 289. Cult and Cultism
- 334. Gandhi and Merton
- 336. Biblical Ethics

FALL 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 MWF 8:30

109. The Jewish Tradition—A thematic introduction to the major concepts, rituals, life-cycles, holidays, and beliefs of Judaism. Readings and course material will be taken from classical Jewish texts as well as modern secondary sources.—Kiener MWF 10:30

151. Religions of Asia—An introduction to the major religions of Asia: Hinduism, Buddhism, Taoism, and Confucianism, with special emphasis on how each of these modes of thought gives rise to a special vision of man in the universe, a complex of myth and practice, and a pattern of ethical behavior. (Same as Intercultural Studies 151.)—Findly MWF 9:30

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

181. Islam—An introduction to the world religion of Islam in classical and modern times. The course is both historical and thematic, focusing on the career of Muhammad and the Qur'an, law, theology, religious and social institutions, Muslim solidarity, mysticism, and modernism. (Same as Intercultural Studies 181)—Kiener TTh 1:15

[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.

205. Classical Judaism: I—An historical overview of the different Judaism (Hellenists, Gnostics, Apocalypstists, Sadducees, Pharisees, mystics) of the Rabbinic era, from Biblical origins to the end of the seventh century CE. Emphasis will be placed on the varied religious developments as they unfold in the history and the literature of the Jews.—Kiener W F 1:15

[210(1). Jewish Philosophy]—This course is an introduction to the basic themes in both Medieval and Modern Jewish philosophy. We will examine issues such as the problem of evil, the nature of religious faith, prophecy and the concept of God, as developed in the works of Philo, Saadiah Gaon, Halevi, Maimonides and Rosenzweig. Attention will also be paid to the cultural, historical, and religious environments of the thinkers. (Same as Philosophy 211.)

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. Fall 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. Prerequisite: permission of the instructor.

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, and the Anabaptists. (Same as Guided Studies 223.)—Kirkpatrick MWF 10:30

[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/intersegregation, 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.

242(1). Religious Issues in Contemporary Literature—An exploration of the questions about God and human life posed by the novelist, dramatist, and poet.—Tull TTh 2:40

[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.

251. Religion and Science: Allies or Enemies?—After evaluating possible meanings for "science" and "religion," the course will examine several key historical episodes in detail: the trial of Galileo by the Inquisition; the rise of Newtonian science and Enlightenment deism; Darwinian evolution and the nineteenth-century loss of faith. Finally, the question will be raised as to what sorts of religious belief, if any, can be reconciled with the findings of modern science. Answers will be explored in the writings of contemporary scientists, philosophers and theologians. (Same as College Course 252.)—Palter TTh 9:55

253. Religious Painting in India—An examination of the traditions of religious painting in India and of the literature important to their background and interpretation. Topics covered will be

Buddhist painting from the eastern caves, illustrated manuscripts of the Jains, "world histories" of the imperial Mughals, and devotional miniatures of the Hindus in the Hills. (This course may be taken for major credit in Art History)—Findly TTh 9:55

[255. **Hinduism**—An introduction to the thought and practice of traditional Hinduism, with special emphasis on perceptions of the "self"—the duties of ritual and caste morality, the meditations of the forest yogis, and the religious fervor of devotees to Shiva and Krishna. Readings from Manu, the Upanishads, the Bhagavad Gita, the Vedanta sutras, Jayadeva, the Indian novel, and Tagore. (Same as Intercultural Studies 255.)

257. **Religions of China and Japan**—A study of the religious traditions of China and Japan, with special attention to the themes of "art, man and nature" in literature and lifestyle. Readings from Taoist and Confucian texts, Buddhist sutras, Shinto myths, and the writings of the Zen Masters. (Same as Intercultural Studies 257.)—Findly TTh 11:20

[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.)

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 MWF 10:30

[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.)

[289. **Cult and Cultism**—An anthropological study of the rise and development of cults in traditional (primitive) cultures engendered by the impact of colonization, the spread of Christianity and Western technology in so-called Third World cultures. Among others, the course emphasizes the revival, the millenarian, the Cargo, and messianic cults. Special attention is given to the origin, the nature, the social functions and dysfunctions of these cults, as well as the methodology used to study them. (Same as Intercultural Studies 289.)

311. **Second Isaiah**—An exploration of the poetry and thought in Isaiah 40-55. Prerequisite: permission of the instructor. Enrollment limited to 18.—Mauch TTh 1:15

[315. **Apocalyptic Literature: From Daniel to Revelation**—A survey of a distinct literary genre in the religious and historical contexts of the second and first centuries B.C.E. and the first century C.E. The seminar will concentrate upon representative pieces of literature such as the Dead Sea Scrolls, Enoch, and II Esdras and will search out the roots of apocalyptic in Hebrew scripture (Daniel) and its culmination in Christian scripture (Revelation). Consideration will also be given to its later manifestations in religious thought and groups, including millennial movements in American history. Prerequisite: Religion 211 or 212 or permission of the instructor. (Same as Comparative Literature 315.)

[335. **Theological Ethics**]

[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 preregistration.)—The Department

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 preregistration.)—The Department

SPRING TERM

104. Elementary Hebrew II—Required continuation of Religion 103.—Gettier MWF 8:30

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 9:30

[204. Readings in Hebrew Literature II]—Continuation of Religion 203. Prerequisite: Religion 203 or permission of the instructor.

206. Classical Judaism: II—A social and religious history of medieval Judaism in Europe and Afro-Asia from the seventh to the eighteenth century. The course will focus on the social status of Jews, Talmudic scholarship, philosophy, Qabbalah, messianism, and devotional life. The impact of Christianity and Islam will also be considered.—Kiener WF 1:15

208. Jewish Mysticism—An examination of the secret speculative theologies of Judaism from late antiquity to the present. The course will touch upon the full range of Jewish mystical experience: visionaries, ascetics, ecstasies, theosophists, rationalists, messianists, populists, and pietists. Readings will include classical texts (such as the *Zohar*) and modern secondary studies. Prerequisite: permission of the instructor.—Kiener M 1:15

212. Introduction to the Bible II—Spring Term: New Testament

Sec. A—Tull MWF 9:30

Sec. C—Mauch TTh 9:55

Sec. B—Mauch TTh 8:30

214. The Jews in America—A social and religious history of American Judaism from pre-revolutionary to contemporary times. After examining the era of immigration and "Americanization", the course will focus on the ethnic, religious, and social structures of American Judaism: the Community Center, the Synagogue, and the Federation.—Kiener TTh 1:15

[216. The Golden Age of Judeo-Islamic Civilization]—An examination of the "Golden Age" (900–1200) of Moslem rule in Spain concentrating on the development by Moslems and Jews of a unique understanding of the pluralistic nature of society and the political character of religion. The origins, history, religions, culture, literature, art, and science of this civilization will be studied, as will its transmission of learning to western Europe. The enduring influence of Islam and Judaism on western civilization and on each other will be considered.

222. Biblical Foundations in Western Culture—The development of Hebraic understandings of the human and divine in history will be traced from the Old Testament texts, through the encounter with Hellenism in the intertestamental period to their consolidation in Rabbinic Judaism and Early Christianity. Prerequisite: permission of instructor. (Same as Guided Studies 222.)—Gettier WF 1:15

[224. Major Religious Thinkers of the West II]—Hume, Kant, Hegel, Kierkegaard, Schleiermacher, Buber, Tillich, and Bonhoeffer.

[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.

[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.

256. Buddhist Thought—An examination of fundamental concepts in Buddhist philosophy as they reflect an ongoing conflict between faith and reason: the non-self, dependent origination, karma and nirvana. Special emphasis will be placed on the meaning of these concepts for the Buddhist way of life. Readings from classical Theravada and Mahayana texts. (Same as Inter-cultural Studies 256.)—Findly TTh 9:55

258. The Asian Mystic—An examination of the mystic in Asian religious traditions. Special attention will be given to mysticism and heresy, the psychological and theological sources of mystical experience, and the distinctive characteristics of mystical language. Readings from Indian, Tibetan, and Chinese sources. (Same as Intercultural Studies 258).—Findly TTh 11:20

[262. 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).)

[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.)

[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.

[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.)

[288. Magic, Possession and Spiritual Healing]—An anthropological approach to religion and magic. A cross-cultural analysis of the forms of spiritual healing in traditional (primitive) cultures. Emphasis is given to the manifestations of spiritual Power, the role of possession, magic, shamanistic utterances, and hallucinogens in the process of spiritual healing. (Same as Intercultural Studies 288.)

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: permission of the instructor. (Same as Intercultural Studies 290).—Desmangles MWF 10:30

312. Jesus—An exploration of ways to understand the person of Jesus. Focusing upon the Gospel literature with special attention to the parables, the course will examine materials related to the historical background, parallels in other religious and cultural settings, and modern interpretations. By sifting the evidence and theories, the class will address the questions: Who was Jesus? What did he intend to accomplish? Why did he have such an impact? Prerequisite: Religion 212 or permission of the instructor. (Same as Comparative Literature 312).—Gettier TTh 11:20

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 18.—Mauch TTh 1:15

[316. Genesis]—An examination of the Genesis stories in order to understand the manner of ancient storytelling, its significance in a religious context, and its place in the biblical tradition. This discussion course will concentrate upon selected stories and characters and make frequent comparisons to tales from other cultures. Uses of the stories in more contemporary literature will be considered, as will the varieties of modern interpretation. Prerequisite: Religion 211 or permission of the instructor. (Same as Comparative Literature 316.)

[318. 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 318.)

334. Gandhi and Merton—An evaluation of the life and ethical teachings of two men who tried to bridge the gap between East and West. Our focus will be the making of the religious personality, the tension between active and contemplative lifestyles, and the special issues of war and peace, civil disobedience, and non-violent resistance. (Same as Intercultural Studies 334.)—Findly M 1:15

[336. Biblical Ethics]—The structure of biblical ethics; its philosophical and/or religious presuppositions; its relation to contemporary theological ethics.

[372. 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.

[376. Alfred North Whitehead and John Macmurray]—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.

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 preregistration.)—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.

[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 preregistration.)—The Department

Research Courses Related to the Social Sciences

Trinity offers a rich array of courses designed to teach students how to conduct and interpret empirical research. As a convenience to undergraduates, a generous sampling of these courses is printed below. These courses will increase students' understanding of how various disciplines use research methods and, more importantly, will provide students with the skills to test hypotheses on their own. Some of the courses stress empirical techniques which are appropriate to a particular discipline, while others have a wide application.

Students wishing to gain a better understanding of research methods are encouraged to choose several courses from the following list. Faculty teaching these courses are prepared to offer advice about how to select a suitable mix tailored to the individual's current and future research interests. Some of the courses are open to the general student body, while others have a number of mathematical prerequisites. Consult departmental course listings for details, including information on prerequisites.

Introductory Courses:

Economics 318. Basic Econometrics
 Engineering 115L. Introduction to Computing
 Mathematics 107. Elements of Statistics
 Political Science 450. Political Data Analysis
 Psychology 211. Psychological Data Evaluation
 Sociology 201L. Research Methods in the Social Sciences

Advanced Courses:

Mathematics 305. Probability
 Mathematics 306. Mathematical Statistics
 Philosophy 401. Epistemology
 Psychology 322(1). Experimentation in Social Psychology
 Psychology 411. Experimental Design

Russian and Soviet Studies

A number of Trinity's academic departments offer courses that treat pre-revolutionary Russia or the Soviet Union. For the convenience of undergraduates interested in gaining greater knowledge of Russian culture, history, language and literature, and in studying the economic, political and social aspects of the Soviet system, pertinent courses are listed below. They illustrate the College's substantial resources in an area of continuing scholarly significance and public concern.

No major is offered in either Russian Studies or Soviet Studies. However, students with a strong interest in the topic may wish, as an adjunct to their major, to take a coherent sequence of elective courses dealing with Russia and the Soviet Union. The faculty members named below are available to assist students in constructing such a sequence. Moreover, arrangements may be made through the Department of Modern Languages for a major in Russian language and literature (see Professor Donald Hook, chairman); and a Russian area-studies option is offered within the Intercultural Studies major (see Professor Samuel Kassow, Russian area co-ordinator). Finally, students may devise an individually tailored interdisciplinary major that focuses on Russia and/or the Soviet Union (see the *Catalogue* section on "Special Curricular Opportunities" and the *Handbook* for details about such majors).

Students seeking additional information about the College's offerings in Russian and Soviet topics should speak to one of the following faculty members:

Prof. Robert Battis—Economics
 Prof. Justina Besharov-Djaparidze—Modern Languages
 Prof. Leslie Johnson—Modern Languages
 Prof. Samuel Kassow—History
 Prof. Rex Neaverson—Political Science
 Prof. Michael Sacks—Sociology
 Prof. James West—History

The following courses, most of them offered annually or in alternate years, deal, wholly or in part, with Russian and/or Soviet topics. See departmental listings for details.

Economics 207. Alternative Economic Systems
 Economics 324. The Soviet Economy
 History 307. Russia to 1881
 History 308. The Rise of Modern Russia
 History 401/402. Seminar sections on Russia, Soviet Russia and the Cold War
 Political Science 319. The Soviet Union in Theory and Practice
 Russian 111. Intensive Introductory Russian
 Russian 201. The Russian Short Story (in translation)
 Russian 204. Advanced (in translation) Introductory Russian
 Russian 211, 212. Intermediate Russian

- Russian 221. Advanced Russian
- Russian 222. Readings in Russian Literature
- Russian 226. Russian Culture and Civilization
- Russian 251. The Great Tradition of the Russian Novel (in translation)
- Russian 252. Soviet Literature in Translation
- Russian 255. The Russian Drama (in translation)
- Russian 257. Dostoevsky (in translation)
- Russian 258. Tolstoy (in translation)
- Sociology 315. Contemporary Soviet Society

Sociology

ASSOCIATE PROFESSOR CHANNELS, *Chairman*; PROFESSOR N. MILLER;
ASSOCIATE PROFESSORS J. BREWER AND SACKS

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. 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 the *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.

FALL 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. Enrollment limited to 45 per section.

Sec. A—J. Brewer MWF 11:30

Sec. B—Sacks TTh 11:20

[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.

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. Limited enrollment. Prerequisite: permission of the instructor.—Sacks TTh 2:40

105L. 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. In addition to regular classroom work there will be a weekly workshop on photographic and darkroom procedures. (1¼ course credits.) Not open to freshmen. Enrollment limited to 20.—N. Miller M 1:15
Lab. Sec. A—W 1:15 **Lab. Sec. B—W 6:30**

[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.

200(1). Criminal Justice—This course will be divided into four components: first, an introduction to the criminal justice literature, including theories of deterrence, methods of social control, etc.; second, an overview of Connecticut's criminal justice system and its component parts (police, courts, corrections, and so on); third, an examination of that criminal justice system as it actually relates to justice issues in Hartford; and, fourth, discussion of the responses which can be and have been made to the situation in Hartford, using the experiences of the Hartford Institute of Criminal and Social Justice as a basis for such inquiry. Enrollment limited to 20. Prerequisite: permission of the instructor; a prior 200-level social science course is suggested. (Same as U&E 200(1).)—Francis X. Hartmann, Hartford Institute of Criminal and Social Justice TTh 8:30 (Coordinate course: Sociology 325)

211. 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. (Same as Intercultural Studies 201.)—Desmangles TTh 9:55

[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. Prerequisite: A prior 100-level course.

251. The Individual and Society—Sociological approaches to social psychology. The social basis of personal identity. Theories of the self. The dynamics of social roles and interpersonal relations. Deviance and social control. The social construction of reality. The method of participant observation contrasted to interviewing and experimentation. J. Brewer TTh 11:20

[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. Prerequisite: Sociology 101.

321. 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. Prerequisite: prior 100-level course.—Channels TTh 9:55 (Coordinate Courses: Economics 209, History 103, Philosophy 231.) (Not offered Fall, 1984)

325. Sociology of Law—(Formerly Sociology 225.) This course offers a sociological perspective on the law, as well as the causes and consequences of the legal system. Topics covered include a comparison of scientific and legal modes of inquiry, the uses and importance of social science findings in judicial and policy decision-making, social factors affecting jury selection and jury decisions, racial and class inequalities and the law, law as a form of social control, legal organizations and professions, and law as an instrument of social change. Prerequisite: prior 100-level course.—Channels TTh 1:15

[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).) (Coordinate Courses: Religion 251, 256, 281, 285, 289)

[343. The Sociology of Literature]—An 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. (Same as Intercultural Studies 343.)

[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.

[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. Prerequisite: prior 100-level course in Sociology.

355. 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. Prerequisite: prior 100-level course or permission of instructor.—Sacks T 6:30

[362(1). 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. Prerequisite: prior 100-level course.

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. (Coordinate Courses: Intercultural Studies 212, Political Science 106)—N. Miller TTh 11:20

[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.)

409. Independent Research Project—Written report on an original research project. Students should consult with the faculty supervisor *before* registration, i.e., during the Spring Term. Required of all candidates for Honors; elective for others.—Staff TBA

SPRING 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.—J. Brewer TTh 9:55

107(2). 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. Limited enrollment. Prerequisite: permission of instructor.—Sacks TTh 2:40

201L(2). Research Methods in the Social Sciences—An introduction to social sciences 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. (1¼ course credits.)—Channels TTh 2:40

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. Prerequisite: prior 100-level course.—J. Brewer TTh 1:15

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. (1 course credit.) (Same as Intercultural Studies 214.)—N. Miller TTh 9:55

[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. Prerequisite: prior 100-level course or the permission of the instructor.

231(2). 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(2).)—N. Miller TTh 11:20 (Coordinate Course: English 184)

[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 Fall Term. Prerequisite: prior 100-level course.

[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. (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 medias, the Communist Party, the medical establishment, etc.); factors contributing to stability, change and social problems. Prerequisite: prior 100-level course or permission of instructor.—Sacks T 6:30 p.m.

318. Sociological Perspectives on Women—An analysis of the social structures and dynamics that affect the position of women at different stages of the life-cycle. Emphasis also on the manner in which alternative theoretical frameworks concerning women in society influence empirical research. Prerequisite: prior 100-level course or permission of the instructor.—Sacks TTh 11:20

[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.

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)

410. Senior Seminar—Intensive study of selected sociological problems. Prerequisite: prior 100-level course.—N. Miller M 1:15-3:55

Theatre and Dance

ASSOCIATE PROFESSOR DWORIN, *Chairperson and Director of Dance*;
ASSISTANT PROFESSOR SHOEMAKER, *Director of Theatre*; ARTISTS-IN-
RESIDENCE MARTYNUK AND MCADAMS; DIRECTOR-IN-RESIDENCE TBA;
PRODUCTION MANAGER WOOLLEY; TECHNICAL DIRECTOR POHL

The 100, 200 and some 300 level courses in the department are designed for students with a general interest as well as for those intending to become majors.

THEATRE AND DANCE MAJOR—The major consists of 13 courses divided into two concentrations: Theatre and Dance. Students are expected to develop a firm understanding of their concentration area by a thorough investigation through both study and performance. In addition, students are expected to get a clear understanding of the other art form in the department. Although study in this department may serve as a basis for graduate or professional training, its primary aim is to develop historical, theoretical and creative perspectives.

The award of "Honors" will be based on superior performance in all major courses and on the General Examination or Thesis.

Requirements—All departmental majors must take Introduction to Theatre 101, Introduction to Dance 105, and one other Introductory arts course (Art History 101 or 102, or Music 111, 112,

or 113). One of the inter-area courses (Theatre and Dance 241 or 242) is also required. All majors are required to take the Senior Seminar in their concentrations (Theatre 412 or Dance 412).

Those concentrating in Theatre must take three courses in the category *History, Theory and Dramatic Literature* and three in the category *Process and Performance*. In addition they must take one Dance course in the category *History and Theory* and one in the category *Process and Performance*. Practicum requirement: Students are required to participate in a minimum of eight productions at Trinity, of which three must be backstage work as assigned by the Technical Director. (Two one-act plays count as one production.)

Those concentrating in Dance are required to take three courses designated as *History and Theory*, including Dance 211 or 212, and three in *Process and Performance*, including Dance 207 and 221. In addition, they must take one Theatre course in the category *History, Theory and Dramatic Literature* and one in the category *Process and Performance*. Practicum requirement: students must participate in at least six productions at Trinity, two of which must be in backstage work.

A grade of C- must be obtained in courses for the major requirement.

Seniors must pass a General Examination. A thesis option is available by permission of the departmental faculty.

The last term of the senior year must be in residence.

Guidelines—All majors in the Theatre and Dance Department are urged to avail themselves of the breadth of Trinity's curricular offerings. It is hoped, in particular, that they will take at least one course in the natural sciences or mathematics and attain reading knowledge of a non-native language.

In addition, there are many courses in the curriculum which have direct relationships to Theatre and Dance offerings. Through careful advising, the faculty in Theatre and Dance will help students select those courses which best complement their individual focus of study within the major. Students are encouraged, in planning their programs of study, to examine both western and non-western cultures.

Courses in the following fields are all generally relevant to Dance and Theatre: Classics, English, Art History/Studio Arts, History, Intercultural Studies, Modern Languages, and Music.

Specifically related courses include:

Comparative Literature 363
 Philosophy 209, 214
 Psychology 126, 261, 276, 291, 293, 471
 Religion 184, 259, 370
 Sociology 105, 231, 343

DANCE

FALL 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. Prerequisite: permission of the instructor. Sections limited to 20.—Dworin, Martynuk MWF 11:30-1:00

History and Theory

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. Prerequisite: permission of the instructor. Enrollment limited to 20.—McAdams, Martynuk WF 11:30-12:20 TTh 9:55

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. Prerequisite: permission of the instructor. Enrollment limited to 20.—Beck, Power T 1:00-4:00 Th 1:00-2:30

[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. Prerequisites: Dance 105, 116 and permission of the instructor. Enrollment limited to 20.

[241. **Western Dramatic Expression through Gesture**]—Dramatic style in movement will be explored, looking at various great theatrical periods, with emphasis on modern and contemporary experiments. Topics covered will include mime, choreography in musical theatre, experiments in poetic dance-drama as well as period movement and gesture. (Same as Theatre 241.)

242(1). **Asian Dance/Drama**—Unlike Western dance and drama which have developed more separately, traditional theatre in Asia integrates dance and drama into a highly stylized and symbolic art form. This course will examine the formal conventions of selected Asian dance/drama forms, trace their historical origins, and analyze their present function in Asian societies. Guest speakers, films, and viewing of performances will contribute to understanding these forms and developing a comparative perspective of dance/drama East and West. (Same as Theatre 242.) Prerequisite: permission of the instructor. Enrollment limited to 20.—Dworin, MW 1:15–4:00

[361. **The Jazz Dance**]—Historical analysis of jazz dance from its origins in African traditional forms through minstrelsy, vaudeville and the Black musicals of the 1920's to its emergence as a fully fledged concert form. Emphasis will be placed on the jazz dance as a performing art. Prerequisites: Dance 215, 216, and permission of the instructor.

[411. **Special Studies in Dance**]

Process and Performance

221. **Composition**—Experimentation in the formal dance elements; fundamentals of composition discussed with a concentration on imaginative use of space, sound, rhythm, and group interaction. Students will choreograph and participate in projects regularly, as well as do selected readings on choreography. Prerequisites: Dance 207 or permission of the instructor. Enrollment limited to 15.—Martynuk, Dworin W 1:00–4:00 F 1:00–2:30

[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 and permission of the instructor.

[311. **Repertory and Performance**]

SPRING TERM

105(2). **Introduction to the Dance**—(Description same as Fall Term)

Sec. A—Martynuk, Dworin MWF 11:30–1:00 Sec. B—Dworin, McAdams M 1:00–4:00
W 1:00–2:30

116(1). **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.—Power M 2:40–4:00 W 1:00–4:00

History and Theory

[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 Western forms. Some dance experience desirable. Prerequisite: permission of the instructor. Enrollment limited to 15.

[216. **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

tion of physical and expressive range is related to topics of inquiry. Prerequisites: Dance 116, 202 and permission of the instructor. Enrollment limited to 20.

[332. **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.

412. Senior Seminar—Dance as a Human Activity—Research in the interrelationships of dance and the other liberal arts disciplines.—Dworin W 1:00-4:00

Process and Performance

207(2). Improvisation—Concentration on expanding individual awareness of movement in relation to time, space, weight, and flow. Elements of voice, music and the visual arts studied in relation to motion. Selected studies assigned based on classroom interaction and discussion. Prerequisites: Dance 105 and/or Dance 202 and permission of the instructor. Enrollment limited to 15.—Dworin MW 11:30 Th 2:40

[312. **Repertory and Performance**—Students will participate in works choreographed by dance faculty. Performances by the student repertory company will be held at the College and elsewhere. Prerequisites: Dance 305 and permission of the instructor. 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. Prerequisites: Dance 221 and permission of the instructor. Enrollment limited to 15.

411(2). Special Studies: Performance—Once movement is learned it must be thought about qualitatively. In performance the dancer must always be concerned with reinvesting each movement with quality. The course will combine an advanced level technique class with continuing work on long phrases of movement in order to be able to perform different efforts, dynamics, and shape-flow in successive performances. Students will also be required to choreograph works which will be performed by other class members. Prerequisite: permission of the instructor.—McAdams, Martynuk TTh 1:00-4:00

THEATRE

FALL TERM

101. Introduction to Theatre and Drama—A survey of drama and theatrical history from the ancient times to the present, with particular emphasis on the modern periods.—Shoemaker MWF 10:30

201. Production Participation—This credit may be earned by approved on-stage or backstage work in faculty-directed Theatre and Dance productions. Permission to register must be obtained from either the stage or technical director. A student may register for ¼ credit at a time, to a maximum of 1 credit. Prerequisites: substantial participation in one major production, and permission of involved faculty.

History, Theory and Dramatic Literature

[241. **Western Dramatic Expression through Gesture**—Dramatic style in movement will be explored, looking at various great theatrical periods, with emphasis on modern and contemporary experiments. Topics covered will include mime, choreography in musical theatre, experiments in poetic dance-drama, as well as period movement and gesture. (Same as Dance 241.)

242(1). Asian Dance/Drama—Unlike Western dance and drama, which have developed more separately, traditional theatre in Asia integrates dance and drama into a highly stylized and symbolic art form. This course will examine the formal conventions of selected Asian dance/

drama forms, trace their historical origins, and analyze their present function in Asian societies. Guest speakers, films, and viewing of performances will contribute to understanding these forms and developing a comparative perspective of dance/drama East and West. Enrollment limited to 20. (Same as Dance 242.)—Dworin, Jenkins MW 1:15–4:00

[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 the Eighteenth century. (Same as Comparative Literature 321.)

[331. Seminar in Theatre and Drama: Theatre History]—A study of the physical theatre, scenic conventions, and acting styles from Greek times to the present.

341. Studies in Drama: Topic TBA—TBA MW 11:30–12:50

Process and Performance

[207. Oral Interpretation]—An analytical study of the value of prose, poetry and drama and the development of vocal and physical techniques of effective oral communication. Prerequisite: permission of the instructor. Enrollment limited to 20.

[211. Acting]—The study and practice of basic techniques of analyzing and developing a role. Prerequisite: permission of the instructor. Enrollment limited to 20.

[221. Production Techniques: Elementary Production]—The study and practice of the techniques of building, mounting and running a production. Laboratory includes production assignment during term. Prerequisite: permission of the instructor. (1½ course credits.)

223. Advanced Production Techniques—A study of special problems in technical production: set design and drafting techniques, sound and stage management. Prerequisite: Theatre 221.—Pohl TTh 11:20

[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. Prerequisite: permission of the instructor.

[311. Directing]—Play analysis and practice of the fundamental elements of directing plays. Prerequisites: Theatre 101, 211 and permission of the instructor.

312(1). Advanced Directing—Intensive analysis of the stylistic, rhythmic and visual values of the script and their realization in performance.—Shoemaker M 1:15–3:55 TTh 1:15–2:30

361. Independent Study—Individual study and research on a selected topic under the guidance of the departmental faculty.

SPRING TERM

102. Introduction to Theatre Arts—A survey of the art, criticism and craft of the theatrical event. Areas to be examined include acting, directing, playwriting, management, scenery, costumes and lighting.—Shoemaker MWF 10:30

202. Production Participation—(See Theatre 201.)

History, Theory and Dramatic Literature

[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, Pinter, and others. (Same as Comparative Literature 322.)

[332. Seminar in Theatre and Drama: Makers of Modern Drama]—A study of theatre since the late nineteenth century with emphasis on the theories of Wagner, Zola, Appia, Craig, Stanislavsky, Meyerhold, Brecht, Artaud, and others. Prerequisite: permission of the instructor.

342. Studies in Drama—Topic TBA—TBA TTh 9:55

412. Senior Seminar: Theatre as a Human Activity—Research into the interrelationships of theatre and the other liberal arts disciplines. Prerequisite: permission of the instructor.—Shoemaker W 1:00–4:00

Process and Performance

212. Advanced Acting—Intensive study and practice of character analysis, style and role development in performance. Prerequisites: Theatre 211 and permission of the instructor. Enrollment limited to 20.—Shoemaker TTh 9:55–12:50

222. Production Techniques: Introduction to Stage Lighting—A study of basic electricity and the characteristics and use of lighting instruments and their control. Laboratory includes production assignment during term. Prerequisite: permission of the instructor. Enrollment limited to 10. (1¼ course credits.)—Pohl MW 11:20–12:50

[224. Advanced Production Techniques: Advanced Stage Lighting]—A study of lighting design concepts in their application to stage production. Prerequisites: Theatre 222 and permission of the instructor. Enrollment limited to 10.

[311(2). Directing]—Play analysis and practice in the fundamental elements of directing plays. Prerequisites: Theatre 101, 211 and permission of the instructor.

362. Independent Study—(See Theatre 361.)

411(2). Special Studies: Performance Process—Students with experience in theatre, dance, or music will collaborate in researching, rehearsing and performing. Emphasis will be on the process of skill development as it applies to the collective creation of a performance event. Prerequisite: permission of the instructor.—TBA TTh 1:00–4:00

Urban and Environmental Studies Program

ASSOCIATE PROFESSOR GOLD, *Director*

The programs in both Urban and Environmental Studies are multidisciplinary programs designed to give students 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 Internship Coordinator. 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 students who do 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 program has offered, on a limited enrollment basis, “A View of Hartford,” which may serve as a useful introduction to the city. “Environmental Biology” and “Energy and Society” are useful introductions to environmental issues. “The City in American History” offers an historical view of the development of cities.

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 students study 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*

Students are 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

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.

FALL TERM

Program Courses

Biology 333L. 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 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 192L or 201L and permission of the instructor. (1½ course credits).—

Brewer MWF 11:30

Lab. Sec. A—T 1:10

Lab. Sec. B—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. Prerequisites: 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 laws of physics (such as the conservation laws) will be stressed. Enrollment limited to 35.—Lindsay TTh 9:55

Psychology 321. Psychology of Socialization—A systematic investigation of the research literature on the processes by which individuals develop as social beings and acquire roles within society. Discussions will examine identification, imitation, persuasion techniques, and enculturation. Included are socialization topics such as sex roles, sexuality, morality, achievement motivation, and deviance. Prerequisites: Psychology 126 or 235.—Herzberger TTh 9:55

[Psychology 423. Cognitive Social Psychology]—An intensive examination of cognitive perspectives in social psychology. Topics to be covered include: the development and change of attitudes, the processes by which individuals form impressions of others and control others' impressions of them, the processes by which we explain behavior, and the development of the self-concept. Students will be asked to read primary and secondary source material, to evaluate current research, and possibly to participate in empirical investigations. Prerequisites: Psychology 126 and 322, or permission of the instructor. Enrollment limited to 15.

Sociology 321. 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. Prerequisite: prior 100-level course.—Channels TTh 9:55 (Coordinate Courses: Economics 209, History 103, Philosophy 231.) (Not offered in Fall, 1984)

Sociology 325. Sociology of Law—This course offers a sociological perspective on the law, as well as the causes and consequences of the legal system. Topics covered include a comparison of scientific and legal modes of inquiry, the uses and importance of social science findings in judicial and policy decision-making, social factors affecting jury selection and jury decisions, racial and class inequalities and the law, law as a form of social control, legal organizations and professions, and law as an instrument of social change. Prerequisite: a prior 100-level course.—Channels TTh 1:15

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) Enrollment limited to: 15. Prerequisite: permission of A. Gold.—Pawlowski TTh 8:30

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 reading, discussions and a project or term paper.—Weaver WF 1:15

U&E 200(1). (Sociology 200(1).) Criminal Justice—This course will be divided into four components: first, an introduction to the criminal justice literature, including theories of deterrence, methods of social control, etc.; second, an overview of Connecticut's criminal justice system and its component parts (police, courts, corrections, and so on); third, an examination of that criminal justice system as it actually relates to justice issues in Hartford; and, fourth, discussion of the responses which can be and have been made to the situation in Hartford, using the experiences of the Hartford Institute of Criminal and Social Justice as a basis for such inquiry. Enrollment limited to: 20. Prerequisite: permission of the instructor; a prior 200-level social science course is suggested.—Francis X. Hartmann, Hartford Institute of Criminal and Social Justice TTh 8:30 (Coordinate course: Sociology 325.)

[U&E 218(1). (Political Science 218) 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 attacking 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. (Offered in Fall, 1984)

U&E 311. (Economics 311) 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 402(1). (Philosophy 330(1)A.) Problems in the Foundations of Public Policy—The purpose of this course is to assist students in acquiring the skill in ethical reasoning and analysis needed for mature participation in society's continuing debates over moral issues of public concern. The course will begin by examining some types of ethical theories and will proceed to consider a number of controversial social issues. Abortion, euthanasia, racial and sexual discrimination, world hunger, treatment of animals, and capital punishment are among the topics to be considered. Prerequisite: permission of the instructor.—Wade T 7:00

Cognate Courses

Educational Studies 331. Education of the Working Class—Schultz TTh 1:15

Political Science 311. Administration and Public Policy—McKee TTh 9:55

SPRING TERM

Program Courses

Biology 108. 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. Enrollment limited to: 30. Prerequisite: permission of A. Gold.—TBA

Economics 331(2). Sec. B. 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 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. (1 course credit.)—Egan TTh 2:40

[Psychology 422. Psychology and Social Issues]—This seminar will examine the theoretical and empirical literature related to selected social issues. Students will evaluate the extent to which psychological evidence can resolve questions pertinent to the issues and will design research projects to answer some of the remaining questions. Topics to be addressed will vary from semester to semester, but may include issues involving day care, child custody, legal procedure, penal reform, and racial integration. Extensive library and field research will be required. Prerequisites: Psychology 126 and 322, or permission of instructor.

Sociology 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. (1½ course credits.)—Channels TTh 1:15 Lab. Sec. A—W 1:15

Lab Sec. B—W 2:30

U&E 100, 101(2). 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. Enrollment limited to: 15. Prerequisite: permission of A. Gold. (½ course credit.)—Pawlowski TTh 8:30

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. Prerequisite: permission of the instructor.—Howard MWF 11:30

[U&E 109(2). Introduction to Landscape Architecture]—The course will introduce the student to fundamentals of landscape architecture including design logic and the design process in relation to the natural and built environment. The reference text for the course will be: John Ormsbee Simonds, *Landscape Architecture: The Shaping of Man's Natural Environment*. Enrollment limited to 15. Prerequisite: permission of A. Gold.

U&E 201(2). 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, Run-corn, Roehampton and Brasilia. Enrollment limited to 20. Will satisfy the U&E requirement for Community. Prerequisite: permission of A. Gold.—Dollard TTh 8:30

U&E 302. Law and Environmental Policy—The course will investigate the role of the American legal system in allocating land, air and water resources. The history, intent and effect of common law concepts such as tort, property, and nuisance as well as of statutory "environmental law" will be reviewed. Enrollment limited to: 20. Prerequisite: permission of A. Gold.—R. Brenne-man Th 6:30-9:30 p.m.

Cognate Courses

Political Science 212. American State and Local Government—McKee TTh 9:55

Sociology 214. Race, Class and Ethnicity—N. Miller TTh 9:55

Sociology 361(2). Formal Organization—Brewer Th 6:30 p.m.

Educational Studies 203(2). Schooling in America—Schultz TTh 1:15

[Educational Studies 335(2). Educational Policy: Perspectives from Law and Social Science]

Women's Studies

Women's Studies is a field of inquiry that draws on most of the liberal arts and sciences to examine a wide range of topics relating to women. For example, it investigates the experiences of women throughout history and across cultural boundaries, analyzes the relationship between changing sex roles and society as each influences the other, and explores the contributions of women to arts and letters, the social and natural sciences, and the professions. Women's Studies also addresses topics as varied as the physiological differences between women and men, sex roles and the process of socialization, the assumptions underlying traditional methods of research, women and power structures, women in the labor market, the effects of modernization on traditional family structures, women in the developing countries, and cross-cultural myths and images of the feminine.

Courses dealing specifically with women are listed below. They serve to suggest the College's curricular resources in Women's Studies. Most are offered annually or in alternate years; consult the departmental listings for details.

In consultation with faculty members named below, students may wish to design a coherent sequence of electives examining the many facets of Women's Studies. Such a program of electives, drawn not only from the following list but also from other courses which incorporate materials pertinent to Women's Studies, could be pursued as a complement to any major. Although Trinity does not offer a formal major in this field, students who wish to major in Women's Studies are advised to explore the possibility of an individualized interdisciplinary major; see *Catalogue* section on "Special Curricular Opportunities and the *Handbook*."

PARTICIPATING FACULTY AND STAFF

The faculty and staff members listed below are available to consult with students interested in Women's Studies. Some of them offer courses related to the field, and most will sponsor independent studies and/or supervise student research in Women's Studies from the standpoint of their respective disciplines.

Naomi Amos, Music Department

Dina Anselmi, Assistant Professor of Psychology

Noreen Channels, Associate Professor of Sociology

Selz, Writer-in-Residence

Marilyn Denny, Director of Institutional Affairs

Leslie Desmangles, Associate Professor of Religion and Intercultural Studies

Judy Dworin, Associate Professor of Dance

Ellison Findly, Assistant Professor of Religion and Intercultural Studies

Joan Hedrick, Visiting Associate Professor of History and American Studies

Sharon Herzberger, Assistant Professor of Psychology

George Higgins, Jr., Professor of Psychology

Dianne Hunter, Associate Professor of English

Nancy Kirkland, Assistant Professor of Psychology

Linda Laurent, Artist-in-Residence, Music

Eugene Leach, Associate Professor of History and Director of American Studies

Sonia Lee, Associate Professor of Modern Languages

William Mace, Associate Professor of Psychology

James Miller, Associate Professor of English and Intercultural Studies

Patricia Miller, Coordinator, Women's Center

Thais Morgan, Visiting Assistant Professor of English

Johnetta Richards, Assistant Professor of History and Intercultural Studies

Milla Riggio, Associate Professor of English
Michael Sacks, Associate Professor of Sociology
Barbara Sicherman, Kenan Professor of American Institutions and Values
Ronald Spencer, Lecturer in History and Associate Academic Dean
McKim Steele, Jr., Professor of History and Intercultural Studies
Alan Tull, Assistant Professor of Religion
Diane Zannoni, Associate Professor of Economics

COURSES

College Course. Introduction to Women's Studies
English 335. Autobiographies and Biographies of Twentieth-century Women
English 412. Virginia Woolf
English 413. Contemporary Feminist Writing
English 556. Women's Literature and Psychology
History 315. American Women in Comparative Perspective
History 315. Women in America
History/American Studies 325(2). American Feminist Thought
Sociology 318. Sociological Perspectives on Women
Sociology 401. Men and Women (Same as Psychology 449.)

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

MATHEMATICS

ENGLISH

PHILOSOPHY

HISTORY

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 scholars-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 500s or 600s), 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, students are usually permitted to enroll in no more than three summer courses.

Graduate courses are available within every department having a Master's program to enable graduate students to study all year round.

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 Dean J. R. 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 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.

The William R. Cotter Memorial Congressional Intern Fund was established in 1981 in memory of William R. Cotter, Class of 1949, who served in the United States House of Representatives from 1970 to 1981. Proceeds of the Fund are used to support student interns in the Washington offices of Senators and Representatives from Connecticut.

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.

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 Emeritus 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.

Mark C. Boulanger Memorial—gifts from family and friends in memory of Mark Christopher Boulanger '82 of Glastonbury. Awarded to juniors and seniors majoring in computing or involved in the work of the computer center.

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.

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.

Elfert C. and Billie H. Burfeind Memorial—Gifts of Alfred C. Burfeind '64 and Lynne O. Burfeind MA '82 of Hartford, Connecticut, in memory of his parents.

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.

Capital Area Corporate Scholarships—Annually funded by corporations in the Greater Hartford area, including Aetna Life and Casualty Foundation, the Barnes Group, Cigna, Coleco, Dexter Corporation, Emhart, the Ensworth Charitable Foundation, Hartford Courant Foundation, Hartford Insurance Group, Heublein and United Technologies Corporation. Awarded to undergraduates from Greater Hartford.

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.

Clara S. and Nathaniel B. Curran—Gift of Dr. Ward S. Curran '57 of West Hartford in honor of his parents.

Lemuel J. Curtis—bequest of Lemuel J. Curtis of Meriden, Connecticut.

Louise C. Cushman—Bequest of Mrs. Louise C. Cushman of West Hartford, Connecticut.

Charles F. Daniels—bequest of Mrs. Mary C. Daniels of Litchfield, Connecticut, in memory of her son.

Harvey Dann—gifts and bequest of 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.

Robert V. Davison—Bequest of William B. Davison of Pittsburgh, in the name of his son, Robert V. Davison '65, of Washington, D.C.

Albert T. and Jane N. Dewey—Distributed by the Hartford Foundation for Public Giving, from a bequest from Mr. and Mrs. Dewey. Awarded to full-time undergraduates residing in the 29-town area served by the Foundation, with preference for minority students.

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. Debrovir '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.

George M. Ferris—Gifts of George M. Ferris '16 of Washington, D.C.

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.

E. Selden Geer—gifts and bequest of E. Selden Geer, Jr. '10 of Wethersfield, in memory of the Rev. Flavel Sweeten Luther, Class of 1870, President of the College from 1904 to 1919, and his wife, Isabel Ely Luther.

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.

Bishop Gooden—Gift of H. Richard Gooden '63 of Los Angeles, and The Rt. Rev. R. Heber Gooden, S.T.D., Hon. D.D. '63 of Shreveport, Louisiana in honor of The Rt. Rev. Robert B. Gooden '02, M.A. '04, Hon. D.D. '22. Awarded with a preference to a student from the Harvard School, Los Angeles, California.

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 Ad Club—Annually funded by the Hartford Ad Club. Awarded to a rising senior who intends to enter a career associated with advertising.

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 student 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.

Christian A. Johnson—Gift of the Christian A. Johnson Endeavor Foundation of New York City.

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.

Betty W. Kelsey—Bequest of Mrs. Betty W. Kelsey of West Chatham, Massachusetts, mother of Ward T. Kelsey '65.

George Kneeland—given by Miss Adele Kneeland and Miss Alice Taintor, both of Hartford, in memory of George Kneeland 1880.

Vernon K. Krieble—given by relatives and friends in memory of Dr. Vernon K. Krieble, Scovill Professor of Chemistry.

Vernon K. Kriebel—given by the Loctite Corporation of Newington, Connecticut, in memory of Dr. Vernon K. Kriebel, Scovill 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.

Karl Kurth—Gifts from friends and associates of Karl Kurth, Jr., retired Director of Athletics. Awarded to a needy student who best exemplifies qualities of sportsmanship, leadership, integrity and dedication.

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.

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 1948–1963.

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.

Robert O. Muller—bequest of Josephine D. Muller of Anderson, South Carolina, in memory of her husband, Robert O. Muller '31.

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.

Richard B. Noble—Proceeds from a matured Life Income Fund contributed by Mr. Richard B. Noble '25 of Milford, Connecticut.

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.

Kay Koweluk Orfitelli—gift of Mr. William M. Orfitelli '73 of Anchorage, Alaska, in memory of his wife, Class of 1973.

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.

Amos Elias Redding—Gifts from friends and colleagues in memory of Amos E. Redding '16.

Gertrude B. and John R. Reitemeyer—Bequest of Mrs. John R. Reitemeyer of Barkhamsted, Connecticut, in honor of her husband, John R. Reitemeyer '21. Awarded to students whose immediate families are residents of 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.

Senior Class—Contributions from undergraduates presented to the College as a Senior Class Gift. Awarded to a rising senior who has not previously shown financial need.

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.

Arthur B. Stolz—Bequest of Arthur B. Stolz '35 of Washington, D.C.

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.

Thomas S. and Lewis A. Wadlow—given by Thomas S. Wadlow '33 and Lewis A. Wadlow '33, to be awarded at the discretion of the President of the College, with the hope that recipients will later want to help others by adding to this fund or by otherwise supporting the College.

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 Kingsley 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 McCarteney 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 Brinkerhoff 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

DEPARTMENTAL

The Louis Aronne, Class of 1977, Prize in Biochemistry of \$75 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.

The J. Wendell Burger Prize in Biology is an award of \$175 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 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 Chemical Rubber Company Awards are made to the outstanding freshmen chemistry students for outstanding achievement in General Chemistry.

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 Rev. Paul H. Barbour Prize in Greek of \$100 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 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 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 Professor George E. Nichols III Prizes in Theatre Arts were established by the friends and former students of Professor George E. Nichols III. These prizes are to honor those graduating students whose college careers best exemplify high standards of artistic and intellectual achievement in Theatre Arts at Trinity College.

James A. Notopoulos Latin Prizes of \$100 and \$75 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 Melvin W. Title Latin Prizes, one of \$100 and one of \$75, 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 John C. Alexander Memorial Award of \$150 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.

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 G. Keith Funston Prize in Economics was established in honor of G. Keith Funston, a member of the Class of 1932, by his family. Mr. Funston, a former President of Trinity College, is a Charter Trustee of the College. The prize is awarded annually to a senior majoring in economics who is an outstanding scholar and is actively involved in the life of the College.

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 Ferguson Prizes in Economics, founded in 1890 by the late Professor Henry Ferguson of the Class of 1868, are offered annually to seniors for the two best essays on topics approved by the Department—a first prize of \$300 and a second prize of \$200. All essays must be typewritten. They must be submitted to the Chairman of the Department before April 15.

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.

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.

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.

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 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.

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.

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 Esther and Lloyd Cooper Prize in Fine Arts was established in honor of his parents by George Brinton Cooper, and of his grandparents by Allen Brinton Cooper, Class of 1966. It is awarded to the junior or senior of whatever major who demonstrates distinction in any branch of the history or practice of the fine arts.

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 Anna C. Helman Prize for Painting is a prize given by Rabbi Leonard Helman, Class of 1948, in honor of his mother, Anna C. Helman. The award is given to a student of painting, esteemed by the Faculty of Fine Arts to be distinguished in accomplishment and promise.

The Fern D. Nye Award is presented annually on the basis of work of originality and excellence in graphic arts.

The Mitchel N. Pappas Memorial Prize 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 George B. Cooper Prize in British History of \$150 is awarded to the senior who has done the best work in British history at Trinity.

The Ferguson Prizes in History, founded in 1890 by the late Professor Henry Fergu-

son of the Class of 1868, are awarded for essays of at least 15 pages in length written independently or for courses or seminars—a first prize of \$300, and a second prize of \$200. All Trinity undergraduates are eligible to compete for the Ferguson Prizes. All essays must be typewritten. They must be submitted to the Chairman of the Department before April 15.

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.

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 instructor of that course.

The D. G. Brinton Thompson Prize in United States History of \$300 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 Miles A. Tuttle Prize of \$500 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 Irving K. Butler Prize in Mathematics, established through a bequest from the late Mr. Butler, is given annually to a rising senior (i.e., member of the junior class) who in the judgment of the Department of Mathematics has done outstanding work in Mathematics.

The Phi Gamma Delta Prizes in Mathematics are offered to freshmen taking Mathematics 121, 122 and to freshmen or sophomores taking Mathematics 221, 222. 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 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.

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 Ronald H. Ferguson Prizes in French of \$400 and \$200 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 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 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 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 \$250 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 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 Ferguson Prizes in Political Science, founded in 1890 by the late Professor Henry Ferguson of the Class of 1868, are offered for the two best essays submitted for any undergraduate course, tutorial, or seminar in the Department during the academic year—a first prize of \$300, and a second prize of \$200. All essays must be typewritten. They must be submitted to the Chairman of the Department before April 15.

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 202, *International Politics*.

The Abraham Joshua Heschel Prize of \$50 is awarded in recognition of outstanding achievement in the study of religion.

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 Frank W. Whitlock Prizes in Drama of \$200, \$150 and \$100 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.

GENERAL

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 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 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 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 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 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 S & S Environmental Award is given to an undergraduate who has worked to increase campus environmental awareness or has demonstrated a personal commitment to conservation or ecology. The Award was established by two members of the Class of 1978, Ms. Diane Schwartz and Ms. Renee Sandelowsky.

Student Government Association Award

The Student Government Association Award was established in 1982 for the purpose of giving due recognition to Trinity students who have done unusual service for the college community or local community. It is given annually to the individual student or group of students who, in the judgment of the SGA, has contributed the most to the betterment of the Trinity community in the last year or years. The award is not restricted and can be bestowed upon college-funded groups, coalitions, and fraternities/sororities as well as upon student groups and individuals.

GENERAL

The "Trinity Papers", established by a group of President's Fellows in 1982, is an annual journal which publishes outstanding examples of student scholarship. Students whose work is selected for publication in the "Papers" receive certificates at Honors Day in recognition of their exceptional achievement.

The Women's Club of Trinity College Award is presented to a graduating IDP student in recognition of superior academic achievement.

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.

HONOR SOCIETIES

Phi Beta Kappa: From the Class of 1983—Dana A. Anderson, Carol E. Baatz, Tammy J. Banks, Katherine M. Booz, Mark J. Bronsky, Mary C. Darby, Thomas G. Eid, Eric D. Fisher, Lynda A. Gaines, Alani Golanski, Keryn A. Grohs, Glenn E. Hartsoe, Jr., Julie M. Hucks, Amy K. Johnson, Amy E. Kant, Scott P. Kennedy, Amy C. Kuntz, Allen N. Lepore, Elliot R. Levine, Edwin B. Lord, Jonathan D. Main, Joseph J. McAleer, Jr., William M. McAvoy, Susan M. Miller, John M. Muserlian, Lisa A. Nebbia, Howard S. Nesbitt, Rebecca A. Opel, Carole J. Pelletier, Lorenzo Pinto, Martha M. Pyle, Hilary A. Rao, Margaret Reimer, Andre E. Robatino, Lois N. Ruderman, Sally E. Schwager, Joanna J. Scott, Deborah J. Shelling, Donna Smukler, Steven C. Soper, Jonathan C. Sproul, Daniel M. Taitz, Scott L. Vernick, Raymond J. Zegger, Anne F. Zinkin.

Pi Gamma Mu: From the Class of 1983—Carol E. Baatz, James S. Birch, Katherine M. Booz, Eric D. Fisher, Lawrence D. Greenberg, Glenn E. Hartsoe, Jr., Amy K. Johnson, Joseph J. McAleer, Jr., William M. McAvoy, Carole J. Pelletier, Donna Smukler, Steven C. Soper, Scott L. Vernick, Raymond J. Zegger, Anne F. Zinkin, Alexandra J. Zolan.

Psi Chi: From the Class of 1983—Dana A. Anderson, Marlene D. Arling, Thomas G. Eid, Wendy E. Gorlin, Lisa A. Nebbia, Rebecca A. Opel, Deborah J. Shelling, Tracy Swecker.

Sigma Delta Pi: From the Class of 1983—Sally A. Erickson, Amy C. Kuntz, Sally E. Schwager.

The Student Government Association Award was established in 1982 for the purpose of giving due recognition to Trinity students who have done unusual service for the college community or local community. It is given annually to the individual student or group of students who, in the judgment of the SGA, has contributed the most to the betterment of the Trinity community in the last year or years. The award is not restricted and can be bestowed upon college-funded groups, coalitions, and fraternities/sororities as well as upon student groups and individuals.

GENERAL

The "Trinity Papers", established by a group of President's Fellows in 1982, is an annual journal which publishes outstanding examples of student scholarship. Students whose work is selected for publication in the "Papers" receive certificates at Honors Day in recognition of their exceptional achievement.

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 male 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 woman 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 male 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 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 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.

The Susan B. Scott Award was established in 1981 by the Class of 1956 in memory of the wife of Donald J. Scott, '56. The award is presented to a member of the women's varsity swimming team who has shown the most improvement during the season.

The John F. Boyer Award was established in 1983 for the purpose of giving due recognition to a Trinity student who has devoted a tremendous amount of time and energy to one or more of the student publications. It is given annually to the junior or senior who, in the judgment of representatives from each of the four publications, has made the most significant contribution to the *Tripod*, the *Ivy*, the *Review*, and *Silences* in the last year or years. The award is given in memory of John F. Boyer who took an avid interest in extra-curricular activities and who himself made a significant contribution to student publications.

Thomas Jay Baker, Connecticut, B.A., with Honors in English
Eric Andre Braun, New York, B.A., with Honors in History
Katherine Maya Booz, Maryland, B.A., with Honors in History
Bruce Steven Chubb, Connecticut, B.S., with Honors in Biology

Endowed Lectures

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.

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.

Shelby Cullom Davis—Under the auspices of the Shelby Cullom Davis Endowment, several lectures are given on topics related to business, large organizations, or entrepreneurial activities.

Michael P. Getlin Lecture—Established through the generosity of classmates and friends 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.

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.

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.

Blanchard William Means Memorial Lecture—Gift of Mrs. Blanchard W. Means of Hartford, to support a lecture in Philosophy each year in memory of her husband, Brownell Professor of Philosophy at the College from 1932 to 1972.

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.

Degrees Conferred in 1983

The following degrees, having been voted by the Corporation, were duly conferred at the public Commencement Exercises May 22.

HONORIS CAUSA

- Jewel Plummer Cobb, *California*, Doctor of Humane Letters
Gerson D. Cohen, *New York*, Doctor of Divinity
George Brinton Cooper, *Connecticut*, Doctor of Humane Letters
Dorothy Cheney Goodwin, *Connecticut*, Doctor of Laws
Robert Chester Knox, Jr., *Connecticut*, Doctor of Laws
Robert Breckenridge Ware MacNeil, *New York*, Doctor of Letters
George Wallace Bailey Starkey, *Massachusetts*, Doctor of Science

BACCALAUREATE DEGREES IN COURSE

- Amy Caroline Kuntz, *Connecticut*, B.A.
Valedictorian and Optima
with Honors in General Scholarship & Spanish
Lorenzo Pinto, *Connecticut*, B.S.
Salutatorian
with Honors in General Scholarship & Mathematics & Physics

HONORS IN GENERAL SCHOLARSHIP

- Amy Caroline Kuntz, *Connecticut*, B.A.
Lorenzo Pinto, *Connecticut*, B.S.
Kimberley Marie Thacker, *New York*, B.S.
Andre Edward Robatino, *New Jersey*, B.S.
Mark Jay Bronsky, *New York*, B.S.
Dana Alice Anderson, *New York*, B.S.
Scott Lee Vernick, *Pennsylvania*, B.A.
Joanna Jeanne Scott, *Connecticut*, B.A.
Glenn Edward Hartsoe, Jr., *Connecticut*, B.A.
Bruce Steven Chozick, *Connecticut*, B.S.
Lisa Anne Nebbia, *New Jersey*, B.S.
Carol Elizabeth Berestecki, *Massachusetts*, B.S.
Anne Frances Zinkin, *Massachusetts*, B.A.

- Dana Alice Anderson, *New York*, B.S.,
with Honors in Psychology
Tammy Joy Banks, *Connecticut*, B.A., with
Honors in English
Katherine Maya Booz, *Maryland*, B.A.,
with Honors in History

- Mark Jay Bronsky, *New York*, B.S., with
Honors in Biology
Eric Andre Bruun, *New York*, B.A., with
Honors in History
Bruce Steven Chozick, *Connecticut*, B.S.,
with Honors in Biology

Anne Louise Collins, *Massachusetts*, B.A.,
with Honors in *American Studies*
Edward Eve Crawford, Jr., *Pennsylvania*,
B.A., with Honors in *Intercultural
Studies*
Thomas Gregory Eid, *California*, B.S., with
Honors in *Psychology*
Sally Anne Erickson, *Massachusetts*, B.A.,
Philosophy & Spanish, with Honors in
Spanish
Lynda Ann Gaines, *Massachusetts*, B.S.,
Sociology & Computer Major
coordinated with *Sociology*, with Honors
in *Computer Major*
Maureen Connery Gould, *Connecticut*,
B.A., with Honors in *Political Science*
Lawrence David Greenberg, *Connecticut*,
B.A., with Honors in *Economics*
Lauren Janet Griffen, *New York*, B.S.,
Psychology & Sociology, with Honors in
Sociology
Sheila Kathleen Elves Groff, *Connecticut*,
B.A., with Honors in *English*
Keryn Ann Grohs, *Connecticut*, B.A., with
Honors in *English*
Matthew Thomas Gworek, *Connecticut*,
B.A., with Honors in *Economics*
Glenn Edward Hartsoe, Jr., *Connecticut*,
B.A., with Honors in *Economics*
Virginia Saunders Haugen, *Switzerland*,
B.A., with Honors in *French*
*Julie Melissa Hucks, *Connecticut*, B.A.,
with Honors in *English*
David Bruce Iannarone, *New Jersey*, B.A.,
with Honors in *Political Science*
Donald Keith Jackson, *Connecticut*, B.A.,
with Honors in *Political Science*
Amy E. Kant, *Massachusetts*, B.A., with
Honors in *Studio Arts*
Scott Paul Kennedy, *Connecticut*, B.S.,
with Honors in *Biochemistry*
Amy Caroline Kuntz, *Connecticut*, B.A.,
with Honors in *Spanish*
Allen Nicholas Lepore, *Connecticut*, B.S.,
with Honors in *Engineering & Physics*
Lizabeth Deborah London, *New York*,
B.A., with Honors in *Political Science*
Edwin Beman Lord, *New York*, B.A., with
Honors in *English*
William Moore McAvoy, *Pennsylvania*,
B.A., with Honors in *Economics*

Susan Marie Miller, *Connecticut*, B.S.,
Engineering, Mathematics & Computer
Major coordinated with *Engineering*,
with Honors in *Computer Major*
Jane Armfield Moody, *Virginia*, B.A.,
French & Political Science, with Honors
in *French*
Brian Michael O'Connell, *Connecticut*,
B.A., *Philosophy & Psychology*, with
Honors in *Psychology*
Rebecca Alexandra Opel, *Massachusetts*,
B.S., *English & Psychology*, with
Honors in *Psychology*
Carole Joan Pelletier, *Connecticut*, B.A.,
with Honors in *Economics*
Lorenzo Pinto, *Connecticut*, B.S., with
Honors in *Mathematics & Physics*
Martha Manson Pyle, *Massachusetts*, B.A.,
with Honors in *American Studies*
Hilary Anne Rao, *Rhode Island*, B.A., with
Honors in *American Studies*
Joseph Ravalese III, *Connecticut*, B.S.,
with Honors in *Chemistry*
Andre Edward Robatino, *New Jersey*, B.S.,
with Honors in *Mathematics & Physics*
John Jacob Sapiro, *Connecticut*, B.A., with
Honors in *History*
Sally Evelyn Schwager, *New Jersey*, B.A.,
with Honors in *Spanish*
*Joanna Jeanne Scott, *Connecticut*, B.A.,
with Honors in *English*
Patricia Jean Shultz, *Ohio*, B.A., with
Honors in *History*
Alice Melinda Simon, *Massachusetts*, B.A.,
with Honors in *History*
Kathleen Maura Smith, *Massachusetts*,
B.S., with Honors in *Psychology*
Robert Melvin Smith, *Connecticut*, B.S.,
with Honors in *Engineering*
Donna Smukler, *Pennsylvania*, B.A., with
Honors in *Political Science*
Ellen Sue Soffin, *Virginia*, B.A., with
Honors in *Political Science*
Steven Christopher Soper, *New Jersey*,
B.A., with Honors in *History (Intensive
Study)*
Jonathan Charles Sproul, *Connecticut*,
B.S., with Honors in *Mathematics &
Physics*
Susan Mary Stanczyk, *Connecticut*, B.S.,
with Honors in *Chemistry*

*in absentia

Ellen Faye Tattenbaum, *Connecticut*, B.S.,
with Honors in Mathematics
Kimberley Marie Thacker, *New York*, B.S.,
with Honors in Biology
Michael Arthur Topp, *New York*, B.A.,
with Honors in American Studies
Scott Lee Vernick, *Pennsylvania*, B.A.,
with Honors in Religion
John Anthony Vissicchio, *New York*, B.A.,
with Honors in Economics
Daniel Patrick Walsh, *Massachusetts*, B.S.,
with Honors in Chemistry
Brian Edward Whiteley, *Connecticut*, B.A.,
with Honors in English
Katharine Hope Whittemore, *New York*,
B.A., History & Religion, with Honors
in Religion
Kenneth Eisner Wyker, *New York*, B.A.,
with Honors in Political Science
Raymond John Zegger, *New York*, B.A.,
with Honors in Economics
Alexandra Jobette Zolan, *New York*, B.A.,
with Honors in Intercultural Studies
George Alan Abe, *Connecticut*, B.S.,
Engineering
Andrew Mitchell Aiken, *Massachusetts*,
B.A., American Studies
Lisa Jean Anastasi, *Pennsylvania*, B.A.,
Economics
Marlene Diane Arling, *Connecticut*, B.A.,
English & Psychology
Elizabeth Axelrod, *New York*, B.A.,
Political Science
Carol Elizabeth Berestecki Baatz,
Massachusetts, B.A., Economics
Cara Conway Bachenheimer, *Connecticut*,
B.A., History (Intensive Study)
Jeffrey Carl Bamonte, *New York*, B.S.,
Biology & Psychology
Alexander Campbell Banker, *New York*,
B.A., American Studies
Berton Merle Banta, *California*, B.A.,
Political Science
Richard John Barone, Jr., *Connecticut*,
B.S., Engineering & Computer Major
coordinated with Engineering
Peter I. Barzach, *Connecticut*, B.S.,
Engineering & Computer Major
coordinated with Engineering
Todd Christopher Beati, *Massachusetts*,
B.S., Biology
*Julie Ellen Behrens, *Missouri*, B.A.,
Political Science

Amy Jo Bennett, *Pennsylvania*, B.A.,
Economics
Alison Ann Benz, *Massachusetts*, B.A.,
Economics
David Paul Berey, *Connecticut*, B.A.,
Economics
Janet Lynn Bergstrom, *Connecticut*, B.A.,
Intercultural Studies
Saeeda Bhura-Shekh, *Connecticut*, B.S.,
Computer Major coordinated with
Economics
Claire E. Bigelow, *New York*, B.A., English
& Spanish
James Stanley Birch, *Massachusetts*, B.A.,
Political Science
James Strong Birmingham, *Connecticut*,
B.A., Political Science
Margot Conrad Blattmann, *Virginia*, B.A.,
History
Cornelis Mark Boelhouwer, *Connecticut*,
B.A., Economics & History
Nancy Moore Bogle, *Pennsylvania*, B.A.,
Art History
Janet Bollinger, *Connecticut*, B.A., Studio
Arts
Louise Cover Bond, *Maryland*, B.A.,
Psychology & Theatre Arts
Frederick Prescott Bowden IV, *Rhode
Island*, B.A., History
Steven Gray Bracken, *Maryland*, B.A.,
Economics
John Thomas Brady, *New Jersey*, B.A.,
History
Mary Patricia Braman, *Massachusetts*,
B.S., Economics & Computer Major
coordinated with Economics
*Andrew Mark Brenner, *New Jersey*, B.S.,
Biology
Kenneth Spencer Breslin, *New York*, B.S.,
Biology
Cindy Ann Brierley, *Rhode Island*, B.A.,
Economics
Michael Frank Brigham, *Connecticut*, B.A.,
Economics & Spanish
Ann Elizabeth Brown, *New Jersey*, B.A.,
English
Elizabeth Otis Brown, *New Hampshire*,
B.A., Philosophy
Rosemary Brown, *Connecticut*, B.A.,
Economics
William Campbell Brown IV, *Pennsylvania*,
B.A., Economics

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- Hans Paal Bunaes, *New York, B.S., Computer Major coordinated with Engineering*
- Lindsay Thorndike Burke, *Massachusetts, B.A., History*
- Robert Edward Cadogan, Jr., *Massachusetts, B.A., Economics*
- *John Christopher Cahill, *Massachusetts, B.A., History*
- Edan Foster Calabrese, *Connecticut, B.A., History*
- Matthew Emmons Carey, *New Jersey, B.A., English*
- Lisa GERALYN Carroll, *Connecticut, B.S., Chemistry*
- Ronald Joseph Carroll, *Rhode Island, B.A., Economics*
- Cecelia Mou Charles, *Kenya, B.A., Urban Studies*
- Nancy Beth Chira, *New York, B.A., History & Psychology*
- Lance Dai Keong Choy, *Hawaii, B.S., Mathematics & Computer Major coordinated with Mathematics*
- Sarah Houston Clark, *Massachusetts, B.A., History*
- Todd Rhoads Clark, *Massachusetts, B.A., Economics*
- Timothy D. Clarke, *Connecticut, B.A., English*
- Ami Sue Clymer, *Connecticut, B.A., English*
- *Laura Ilene Cohen, *Pennsylvania, B.A., Urban Studies*
- William Francis Colby, Jr., *Pennsylvania, B.A., Classics*
- Susan Mary Coleman, *New York, B.A., Economics*
- Michael Christopher Collins, *Connecticut, B.A., History*
- Kelvin Jerome Cooks, *New York, B.S., Psychology*
- Douglas Thomas Corwin, Jr., *Pennsylvania, B.S., Chemistry*
- Catherine Anne Cosgrove, *Massachusetts, B.S., Psychology*
- David Michael Curtis, *Massachusetts, B.A., Economics*
- Glen Robert D'Abate, *Connecticut, B.S., Engineering & Computer Major coordinated with Engineering*
- Bettina Bigelow Dabney, *Massachusetts, B.A., Religion*
- Jyoti Michele Danieri, *Massachusetts, B.A., American Studies*
- Mary Cecilia Darby, *New York, B.A., Intercultural Studies*
- Henry S D'Auria, *Connecticut, B.A., Economics*
- Norma Louise Davis, *New Jersey, B.A., English*
- Christopher Raymond Delaney, *New York, B.A., History*
- John Joseph D'Elia, *Connecticut, B.A., History (Intensive Study)*
- Ruth Catherine DePhillips, *Connecticut, B.S., Biology*
- Joseph Lovat De Rocco, *New York, B.A., Economics*
- Rashne Adi Desai, *Connecticut, B.A., English*
- Thomas David Diamond, *Pennsylvania, B.A., History*
- Raymond Aaron Diana, *Connecticut, B.A., Political Science*
- Mark Pendleton Dibble, *Connecticut, B.A., Economics*
- Carol Lee Dobak, *Connecticut, B.A., Political Science*
- Karen Ann Dobak, *California, B.S., Chemistry*
- Diane Virginia Dodson, *Connecticut, B.S., Environmental Studies*
- James Lanford Dooley, Jr., *Kentucky, B.A., History*
- Brian Douglas Dorman, *Rhode Island, B.A., Economics*
- Joan Harding Dunkle, *Massachusetts, B.S., Psychology*
- Thomas Gregory Dunwoody, *Pennsylvania, B.A., Economics*
- Stephen Gerard Dynan, *Connecticut, B.A., History*
- Elizabeth West Eagleson, *Pennsylvania, B.A., Economics*
- Christine Angela Eastman, *Massachusetts, B.A., Italian*
- Jacob Stanley Edwards, *Massachusetts, B.A., Sociology*
- Michael Anthony Elia, *Massachusetts, B.A., History*
- Caroline Ann Evans, *New York, B.A., Sociology*
- Jane Romer Evans, *Massachusetts, B.A., Theatre Arts*
- Mohamud Haji Farah, *Somalia, B.A., Intercultural Studies & Political Science*

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Wendy Doreen Farnham, *Maryland*, B.A.,
History (Intensive Study)
 Leif Eric Fellingner, *Connecticut*, B.A.,
Economics
 Timothy Caulkins Finkenshaedt, *Michigan*,
 B.A., *Economics*
 Robin Lori Fins, *New York*, B.A.,
Economics
 Eric David Fisher, *Connecticut*, B.A.,
Economics
 *Harrison Baldwin Fisher, *Connecticut*,
 B.A., *History*
 Susan Seymour Fiske, *Connecticut*, B.A.,
English
 Ruth Ann Flaherty, *Massachusetts*, B.S.,
Psychology
 Hyla Flaks, *Connecticut*, B.A., *Philosophy*
 James Lewis Frankel, *New York*, B.A.,
History
 James Bradley Frederick, *Connecticut*,
 B.A., *Economics*
 Lauralyn Gates Fredrickson, *Connecticut*,
 B.A., *Biology & Religion*
 Amy Stetson Fulton, *Connecticut*, B.A.,
English
 Keith Ian Gallagher, *New York*, B.A.,
History
 Elaine Anne Gamba, *New York*, B.A.,
Religion
 Kristina Gabrielle Gandolfo, *New Jersey*,
 B.A., *History*
 *Joshua Evan Garfield, *Pennsylvania*, B.S.,
Biology
 Beverley Katharine Gebelein, *Rhode*
Island, B.S., *Psychology & Computer*
Major coordinated with Psychology
 Michael Ronald Gedge, *Connecticut*, B.A.,
Classics
 Linda Anne Gillett, *Connecticut*, B.A.,
Political Science
 Anne Neville Ginsburgh, *Maryland*, B.A.,
Economics
 Joseph Anthony Gizzi, *New York*, B.A.,
Economics
 Alani Golanski, *Connecticut*, B.A.,
Philosophy
 Steven Michael Gomes, *Connecticut*, B.A.,
Economics & Computer Major
coordinated with Economics
 Margaret Elizabeth Goodwin, *New York*,
 B.A., *Environmental Studies*
 Wendy Elizabeth Gorlin, *New York*, B.A.,
Psychology

Andrew Baroukh Gotlib, *Massachusetts*,
 B.A., *Theatre Arts*
 James Frederic Grenen, *Pennsylvania*,
 B.A., *Economics*
 Steven Charles Gross, *Pennsylvania*, B.A.,
Economics
 Charles Christopher Guck, *Connecticut*,
 B.S., *Biology*
 David Dunlap Guild, *Massachusetts*, B.A.,
History
 James Marshall Hagar, *Massachusetts*,
 B.A., *English*
 Russell Michael Hall, *Illinois*, B.A., *English*
 John Edward Hardy, *New York*, B.A.,
Political Science
 Jeanne Louise Harrison, *England*, B.A.,
Philosophy
 Sarah Warner Hemingway, *Connecticut*,
 B.S., *Environmental Studies*
 Kevin Patrick Higgins, *Connecticut*, B.S.,
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 Que Dieu Thi Ho, *Connecticut*, B.S.,
Mathematics
 Natalie Ann Hogg, *Connecticut*, B.S.,
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 John Pharr Holmes III, *New York*, B.A.,
Political Science
 Christopher Carter Holmgren,
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 Elspeth Goodwin Hotchkiss, *Connecticut*,
 B.A., *Political Science*
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 Donna Jean Hunnicutt, *Florida*, B.A.,
Political Science
 Michael Edward Hurwitz, *Massachusetts*,
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 Charles Stuart Ingersoll, Jr., *Connecticut*,
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 Cynthia Dale Jason, *Connecticut*, B.A.,
Economics
 Amy Katharine Johnson, *Connecticut*,
 B.A., *History*
 Melinda Dorothy Johnson, *Pennsylvania*,
 B.A., *Economics*
 Sarah Sigourney Johnson, *Massachusetts*,
 B.A., *Religion*
 Teresa Ann Johnson, *Massachusetts*, B.S.,
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 *Laura Karen Johnston, *Connecticut*, B.S.,
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- Donald Earle Joslin, *Connecticut*, B.S.,
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- Maureen Ann Joyce, *Massachusetts*, B.A.,
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- James Cornelius Kapteyn, *Massachusetts*,
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- Ann Hawthorne Kasper, *Minnesota*, B.A.,
Psychology
- Scott Michael Keilty, *Connecticut*, B.S.,
Biology
- Allison Sarah Kennedy, *Connecticut*, B.A.,
History
- Paul Kittle Kennedy, *Hawaii*, B.S.,
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- Michael Joseph Kenney III, *Connecticut*,
B.A., *Political Science*
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B.A., *English*
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- Jane Beth Klapper, *New York*, B.A.,
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- Sarah Rachel Koeppel, *New York*, B.A.,
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- *David Bruce Korostoff, *New York*, B.S.,
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- Mark Ronald LaMagdelaine,
Massachusetts, B.S., *Psychology*
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- Sarah Meigs Larkin, *Connecticut*, B.A.,
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- Leslie Ann Laub, *New York*, B.A.,
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- Todd Daniel Lavieri, *Connecticut*, B.A.,
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- Daniel Harris Leavy, *Connecticut*, B.A.,
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- Valerie Ruth Lee, *Connecticut*, B.S.,
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- David Thayne Leibell, *Connecticut*, B.A.,
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- Judith Ellen Leibholz, *Pennsylvania*, B.A.,
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- Elliot Robert Levine, *New Jersey*, B.A.,
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- Jonathan Daniel Main, *Illinois*, B.S.,
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- Carie Lyn Manke, *Colorado*, B.A.,
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- Rachel Eliza Mann, *Connecticut*, B.A.,
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- Robert Loth Markstein, *New Jersey*, B.A.,
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- Timothy A. Martin, *Connecticut*, B.A.,
Theatre and Dance
- Suzanne Martini, *New York*, B.A.,
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- David Buchanan May, *Virginia*, B.A.,
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- Joseph John McAleer, Jr., *Connecticut*,
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- James Garneau McDonald, *Missouri*, B.A.,
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Marcus David McDonald, *New Jersey*,
B.A., *English*
Maura Irene McNerney, *New York*, B.A.,
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Mason McKean, *Pennsylvania*, B.A., *Art*
History
Thomas Michael McKeown, *New York*,
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coordinated with Mathematics
Steven Paul McManus, *Massachusetts*,
B.A., *Economics*
Lauren Mary McNabb, *Massachusetts*,
B.A., *Spanish*
William Patrick Meaney, *Connecticut*, B.S.,
Economics & Computer Major
coordinated with Economics
David Allen Mech, *Massachusetts*, B.A.,
Political Science
Laura Kenly Mecke, *New York*, B.A.,
Economics
John Richard Melanson, *Connecticut*, B.S.,
Biology
Paul Joseph Merrigan, *Massachusetts*, B.S.,
Chemistry
Thomas George Merrill, *Connecticut*, B.A.,
Political Science
Ana Maria Meyer, *Maryland*, B.A., *History*
Sonia Mielnik, *Connecticut*, B.A.,
Economics
Daniel Crowe Mikesell, *Michigan*, B.A.,
American Studies
Jeffrey Neil Miller, *New York*, B.S.,
Biochemistry
Oren Francis Miller III, *Missouri*, B.S.,
Biochemistry & Biology
Peter Kaighn Miller, *Pennsylvania*, B.A.,
Economics
Daniel Edward Moalli, Jr., *Connecticut*,
B.A., *English*
Stephen Arthur Mongillo III, *Connecticut*,
B.A., *Economics*
Andrea Park Mooney, *New Jersey*, B.A.,
Political Science
Holly Ellen Mooney, *Ohio*, B.S.,
Mathematics
James Brian Moore, *Connecticut*, B.A.,
History
Margaret Carr Morris, *Illinois*, B.A.,
Psychology
Stephen Anthony Morris, *Illinois*, B.S.,
Mathematics
Douglas Alan Morse, *Connecticut*, B.A.,
Economics

Michael Wayne Muchmore, *New York*,
B.A., *Classics & Music*
Janet Marie Murphy, *New York*, B.A.,
Economics
James Joseph Murren, *Connecticut*, B.A.,
Art History & Urban Studies
Heather Joan Musante, *Connecticut*, B.A.,
Economics & English
John Matthew Muserlian, *New York*, B.A.,
Economics
David George Nagle, *Pennsylvania*, B.A.,
History
Stephen Jack Najarian, *Pennsylvania*, B.S.,
Economics & Environmental Studies
Lisa Anne Nebbia, *New Jersey*, B.S.,
Italian & Psychology
Jacqueline Anne Nenner, *New York*, B.A.,
English
Howard Scott Nesbitt, *Maryland*, B.S.,
Computer Major coordinated with
History
Dorothy Agnes Neville, *Connecticut*, B.A.,
Religion
Constance Nora Newton, *New York*, B.A.,
Art History
Lisa Birge Nolen, *New York*, B.A.,
American Studies & Educational Studies
coordinated with American Studies
Christopher John Oakley, *Massachusetts*,
B.A., *Urban Studies*
Ann Huff Oberhaus, *New York*, B.A.,
Intercultural Studies
Jennifer Carol O'Brien, *Pennsylvania*, B.A.,
Intercultural Studies & Philosophy
Peter Joseph O'Brien, *Massachusetts*,
B.A., *History*
Kevin Michael O'Callaghan, *New York*,
B.A., *History*
Marissa Ocasio, *Connecticut*, B.A., *English*
Roger William O'Connell, *Connecticut*,
B.A., *Economics*
Daniel J. O'Connor, *Connecticut* B.S.,
Chemistry
Cynthia Louise Ogden, *Connecticut*, B.A.,
Intercultural Studies
Angelos Peter Orfanos, *New York*, B.S.,
Psychology
Tony Eugene Pace, *Georgia*, B.A.,
Sociology
Patricia Jean Paddock, *New York*, B.A.,
Theatre Arts
HelenAnne Page, *Rhode Island*, B.A.,
Political Science

- Dora Anita Palmer, *Tennessee*, B.A.,
Sociology
- *David Donder Pavek, *Connecticut*, B.A.,
Philosophy
- John Damon Peabody III, *New Hampshire*,
B.S., *Biochemistry*
- Christine Birmingham Peck, *Connecticut*,
B.A., *History*
- Louise Françoise Pelletier, *Connecticut*,
B.A., *French*
- Louise Grant Penfield, *Connecticut*, B.S.,
Psychology
- Harry Charles Petridis, *Massachusetts*,
B.A., *History*
- Argyrios Gary Petropoulos, *New York*,
B.A., *History*
- Paniporn Phiansunthon, *Thailand*, B.S.,
Psychology & Computer Major
coordinated with Psychology
- Robert Felician Pigué, *New York*, B.S.,
Engineering & Computer Major
coordinated with Engineering
- Julia Pollard Pistor, *Washington, D.C.*,
B.A., *English*
- *Elizabeth Sheridan Powell, *Maryland*, B.A.,
English
- Mary Elizabeth Pruett, *Massachusetts*,
B.A., *Studio Arts*
- Margaret Susan Randall, *Connecticut*, B.A.,
American Studies
- Diane Elizabeth Rapalus, *Massachusetts*,
B.A., *Economics*
- Dominic Anthony Rapini, *Connecticut*,
B.S., *Biology & Psychology*
- Glenn Hall Ratcliffe, *Connecticut*, B.S.,
Psychology
- James Ransom Reed, Jr., *Maryland*, B.A.,
History
- Jeanne Marie Reggio, *Pennsylvania*, B.S.,
Chemistry
- Louis Renzulli, *New Jersey*, B.A.,
Philosophy
- Thompson Mitchell Reynolds, *Connecticut*,
B.A., *Sociology*
- Warren Kirk Reynolds, *Washington, D.C.*,
B.A., *English*
- Loriann Richardson, *New York*, B.A.,
English & Intercultural Studies
- Bernice Jude Rizk, *Connecticut*, B.A.,
Economics
- Laurel Ruth Robertson, *Massachusetts*,
B.A., *History*
- Roberto Robles, *Connecticut*, B.A., *Studio*
Arts
- Mark Christopher Rourke, *Massachusetts*,
B.A., *Economics*
- Lois Nan Ruderman, *Connecticut*, B.A.,
Economics
- Paula Aileen Ryan, *Connecticut*, B.A.,
History
- Helen Maxwell Salzman, *Minnesota*, B.A.,
Psychology
- Schuyler Drew Samperton, *Maryland*,
B.A., *Art History*
- Agnès Mutzilius Sardi, *Connecticut*, B.S.,
Computer Major coordinated with
Biochemistry
- Charles Scott Sauter, *New York*, B.A., *Art*
History
- Carolyn Marie Savarese, *Connecticut*,
B.A., *History (Intensive Study)*
- Glenn Carl Scanlan, *New Jersey*, B.A.,
History
- Anthony Matthew Scavongelli,
Massachusetts, B.A., *Philosophy*
- Steven Joel Scheffkind, *New Jersey*, B.A.,
Economics
- Roberta Louise Scherr, *Pennsylvania*, B.S.,
Biology & Computer Major coordinated
with Biology
- Patrick Michael Sclafani, *New York*, B.S.,
Computer Major coordinated with
Engineering
- David Brinton Scully, *New Jersey*, B.S.,
Biology
- David Alexander Sehring, *Ohio*, B.A.,
English
- Linda Lee Seufert, *Massachusetts*, B.A.,
Psychology
- Edward Robert Sharp, *California*, B.A.,
History (Intensive Study)
- Marjorie Beth Sheffield, *Massachusetts*,
B.A., *English*
- Deborah Jane Shelling, *Connecticut*, B.S.,
Psychology
- Michael Francis Shimeld, *Connecticut*,
B.S., *Computer Major coordinated with*
Chemistry
- Steven John Shugrue, *Connecticut*, B.A.,
Economics
- Bruce Cory Silvers, *New York*, B.A.,
Political Science
- Andrew David Simons, *California*, B.A.,
History

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- John Caldwell Simons, *Kentucky*, B.A.,
Philosophy
- *Dorothy Jane Singleton, *Massachusetts*,
B.A., *English*
- Kevin Charles Slattery, *New York*, B.A.,
History
- Palmer Hunter Sloan, *Connecticut*, B.A.,
Spanish
- Carmalette Fulton-Joy Smith, *Illinois*,
B.A., *Political Science*
- Jason Sarsfield Smith, *Connecticut*, B.A.,
Political Science
- *Jennifer Whitley Smith, *Connecticut*, B.A.,
English
- Michael Douglass Smith, *Illinois*, B.S.,
Psychology
- Tony Osbourne Smith, *Connecticut*, B.A.,
Studio Arts
- Ina Jean Soares, *Rhode Island*, B.A.,
Economics & Studio Arts
- Steven Solik, *Michigan*, B.S., *Biology*
- Dean Ford Sophocles, *Pennsylvania*, B.S.,
Biochemistry
- Tracy Kent Sparmer, *Connecticut*, B.A.,
Political Science
- Douglas Eric Sparr, *Massachusetts*, B.A.,
Economics
- Hillary Hale Spizzirri, *Connecticut*, B.A.,
Psychology
- Karen Dawn Sprinthall, *Massachusetts*,
B.A., *Psychology*
- Teryl Jean Stapleton, *Delaware*, B.A.,
Religion
- Jonathan Frederick Starr, *North Carolina*,
B.A., *English*
- *Jill Alison Steidl, *New York*, B.A., *English*
- Richard Harlan Steinberg, *Connecticut*,
B.A., *Economics*
- Francis Edward Stodolink, *Connecticut*,
B.A., *History*
- Susan Hanley Strano, *Connecticut*, B.A.,
History
- Mary Wendell Strawbridge, *Pennsylvania*,
B.A., *English*
- Alfred Bursk Strickler III, *Pennsylvania*,
B.A., *Economics*
- Ruth Drayton Strong, *Pennsylvania*, B.A.,
History
- Peter Conrad Suchecki, *Connecticut*, B.A.,
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- Christopher John Sullivan, *Massachusetts*,
B.A., *History & Political Science*
- Kevin John Sullivan, *Massachusetts*, B.A.,
Economics
- *Scott David Sullivan, *New York*, B.A.,
English
- John Holmgren Swain, *Michigan*, B.A.,
History
- Tracy Swecker, *Massachusetts*, B.S.,
Psychology & Spanish
- Daniel Moshe Taitz, *New York*, B.A.,
History (Intensive Study)
- George Tamakloe, *Ghana*, B.A., *Economics
& Intercultural Studies & Political
Science*
- Denise Ann Temperilli, *Connecticut*, B.S.,
Biology
- Karen Ilene Tenenbaum, *Massachusetts*,
B.A., *Classics*
- Stephen Michael Thomas, *Massachusetts*,
B.A., *Economics*
- *James Marsh Thomson, *Connecticut*, B.A.,
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- Diana Marie Tighe, *Massachusetts*, B.A.,
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- Robert Lawrence Tramonte, Jr.,
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Computer Major coordinated with
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- Tina Louise Tricarichi, *Ohio*, B.A.,
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- Eric John Truran, *Massachusetts*, B.A.,
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- Joseph Patrick Tucker, *Massachusetts*,
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- Francis Joseph Valdinoto, *New York*, B.S.,
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- Julia Kirstin Veale, *New Hampshire*, B.A.,
Economics & Political Science
- Fernando Vidal, *Connecticut*, B.S.,
Mathematics
- Richard William Wagner, *Connecticut*,
B.S., *Biochemistry*
- Curtis Carlisle Walcott, *Virgin Islands*,
B.A., *History*
- David Elisha Walker, *New York*, B.A.,
History
- Jean Marie Walshe, *Connecticut*, B.A.,
Economics & French
- Anne Cecelia Ward, *Illinois*, B.A.,
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- David Dickson Warren, *Maine*, B.A.,
Political Science
- Arthur Edward Warrington, Jr.,
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Meredith Ann Weir, *Pennsylvania*, B.A.,
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Ander Courtright Wensberg,
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Laura Anne Wilcox, *New Jersey*, B.A.,
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Carolie Adele Wildrick, *New Jersey*, B.A.,
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Peter Russell Williams, Jr., *Connecticut*,
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Eloise Brinson Woods, *Connecticut*, B.S.,
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Whitaker Wilson Wright, *Ohio*, B.A.,
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William Henry Wubbenhorst, *Connecticut*,
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Dave Anthony Wynter, *New York*, B.S.,
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Timothy Jay Yasui, *Pennsylvania*, B.A.,
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History
Bruce Allen Zawodniak, *Connecticut*, B.A.,
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Patricia Aline Zengerle, *New Jersey*, B.A.,
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Marie E. Donaghue Jainchill	B.A., 1977, St. Joseph College	English	M.A.
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*Charles Edward Maynard	B.A., 1976, University of Rhode Island		M.L.A.
Ernest John Mintel	B.A., 1978, Boston College	Mathematics	M.S.
Karen McCarthy Murphy	B.A., 1973, Westfield State College	Education	M.A.
Robert James Naeher	B.A., 1977, King's College	History	M.A.
Gail Gene Monte Nettles	B.S., 1958, University of Oregon	American Studies	M.A.
Carl Gene Nigen	B.S., 1959, Rutgers University	Public Policy	M.A.
Verna Hendrick Plona	B.A., 1966, Barnard College	Public Policy	M.A.
Janice Gaudino Proll	B.A., 1974, Regis College	Education	M.A.
Albina Kathrine Romanski	B.S., 1966, M.Ed., 1971, Westfield State College	History	M.A.
Bonnie Flinchum Saunders	B.A., 1966, University of North Carolina at Greensboro; M.S., 1971, Central Connecticut State University	History	M.A.
*Donald William Siegrist	B.A., 1978, Middlebury College	Economics	M.A.
Gary Maurice Silvestri	B.A., 1975, University of Connecticut	Political Science	M.A.
Paul Anthony Simeone	B.A., 1968, State University of New York at Stony Brook	Economics	M.A.
Constantinos Pete Skevas	B.A., 1978, Macalaster College	Public Policy	M.A.
Carolyn McNamara Sluis	B.A., 1966, University of Connecticut; M.A., 1977, Trinity College	English	M.A.
Ronald A. Tetreault	B.S., 1973, Central Connecticut State University	Political Science	M.A.
Margaret Good Turner	B.A., 1967, The College of William and Mary	English	M.A.
*Frances Epstein Waltman	B.S., 1943, Central Connecticut State University	American Studies	M.A.
*Lawrence Richard Weinbach	B.S., 1971, Central Connecticut State University	History	M.A.

*in absentia

Corporation

- EDWARD ALAMBERT MONTGOMERY, JR., M.B.A., (1984) *Chairman*
Sewickley, Pa.
WILLIAM R. PEELLE, B.A., (1986) *Secretary* West Hartford, Conn.

EX OFFICIO

- JAMES FAIRFIELD ENGLISH, JR., J.D., *President of the College*
Hartford, Conn.

CHARTER TRUSTEES

- DANIEL ALPERT, SC.D. (1984) Urbana, Ill.
MORRISON HOWARD BEACH, J.D. (1984) West Hartford, Conn.
BRENTON WAYNE HARRIES, M.B.A. (1984) Westfield, N.J.
STUART DADE WATSON, M.B.A. (1984) Longboat Key, Fla.
ROBERT MAX BLUM, LL.B. (1985) New York, N.Y.
DONALD GLOVER CONRAD, M.B.A. (1985) West Hartford, Conn.
GEORGE WALLACE BAILEY STARKEY, M.D. (1985) Brookline, Mass.
DAVID LINWOOD COFFIN, (1986) West Hartford, Conn.
ALISON BARBOUR FOX, M.ED. (1986) Riverdale, N.Y.
LEONARD ELI GREENBERG, B.S. (1986) West Hartford, Conn.
GAIL WINSLOW GINSBURGH (1987) Chevy Chase, Md.
THOMAS STEPHEN JOHNSON, M.B.A. (1987) Upper Montclair, N.J.
ROBERT BURNS STEPTO, PH.D. (1987) New Haven, Conn.
ARTHUR EDWARD WALMSLEY, M.DIV. (1987) Hartford, Conn.
JOHN HENRY BENNETT, PH.D. (1988) Bloomfield, Conn.
JASON MORSE ELSAS, JR., B.A. (1988) Ridgewood, N.J.
BARBARA BAILEY KENNELLY, M.A. (1988) Hartford, Conn.
MORRIS LLOYD, JR., B.A. (1988) Philadelphia, Pa.

ALUMNI TRUSTEES

- EMILY GOODWIN HOLCOMBE, J.D. (1985) West Hartford, Conn.
MARSHALL EDWARD BLUME, PH.D. (1986) Villanova, Pa.

Year indicates expiration of term.

STANLEY JOSEPH MARCUSS, JR., J.D. (1987)	Washington, D.C.
DONALD LEWIS MCLAGAN, M.B.A. (1988)	Sudbury, Mass.
DAVID ROGER SMITH, M.B.A. (1989)	Scarborough, Ontario

TRUSTEES EMERITI

LYMAN BUSHNELL BRAINERD, LL.D.	West Hartford, Conn.
JOSEPH CAMPBELL, LL.D.	Cooperstown, N.Y.
OSTROM ENDERS, LL.D.	Avon, Conn.
GEORGE MALLETTE FERRIS, LL.D.	Chevy Chase, Md.
GEORGE KEITH FUNSTON, L.H.D.	Greenwich, Conn.
VIRGINIA HUTCHINSON GRAY	Hartford, Conn.
ROBERT BARNARD O'CONNOR, D.F.A.	Mt. Kisco, N.Y.
GEORGE WARREN WYCKOFF, B.A.	Pittsburgh, Pa.

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1982-1983

E. WADE CLOSE, JR. '55	Pittsburgh, Pa.
DANA M. FAULKNER '76	Glastonbury, Conn.
KAREN JEFFERS '76	Fairfield, Conn.
MARY JO KEATING '74	Wilmington, Del.
CHARLES KURZ, II '67	Philadelphia, Pa.
GEORGE P. LYNCH, JR. '61	West Hartford, Conn.
CAROLYN PELZEL '74	Hampstead, N.H.
ROBERT B. STEPTO '66	New Haven, Conn.
CHARLES TODD '64	Hartford, Conn.
THELMA WATERMAN '71	Groton, Conn.
MICHAEL ZOOB '58	North Scituate, Mass.

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Vice President—Area Associations	MERRILL A. YAVINSKY '65
Vice President—Public Relations	WENDA L. HARRIS '76
Vice President—Career Counseling	EUGENE SHEN '76
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JAMES A. FINKELSTEIN '74	Darien, Conn.

B. GRAEME FRAZIER III '57	Philadelphia, Pa.
CHARLES E. GOOLEY '75	Bloomfield, Conn.
SUSAN MARTIN HABERLANDT '71	West Hartford, Conn.
ROBERT N. HUNTER '52	Glastonbury, Conn.
RICHARD P. MORRIS '68	Drescher, Pa.
MEGAN J. O'NEILL '73	New York, N.Y.

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JOHN C. GUNNING '49	West Hartford, Conn.
WENDA HARRIS '76	Boston, Mass.
NORMAN C. KAYSER '57	West Hartford, Conn.
PETER D. LOWENSTEIN '58	Riverside, Conn.
WILLIAM M. VIBERT '52	Granby, Conn.

ATHLETIC ADVISORY COMMITTEE

SUSAN MARTIN HABERLANDT '71	West Hartford, Conn.
EDWARD S. LUDORF '51	Simsbury, Conn.
DONALD J. VIERING '42	Simsbury, Conn.

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(1983-1984)

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<i>Baltimore</i> —DONALD W. CARROLL, Jr., '62 631 Sussex Rd., Baltimore, MD 21204
<i>Boston</i> —JAMES P. WHITTERS III, ESQ. '62 44 Mt. Vernon St., Boston, MA 02108
<i>Cincinnati</i> —NANCY ANN HEFFNER '71 1121 Carney St., Cincinnati, OH 45202
<i>Clearwater</i> —EDMUND F. DWIGHT, Jr. '53 2614 Parkland Blvd., Tampa, FL 33609
<i>Cleveland</i> —RICHARD G. MECASKEY '51 19616 Shelburne Rd., Cleveland, OH 44118
<i>Detroit</i> —BRUCE MCF. ROCKWELL '60 233 Kenwood Ct., Grosse Pointe, MI 48236
<i>Fairfield</i> —FREDERICK M. TOBIN, ESQ. '57 116 Camp Ave., Darien, CT 06820
<i>Hartford</i> —DONALD B. REDER '69 311 Fern St., West Hartford, CT 06119
<i>Los Angeles</i> —BARNETT LIPKIND '62 1220 No. Formosa Ave., #3, Los Angeles, CA 90046
<i>New London</i> —FRANCIS A. PUGLIESE '51 28 Gardner Circle, New London, CT 06320
<i>New York</i> —PETER D. HOFFMAN '68 48 Windle Park, #B-3, Tarrytown, NY 10591
<i>Philadelphia</i> —STEVEN H. BERKOWITZ '65 1426 Bryant Lane, Meadowbrook, PA 19046
<i>Pittsburgh</i> —E. WADE CLOSE, Jr. '55 West Waldheim Rd., Pittsburgh, PA 15215

Providence—F. PHILIP NASH, JR. '51
41 Everett Ave., Providence, RI 02906
Rochester—PETER Z. WEBSTER '57
55 Heatherhurst Dr., Pittsford, NY 14534
St. Louis—F. CARL SCHUMACHER, JR. '65
Hickey Mitchell Co., 4242 Lindell Blvd., St. Louis, MO 63108
San Francisco—JAMES B. KILGORE '66
52 Schmidt Lane, San Rafael, CA 94903
Springfield—BRADFORD M. COGSWELL '48
41 Dover Rd., Longmeadow, MA 01106
Vermont—PETER H. KREISEL '61
388 College St., Burlington, VT 05401
Washington, D.C.—DANIEL L. KORENGOLD '73
4310 Westover Place, Washington, D.C. 20016

PRESIDENTS OF THE COLLEGE

Thomas Church Brownell 1824-1831	Henry Augustus Perkins
Nathaniel Sheldon Wheaton . . 1831-1837	Acting President 1915-1916
Silas Totten 1837-1848	1919-1920
John Williams 1848-1853	Remsen Brinckerhoff Ogilby . . 1920-1943
Daniel Raynes Goodwin 1853-1860	Arthur Howard Hughes,
Samuel Eliot 1860-1864	Acting President 1943-1945
John Barrett Kerfoot 1864-1866	George Keith Funston 1945-1951
John Brocklesby,	Arthur Howard Hughes,
Acting President 1866-1867	Acting President 1951-1953
Abner Jackson 1867-1874	Albert Charles Jacobs 1953-1968
Thomas Ruggles Pynchon 1874-1883	Theodore Davidge Lockwood . 1968-1981
George Williamson Smith 1883-1904	James Fairfield English, Jr. . . . 1981-
Flavel Sweeten Luther 1904-1919	

Faculty

JAMES F. ENGLISH, JR.

President

B.A. 1949 (Yale College), M.A. 1951 (Cambridge Univ.), J.D. 1956 (Univ. of Connecticut Law School) [1981]§

ANDREW G. DE ROCCO

Dean of the Faculty

and College Professor of the Natural Sciences

B.S. 1951 (Purdue), M.S. 1953, Ph.D. 1956 (Univ. of Michigan) [1979]

PROFESSORS

GUSTAVE W. ANDRIAN

*John J. McCook Professor
of Modern Languages, Part-time*

B.A. 1940 (Trinity College), 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 C. F. BANKWITZ

Professor of History

B.A. 1947, M.A. 1948, Ph.D. 1952 (Harvard) [1954]

ROBERT A. BATTIS

Professor of Economics

B.S.B.A. 1948 (Rutgers Univ.), M.A. 1952, Ph.D. 1958 (New York Univ.) [1959]

EDWARD BOBKO

Professor of Chemistry

B.S. 1949 (Western Reserve), Ph.D. 1952 (Northwestern Univ.) [1955]

ROBERT H. BREWER

Professor of Biology

B.A. 1955 (Hanover College), Ph.D. 1963 (Univ. of Chicago) [1968]

JOSEPH D. BRONZINO

*Vernon D. Roosa Professor
of Applied Science*

B.S.E.E. 1959 (Worcester Polytechnic Institute), M.S.E.E. 1961 (U.S. Naval Postgraduate School), Ph.D. 1968 (Worcester Polytechnic Institute) [1968]

W. MILLER BROWN

Professor of Philosophy

B.A. 1958 (Amherst College), Ph.D. 1970 (Harvard) [1965]

MARJORIE V. BUTCHER

Professor of Mathematics, Part-time

B.A. 1947, M.A. 1949 (Univ. of Michigan) [1956]

§Date in brackets indicates year of original appointment as a full-time member of the Trinity faculty.

- MICHAEL R. CAMPO** *Professor of Modern Languages*
Director of Trinity/Rome Campus
Director of The Cesare Barbieri Center for Italian Studies
 B.A. 1948 (Trinity College), M.A. 1953, Ph.D. 1954 (Johns Hopkins) [1952]
- GEORGE E. CHAPLIN** *Professor of Fine Arts and*
Director of the Studio Arts Program
 B.F.A. 1958, M.F.A. 1960 (Yale) [1972]
- FRANK M. CHILD III** *Professor of Biology*
 A.B. 1953 (Amherst College), Ph.D. 1957 (Univ. of California, Berkeley) [1965]
- RICHARD B. CRAWFORD** *Professor of Biology*
 A.B. 1954 (Kalamazoo College), Ph.D. 1959 (Univ. of Rochester) [1967]
- WARD S. CURRAN** *George M. Ferris Professor*
in Corporation Finance and Investments
 B.A. 1957 (Trinity College), M.A. 1958, Ph.D. 1961 (Columbia) [1960]
- EUGENE W. DAVIS**** *Professor of History*
 B.A. 1940 (Univ. of Texas), M.A. 1941 (Harvard), Ph.D. 1948 (Univ. of North Carolina) [1948]
- HOWARD DELONG*** *Professor of Philosophy*
 B.A. 1957 (Williams College), Ph.D. 1960 (Princeton) [1960]
- HENRY A. DEPHILLIPS, JR.*** *Vernon K. Kriebel*
Professor of Chemistry
 B.S. 1959 (Fordham), Ph.D. 1963 (Northwestern Univ.) [1963]
- GEORGE W. DOTEN** *Professor of Psychology*
 B.S. 1948, M.S. 1950 (Univ. of Massachusetts), Ph.D. 1952 (Northwestern Univ.) [1968]
- NORTON DOWNS** *Professor of History*
 B.A. 1940, M.A. 1947, Ph.D. 1950 (Univ. of Pennsylvania) [1950]
- LEROY DUNN** *Professor of Economics*
 B.Sc. 1949 (American University), Ph.D. 1956 (London School of Economics, Univ. of London) [1957]
- RALPH S. 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 B. GALBRAITH** *Professor of Biology*
 B.S. 1958 (Grove City College), Sc.M. 1960, Ph.D. 1962 (Brown Univ.) [1962]
- ALBERT L. GASTMANN** *Professor of Political Science*
 B.A. 1949, M.A. 1953, Ph.D. 1964 (Columbia) [1954]
- GERALD GUNDERSON** *Shelby Cullom Davis*
Professor of American Business and Economic Enterprise
 B.A. 1962, M.A. 1965, Ph.D. 1967 (Univ. of Washington) [1978]

*Sabbatical Leave, Fall Term

**Sabbatical Leave, Spring Term

- KARL F. HABERLANDT** *Professor of Psychology*
Dipl. Psych. 1964 (Freie Universitat), M.A. 1966, Ph.D. 1968 (Yale) [1968]
- GEORGE C. HIGGINS, JR.** *Professor of Psychology and College Counselor*
B.A. 1959 (Amherst College), Ph.D. 1964 (Univ. of Rochester) [1963]
- DONALD D. HOOK** *Professor of Modern Languages*
B.A. 1950 (Emory Univ.), M.A. 1958 (Duke Univ.), Ph.D. 1961 (Brown Univ.) [1961]
- ALBERT J. HOWARD, JR.** *Professor of Physics*
B.S. 1958, M.S. 1959, Ph.D. 1963 (Yale) [1962]
- DREW A. HYLAND** *Charles A. Dana Professor of Philosophy*
A.B. 1961 (Princeton), M.A. 1963, Ph.D. 1965 (Pennsylvania State) [1967]
- DORI KATZ** *Professor of Modern Languages*
A.A. 1959 (Los Angeles City College), B.A. 1961 (Los Angeles State Univ.), M.F.A. 1963, Ph.D. 1969 (University of Iowa) [1969]
- WALTER J. KLIMCZAK** *Seabury Professor of Mathematics and Natural Philosophy*
B.S. 1937, M.A. 1939, Ph.D. 1948 (Yale) [1951]
- RICHARD T. LEE**** *Professor of Philosophy*
B.A. 1958 (Emory Univ.), M.A. 1960, Ph.D. 1962 (Yale) [1962]
- ROBERT LINDSAY** *Brownell-Jarvis Professor of Natural Philosophy & Physics*
Sc.B. 1947 (Brown Univ.), M.A. 1949, Ph.D. 1951 (Rice Univ.) [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]
- THEODOR M. MAUCH** *Professor of Religion Ellsworth Tracy Lecturer in Religion*
A.B. 1943 (Elmhurst College), B.D. 1946, S.T.M. 1947, Th.D. 1958 (Union Theological Seminary) [1957]
- J. BARD McNULTY** *James J. Goodwin Professor of English, Part-time*
B.S. 1938 (Trinity College), M.A. 1939 (Columbia), Ph.D. 1944 (Yale) [1944]
- CHESTER H. MCPHEE** *Professor of Physical Education*
B.A. 1951 (Oberlin College), M.A. 1957 (Ohio State), M.A. 1968 (Trinity College), Ph.D. 1971 (Ohio State) [1957]
- CHARLES R. MILLER** *Professor of Physics*
B.S. 1952, Ph.D. 1962 (California Institute of Technology) [1961]
- DONALD G. MILLER** *Professor of Physical Education*
B.S. 1955, M.E. 1957 (Univ. of Delaware) [1965]

**Sabbatical Leave, Spring Term

- NORMAN MILLER** *Professor of Sociology*
A.B. 1942 (Pennsylvania State), Ph.D. 1948 (Columbia) [1969]
- REX C. NEAVERSON** *Professor of Political Science*
B.A. 1952, M.A. 1954, Ph.D. 1959 (Harvard) [1955]
- BORDEN W. PAINTER, JR.** *Professor of History
and Secretary of the Faculty*
B.A. 1958 (Trinity College), M.A. 1960 (Yale), B.S.T. 1963 (General Theological Seminary),
Ph.D. 1965 (Yale) [1964]
- ROBERT PALTER** *Charles A. Dana College Professor
of the History of Science*
B.A. 1943 (Columbia College), Ph.D. 1952 (University of Chicago) [1983]
- ALAN RITTER** *Visiting Professor of
Political Science*
B.A. 1958 (Yale University) M.C.P. 1960, Ph.D. 1966 (Harvard University) [1983]
- AUGUST E. 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]
- CHARLES B. SCHULTZ** *Professor of Psychology and
Director of the Educational Studies Program*
B.A. 1951 (Univ. of Pennsylvania), M.Ed. 1961 (Temple Univ.), Ph.D. 1970 (Pa. State) [1971]
- BARBARA SICHERMAN** *William R. Kenan, Jr., Professor of
American Institutions and Values*
B.A. 1955 (Swarthmore College), M.A. 1957, Ph.D. 1967 (Columbia University) [1982]
- JOHN E. SIMMONS III** *Professor of Biology*
B.S. 1957 (Morehouse College), M.S. 1961 (Syracuse Univ.), Ph.D. 1971 (Colorado State Univ.) [1972]
- EDWARD W. SLOAN III***** *Northam Professor of History*
A.B. 1953, M.A. 1954 (Yale), M.A. 1960, Ph.D. 1963 (Harvard) [1963]
- ROBERT H. SMELLIE, JR.** *Scovill Professor of Chemistry*
B.S. 1942, M.S. 1944 (Trinity College), Ph.D. 1951 (Columbia) [1948]
- PAUL SMITH** *Professor of English*
B.A. 1950, M.A. 1951 (Univ. of Rochester), Ph.D. 1966 (Harvard) [1959]
- H. MCKIM STEELE, JR.** *Professor of History and
Intercultural Studies Program*
B.A. 1954 (Princeton), M.A. 1958, Ph.D. 1965 (Columbia) [1966]
- ROBERT C. STEWART** *Charles A. Dana
Professor of Mathematics*
B.A. 1942, M.A. 1944 (Washington and Jefferson College), M.A. 1948 (Yale) [1950]

*Sabbatical Leave, Fall Term

***Sabbatical Leave, Academic Year

- JAMES M. VAN STONE** *Professor of Biology*
B.A. 1949 (Wesleyan Univ.), 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 College), B.D. 1944 (Lancaster Seminary), M.A. 1947 (Lehigh Univ.), M.A. 1951, Ph.D. 1953 (Yale) [1957]
- JAMES H. WHEATLEY** *Professor of English*
B.A. 1951 (Dartmouth College), M.A. 1959, Ph.D. 1960 (Harvard) [1968]
- E. FINLAY WHITTLESEY**** *Professor of Mathematics*
A.B. 1948, M.A. 1955, Ph.D. 1957 (Princeton) [1954]
- JOHN C. WILLIAMS** *Hobart Professor of Classical Languages*
B.A. 1948 (Trinity College), M.A. 1951, Ph.D. 1962 (Yale) [1968]

ASSOCIATE PROFESSORS

- DAVID AHLGREN** *Associate Professor of Engineering*
B.S. 1964 (Trinity College), M.S. 1973 (Tulane Univ.), Ph.D. 1978 (Univ. of Michigan) [1973]
- RICHARD P. BENTON** *Associate Professor of English*
B.S. 1952, M.A. 1953, Ph.D. 1955 (Johns Hopkins) [1955]
- JUSTINIA BESHAROV-DJAPARIDZE** *Associate Professor of Modern Languages*
A.B. 1942 (Vassar College), A.M. 1949 (Columbia), Ph.D. 1953 (Harvard) [1979]
- ANDREA BIANCHINI** *Associate Professor of Modern Languages*
B.A. 1965 (Barnard College), M.A. 1967 (Columbia), Ph.D. 1973 (Rutgers) [1973]
- THEODORE R. BLAKESLEE II** *Associate Professor of Engineering*
B.S. 1945 (Massachusetts Institute of Technology), M.S. 1952 (Lehigh Univ.) [1958]
- JAMES R. BRADLEY**** *Associate Professor of Classics*
A.B. 1957 (Trinity College), A.M. 1959, Ph.D. 1968 (Harvard) [1970]
- JOHN D. BREWER** *Associate Professor of Sociology*
A.B. 1958, A.M. 1963, Ph.D. 1968 (Univ. of Chicago) [1972]
- NOREEN CHANNELS** *Associate Professor of Sociology*
B.A. 1966 (Hiram College), M.S.W. 1968 (Univ. of Connecticut), Ph.D. 1973 (Michigan State) [1972]
- LESLIE DESMANGLES** *Associate Professor of Religion and Director of the Intercultural Studies Program*
B.A. 1964 (Eastern College), M. Div. 1967 (Eastern Baptist Theological), Ph.D. 1975 (Temple Univ.), [1978]
- JUDY DWORIN** *Associate Professor of Theatre and Dance*
B.A. 1970 (Trinity College), M.A. 1975 (Goddard College) [1971]

**Sabbatical Leave, Spring Term

- FRANCIS J. EGAN** *Associate Professor of Economics*
B.A. 1963 (Providence College), M.A. 1966, Ph.D. 1973 (Fordham Univ.) [1967]
- JOHN A. GETTIER** *Associate Professor of Religion*
B.A. 1956 (Wesleyan), B.D. 1961 (Yale), Th.D. 1971 (Union Theological Seminary) [1966]
- ANDREW J. GOLD** *Associate Professor of Economics
and Director of the Urban and Environmental Studies Program*
B.B.A. 1962 (City College of New York), Ph.D. 1967 (Northwestern Univ.) [1971]
- RONALD K. GOODENOW** *Associate Professor
of Educational Studies*
B.A. 1963 (Grinnell College), M.A. 1964 (Univ. of Wyoming), Ph.D. 1973 (Univ. of California, Berkeley) [1977]
- CARL V. HANSEN** *Associate Professor of Modern Languages*
B.A. 1941, M.A. 1948, Ph.D. 1952 (Yale) [1956]
- RICHARD J. HAZELTON** *Associate Professor of Physical Education
Director of Athletics*
B.A. 1966 (Marietta College), M.S. 1976 (Univ. of Massachusetts) [1974]
- JAMES K. HEEREN** *Associate Professor of Chemistry*
B.S. Chem. 1951, M.S. 1952 (Tufts Univ.), Ph.D. 1960 (Massachusetts Institute of Technology) [1962]
- SHARON D. HERZBERGER** *Associate Professor of Psychology*
B.A. 1971 (Pennsylvania State Univ.), M.A. 1972, Ph.D. 1975 (Univ. of Illinois) [1980]
- DIANNE HUNTER** *Associate Professor of English*
B.A. 1966 (Alfred Univ.), M.A. 1968 (Purdue Univ.), Ph.D. 1972 (State Univ. of New York at Buffalo) [1972]
- SAMUEL D. KASSOW** *Associate Professor of History*
B.A. 1966 (Trinity College), M.S. 1967 (London School of Economics), Ph.D. 1976 (Princeton) [1972]
- ARNOLD L. KERSON** *Associate Professor of Modern Languages*
B.A. 1953, Ph.D. 1963 (Yale) [1960]
- FRANK G. KIRKPATRICK**** *Associate Professor of Religion*
B.A. 1964 (Trinity College), M.A. 1966 (Union Theological Seminary), Ph.D. 1970 (Brown Univ.) [1969]
- DIRK KUYK*** *Associate Professor of English*
B.A. 1955 (Univ. of Virginia), Ph.D. 1970 (Brandeis Univ.) [1970]
- HELEN LANG** *Associate Professor of Philosophy*
B.A. 1970, M.A. 1971 (Univ. of Colorado), Ph.D. 1977 (Univ. of Toronto) [1978]
- EUGENE E. LEACH** *Associate Professor of History
and Director of the American Studies Program*
A.B. 1966 (Harvard), M.A. 1967 (Univ. of Michigan), Ph.D. 1977 (Yale) [1975]

*Sabbatical Leave, Fall Term

**Sabbatical Leave, Spring Term

- RANDOLPH M. LEE** *Associate Professor of Psychology and Associate College Counselor*
B.A. 1966 (Trinity College), M.S. 1969, Ph.D. 1970 (Univ. of Massachusetts) [1970]
- SONIA LEE** *Associate Professor of Modern Languages*
B.S. 1964, M.A. 1966 (Univ. of Wisconsin), Ph.D. 1974 (Univ. of Massachusetts) [1973]
- KENNETH LLOYD-JONES**** *Associate Professor of Modern Languages*
B.A. (Hons.) 1960, Ph.D. 1976 (Univ. of Wales) [1978]
- WILLIAM M. MACE** *Associate Professor of Psychology*
B.A. 1967 (Yale), Ph.D. 1971 (Univ. of Minnesota) [1971]
- ANTHONY D. MACRO** *Associate Professor of Classics*
B.A. 1961, M.A. 1964 (Oxford), Ph.D. 1969 (Johns Hopkins) [1969]
- CLYDE D. MCKEE** *Associate Professor of Political Science*
B.A. 1952, M.A.T. 1959 (Wesleyan Univ.), M.A. 1963, Ph.D. 1967 (Univ. of Connecticut) [1965]
- JAMES A. MILLER** *Associate Professor of English and Intercultural Studies*
B.A. 1966 (Brown Univ.), Ph.D. 1976 (State Univ. of New York at Buffalo) [1972]
- CONSTANCE M. MONTROSS** *Visiting Associate Professor of Modern Languages*
B.A. 1970 (Connecticut College), Ph.D. 1975 (Yale Univ.) [1982]
- RALPH O. MOYER, JR.** *Associate Professor of Chemistry*
B.S. 1957 (Southeastern Massachusetts Univ.), M.S. 1963 (Univ. of Toledo), Ph.D. 1969 (Univ. of Connecticut) [1969]
- HUGH S. OGDEN** *Associate Professor of English*
A.B. 1959 (Haverford), M.A. 1961 (New York Univ.), Ph.D. 1967 (Univ. of Michigan) [1967]
- HARVEY S. PICKER** *Associate Professor of Physics*
S.B. 1963, Ph.D. 1966 (Massachusetts Institute of Technology) [1971]
- MARIO J. POLIFERNO** *Associate Professor of Mathematics*
B.A. 1952, M.A. 1954, Ph.D. 1958 (Yale) [1958]
- JAMES L. POTTER**** *Associate Professor of English*
B.A. 1944, M.A. 1946 (Wesleyan Univ.), Ph.D. 1954 (Harvard) [1955]
- RICHARD A. RAND** *Visiting Associate Professor of English*
B.A. 1962 (Harvard College), Ph.D. 1974 (City Univ. of New York) [1982]
- THOMAS A. REILLY** *Associate Professor of Political Science*
B.A. 1965 (Queens College), M.A. 1967, Ph.D. 1972 (City Univ. of New York) [1971]
- MILLA B. RIGGIO** *Associate Professor of English*
B.A. 1962 (Southern Methodist Univ.), A.M. 1966, Ph.D. 1972 (Harvard) [1973]

- DAVID A. ROBBINS** *Associate Professor of Mathematics*
A.B. 1967 (Dartmouth College), M.A. 1968 (Bucknell Univ.), M.A. 1970, M.S. 1983 (Rensselaer Polytechnic Institute), Ph.D. 1972 (Duke Univ.) [1972]
- MICHAEL P. SACKS** *Associate Professor of Sociology*
B.A. 1969 (Queens College), M.A. 1971, Ph.D. 1974 (Univ. of Michigan) [1974]
- CRAIG W. SCHNEIDER** *Associate Professor of Biology*
B.A. 1970 (Gettysburg College), Ph.D. 1975 (Duke Univ.) [1975]
- ROBERT E. SHULTS** *Associate Professor of Physical Education*
A.B. 1951 (Oberlin), M.E. 1957 (Bowling Green Univ.) [1957]
- MARK P. SILVERMAN** *Associate Professor of Physics*
B.S. 1967, M.S. 1967 (Michigan State Univ.), Ph.D. 1973 (Harvard Univ.) [1982]
- RALPH E. WALDE** *Associate Professor of Mathematics*
B.A. 1964 (Univ. of Minnesota), Ph.D. 1967 (Univ. of California, Berkeley) [1972]
- JAMES L. WEST††** *Associate Professor of History*
A.B. 1966, M.A. 1968, Ph.D. 1975 (Princeton) [1971]
- DAVID WINER** *Associate Professor of Psychology
and Dean of Students*
B.A. 1959 (Univ. of Vermont), M.A. 1961, Ph.D. 1969 (Univ. of Connecticut) [1966]
- DIANE C. ZANNONI** *Associate Professor of Economics*
B.A. 1971 (Villanova), M.A. 1973, Ph.D. 1976 (State Univ. of New York at Stony Brook) [1975]

ASSISTANT PROFESSORS

- DINA L. ANSELMIT††** *Assistant Professor of Psychology*
B.A. 1973 (Ithaca College), M.A. 1977, Ph.D. 1981 (Univ. of New Hampshire) [1980]
- MARDGES BACON** *Assistant Professor of Fine Arts*
A.B. 1966 (Univ. of Delaware), A.M. 1968 (Univ. of Michigan), Ph.D. 1978 (Brown Univ.) [1978]
- DEBORAH J. BERGSTRAND††** *Assistant Professor of Mathematics*
B.A. 1975 (Allegheny College), M.S. 1977, Ph.D. 1980 (Univ. of Illinois-Chicago Circle) [1980]
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B.A. 1966, M.A. 1967 (Brooklyn College), Ph.D. 1983 (Penn. State Univ.) [1981]
- MICHAEL R. DARR** *Assistant Professor of Physical Education*
B.A. 1968 (Gettysburg College), M.S. 1975 (Univ. of Delaware) [1982]
- KAREN ERLANDSON** *Assistant Professor of Physical Education*
B.S. 1971 (Plymouth State College), M.A. 1980 (Central Connecticut State College) [1980]
- ELLISON B. FINDLY** *Assistant Professor of Religion and Intercultural
Studies*
B.A. 1971 (Wellesley College), M.A. 1973 (Columbia), M. Phil. 1976, Ph.D. 1978 (Yale) [1980]

††Leave of Absence, Spring Term

- ADRIENNE FULCO** *Visiting Assistant Professor of Political Science*
B.A. 1970 (Boston University), Ph.D. 1981 (City University of New York) [1983]
- JOHN P. GEORGES** *Visiting Assistant Professor of Mathematics*
B.A. 1971, M.A. 1973 (Tufts University), Ph.D. 1982 (Northeastern University) [1983]
- ALDEN R. GORDON** *Assistant Professor of Fine Arts*
B.A. 1969 (Trinity College), M.A. 1971, Ph.D. 1978 (Harvard) [1978]
- DAVID E. HENDERSON**** *Assistant Professor of Chemistry*
B.A. 1968 (St. Andrews Presbyterian College), Ph.D. 1975 (Univ. of Massachusetts) [1977]
- LESLIE A. JOHNSON** *Visiting Assistant Professor of Modern Languages*
B.A. 1967 (Oberlin College), Ph.D. 1980 (New York Univ.) [1981]
- RONALD C. KIENER** *Assistant Professor of Religion*
B.A. 1976 (University of Minnesota) [1983]
- NANCY KIRKLAND** *Visiting Assistant Professor of Psychology*
B.A. 1967 (Barnard College), Ph.D. 1973 (Columbia) [1977]
- MICHAEL LESTZ** *Assistant Professor of History*
B.A. 1968 (Trinity College), M.A. 1975, Ph.D. 1983 (Yale) [1982]
- CHARLES W. LINDSEY III** *Visiting Assistant Professor of Economics*
B.S. 1965, M.A. 1971, Ph.D. 1976 (Univ. of Texas) [1975]
- THEODORE O. MASON, JR.** *Assistant Professor of English and American Studies*
A.B. 1972 (Wesleyan University), Ph.D. 1979 (Stanford University) [1983]
- DAVID MAURO** *Visiting Assistant Professor of Mathematics*
B.A. 1976 (Bates College), M.A. 1979, Ph.D. 1982 (State Univ. of New York) [1982]
- GERALD MOSHELL** *Assistant Professor of Music and Director of Concert Choir*
B.A. 1967 (Pomona College), M.A. 1970, Ph.D. 1979 (Harvard) [1977]
- PAULINE J. MURRAY** *Visiting Assistant Professor of Psychology*
B.A. 1973 (Univ. of Connecticut), M.A. 1975 (Wesleyan University), Ph.D. 1983 (Univ. of Connecticut) [1983]
- SUSAN D. PENNYBACKER** *Assistant Professor of History*
B.A. 1976 (Columbia University), M.A. 1977 (University of Pennsylvania) [1983]
- JOHNETTA G. RICHARDS** *Assistant Professor of History and Intercultural Studies*
B.A. 1972 (Virginia State College), M.A. 1974, Ph.D. 1979 (Univ. of Cincinnati) [1979]
- MARIE-CLAIRE ROHINSKY** *Visiting Assistant Professor of Modern Languages*
B.A. 1957, M.A. 1959, Ph.D. 1978 (University of Caen, France) [1983]
- MARK J. SCHENKER** *Assistant Professor of English*
B.A. 1974 (Brooklyn College), M.A. 1976 (University of Wisconsin) [1983]

**Sabbatical Leave, Spring Term

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*Assistant Professor of
Physical Education*

B.A. 1974 (Trenton State College), M.A. 1976 (Trinity College) [1978]

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Assistant Professor in Theatre and Dance

B.A. 1968 (Yale), M.F.A. 1974 (Catholic Univ.) [1974]

VINCENT H. SMITH

Assistant Professor of Economics

B.A. 1970, M.A. 1971 (Manchester Univ., England), Ph.D. 1982 (North Carolina State Univ.) [1982]

ALAN C. TULL

Chaplain and Assistant Professor of Religion

B.A. 1955 (Stanford Univ.), S.T.B. 1958, Th.D. 1968 (General Theological Seminary) [1964]

MAURICE L. WADE

Assistant Professor of Philosophy

B.A. 1974 (Yale Univ.), Ph.D. 1982 (Stanford Univ.) [1983]

DIANA YIANNAKIS

Assistant Professor of Political Science

B.A. 1971, M.A. 1972 (Univ. of New Mexico), Ph.D. 1979 (Univ. of Rochester) [1979]

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B.F.A. 1976 (Emerson College), M.F.A. 1978 (Smith College) [1979]

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SALVATORE ALESSI

*Adjunct Professor of Psychology;
Chief Psychologist at Child and Family
Services of Connecticut*

B.A. (Univ. of Connecticut), M.S. (Purdue Univ.), Ph.D. (Univ. of Connecticut) [1973]

ALONZO G. GRACE, JR.

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Consultant in Computing*

B.S. 1949 (Trinity College), M.A. 1952 (Yale) [1976]

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Adjunct Professor of Astronomy

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J. O'ROURKE

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Professor and Director of the Ophthalmology
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M.D. 1949 (Georgetown Univ. School of Medicine), M.Sc. 1954 (Univ. of Pennsylvania) [1973]

VERNON D. ROOSA

*Adjunct Professor of Machine Design;
Inventor; Design Consultant, Stanadyne, Inc.*

Sc.D. 1967 (Trinity College) [1976]

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*Adjunct Professor of Biomedical Engineering;
Director of Experimental Psychophysiology
Laboratories, Institute of Living*

B.A. 1958, Ph.D. 1961 (Univ. of Minnesota) [1973]

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- ROBERT J. CARABILLO** *Visiting Lecturer in Music*
B.Mus. 1970 (Univ. of Connecticut), M.Ed. 1973 (Univ. of Hartford) [1982]
- WEN-TAO CHENG** *Lecturer in Intercultural Studies*
B.A. 1958 (National Chung Hsing Univ.), M.F.A. 1972, Ph.D. 1973 (Univ. of Iowa) [1983]
- LUCY DEEPHOUSE** *Lecturer in Engineering*
A.B. 1953 (Smith College), M.S. 1969 (Trinity College)
- PHYLLIS ENGLISH** *Lecturer in Modern Languages*
B.A. 1958 (Middlebury College), M.A. 1960 (Univ. of California at Los Angeles)
- CLAUDE A. FONGEMIE** *Lecturer in Economics*
B.A. 1972 (Central Connecticut State Univ.), M.A. 1973, Ph.D. 1979 (Univ. of Conn.) [1977]
- FRANCIS X. HARTMANN** *Visiting Lecturer in Urban and Environmental Studies*
A.B. 1958 (Villanova Univ.), M.A. 1962 (Augustinian College), M.A. 1963 (Catholic Univ.)
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A.B. 1947 (Dartmouth College), L.L.B. (Harvard Law School) [1983]
- PETER A. LYONS** *Allan K. Smith Lecturer in Composition and Director of the Writing Program*
B.A. 1965 (Georgetown Univ.), M.A. 1968, Ph.D. 1977 (Univ. of Arizona) [1980]
- MOLLY ANN MCNAMARA** *Visiting Lecturer in Music*
B.A. 1968 (Whitman College), M.A. 1980 (Wesleyan) [1983]
- J. RONALD SPENCER** *Lecturer in History and Associate Academic Dean*
B.A. 1964 (Trinity College), M.A. 1966 (Columbia) [1968]
- BARRY K. STEVENS** *Visiting Lecturer*
B.A. 1975 (Harvard College), J.D. 1978 (New York Univ. School of Law) [1981]
- WILLIAM J. VAN CLEVE** *Adjunct Lecturer*
B.S. 1949, Ed.M. 1952 (Rutgers Univ.) [1983]
- DAVID E. WOODARD** *Lecturer in Engineering*
B. Arch. 1961 (Texas A&M Univ.), M. Arch. 1962 (Cranbrook Academy of Art) [1970]

ARTISTS IN RESIDENCE

- LINDA LAURENT** *Artist-in-Residence (Music)*
B.M. 1967 (Oberlin Conservatory), M.S. 1969 (Juilliard School), M.A. 1974, Ph.D. 1982 (New York Univ.) [1982]
- NUSHA MARTYNUK** *Artist-in-Residence (Theatre and Dance)*
B.S. 1974, M.Ed. 1976 (Temple Univ.) [1982]
- CARTER MCADAMS** *Artist-in-Residence (Theatre and Dance)*
B.A. 1973 (Princeton Univ.) [1982]

JOHN ROSE *College Organist*
B.A. 1972 (Rutgers) [1977]

THALIA SELZ *Writer-in-Residence (English)*
B.A. 1947 (Oberlin College), M.A. 1951 (Univ. of Chicago) [1981]

JOHN SMITH *Artist-in-Residence (Fine Arts)*
B.F.A. 1975 (Univ. of Iowa), M.A. 1979 (Northern Illinois Univ.), M.F.A. 1981 (Pennsylvania State Univ.) [1981]

ROBERT E. SMITH *Composer-in-Residence (Chapel)*
B.S. 1968 (Mannes College of Music)

ELIZABETH L. TRACY *Artist-in-Residence (Fine Arts)*
B.A. 1972 (Univ. of California), M.F.A. 1979 (Cranbrook Academy of Art) [1982]

CYNTHIA TREGGOR *Visiting Artist (Music)*
Artist's Diploma 1966 (Santa Cecilia Conservatory) [1983]

SCHOLAR IN RESIDENCE

JOAN D. HEDRICK *Scholar in Residence*
A.B. 1966 (Vassar College), Ph.D. 1974 (Brown Univ.) [1981]

TRINITY COLLEGE FACULTY EMERITI

J. WENDELL BURGER *J. Pierpont Morgan Professor of
Biology, Emeritus*
B.A. 1931 (Haverford College), M.A. 1933 (Lehigh Univ.), Ph.D. 1936 (Princeton) [1936, Ret. 1975]

KENNETH W. CAMERON *Associate Professor of English, Emeritus*
B.A. 1930, M.A. 1931 (West Virginia Univ.), S.T.B. 1935 (General Theological Seminary), Ph.D. 1940 (Yale) [1946, Ret. 1975]

EDMOND L. CHERBONNIER *Professor of Religion, Emeritus*
B.A. 1939 (Harvard), B.D. 1947 (Union Theological Seminary), B.A. 1948, M.A. 1952 (Cambridge Univ.), Ph.D. 1951 (Columbia), D.D. 1959 (Univ. of Vermont) [1955, Ret. 1983]

F. WOODBRIDGE CONSTANT *Jarvis Professor of Physics, Emeritus*
B.S. 1925 (Princeton), Ph.D. 1928 (Yale) [1946, Ret. 1972]

GEORGE B. COOPER *Northam Professor of History, Emeritus*
B.A. 1938 (Swarthmore), M.A. 1942, Ph.D. 1948 (Yale) [1941, Ret. 1983]

JOHN A. DANDO *Professor of English, Emeritus*
B.A. 1938, M.A. 1945 (McGill Univ.) [1950, Ret. 1982]

HAROLD L. DORWART *Seabury Professor of Mathematics and
Natural Philosophy, Emeritus*
B.A. 1924 (Washington and Jefferson College), Ph.D. 1931 (Yale), Sc.D. 1968 (Washington and Jefferson College) [1949, Ret. 1968]

SAMUEL HENDEL *Professor of Political Science, Emeritus*
LL.B. 1930 (Brooklyn Law School), B.S.S. 1936 (The City College of New York), Ph.D. 1948 (Columbia) [1970, Ret. 1978]

- ARTHUR H. HUGHES** *Professor of Modern Languages, Emeritus*
B.A. 1927, M.A. 1929, Ph.D. 1931 (Johns Hopkins), M.S. 1938, L.H.D. 1946 (Trinity College) [1935, Ret. 1971]
- KARL KURTH** *Professor of Physical Education and Director of Athletics, Emeritus*
B.S. 1942, M.Ed. 1947 (Springfield College) [1952, Ret. 1982]
- M. CURTIS LANGHORNE** *Professor of Psychology, Emeritus*
B.A. 1925, M.A. 1926 (Washington and Lee Univ.), Ph.D. 1932 (Ohio State Univ.) [1959, Ret. 1972]
- HAROLD C. MARTIN** *Charles A. Dana Professor of Humanities, Emeritus*
Senior Lecturer
B.A. 1937 (Hartwick College), M.A. 1944 (Univ. of Michigan), Ph.D. 1952 (Harvard) [1977]
- ALBERT MERRIMAN** *Associate Professor of Classics, Emeritus*
B.A. 1933, M.A. 1937 (Harvard), [1948, Ret. 1970]
- RICHARD K. MORRIS** *Professor of Education, Emeritus*
B.A. 1940 (Trinity College), M.A. 1949, Ph.D. 1951 (Yale) [1951, Ret. 1975]
- GEORGE E. NICHOLS III** *Professor of Theatre Arts, Emeritus*
B.A. 1938, M.F.A. 1941 (Yale) [1950, Ret. 1982]
- EDWIN P. NYE** *Hallden Professor of Engineering, Emeritus*
B.S. 1941 (Univ. of New Hampshire), Sc.M. 1947 (Harvard) [1959, Ret. 1983]
- RAYMOND OOSTING** *Professor of Physical Education, Emeritus*
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- DANIEL B. RISDON** *Associate Professor of English, Emeritus*
B.A. 1930 (Amherst College), M.A. 1938 (Trinity College), M.A. 1947 (Yale) [1936, Ret. 1972]
- ROBERT D. SLAUGHTER** *Associate Professor of Physical Education, Emeritus*
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- JOHN C. E. TAYLOR** *Professor of Fine Arts, Emeritus*
B.A. 1926, M.A. 1940 (Yale) [1941, Ret. 1970]
- D. G. BRINTON THOMPSON** *Northam Professor of History, Emeritus*
B.A. 1920 (Univ. of Pennsylvania), B.S. 1923 (Massachusetts Institute of Technology), Ph.D. 1945 (Columbia) [1945, Ret. 1968]
- RANDALL W. TUCKER** *Associate Professor of Economics, Emeritus*
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- CLARENCE E. WATTERS** *Professor of Music, Emeritus and College Organist, Honorary*
Mus.M. 1935 (Trinity College) [1932, Ret. 1969]

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LAURA J. SEARLES	Assistant Serials Librarian
PATRICA L. SEIBEL	Serials Assistant
JANE J. WILLITS, M.L.S.	Head of Cataloguing
STEPHEN G. WOLFF, M.S.	Reference Librarian
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MARGARET A. WRIGHT, M.L.S.	Cataloguer

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ANNE T. GUSHEE, B.A.	Director
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PATRICIA M. MILLER, M.A.	<i>Coordinator</i>
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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 north-west corner of the Trinity campus.

From the South (New Haven, New York, etc.)

Take I-91 North to junction with I-84 West. 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 north-west corner of the Trinity campus.

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 Capitol Ave. Exit (Exit 48). At the foot of the exit ramp bear right onto Capitol Avenue. At the fourth traffic light, turn left on Park Terrace. Proceed on Park Terrace through traffic lights at Russ St. and Park St. and take third (diagonal) left after Park St. 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.

KEY TO THE CAMPUS

- | | |
|--|--|
| 1. Williams Memorial
(Administrative Offices) | 28. Robb |
| 2. Downes Memorial | 29. Anadama |
| 3. College Chapel | 30. Stowe |
| 4. President's House | 31. Clemens |
| 5. Ogilby Hall | 32. Albert C. Jacobs Life Sciences Center |
| 6. Delta Psi (St. Anthony) | 33. Buildings and Grounds |
| 7. Alpha Delta Phi | 34. CPTV Studio Building |
| 8. Park Place | 35. Smith Hall |
| 9. Boardwalk | 35A. Funston Hall |
| 10. Alpha Chi Rho | 36. Jackson Hall |
| 10A. 115 Vernon Street | 37. Wheaton Hall (Infirmary) |
| 11. High Rise Dormitory | 38. Elton Hall |
| 12. Umoja House | 39. Jones Hall |
| 13. North Campus Dormitory | 40. McCook Math-Physics Center |
| 14. Delta Kappa Epsilon | 41. Hallden Engineering Laboratory |
| 15. Pi Kappa Alpha | 42. Austin Arts Center (Goodwin Theatre) |
| 16. Doonesbury | 43. The Library |
| 17. 86-88 Vernon Street | 44. Clement Chemistry Building
(Kriebel Auditorium) |
| 18. 76 Vernon Street | 45. Goodwin-Woodward Dormitory |
| 19. 70 Vernon Street | 46. Cook Dormitory |
| 20. Alumni and Public Relations Offices | 47. Mather Campus Center |
| 21. Psi Upsilon | 48. Hamlin Hall |
| 22. Jesse Field | 49. Seabury Hall |
| 23. Tennis Courts | 50. Northam Towers |
| 24. Memorial Field House | 51. Jarvis Hall |
| 25. George M. Ferris Athletic Center | P Parking Areas |
| 26. 30-32 Crescent Street | |
| 27. Frohman | |

Trinity College Campus

Hartford, Connecticut

