

# Faculty releases course descriptions

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## ENG 315 Realism in American Literature Ellen O'Brien

Several modes of realism in American Literature at the turn of the century will be explored through a study of selected major figures such as Howells, Twain, Crane, Wharton and Jaems. Although each of these writers has been labeled a "realist," each transcends the category in the expression of his/her individual vision.

Our purpose will be to examine the intersection of the category and the individual, coming to grips with aesthetic, moral and metaphysical implications of the literature which springs from that intersection.

An advanced course for students with experience in literature. Several papers; written and oral exercises; mid-term and final exams.

## ENG 245 Southern Literature Richard M. Morton

ENG 245 is a consideration of what IS the South -- geographically, historically, mythically. It includes an approach to such words as provincialism, regionalism, and agrarianism.

It contrasts between New England attitudes toward Europe and Southern, and compares them. The readings are

*The Literature of the South*, an anthology; *I'll Take My Stand*, Donald Davidson, Tate, Ransom, et. al; *Go Down, Moses*, Faulkner.

There are papers, tests, discussions, lectures, parallel reading exercises, and projects meant to create a Southern "museum" display.

## ENG 225 The Russian Novel Rudy Behar

The readings included in translation four major authors of the 19th century and one modern author; viz., Gogol [*Dead Souls*], Turgenev [*Fathers and Sons*], Dostoyevsk [*for those who have not read it, The Brothers Karamazov*, for those who have, *The Possessed* and *Notes From the Underground*], Tolstoy [*Anna Karenina*], and Solzhenitsin [*One Day In The Life Of Ivan Denisovitch*].

These will be studied essentials for understanding modern consciousness. We also read Camus' *The Rebel*, probably the single most important philosophical work on the themes of the 19th century Russian writers.

There are three or four papers.

## ENG 222 African Literature, Jim Gutsell

Requirements met: Non-Western or English 200 for students who passed 150 with a B.

The purpose of the course is to introduce students to a large and vigorous field of literature

not commonly read by Americans. There will be an introduction to the climate, geography, and history of the continent. The body of the course is mainly readings in contemporary black African writers.

The subjects will cover a variety of matters from pre-colonial times to current urban and political discontent. There will be several papers, quizzes on the reading, a mid-semester and a final examination.

## ENG 210: Poetry Workshop, Ann Deagon

The purpose of this course is to encourage the writing of poetry, as a mode of self-discovery and as a craft. Students who have not written poetry before are as valuable to the class as those who have been writing for some years.

The course operates as a workshop: its chief content is the poetry written by class members. Other class activities: attending and participating in poetry readings; interviewing active poets; reading and submitting poems to poetry magazines; writing personal responses to poetry; preparing a 15-page manuscript of original poems.

Grading in the course will be based in equal measure on the quality of the student's own poetry, the perceptiveness of oral and written critiques, and helpfulness in class discussion. Each student is asked to evaluate classmates on these three qualities.

This course satisfies the Fine Arts requirement.

## CLAS 301: Classical Literature in Translation Anne Deagon

Classics 301 will be taught as "The Image and Experience of Women in the Classical World." Homer, Sappho, the Greek lyric poets and playwrights, Virgil, and Roman poets and satirists will be read with an eye to what they reveal about women's lives in antiquity. Tests and papers will encourage searching of one's own experience of sexual roles as well as knowledge of course materials. Half of the paper-work required may be in creative form: paintings, poems, stories, photography, etc. Men as well as women are welcome.

This course satisfies an area requirement in Humanities, or may substitute for English 200 with permission of the English Dept.

## GEO 131 Environmental Geology Don Gibbon

In the Fall of 1979, GEO 131 will be offered for the first time as a flip-flop course. This exciting introduction to the study of the earth's interaction with man is being given as a lab science for the third time, but

students will now be able to meet the lab requirement within the class-lab combined meeting time, that is, by coming to two class periods twice a week, either morning or evening.

The class involves major components of study of surface processes: erosion, land stability, soil formation, river processes, beach activities, all of which are important in our part of the country. The class will also study how resources are formed, how we process them for our use, and how much we may be able to obtain.

A major focus will be on energy sources: fossil fuels, nuclear, solar, and others. Within this course we feel there is a confluence of important social and natural science issues, issues vital to our country's future and to your own part in that future. The course has no science prerequisite.

## Soc 102, section 001 Social Problems Margaret Young

This course will develop an analytical framework for the study of social problems using selections from Paul Zopf's *Sociocultural Systems* as a framework to read about and analyze several social problems related to health, social inequality, and the life cycle: Brown Lung disease among textile workers and Black Lung disease among coal miners; the Self Health Care and Health Right movement; childbirth practices, parent-child bonding, and child abuse; women in the professions; rape as a crime of violence; euthanasia and the hospice movement.

Format: class discussion of required reading, library research, participation in community activities related to these problems. Partially fulfills distribution requirement in the social sciences.

## PHIL 250 The Dialogues of Plato Donald Millholland

The class will discuss most of the dialogues of Plato. Students will start with the pre-Socratic religious and philosophical background, end: the course with a discussion of the influence of Plato upon western civilization.

Among topics for discussion:  
1. The Dialectical Method  
2. The Search for Ultimate Reality and Timeless Truth  
3. The One and the Many  
Partially satisfies the Humanities requirement.

## ECON 342 Public Finance and Fiscal Policy Fred Parkhurst

Is there such a thing as a good tax? Should you be for or against the sales tax on food? What about a government lottery as a source of public revenue? How about the present tax exemption of church-owned property? How do you know? Is it possible for government to maintain full employment [defined as from 2% to 4% unemployment] without inflation?

One feature of this junior level course is class debates. [NOTE: This course has rated consistently very high on student evaluations, one year being scored 100% on EVERY question!] If you enjoy thinking about questions of social policy, this course should appeal to you. Supplementary readings will include the instructor's own materials plus Philip Stern's provocative and controversial public-finance-for-the-layman *The Rape Of The Taxpayer*. Obviously, this course is going to do something to your blood pressure. It is hoped it will also do something for your enlightenment.

## ECON 335 Comparative Economic Systems Robert Williams

Robert intends to teach this course seminar style. It is to be small [not more than fifteen people] to encourage maximum intellectual interchange.

The purpose of the course will be to develop the comparative method as an approach for uncovering why social systems behave the way they do.

The first part of the course will compare the development patterns of Cuba, Puerto Rico, and either Guatemala or Honduras, three cases that are very similar in terms of social-cultural-economic past -- except one, Cuba, has had a socialist revolution. Great care will be taken to develop a sound methodology for making fruitful comparisons.

The last part of the course is open-ended, depending on what students are most interested in pursuing.

Students will be encouraged to become engaged in a research project early in the term so that later in the term results from the research can be shared with the seminar.

Prerequisites: Micro and Macro Principles or consent of the instructor.

## A.J., ECON, PS 213 Law And Society Fred Parkhurst

A social science elective, Law and Society is inter-disciplinary, showing the close connection between law and economics, sociology, psychology, philosophy, and the physical sciences such as environmental studies.

The course explains the basic legal structure of the U.S. system of justice, what happens at a trial, and the legal defenses available to an accused. Significant legal issues will be discussed, such as discrimination problems, conscientious objection to war, the death penalty, and abortion. Private and public rights and wrongs will be examined.

Materials will be included on the development of Anglo-American common law, and a comparison with other legal systems such as Roman Law and Soviet Law.

Basic information on torts, crimes, and the process of decision-making will serve to give the student a basis for

understanding the American legal system. This is a sophomore-level course open to any student who is willing to read and take notes.

## ECON 222 Economic Principles: Micro. Fred Parkhurst

No prerequisites are required for this sophomore-level course, which assumes that you are probably ignorant. Students who have already had ECON 221 [Macro Principles] will not necessarily have an advantage over those who are starting off fresh in economics.

Micro Principles includes the pricing system [demand and supply], analysis of competition and monopoly, problems of income distribution and poverty, international trade [do you know why most economists are against tariffs and why you should be very suspicious of politicians who favor import restrictions?], and a comparison of the historical, ideological, social, political, and economic aspects of capitalism, socialism, communism, and fascism.

## Drama 210 Introduction To Theatre Rick Prouty

Essentially a broadly-based survey of the State of Theatre arts, this course is divided into two distinct phases: [1] the History of the Theatre and [2] contemporary personnel and practice, e.g. the director, actor, producer, designer, etc. The course aims at enhancing both an understanding and an appreciation of the theatre as a vital and changing art form. Drama 210 requires a term paper and attendance of selected local productions in addition to textbook and outside reading. This course satisfies the Creative Arts requirement.

## Drama 307 The Development of Drama Donald Deagon

A survey of dramatic literature from the Greeks to mid 18th century. Students in this class read about 25-30 plays from the dramatic literature of Greece, Rome, Italy, Spain, France, and Germany. Written work and outside reading is assigned. Discussion, some lecture and optional reports are the class procedures. Partially fulfills the distribution requirements in the humanities.

## Drama 205 Fundamentals of Acting Donald Deagon

Students in this course work on four acting projects for the semester. One of these may be a public presentation of one-act plays. In addition, each student keeps a weekly journal [5 entries per week] in which practical stage experience is measured against the textbook material, and life experiences. Class attendance is required as is attendance at scene rehearsals. Fulfills the distribution requirements in the arts. Permission of instructor required for admission. 4 hour credit.