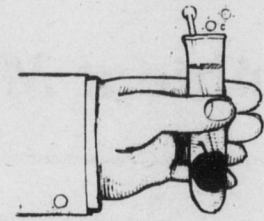


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***** **The new class struggle** *****



PHIL 450 -- Cartesian Epistemology.....Dr. Jonathan Malino
 Descartes is commonly viewed as the father of modern philosophy. His *Meditations on First Philosophy* set the framework for almost all subsequent reflection on knowledge. Using a seminar format, and drawing on commentators from Descartes' time as well as from our own, the structure of Descartes' theory of knowledge will be explored in depth. Students will then examine recent articles on epistemology to help us assess further the tenability of the main features of Cartesian epistemology.

PHIL 292 -- Formal LogicDr. Jonathan Malino
 Premises: 1. The only animals in this house are cats; 2. Every animal is suitable for a pet, that loves to gaze at the moon; 3. When I detest an animal, I avoid it; 4. No animals are carnivorous, unless they prowl at night; 5. No cat fails to kill mice; 6. No animals ever take to me, except what are in this house; 7. Kangaroos are not suitable for pets; 8. None but carnivora kill mice; 9. I detest animals that do not take to me; 10. Animals that prowl at night always love to gaze at the moon. Suppose, following Lewis Carroll, one believes these premises. Should one also believe "I always avoid a kangaroo."? Take a course in Formal Logic and find out. Techniques will be studied for symbolizing arguments -- humorous and serious, from all disciplines as well as ordinary life -- along with formal techniques for evaluating these arguments. Besides providing skills essential for everyone engaged in rational inquiry, logic offers special rewards to those concerned with language, cognition, math and philosophy.

IDS 401 -- History of Science.....Dr. O. Theodor Benfey
 Science influences the way we think about the world, the way we manipulate the materials around us, the way the world treats us. It is absurd to attempt to look at all that throughout the centuries. Yet one must make the attempt. Students look at three main threads -- man's view of the universe from the Babylonians to relativity and the big bang, atomism from the Greeks to antimatter, evolution to recombinant DNA. The Chinese view of the world will enter also. Papers will be on topics of student interest.

IDS 401 -- The Roaring 20'sDr. Donald Millholland
 In this course one will study the art, music, literature, and philosophy of the 20's. Some of the most significant work of the twentieth century was begun in this decade. World War I had destroyed traditional idealism. This brought on a wave of cynical thinking and at the same time opened up new directions of creativity. Among the figures and topics to be studied: Hemingway, Fitzgerald, Gertrude Stein, Picasso, Jazz, Stravinsky, and Bertrand Russell.

IDS 401 -- Modern Poetry and ReligionDr. Melvin Keiser and Dr. Elizabeth Keiser
 Seminar with occasional lectures; initially, discussion based on short literary and theological essays on the meaning of modernity and on selected poems exemplifying these issues; then, student presentations (individually or in teams) on issues such as Poetry and Science, Poetry and Christian Belief, the Impact of War, Influence of Modern Visual Art, Meeting of East and West, Modern Women Poets in Search of an Image, Black Poets. Latter half of the semester focused on later poetry of T.S. Eliot and Wallace Stevens; students to read one other poet independently, to be shared in small groups. Grades on class participation, mid-term and final exams (either of which may be oral), and a project which may take various forms. Major credit in English or Religious Studies can be arranged, but advanced work in either field is **not** a prerequisite. If group so decides, Wednesday meetings will begin with common meal at the Keisers' home.

IDS 401 -- Socio-Psy. of LearningDr. Claire Morse
 In this course students will attempt to discover personal elements of learning and education which tie students and the way we live together. Beginning with examination of structure and function of learning and education in other sociopsychological settings, the class will look at the functions which education and learning fulfill and then will examine our own learning and educational system, including the role of the schools in encouraging personal development, and in such questions as racial, sexual and economic equality. Students will also consider alternatives to the way education and learning are now handled.

IDS 401 -- Philosophy of the Liberal ArtsDr. William Beidler
 The course will study the development of the liberal arts as an educational model. The semester will be divided into three parts. The first third will be devoted to the study of the present forms and problems of the liberal arts college. The second third will be devoted to studying the history of the concept of the liberal arts. This part of the study will begin with pre-Socratic Greece and follow the development of classical education through the Roman period into the medieval university and into the Enlightenment. Some time will be devoted to the development of the liberal arts college in nineteenth century United States. The final third of the semester will be devoted to a critical overview of the liberal arts college and some projection of its future. This course is open to seniors and to others at the instructor's discretion.

IDS 401 -- Environmental Systems PlanningDr. Jay Van Tassell
 Students will attempt to explore environmental needs, aesthetics, and values; identify and evaluate natural, economic, and social factors in well-defined environmental systems; define realistic planning goals; and examine case studies of successful planning attempts in rural and urban settings. The class will be asked to devise short and long-term plans for a simple environmental system in the Greensboro area on the basis of field observations and library research.

IDS 401 -- Witchcraft and Heresy in Europe 1300-1700.....Dr. Henry Hood
 This course deals with the development and spread of divergent views about Christianity, with the simultaneous rise of the witch-craze after witchcraft had been equated with Christian heresy, and with the means by which witches were persecuted, and sometimes exterminated.

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GEOL 450 -- Advanced Sedimentary Petrology.....Dr. Jay Van Tassell
 Advanced Sedimentary Petrology will focus on interpreting the history of environmental changes during the deposition of Devonian and Silurian clastic rocks in West Virginia and Middle Ordovician carbonates in Virginia. This will involve extensive analysis of field data and samples collected in these areas. Readings will focus on studies of carbonate and clastic depositional environments and the tectonic controls of sedimentation. Papers by Gene Shinn, Bob Ginsburg, Bob Folk, P.D. Krynine, Bill Dickinson, and many others will be included. Prerequisite: Mineralogy or Paleontology, or consent of instructor.



SPAN 102 -- Intro Spanish IIMargarita Throop
 Introductory Spanish with a difference. This course is designed to give students -- and especially Continuing Education students -- the opportunity for intensive practice of the language. The emphasis is less on grammar than on use of Spanish. It makes use of a program created by the Foreign Service Institute to train diplomats for real-life situations in the Spanish-speaking world. Professor Throop has extensive experience both in the U.S.A. and in Latin America. Prerequisites: Spanish 101 (Section 095) or equivalent.

ECON 450 -- Advanced Economic Theory.....Scott Gassler
 Designed for junior and senior economics majors who plan to attend graduate school in economics. Other students who have the course pre-requisites are welcome. Mathematical foundations of economic theory (primarily constrained maximization); use of mathematics to unify and clarify the theory of consumer behavior, the theory of the firm, and the theory of markets. If time permits, one or more of the following topics may be covered as well: general equilibrium, welfare economics, and basic macroeconomic theory. Outside readings and problem sets will be taken from assignments typical of graduate schools in economics. At least one session will be held on preparation for the Graduate Record Examination in Economics. Prerequisites: Economics 321 or consent of instructor. No previous mathematics required.