

'August' offerings

Special Fall Courses

The Gulfordian April 15, 1983

The 18th Century: from Satire to the Sublime - (Lee Johnson.)

The 18th century is frequently categorized as urbane, witty, neo-classical in taste and excessively rational in outlook. In this survey of 18th century literature we will cover all of the standard Augustan authors, as well as those writers who reflect the irrational undercurrents of the age; the Gothic novelists, the pre-Romantic poets, and the rebellious William Blake. The material covered in literature will be compared briefly to stylistically corresponding works in architecture and painting.

History of Women in America, History 231 - (Sarah Malino)

In the History of Women in America we will explore the changing character of women's roles in the family, home, workplace, and public sphere from colonial days to the present. We will consider how differences in social class, race, and ethnicity have affected the nature of women's historical experience. We will also reflect on the general questions of the legitimacy of gender history and on how women's history challenges traditional assumptions about proper subjects for historical investigation and periodization.

RANDOMNESS AND DESIGN, IDS 401 (Cyril Harvey)

For most of us, randomness implies the operation of uncontrolled, mindless chance, while design suggests planned, purposeful action. Yet, these seeming opposites bear a curious, even paradoxical relationship to one another.

What must be done to conduct a lottery that selects individuals randomly? Why do we believe that random choices are fair? What is good design? - in art? - in literature? - in scientific research? How can we establish (prove quantitatively) the presence of randomness rather than pattern? Is evidence of design, or pattern, actually evidence for intent? Does evidence for randomness demonstrate a lack of purpose? How do we perceive patterns? Can we see patterns in random events, or in random data? Can a pattern be so complex that it appears chaotic to us? Must lists of random numbers be constructed by chance, or can they be created by design?

These questions, and others, will be considered during the semester. Also, each student will be expected to investigate the significance of randomness and design within their own major (discipline), and report their findings to the class.

Cultural Anthropology Sociology 103 - (Vernie Davis)

This course replaces the Cultural Anthropology class offered this year as Sociology 250. The course utilizes the study of anthropology to provide a better understanding of the impact of culture of our lives. We will study a variety of cultures and use several anthropological models to understand and processes of culture and culture change. Specifically this course aims toward: (a) increasing appreciation for the diversity of cultures and for what we can learn through them about the impact that culture has on our lives, (b) better understanding the processes of culture change so as to enable us to participate more fully and creatively in directing and shaping it, and (c) increasing our capacity to understand other cultures so as to participate more effectively in a multi-cultural world.



Stress Management, AJ 450 (Hood)

Theories of psychological and physiological stress associated with work in complex organizations will be examined. Both traditional and current understandings of and strategies for avoiding stress or mitigating its consequences will be presented. Not open to those who have enrolled in earlier courses taught by Hood.

Public Employee Motivation, AJ 450 (Faircloth)

This seminar will examine the traditional measurements of public service employee productivity and the relationship of such measurements to job performance evaluation, and associated issues of motivation. A model for employee evaluation based upon the contemporary police role in society will be developed using objective data readily available in urban police agencies.

Philosophy 100 Seminar - (Donald Millholland)

This course is limited to fifteen students. The topics to be studied and discussed include Human Knowledge: It's grounds and limits, Mind and its place in nature and Reason and Religious Beliefs. Students are required to write three four-page essays and one ten-page term paper. Careful attention will be given to writing and thinking in a philosophic way. The objective of the course is to help the student develop a skill which will be useful no matter what future career the student will choose. The small sections will give opportunities for individual attention by the instructor.

Women and Work - IDS 401 (Carol Stoneburner)

To be a "traditional woman" or to be a "super woman" - Is this the question now? This IDS 401, Women and Work will explore the possibilities and potentials of both of the above "categories" and look as well as the options in between.

The course, open to men and women, will (1) look at the philosophical and anthropological meaning of work, (2) study the impact of industrialization on women's work in the home and the market economy, (3) study the redefinitions of the home as the gender definitions of men and women have shifted, and (4) look at literature from psychology, sociology and personal story (fiction and autobiography) to better understand women's understanding of success and failure as it relates to work.

Common reading for the course will include such titles as: Women Have Always Worked by Alice Kessler-Harris, Women and The American Economy by Juanita Kreps, The Men and Women of the Corporation by Rosabeth Kanter. Each student will be expected to use his or her expertise from disciplinary study to prepare and present to the class some aspect of the issues being studied. Active participation in the class is essential.

Economics of the Public Sector, Economics 342 - (Scott Gassler)

Political and social economics: interrelationships among economic, political, and social institutions; comparison of market and nonmarket economic processes. Public finance: expenditures (including benefit-cost analysis), revenues, intergovernmental fiscal relations. Selected public policy issues: defense, social programs. Counts toward concentration in Peace and Justice. Prerequisites: Economics 221 and 222, or permission of instructor.

Comparative Arts: FA 301-302 - (Rudy Behar)

Comparative Arts is a year long course with a self-contained first semester. Students are not required to take the second semester; they are asked only to keep a mind open to that possibility.

The first semester looks at the three arts the course works with - painting, literature, and music - as three separate domains with their own modes of being: their own media, their own matter, their own phenomenological energy. This definition of the ontology of the three domain occurs through intense scrutiny of particular art works first, and only then through theoretical exploration. Thus theory is based on experience and tested by it. Only when the modes of existence and the internal coherence of the three domains are in some strong degree discovered are comparative questions raised.

In the second semester we look at painting, literature, and music as they relate to the full experience of a culture. No art is ever made outside of a general conception of the real, and this real is most conveniently expressed for our purposes in the

Drama and the Mind of the Age, IDS 401 - (Ellen O'Brien)

An exploration of the relationship between the drama of an age and popular ideas about the nature of man, the organization of the cosmos, the nature of reality, etc., the course will focus on paired Elizabethan and twentieth-century texts. Each of the modern plays is a radical revision of a Shakespearean play; as a group, they offer a powerful demonstration of the shifts in world-view between the Elizabethan age and our own. We will also read some analytical studies of the two periods which should be helpful in understanding the nature of each age and its drama. In addition to traditional literary approaches, I plan to use some performance exercises as a means of establishing more direct engagement in the world we are studying.

Evaluations will be based on exams, analytical papers and the presentation of scenes from the plays along with a director's notebook.

Sex Roles and Family Patterns, Sociology 250, Section 095 - (Vernie Davie)

This is a new Women's Study Course. We will study other cultures to broaden our perspectives of the diversity of men's and women's sex roles and family patterns, and we will explore the ways these patterns fit with other aspects of culture. We will then examine American culture to see what light this cross-cultural study sheds on our understanding of changing sex roles and family patterns here.

political and philosophical expressions of an age. We study, then, the transition from Neoclassicism to Romanticism as an historical phenomena close enough to our time to be vital to us, but not so close as to require us to discern the shape of the woods from the center of the forest. The transition also forms a paradigm for other cultural transition. Towards these ends we read Burke and Paine, and certain empiricist and transcendental philosophers. We experience painting from Watteau and Caneletto to J.M.W. Turner; musical form in Mozart and Brahms, and the drama of Racine, Corneille, and Moliere, and of Schiller and Von Kleist. The course ends with and intensive reading of Goethe's Faust, particularly of the neglected second part, which is at once one of world's most brilliant explanations of cultural transition and one of the most brilliant embodiments of it.

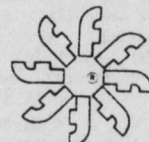
Students who plan to take the course should be prepared to read often and independently in primary materials. Our critics are, for instance, Aristotle, Pope, Shelley, and Pater; we read Sessions and Stravinsky; we do not read about them. We learn, if we do not already know how, to read and follow a musical score. Students who wish to take the course should plan to have a conference with the teacher prior to registration. There are three at-home papers each semester.

Philosophy 402 - (Donald Millholland)

Contemporary Western Philosophy. Existentialism and Phenomenology. This course will concentrate on the philosophy of Martin Heidegger. Heidegger was one of the most influential thinkers of the twentieth century. He died a few years ago and now he is being widely discussed and written about in both Europe and America. He primarily founded the existential and phenomenological movement in European philosophy, and understanding his thought is essential for an understanding of this important movement. The instructor studied European philosophy at the Sorbonne during a two-year stay in Paris.

Requirements for the course include class reports on the material to be read and a term paper plus a final exam. The text will be Being and Time.

CLASS of '83



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