A photograph of the University of Dallas campus. In the center background is the Tower of the Americas, a tall, slender, cylindrical tower with a conical top. To the right, a building with a large, dark, dome-shaped roof is visible. The foreground shows a wide, paved walkway with several people walking. The sky is clear and blue.

UNIVERSITY
OF
DALLAS

GENERAL BULLETIN

1991 ~ 1992

CONSTANTIN COLLEGE
OF LIBERAL ARTS

BRANIFF GRADUATE SCHOOL

GRADUATE SCHOOL
OF MANAGEMENT

UNIVERSITY OF DALLAS BULLETIN 1991-1992

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University of Dallas campus overlooking Las Colinas in Irving.

PURPOSE

The University of Dallas is a center of higher education whose primary purpose is the pursuit of wisdom and the formation of students in the intellectual and moral virtues. The University seeks to educate its students so that they may achieve excellence of mind and heart, develop a mature understanding of their faith, and become leaders able to act responsibly for the good of their communities.

The University is sponsored by the Roman Catholic Diocese of Dallas. It is dedicated to the renewal of the Western heritage of liberal education and to the recovery of the Christian intellectual tradition. Its curriculum is informed by principles of learning which acknowledge transcendent standards of truth and excellence, and which affirm human nature to be spiritual, rational and free. These principles require freedom of inquiry and call everyone to reflect upon his opinions in light of reason and revelation. The University is therefore open to faculty and students of all denominations, and supports their academic and religious freedom.

The educational mission of the University is carried out in the Constantin College of Liberal Arts and in the Braniff Graduate School. Through its community and continuing education activities, the University also seeks to share its intellectual and spiritual resources with the community at large.

The specific purpose of the Constantin College of Liberal Arts is to provide undergraduate education through a substantial core curriculum and major study in the arts and sciences proper to liberal learning. The core curriculum emphasizes the study of the great deeds and works of Western civilization, both ancient and modern. The programs of major study are built upon that

core to provide disciplined inquiry into fundamental aspects of being and of man's relation to God, nature, and his fellow man. The curriculum as a whole seeks to provide students with the knowledge of nature and the understanding of the human condition necessary for life and work in a changing and problematic world.

The Braniff Graduate School is also conceived in the spirit of liberal education and undertakes to prepare students for careers in a variety of professions. The Graduate School of Management offers a master's program in several management fields. Its curriculum is designed to provide students with a comprehensive understanding of business theory and practice, a critical appreciation of the free enterprise system, and a capacity for principled and moral leadership in their chosen fields.

The other master's programs educate students for careers in art, education, public service or Christian ministry. Through its doctoral programs in the Institute of Philosophic Studies, the Braniff Graduate School aims to recall the academic disciplines to their first principles and to maintain graduate study upon its natural foundation in the love of beauty, truth, and the good.

Consistent with these principles, the University seeks students of uncommon seriousness, intelligence, and spirit who will require excellence of themselves and of their teachers. The University seeks a faculty of superior teachers and scholars who are animated by the love of wisdom and dedicated to the quest for truth and excellence in themselves and in their students.

In summary, the University of Dallas aspires to be a center of the highest learning—a community of inquiry, knowledge, faith and virtue.

FROM THE PRESIDENT

“Liberal Education and the Rebirth of the University”

Education was once viewed almost as a religion on which depended the virtue of citizens and the salvation of the Republic. Today, the university has come to be viewed as a welfare agency—of questionable efficiency, more important perhaps than some service institutions, equal to others but certainly less necessary than those institutions concerned with health, safety, security, defense, transportation, energy or the production of food, clothing, shelter, wealth and the other necessities of life. Indeed, many universities accept such an understanding of their nature and purpose. Faced with declining enrollments and diminishing public support, some are desperately searching for new markets and new programs—for new ways to justify their existence by proving their utility for satisfying the desires of individuals or the needs of society.

A merely utilitarian understanding of the university, however, can only make matters worse. University spokesmen often declare its utility for the production of the doctors, lawyers, teachers, nurses, managers, engineers, scientists and other technicians now required for comfortable and secure existence on this complex and precarious “Space Ship Earth.” We proudly declare that we are in the business of developing human resources, are even indispensable for that purpose.

But the university no longer has a monopoly on such post-secondary education, and experienced legislators are not convinced by its claims to superiority. Other institutions

may well be better and more efficiently suited to produce the scientific truths or to train the various experts and technicians needed today. Bell Laboratories, for example, rival those of even the most prestigious universities, and their Nobel Laureates are no less creative. In 1969, IBM hired 3,427 persons as faculty for its instructional programs which offered 18.5 million contact hours of instruction to the equivalent of 40,000 full-time students. That is more than any single university in this area, or in most of the country. If higher education consists of the post-secondary training of individuals in useful disciplines, fields and services, then in 1978 colleges and universities enrolled 12.4 million of the 58.4 million persons pursuing such studies beyond high school. Higher education is a big business, and the university is only 21 percent of it.¹

It is no wonder that the university in America is suffering an identity crisis, nor that thoughtful persons are not persuaded by its claims to be indispensable for the development of the human resources needed in these technological times. Such a crisis is inevitable whenever “higher education” comes to be an equivocal term denoting any kind of post high school study or training.

Nor is it easy to believe the university's more traditional claim that it is necessary for the development of good and virtuous citizens. The campus troubles of the sixties served to undermine that belief, and the university's current curriculum justifies continuing disbelief. Anyone who tries to reform the chaos of courses known as general education quickly becomes aware that there is no substantive agreement about what constitutes an educated person—little agreement, therefore, about what courses must be

required of all students for the baccalaureate degree. We do speak of the need to improve basic skills—reading, writing, computation—and to develop problem-solving abilities in our students, so they may think critically and act creatively. We seem to believe, however, that such ability can be developed through almost any program of instruction. We seem to have abandoned the idea that there is a body of knowledge and understanding common to all educated persons. It is as though the primary aim of education were not to *know* something, but to sharpen mental processes. We seem to view students as problem-solving, communicating machines, not as persons whose specific humanity can be fully developed only through the mature understanding of nature, history and human experience which is primarily available to us through the great works of human art, thought and culture.

Once upon a more simple time, we used to believe that the essential, hence the unifying, identity-creating purpose of the university was the pursuit of truth and the education of students—not the pursuit of any old truth, in any old way, in any old subject, but the truth about the highest and most important things; not any old training, in any old subject of interest or utility, but the education of students to become virtuous citizens and good men and women. Such education—liberal education as it is called—presupposes an agreement about virtue, goodness, distinguishing qualities of an educated human being and the curriculum necessary to develop them. There is no such agreement today. It is virtually impossible to reach one in a climate of opinion which holds that values are subjective, truth is relative, man is historical, being is nothingness, goodness is in the eye of the beholder and that, therefore, freedom is self-creation and justice is the interest of the stronger. Such a climate of opinion must inevitably destroy the university's most fundamental purpose, and hence destroy also the ultimate foundation of public trust and support. It is a climate of

opinion apt for producing tyrants, not citizens—or else persons who, doing their own pleasant thing, are good for nothing, not even themselves.

There is no substantive agreement today about what constitutes an educated person. Without it, liberal education must inevitably become impoverished and be treated as merely one academic program among many. Without it, the university must inevitably lose its bearings, become one more social service among many—to be treated accordingly. Without an animating, unifying belief about the qualities constituting the excellence of human being, and so of an educated person, the university must inevitably suffer a crisis of identity. It is difficult to avoid such a crisis when one is losing one's soul.

At this point, the generous suggestion that a university like ours could help in the resolution of that crisis may appear less problematic than it did at the outset. At the University of Dallas we believe liberal education to be our primary mission and declare the education of leaders to be our chief pedagogical task. Our *General Bulletin* "quite unabashedly" asserts that our "curriculum ... is based on the supposition that truth and virtue exist and are the proper objects of search in an education."

Finally, if liberal education presupposes a unifying understanding of human excellence, then as a Catholic university, we have a rich heritage and a profound understanding of man and the human condition to guide us in the education of students who rank among the best in the land. It would appear that we need only be true to ourselves to meet the challenge Dr. Burns has described. To restore liberal education and the university, we may need only to accept the call of Pope John Paul II "to set out without equivocation [our] Catholic nature," and of the American bishops, "to manifest with unmistakable clarity, [our] Catholic identity and mission." That mission should be for us to actuate most fully the nature of the university as a center of truly higher learning, and to provide genuinely liberal education for students capable of leadership in their communities, their churches and our country. The Catholic intellectual tradition should provide the light necessary for that task, and for the rebirth of the university in America.

¹Harold Hodgkinson, "Factors Affecting Society and Education," address given at CASE Conference, South Carolina, March, 1982.

There are some, however, who fear that religious belief is ultimately incompatible with the quest for truth and the proper freedom of the Academy. They reject, for that reason, the idea that virtue and goodness are proper ends of university education. Their fear has some foundation, at least, in human experience and reflection. We are all aware that a concern for justice and human goodness can turn education into indoctrination. Orthodoxy is suspicious of inquiry. Sectarianism destroys truth in the individual soul as well as freedom in the Academy and in society. But we must also be aware that without liberal education there can only be training or indoctrination. That awareness should persuade us of the necessary centrality of liberal education and illumine the dangers to be avoided in our effort to be a Catholic university worthy of both names.

The Catholic tradition has long maintained that there is no essential conflict between faith and reason, between revelation and reality. It has long maintained that grace does not destroy nature, but presupposes and perfects it. It has consistently maintained that truth is one—because “in the beginning was the Word and through the Word were made all things which were made.” Our belief that the Word became flesh and rose from the dead may seem to defy, but should challenge and open reason to ever more profound dimensions of reality. That is why, from the perspective of faith, the cultivation of the mind and heart remains the highest natural perfection of the human being, consistent with and perhaps even required by a faith in search of understanding. That is why, from the perspective of reason, the faith is a thorny spur to deeper understanding of the reality it seeks to comprehend. In reason as in faith, the Word is the beginning and the end.

Let us, therefore, accept with confidence the challenge to assist in the rebirth of truly

higher education through the recovery of genuinely liberal education. That challenge applies most directly to the faculty and students in the Institute of Philosophic Studies and in the Constantin College of Liberal Arts. But it applies as well to our professional programs in the Braniff Graduate School and in the Graduate School of Management. The curriculum of a professional school of management must be informed by them, for the world of business no less than the world of science, religion or politics needs well educated persons who are well prepared to accept leadership positions and to discharge their responsibilities with understanding, judgment and justice. Liberal education cannot be a specialty of only one part of the University. It must somehow inform each part and characterize the University as a whole. We must seek excellence in all our programs—undergraduate as well as graduate—not merely in conventional terms, but in the light of the university's highest end.

We will not misunderstand the nature of the challenge if we remember Plato's striking image of the human condition. We begin, each of us, prisoners in a cave who mistake the shadows of images for the sun-drenched reality originating them. We are, each of us in varying degrees, captive of the opinions which dominate our time and which inevitably color the opinions received from the caves of other times. Escape from the cave is possible, but exceedingly difficult—and rare. Yet we are called upon to help our students turn round from the shadowy images dominant in the cave of our time, so they may assist in making our cave-life less dark—most just, more human, more beautiful and true. We may succeed in such a noble and problematic endeavor if we allow our untiring efforts to be informed by the Light which penetrates the cave from beyond and the soul from within.

HISTORY

The original charter of the University of Dallas dates from 1910 when the Vincentian Fathers took that name for the Holy Trinity College they had founded five years earlier. This charter became dormant in 1929 and was placed in the Chancery Office of the Catholic Diocese of Dallas. In 1954 the Sisters of Saint Mary of Namur requested and obtained the charter for the purpose of operating a new institution in Dallas which would absorb the junior college of Our Lady of Victory operated by the Sisters in Fort Worth. The charter was revived in 1955 and efforts were undertaken to fund the new enterprise. However, the projected scope of the institution was sufficient to cause the mother superior of these Sisters to withdraw sponsorship. The Sisters, together with laymen who were directing the drive for funds, Eugene Constant Jr. and Edward R. Maher Sr., induced Bishop Thomas K. Gorman to have the Diocese take over sponsorship with ownership by a board of trustees.

Bishop Gorman, as chancellor of the new university, announced that it would be a Catholic co-educational institution welcoming students of all faiths and races, and offering work on the undergraduate level with a graduate school to be added as soon as possible.

The new University of Dallas opened its doors to 96 students in September 1956, on a thousand-acre tract of rolling hills located northwest of the city of Dallas.

The first president, F. Kenneth Brasted, served until 1959; the second, Robert Morris, from 1960 to 1962; and the third, Donald A. Cowan, from 1962 until 1977. In 1976, the board of trustees appointed Bryan F. Smith chancellor to assist Dr. Cowan until his retirement and then to oversee the University

until the search for a new president was concluded. On July 1, 1978, Dr. John R. Sommerfeldt took office as the new president of the University of Dallas. Dr. Sommerfeldt resigned his executive responsibilities in 1980 to return to full-time teaching and research. During the search for his successor, Dr. Svetozar Pejovich served as acting president.

In July, 1981, Dr. Robert F. Sasseen became the fifth president of the University.

Members of the Cistercian Order and the Sisters of Saint Mary of Namur together with three Franciscan fathers and a number of laymen composed the original faculty of the University of Dallas. The Franciscan fathers departed after three years. The Dominican fathers joined the faculty in 1958 and established the Albert the Great Priory. The School Sisters of Notre Dame came in 1962 and established the Motherhouse for the Southern Province on the University of Dallas campus. The Cistercian fathers now have a permanent abbey and a preparatory school for boys adjacent to the main campus.

In time, the faculty has become largely lay of many faiths and counts numerous distinguished scholars among its members.

Accreditation by the Southern Association of Colleges and Schools came in 1963, was reaffirmed in 1973 and again in 1984.

The first graduating class in 1960 demonstrated the quality of the University of Dallas approach. Significant honors were won by that first group, including the University's first Fulbright and Woodrow Wilson awards.

The ensuing years witnessed a steady growth in student body and physical plant. Enrollment is nearly 3,000. Additions have brought to 28 the number of campus buildings.

His Excellency Thomas Tschoepe, Bishop of the Diocese of Dallas, served as grand chancellor of the University until his retirement as Bishop in 1990 when Bishop Charles Grahmann, his successor, assumed this position.

A gift of seven and one half million dollars from the Blakley-Braniff Foundation established the Braniff Graduate School in 1966 and allowed the construction of the Braniff Graduate Center and the Braniff Tower and Mall. The Constantin Foundation similarly endowed the undergraduate college with gifts in 1967 and 1969. In response to these gifts the Board named the undergraduate college the Constantin College of Liberal Arts. Gorman Lecture Center and the Maher Athletic Center were completed in 1965. The Rome Program began in 1970 and a legacy from the estate of Mrs. John B. O'Hara established the Summer Science Institute in 1973.

Holy Trinity Seminary was founded in 1965 and occupied its present facilities adjacent to the main campus in 1967. The Graduate School of Management began in 1966 and has the second largest MBA program in

the Southwest. The graduate program in art was also instituted in 1966. In 1973, the Institute of Philosophic Studies, the doctoral-granting program of the Braniff Graduate School and an outgrowth of the Wilmoore Kendall Politics and Literature Program, was initiated.

In 1975 came an addition to the Haggerty Art Center and renovation of the University Center. It was doubled in size and named for J. M. Haggart Sr. 1985 saw the completion of the Patrick E. Haggerty Science Center and the Chapel of the Incarnation.

In 1989 the University realized a long-range goal with the purchase of a permanent site for its Rome Program begun in 1970. The 12-acre estate in I Due Santi near Marino, Italy is only 12 kilometers from the heart of Rome and includes a vineyard, tennis court and swimming pool. The villa and winery will be converted to classrooms, a student center with a library and chapel, and faculty residences. A new three-story dormitory with an adjacent amphitheater will be constructed.



CAMPUS

From the campus of the University, one of the highest points in the area, the skyline of Dallas dominates the view.

The University of Dallas is located in Irving, Texas, on the northwest boundary of the city of Dallas. In the center of the metroplex, the campus is ten miles from the Dallas-Fort Worth Regional Airport, 15 minutes from downtown Dallas and 40 minutes from Fort Worth by interstate highways.

Texas Stadium, home of the Dallas Cowboys, is four blocks from the University. L.B. Houston Nature Preserve, along the Elm Fork of the Trinity River, forms part of the eastern boundary of the campus.

The major portion of the campus is situated around the Braniff Mall, a landscaped and lighted gathering place for the university community. Symbol and landmark for the University is the Braniff Memorial Tower.

John W. Carpenter Hall, the original classroom building, now houses the central administrative offices, classrooms, and the Foreign Language Center.

Lynch Hall, named for Joseph Patrick Lynch, Bishop of the diocese from 1911-1954, is a multi-purpose amphitheatre-style lecture hall and the home of the Student Government Movie Series and other extracurricular concerts and lectures.

The Haggerty Art Center, a gift of Mr. and Mrs. P. E. Haggerty, is equipped with studios for instructional purposes and provides office space for the faculty of the Department of Art. The design of the building allows ample gallery space for exhibits.

The William A. Blakley Library, dedicated to a principal benefactor of the University, is connected to the Braniff Memorial Library. Together they house the university's reference, periodicals, reserve, and circulat-

ing library collections. These include more than 150,000 catalogued volumes in book form, more than 70,000 volumes in microforms, and over 800 current titles of periodicals.

Among the library holdings are the special collections: political science, philosophy, theology, LEL (Library of English Literature), and LAC (Library of American Civilization). The library's collections of materials for general reading, serious study, and research reflect the university's interest and emphasis on academic excellence.

The Library has facilities for reading and printing microforms and self-service photocopying equipment, along with individual study carrels. All library materials, except rare books and some special books, are found on open shelves.

In addition to the resources of the University of Dallas Library, students and faculty have access to other library materials through the cooperative programs of the Association for Higher Education of the North Texas area. The library is connected by computer to more than 220 bibliographic, factual and numeric databases which can be searched at a reasonable cost.

The Gorman Lecture Center is named for the founding Bishop of the University, Thomas K. Gorman. Completed in 1965, it contains a variety of instructional areas and social spaces.

The Margaret Jonsson Theater and Courtyard includes a handsome 80-seat theater, workshop and landscaped area for outside receptions and theater. Using an older campus building, the renovations and extensions were made possible by a gift from Mr. and Mrs. Erik Jonsson.

The **Braniff Graduate Building**, a gift from the Blakley-Braniff Foundation in memory of the founder of Braniff International Airways, contains classrooms, seminar rooms, offices for the graduate faculty and administration, and provides temporary space for the collections of the University library. It includes TAGER facilities. Through this television system, the Green Network, courses are offered to participating institutions.

The **J. M. Haggar, Sr. University Center**, made possible through the Haggar Foundation and other bequests, is a handsome facility which includes the University dining room, snackbar, bookstore, post office, game room, lounges, Student Life and Government offices, Chaplain's office, clinic, Visiting Professor Suite and meeting and reception rooms. This award-winning facility, completed in 1975, is located on the Braniff Mall.

The **Braniff Memorial Tower**, at the south end of the mall opposite the Braniff Graduate Building, rises 188 feet above the campus. The Tower is a memorial to Tom and Bess Braniff. It serves as a landmark and as a symbol of the University. The Braniff Tower houses four bronze bells, The Cowan Bells. A gift of the King Foundation, the bells are named in honor of Donald A. Cowan, president of the University from 1962 until 1977, and Louise S. Cowan, former professor of English, who designed the university's literary tradition sequence.

The **Patrick E. Haggerty Science Center**, a 60,000-square-foot teaching and research facility, completed in 1985, commemorates an outstanding industrialist and scientist and one of the university's most dedicated trustees.

The **Chapel of the Incarnation**, an exquisitely designed and crafted 500-seat church, was completed in 1985. In addition to the main worship space, the award winning chapel includes the St. Thomas Aquinas Eucharistic Chapel.

The **Helen Corbitt Memorial Suite**. Helen Lucy Corbitt willed half of her estate to the University. This endowment has been reserved by the University to establish and maintain a special apartment on the campus for distinguished visiting professors. The apartment is decorated with Miss Corbitt's furniture, books, awards and her portrait .

O'Connell Hall, Theresa Hall, Madonna Hall and Catherine Hall comprise the **East Quadrangle**. They house 300 students. Each hall has a lounge, television room, kitchen facilities and a laundry room. **O'Connell Hall** is named in honor of the late Sister Mary Margaret O'Connell of the Sisters of St. Mary of Namur who served as registrar of the University from its opening until her death in June 1973.

Anselm Hall, Augustine Hall, Gregory Hall and Jerome Hall are the residence halls in the **West Quadrangle**. They house 300 students. Each building has a lounge, television area, kitchen and laundry room.

The **University Apartments**, located along Soledad Drive, opened in the fall of 1980. These small clusters house upper division and graduate students in one (two-student occupancy) and two (four-student occupancy) bedroom apartments. Students have the option of preparing their own food or participating in the university food service plan.

The apartment complex is a winner of the 1981 Texas Society of Architects Honor Award in recognition of outstanding architectural design and achievement.

The **Ed Maher Athletic Center**, named in honor of one of the university's principal founders and most devoted trustees, includes an excellent modern gymnasium and an outdoor swimming pool.

The **Graduate School of Management Administration Building** houses the operating departments of GSM including admissions, student records and some faculty offices. It is located on the outer campus just off Highway 114 at the Cistercian Road exit.

Holy Trinity Seminary is the residence of undergraduate students preparing for the diocesan priesthood who attend classes at the University. It has complete religious, dining and athletic facilities.

The **Priory of St. Albert the Great** is the residence of the Dominican Fathers, several of whom teach at the University.

The **Cistercian Abbey of Our Lady of Dallas** provides accommodations for 30 monks of the Cistercian Order, most of whom came to the United States from Hungary to pursue their apostolic-academic vocation. The Cistercians operate an excellent preparatory school. Several members of the community are professors at the University.

CAMPUS LIFE

The student at the University of Dallas finds that the close community relationships of the campus, the intense creative and intellectual experiences of the classroom, and the general commitment of purpose provided by a religious atmosphere come together to give a sense of freedom and integration.

A special characteristic of the University of Dallas is the relationship between students and faculty. An undergraduate faculty-student ratio of 1 to 14 permits the personal attention of fine professors who consider teaching their primary focus. More than 95 percent of the undergraduate faculty hold the doctoral degree.

Academic and social life are closely linked at the University. The stimulation of the classroom often motivates extracurricular activities, as well as many events such as the lecture and film series, art exhibitions, plays and musical events.

Many undergraduate activities are organized and sponsored by the Student Government Association and include such traditions as Charity Week, the Chrysanthemum Ball and the Spring Formal. Working closely with the Office of Student Life, the Student Government plans a calendar of dances, weekend movies, volunteer opportunities and off-campus excursions. Academic departments sponsor parties and lectures. For resident students, activities in the residence halls are organized through the Housing Office, Residence Hall staff, and Dormitory Councils.

The General Studies Program, which offers one-credit activity courses graded on a P/F basis, encourages other activities such as chamber ensemble, theater arts, journalism practicum and participation in various volunteer programs.

Religious Services

Mass is offered at noon and five daily and at several times during the weekend in the Chapel of the Incarnation.

In addition to the regular schedule of Masses, other religious events such as the Mass of the Holy Spirit, Advent Masses and Easter Week services mark the liturgical and academic seasons. The university community is also welcome at liturgies at Holy Trinity Seminary, the Cistercian Abbey and Dominican Priory.

Catholic students are invited to become active members of the University Parish which is overseen by a Parish Council composed of faculty and students.

Arrangements are made for students of other faiths to attend church services in the city of Irving.

Lecture Series and Films

The Student Government committees on lectures and films provide an on-going lecture series in cooperation with the academic departments of the campus and show popular films each weekend.

The Management Lecture Series sponsored by the Graduate School of Management brings ten outstanding leaders in the management and economic professions to the campus annually to complement the real-world emphasis of the graduate course work and laboratory experience. Required for graduate management students, these lectures are open to everyone.

The Eugene McDermott Lectureship provides a major endowment to support visiting lecturers and to encourage their stay on the campus for some time as visiting professors. Past visiting professors include

the distinguished historian Jacques Barzun; Hans-Georg Gadamer, Walter Ong, and Paul Ricoeur, noted philosophers; Malcolm Muggeridge, journalist and cultural critic; Erik Norberg-Schulz and Edward Bacon, internationally known architects; Eric Heller, important literary critic; Seymour Slive, internationally known art historian and former director of the Fogg Museum; Harvey Mansfield, distinguished political philosopher; Horton Foote, Oscar-winning director and writer; Allan Bloom, Donald and Louise Cowan, and Paul Johnson, educators and writers; David Tracy, theologian; and Yehudi Menuhin, musician.

The Arts

The University Theater, under the direction of the Drama Department faculty, each year presents an entire season of classical and experimental plays for the enjoyment of the university community. All UD students are encouraged to participate in this uniquely communal art, thereby giving dramatic expression to the liberal arts tradition at the heart of their undergraduate studies.

About 20 art exhibits are presented each year through the Haggard University Gallery Program and the Department of Art. The community is exposed to a wide range of art so as to visually educate the breadth and depth of human imagination.

Musical events are a regular part of campus life. The Monday Means Music Series schedules individual and group presentations by both off-campus and on-campus musicians. Chapel Choir, Parish Music Ministry, Chamber Ensemble, Lyric Theater, voice, piano and string lessons add to the activity. Informal student groups perform at the Coffee Houses and various talent shows.

Community Education

The Office of Community Education offers non-credit courses to the public which reflect the philosophy and curriculum of the University of Dallas and are designed to reinforce its commitment to life-long learning. A Community Education bulletin is published for the fall and spring semesters and serves both as a catalog of non-credit offerings and as a calendar of the university's lecture series, plays, musical events, special symposia and art exhibits.

Athletic Programs

A variety of sports activities are designed to nurture the physical well-being of the community. While no formal physical education courses are offered, there are numerous opportunities for participation in both competitive and recreational athletic activity.

Intercollegiate Sports include men's basketball, men's and women's cross-country, tennis and men's soccer. Teams compete in the National Association of Intercollegiate Athletics (NAIA), District 8. All intercollegiate athletes are expected to maintain strong academic standing.

Intramural Sports are popular among University of Dallas students who form their own teams to participate in a variety of sports including flag football, soccer, volleyball, inner-tube water polo, floor hockey and basketball. Intramural Club teams in rugby and volleyball are also popular. The Health and Fitness Club offers aerobic exercise classes to all members of the university community and the Sailing Club sponsors weekend sailing trips on area lakes in the boats owned by the University. Camping and hiking equipment is also available for student use.

The Edward R. Maher Athletic Center includes an 11,000-square-foot gym, a fully equipped workout room and locker facilities that also service the 75 x 42-foot swimming pool which is open ten months of the year.

The eight screened, Laykold tennis courts are open from 8:30 a.m. to 10 p.m. Tennis lessons are available through the pro shop. Baseball, football and soccer playing fields are located near the other facilities and about the campus. Fifteen miles of mapped jogging trails cover the university's nearly 1,000 acres.

Student Publications

University News, a bi-weekly undergraduate student publication, serves students, faculty, staff and administration of the University. The newspaper staff is comprised of students of all majors who have an interest in journalism. Students gain skills in many areas including writing, editing, photography, layout and advertising. Although staff members are not required to take the Jour-

nalism Practicum, students may earn one credit (pass/fail) by enrolling in the course.

The **GSM Chronicle**, published quarterly by the UD Communications Department, is circulated to students of the Graduate School of Management, GSM alumni and the general business community. Editorial aims are to serve the information needs of students and alumni while focusing the attention of business and community leaders on the programs and accomplishments of the Southwest's largest graduate business school.

The **Crusader**, UD's yearbook, is staffed by students who plan, compose and layout the volume. Photographs are shot, developed and printed by students. Participants in the yearbook production may earn one credit.

Housing

Much of campus life begins with the resident community. The University regards on-campus residency as an important element in the academic, spiritual and cultural development of the student. Not only is residency beneficial for the student individually, but each student contributes in turn to the community as a whole. Except for local students living with their parents, students considering the University should expect to live on campus during their collegiate careers. Students live in air-conditioned dormitories in single, double or triple rooms. All dormitory contracts include food service.

The University also offers apartment accommodations designed to house upper division and graduate students. These one (two-student occupancy) and two (four-student occupancy) bedroom units received the 1981 Texas Society of Architecture Honor Award.

Apartment residents have the option of preparing their own food or participating in the university food service plan.

Quad Directors and Resident Assistants aid in managing residence facilities and help to advise and counsel underclassmen.

Senior men and women, married students, veterans and students living with their parents are permitted to live off campus.

The University of Dallas allows limited open house privileges. These do not include "closed-door" visitation.

Further information on housing facilities is available from the Housing Department. These facilities, the campus environment and activities, are described in the Student Handbook which is compiled by the Office of Student Life in cooperation with the Student Government.

Counseling

Personnel of the Office of Student Life function as counselors and referral agents for the students in all areas related to university life.

The Director of Religious Life and his associates are available to discuss with students problems of a religious or personal nature.

Academic Advising

The office of the Associate Academic Dean oversees undergraduate academic advising. Each Constantin College student is assigned to a faculty advisor who is concerned with the scholastic, vocational and social interests of the student. In most cases, the advisor will also have the student in a class. This 'advising section' makes possible easy and regular contact between faculty advisor and advisee. Mid-term grades are reported to both student and advisor. While they do not become a permanent part of the record, they provide a warning of potential academic problems.

During New Student Orientation, various placement tests are administered to all beginning freshmen. Personal interviews assist the student in choosing suitable courses of study. Most course scheduling for new students is developed prior to registration. In the spring of the junior year all junior degree plans are reviewed through personal interview. In addition to providing an audit of requirements the student needs to complete the degree, the interviews assist the student with course selection and give direction appropriate to plans following graduation.

Career Counseling

The Career Development Center has information on resume planning, interview techniques and job possibilities. It schedules interviews with corporations that recruit on campus and arranges career seminars and both credit and non-credit internships. It offers a one-credit Career Development course each semester and sends frequent career information mailings to students. The William A. Blakley Library includes informative books on internships, occupations, interviewing and resume writing. Located in the reference section of the Library, this special section also includes information about graduate school admission and aid. The Department of Education arranges job interviews and maintains current employment information for student teachers.

Discipline

The Administration reserves the right to request a student to withdraw for failure to meet standards of scholarship, character, or health, or for refusal to conform to the letter and spirit of university regulations. At the end of each academic year a review board consisting of members of the administration and faculty will meet to consider the advisability of readmitting to the University of Dallas students who have had serious academic or non-academic difficulties during the year.

Academic regulations concerning continuance at the University are included in this bulletin. Regulations governing activities outside of the classroom, that is, student life matters, are listed in the Student Handbook, which is available in the Office of Student Life. Both documents are published yearly. It is the responsibility of the student to secure both of these documents and to be aware of the various regulations.

Student Health Services

The health of the students is under the care of the university Medical Director. A registered nurse has regular daily hours on the campus during the fall and spring semesters. Nursing services are available to all students. Complete medical care is available 24 hours a day at Samuell Clinic and at St. Paul Hospital.

Hospitalization Insurance

A voluntary group health insurance plan is available to full-time University of Dallas students. The University urges all students living in university housing to carry the health plan or its equivalent. All *international students on F-1\or J-1 visas must* carry university health insurance.

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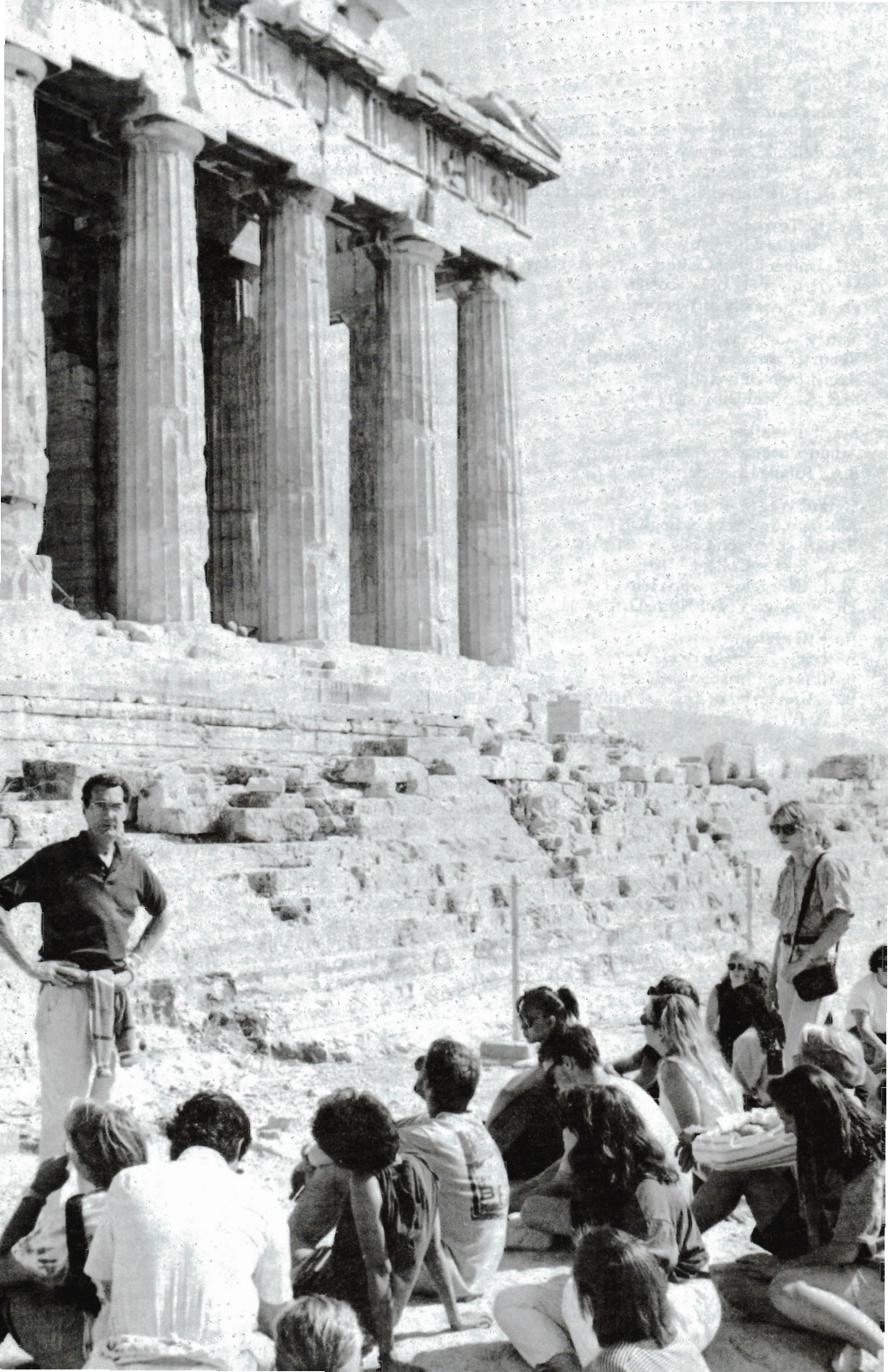
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CONSTANTIN COLLEGE OF LIBERAL ARTS

History

The undergraduate college bears the name of one of its founders and principal benefactors. The late Eugene Constantin, Jr. was chairman of the first fund drive and served the University as a trustee from its beginning. Ruth and Eugene Constantin established an undergraduate endowment fund in memory of their son and took as their principal interest the welfare of the undergraduate college. Fittingly, in 1970 the Board of Trustees named the college in their honor.

The Curriculum

Quite unabashedly, the curriculum at the University of Dallas is based on the supposition that truth and virtue exist and are the proper objects of search in an education.

The curriculum further supposes that this search is best pursued through an acquisition of philosophical and theological principles on the part of a student and has for its analogical field a vast body of great literature—perhaps more extensive than is likely to be encountered elsewhere—supplemented by a survey of the sweep of history and an introduction to the political and economic principles of society. An understanding of these subjects, along with an introduction to the quantitative and scientific world view and a mastery of a language, is expected to form a comprehensive and coherent experience which, in effect, governs the intellect of a student in a manner which develops independence of thought in its most effective mode. Every student builds his own intellectual structure on the core curriculum and is bolstered by the fact that this experience is shared with the entire community of his fellow students. He then

goes on to pursue his chosen major discipline, reaching—according to this theory of education—a level of maturity and competency in the discipline that he could not have attained in the absence of a broad and general foundation.

Discovering and transmitting the wisdom of the Western tradition is an undertaking inseparable from the task of preserving language. The University acknowledges an obligation at once professional, civic and spiritual to encourage in its students a respect for language, and to train young men and women to write and speak with directness, precision, vigor and color.

Major Programs

The Constantin College offers major programs leading to a Bachelor of Arts in Art (studio and art history), Biology, Biochemistry (B.S.), Economics, Chemistry, Classics (Latin and Greek), Drama, Education, English, Foreign Languages (French, German and Spanish), History, Mathematics, Philosophy, Politics, Physics and Theology. In addition, uniquely qualified students may have the opportunity to shape a particular inter-disciplinary curriculum through the *Constantin Scholars Program*.

It is possible for a student to pursue a Bachelor of Science program in Biochemistry, Biology, Chemistry, Mathematics or Physics by completing all the B.A. requirements in the selected field and by taking at least 12 additional hours in that field and offering 12 additional hours for the degree. This degree normally requires a full-time summer during which time the student pursues independent advanced research.

Major Declaration

At the end of the sophomore year each student must declare a major. The student also must consult with the department chairman or assigned departmental advisor in that major so as to be aware of all major field graduation requirements. Normally this process is completed during Early Registration in April. It must be completed before the end of drop/add week in the fall of the junior year. The student should complete the Major Declaration Form available in the department or the Registrar's Office. The student is not declared until the form reaches the Registrar's Office. A change of major may be accomplished by going through the same process.

Concentrations

In the Constantin College, the electives available in a student's program provide the student with opportunities to pursue new studies or deepen previous studies according to the student's inclinations.

A "concentration" is a set of courses that enables a student to use electives in a particular area to achieve disciplined study in that area short of a major. Generally, concentrations are a coherent set of four to six courses in areas appropriate to liberal arts education but not available in Constantin as a major; composed of courses that already exist at the University; have a specific faculty advisor; and are identified as a concentration in the catalog and on the transcript of the student who completes all work required in the concentration. No more than two courses in the concentration may count as major field requirements. Current concentrations include: Business Management, Computer Science, History of Christian Contemplative Tradition, International Studies, and Journalism. See alphabetical listings in this bulletin for further information.

Pre-professional Education

Those students who are to become lawyers, doctors, dentists, priests or teachers, or who plan to go on to graduate study in any field, should be among the university's most capable graduates, fulfilling to a high degree its stated aims. Consequently, the pre-pro-

fessional curricula at the University are broad, thorough, and liberal. They are designed to qualify the student for entrance into graduate or professional schools as well as to give the finest possible basis for professional study and career. Early in the sophomore year students should discuss with their advisors the entrance requirements of the particular graduate or professional schools they wish to enter.

Architecture

Although the University of Dallas has no school of architecture, it is possible to complete the first two years of an architecture curriculum at the University because of its unusually fine Departments of Art, Physics, and Mathematics. Those planning later professional studies in architecture are counseled to choose the schools of architecture they wish to attend and to study the catalog requirements of those schools in consultation with the chairman of the Department of Art.

Architecture is a very broad field. Special relationships between the University and the University of Texas - Arlington and Washington University in St. Louis make articulation with their undergraduate and graduate programs convenient. Many universities are now confining this study to the graduate level; an undergraduate major in art, with work in mathematics and science as indicated by the kind of architecture envisioned, is an excellent preparation.

See the Department of Art for an outline of the two-year Pre-Architecture program.

Business

The University offers two programs for the student interested in business: The Management Concentration and the Through Plan leading to the Master of Business Administration. For further information on these two approaches, see Business Management in the undergraduate section of this bulletin. **BS/BA & MBA Dual Acceptance**

Qualified applicants may receive dual acceptance into both Constantin College and the Graduate School of Management. Freshman applicants should rank in the top 25 percent of their graduating high school class, score 1050 or above on the SAT, and com-

plete the supplemental application. Transfer students should present a cumulative grade point average of 3.2 on their previous college work.

Counseling and Clinical Psychology

The undergraduate program in psychology is designed to prepare the student for future training in the mental health professions, including careers in clinical and counseling psychology, psychiatry, and psychiatric social work. In recent years, about half of the graduating seniors have continued this education and training in graduate school. Students wishing to enter such programs are advised to supplement the courses in the regular psychology curriculum with electives in biology and statistics. The psychology curriculum at the University prepares the student, through exposure to theories and research in developmental, clinical, social, and personality subfields of psychology.

Engineering

The University does not offer an undergraduate degree in engineering. However, its Physics Program provides a sound and, in many cases, preferred background for further study in engineering. The combination of undergraduate degree and post-baccalaureate specialization year amounts to about the same time span as the usual engineering program and provides a broader education along with time to involve one's self in a discipline.

A pre-engineering program may be arranged for the student who plans eventual transfer to standard engineering curricula.

By special arrangement with the University of Texas at Dallas, the UD student may earn both a BA in Physics from UD and a BS in Electrical Engineering from UT-D within five years. Some summer work is required. See the Physics Department for a program outline.

Similar arrangements in a variety of engineering fields may be made with schools such as Washington University in St. Louis. Consult with the Physics Department.

Law

The Pre-Law Club and its advisor give assistance to students interested in preparing for the legal profession. The club sponsors several presentations each year, including lectures by admissions officers of law schools.

The Pre-Law library in the Blakley Library includes law school catalogs and applications.

Students considering law as a profession are encouraged to pursue any undergraduate major with diligence and enthusiasm. This commitment, and the broad education provided by the core curriculum, serve as excellent background for the LSAT (Law School Admissions Test) and law school. In addition, it is suggested that the pre-law student select relevant electives such as Constitutional Law, Law and Economics, and Financial Accounting. Additional economics courses can also be useful. As the student develops a sense of the kind of law that might be pursued, further direction is given in the choice of electives.

Medicine and Dentistry

The University recommends that the student who plans a career in medicine or dentistry earn the Bachelor of Arts degree before beginning professional study. The student may elect an undergraduate major in any department, taking as electives the courses needed to satisfy entrance requirements of particular schools. The student should confer regularly with the Health Professions Advisor concerning the appropriate course of studies.

Medicine

According to the admission requirements listed in the Journal of American Medical Colleges, medical schools prefer students who have had:

- 1) a broad general education,
- 2) at least three years of college,
- 3) a major in any field according to student interest,
- 4) basic science requirements, but not science that duplicates medical course work.

About 60 percent of the medical schools require a bachelor's degree or, at the very least, that the student be an exceptional student. The admissions committees of

medical schools strongly favor individuals with a liberal arts background, preferably with a Bachelor of Arts degree. Generally speaking, the preferred premedical curriculum includes:

English	12 credits
Biology or Zoology	12 credits
Physics	8 credits
Inorganic Chemistry	8 credits
Organic Chemistry	8 credits
Calculus	3-6 credits

Dentistry

Pre-professional training in dentistry should take at least three years. Generally, the pre-dentistry curriculum should include:

English	6 credits
Inorganic Chemistry	8 credits
Organic Chemistry	8 credits
Biology or Zoology	12 credits
Physics	8 credits
Calculus	3 credits

Allied Health Sciences

The University encourages students interested in the allied health science professions to complete a B.A. in Biology or Chemistry or a B.S. in Biochemistry before entering a school for Allied Health Sciences. The advantages of the degree background are numerous. In order to cope with new develop-

ments in the profession, including increasingly complex equipment, the strong background in mathematics and physics included in the Biology or Chemistry major at UD becomes essential. Such a degree also provides the option of entering graduate schools of biology or chemistry, or going on to medical school should there be a change of interest.

Teacher Education

The teacher education program is an important function of the University. The program develops out of the questions of what it means to *learn* and what it means to *teach*. An emphasis is placed upon a sound academic preparation through the liberal arts curriculum. The Department of Education provides assistance in planning individual programs leading to either the elementary or secondary state certificate.

Priesthood

The University of Dallas is pleased to serve as the collegiate seminary for prospective diocesan priests for the state of Texas and many other dioceses across the nation. In addition to the core curriculum and selection of an appropriate major, future priests pursue additional philosophy and theology courses according to the needs of the Master of Divinity program they will pursue.

FACULTY

Director of Rome
Campus 1991-1992
Gilbert Hardy

In the fall of 1970, The University instituted an exciting innovation in its sophomore curriculum, *The Rome Program*. Under this arrangement all sophomores are encouraged to spend one semester on the university's Rome Campus.

The road to Rome from Dallas doubtless needs no justification. We are all of us still, in a sense, as T. S. Eliot has said, citizens of the Roman empire, for Rome brought together the Judaeo-Christian revelation and the classical wisdom to form that Europe which was the progenitor of American ideals. Thus, to be a student in the Western World—to seek one's true heritage in the liberal arts—is to follow the path to Rome.

The curriculum of the Rome Program is arranged so that this experience can be an integral part of the undergraduate education at the University of Dallas regardless of major.

Courses in the foreign study program are taught primarily by University of Dallas professors. They are selected from those core curriculum requirements which are closely concerned with the development of Western civilization and which are most suitable to the particular experience.

Since 1970, more than 3,000 University of Dallas students have participated in the Rome Program. The majority of students who graduate from the University of Dallas have spent this semester abroad.

Costs

Cost of participating in the program is approximately the same as that for a resident student on the main campus except for the group flight charges. The student will, of

ROME PROGRAM

course, need extra funds for spending money and travel about Europe. Most financial aids in effect on the main campus apply to the Rome semester.

Counseling

The University makes every effort to assist the student in planning for the foreign study semester by counseling the proper selection of courses prior to the semester abroad and through orientation programs held throughout the freshman year.

The Campus

The Rome Campus is located on the outskirts of the Eternal City. The complex includes lounges, classrooms, dormitory accommodations, housing for faculty, a small chapel and library.

The excitement of central Rome is not far away via city buses. Students have ample opportunity for exploration independently and through program-sponsored walking tours.

Travel in Europe

Obviously, not all that is to be gained by a semester abroad is found in the formal classroom. Much of Europe also becomes a learning experience and classes are scheduled so as to encourage numerous tours. Long weekends and group trips encourage travel to other parts of Italy, such as Assisi, Sorrento and Florence. For many, the highlight of the semester is the ten-day group trip through the ancient sites of Greece. The schedule also permits a ten-day break for general European travel.

Rome Award

Each semester, the faculty of the Rome Program give a Rome Award to those students who have distinguished themselves academically during their Rome experience. The award goes to students who have high GPAs for the semester and who have demonstrated a serious-minded, inquiring approach to the Rome Program, both in and out of the classroom.

Academic Policy

In order to attend the Rome program the student must have sophomore standing, have spent at least one full-time semester on the main campus prior to participation, have a record of good conduct and have achieved a 2.0 cumulative grade point average at the University of Dallas. Academic achievement the semester before Rome is especially important in determining eligibility. Students with incompletes and students on disciplinary probation may not participate in the Rome program.

Students in Rome are expected to carry at least 15 credits of course work during the entire Rome semester. Withdrawal from courses may occur only for special cause as determined by the instructor of the course and the director of the Rome Program. Students in Rome who have academic or health

difficulties should request a hearing with the instructor of the course and the director, and must secure the director's written permission in order to withdraw from the course. Only withdrawals for medical reasons or extraordinary circumstances judged appropriate by the instructor and the director of the Rome Program will be allowed after the onset of the last five weeks before the final examination.

Discipline

Students going to Rome are expected to behave in a mature, responsible fashion. All disciplinary policies in effect on the Irving campus are also in effect on the Rome campus. In addition, the director of the Rome Program may institute such policies as are necessary for the effective operation of the Rome campus.

Should disciplinary problems arise that result in the need to dismiss the student from the Rome campus, grades of withdrawal will be assigned to the uncompleted courses. The student will not be permitted to continue studies on the Irving campus until the succeeding semester. No refunds for tuition, fees, room and board, or travel expenses will be made (unless the student or the University is eligible to receive a refund from a third party in connection with travel expenses).

UNDERGRADUATE ADMISSION

The University is open to applicants without regard to ethnic or national origin, creed or sex. Applicants for admission must furnish evidence of good character, and sufficient academic preparation and ability to do the work contemplated.

Since the University of Dallas is not a state-supported institution, enrollment is not limited to residents of Texas nor is any distinction made on this basis in entrance requirements or tuition and fees.

I. The Freshman Class

The Freshman class of the University of Dallas has traditionally been of the highest quality. This has been demonstrated by the students' consistently high performance on the Admission Test of the College Entrance Examination Board and the American College Testing Program. These results have placed the student body in the top range of all student bodies in the country. The University of Dallas seeks high school students who have pursued a curriculum of college preparatory courses including English, social studies, mathematics, science, and a foreign language. Applicants pursuing a discipline in the sciences should have four years of mathematics. Depth in foreign language is advised.

Although the University is flexible in its admission standards, applicants to the University should be in the upper half of their graduating class and should present satisfactory scores from the College Entrance Examination Board or the American College Testing Program. The Admission Committee treats each applicant as an individual and is especially watchful for areas of individual accomplishment and talent.

The University of Dallas offers two options to students who are applying as first-time college enrollees: Early Action and Regular Admission.

A. Early Action

Students who show exceptional high school preparation and who wish to avoid the complications associated with applying for admission during their senior year may wish to investigate the advantages of Early Action. This plan allows the applicant to complete the admission process during the summer months or early fall of the senior year. Applicants must complete their admission file by December 15. An admission file is considered complete when the Admission Office has received the following:

- 1) a completed University of Dallas "Application for Admission" form,
- 2) an application fee of \$30.00, which may be waived in cases of demonstrated financial hardship,
- 3) a high school transcript indicating rank in class (Early Action applicants should rank in the top 20 percent of the high school class),
- 4) one academic letter of recommendation,
- 5) test scores from either the SAT or ACT. Candidates for Early Action should present scores which place them in the top 15 percent of college bound students.

Applicants who are accepted under the Early Action Plan will be notified by mail beginning January 15. Acceptance under the Early Action Plan assures the student a place in the freshman class and residence hall accommodations, provided academic performance in the senior year is consistent with the previous six semesters' work. Ac-

cepted students have until May 1, the standard reply date, to submit the Confirmation of Acceptance and the \$100 General Deposit as described under "Fees and Expenses." Students who are not accepted under the Early Action Plan will be requested to send a transcript of the seventh semester grades for review by the Admission Committee under the regular admission policy which follows.

B. Regular Admission

Students who apply under the Regular Admission Plan must complete their admission file by February 15 for priority consideration. Although applications may be accepted after the February 15 deadline if the freshman class is not filled, the University cannot guarantee availability. See the guidelines above under "Early Action" to determine what constitutes a completed admission file.

Students offered admission will be notified by April 1 and have until May 1, the standard candidate's reply date, to submit the Confirmation of Acceptance Form and the \$100 General Deposit as described under "Fees and Expenses."

II. Transfer Students

The Constantin College welcomes transfer students and is pleased to counsel with them in anticipation of their eventual transfer in order to plan for the best transferability possible.

A student seeking admission to the Constantin College from another college or university is expected to have at least a 2.5 average (on a 4.0 scale) in order to be considered for admission and must submit the following:

- 1) a completed University of Dallas "Application for Admission" form,
- 2) a \$30.00 application fee,
- 3) official transcripts of the entire college record and a statement of honorable dismissal (These transcripts must be sent directly from the Registrar of each college the student previously attended.),
- 4) a high school transcript, if less than 24 transferable college hours have been completed,

- 5) ACT or SAT scores, if less than 24 college hours have been completed,
- 6) one letter of recommendation.

A student suspended or dismissed from any other college or university may not enter the University of Dallas during the term of his suspension or dismissal.

Final evaluation of transcripts will not be made until after the transfer student has earned at least 12 credits at the University of Dallas with an average grade of C or better. Grades earned at other institutions will not be averaged with grades earned at the University of Dallas except where the student is being considered for graduation with honors.

Transferred credit must be applicable to a current curriculum at the University of Dallas.

Credits transferred from a junior college shall not exceed the number of credits a student would earn during his first two years at the University of Dallas.

Credits earned in correspondence and extension courses are not acceptable in transfer except on approval of the Academic Dean.

A student wishing to transfer from an unaccredited college must meet the admission requirements specified for high school students as well as for transfer students.

To receive credit for work completed in a nonaccredited college or university, a student must first complete 30 semester credits with a C average at the University of Dallas. The student may receive credit in courses applicable to a degree program at the University of Dallas by successful (C or better) work in more advanced courses of the same nature.

III. Special Students

An applicant over 21 who does not intend to be a candidate for a degree at the University of Dallas must submit a high school transcript and college transcripts (where appropriate), a completed University of Dallas Application form and a \$30.00 application fee.

A student admitted as a special student who later decides to become a candidate for a degree must provide the Admission Office with an official transcript of all high school and college work previously attempted and

scores of the scholastic aptitude test of either the College Entrance Examination Board or the American College Testing Program if appropriate.

A degree candidate from another institution who wishes to take one or two courses at the University of Dallas must present to the Admission Office a letter of permission from the institution where he is a candidate stating that he is in good standing and that his courses at the University of Dallas have been approved for transfer.

IV. International Students

International Students follow all of the application procedures outlined under "Regular Admissions Policy," on the preceding page and the following additions:

- 1) A Request for Application Materials form (this form is to be completed before a student receives or submits any application materials.)
- 2) fulfill the language requirement by scoring at least 550 on the "Test of English as a Foreign Language" or completion of the highest level of an acceptable English language program. TOEFL scores or a certificate from a language program should be submitted with application materials. (This requirement does not apply to students from English speaking lands.)
- 3) a Certification of Financial Resources Form certified by a bank or government official stating ability to meet all expenses.

Since non-citizens are not eligible for any form of financial aid they must be prepared to accept full financial responsibility for their studies and residence while at the University.

An I-20 form will be issued to an international student after he has been accepted for admission.

The University is required to inform the Immigration and Naturalization Service when an undergraduate F-1 or J-1 student:

- a) carries less than 12 hours in any semester,
- b) attends class to a lesser extent than normally required, or
- c) terminates attendance before completion of the semester.

The above behavior may result in a student's summary return to his native country. Questions about these requirements should be referred to the International Student Advisor.

The University requires all international students to carry special university health insurance.

International students enrolling in the Graduate School of Management should refer to the GSM Information Bulletin which may be obtained by contacting the Office of Admissions, Graduate School of Management, University of Dallas, Irving, TX 75062-4799.

V. Veterans

The University of Dallas is approved for the education of veterans under all applicable public laws relating to veterans' training.

These laws provide for educational funding for veterans. They also require strict reporting by the University on enrollment and progress toward the degree. Veterans who do not comply with the academic standards of the University as outlined under Constantin College Academic Policies and Procedures in this bulletin must be reported to the Veterans Administration. Briefly, these standards require that academic warnings be issued when the cumulative grade point average puts the student in danger of dismissal. After two consecutive warnings the student is reported to the Veterans Administration as making unsatisfactory progress.

VI. Academic Placement

The University holds that some system of granting placement to qualified students is both necessary and just. It is not the desire of the University to require students to repeat material in which they are already competent. However, the University does not believe in acceleration for its own sake; it believes that time is often essential to both the broad and thorough understanding integral to the education of the whole person.

There are two standard examination systems which the University uses in placement. It also makes use of the high school record, entrance and achievement scores, and of various departmental measures in judging the levels of capability of the student.

A. Advanced Placement

Upon approval of the Office of the Academic Dean and the department concerned, the University may grant both placement and credit toward the undergraduate degree through the Advanced Placement Examinations of the College Entrance Examination Board in the following manner. The AP credit awarded is generally equivalent to six credits at the University of Dallas.

A score of four or better on the particular AP examination will secure the student immediate placement out of and credit for the comparable course or courses at the University of Dallas.

A score of three will secure immediate placement and may secure retroactive credit toward the degree upon completion of another course in that area of study with a grade of "B" or better. The additional course must be completed by the end of the sophomore year in order to secure credit through the AP examination.

B. College Level Examination Program

The University considers the College Level Examination Program an appropriate method by which the *non-traditional* student might certify accomplishments in certain academic areas. Any granting of credit through CLEP is done on an individual basis. Scores presented must be in the 60 or above range.

C. International Certificate Programs

The University of Dallas awards credit for the following international certificate programs:

- 1) *The General Certificate of Education A-Level (United Kingdom):*
6-8 credits will be awarded for grades of "A" and "B" on A-Level exams in transferable subjects, with a maximum award of 32 credits. Credits will not be awarded for a score of "C", or for 0-Level exams.
- 2) *The Baccalaureate (France):*
6-8 credits will be awarded for passing scores in BAC programs A, B, C, D, (not D'), and E, with a maximum award of 32 credits.
- 3) *The Abitur (Germany):*
Students who have passed the *Abitur* (examination) and have received the *Reifezeugnis* or *Zeugnis der Reife* or the *Zeugnis der Allgemeinen Hochschulreife* may be considered for university admission with up to one year of advanced standing credit. 6-8 credits will be awarded for passing scores on each of the written exams in transferable subjects, with a maximum award of 32 credits. Credits will not be awarded for oral exams.
- 4) *The International Baccalaureate:*
6-8 credits will be awarded for scores of 5, 6, or 7 on Higher-Level exams in transferable subjects, with a maximum award of 32 credits. Credits will not be awarded for Subsidiary-Level exams.

FEES AND EXPENSES 1991-92

Application Fee \$30.00

This one-time non-refundable fee is required of all students desiring admission whether on a part-time, full-time or audit basis.

General Deposit \$100.00

All full-time undergraduate students are required to make a General Deposit of \$100 upon notification that they have been accepted for admission to the University of Dallas. This deposit is due on May 1 and is refundable until May 1. Students accepted after April 1 must submit this \$100 General Deposit within 30 days of acceptance notification by the Admission Committee. *There is no refund policy for deposits paid after May 1.*

After work has been terminated at the University the General Deposit is refundable upon written request within one year. If all accounts and obligations with the University are satisfied, refund will be made within approximately 30 days after receipt of the refund request.

Tuition \$4075.00

Tuition per semester for full-time students (undergraduate 12-19 hours).

The rate for credit hours in excess of the above is \$315.00 per hour. If two or more members of one family are enrolled as regular full-time students simultaneously, a 10% reduction is granted to each.

Per credit \$350.00

A part-time student is one who enrolls for less than 12 credit hours.

Auditing, Per course \$350.00

Mature men and women may be allowed to visit courses in the University with the permission of the instructors and the registrar. No credit is allowed for audited courses, no laboratory privileges are included, and if college credit is desired the course must be repeated as a regular course at the regular tuition rate.

Special Terms Tuition

Interterm and Mayterm

Tuition per course \$660.00

Audit per course \$350.00

Summer Session

Tuition per credit \$240.00

Audit per course \$350.00

General Student Fee

Per Semester \$225.00

This fee applies to all full-time undergraduates and to any campus resident student. It assists in funding various student services and campus activities. The part-time (under 12 credits) non-resident student of any classification is charged a building use fee of \$5.00 per credit hour.

Room and Board Per Semester

Charges for the basic categories of dormitory rooms and apartment housing are listed below. The Housing Office will determine specific charges for special facilities and variations in space occupancy.

Single in Double Room (if available)

(19 meal plan) \$2568.00

(14 meal plan) \$2514.00

Single in Single Room (if available)

(19 meal plan) \$2448.00

(14 meal plan) \$2394.00

Double Room	
(19 meal plan)	\$2003.00
(14 meal plan)	\$1949.00
Triple Room (if available)	
(19 meal plan)	\$1978.00
(14 meal plan)	\$1924.00
(These fees do not include tax on the board portion.)	
Rome Room and Board	\$2025.00

University Apartment Housing Per Semester

One Bedroom (two student occupancy), per student	\$1400.00
Two Bedroom (four student occupancy), per student	\$1100.00
Two Bedroom (three student occupancy), per student	\$1300.00

Apartment residents are responsible for the payment of the electrical bills.

Full and partial food service contracts may be elected by apartment residents and other non-dormitory students. However, 20-meal tickets may be purchased for \$55.00 by apartment residents only.

Occasional Fees & Penalties

The following fees will vary from student to student. They are non-refundable.

Returned check fee, each service	\$15.00
Parking Registration, per year	\$30.00
Graduation Fee	\$50.00
Laboratory Fee	\$10.00
(for designated courses)	
Late Registration Fee	\$25.00

Braniff Graduate School Fees

See Braniff Graduate School section.

Mail Box Service

No fee will be charged of resident students. Off campus students may rent a box, if available, for \$10.00 per semester.

Refund Policy

If a student enters the University and, for good reasons, is unable to attend any classes, all tuition and fees except \$25.00 will be refunded. The nonrefundable monies cover some of the registration costs.

Withdrawals During Fall & Spring Semesters

To cancel a registration or to withdraw from the University at any time other than the close of the semester, the student is required to secure *written permission* from the appropriate Academic Dean and to present such authorization to the Business Office. No refunds are made without an honorable dismissal from the Dean.

Discontinuation of class attendance or notification to an instructor of withdrawal does *not* constitute an official withdrawal and refunds will not be made on the basis of such an action. In such instances, the student will be responsible for the payment of his account in full.

A student who withdraws from the University during the fall or spring semester with written permission from the Academic Dean, is allowed a refund of tuition and refundable fees as follows:

Withdrawal	Refund
First Week	80%
Second Week	60%
Third Week	40%
Fourth Week	20%

No refunds are made after the fourth week.

All monies due the University by the student at the time of withdrawal become due and payable immediately. To obtain a refund of tuition and refundable fees, a student must also turn in his student identity card. No refunds are made on occasional fees or room rent. The unused portion of Board payments are refundable. Resident students must secure clearance from the Dean of Students before refund is made.

The date used to calculate refunds is that on which the student presents his withdrawal notice to the Business Office. Certain exceptions to the above-stated policies may be approved by the Business Office in specific instances (e.g., when a student is drafted or incurs serious injury or illness, etc.). Such matters should be referred to the Business Office of the University.

Payment of Accounts

Checks for tuition, fees, room and board should be made payable to the University of Dallas and should be given or mailed to the University of Dallas Business Office. The full amount is due and payable at the time of registration (for students who have not pre-registered) or verification (for continuing students who have pre-registered), that is, before admission to classes. *The student is responsible for payment expenses incurred at the University of Dallas.* It is the student's responsibility to assure that all payments and credits to the student's account are received by the Business Office, including all financial aid, outside scholarships, and sponsorships.

Many people prefer to meet expenses on a monthly basis. To do this, the University suggests its own three payments per semester plan or the ten or 12 month schedules of Educational Fund Management. The University also accepts Mastercard or VISA for payment of tuition, fees, room and board.

STUDENT AID

All requests for financial aid must be accompanied by a Financial Aid Form processed by the College Scholarship Service or a Family Financial Statement processed by the American College Testing Program. The proper forms may be obtained from high school counselors or principals, the University of Dallas, or directly through the College Scholarship Service, Box 176, Princeton, New Jersey, 08540, or the Financial Aid Services Department, American College Testing Program, Box 168, Iowa City, Iowa, 52240.

Requests for financial assistance are considered only after the student has been accepted for enrollment. However, the Director of Financial Aid is pleased to counsel with the parents and students from the time of their interest in the University of Dallas about the various forms of federal, state and university aid which may be available to them.

Students are encouraged to apply early. First consideration for financial aid funds is given to them if they apply by March 1.

I. Scholarships & Awards

Scholarships

The University offers numerous full and/or partial scholarships in recognition of superior academic achievement and in light of exceptional promise or potential.

Particular recognition of scholastic and leadership achievement is made through the university's National Competitive Examination, The Presidential Scholars Program and Transfer Scholarships.

A number of memorial scholarships are also available. These bear restrictions requested by benefactors such as major field of study or home location.

Before the decision on any scholarship award is made, the student must have been admitted to the University.

Almost all scholarship awards require that the *freshman* student maintain a 2.5 grade point average on a 30-credit course load during his freshman year. During subsequent years, he must maintain a 3.0 grade point average (yearly not cumulative) on 30 hours. Total hours for each academic year are computed on the fall and spring semesters, Interterm and Mayterm. (No additional funding is granted for Interterm or Mayterm.) Scholarships are good for a maximum of eight semesters.

Scholarship Probation

If, after the end of an academic year, a student has failed to meet the appropriate requirements, he is granted one probationary semester during which he must make a 3.0 grade point average on 15 hours. If successful, the student retains his scholarship for the following semester. If not, the student forfeits his scholarship.

NB: A student may be placed on scholarship probation only once. If after successfully completing a semester of probation and retaining his scholarship for the next semester, the student fails to meet the requirements for any academic year, he is not granted another probationary semester; rather, he forfeits his scholarship. (Example: A student makes a 2.3 on 30 hours his fresh-

man year and is placed on probation. He makes a 3.0 or above on 15 hours the following fall, and his scholarship is reinstated in the spring. If he fails to make 3.0 grade point on 30 hours during either this, his sophomore year, or during his junior year, he will forfeit his scholarship at the end of that year.

Less Than Full-Time

Scholarship recipients are required to attend UD full-time. If unusual circumstances require a student to attend less than full-time, he must petition the Financial Aid Committee in order to keep his scholarship, which would be prorated for that semester.

Special Circumstances

A student may appeal any decision by writing the Financial Aid Committee, c/o The Financial Aid Office.

A student who is granted a Leave of Absence by the Registrar may have his scholarship reinstated in full upon his return to the University if he has met the approved academic requirements and is approved by the Financial Aid Committee.

A student who returns to the University after having left unofficially (i.e., no Leave of Absence was granted) must appeal in writing to the Financial Aid Committee for possible reinstatement of his scholarship.

Grants

Grants from the University are made to those students who, while not displaying superior academic performance, have nevertheless distinguished themselves in curricular and extracurricular undertakings. Grants are also awarded on the basis of financial need.

Family Discount

The University of Dallas has a long tradition of enrolling two or more members of the same family at the same time in the Constantin College of Liberal Arts. When this is the case, a ten percent reduction in tuition is granted to each full time student.

Special Scholarships

National Competitive Scholars Program

Since its founding, the University has sponsored a general competition for tuition scholarships in recognition of academic accom-

plishment, potential and leadership. The four-year renewable scholarships are awarded on the basis of the results of a special university examination, the high school record and scores, letters of recommendation and extracurricular involvement. The examination is given at high schools throughout the country through the generous assistance of high school counselors and principals. The competition has become one of the most prestigious in the country; several thousand students compete for these full and partial tuition scholarships each year. In addition to the tuition awards, all students are eligible to apply for need-based aid through the Office of Financial Aid after acceptance by the University.

Transfer Scholarship

The University of Dallas welcomes transfer students. Its need-based financial aid program of grants, loans and work applies as equally to them as it does to incoming freshmen. In addition, transfer students with outstanding records may compete for no-need scholarships through the Transfer Scholarship Essay Competition.

The number of semesters of scholarship eligibility is determined by the number of semesters it should take for the transfer student to graduate from UD, but, in any case, it is limited to eight semesters.

Presidential Scholars Program

Students may compete for renewable full and partial tuition scholarships through the Presidential Scholars Program.

Competitors are selected to participate in the program on the basis of high school records, scores and outstanding leadership qualities as indicated by participation in extracurricular activities, job experiences and particular talents. An important part of the selection process is an on campus interview.

The John B. O'Hara

Chemical Sciences Institute Awards

Providing an intensive experience in chemical sciences, the institute awards eight credits in general chemistry. It involves the student in classroom and laboratory work, seminars, and various extracurricular activities of the University of Dallas summer session. Students eligible for the program are

those who will be freshmen at the University in the fall. Those selected for the Institute normally receive a scholarship covering room, board and tuition. Applications should be made by early spring.

University students of junior standing should contact their departmental chairman regarding the research program in the O'Hara Summer Institute.

King Scholar/Loan Program

Through the farsightedness of the Carl B. and Florence E. King Foundation, the University has available scholarships to encourage math and science students to pursue elementary and secondary teaching. Should the students not teach, the scholarships become low interest loans. Further details on the program are available in the Admission and Financial Aid Offices.

Theater Scholarships

The University of Dallas offers partial and full tuition awards to students who show promise as actors. All incoming freshmen who meet UD admission criteria may compete for these awards. Though it is anticipated that many theater scholarship students will major in drama, a declared major in drama is not a requirement of the scholarship.

The winners will be selected from applicants who have been accepted for admission and come to the University for a workshop conducted by the Drama Department faculty and guest artists. The application deadline is February 1.

Art Scholarships

The University of Dallas offers renewable partial to full tuition awards to students who have artistic talent and a good academic record. Incoming freshmen who meet UD admission criteria may apply for these scholarships. Applicants must submit a portfolio for review by the Art Department faculty. Art Scholars are not required to be art majors, but must enroll in the Art Gallery Practicum or another art course each semester. Application deadline is March 1.

Foreign Language Scholarship

The University of Dallas offers renewable partial to full tuition awards to students who are interested in the study of French, Ger-

man, Spanish or Classics. Candidates must be enrolled in the third or fourth year of their major language with at least a "B" average in those courses. Incoming freshmen must meet University of Dallas admission criteria and submit a "Statement of Intent." Semi-finalists will be required to come to campus for an interview. Recipients of an award are required to take a minimum of three upper-division courses in the chosen language.

Memorial Scholarships

The Bishop Thomas K. Gorman Foundation Scholarships

Scholarships are maintained by the interest earned on a special fund begun by civic leaders in 1956 as a tribute to Bishop Gorman on the occasion of his Silver Jubilee and the opening of the University of Dallas. Outstanding scholarship, leadership and need for assistance are factors considered in the awarding of these scholarships. Value: one four-year tuition scholarship.

Alumni Scholarship

This partial award is made possible by alumni gifts. The purpose of the award is to reduce the loan commitment of outstanding advanced students.

Aileen Bass Scholarship

Income from an endowment makes available partial scholarships.

Ida and Joe Beyer Scholarship

One half-tuition scholarship established primarily for students from Moulton, Texas and Lavaca County.

Herman H. Buhner Scholarships

Partial tuition awards for advanced students are made available through the income from a special endowment.

Mike Dobbins Memorial Scholarship

Partial awards made to deserving junior or senior Drama students in memory of 1973 Drama graduate Mike Dobbins.

The Edward R. Maher Scholarships

A special endowment honoring this founding trustee makes it possible to award several full tuition scholarships annually.

Curry-Woodhall-Hawkins Scholarship and Charles E. & Roberta Lindsay Scholarships

Established by a bequest from the late Roberta C. Lindsay, these scholarships are awarded yearly to "assist deserving and ambitious black graduates from Texas high schools in attending the University of Dallas."

Hazel Moran Scholarship

Partial tuition awards made to deserving students.

Sister Mary Margaret O'Connell Scholarships

Awards established by the alumni and other friends of the University in memory of the beloved Sister of St. Mary of Namur who served as Registrar of the University from its opening until her death in 1973.

Elizabeth A. Penn Scholarship

Partial tuition scholarships are awarded to advanced women students.

Hope Pierce Tartt Scholarship

Partial scholarships awarded to entering freshmen from East Texas who have graduated in at least the top 25 percent of graduating class and scored at least 1,000 on the SAT.

Julia Weinzappel Scholarship

This is a partial award reserved for an outstanding senior.

The Reverend John Vincious Scholarships

An endowment established by this former priest of the Diocese of Dallas provides several scholarships per year of varying amounts.

The Aileen Welch Scholarships

A bequest from the estate of Aileen Welch provides monies for one partial scholarship per year.

II. Federal and State Aid Programs

Support Declaration

Students who enroll at the University of Dallas while dependent on their parents for financial support should expect to remain in this dependent category throughout their undergraduate years unless mitigating circumstances allow a "self-support" declaration. Such situations must be approved by the Constantin College Committee on Financial Aid.

Students who first enroll in the University as self-supporting students must show adequate earnings and other financial support to provide a reasonable living for the calendar year prior to enrollment at the University. Students must also provide documentation to prove self-support for each year of undergraduate study.

Satisfactory Progress

Undergraduate Students

Full-Time:

12 hours or more

Full-time undergraduate students at the University of Dallas participating in federal or state financial aid programs must be making satisfactory progress toward a baccalaureate degree in order to continue eligibility for these programs. Minimum requirements to continue eligibility are the completion of 24 hours with at least 1.5 grade point average for freshmen and 24 hours with a 2.0 or better grade point average for subsequent years. A maximum of five years funding is allowed for an undergraduate degree.

An undergraduate student who has previously not received aid must be making satisfactory progress before he/she can be considered for federal or state funds. The student may be considered for financial aid after completing one semester with a grade point average of 2.0 on a 12-hour course load. Entering transfer undergraduate students are not bound by this regulation.

The student's grades will be reviewed at the end of the academic year to ascertain if the student is making satisfactory progress. If not, the student will be placed on financial aid probation the following fall semester. During the probationary semester the student will receive assistance. If the student does not make the required hours and grade

point average according to the schedule during the probationary semester, he/she will lose federal and state funds for one semester. At the end of that semester, the student may reapply for federal and state funds if he/she is making satisfactory progress.

Undergraduate Students

Part-Time: Less than 12 hours

Half-time: 6 hours

An undergraduate part-time student must have a 2.0 grade point average at the end of the second semester of part-time work. If the student falls below the required grade point average, he/she will be allowed one semester probation. During this probationary semester he/she will receive financial aid. After four semesters of part-time work, the student must establish a date for completion of degree program. A student will be ineligible for federal or state aid after eight years of part-time work.

Appeals Process

A student may appeal to the Financial Aid Committee for continuation of financial aid under the following conditions:

- 1) cannot complete degree plan according to schedule because of serious illness;
- 2) students caught between policy changes may be eligible for aid during transition phase-in period;
- 3) degree plan change—individual schedule will have to be considered;
- 4) upon recommendation of the Deans.

Pell Grants

Federal grants are available to students with proven need for a maximum of five years who have not completed requirements for the bachelor's degree. Application is made through the Financial Aid Form (CSS) or Family Financial Statement (ACT).

Supplemental Educational Opportunity Grants (SEOG)

Direct awards sponsored by the federal government made available to a limited number of undergraduate students who are Pell Grant recipients with exceptional need. SEOG awards vary depending on student need and availability of funds. Application

is made through the CSS FAF or ACT FFS and must be done each year.

Tuition Equalization Grants

Offered to Texas residents enrolled at least half-time in any approved private Texas college or university, based on financial need. Preference is given to full-time undergraduate students. These grants are part of a state program designed to provide freedom of choice in higher education by equalizing tuition costs.

Recipients may not be enrolled in theological degree programs or receive athletic scholarships.

State Student Incentive Grant (SSIG)

Offered to Texas students who demonstrate the greatest financial need, this grant acts as a matching grant to the TEG. If a student has qualified for TEG, he or she may also qualify for SSIG.

Stafford Loans

Stafford Loans (formerly Guaranteed Student Loan) provide federally subsidized loans to students who have been determined eligible. Loans are made available by outside lenders and guaranteed by state or national guarantee agencies. A student may borrow up to \$2625 a year as a freshman or sophomore, \$4000 for the junior and senior years and a fifth year if necessary. In no case may a student borrow more than the demonstrated need.

Repayment begins six months after the student ceases to be at least a half-time student. The interest for loans made after July 1988 is generally 8% for the first 4 years of repayment and 10% after that. For loans made prior to 1988 the interest is 8%. (The federal government pays the interest while student is attending school and during the six month grace period.)

Parent Loans for Undergraduate Students (PLUS)

Loans are made directly to the parents of enrolling students. Repayment commences 60 days after receipt of check and the terms may be five or ten years. Parents may borrow up to \$4,000 per year at an interest rate regulated by Treasury Bills. No income limit is set for this program.

Knights of Columbus Loan Program

Members or sons or daughters of members of the Knights of Columbus may borrow a maximum of \$2,500 a year (nine months or any portion of that period) for a total of five years. The program may also be used for graduate school studies. The loans are restricted to United States citizens.

Applications may be obtained from the Student Loan Committee, Knights of Columbus, P.O. Box 1670, New Haven, Conn. 09507.

Perkins Loan Program

To be eligible for a loan a student must show financial need, maintain good academic standing and satisfactory progress toward a degree, and have been accepted for enrollment as at least a half-time student.

An undergraduate or graduate may borrow for college expenses a sum not to exceed \$4,500 for the first two years. Loan ceilings are \$18,000 for graduate or professional students including undergraduate loans, and \$9,000 for any other student. Interest is charged at the rate of 5 percent per year on the unpaid balance beginning with the date on which payment of the loan is to begin. Repayment of a loan begins six or nine

months after the borrower ceases to pursue a full-time course of study at an institution of higher education. Cancellation provisions are limited to combat veterans, and teachers of handicapped and mentally retarded, or teachers employed in low-income areas.

College Access Loan (CAL)

Texas residents can borrow up to \$5000 a year at 10% interest. Interest accrues during school but payment does not begin until six months after you cease at least half-time study.

III. Work Study Program

Opportunities for employment are available to students in such areas as the library, bookstore, cafeteria, and maintenance. Such specialized skills as typing or laboratory experience are considered in the placement of student workers. Only students with proven financial need may work under the Work Study Program.

Texas Work Study (TWS)

TWS is similar to the Work Study Program but is for eligible Texas residents. Funds are provided by the state of Texas.



REQUIREMENTS FOR THE BACHELOR OF ARTS DEGREE

I. The Core Curriculum

The core curriculum is the center of undergraduate education at the University of Dallas. It is central to, and structured toward, the fulfillment of the institution's fundamental purposes. It is designed to foster the student's pursuit of wisdom through formation in intellectual and moral excellence, to foster a mature understanding of the Catholic faith, and to encourage a responsible concern for shaping contemporary society. The organization and content of the core are determined by the premise that these goals can best be achieved through a curriculum founded on the Western heritage of liberal education. Within this heritage, the Christian intellectual tradition is an essential element, and the American experience merits special consideration.

The core is thus a specific set of courses focusing on the great deeds, ideas and works of western civilization—including in particular those expressive of its Christian character—in the belief that they are sure guides in the search for truth and virtue. As befits a pilgrimage toward the best and highest things, the curriculum is designed to nurture reflection on the fundamental aspects of reality, and conducted so as to provoke inquiry into the perennial questions of human existence. It thus fosters genuinely liberal learning by providing both the material and the opportunity for free and systematic investigation into the central facets of Western experience.

In the courses of the core, students investigate the human condition and man's relation to God, nature, and his fellow man. The courses aim at developing in the student both the desire to understand these subjects and the means by which to investigate them.

The inquiry into these themes is conducted through the different disciplines, which, while highlighting special threads within the fundamental issues and distinctive modes of studying them, also point to their ultimate unity. The curriculum as a whole provides a broad but firm foundation which enables the student to raise the most profound questions and to search for true answers. In its parts, the core is an introduction to the various ways by which that search may be conducted and one's vision shaped. For a description of each course see the appropriate section of the catalog.

Philosophy **12 credits**

All students must offer 12 credits in philosophy. Normally, the program in philosophy is Philosophy 1301, 2323, 3311 and a course which relates to the major field.

English **12 credits**

The Literary Tradition: English 1301, 1302, 2311 and 2312 are required.

Mathematics and Fine Arts **9 credits**

The student may choose to present three credits of mathematics and six credits of fine arts, or six credits of mathematics and three credits of fine arts.

The following mathematics courses fulfill the mathematics requirements:

Euclidean and Non-Euclidean Geometries (Math 1301)

Elementary Number Theory (Math 1302)
Introduction to Computer Science I (MCS 1410)

Courses in the calculus sequence beginning with Calculus I

If a student chooses the 6-hour math op-

tion, he or she may fulfill it by taking Pre-Calculus and one of the above courses.

The Fine Arts credit should be drawn from Art 1311, 1312, 2311 or Drama 1311, 1312 or Music 1311. Occasional substitutions may be approved.

Science 6-8 credits

All students are required to take one laboratory science course in the life sciences and one laboratory science course in the physical sciences, either from the Basic Ideas offerings or the courses that are introductory to the respective science disciplines. Among presently existing courses, this means that all students are required to take either the Basic Ideas of Biology (Biology 1301) or General Biology I (Biology 1311) and are also required to take a second course from chemistry or physics or astronomy offerings in Basic Ideas or in the appropriate introductory courses in physical sciences (General Chemistry I, General Physics I).

Foreign Language 3-14 credits

The foreign language component of the core curriculum is a sliding requirement of 3 credits for those who are exceptionally well qualified, to either 12 credits (in classics) or 14 credits (in modern languages). The additional 2 credits in modern languages are due to two 1-credit intermediate-level conversation courses taken at the same time as 2311 and 2312.

The foreign language requirement may be met in any of the following ways:

a) Exceptionally well-qualified students may complete one advanced literature course in classics or the literary tradition offerings in the modern languages course (three credits). The prerequisite for taking upper-division language courses is the completion of the intermediate level (2311, 2312) or its equivalent as indicated by a placement test.

b) Students may begin with Intermediate II (2312), together with the corresponding Conversation course (2112) in the case of modern languages, and then complete one advanced literature or literary tradition course as above. (6 credits in classics or 7 credits in modern foreign languages.)

c) Students with at least two high school units in a foreign language will be expected to build upon this preparation by taking the intermediate course (6 credits in classics or 8 credits in modern languages.)

d) Students unable to qualify for Intermediate I (2311) must enroll in elementary language courses and proceed through 2312, 2112. (14 credits in modern languages and 12 credits in Greek.)

e) Latin students unable to qualify for Intermediate I (2311) may enroll in Grammar Review (1305) and proceed through 2312. 9 credits.

Credits received for beginning courses may not be offered in fulfillment of the 120 credits required for graduation except in the case of a second language pursued at the University.

American Civilization 6 credits

History 1311 and 1312 are usually taken by students in the freshman year.

Western Civilization 6 credits

History 2301 and 2302 are usually taken in the sophomore year.

Politics 3 credits

A one-semester course in American Government, Politics 1311, is ordinarily taken by the student in the freshman year.

Economics 3 credits

Economics 1311, a one-semester course, is ordinarily taken in either the freshman or sophomore year.

Theology 6 credits

All students must offer six credits in religious studies for the undergraduate degree. Ordinarily, this requirement will be satisfied by a course in scripture (Theology 1310) and a course in the Western theological tradition (Theology 2311).

II. Other Requirements

Major Program

The student must satisfy the requirements of his major program as established by the department in which he elects to major. Grades below "C-" in advanced courses in the major department do not count toward fulfillment of the major requirement.

Advanced Credits

The student must earn 38 credits in courses numbered 3000 or above, of which 30 must be earned at the University of Dallas. The last 12 advanced credits in the major must be earned at the University of Dallas.

Total Credits

The student must earn a minimum of 120 credits, exclusive of beginning language courses. Students who wish to pursue a double major, that is, apply for two undergraduate degrees, must satisfy the requirements of both majors and must present at least 150 credits.

Grade Point Average

To obtain a degree, the student must obtain a University grade point average of "C" (2.0). Not more than 30 credits passed with a grade of "D" are acceptable for graduation.

Residence Requirements

The final year of study must be spent at the University of Dallas.

Comprehensive Examination

In the senior year, a student must pass a comprehensive examination in his major field. The particular *form* of the examination varies by department. Such examinations are described in each department's section of this bulletin.

Graduate Record Examination

Although not required, the University urges the student to take the Graduate Record Examination or other professional examinations at the appropriate times.

Graduation Fee

The student must pay a fee of \$50 to help defray the cost of graduation exercises, which includes the rental of academic regalia, and the printing of diplomas, invitations, and programs. A portion of the initial General Deposit may be credited against this fee. All other accounts must be settled satisfactorily prior to graduation.

Bachelor of Science

The Bachelor of Science degree may be earned in biochemistry, biology, chemistry, mathematics or physics by completing all B.A. requirements and 12 additional credits in the major, thus offering 12 additional hours for the degree. This degree normally requires an additional full-time summer. In the case of a double major involving a B.A. and a B.S. or two B.S. degrees, the minimum total credits required will be 156.

ACADEMIC POLICIES AND PROCEDURES

Registration

Registration for new students is held according to the dates specified in the calendar at the back of this bulletin, in the Schedule of Classes for the particular semester or term, or in the registration directions provided each student. Deadlines may change slightly as the semester or term approaches. It is the responsibility of the student to be aware of any changes. New students should register on the *regular* registration days as indicated on the above mentioned schedules. They may register through the day specified as the last day for registration.

Continuing students should register during the appropriate Early Registration periods arranged for the following semester or special term. Participation in the process allows for adequate academic advising of the student and provides the University with information needed to plan for the next semester. Continuing students who register late for a fall or spring semester (as defined by the calendar, published schedule or registration directions) will be assessed a fee of \$25.00.

Credits

The credit given for each course is listed with the description of the course. Normally, one credit represents a minimum of 15 hours in lecture or seminar periods. Studio and laboratory periods represent a minimum of 30 hours per credit but may exceed this number in particular disciplines.

Course Numbers

The four-digit numbering system is interpreted as follows: the first digit indicates the level of the course; the second digit is the

number of credits available; the third and fourth digits are chosen by the department offering the course. The first (level) digit follows this pattern: 1 and 2 indicate freshman and sophomore year courses, 3 and 4 are advanced courses, 5 shows that the course is for seniors or graduate students, and courses numbered 6 and above are graduate-level courses. A "V" in place of the second (credit) digit indicates a course in which credits may be arranged at the beginning of each semester for a group of students or an individual student on a variable system at the time of registration by permission of the instructor.

The numbers 5301-5310 are reserved for undergraduate courses taken for graduate credit. Appropriate additional work is assigned to the graduate student.

Occasionally, an advanced undergraduate is allowed to take a graduate course (6000 or above). Permission of the instructor and the Graduate Dean is required. If the student agrees to fulfill all graduate requirements of the course, the official course number stands. However, the student may petition to satisfy a lesser set of course requirements in which case the number 5300 is assigned.

Classification of Students

A student who has earned less than 30 credits is classified as a freshman; from 30 to 59 credits, a sophomore. To be classified as a junior, a student must have earned 60 credits and have accumulated a minimum total of 120 grade points. A senior is one who has earned 90 credits and is capable of finishing in one year all requirements for a degree.

A special student is one who is not enrolled as a candidate for a degree. Special students who wish to become candidates for degrees must fulfill the requirements of the University and secure the approval of the Admissions Committee.

A full-time undergraduate student is one enrolled for a minimum of 12 semester hours.

Grades and Quality Points

Grades	Quality points
A Superior	4.0
A-	3.7
B+	3.3
B Above Average	3.0
B-	2.7
C+	2.3
C Average	2.0
C-	1.7
D+	1.3
D Passing	1.0
D-	0.7
F Failure	0.0

Other grades are:

W Withdrawal from course with permission of the Dean and instructor by the end of the tenth week of class. No drops are allowed after this date except for medical reasons or other extenuating circumstances judged appropriate by the instructor and the Academic Discipline Committee.

Because of the distinct calendar and nature of the Rome Program, different course withdrawal regulations apply. See Rome section in this bulletin.

WA Withdrawal from an audit.

FA Failure due to absences. This grade is assigned by the Committee on Academic Discipline because of the student's failure to comply with absence regulations. It is a failing grade and is included in the grade averages.

MW Indicates withdrawal for medical reasons as certified by a personal physician or the University Health Service.

I Incomplete. Grade given in a class if a student was unable to complete all assignments by the end of the semester and the reasons for the delay have been accepted by the professor. "I" grades in *undergraduate* courses which are not removed within the first four weeks of the following semester will be changed to "F".

If required work is submitted by this due date the final grade is placed next to the "I" which is slashed over, not removed.

UW Unofficial withdrawal. Assigned by the Office of the Registrar when there is no record of withdrawal from a course or courses or evidence of presence in or completion of the course or courses. The "UW" grade *may* be considered as an "F" grade upon review of the application for readmission.

AD Audit. Non-credit participation in a regularly scheduled course. No final grade assigned or credit awarded. The decision to audit a course must be made by the fifth week of the particular semester or its equivalent in shorter terms.

T Grade assigned if an extended time period for completion of the course is a planned part of the course as approved by the curriculum process of the University. If work is submitted by the due date established, the "T" grade is completely removed from the student's record. The "T" grade may also be assigned by the Dean when an extraordinary situation prohibits the professor from providing a final grade in a timely manner.

Course Withdrawal

Withdrawal from courses or from the University must be with written permission of the Associate Dean of the College. Students are not permitted to withdraw from courses during the last five weeks before the final examination period.

Student Reports

Midsemester grades of "D" and "F" are reported to all students and upon request, to the parents of students who are dependent according to section 152 of the Internal Revenue Code. They are not part of the permanent record. Reports of final grades are sent to students at the end of the semester. They are available to parents of students who are dependent as indicated above.

Academic Discipline

The University sets high standards for students and expects them to make normal progress toward completion of their baccalaureate program. At the same time, it believes that students who have initial academic difficulty in the University should be encouraged to persist in their programs and should be given the support they need to succeed. The academic discipline policy is one of the ways in which the University balances these two goals.

At the end of each semester, the grades of all students are reviewed in the Office of the Dean. The record of students who have encountered academic difficulty during the semester under consideration is shared with academic advisors who work directly with the student to identify problems and develop a plan for improvement. Students whose academic difficulty warrants disciplinary action according to the following policy will be contacted promptly about that action by the Office of the Dean.

Good Standing

In order to be in good standing, any full-time student (one who attempts 12 credit hours or more during a single semester) must achieve at least a cumulative University grade point average that is above the largest value of the appropriate probationary range indicated in the chart that follows. To be in good standing, part-time students (those who attempt fewer than 12 hours during a single semester) must maintain a semester University GPA of 2.0 for each of their part-time semesters and a cumulative University GPA that is above the highest value of their appropriate probationary range.

Limited Load Students

Students who are admitted to the University on the condition that they take a limited course load (12 hours or 4 regular courses) during their first semester at the University cannot take more than a limited load in subsequent semesters until they have achieved one University semester GPA of 2.0 or better and have a cumulative University GPA that places them in good standing. In all other respects they are subject to the standards for full-time students.

Academic Probation

Full-time students who do not achieve the cumulative University GPA required for good-standing, but whose cumulative University GPA falls within the probationary range for the semester (see chart that follows) are on *academic probation*. A full-time student may also be placed on academic probation if he or she earns three failing grades in any one semester or has taken withdrawals and incompletes in sufficient number to bring the student's earned credit hours for the semester below the level of 12.

Part-time students who do not achieve a semester University GPA of 2.0 or a cumulative University GPA sufficient for good standing will be placed on *academic probation*.

A student on academic probation is not permitted to be a candidate for or hold any elected or appointed office. In addition, the student may take no more than four regular courses at the University while on probation.

Academic Suspension

A student will be suspended from the University under the following conditions:

- 1) the full-time student has earned grades that would place him on academic probation for a third time;
- 2) the student has earned a semester GPA lower than 1.0 after his first year at the University of Dallas;
- 3) the part-time student on probation has earned a semester University GPA below 2.0 but within the probationary range for the student's semester.

The period of a first suspension is normally one semester; the period of a second suspension is normally two semesters. With

prior approval of the Office of the Dean of the College students who are suspended from the University may take courses at other accredited universities and transfer them toward their *elective* credits at the University of Dallas, providing the student achieves a minimum of 2.0 in each course transferred, and providing the student has the prior approval of the Associate Dean of the College. Courses taken elsewhere, however, will not affect the student's cumulative University GPA.

Dismissal

A student will be dismissed from the University under any of the following conditions:

- 1) if the student's cumulative University GPA falls below the minima indicated under "Minimum Standards" in the chart below;
- 2) if the full-time student is subject to academic suspension but has already been suspended twice previously for academic reasons;
- 3) if, after one semester of suspension or two semesters on probation, the part-time student has not achieved a cumulative University GPA sufficient for good standing.

Appeal

Students who wish to appeal any decision made under the suspension or dismissal policies should submit a written statement of appeal to the Dean of the College *no later than 30 days after being informed of the decision*. The Dean will confer with the Committee on Academic Discipline and will make a final decision on the appeal.

Minimum Standards for Continuance

End of Semester	Probationary Range	Minimum Cumulative GPA
1st	.1-1.0	.1
2nd	1.0-1.2	1.0
3rd	1.2-1.4	1.2
4th	1.3-1.5	1.3
5th	1.4-1.66	1.4
6th	1.66-1.86	1.66
7th	1.86-2.00	1.86
8th	2.0	(to graduate)

Grade Point Average

The University grade point average will be calculated according to the values given in the section of the Bulletin under "Grades and Quality Points." Grades of "I" and "X" are averaged into the grade point average as "F" grades until completed. Grades earned in college courses taken at other institutions do not affect the student's cumulative University grade point average. The grade point average is found by dividing the total number of quality points earned by the total number of credit hours attempted. In order to receive a degree, a student must attain a cumulative grade point average of "C" (2.0 quality points). Not more than 30 credit hours passed with a grade of "D" are acceptable for graduation.

Constantin College Repeat and Cancel Policy

1.) The Repeat and Cancel policy may be used only by students working toward a baccalaureate degree.

The Repeat and Cancel policy may not be used by graduate/post-baccalaureate students working on Master's degrees, graduate certifications, teaching credentials, or by "undeclared" graduate students, even when taking undergraduate courses.

2.) In case of a repeated course, the subsequent grade (whether higher or lower than the first grade) is substituted for the earlier in the computation of units attempted and grade point average (GPA). The previous course grade(s) remain(s) on the record, but is annotated as being discounted from grade-point average calculations.

3.) Repeat and Cancel may be used only on courses taken and repeated at the University of Dallas.

4.) Repeat and Cancel may be used for up to a total of fifteen (15) semester units taken at the University of Dallas.

5.) Repeat and Cancel may be used *only* on courses with grades below C-.

6.) A student may repeat a course for credit only once using this policy.

Other than this limited repeat and cancel policy, Constantin College counts the first grade earned in a course if the grade is passing (passing= at least D- in non-major

quirements shall immediately inform the student, allowing him or her the chance to explain the circumstances. If after conferring with the student, the instructor still considers the student's work to be plagiarized, then the instructor will compile the materials of the case, including the piece of work that may have been plagiarized, any sources from which the student plagiarized and a report of the instructor's conversation with the student. He will submit these materials to the appropriate academic dean.

If the student acknowledges in writing that he or she plagiarized, the case does not go to an Academic Disciplinary Committee. Instead, the instructor assigns a grade on the work and a grade in the course, up to and including failure in the course. The appropriate academic dean reviews the case and decides on a penalty beyond the grade, according to the procedure described below.

If the student does not acknowledge the plagiarism, the appropriate academic dean will submit the case, with all relevant materials, to the academic disciplinary committee of the student's school. That disciplinary committee will conduct its own investigation and will hold a hearing at which the student, without counsel, will be invited to present his or her case and to respond to the committee's questions. The committee will decide solely on whether the student did plagiarize, and will base its decision only on the evidence, not on mitigating or extenuating circumstances.

If the committee finds that plagiarism did occur, it will convey its findings to the instructor and to the appropriate academic dean. The instructor will assign a grade to the material in question and a grade for the course, up to and including failure in the course, and shall report these grades to the appropriate academic dean. The dean shall hold a show-cause hearing with the student on why he or she should not be dismissed from the University, and shall decide on any penalties beyond the grade, up to and including dismissal from the University.

If the appropriate Academic Disciplinary Committee decides that the work is not plagiarized, the committee will inform the instructor of its decision. The instructor shall then compute a grade for the piece of work and the course without regard to plagia-

rism, but solely on the basis of his judgment of the quality of the student's work. The case against the student is then dropped.

Adequate procedures for dealing with instances of plagiarism in off-campus programs will be determined by the appropriate academic dean in consultation with the director of that program.

When an instance of plagiarism is discovered in a thesis or dissertation, work toward the degree shall be terminated. If the degree has already been granted at the time the plagiarism becomes evident, regardless of the length of time ensuing, the degree shall be revoked.

Cheating

The integrity of examinations is essential to the academic process. A student who cheats on examinations or other work submitted in fulfillment of course requirements is subject to disciplinary action. When cheating is discovered during the examination itself, the instructor or proctor is to take up the examination and dismiss the student from the examination for a later appearance before the instructor. The review of all cheating cases, and the imposition of penalties will follow the procedure explained under "Plagiarism."

Commencement Information

Graduation

The University of Dallas observes the custom of a single graduation ceremony at the closing of the spring semester. However, for the benefit of graduates who complete all requirements at other times during the academic year, diplomas are awarded in August and December. However, the formal ceremonies in August and December are confined to Graduate School of Management students. Students should consult the Registrar for final filing dates and other particulars concerning graduation.

Awarding of Degrees

All degrees are granted by the Board of Trustees of the University upon recommendation to the Board by the respective faculties through the Provost and the President of the University.

Graduation Honors

The baccalaureate degree with distinction, awarded to students who have maintained a high degree of scholastic excellence, is of three grades; cum laude, which requires a grade point average of 3.40; magna cum laude, a grade point average of 3.70; and summa cum laude, a grade point average of 3.90.

A transfer student, to be eligible for honors at graduation, must have earned 60 credits at the University of Dallas. The grade point average used to qualify for honors is computed on the basis of the total program submitted for the degree.

Faculty Medals are awarded at commencement exercises each year to the two undergraduates with the highest overall averages.

The **Cardinal Spellman Award** is maintained by interest on a special fund given by His Eminence, the late Francis Cardinal Spellman, and is presented each year to assist an outstanding senior in his further studies.

The Helen Corbitt Awards for Excellence

The Helen L. Corbitt awards recognize a senior woman and a senior man who have produced an outstanding body of work during their time at the University. Students nominated for the award demonstrate excellence in academic pursuits in student activities, and in general service to the University.

Helen Corbitt was a gifted chef and nutritionist, the recipient of several national and international awards, and the head of the Neiman-Marcus restaurants. Her commitment to excellence is continued through an endowment that makes possible these awards and also provides program support for the Rome semester.

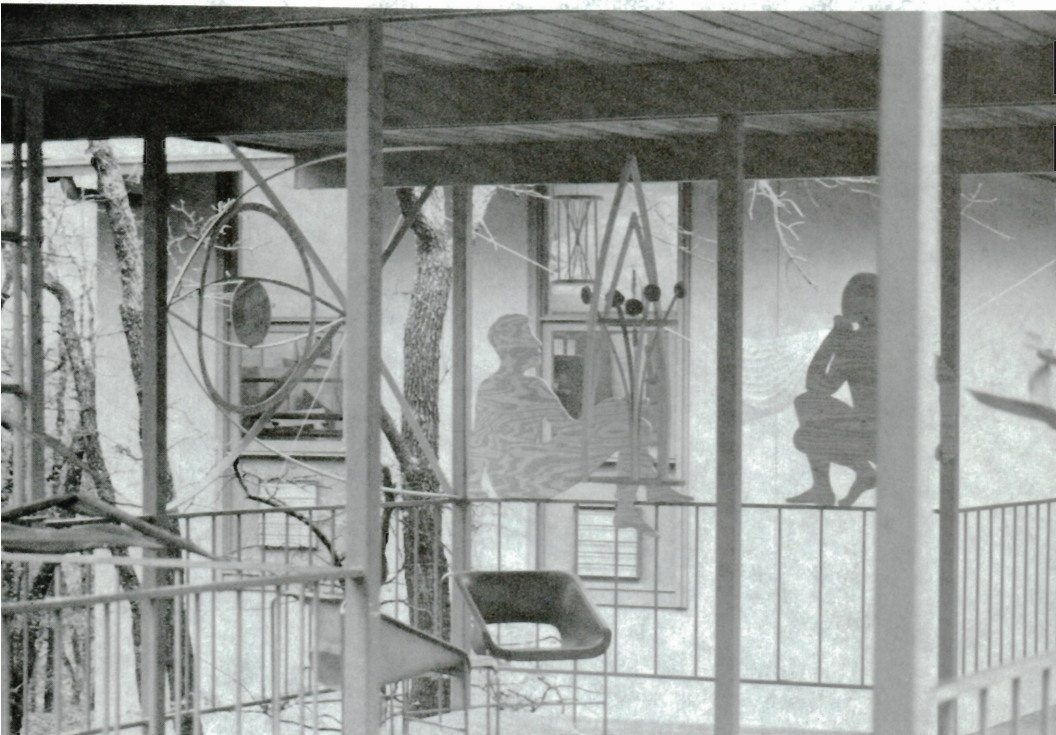
Ann Heller Maberry Award

This award has been given annually since the 1969-1970 school year to an outstanding woman student of the University of Dallas.

The award is given in memory of the daughter of Mr. and Mrs. Frank Heller, longtime patrons of the University of Dallas.

Departmental Awards

At Senior Convocation many departments present awards to outstanding seniors. Such awards are often named in honor of former professors whose contribution to and development of the department and the discipline was significant. The **Teller Award**, established by the alumni and faculty of the Department of Education, is an example of such honors. It is named for Professor Emeritus Dr. James D. Teller and is awarded to the outstanding teacher education student based upon scholastic achievement, leadership ability and potential as a teacher.



FACULTY

Chairman and Professor
Novinski; Professor Strunck;
Professor Emeritus H. Bartscht;
Associate Professor Hammett;
Assistant Professor Moffa;
Adjunct Professor
Norberg-Schulz; Adjunct
Assistant Professor Schoepp;
Gallery Director Thompson.

ART AND ART HISTORY

Artists help to maintain and develop the cultural life of a society by means of their unique expression of the basic truths of existence. The experience and practice of visual art creates an awareness of these basic truths, and especially of the imaginal and creative aspects of life, that is vital in the formation of the complete human being. The Art Program therefore seeks to develop the critical aesthetic faculties within the student and to nurture that knowing and judging capacity of the human spirit. Students from other academic disciplines gain breadth and insight from courses in studio art and art history, which share common ground with the other humanistic disciplines and creative arts, and which complement the sciences.

The Department views the experience and practice of the visual arts, particularly at the undergraduate level, as an inter-disciplinary pursuit. Within the major, the five disciplines offered within the Department are *art history*, *ceramics*, *painting*, *printmaking* and *sculpture*. The art student is involved in the artistic and scholarly environment of the Haggerty Art Center, with stimulation provided by independent study course offerings, by the presence of graduate students, and by on-campus and Dallas-Fort Worth area exhibitions and collections, as well as by visiting artists and lecturers. All of these construct the real environment needed for growth in the arts.

The study of art as a major is divided into the core and the area of concentration. The core for the art major involves courses in art history, drawing, design, and the human figure. The freshman major commences with the Department core, taking courses in the History of Art and Architecture, Basic Drawing, and Design along with other University

academic requirements. In the sophomore year, the art student usually participates in the Rome Program. In the second year, the Human Figure course is required along with the first major studio.

The major program is designed to guide students in their creative endeavors to realize both their personal integrity in their studio work and their intellectual potential in the art historical studies. The student may pursue the following areas of concentration: *art history*, *ceramics*, *painting*, and *printmaking*. At present, a concentration in sculpture is not offered by the Department. The student may also qualify for the *elementary*, *secondary* or *all-level certificate* in the teaching of art.

By the junior year, the art student concentrating in studio work is intensely involved in a major studio and elective studio work while also taking one course each semester in twentieth century art history. A critique of the student's work by the art faculty takes place the second semester of the junior year. In the senior year, the studio art major prepares for the senior exhibition and comprehensive exam through the Senior Studio Seminar. Reviews and critiques are a regular part of the year.

The pattern for the art student concentrating in art history is much the same through the sophomore year. The Rome semester is especially significant, for the student is able to experience works of art in their original context and to study the impact of the classical tradition on Western art. In the junior and senior years, the student takes a wide range of upper-level art history courses. These courses, along with the senior Research Seminar, introduce the student to critical analysis and research methods, thus preparing the student for the comprehen-

sive examination and the final research paper presentation.

Whatever the concentration involved, the Art Department seeks to give the art student basic principles, not merely standard solutions, so that he or she has the training, judgment, and flexibility to present a strong body of work and to go on to successful graduate or professional work.

Basic Requirements/All Studio

A total of 45 credits are required including 12 in art history (6 advanced), and 31 in studio courses with 15 credits (12 advanced) being in one studio area (beginning studio, two intermediate studios, and two senior studios); six credits of electives are required in other studio experiences outside the core studio requirements of Drawing I and II, Human Figure, Two and Three Dimensional Design and the area of concentration. In addition, two semesters of participation in senior seminar are required (one credit per semester). Satisfactory completion of the senior exhibition and comprehensive requirements is necessary for graduation. (See below.)

It is recommended that art majors take Esthetics for the philosophy elective and

seek electives in other departments appropriate to the discipline and future goals.

Review Structure

In the junior year the work of the art major is reviewed by the entire art faculty. The work is again reviewed in the late fall of the senior year and the decision is made as to whether or not the student may be allowed to prepare for the senior exhibition.

Senior Exhibition

In the final semester of study the studio art major must present an acceptable exhibit containing representative work done in studio courses during the senior year. The exhibit is to be selected, designed and constructed by the student and will be judged by the faculty of the Department. As part of this requirement the student must pass an oral examination over both the exhibit itself and the studio area in general.

Comprehensive Examination

In the final semester of undergraduate study the Art major must pass a written examination on the history of art.

Core Program—Studio

Year I

Art 1311, Art and Arch History I	3
Art 1203, Basic Drawing I	2
Art 2219, 2- Dimensional Design	2
English 1301	3
History 1311	3
Language 2311	<u>3-4</u>
	16/17

Art 1312, Art and Arch History II	3
Art 1204, Basic Drawing	2
Art 2220, 3- Dimensional Design	2
English 1302	3
History 1312	3
Language 2312	<u>3-4</u>
	16/17

Year II (during Sophomore Year)

English 2311	3
History 2301	3
Philosophy 1301	3
Theology 2311	3
Art 2213, Figure	2
Elective	<u>3</u>
	17

English 2312	3
History 2302	3
Philosophy 2323	3
Beginning Studio	3
Art Elective	<u>3</u>
	15

Area of Printmaking

Practical and conceptual introduction to contemporary printmaking as a mode of artistic expression and a guided development of a student's ability toward a personal expression. Studio facilities enable students to make intaglios, lithographs, relief prints, screen prints, and to learn photograph printmaking processes in hand papermaking.

Year III

Art 3323, Inter. Printmaking	3	Art 3324, Inter. Printmaking	3
Art 5359, Advanced Drawing	3	Art, Painting	3
Philosophy 3311	3	Theology 1310	3
Math	3	Science	3
Advanced Art History	<u>3</u>	Advanced Art History	<u>3</u>
	15		15

Year IV

Art 4349, Senior Printmaking	3	Art 4350, Senior Printmaking	3
Art 4151, Senior Seminar	1	Art 4152, Senior Seminar	1
Art, Elective	3	Art Elective	3
Science	3	Philosophy Elective	3
Elective	3	Politics 1311	3
Economics 1311	<u>3</u>	Elective	<u>3</u>
	16		16

Area of Painting

Studio guidance in contemporary approaches to painting as a mode of artistic expression and a guided development of the student's ability toward a personal expression in the media.

Year III

Art 3334, Inter. Painting	3	Art 3335 Inter. Painting	3
Art 5359, Advanced Drawing	3	Printmaking or Sculpture	3
Philosophy 3311	3	Theology 1310	3
Math	3	Science	3
Advanced Art History	<u>3</u>	Advanced Art History	<u>3</u>
	15		15

Year IV

Art 4349, Senior Painting	3	Art 4350, Senior Painting	3
Art 4151, Senior Seminar	1	Art 4152, Senior Seminar	1
Art 5359, Senior Drawing	3	Art Elective	3
Science	3	Philosophy Elective	3
Elective	3	Politics 1311	3
Economics 1311	<u>3</u>	Elective	<u>3</u>
	16		16

Area of Ceramics

A basic program of creative and technical experience in ceramic processes, material and equipment for students who wish to prepare as artist-potters and ceramicists.

Year III

Art 3339, Intermediate Ceramics	3	Art 3340, Intermediate Ceramics	3
Art 2318, Sculpture I	3	Art 2316, Painting	3
Philosophy 3311	3	Theology 1310	3
Advanced Art History	3	Advanced Art History	3
Math	<u>3</u>	Science	<u>3</u>
	15		15

Year IV

Art 4349, Senior Ceramics	3	Art 4350, Senior Ceramics	3
Art 4152, Senior Seminar	1	Art 4152, Senior Seminar	3
Art Elective	3	Art Elective	3
Science	3	Philosophy Elective	3
Elective	3	Politics 1311	3
Economics 1311	<u>3</u>	Elective	<u>3</u>
	16		16

Area of Sculpture

Training through direct experience in the use of classic sculpture materials—clay, stone, plaster, wood and metal—for three dimensional expression; experimentation with various contemporary materials.

Year III

Art 3343, Intermediate Sculpture	3	Art 3344, Intermediate Sculpture	3
Art 2317, Ceramics I	3	Painting or Printmaking	3
Philosophy 3311	3	Theology 1310	3
Math	3	Science	3
Advanced Art History	<u>3</u>	Advanced Art History	<u>3</u>
	15		15

Year IV

Art 4349, Senior Sculpture	3	Art 4350, Senior Sculpture	3
Art 4151, Senior Seminar	1	Art Elective	3
Art Elective	3	Art 4152, Senior Seminar	1
Science	3	Philosophy Elective	3
Elective	<u>3</u>	Politics 1311	3
Economics 1311	16	Elective	<u>3</u>
			16

Area of Art History

A combination of studio and art history courses culminates in the completion of a major research paper on a modern artist. Involvement in all aspects of preparation and presentation of exhibitions provides cohesion to the program as directly drawing upon experience gained through both the studio and art history courses.

Basic Requirements

Includes 24 credits in Art History, 18 of which are advanced hours; two one-credit seminars in Art History; two credits in Gallery Practicum; ten credits in studio work (drawing, design, figure) and six credits in advanced art elective (studio or art history). Satisfactory completion of a Senior Thesis (Art 4350) on a modern artist; passing an oral examination on the thesis, which is presented

to the department in both oral and written form; and passing an art history exam constitute the comprehensive examination. It is recommended that French or German be selected as the foreign language. Electives in other departments such as Esthetics in philosophy and Methodology in history are recommended strongly.

Year I

Art 1311, Art History I	3
Art 1203, Basic Drawing I	2
Art 2219, 2- Dimensional Design	2
English 1301	3
History 1311	3
Language 2311	<u>3-4</u>
	16/17

Art 1312, Art History II	3
Art 1204, Basic Drawing II	2
Art 2220, 3- Dimensional Design	2
English 1302	3
History 1312	3
Language 2312	<u>3-4</u>
	16/17

Year II (during Sophomore Year)

English 2311	3
History 2301	3
Philosophy 1301	3
Theology 2311	3
Art 2311	3
Art 2213, Figure	<u>2</u>
	17

English 2312	3
History 2302	3
Philosophy 2323	3
Politics 1311	3
Theology 1310	<u>3</u>
	15

Year III

Advanced Art History	3
Advanced Art History	3
Philosophy 3311	3
Science	3
Advanced Art Elective	3
Art Gallery Practicum	<u>1</u>
	16

Advanced Art History	3
Advanced Art History	3
Theology 2311	3
Science	3
Elective (Methodology)	3
Art Gallery (Practicum)	<u>1</u>
	16

Year IV

Senior Thesis/Art History	3	Senior Thesis/Art History	3
Senior Seminar	1	Senior Seminar	1
Mathematics	3	Advanced Art Elective	3
Economics 1311	3	Philosophy 3332	3
Electives	<u>6</u>	Electives	<u>6</u>
	16		16

Pre-Architecture

Whenever possible the Pre-Architecture student should take additional work in mathematics, science and art.

The following recommends a valuable sequence for those who will transfer. The sophomore year includes the Rome program. Students who wish to complete an undergraduate major at UD in art or science before going on to graduate work in architecture may wish to rearrange the following sequence.

Special relationships between the University of Texas - Arlington and Washington University in St. Louis make articulation with their undergraduate and graduate programs convenient.

Year I

Art 1311, Art and Arch. History	3	Art 2312 Art and Arch History	3
Art 1203, Basic Drawing I	2	Art 1204, Basic Drawing II	2
Art 2219, 2- Dimensional Design	2	Art 2220, 3- Dimensional Design	2
Mathematics 1404	4	Mathematics 1311	3
English 1301	3	English 1302	3
Physics 2411	<u>4</u>	Physics 2412	<u>4</u>
	18		17

Year II (Rome Campus)

Art 2311	3	English 2312	3
English 2311	3	Economics 1311	3
History 2301	3	Art Elective	3
Philosophy 1301	3	MCS 1410, Computer Science	4
Theology 2311	3	Art Gallery Practicum	1
Art 2213, Figure	<u>2</u>	Elective	<u>3</u>
	17		17

Programs Leading to Teaching Certification in Art for the State of Texas

Along with the art major a student may qualify to teach in grades 6-12 or work towards an all-level certification. Other students may wish to use the art major, or the appropriate number and kinds of art credits, to prepare to teach in grades 1-8 or 8-12. All combinations will require summer study in order to complete the program in four years. Because of the variety of options and the need for careful sequencing of both art and education courses, the student should consult both departments as to specific requirements.

Courses in Art

1115. Art Gallery Practicum For students interested in learning about exhibition installation, management and curatorship. Students assist with design of exhibits and printed material, installation, research and serve as docents. Two credits are required of students in art history area. Fall and Spring. May be repeated.

1203. Basic Drawing I Drawing as a means to gain visual awareness; the use of lines and values to develop form through various drawing media. Fall.

1204. Basic Drawing II A continuation of Art 1203. Composition, color. Spring.

2213. The Human Figure The study of the human figure in a selected medium or media (drawing, sculpture, painting) from the live model in the studio. The course involves studies of figurative art by masters of the tradition. Fall.

2315. Printmaking I An introduction to the basic procedures of intaglio and relief printing. Fall and Spring.

2316. Painting I Fall and Spring.

2317. Ceramics I Fall and Spring.

2318 Sculpture I Introduction to sculpture using additive methods: construction, modelling. Fall.

2219. Design Foundations -2D Design A studio exploration of the theory and processes common to good design. Emphasis is on two-dimensional problems. Fall.

2220. Design Foundations -3D Design A studio exploration of the theory and processes common to good design. Emphasis is on three-dimensional problems. Spring.

3323. Intermediate Printmaking I A continuation of the work of Graphics 2315 and emphasis on color printing in all printing processes. Fall and Spring.

3324. Intermediate Printmaking II Work in various print processes according to student's aesthetic needs. Fall and spring.

3325. Design for the Theater Offered when required for inter-disciplinary use with the Drama Department.

3327. Art for the Elementary School Teacher Fall.

3328. Art for the Secondary School Teacher Spring.

3334. Painting II Fall and Spring.

3335. Painting III A continuation of Art 3334. Fall and Spring.

3339. Intermediate Ceramics II Fall.

3340. Intermediate Ceramics III Technical ceramics; Prerequisite Art 2317 or 2318. Fall.

3343 Sculpture II Continuation of Sculpture I with added introduction to subtractive methods: carving, cutting chiseling. Prerequisite, Art 2318 or by permission of instructor. Spring.

3344 Sculpture III Development of personal concepts of sculpture using a selection of methods introduced in Sculpture I and II. Introduction to Casting Sculptures. Prerequisite, Art 2318 and Art 3343 or by permission of instructor. Fall

3V41-3V42. Independent Theoretical and Studio Research One to three credits may be earned with permission of the instructor.

3345. Art Metal Experience in fabricating, casting, forging, copper, silver and gold. Spring.

3357. Special Studies in Studio Work Current or visiting professors explore new media or techniques. As needed.

4349-4350. Senior Studio Concluding major studios in the chosen studio area. Required of all majors. The Art History stu-

dent will focus on special research topics for these two courses. Fall and Spring.

4151-4152. Senior Seminar A two-semester seminar required of all senior majors. Gallery visits, reviews of critical works and of essays in art history. Two hours per week. Fall and Spring.

5V59. Advanced Drawing One to three credits may be earned with permission of the instructor. Fall and Spring.

Courses in Art History

1311. History of Art & Architecture I Western art and architecture from Egypt to the Baroque. Fall.

1312. History of Art & Architecture II Western art and architecture from the Baroque to the present. Spring.

2311. Art and Architecture of Rome The course is designed to take advantage of the student's immediate experience of the city of Rome, and of other cities to which there are regularly scheduled group trips in the Rome Program. Slide lectures and on-site study examine the art and architecture of Rome and of other Italian cities from their roots in antiquity through the modern era. A like approach is taken when students participate in the required excursion to Greece. Attention is focused on major monuments and themes. Study of art through the present era will give the student the capability to assess the impact of the classical tradition through the centuries. Rome Campus. Fall and Spring.

5354. History of American Art From the colonial period to the present. Alternate years.

5356. Art of the Italian Renaissance 1400-1600 The history of Renaissance art in Italy, from Giotto to Mannerism.

5357. Special Studies in Art History Focuses on a special topic, period or artist according to the discretion of the professor.

5365. The Gothic Image Emphasizing the visual expressions, e.g., the great cathedrals, of the 11th through 13th centuries.

5367. Northern Renaissance 1400-1550 Late Gothic and Renaissance art in Europe outside of Italy, with emphasis on Flemish and German painting.

5368. Baroque to Impressionism The history of European art of the Baroque, Rococo, Neo-Classical, Romantic, Realist periods.

5398. 20th Century I: 1863 to 1945 A survey of art and architecture from the Salon des Refusés in 1863 to the styles and movements that emerged in Europe and the United States in the first half of the 20th century.

5399. 20th Century II: 1945 to Present Historical and critical examination of art and architecture since the end of World War II with a special focus on art in the United States. Emphasis on critical reflection about the nature and meaning of contemporary art.

Graduate Work in Art:

See Braniff Graduate School listing.

FACULTY

Chairman and Associate Professor Doe;
Professor Emeritus and Health
Professions Advisor Lockett; Associate
Professor Pope; Associate Professor
Emeritus Pulich; Assistant Professor
Germann; Adjunct Instructor
Shupe-Ricksecker.

BIOLOGY

Biology is the exploration of the entire world of living, and the material universe as it relates to living processes. During his/her studies the student gains an understanding of the nature and behavior of the living world and integrates this knowledge with the aid of chemistry, physics and mathematics. Truths and concepts are presented in such a way as to challenge the students to take an active part in the learning process.

The curriculum is designed to prepare students for graduate work, for teaching, for pursuing research careers as well as for satisfying entrance requirements to schools in health-related fields such as medicine and dentistry.

A program leading to the Bachelor of Science in Biochemistry has been developed jointly between the Departments of Biology and Chemistry.

Major in Biology, BA and BS

The completion of a minimum of 30 semester hours in the Department including Biology 1311, 1412, 3425, 3429, 3431, three courses from the following: Biology 3423, 3427, 3326, 3333, 3340, 4338. Also, Chemistry 1303, 1304, 1103, 1104, 3321, 3121, and one course from the following: 2211, 2212, 3322, 3122, 3331, 3131, 3335, 3135 (Biology 3340 may be substituted for 3135) Physics 2311, 2111, 2312, 2112; Mathematics 1311, 1404.

Biology majors must earn a minimum of 60 credits in biology, chemistry, physics and mathematics courses.

In the Bachelor of Science major the student includes all courses indicated above plus 12 additional credits in Biology. 72 credits in science and math are required.

Comprehensive Examination

The Biology Department requires that all students pass a comprehensive exam. Satisfactory performance (upper 50 percentile) on the G.R.E. advanced test or on the M.C.A.T. (9 or above on the Biology section) fulfills the requirement. Less than satisfactory performance on one of the above requires that the student pass the departmental comprehensive exam. Students who take neither of the standardized tests are required to pass the departmental comprehensive. This written exam is administered in the spring semester of the senior year early enough to allow time for a "re-take" in case of a poor performance.

Major in Biochemistry

This Bachelor of Science degree program builds upon university core requirements and a joint program between the Departments of Biology and Chemistry. Basically, it requires 12 credits in addition to those normally stipulated for the B.A. in biology or chemistry, i.e., 72 credits of chemistry, biology, math, physics rather than 60. For a listing of specific requirements see the Chemistry Department listing.

Basic Program for the Bachelor of Arts Degree

Year I

Biology 1311	3	Biology 1412	4
Chemistry 1303-1103	4	Chemistry 1304-1104	4
Mathematics 1404	4	English 1302	3
English 1301	3	Mathematics 1311	3
Philosophy 1301/Language 2311	<u>3</u>	Theology 1310/Language 2312	<u>3</u>
	17		17

Year II (during Sophomore Year)

Biology Electives	6
English 2312	3
Theology 1310/Philosophy 1301	3
Art/Drama/Music	3
English 2311	3
History 2301-2302	6
Philosophy 2323	3
Theology 2311	3
Politics 1311	<u>3</u>
	33

Year III

Biology 3431	4	Biology 3425	4
Chemistry 3321-3121	4	Biology elective	4
Philosophy 3311	3	Language 1302/Elective	3
Language 1301/Economics 1311	3	Physics 2412	<u>4</u>
Physics 2411	<u>4</u>		15
	18		

Year IV

Biology 3431	3	Biology 3429	4
Chemistry elective	4	Language 2312/Art/Drama/Music	3
Language 2311/Politics 1311	3	History 1312	3
Philosophy Elective	3	Electives	<u>6</u>
History 1311	<u>3</u>		16
	16		

Courses in Biology

1301. Basic Ideas of Biology Two lectures, one laboratory weekly. Fall and Spring.

1311. General Biology I A survey of the animal and plant kingdoms, and of the structure, function and organization of cells, tissues and organs. Two lectures, one laboratory weekly. Fall.

1412. General Biology II An examination of organisms emphasizing the biochemical, genetic and developmental levels. Three lectures, one laboratory period weekly. Spring.

3326. Ecology Ecological concepts and principles as they affect the evolution, behavior and pattern of biotic distribution.

ADVISOR

Meg Wynn Karakekes

BUSINESS MANAGEMENT

The student interested in the world of business management can pursue this interest in the Constantin College in two ways: The Business Management Concentration or the Through Plan leading to the Master of Business Administration (MBA).

Business Management Concentration

Constantin College students with junior standing and a 2.5 cumulative GPA can take courses leading to a concentration in Business Management. The concentration consists of five courses, three of which are selected from the core courses of the Graduate School of Management (see below). The other two courses of the concentration are Rhetoric (Classics 3301) and Ethics (Phil 3336) or an approved substitution concerned with ethical questions. An internship in the field of business is encouraged and may substitute for any one of the GSM courses. Undergraduate credit is awarded for the internship. It is not applicable to the MBA. However, the GSM courses of the concentration will count toward the Master of Business Administration. See Through Plan below.

Through Plan to the Master of Business Administration

The University of Dallas Through Plan, a cooperative program of Constantin College and the Graduate School of Management, provides the opportunity for UD students to acquire both the solid foundation of an undergraduate liberal arts education and professional education in business manage-

ment, culminating in the Master of Business Administration degree. In the program, students can, in five years, attain a bachelor's degree in any of the major fields offered by Constantin College, plus the MBA degree from the Graduate School of Management (GSM). The sequence of broad general education at the undergraduate level and specific training in business at the graduate level represents the type of educational preparation that many business leaders consider ideal for careers in management.

Qualified applicants may receive **dual acceptance** into both Constantin College and the Graduate School of Management. Freshman applicants should rank in the top 25 percent of their graduating high school class, score 1050 or above on the SAT, and complete the supplemental application. Transfer students should present a cumulative grade point average of 3.2 on their previous college work. Students in any academic major are eligible for the Through Plan.

As a Through Plan student, the undergraduate can begin taking selected graduate business courses in GSM, utilizing them as electives in the undergraduate degree program, as early as the spring of the junior year. Generally a 2.5 GPA in Constantin College is required to begin taking GSM courses. Up to four GSM courses (12 credit hours) will apply towards credits for the undergraduate degree. After graduation from Constantin College, these credits will also apply towards the MBA degree. If the student has taken the maximum of 12 GSM credits as an undergraduate, the remaining MBA requirements can be completed in one calendar year. A 3.0 average in Constantin and no grade less than a "B" in GSM courses will earn the Through Plan student full

admission to GSM, after graduating from Constantin, without having to take the Graduate Management Admissions Test normally required for admission. Students who do not meet these standards may be required to fulfill other conditions for admission to the MBA program, which may include submitting an acceptable score on the GMAT.

The 12 pre-baccalaureate credit hours that can be applied to the MBA program can be earned by taking four GSM courses or by taking a combination of GSM classes and one or both of two designated undergraduate Economics classes for which Through Plan credit is given. The classes are ECO 3312, Microeconomics and ECO 3320, Macroeconomics. Earning a grade of "B" or better in ECO 3320 is sufficient to waive the GSM Course, Mgt. 6377, Monetary & Fiscal Policy, required in many of the MBA concentrations. Through Plan students from *all* majors are eligible to take these undergraduate Economics courses for Through Plan credit. Students who choose to take these Constantin courses for Through Plan credit may take only two GSM courses while they are undergraduates.

The best combination of courses for the student should be determined in consultation with the undergraduate department chairman and the GSM director of admissions. A completed *Course Authorization Form* certifies that such consultation has taken place. Through Plan students may take any of the following GSM *core courses*. With approval of the undergraduate department chairman and GSM, other GSM courses may be selected.

Mgt. 5362 Managerial Economics
Mgt. 5368 Financial Accounting
Mgt. 5372 Statistics
Mgt. 5384 Legal Environment
Mgt. 6329 Computers for Managers
Mgt. 6367 Marketing Management
Mgt. 6374 Management Theory & Practice
Mgt. 6377 Monetary and Fiscal Policy

A "B" or better in any GSM course taken as an undergraduate is required for the credit to apply towards the MBA. The grades earned in Through Plan courses will not be used in calculating the graduate GPA at GSM. Further information about policies, programs and procedures can be secured by contacting the director of admissions, Graduate School of Management.

FACULTY

Director and Associate
Professor Maddux;
Center Associates:
Balas, DiLorenzo,
Frank, Jodziewicz,
Swietek, Sommerfeldt,
and Wegemer.

CONTEMPLATIVE STUDIES

The Center for Contemplative Studies, in the belief that our common intellectual heritage can hardly be understood without it, seeks to promote interest in the rich spiritual tradition of the Christian West. Through the study of significant texts and movements, it aims at a better understanding of the nature of spirituality itself, the unfolding of Christian spirituality in the West, and the role spirituality has played in the development of Western culture and thought.

The Center's interests necessarily lead it beyond narrow disciplinary perspectives. It not only welcomes, but requires, the varied approaches of the historian, the literary critic, the philosopher, the theologian. Indeed, the Center wishes to be an interdisciplinary forum for all those who study the history of spirituality.

Every year the Center sponsors courses dealing with various aspects of the contemplative tradition. They are taught by members of its affiliated faculty and offered through a number of departments. Three of these courses, offered one each year over a three-year period, form a cycle covering the development of the Christian (with emphasis on the Western) spiritual tradition from the beginnings to the early modern period; these are **Patristic Theology and Spirituality**, **Medieval Spirituality**, and **Modern Spirituality**. In addition, other courses are offered every year that deal with a variety of issues in the history of spirituality from any number of different perspectives. These courses are not necessarily repeated. Past titles are:

- Arthurian Romance
- American Catholic History
- The Cistercian Heritage
- Revelation and Literary Form

- The Arts of Reading the Bible from Late Antiquity to Early Modernity
- The Medieval Mystics of England
- The School of Chartres in the Twelfth Century
- Christian Philosophy in Gilson and Maritain

In addition to regular courses, the Center sponsors colloquia, mini-courses, weekend seminars, and lectures by visiting professors and members of the university faculty. Like its courses, these activities are intended to illuminate the authors and texts of the spiritual tradition from as wide a variety of scholarly perspectives as possible.

The Concentration in the Christian Contemplative Tradition

A student may combine with any major a concentration in the Christian Contemplative Tradition by taking a minimum of four courses sponsored by the Center. At least two of them must be from the cycle of historical courses (Patristic, Medieval, or Modern Spirituality); otherwise, the student's choice is completely free.

Course Offerings

Courses sponsored by the Center for Contemplative Studies are offered by the various departments affiliated with the Center. Often the courses are cross-listed in one or more departments. Consult the course schedule for a given semester.

Patristic Theology and Spirituality (Patristic and Byzantine Theology). History of Christian doctrines from apostolic times to the end of the Patristic period in the West,

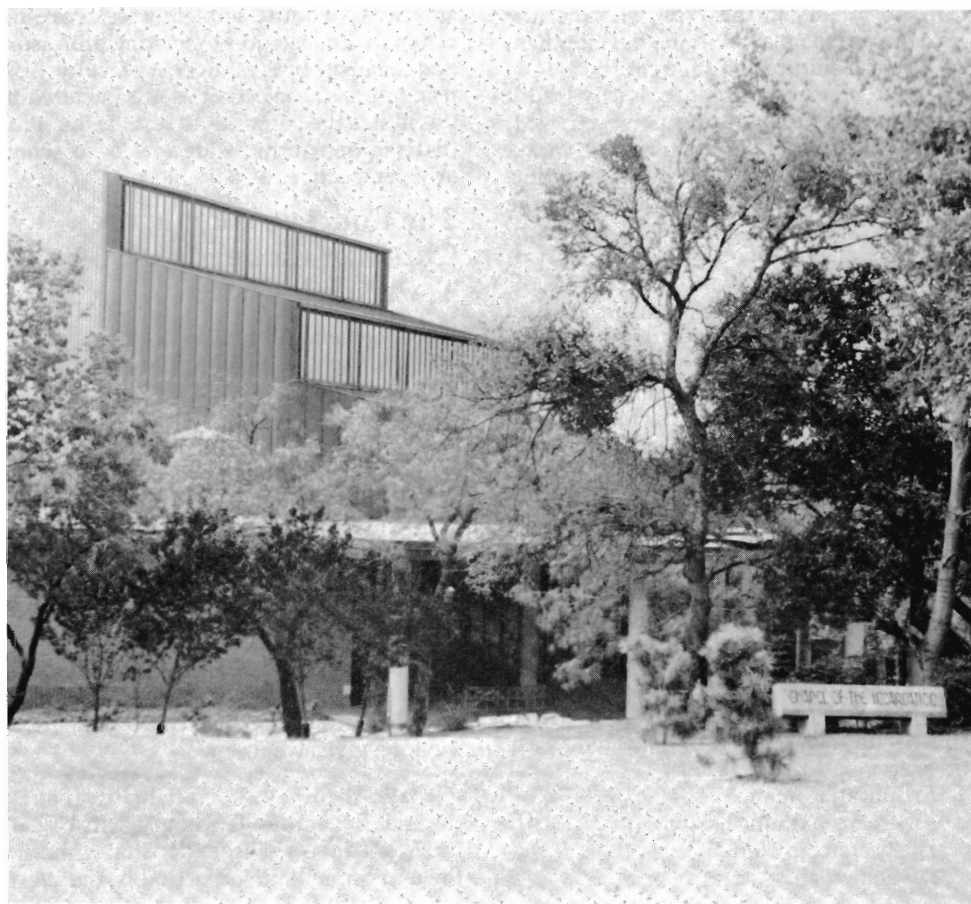
and into the Byzantine period in the East, with special attention paid to the interconnection between early Christian doctrine and spirituality. Authors studied may include: Origen, Evagrius, Athanasius, Gregory of Nazianzus, Gregory of Nyssa, Denys the Areopogite, Maximus the Confessor, Ambrose, Augustine. Prerequisite: Theology 2311. Western Theological Tradition.

Medieval Spirituality Deals in turn with monastic spirituality, pastoral spirituality, the spirituality of the friars, and late Medieval spirituality. Authors and figures studied may include: Benedict of Nursia, Gregory the Great, Bernard of Clairvaux, William of St. Thierry, Aelred of Rievaulx, Richard of St. Victor, Francis of Assisi, Clare, Bonaventure, Jordan of Saxony, Humbert of Romans,

Eckhart, Catherine of Siena, Walter Hilton, the author of the **Cloud of Unknowing**, Ruusbroec, Nicholas of Cusa, Thomas à Kempis.

Modern Spirituality Close reading of major texts showing the development of the contemplative tradition from the sixteenth through the twentieth century. Authors studied may include: Thomas More, Luther, Calvin, Ignatius of Loyola, Teresa of Avila, John of the Cross, Francis de Sales, Bérulle, Pascal, Spener, Fénelon, Wesley, Newman, Thérèse of Lisieux, Merton.

Topics in Spirituality Detailed study of some aspect of the spiritual tradition, or of literary, philosophical, or historical issues in which spirituality plays an important role.



FACULTY

Chairman and Professor Towne;
Professor Eaker; Associate
Professor Hendrickson; Adjunct
Assistant Professor Starks.

CHEMISTRY

The chemical sciences are a diverse group of studies which range from the very practical aspects found in our daily lives to the highly theoretical treatment of chemical systems by the methods of Quantum Mechanics. The formulation of fragrances; synthesis of polymers, drugs and dyes; analyses of ores, foods and pesticides; study of air pollution and environmental hazards; and the calculations of energy values of molecular orbitals are some examples of the scope of chemistry. Chemistry deals with the study of matter, its properties and transformations, and with the factors underlying changes of these substances. It is a central science because its principles underlie not only the practical but also nearly every study wherever matter is concerned. The study of chemistry has intrinsic value for chemists, bio-chemists, a vast array of biomedical specialists and to those interested in the fundamental nature of matter.

The chemistry curriculum is designed to offer its majors a broad knowledge of both theoretical concepts and practical skills and information. The chemistry program is necessarily rigorous and critical, but at the same time offers a maximum of individual student participation. The curriculum stresses laboratory manipulative skills: a "hands-on" approach by the student to the use of modern analytical instrumentation; student experimental decision and research; student seminar and literature survey; and computer utilization in chemistry by the student for data analysis and computation.

Two degree programs are offered by the Department of Chemistry in order to meet the diversity of career objectives of its majors.

The Bachelor of Arts degree program is recommended for those students interested in secondary education science teaching and for those interested in a career in the health-care related professions (medicine, dentistry, veterinary medicine, etc.) and the paramedical laboratory specialties. It is important that the student consult closely with his department advisor about his program, particularly in the selection of proper electives to satisfy entrance requirements of the various professional schools. The prospective secondary school teacher will also consult with the Department of Education.

The Bachelor of Science degree is recommended for those majors who seek employment as a chemist or for those who intend to study chemistry in graduate school. This program will involve some summer work in order to fulfill the requirements in four years.

A program leading to the Bachelor of Science in Biochemistry has been jointly developed between the Departments of Chemistry and Biology.

The biochemistry program builds upon University of Dallas core requirements and a joint program between the Departments of Chemistry and Biology. Basically, it requires 12 credits in addition to that normally stipulated for the B.A. in Chemistry or Biology, i.e., 72 credits of chemistry, biology, math, and physics rather than 60.

The program cannot be completed within the regular four year academic sequence unless the student has advanced placement in some areas and spends a summer in research or study. New students to the University who participate in the summer chemistry institute, can accelerate their program by completing the general chemistry requirement before their first regular semester

through participation in the John B. O'Hara Summer Science Institute.

The John B. O'Hara Chemical Sciences Institute

Providing an intensive experience in chemical sciences, the Institute awards eight credits in general chemistry. It involves the student in classroom and laboratory work, seminars, and various extracurricular activities of the University of Dallas summer session. Students eligible for the program are those who will be freshmen at the University in the fall. Those selected for the Institute normally receive a scholarship covering room, board, and tuition. Applications will be considered beginning February 15.

University students of junior standing should contact their departmental chairman regarding the research program in the O'Hara Summer Institute.

Basic Requirements for Major

I. B.A. degree: 36 credit hours in chemistry to include: Chemistry 1303, 1103, 1304, 1104, 2211, 2212, 3320, 3321, 3121, 3322, 3122, 3331, 3131, 3332, 3132, 3151, 4454. The seminar course is recommended but not required. Also, Biology 1311 (or equivalent), Physics 2411, 2412, Math 1404, 1311.

II. B.S. degree: 48 credits in chemistry including 36 hours as indicated above plus Chemistry 3335, 3135, 3336, 3136 (or Chem. 4331, 4332), and four credits of student research. Two semesters of seminar are required. Also Physics 2411, 2412, Math 1404, 1311, Biology 1311, 1412. Selection of further electives in math and physics should be arranged with the Department. The foreign language require-

ment should be done in German. The program cannot be completed within four years without summer work. Also 4153, Chemistry Seminar.

III. B.S. degree in Biochemistry: 36 credits in chemistry; 15 in biology; ten in math; eight in physics; plus four as electives in chemistry or biology. Chemistry 1303, 1103, 1304, 1104, 2211, 2212, 3321, 3322, 3121, 3122, 3331, 3332, 3131, 3132, 3335, 3336, 3135*, 3136*, advanced electives. Biology 1311, 1412, 3425, 3431 Math 1404, Computer Science 1310, 1311 Physics 2411, 2412

Foreign Language recommended—German, but others may be substituted.

A grade of "C" or above in a prerequisite course is required for advanced courses in chemistry. This requirement may be waived by permission of the instructor.

*Biology 3340 may be substituted for Chemistry 3135 and 3136.

Comprehensive Examination

All Chemistry and Biochemistry majors must pass a general written comprehensive examination which is given once each semester in the senior year.

The examination consists of questions in general/analytical chemistry, organic chemistry, physical chemistry, and either inorganic chemistry (Chemistry majors) or biochemistry (Biochemistry majors). All questions on the exam are based upon prior course work. A study guide and sample questions are available from the Department. Students may obtain a pass with distinction, pass or failure on the exam. Students should take the comprehensive in the fall so there is time for a retake should they fail in their first attempt.

Basic Program for the Bachelor of Arts Degree

Year I

Chemistry 1303	3	Chemistry 1304	3
Chemistry 1103	1	Chemistry 1104	1
Mathematics 1404	4	English 1302	3
English 1301	3	Mathematics 1311	3
Biology 1311	3	Biology 1412	4
Language 2311/Philosophy 1301	<u>3</u>	Language 2312/Theology 1310	<u>3</u>
	17		17

Year II (during Sophomore Year)

Philosophy 1301/Politics 1311	3	English 2311	3
Chemistry 2211-2212	4	History 2301-2302	6
English 2312	3	Philosophy 2323	3
Economics 1311	3	Theology 2311	<u>3</u>
Art/Drama/Music	<u>3</u>		15
	16		

Year III

Chemistry 3321 and 3121	4	Chemistry 3322 and 3122	4
Language 2311 (or elective)	3	Language 2312 (or elective)	3
Physics 2411	4	Philosophy 3311	3
Chemistry 2320	3	Politics 1311 (or elective)	3
Economics 1311 (or elective)	<u>3</u>	Physics 2412	<u>4</u>
	17		17

Year IV

Chemistry 3331 and 3131	4	Chemistry 3332 and 3132	4
Elective	3	Chemistry 4454	4
Philosophy Elective	3	History 1312	3
Elective	3	Elective	3
History 1311	<u>3</u>	Chemistry 4153	<u>1</u>
	16		15

Courses in Chemistry

1301, 1101. Basic Ideas of Chemistry This course traces the development of the central principles of chemistry and examination of the applications of those principles in our world today. Specific topics include the atomic theory of matter, thermodynamics, the periodic table, types of chemical reactions, molecular structure and properties, and the uses and abuses of chemicals. The Laboratory experience enables the student to develop and test hypotheses, to use modern chemical instruments, to improve

logical and quantitative reasoning skills, and to provide scientific explanations of chemical phenomena. Three lectures, one laboratory weekly. Spring.

1303-1304. General Chemistry I & II Basic laws, principles, and theories relating to changes in the composition of matter together with a presentation of the common metals and nonmetals, their physical and chemical properties as correlated by their electronic structure. Three lectures and one quiz period weekly. Students must attend quiz section. Fall and Spring.

1103-1104. General Chemistry Laboratory I and II Inorganic reactions and chemical equilibrium. Analysis and identification of the most common cations and anions. One three-hour laboratory period weekly. Fall and Spring.

2211. Analytical Chemistry. Theory of quantitative chemical analysis. Treatment of data. Gravimetric and volumetric analysis. Two lectures weekly. Prerequisite: Chemistry 1304. Fall

2212. Analytical Chemistry Laboratory Practice of quantitative chemical analysis. Two three-hour laboratories weekly. Prerequisite: Concurrent enrollment in Chemistry 2211, Chemistry 1304 and 1104. Fall.

3151. Chemical Literature Systematic use of literature sources in chemistry. Each student will prepare a survey of the chemical literature on a special topic. Fall.

3320. Inorganic Chemistry Descriptive chemistry of the elemental groups in light of the electronic structures of the atoms, bonding theory, and the periodic properties of the elements. Study of ionic crystal structure, acid-base theories, electronegativity, and coordination chemistry. Concurrent registration in Chemistry 3332 can help the student. Prerequisite: Chemistry 1304. Spring.

3321-3322 Organic Chemistry I & II A sequential year course. Structural theories and properties of organic compounds; stereochemistry; functional group analysis; class reactions and organic synthesis; mechanism of reactions as applied to the study of aliphatic, aromatic heterocyclic compounds and classes of biologically significant compounds. Special emphasis on spectroscopic methods for molecular structure determination. Three lectures weekly. Prerequisite: Chem. 1304. Fall (I & II) Spring (I & II).

3121-3122. Organic Chemistry Laboratory I & II Sequential year course accompanying Chem. 3321 and 3322. Theory and practice of functional group determination; IR and NMR Spectroscopy for molecular structure determination; synthetic methods and class reactions; chromatographic methods

for isolation and identification. One four-hour laboratory period weekly. Prerequisite: Chem. 1304 and concurrent enrollment in Chemistry 3321-3322. Fall (I & II) Spring (I & II).

3331-3332. Physical Chemistry I & II Fundamental laws of chemistry and physics as used in producing and controlling chemical phenomena. Three weekly lectures. Prerequisite: Chem. 1303 and 1304; Math. 1104 and 1311. Fall and Spring.

3131-3132. Physical Chemistry Lab I & II One three-hour laboratory per week. Prerequisite: concurrent enrollment in Chem. 3331-3332. Fall and Spring.

3335-3336. Biochemistry I & II A sequential year course. Study of the chemical basis of living systems: thermodynamic principles and energy conservation in the living organism; enzyme properties: kinetics and mechanisms of action; the chemistry and metabolism of biopolymers and their monomeric units (carbohydrates, lipids, proteins, and nucleic acids) as well as of the vitamins and hormones; molecular basis of biosynthesis; genetics, and control mechanisms. Three lectures. Prerequisite: Chem. 3322, or concurrent enrollment in Chem. 3322, or by permission of the instructor. Fall and Spring.

3135-3136. Biochemistry Laboratory I & II A sequential year course in conjunction with Chem. 3335 and 3336. Principles and laboratory exercises in manometric, photometric, radiometric, chromatographic, electrophoretic and differential centrifugal methods of analysis as applied to study of metabolism and enzyme properties. One three-hour laboratory period weekly. Prerequisites: as above and concurrent enrollment in Chem. 3335 and 3336. Fall and Spring.

3340. Experimental Techniques Students are introduced to the use of radioisotopes, gel electrophoresis and gel filtration in biology. Serves as laboratory for Biochemistry I. Fall and Spring.

4153. Chemistry Seminar Discussions and readings on the critical problems in chemistry and related fields—such as envi-

ronmental hazards of compounds; drug-related problems; and the energy crisis. The underlying chemical factors and parameters are considered; student participation is emphasized. Recommended for B.A. students. Two semesters' participation for credit required of B.S. in Chemistry students. Once weekly. No prerequisites. Fall and Spring.

4331. Advanced Organic Chemistry A study of reactions and syntheses. Emphasis is placed on synthetic application and organic reactions. A survey of the relationships between structure and reactivity. Prerequisite: Chemistry 3322. Fall, alternate years.

4332. Physical Organic Chemistry Modern concepts of bonding, stereochemistry, molecular orbital theory, and methods employed to determine reaction mechanisms and reactive intermediates. Extensive use is made of current literature. Prerequisite: Chemistry 3322. Spring.

4390. Functional Neurochemistry A survey of the brain from a chemical viewpoint with emphasis on chemical structure, mechanism of brain wave communication and aspects of metabolism in the brain which differ in other parts of the body. Prerequisite: Chem. 3335-36. Fall.

4391. The Nature of Enzyme Catalysis The mechanisms whereby enzymes are able to promote catalysis discussed in terms of basic chemical concepts. Topics covered include catalysis by approximation, covalent catalysis, general acid-base catalysis, metal-ion catalysis, and strain and distortion as a means of promoting catalysis; a study of the chemistry involved in co-enzyme reactions, and a detailed study of the enzymes chymotrypsin, carboxypeptidase, and lysozyme. Prerequisites: Chem 3331-32; 3335-36; 3321-22. Spring.

4454. Instrumental Chemical Analysis Theory and practice in instrumental methods of chemical analysis. Prerequisite: Chemistry 2211 and 2212. Spring.

4V41-4V42. Special Topics Selected topics of current interest in the area of speculation of an instructor or a need and request by students. Fall and Spring.

4V43-4V44. Research Independent laboratory study on topics of special interest in chemistry. By permission of instructor. Fall and Spring.



COMPUTER SCIENCE CONCENTRATION

ADVISOR

Nancy Van Ness

At the University of Dallas, computer science is understood to be the scientific study of information. In studying information the goal is to uncover the fundamental principles of how information is processed and how it is organized. The computer is understood as providing a laboratory for developing, testing, and implementing the ideas of computer science.

Computer science can be useful and important to students majoring in all disciplines of the University. In opening our minds to the relation of information to the thinking process and to the nature of language, computer science addresses issues of fundamental importance to liberal education. Through the development and mastery of the computer as a powerful information processor, computer science frees us to become more effective human beings.

For students who wish to study computer science as a part of their undergraduate education, the Constantin College has established a computer science concentration composed of four computer science courses and one discrete mathematics course. A student may use these courses to develop a specialty within his own discipline or to provide the foundation for a career or graduate study in computer science.

Courses in Computer Science

1305. Computer Problem Solving Development of the analytical skills necessary to use computers as an aid to solving problems. Students are introduced to the step-wise development of algorithms and the implementation of these algorithms in a programming language like LOGO or BASIC. Other topics include data base management, spreadsheet analysis, and word proc-

essing. "Hands-on" approach. It satisfies the state teacher computing competency requirement. It does not satisfy the University math requirement and the computer science concentration.

1410. Introduction to Computer Science An overview for understanding the nature of computer science. The basic principles of computer science are introduced, such as procedures, data abstraction, control structures, records, arrays, files and pointers. A disciplined approach to problem solving and algorithm development and implementation using a block-structured, high-level programming language. Prerequisite: Satisfactory placement.

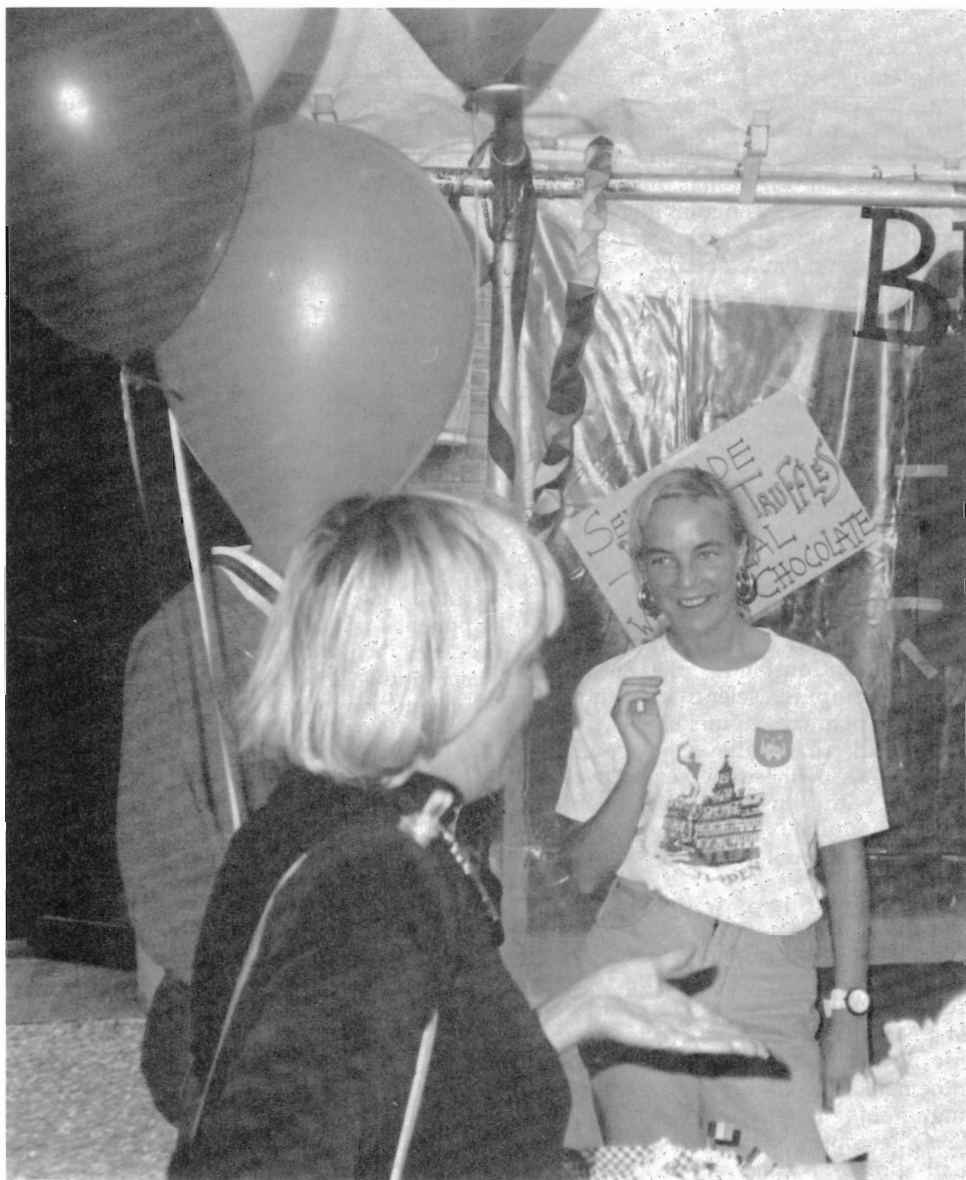
3304. Discrete Mathematics An introduction to the mathematical foundation of computing science with two co-equal components: a study of combinatorics and graph theory including topics from the theory of computing science, and a development of imagination and the analytical skills required in mathematics and computing science. Students are required to do proofs. Prerequisite: Math 1311 or permission of the instructor.

3311. Theory of Computation. This course begins the detailed study of theoretical principles of unsolvability, complexity and program verification. Turing machines and Church's thesis are studied. Automata theory, formal languages, and grammars are introduced. Prerequisite: MCS 1410 and Math 3304 or permission of the instructor.

3316. Data Structures and Algorithms Emphasis is placed on the correspondence between data structures and algorithmic design. Topics include lists, stacks, queues,

trees, graphs and their applications; searching and sorting algorithms with emphasis on correctness and efficiency. Analysis of time complexity of algorithms is studied. Prerequisite: MCS 1410 and Math 3304 or consent of the instructor.

3317. Computer Organization A survey of the organization, architecture and operation of computers. Topics include levels of organization, processors and instruction execution, data and control flow, assemblers, compilers, and operating systems and assembly language programming. Prerequisite: Computer Science 1410 and Math 3304 or permission of instructor.



CONSTANTIN SCHOLARS PROGRAM

The Constantin Scholars Program offers exceptional students the opportunity to pursue an inter-disciplinary curriculum. A Constantin Scholar's degree plan will combine selected departmental offerings with independent study under the direction of a personal committee. Students are admitted into the program only on the basis of an excellent academic record and a strong proposal for an interdisciplinary project. Applicants to the program should ordinarily have a grade point average of at least 3.5 and sophomore standing. No student may be admitted to the program later than the first semester of his junior year. Continuation in the program requires a grade point average of at least 3.3 in any semester.

A Constantin Scholar proposal must meet a number of requirements. First, it must have both a clearly delimited central topic and that comprehensive-ness characteristic of liberal education. Second, the proposal must fall within an area that can be well supervised by the university's faculty. Third, it must demonstrate that the proposed work

cannot be better done within the structure of a departmental major. A Constantin Scholar must, of course, fulfill the university requirements that constitute the core curriculum and the minimum credits required for the degree; he must also frequently do more than would be required in a 'double-major.' A complete proposal will contain as appendices an outline of courses to be taken, a preliminary bibliography, and suggestions for members of the supervisory committee. Applications for admission to the Constantin Scholar program are made to the Dean of the College, who approves acceptable applications and appoints the committee.

The committee supervises the Constantin Scholar's course of study. It ensures the integrity of the program and administers an appropriate comprehensive examination in the fall of the student's senior year. The chairman of the committee directs the student in writing a senior essay, which must be successfully defended before the whole committee during the spring semester of the senior year.



FACULTY

Chairman, Associate
Professor, and Director of
University Theater P. Kelly;
Professor J. French Kelly;
Visiting Assistant Professor
Ridley; Visiting Instructor
and University Theatre
Designer Herman.

DRAMA

Study of Drama

A person committed to the study of theater within the framework of a liberal education must be prepared to work toward two goals: first, a thorough competence in the basic skills of dramatic expression and interpretation; and, concurrently, a view that comprehends dramatic art as it relates to, expresses and extends the surrounding culture.

The development of this twofold capability is the aim governing the structure of the Department of Drama's major program: the student's balance of course work and continuing practical development in University Theater productions is closely coordinated with his overall experience of the University and the demands of the core curriculum.

The undergraduate major in drama serves as a foundation for graduate study of the subject, professional work in theater and mass media, a teaching career in either elementary or secondary education, or, by proper choice of electives, graduate work in foreign language, English literature, dramatic literature, journalism, communication or comparative literature.

Year I

English 1301	3
History 1311	3
Language 1301 (or 2311)	3
Philosophy 1301	3
Drama 1101-Theater Arts	1
Drama 1311-Theater History	<u>3</u>
	16

University Theater

The University Theater is an extracurricular organization, under the direction of Drama Department faculty, which presents a series of major productions annually.

While each production's acting company and technical crew is composed of students from every university program, those pursuing the course of study in drama have found that this opportunity to put their theoretical knowledge into exciting and challenging practice is essential to their growth in this field.

The goal of the University Theater is to provide the people of the University of Dallas with a repertoire of productions representing the most stimulating of world drama's artists, forms, and visions.

Major in Drama

It is recommended that Drama majors participating in the Rome Program plan to do so during the spring semester.

English 1302	3
History 1312	3
Language 1302 (or 2312)	3
Politics 1311	3
Drama 1101-Theater Arts	1
Drama 1312-Theater History	<u>3</u>
	16

Year II (during Sophomore Year)

English 2311 and 2312	6
History 2301-2302	6
Philosophy 2323	3
Economics 1311	3
Drama 1101-Theater Arts	1
Drama 2301-Acting	3
Theology 1310	3
Electives (or Language)	<u>3-6</u>
	31-34

Year III

Philosophy 3311	3	Theology 2311	3
Science	3	Science	3
Drama 3335-Theater Lit I	3	Drama 3312 or 3313-	
Math	3	Stage Design or Stage Craft	3
Elective	<u>3</u>	Drama 3336-Theater Lit II	3
	15	Drama 3332-Basic Staging	<u>3</u>
			15

Year IV

Philosophy Elective	3	Drama 4342-Production	3
Drama 3304-Modern Drama	3	Drama 4142-Studio Rehearsal	1
Drama 4341-Directing	3	Drama 4345-Seminar	3
Drama 4141-Directing Lab	1	Electives	<u>9</u>
Electives	<u>6</u>		16
	16		

Basic Requirements the Major

Drama 1101 (three semesters)
 Drama 1311, 1312, 2301, 3312 or 3313, 3332, 3335, 3336, 4341, 4141, 4142, 4342, or 4343, 4345, and three credits of upper-division drama electives. Advanced foreign language and literature courses dealing with drama (Shakespeare, French Drama of Twentieth Century, Contemporary Drama in Spain) will count toward the fulfillment of the elective requirement.

Comprehensive Examination

The Drama Department Comprehensive Examination is given near the end of the senior year. Drama majors must pass this five-part examination covering Theater History, Theater Literature, Production, Contemporary Theater and Stagecraft to fulfill requirements for graduation. The

Comprehensive Examination may be taken a second time or a separate section may be repeated if necessary.

Courses in Drama

1101. Theater Arts Workshop A course specially designed for students seeking credit for participating in University Theater productions. Graded on a pass/fail basis. Fall and Spring.

1311. Theater Arts I The development of the theater form in a survey of the arts of the performer, playwright, designer and critic from Ancient Greece through Eighteenth-century Europe. Fall.

1312. Theater Arts II Continuation of Drama 1311. The emergence of the modern theater from the Nineteenth Century to the present. Spring.

2103. Lyric Theater A workshop for selected students to present scenes and excerpts from musicals and opera. Taught in conjunction with music program. Graded on a pass/fail basis.

2301. Acting An intensive exploration of the imaginative conditioning, sensory awareness and craft disciplines which provide the basis of acting technique. Fall.

3304. Modern Drama Readings in the modern repertoire from Ibsen through Beckett. Fall and Spring.

3305. Playwriting The organization of narrative line, character and dialogue in an original dramatic text. Credit is given only to those who complete satisfactory manuscripts within the time limits of the course. Offered as needed.

3312. Stage Craft A study of the fundamentals of scenery construction, building tools and materials, rigging principles and the practice of stage lighting. Supervised laboratory hours of practical production work on University Theater productions are required.

3313. Stage Design Introduction to theater scenic, costume and lighting design. Prerequisite: Drama 3312.

3330. Experimental Theater Practical application of accumulated classroom skills in independent research or creative project. Prerequisite: permission of the instructor.

3331. Advanced Acting Work on the advanced student's particular problems in controlled use of voice and body, effective text study, rehearsal technique, and the external realization of his roles. Prerequisites: Drama 2301, extensive University Theater experience, permission of instructor.

3332. Basic Staging Technique of realizing the dramatic action of a script through analysis of the play, development of floorplan, blocking, phrasing of activity and work with actors.

3335. Theater Literature I A study of the major works of dramatic literature from Aeschylus to John Webster. Fall.

3336. Theater Literature II Continuation of Drama 3335. Dramatists considered range from Sir George Etherege to Alexander Ostrovsky. Spring.

3357. Special Topic Course not listed but offered as a regular course according to student interest and faculty availability.

4312. Advanced Stage Craft Advanced studies in scenic techniques and technical production. Prerequisites: Drama 3312 and permission of instructor.

4313. Advanced Stage Design Scenic, costume, and/or lighting design problems and techniques, tailored to the advanced student. Prerequisites: Drama 3313 and permission of instructor.

4332. Educational Theater A course in the special problems of the teacher or director of dramatics in an educational situation. Fall and Spring.

4336. Theater of An Era The significant drama and worldwide theatrical practice during a particular historical period, e.g., Ancient Theater, Renaissance Theater, Eighteenth Century Theater, Victorian Theater, Early Twentieth Century Theater, Avant-Garde Theater, Contemporary Theater. Offered as needed.

4337. National Theater The development of dramatic literature and theatrical practice in one nation throughout its history, e.g., American Theater, British Theater, French Theater, German Theater, Greek Theater, Irish Theater, Italian Theater, Russian Theater, Scandinavian Theater.

4141. Directing Lab Scene study with particular focus upon staging solutions for director and actor. Graded on a pass/fail basis. Fall.

4142. Studio Rehearsal/Production Supervised rehearsals, design and production meetings for studio productions scheduled in conjunction with Drama 4342. Enrollment is limited to student stage managers, production coordinators and cast members in studio productions. Graded on a pass/fail basis.

4341. Directing Analysis and application of the theories and methods of play direction. Prerequisites: Drama 2301, 3332, 3335, 3336, and extensive experience in University Theater rehearsal and performance. Fall.

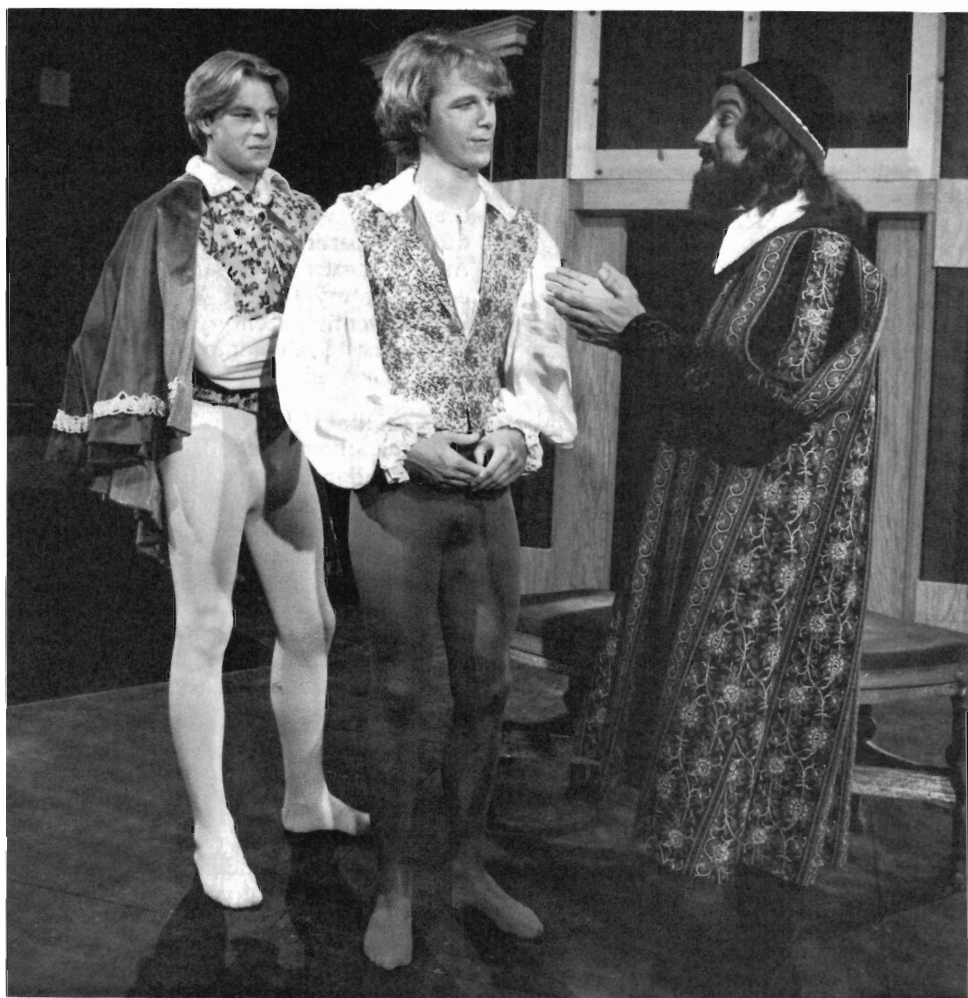
4342. Production Creative culmination of the drama major's course of study in the directing and studio production of a play. Prerequisites: Drama 2301, 3332, 3335, 3336 and senior standing. Fall and Spring.

4343. Advanced Production Directed individual advanced projects in acting, design or production management. Prerequisite: Senior standing and faculty approval.

4345. Departmental Seminar—Contemporary Theater Readings and seminar discussions in contemporary theater geared toward the special needs of the graduating senior drama majors, serving as final preparation for the comprehensive examination. Spring.

4V61. Independent Research

5332. Improvisation for Teachers Development of the imaginative techniques of creative dramatics, theater games, creative experience for groups, and improvisational learning.



FACULTY

Chairman and Associate Professor
Bostaph; Assistant Professor Weston;
Instructor Doyle; Adjunct Assistant
Professor Kpakol.

Economics is the discipline concerned with the study of choice under conditions of scarcity. "Scarcity" refers to the fact that the resources available to individuals are more limited than the uses to which individuals desire to direct them.

Economics thus studies goal-directed human action in those situations where the achievement of goals is neither assured nor without cost. From such studies come theories that provide explanations of economic problems and suggest policies for their solution.

The Department of Economics provides a rigorous introduction to economic theory combined with the application of theory to a variety of public issues. Theoretical explanations of business decision-making in free and controlled markets, of political and economic decision-making in various legal frameworks, and of many of the ordinary choice situations individuals face every day, are presented and critically examined.

The Department is committed to the proposition that an understanding of economic theory is a necessary prerequisite to the intelligent evaluation of social ethics, social problems, and public policy. Major emphasis is placed on studies of the market economy.

The Five-Year Through Plan

The Five-Year Through Plan program is an innovation in education for business which prepares students for the rapidly changing

ECONOMICS

and continually expanding concerns of the contemporary business world.

The design of the "Through Plan" allows a student to complete the normal six-year sequence (four years undergraduate, two years MBA) in five years, including one full-time summer session. A complete explanation of this approach is given under the Business Management section of this bulletin.

Because of the natural affinity between the theory of economics and the practical application of business, the combination of an undergraduate degree in economics and a graduate degree in management is a popular choice for students.

Comprehensive Examination

The Comprehensive Examination for economics majors is given early in the last semester of the senior year. It consists of a mandatory written portion followed by an oral portion for selected students. Students failing the examination are offered an opportunity to retake it during the final week of classes. Passing the comprehensive is required.

Basic Requirements for Major

Economics 1311, 3312, 3320, 3325, 3326, 3327, 3329, 4359, and three additional upper level courses. Math 1404, Calculus I, is required and should be completed by the end of the freshman year.

Year I

English 1301	3	English 1302	3
History 1311	3	History 1312	3
Language 1301 (or 2311)	3	Language 1302 (or 2312)	3
Mathematics 1404	4	Philosophy 1301	3
Economics 1311	<u>3</u>	Mathematics	<u>3</u>
	16		15

Year II (during Sophomore Year)

English 2311-2312	6
History 2301-2302	6
Philosophy 2323	3
Theology 1310	3
Politics 1311	3
Language 2311, 2312 (or electives)	6
Economics 3312	<u>3</u>
	30

Year III

Economics 3320	3	Economics 3329	3
Economics 3327	3	Economics elective	3
Science	3	Science	3
Philosophy 3311	3	Theology 2311	3
Art/Drama/Music	<u>3</u>	Elective	<u>3</u>
	15		15

Year IV

Economics 3325	3	Economics 3326	3
Economics elective	3	Economics elective	3
Philosophy elective	3	Economics 4359	3
Electives	<u>6</u>	Electives	<u>6</u>
	15		15

Courses in Economics

1311. Fundamentals of Economics Introduction to the fundamental concepts developed by modern economists for understanding the nature of the exchange economy and explaining the uniqueness of its prosperity in contrast to other economic systems. Special emphasis is placed on the U.S. economy as a source of examples and a medium for explanation. Readings from original sources stimulate awareness of distinctive alternative views of central economic questions as well as of the ethical dimension of economic activity. Fall and Spring.

3312. Intermediate Microeconomic Theory The behavior of individuals and firms. Market coordination and adjustment. Topics include: consumer demand, theories of production and cost, pricing and output under competitive and non-competitive conditions, factor usage and pricing, and rudiments of general equilibrium analysis. Prerequisite: Economics 1311. Fall and Spring.

3320. Intermediate Macroeconomic Theory Aggregate demand and supply analysis. Measurement and determination of national income, the price level, and the rate of national economic growth. A critical examination of monetary and fiscal policies aimed at price and income stability. Prerequisite: Economics 3312. Fall and Spring.

3325-3326. History of Economic Thought I and II A detailed study of original source materials in the development of economics from ancient times to the present. 3325 will cover the period to J.S. Mill (1844). 3326 will cover the period from Mill through the 1980s. Both courses are required for the major. Prerequisite: Economics 1311. Fall and Spring.

3327. Statistical Methods This course is a study of statistics as both an experimental tool and measuring device. The course includes a comprehensive treatment of both parametric and non-parametric methods. Major topics considered include research design, sampling, statistical inference, and correlation analysis. No prerequisites. Fall.

3328. Econometrics Probability theory, statistical sampling, multiple correlation and multiple regression analysis, hypothesis testing, and confidence measure. Econometric model building and simulation. Students will use the university's computer. Prerequisites: Calculus I and Econ 3327.

3329. Mathematical Economics A mathematical restatement of the economic theory contained in Microeconomics and Macroeconomics. Topics include: indifference analysis, isoquant analysis, cost minimization, profit maximization, equilibrium conditions in final goods and factor markets, general equilibrium of a market economy, Keynesian multipliers, and the IS, LM and Aggregate Demand model. Mathematical tools used to express these relationships include functions of one or more variables, simple differentiation, partial and total differentiation, matrix algebra, simple differential equations, exponents and logs. Prerequisite: Calculus I and Economics 3320. Spring.

3330. International Economics The theory of international trade. Balance of payments, exchange rates, and adjustment mechanisms. Tariffs and other controls. Foreign commercial policies of the United States. The functioning of the international monetary system. Prerequisite: Economics 3320.

3337. Monetary Theory Kinds and functions of money. The financial system and the creation of money. Role of money in determining income and price levels. Prerequisite: Economics 3320.

3340. Money and Banking Nature of money, debt and credit; Federal Reserve System; financial institutions in the U.S.; relation between money and economic activity. Prerequisite: Economics 3320.

4330. Comparative Economic Ideologies A critical examination of major ideological positions which rely mainly upon economic arguments. Classical Marxism, Centralist and Market Socialism, Classical Syndicalism, Georgism, Keynesianism, Co-determination schemes, and variants of laissez-faire are among the ideologies examined. Prerequisite: Economics 1311.

4332. Comparative Economic Systems A survey of the theoretical foundations and present status of major forms of economic organization in a variety of modern day economies. Actual economies surveyed include France, Japan, China, Yugoslavia and the U.S.S.R. Prerequisite: Economics 3312.

4334. Industrial Organization Structure and performance of markets. Evaluation of government regulation of monopoly and antitrust policy. A critical examination of the theories of concentration, advertising, dominant firms and other purported anti-competitive influences. Prerequisite: Economics 3312.

4335. Topics in Economic History and Development Studies of the historical growth and economic development of major industrial nations and regions—the U.S., European nations, and Asia. Precise topics may

vary each time the course is offered. Prerequisite: Economics 1311.

4336. Labor Economics Labor productivity, unemployment, and wage determination. Role of organized labor. Problems of labor immobility and stratification of opportunity. Government labor policies. Prerequisite: Economics 3312.

4338. Public Economics Alternating topics including public choice, determination of optimal levels of government activities and expenditures. Evaluation of income and payroll taxation, general and selective sales taxation, and wealth and transfers-of-wealth taxation. Fiscal policy. Economic impact of public debt. Prerequisite: Economics 3320.

4339. Government Regulation of Business Economics of government policies and programs directed toward regulation and control of business. Regulation of public utilities; health, safety and product quality regulations, pollution standards, and zoning are considered. Prerequisite: Economics 3312.

4340. Law and Economics The impact of liability and property law on incentives and economic behavior. Legal reasoning and its

relationship to economic analysis. Economic factors in the evolution of common law precedents. Constitutional and legislative levels of an economic analysis of law. Prerequisite: Economics 1311.

4341. Economics and Social Ethics An examination of the relevance of economic insights to ethical reasoning. The limits of economics in the determination of correct public policy; the division of labor between economics and ethics in the area of public policy. Course contains a critical assessment of recent major works in Social Ethics. Prerequisite: Economics 1311.

4356. Special Topics Offered according to the interests of professors and students. Topics might include study of a particular economic system, methodology, or demography.

4359. Senior Seminar Culminating course required of all majors. Spring only.

4V61. Independent Research This course provides the student with an opportunity to conduct a special program of inquiry under the guidance of a faculty member. Approval by the department chairman required.

FACULTY

Chairman and Professor Clodfelter;
Professor Emeritus Teller; Assistant
Professor Christ; Visiting Assistant
Professor and Certification Officer
McDermott; Adjunct Assistant
Professor Crain; Placement Director
Gilbert.

As an independent liberal arts university, the University of Dallas has a unique contribution to make to the dialogue in teacher education. Teacher education at the University focuses not only on a sound academic preparation but equally on a strong professional preparation with specific emphasis given to moral and ethical issues imbedded in what it means to *teach*. It is important to recognize that learning to *teach* is a collaborative process with undergraduate students, liberal arts faculty, education faculty, and practitioners in the field.

The primary objective of the teacher education programs is to lead, encourage, and allow prospective teachers to become responsible, articulate teachers with strong academic preparation; with professional attitudes that reflect knowledge of the learning process; and a deeply felt sense of their roles as models for their future students to emulate.

The courses offered in the Department of Education are planned within the mission of the University of Dallas to meet standards for teacher education and certification as established by the Texas Education Agency.

The program incorporates a strong historical and philosophic approach. The enriching and rewarding concepts of cultural and racial pluralism are integral parts of the teacher education program.

Certification Programs

Six provisional certification programs are offered: Elementary, Options II and III for provisional teacher certification (grades 1-8); Secondary, Options I, II, and IV for provisional teacher certification (grades 6-12); and all-level art, Option II (grades 1-12). The Provisional Certificate entitles the holder to teach in public, parochial, or private schools

EDUCATION

in Texas on the level of his specialization (elementary) or teaching field(s) (secondary).

Academic Specializations and Teaching Fields Available

Elementary

Option II (grades 1-8) 18 credits: art, biology, drama (theater arts), English, French, German, history, Latin, mathematics, Spanish.

Option III (grades 1-8) 24 credits: physical science (chemistry and physics), social studies (economics, geography, history, politics).

Secondary

Option I (grades 6-12) minimum 36 credits: Preparation to teach one field. Art, biology, chemistry, economics, English, French, German, government (politics), history, Latin, mathematics, physics, psychology, Spanish, drama (theater arts).

Option II (grades 6-12) minimum 48 credits: Preparation to teach two fields. Same teaching fields as Option I. A minimum of 24 credits is required in each of the two teaching fields selected. Twelve of these in each of the two teaching fields must be upper division credits.

Option IV (grades 6-12) minimum 48 credits: Preparation to teach related fields. Social studies (economics, geography, history, politics, government) Science (biology, chemistry, geology, physics).

All-Level Art

Option II (grades 1-12) minimum 37 credits: Preparation to teach art at all levels. All-level 32 upper division credits as follows:

Education 3102, 3111, 4649, 4149, 5252, 3323, 5351, and Philosophy 3335, Psychology 3327, 3328. Choice of Education 4343 and Art 3328 or Education 4446 and Art 3327.

Admission and Retention Procedures

In order to earn certification, the student must:

- 1) Submit a completed application form, including an essay on reasons for desiring certification. Application should be made as early as possible.
- 2) Meet with the Department Certification Officer to develop a certification plan.
- 3) Score a passing grade in reading, writing and mathematics on the T.A.S.P. (Texas Academic Skills Program Test) as required by the State of Texas. Application forms are available in the Department.
- 4) Complete an interview with the Chairman of the Department.
- 5) Pass a speech proficiency test administered by the Department.
- 6) Achieve a minimum cumulative grade point average of 2.3 (on a 4.0 scale) in required University courses and a 2.5 in professional education and teaching field specialization courses.
- 7) Pass written and oral departmental comprehensive examinations in pedagogy.
- 8) Pass the Texas ExCET Examination.

Students transferring from other institutions will need to submit their transcripts and other documentation to the University of Dallas Registrar for university admittance prior to completing the above.

The academic progress of each student admitted is reviewed by the Department each semester. Students who fail to do satisfactory work will be placed on departmental probation. Continued unsatisfactory work will result in dismissal from the program.

Baccalaureate Programs

Secondary Certificate

A student who desires a secondary teaching certificate in Texas must satisfy the following requirements:

- 1) Complete an academic degree in a teaching field(s) for Option I, Option II, or Option IV.
- 2) Complete Education 3111, 3112, 4446, 4648, 4148, 5323, 5351, 5252, and Psychology 3328, Philosophy 3335.
- 3) Pass the written and oral departmental comprehensive examination.
- 4) Be recommended by the Education faculty for certification.
- 5) Complete university graduation requirements.
- 6) Pass the State required tests: TASP and ExCET.
- 7) Complete a placement file.

Elementary Certificate

A student who desires an elementary teaching certificate in Texas must satisfy the following requirements:

- 1) Complete an academic degree in a teaching field(s) for Option II or Option III. (See academic specializations.)
- 2) Complete Education 3101, 3102, 3322, 3325, 3326, 4343, 4647, 4147, 5351, and Psychology 3327 and Philosophy 3335. The student must also complete Education 3323: Developmental Reading, and Education 3324: Diagnostic and Corrective Reading.
- 3) Pass the written and oral department comprehensive examination.
- 4) Be recommended by the Education faculty for certification.
- 5) Complete university graduation requirements.
- 6) Pass the State required tests: TASP and ExCET.
- 7) Complete a placement file.

Other Information

1) Politics 1311 satisfies the state's requirements of one course in United States and Texas History and Constitutions. Transfer students seeking Texas certification may elect to take Politics 1311 or a course in Texas government.

2) A speech proficiency test must be passed by all candidates for provisional teacher certificates. (A course in oral language proficiency may be taken to fulfill requirement.) See Department certification officer.

3) A course in computer literacy is required for all provisional teacher certificates. MCS 1305 satisfies this requirement.

4) Advanced (numbered 3000 or higher) education and teaching specialty courses in which the student receives a "D" or "F" may not be used to satisfy degree requirements.

5) Decisions regarding whether or not education courses taken at another university will meet departmental requirements will be made by the Chairman.

Fifth Year

Post Baccalaureate

Teacher Certification Program

In January of 1989, the State Board of Education established a category for post baccalaureate students to earn Texas teacher certification in a fifth year of study. The Department of Education encourages each candidate for teacher certification to consider the fifth year program, and to consult members of the education faculty and the teacher certification officer as to specific elements in the fifth year program.

The post baccalaureate programs have the following common elements:

1) Fifth year students must have a baccalaureate degree from an accredited institution of higher learning. (This may be a degree in any academic field *including elementary and secondary education*.)

2) Fifth year students must have a GPA of 2.5 or better on the baccalaureate degree work.

3) Fifth year students will have a semester of all-day directed teaching rather than the twelve weeks for pre-baccalaureate students.

4) Fifth year students will have a teacher certification plan developed specifically for him/her.

5) Fifth year students will have the opportunity to develop a second teaching field.

6) Fifth year students will be required to pass the TASP (basic skills test) and the ExCet examination.

There are several advantages in considering a fifth year post baccalaureate program:

1) A baccalaureate degree in education — elementary or secondary — is an appropriate degree for initial Texas teacher certification, and is approved by the Texas Education Agency.

2) Directed teaching (student teaching) is an entire semester experience, which provides a more in depth learning experience.

3) The opportunity to develop a second teaching field is provided.

Individuals interested in a fifth year teacher certification program are encouraged to call Dr. Hazel McDermott, certification officer for the Department of Education, for further details. (214/ 721-5334)

Four Year Non-Certificate Education Major

A student who wants to major in elementary or secondary education but does not seek Texas initial certification may complete a degree program in education in four years. (This might include a summer semester of work.) The basic requirements for an **elementary** education degree are:

1) An academic specialization of 18 credits is required in a subject taught in the elementary school — art, biology, drama (theater arts), English, French, German, Latin, Spanish, history, mathematics.

2) Complete Education 3101, 3102, 3113, 3322, 3323, 3324, 3325, 3326, 4343, 5351, 5354, Psychology 3327, Philosophy 3335, and Education 5357: an individualized examination of special topic in education.

3) Pass the written and oral department comprehensive examination.

4) Complete University graduation requirements.

5) Pass the Texas basic skills test, TASP.

The basic requirements for a secondary education degree are:

1) Two academic teaching fields of 24 credits each in subjects taught in a secondary school — art, biology, chemistry, economics, English, French, German, Latin, Spanish, government (politics), history, mathematics, physics, psychology, drama (theater arts).

2) Complete Education 3111, 3112, 3322, 5354, 5323, 5351, 5252, and one three credit Education elective, Psychology 3328, Philosophy 3335.

- 3) Pass the written and oral Department comprehensive examination.
- 4) Complete University graduation requirements.
- 5) Pass the Texas basic skills test, TASP

Pre-Teaching Experience

The preservice teacher has the opportunity to observe and aid students in the learning process through: Education 3101, 3102, elementary; Education 3111, 3112, secondary. The preservice teacher observes and aids the classroom teacher who functions as stimulator, diagnostician, prescriber and model in the art of teaching. Courses related directly to principles and approaches are designed to balance theory and application.

Directed Teaching

Successful completion of Directed Teaching is a requirement for students who desire certification. It is taken in the final year. Students who have received a "D" or "F" in required education or specialization courses may not take Directed Teaching until the course has been repeated and a grade of "C" or higher obtained or special arrangements with the Department chairman are made. Applications for Directed Teaching should be filed with the Coordinator of Directed Teaching no later than the middle of the semester immediately prior to the desired assignment. Approval is restricted to students with the following qualifications:

- 1) A grade point average of 2.3 overall and 2.5 in the teaching specialization(s) or teaching field(s) and education courses. Removal of all incomplete grades in previous courses.
- 2) Completion of at least three-fourths of the courses in the student's teaching specialization(s) or teaching field(s) and at least 12 credits in education for secondary teachers and at least 18 credits in education for elementary teachers.
- 3) Two recommendations, one from a professor in the student's academic field, the other from a faculty member of the Department of Education. These forms are to be forwarded to the coordinator of Directed Teaching.
- 4) In order to accommodate the directed teaching time required by the option selected, the student must plan ahead in con-

sultation with the Certification Officer. The student may not take more than 15 credits, including Directed Teaching, during the semester of directed teaching.

Directed teaching is not required of those students who have two or more years of verified, successful teaching experience in an accredited school. In this case, the student must elect six hours of upper division education coursework as a substitute. Letters from the student's supervisor(s) attesting to successful teaching must be sent to the Department of Education.

Comprehensive Examinations

In the spring of the senior year education students must pass a written and oral examination consisting of questions in the history and philosophy of education and in principles and approaches of education. The examination committee includes education faculty as well as faculty members representing the areas of the student's undergraduate academic curriculum.

The examination is designed and evaluated by the faculty of the Department of Education in concert with the outside examiner.

Grades that can be earned on the examination are: Pass with distinction, pass, provisional pass or fail. Failure means that the exam must be retaken. The student must correct major weaknesses before re-examination can be scheduled. At least one semester's work is usually involved.

State Examination

In 1981, the Texas legislature passed Senate Bill 50, which requires that persons seeking educator certification in Texas perform satisfactorily on written comprehensive examinations administered by the State. The purpose of these examinations is to ensure that each educator has the necessary content and professional knowledge to teach in Texas schools. The tests are criterion-referenced. The ExCET examination is taken after Directed Teaching has been completed. Registration and study guides for the ExCET, are available from the Department of Education.

Several states require teachers to take the National Teacher Examination (NTE). De-

tails about the NTE may be obtained from the Department of Education.

Residence Requirements

No candidate will be recommended for certification unless he has completed at the University of Dallas the equivalent of one semester's work at a satisfactory level. The specific courses required will be decided by the Department upon recommendation of the certification officer. In the case of a student seeking an additional certification the number of credits to be taken at the University of Dallas in the specialization area will be determined by the Department in consultation with the pertinent academic department. This requirement applies also to graduate students who want only to complete requirement for certification at the University.

Credentials and Placement

Teacher certification is not automatic. Each candidate must complete certification forms with the Department of Education certification officer the last semester prior to graduation. The officer represents the Department in recommending candidates to the Texas Education Agency.

All certification students are required to complete a placement file with the Department. The file must be completed prior to graduation. Forms may be secured from the Department.

Associations and Awards

Association of Texas Professional Educators

University level students working toward certification in Education or students interested in participating in a professional education association may join ATPE. An active role in a professional association highlights one's interest in the teaching field. The ATPE student organization shares ideas about education, encourages an informed sense of responsibility to the profession, and offers student members the opportunity to meet and work with educators. Membership in ATPE is required during the directed teaching year.

Kappa Delta Pi

The Nu Kappa Chapter of Kappa Delta Pi, an honor society in education, was established at the University in 1975. Membership in the Nu Kappa Chapter is voted on by the chapter and is impartial with regard to sex, creed, or race. Qualifications include high academic standing and professional attitude which would enable one to grow in the field of education.

The Clodecott Award

A special award in the form of an engraved medallion is given each year to the author/illustrator of the best children's book written in a child/young adult course at the University of Dallas. The award is given by the Department of Education.

The name of the award is a parody on the Caldecott Award which is given annually by the American Library Association to the best illustrated book of the year for children. The Clodecott Award is named for Dr. Cherie Clodfelter, chairman of the Department of Education.

The Teller Award

Established by the alumni and faculty of the Department of Education. It is named for Professor Emeritus Dr. James D. Teller and is awarded to the outstanding teacher education student based upon scholastic achievement, leadership ability and potential as a teacher.

Resources

Education Seminars

The history of American education clearly reveals that each generation of teachers must become knowledgeable concerning issues essential to a democratic society. With such a goal in mind, the Department offers a series of seminars dealing with two major issues: *The Teacher and the Law*; *The Teacher and the Multi-Cultural/Educationally Exceptional Student*. The seminars are conducted by visiting authorities.

Excellence in Education

Through a generous benefactor, the Department established in 1986 a yearly forum honoring the profession of teaching. The Forum has featured such renowned educators as Dr. Madeline Hunter, Dr. David Elkind and Dr. William Glasser. The *Forum* is a gift from the Department to the community.

A.I.R. Program

The A.I.R. Program (authors/illustrators/readers) was established in 1975. It brings noted authors and/or illustrators of child and young adult books to the University campus to speak and work with University students preparing to teach.

The literary and graphic artists are on the University campus one week in November to celebrate National Children's Book Week. Authors and illustrators speak about their work and the importance of books in the lives of children and young adults.

Educational Laboratory

The Education Laboratory is particularly important for those who are engaged in Directed Teaching. Space is available for the preparation of lesson plans, transparencies, and supplemental materials.

Teaching aids include computers, audio-visual equipment, and various kinds of hardware and software for teaching in the appropriate disciplines.

Video equipment may be reserved by students for viewing of their tapes. Reservations are made with the Administrative Assistant.

The Curriculum and Children's Literature Library

The Department of Education maintains a curriculum library that supplements the Education volumes in the Blakley Library. Included in this collection are approximately 6,500 volumes in elementary and secondary school curricula and 8,500 volumes in child and young adult literature.

Housed in the Children's Library are books for children and young adults authored by university students. The volumes range from picture to information books and are

catalogued under appropriate classifications for circulation.

Only fully matriculated University of Dallas students are permitted to borrow materials from the library. Anyone may use the materials as long as they are not removed from the library. Any deviation from this regulation will require approval from the Chairman. Patrons may borrow any reasonable number of books for one week.

Patrons should indicate their name and date on the card associated with each book and correctly file the same. Hours during which books may be checked out are 8-12 and 1-5 weekdays.

The Chris Slavik Collection

Books given to the Children's Library in memory of Christine Slavik have formed an eclectic collection numbering about 150 volumes.

The Melvin and Frances Frnka Campbell Collection

A collection of classics in child and young adult literature was established by the Clowe family of Dallas. The collection includes books originally written in a language other than English. The internationally recognized books are translated into English in a manner which preserves the original essence of the culture in which it was first written.

Courses in Education

3101. Education Practicum (Elementary)
The beginning teacher is significantly shaped by the characteristics and structure of the living organism called the school. The course allows beginning students in teacher education (grades 1-8) to assist practitioners in a school setting. University students are assigned to teachers and work in a tutorial capacity in the teaching of mathematical concepts. Concurrent enrollment with Education 3325 is advised. Orientation precedes assignment. Course may be repeated. Fall and Spring.

3102. Education Practicum (Elementary)
One must know what is educationally significant in order to analyze what it means to *teach* and to *learn*. The course allows begin-

ning students in elementary teacher education (grades 1-8) to observe and work with practitioners in a school setting. University students are assigned to language arts teachers at Shelton School. Orientation precedes assignment. Course may be repeated. Fall and Spring.

3111. Education Practicum (Secondary) Students are assigned to secondary teachers (grades 6-12) as paraprofessionals. The assignment is in one of the student's teaching fields. Four hours a week are spent in the classrooms. Orientation precedes assignment. Course may be repeated. Fall and Spring.

3112. Education Practicum (Secondary) It is important for students in teacher education to realize the important concept that *how* one teaches is dictated by what is to be taught. University students are placed with secondary teachers (grades 6-12) in the student's teaching field(s). Secondary schools where the pluralism of Texas is evident are utilized. Four hours a week are spent in classrooms. Orientation precedes assignment. Course may be repeated. Fall and Spring.

3113. Story Telling Designed especially for students enrolled in or who have taken Education 3322. Students will spend two hours a week at one of the Irving elementary school libraries learning and participating in story telling for children. May be repeated twice. Fall, Spring, and Summer.

3322. Child and Young Adult Literature Examines the scope of literature for children and young adults and the principles necessary for a successful and fruitful literature program. It intends to create a love for fine writing, and a sensitivity to and appreciation for the relationships among art, music, drama and literature in a multicultural setting. Emphasis given to personal authorship as a means of expression. Fall.

3323. Developmental Reading Examines the process of reading through skill development and mastery of content. Phonic analysis, structural analysis, and other decoding skills are integral facts of teaching

listening, written language, spelling, and handwriting in the process of reading. Analysis of basal and library materials. Prerequisite: Education 3322. Spring.

3324. Diagnostic and Corrective Reading Basic principles of reading instruction. Topics include the diagnosis of reading problems (language problems) and the correction of reading problems through assessment, evaluation, and testing procedures. Research studies, intellectual evaluations, empirical observations, criterion-referenced testing and other strategies are utilized. prerequisite: Education 3323. Fall.

3325. Mathematics in the Elementary School Two questions provide the focus for this course: What is mathematics? How do children learn mathematics? Each mathematical concept is initially developed through the use of concrete manipulatives appropriate for grade school children. Fall.

3326. Science in the Elementary School The course develops concepts that are appropriate for elementary school science. A laboratory approach is used. Attention is directed to those aspects of the growth and development of children that particularly invite the teaching of science. Prerequisite: Six credits of laboratory science. Spring.

3327. Child Growth and Development (Psychology 3327) The course centers on what it means to be a child and to be present in the world of the child from the viewpoint of the child. The physical, mental, social, emotional, and spiritual growth of the child and the pivotal role of education are made concrete. Fall.

3328. Psychology of Adolescence (Psychology 3328) This course tries to understand some of the more important psychological events surrounding adolescence, and physical, mental, and emotional events. The first part of the course focuses upon transformations of consciousness that occur in early adolescence; the second part examines the developments of later adolescence; the third part addresses how these transformations affect schooling and culture. Fall and Spring.

3335. Philosophy of Education (Philosophy 3335) The general theory of teaching and learning as it enters into the formation of individuals in the multicultural community. Special attention given to the relation between the individual and the community, in thought, word, and deed. Historical and contemporary works are studied. Fall and Spring.

4147. Seminar in Elementary School Directed Teaching Weekly seminars *concurrent* with directed teaching offer the opportunity for in-depth reflections on the experience of teaching. Advanced treatment of selected issues arising from the experience of teaching lead to independent work related to grade level and area of specialization. Educators from areas of concern will be utilized. Fall and Spring.

4148. Seminar in Secondary School Directed Teaching Weekly one-hour seminars *concurrent* with directed teaching offer the opportunity for in-depth reflections on the experience of teaching. Advanced treatment of selected issues arising from the experience of teaching leads to independent work related to teaching field(s). Educators from area of concern will be utilized. Fall and Spring.

4149. Seminar in All Grades Directed Teaching. Weekly one-hour seminars *concurrent* with directed teaching offer the opportunity for in-depth reflections on the experience of teaching. Advanced treatment of selected issues arising from the experience of teaching leads to independent work related to teaching field(s).

4343. Principles of Elementary Education A study of elementary education, addressing problems in classroom management, teaching methodology, curriculum planning, and educational evaluation as they relate to both the classroom teacher and the student. Fall and Spring.

4446. Principles of Secondary Education A study of different teaching modes and their relationship to learning theory. Emphasizes serious reflection on personal learning experience. Classroom management is examined in light of curricula and policies in

secondary schooling. Includes microteaching. Spring.

4647. Elementary School Directed Teaching The capstone course in teacher education (grades 1-8). Application and participation in an accredited elementary school or a junior high school. The directed teacher (student teacher) is supervised by a cooperating classroom teacher and a university supervisor. Fall and Spring.

4648. Secondary School Directed Teaching The capstone course in teacher education (grades 6-12). Application and participation in an accredited elementary school or a junior high school. The directed teacher (student teacher) is supervised by a cooperating classroom teacher and a university supervisor. Fall and Spring.

4649. All Grades Directed Teaching. The capstone course in teacher education (grades 1-12). Application and participation in both accredited elementary and secondary schools. The directed teacher (student teacher) is supervised by cooperating classroom teachers and a university supervisor.

5252. Educational Evaluation The course intends to develop testing-relating knowledge and skills. Emphasizes a study of research, including historical, descriptive, and experimental types. Major focus will be on interpreting test data, including criterion-referenced tests of both the multiple-choice and essay variety. Spring.

5323. Reading in the Secondary Schools Emphasizes specific and applied concepts in the fusing of reading, oral, and graphic language into the context of teaching fields. The prospective secondary teacher (grades 6-12) is viewed as the key to effective instruction in reading and verbal communications. Methods, strategies, and procedures focus on developing reading ability in each subject area, a positive and inquiring attitude of mind, and methodical work habits that promote a need and desire to read.

5324. Writing Children's Books The course delineates why children's books must and do exist, to what standards their readers are entitled, and how and by whom good

children's books are written, including an overview of the history of writing for children. Prerequisite: Education 3322 or equivalent. Fall and Summer.

5325. Issues in the Teaching of Science: Elementary Identification and selection of problems in earth sciences, physical and/or biological sciences; research studies and innovations in teaching; review of current literature; guided independent work in problems of teaching science. Prerequisite: Elementary teaching experience. Offered as needed.

5332. Improvisation for Teachers Development of the imaginative techniques of creative dramatics, theater games, creative experience for groups, and improvisational learning. Summer.

5V50. Research in Elementary or Secondary Education Advanced treatment of selected topics through *individual* research. Approval of chairman required. Credits vary 3-6. Fall, Spring, and Summer.

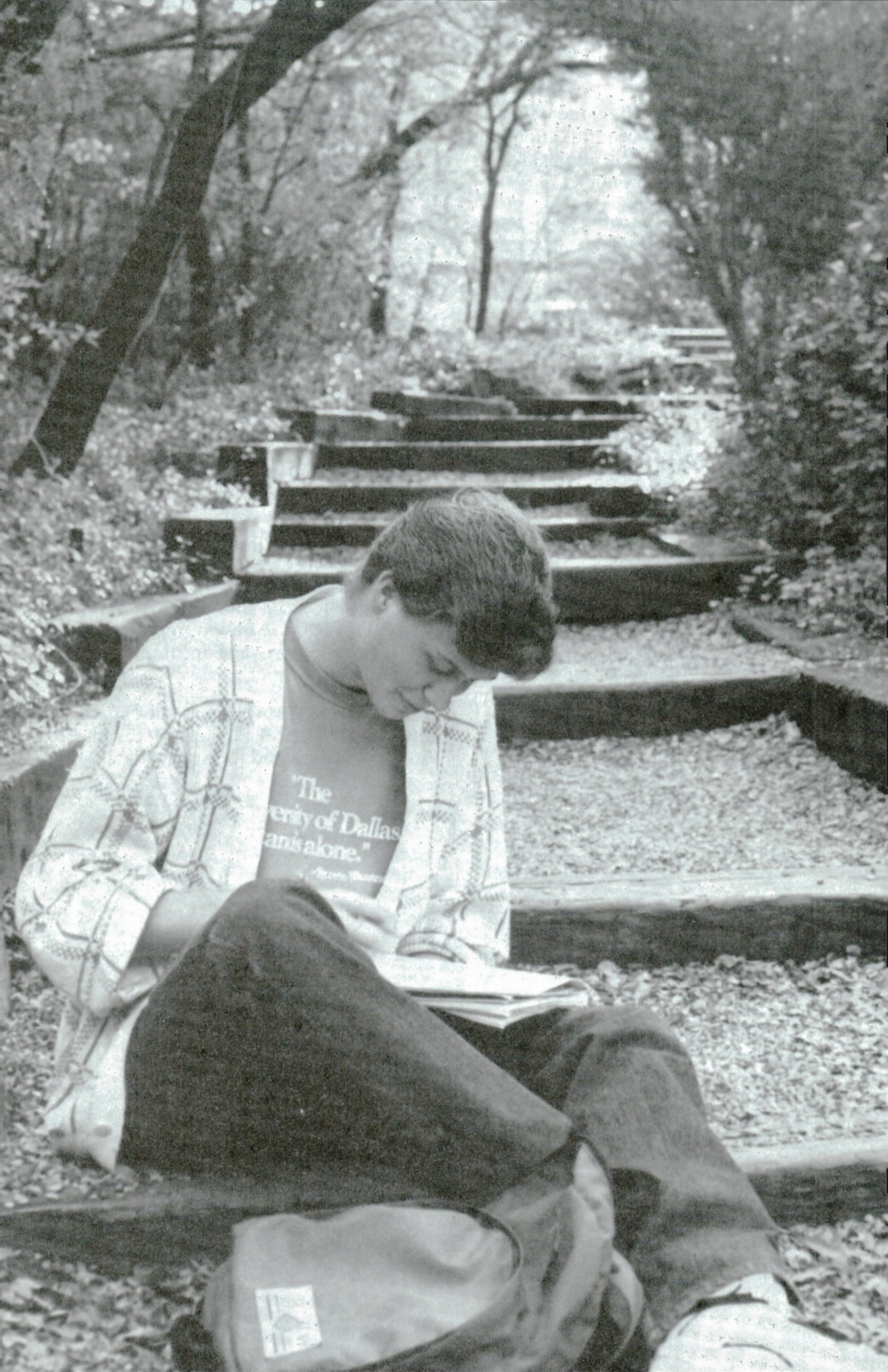
5351. History of Education (History 3360) Examines the history of education in the United States, primarily since 1865, by focusing on curricula employed in elemen-

tary, secondary, and tertiary institutions. Each student does original research on topics of personal interest or professional preparation. Fall.

5354. Introductory Linguistics Language is central to everything; and it, more than any other characteristic, distinguishes mankind from other living creatures. This course is a systematic study of language. The nature of language, phonology, morphology and syntax, structural and transformational grammar, social variations and dialects of English, and kinesics and proxemics are topics studied.

5356. Educational Research Design A study of research methods, including historical, descriptive, and experiment types, emphasizing research proposal and report writing. Major topics in statistics, hypothesis-testing, statistical inference, correlation, analysis, and validity. Types of designs studied are CRD, factorial, nested, repeated measures, Latin square, and incomplete block. Spring and Summer.

5357. Special Topic Course not listed but offered as a regular course according to student interest and faculty availability.



"The
erity of Dallas
ants alone."

—George Bush

FACULTY

Chairman and Associate Professor Gregory; Professors Alvis, Bradford and Curtsinger; Associate Professors DiLorenzo and Dupree; Assistant Professors Davies, Sorensen and Wegemer; Visiting Assistant Professor Maguire; Adjunct Professor L. Cowan; Adjunct Assistant Professors H. de Alvarez, D. Gower and Henderson.

ENGLISH LANGUAGE AND LITERATURE

The Study of Literature

A tradition of thought extending back to Milton, Sidney, and Aristotle holds that literature imparts wisdom. With respect to the kind of wisdom that governs human conduct, poetry promotes a grasp of reality superior to other ways of knowing in its combination of immediacy, lucidity, practicality, sensitivity to refinements, capacity to shape the affections, and adequacy to the whole. This conviction guides literary study at every level of the curriculum pursued at the University of Dallas. The program in literature provides a course of study in those authors who best exemplify the capacity of imagination to grasp truth. Teachers and students seek to learn what the best of the poets understand of nature and human experience. In this mutual learning enterprise, students and teachers are related as beginning and advanced students of their common masters, the major imaginative writers.

The Constantin College Curriculum

Undergraduate courses in literature answer to two guiding principles: first, continuous study of the classic works of the literature of the West in the effort to appropriate a tradition that ought to be possessed by every educated person; second, intensive study of the literature of England and America for the sake of acquiring the heritage proper to the English-speaking peoples and as the means to complete mastery of a language. The two principles are interdependent: one best learns English by knowing its best literature, and one best knows the English

poets when one can measure them against those masters and rivals in European literature whom they themselves acknowledge. Familiarity with the tradition promotes an awareness that the whole of literature forms a simultaneous order in which every work should be read and evaluated by reference to every other. One appreciates, moreover, what can and what cannot be known of literature written in foreign languages when one comes to know thoroughly the resources of one's native tongue. The two purposes of acquiring the European tradition and of mastering English literature are reflected in the Literary Tradition sequence and the Major Program.

The Literary Tradition

Study of classic works of literature contributes a sizable portion of the university's core curriculum because that knowledge is central to the university's purpose of cultivating moral and intellectual excellence. Whatever the major, every student is required to take all four courses of the Literary Tradition. The sequence introduces the student to the classics of the West and, thereby, to the major models and themes of human action, experience, and understanding. These courses combine with studies in other disciplines to make a coherent intellectual and imaginative whole. They further self-knowledge by encouraging the student to know himself in the light of what the best minds have thought human beings are and ought to be. In the first two years of the student's college career, the Literary Tradition core provides a moral focus for discovering the terms upon which one may assume responsibilities within a community. A large part of the subject of many literary works is por-

trayal of communities living out the convictions shared by their members, and the heart of heroic poetry is the depiction of the efforts of extraordinary characters to exercise their virtue in a way that benefits their city while fulfilling themselves.

The beginning student, tentative in approaching the intellectual life, may learn that seeking truth is analogous to the heroic enterprises of Achilles, Hector, Odysseus, Aeneas, and Beowulf. From the heroic models the student comes to address the challenges presently encountered with something of that combination of boldness and modesty displayed by the traditional heroes. The first-year student may also learn to approach the epic poet's understanding of human achievement in a world which summons men and women to recognize the claims of city, of ancestors and progeny, of the divinities, of nature in both its bounty and limiting austerity. By year's end the student is prepared to reflect upon those differences in the conception of human excellence and world order that come to view once the Christian epic poet envisions divine grace perfecting nature.

The second year introduces tragedy and comedy—perennial subjects of Western literature—and the novel, the one literary form distinctive to the modern era. From a study of tragedians of Greece, of Marlowe and Shakespeare, and of modern playwrights, the student can grasp how tragic dramatists have depicted human nature in the light of its limits. In the comic writers of Greece, medieval Christendom, and Elizabethan England, one may see that tragic emphasis upon individual virtue under the pressure of painful limits finds an answer in certain comic writers who celebrate powers human, and sometimes divine, that heal broken communities and restore characters to their proper integrity. Skepticism regarding the premises and resolutions of traditional dramas may account for the emergence of the novel in modern times. In the most accomplished novelists of the nineteenth and twentieth centuries, the student confronts works which undertake to combine tragic and comic actions, fictions which often allot a tragic plot to one set of characters and a comic plot to another. The student will also see in the novels portrayals of societies

negotiating the thoroughgoing changes effected by modern economics, technology, education and politics—a world quite close to our own in local detail as well as in its governing moral intellectual tendency. The second-year student thus learns to view this time through authors aware of the present yet also aware, as the student has come to be, of what deserves to be preserved of the past. The entire sequence of courses encourages an understanding of the present that includes a knowledge of standards not confined to contemporary thought.

The courses that make up the Literary Tradition core depend upon rigorous practice in composition. The writing assignments are exclusively interpretive, requiring careful documentation from the works the student reads; they are judged by their success in elucidating and critically addressing the works under consideration. Because students are occupied with the greatest writers the West has produced, they learn to respect excellence in the use of the language. Their own writings are expected to show sophistication in style and argument. Students are requested to resubmit corrected essays that answer to exacting criticism. Because students accustom themselves to think through the most important issues of living and knowing, they learn to elevate their thought and language, to acquire precision in the use of words, to cultivate the language they have come to know, and to guard it against their own worst instincts.

The Major Program

Advanced courses for English majors aim at deepening the understanding of literature as a mode of knowing. The same principles of attentive care in reading and critical interpretation in writing that guide study in the core also animate the program for majors. The theme implicit in the Literary Tradition sequence also carries over to the advanced courses: students learn to confront the alternative understandings of human beings, society, nature, and the divine offered by the major poets. Now, however, the subject of inquiry is primarily the tradition of English and American writers. By studying the literature of the English language, majors learn their most immediate heritage. The eight

required advanced courses develop a chronological sequence so that the student may participate in the authors' reflections upon their predecessors, and so that the student may be prepared to appreciate the revolutionary character of literature produced after the great divide of Romanticism.

Apart from electives in world literature, courses in the British and American traditions take up periods of literary history. Yet emphasis upon major figures continues for each of the periods features major poets who are, in fact, the proper subject of the course. Minor poets are studied for what they may contribute to one's understanding of human things through their occasional superior poems. Literary history, as such, defers to grasping that the most capable poets understand concerning important issues of thought, feeling, and conduct so that whatever their historical designations, courses move through local and temporal considerations to a reflection upon universal questions implicit in the poetry.

Two projects requiring independent study supplement course work in the major. In the junior year the student pursues research in the complete canon of a single lyric poet. The project culminates in an oral examination before the faculty in which the student demonstrates mastery of the poems and of the scholarship and criticism devoted to a poet as well as critical assessment of the poet's achievement. In the senior year English majors conclude a course in twentieth-century literature and literary criticism with a public lecture in which they present and defend their findings from a research project on an important literary question. The Senior Project, following a comprehensive examination, allows public profession of the fruits of four years' study.

Extracurricular Learning

The Department of English encourages continuous and informal conversation outside class. To meet this purpose it arranges

for gatherings on and off campus; its faculty provide student conference hours and promotes joint student and faculty activities such as writing workshops, poetry discussion groups, publications, and meetings with guest lecturers. Students may expect their teachers to find time for private counseling and to welcome further conversation.

Basic Requirements for Major

Literary Tradition, I, II, III, IV; English 3323 (Medieval); 3324 (Renaissance); 3326 (British 1600-1750); 3327 (Romantic and Victorian); 4359 (Shakespeare); 4360 (American); 4361 (British Novel); 4362 (Twentieth-Century Literature and Criticism). In addition, it is strongly recommended that students elect two of the following: 4370 (Dante), 4371 (Southern Literature), 4372 (Faulker), 4373 (Russian Novel), 4374 (Menippean Satire). All English majors will be required to pass a comprehensive examination at the conclusion of their studies, in addition to presentation of the junior poet and senior criticism papers as described above.

Comprehensive Examination

Students seeking a major in English must pass a lengthy written examination comprehending the Literary Tradition sequence, required advanced courses, and a departmental canon of readings. The exam is administered mid-way through the final semester of the senior year. Students who fail the exam must retake and pass to qualify for the B.A. in English. Preparation for the Comprehensive occurs during English 4362 (Twentieth-Century Literature and Criticism). A student who fails a particular section of the exam may be required to retake that portion even if the average grade for the entire exam is passing. The department faculty composes and evaluates the exam.

Year I

English 1301	3	English 1302	3
History 1311	3	History 1312	3
Art, Drama, Music, or Math	3	Art, Drama, Music, or Math	3
Language 1301 (or 2311)	3	Language 1302 (or 2312)	3
Philosophy 1301	<u>3</u>	Politics 1311	<u>3</u>
	15		15

Year II

English 2311-2312	6
History 2301-2302	6
Philosophy 2323	3
Theology 1310	3
Economics 1311	3
Language (or Science)	6
Art, Drama, Music, or Math	<u>3</u>
	30

Year III

English 3323	3	English 3326	3
English 3324	3	English 3327	3
Theology 2311	3	Philosophy 3311	3
Science or elective	3	Science or Elective	3
Elective	<u>3</u>	Elective	<u>3</u>
	15		15

Year IV

English 4359	3	English 4361	3
English 4360	3	English 4362	3
Philosophy elective	3	Electives	<u>9</u>
Electives	<u>6</u>		15
	15		

Suggested Electives

Language: Greek, Latin, French, or German

Philosophy: Epistemology, Esthetics, and Ethics

Theology: Old Testament Literature, New Testament Literature

History: History of England I and II

Politics: Political Regimes I and II, Medieval Political Philosophy, Rousseau to Nietzsche

Art: Art History I and II

Psychology: Memory and Imagination, Psychology of Perception, Foundations of Psychology as a Human Science

Courses in English

The Literary Tradition Sequence

1301. The Literary Tradition I An introduction to the study of poetry exploring the bearing of poetic form upon meaning and of poetic meaning upon truth. The student acquires the arts of careful, responsive reading; intelligent discussion; and lucid interpretive writing. Readings in classical epic

poetry provide introduction to the heritage of great poems which have defined Western man. Intensive study of *The Iliad*, *The Odyssey*, *The Aeneid*, *Beowulf*, and *Sir Gawain* emphasizing the epic poet's representation of a comprehensive view of the cosmos, human effort, the city, and the divine, as well as his portrayal of the heroic life in confrontation with death. Fall.

1302. The Literary Tradition II The Christian epic poems and the dissolution of the epic in the modern era. Studies in Dante's fusion of the classical and Christian in *The Divine Comedy*; Milton's reformed Christian epic, *Paradise Lost*; Coleridge's parable of conversion, *The Rime of the Ancient Mariner*; the fragmented understanding and yearning for heroism conveyed by Eliot's *The Waste Land*. Readings in lyric poetry develop a sensitive apprehension of the resources of poetic language and a grasp of the difference between poetic and other modes of speech. Further exercises in critical writing. Spring.

2311. The Literary Tradition III The study of dramatic tragedies and comedies with a view to understanding the meaning of these two alternative yet concurrently enduring vistas upon the human condition. Readings in the Greek dramatists, the Elizabethans, and modern European and American playwrights. Discussion of individual plays and continuity and difference within the tradition, accompanied by the student's composition of interpretive essays. *Prometheus Bound*, *The Oresteia*, *Oedipus Tyrannos*, *Oedipus at Colonus*, *Antigone*, *The Bacchae*, *Frogs*, *The Book of Job*, *Everyman*, *The Second Shepherd's Play*, *Dr. Faustus*, *Hamlet*, *Othello*, *Macbeth*, *King Lear*, *Measure for Measure* or *Twelfth Night*, *The Tempest*, *Volpone*, *Ghosts*, *Mourning Becomes Electra*, *The Visit*, or *Waiting for Godot*. Spring.

2312. The Literary Tradition IV Reflections upon the novel as the distinctively modern contribution to the literary tradition. Studies in nineteenth- and twentieth-century European and American fiction with particular emphasis upon the development of the modern hero as a figure placed in confrontation with his society. Consideration of the novelists' concentration upon a

background of societies in transition. Further training in writing interpretive essays culminating in the student's composing a short story indicative of his grasp of fictional technique and substance. *Moby Dick*, *Crime and Punishment*, *Madame Bovary*, *Portrait of the Artist as a Young Man*, *The Great Gatsby*, *The Sun Also Rises*, *Light in August*, short stories by Hawthorne, Flaubert, Hemingway, James, Joyce, and Flannery O'Connor. Fall and Spring.

Required Advanced Courses

3323. Medieval Poetry A study of Chaucer's *Canterbury Tales*, and selected works in the context of the Anglo-Saxon heritage, the medieval lyric, and the Pearl poet. Reflection upon the relationship between medieval Christianity and poetry. Fall.

3324. Tradition of the Lyric Study of literature in its most distilled mode, verse, and in its most compact medium of presentation, the utterance of a single voice on one occasion. Focus upon the various resources of poetic language, prosody, imagery, symbol, tone, allusiveness, with a view to grasping continuities and new developments of the tradition of the English lyric from Anglo-Saxon through mid-twentieth century poetry. The course concludes with the Junior Project, an exercise in independent study of an important British or American lyric poet. Fall.

3326. British Literature 1600-1750 Studies in Milton's writings exclusive of *Paradise Lost* (Eng. 1302); the Metaphysical School of Donne, Herbert, Crashaw, Vaughn; Marvell and the Augustans. The Protestant tradition and meditative poetry; the New Science and the problems it poses for faith; poetry as the foundation and cultivation of social order. Spring.

3327. Romantic and Victorian Reflection upon the revolutionary character of Romantic poetry and criticism and the unstable adjustments of private and public voice undertaken by the Victorians. Studies in Blake, Wordsworth, Coleridge, Shelley, Byron, Keats; Tennyson, Browning, Arnold, Hardy, Housman, Hopkins. Spring.

4V41. Independent Research

4359. Shakespeare Study in the comedies, histories, and Roman plays against the background of the four great tragedies (Eng. 2311) seeking understanding of the greatest poet as the most thoughtful guide in a confrontation of classical, Christian, and modern traditions. Fall.

4360. American Literature Studies in nineteenth- and twentieth-century American verse and prose fiction focusing upon Hawthorne, Melville, Emerson, Thoreau, Whitman, Dickinson, James, Davidson, Tate, Warren, Ransom, Faulkner and Welty. Reflection upon the definitive stresses productive of the national character: the continuing tension generated by the meeting of the New World with the Old; the unresolved opposition of North and South with respect to their distinct vantages upon the best human life. Fall.

4361. British Novel Study in the development of the British novel from the eighteenth-century to Virginia Woolf. Consideration of the novel as a reflection of changing conceptions of human consciousness, of changing attitudes toward society and of the individual person's participation in his community. Spring.

4362. Twentieth-Century Literature and Criticism Studies in modern verse, prose fiction, and literary criticism focusing upon Yeats, Eliot, Pound, Stevens, Conrad, Joyce, Hemingway, Faulkner and the most prominent schools of modern criticism. Confrontation of rival understandings of the relationship between poetry and truth: the mimetic versus the creative. The course culminates with the Senior Project as the outcome of seminar work and independent study. The Project constitutes the student's first contribution to the public realm of learning as evidence of his formation by the entire university program. Spring.

Electives

3345. Old Testament Literature (Theology 3321-23) The formation of the Old Testament, with emphasis upon the creative, lit-

erary activity of individual writers and editors in shaping Israelite traditions for specific theological purposes. The literary forms and genres of the Hebrew Bible. The formation of the Torah from oral traditions to canonical scripture. Representative prophetic and Wisdom books.

3346. New Testament Literature (Theology 3324-26) A study in the literary structures and conveyed meanings of the New Testament writings within the frame of their historical setting and destination, laying special emphasis on the Gospels and Pauline letters.

3355. Tragedy and Comedy Studies of the major works of these two genre with a view toward understanding two alternative but concurrently ending vistas upon the human condition. Readings normally include selections from the major Greek authors through Shakespearean examples of the dramatic genre.

4370. Dante A study of the works of Dante with emphasis upon *The Divine Comedy* and Dante as the greatest poetic exponent of medieval Christendom's understanding of the analogical character of being. Spring.

4371. Southern Literature Studies of the principal participants in the Southern Literary Renaissance and its heirs: Davidson, Ransom, Tate, Warren, Lytle, Porter, Welty, Gordon, O'Connor, Taylor. The course includes the major achievements of the Southern writer in verse, prose fiction, literary and social criticism. Special emphasis is given to the consideration of the relation between the Southern writer and his people.

4372. Faulkner A consideration of Faulkner's fiction as uniquely capable of grasping at once the novel character of the American experience and its continuity with the great tradition. Spring.

4373. The Russian Novel Studies in the fiction of Gogol, Turgenev, Dostoevsky, Tolstoy, and Chekhov. Special emphasis is accorded the theme of the abrupt and relatively belated confrontation of a Christian society with European modernity. Spring.

4374. Menippean Satire Studies in a distinguished but relatively unexplored family of literary works focusing upon Rabelais, Cervantes, Swift, Sterne, Byron, Lewis Carroll, Joyce, John Barth. Emphasis upon the preponderance in these works of authorial digression over the more usual emphasis of fiction upon human character and action.

4375. Special Studies Study in an author, question, or topic not treated in any of the regular course offerings but of comparable consequence. Offered as needed.

5311. Studies in Myth A consideration of literary renderings of myth with a view to grasping how myths inform particular works of literature. Associated issues are the relations between myth and ritual, cult, religion, philosophy; the persistence of myths from

ancient to modern art. Authors most frequently treated included Homer, Hesiod, Aeschylus, Sophocles, Euripides, Ovid, Vergil, Spenser, Yeats, Joyce (as needed), Faulker, Freud, Eliade, Levi-Strauss, V. Turner. As needed.

5312. The English Renaissance Through study of literature written under the Tudors and Stuarts the course reflects upon artistic accomplishment amid conflicting perspectives upon the individual and society, the Church, the relation between Christianity and rediscovered classical ideals, and emerging new science. Authors usually read include Erasmus, More, Spenser, Shakespeare, Jonson, Bacon, Webster, Middleton, Sidney, Marlowe, Castiglione, Machiavelli and other influential Continental authors. As needed.





FACULTY

Chairman and Associate Professor Maddux;
Professors Cazorla and Nagy; Associate
Professors W. Bartscht, MacQueen,
G. West, A. Wilhelmsen and Zimanyi;
Associate Professor Emeritus Csizmazia;
Assistant Professors Sanchez and Sweet;
Visiting Instructors Coleman, Simmons
and Rosentiel; Adjunct Instructor
A.M. Norberg-Schulz

FOREIGN LANGUAGES AND LITERATURES

The Classics Program

Western Civilization's approach to education for 2500 years has been "classical," in the extended sense, in that it has been based on the study of works of the first rank, those reflections of the greatest minds that have had the most effect on the way humans have lived their lives. Until recently it has also been "classical" in the limited sense, in that it has given particular emphasis to the principal works of Greek and Latin authors, those that have been most formative in shaping the reflections of their successors, whether poets or theologians, philosophers or statesmen. "Classical" in the extended sense describes the University of Dallas' core curriculum; "classical" in the limited sense describes the curriculum of the Classics Department. We look on Classics as still having its traditional role at the heart of a university education, and in this view we are supported by the core curriculum itself, which puts great emphasis on classical authors, and by many departments in the university who encourage their own students to learn classical languages or who join with us in offering double majors in Classics and, for example, English or Politics or Philosophy.

The function of a classical education has always been threefold: first, to engage the mind in the investigation of revolutionary ideas; second, to train the tongue to speak with power and articulation; third, to fire the imagination with examples of conduct that will guide us in our confrontation with life. The classical authors are sometimes mistakenly supposed to be out of date, but they posed to themselves the problems of the human condition in terms that have not changed and they found solutions with

Language, the most universal of all human activities, is at the same time one of the most personal. It is central to what constitutes a people as a people; in its broader features, it is central to what it means to be human. However, it is no less personal and individual, since it is the means by which we formulate our thoughts and communicate them to others. Great literature and successful communication alike combine these two poles of language in especially effective ways. The Department of Foreign Languages and Literatures similarly tries to do justice to both, seeking an understanding of the universal chiefly as it appears in specific literary, linguistic, and social contexts.

The Department sponsors four different major programs and offers courses in six languages in all. Greek and Latin are part of the *Classics Program*. French, German, and Spanish are separate majors. Italian is offered through the third-year level as part of the core curriculum.

The language requirement can be satisfied in a variety of ways. Please consult Basic Requirements for the Bachelor of Arts degree in this bulletin.

The study of a foreign language is an essential part of the core program, the integrity of which requires that such study be completed at the University of Dallas if at all possible. Matriculated students will normally not be granted permission to fulfill the foreign language requirement at another institution. They should be aware of this requirement and should consult with the director of the appropriate language program *before the end of the freshman year* to verify their standing and to plan for any future language courses which may be needed.

which we still live, though often unaware. These solutions were radical at the time that they were devised and they remain so for every generation that recognizes it must begin again by going back to the roots of things. There, the ideas live with the freshness and greenness of the first shoots of spring. For each age they blossom forth in language that has repeatedly enchanted the western world, supplying it with paradigms for imitation as well as instruments for analysis. We not only speak like the ancients, or we aspire to, but we also understand our own use of speech, by depending on their grammar, rhetoric and logic, and when we act, we do so within an ethical framework that was given its theoretical form by classical philosophers and its practical substance and color by classical poets and statesmen. Because of its attention to thought and word and deed, classical education has been held up as a model for Western civilization, and its utility is no less now than it has ever been. Students who major in Classics, therefore, may apply their training in all the ways that their predecessors have, specifically to work, such as a professional career in law, medicine, public service, the clergy or teaching, and more generally to life as a whole, since it is this whole to which education will always look in the end.

Besides the great works of classical antiquity, special courses introduce the student to the study of the Christian Greek and Latin tradition. It was mostly in Greek and Latin that the Christian message, early Christian theology and spirituality took literary shape and spread over the world: the study of these original sources is highly important for a deeper understanding of our culture.

The Major Program

On the elementary and first intermediate levels the beginning student is most of all concerned with learning the language well, for the study of language can be mind forming in itself. The student becomes more aware of the variety of language structures, of differences and similarities in thought and in expression. As the student's knowledge of the classical language grows, he finds that he also begins to express himself more clearly and precisely in his own language because of his increased understanding of the true

meanings of the many words and phrases in English which are derived from classical sources.

On the later intermediate and advanced levels the student puts his knowledge of the language to work. He or she reads, studies and writes critically about the best writers of antiquity. The writers studied in these courses (Greek—e.g., Plato and Sophocles; Latin—e.g., Cicero and Vergil) are chosen because of their concern with man's understanding of himself and of the ties that bind him to the divine and human worlds. As the student reads and contemplates the works, the awareness of the importance of such matters for his own life increases, as does his appreciation for the beauty and clarity with which the ancient writers have dealt with the abiding questions of human existence.

At the end of the junior year the Classics major writes a research paper of 15-20 pages. The general topic of the paper is determined by the subject of one of the advanced literature courses in the major language for which the student is enrolled during the second semester, although the student chooses the specific topic in consultation with the professor for the course. The *junior paper* becomes part of the grade for that course. Through this project the student develops his ability to sustain a lengthier and more complex argument than has usually been required in his advanced language classes. The student reads widely in primary and secondary sources and gains experience in making critical judgments of ancient thinkers and contemporary scholars.

In the last undergraduate year the Classics major writes a *senior project* to bring together the fruits of his experiences in the various courses to produce an original critical treatment of a major author or theme. Toward the end of the last semester the student presents the results of the project to an audience of faculty and students, and reveals increased knowledge of the classical languages and understanding of antiquity as a whole through passing written essays in a Senior Comprehensive Examination.

The Classics Program participates with the Department of Education in preparing interested students for secondary school certification in Latin. Please consult the Department of Education listing for further details.

Language Requirement

Students wishing to fulfill the core requirement in foreign languages by studying Greek or Latin must take one course at the 3300 level or two courses at the 2300 level or above. If a student has had courses in one of the languages elsewhere than at the University of Dallas and wishes to use these courses toward satisfying the language requirement, he should consult with the Classics Program advisor before registering in order to determine at what level he should enter the sequence here.

Note: Greek or Latin 2311 are prerequisites for Greek or Latin 2312 (or Latin 2314).

Basic Requirements for Major

24 advanced credits:

18 of these must be in the chosen major language (Greek or Latin), selected from offerings at the 3000 level or above. Included in these 18 are:

- 1) the Advanced Grammar and Composition (Greek 3324 or Latin 3324);
- 2) Senior Project (see under The Major Program) in the major language (Greek 4342 or Latin 4342).

Six additional credits are selected from offerings at the 3000 level or above in the major or second language or, by permission of the program advisor, may be chosen from advanced offerings in literature, politics, philosophy, history, etc. whenever possible, the classics faculty will assist the student in doing work in the related field in the appropriate language.

The second language (Latin or Greek) must be completed through the intermediate level. Advanced courses are recommended.

Reading knowledge of one modern language, preferably German, is determined through an examination administered by the program advisor in consultation with professors in the appropriate language. The student must pass this examination no later than the end of the junior year.

Junior Paper: (See under The Major Program) Written at the end of the junior year.

Senior Project: (See under The Major Program) Written and presented orally at the end of the senior year.

Comprehensive Examination

The student is responsible for major readings in the classics. In consultation with the program advisor he chooses six areas of study at the end of the junior year. The written examination is administered during the second semester of the senior year. Passing the comprehensive is a requirement for graduation.

The following basic program outline assumes that the student is able to study Latin at the intermediate level in the freshman year. If he must begin with Latin 1301 or 1305, he should plan to take one or more courses during at least one summer session or interterm. If a student qualifies for Latin 2312 or an advanced course in the first semester of his freshman year, he will have more electives than the schedule indicates.

The program outline also assumes that Classics majors will participate in the Rome Program in the spring semester of the sophomore year.

Year I

Latin 2311	3
Greek 1301	3
English 1301	3
Philosophy 1301	3
Art, Drama, Math, Music	<u>3</u>
	15

Latin 2312	3
Greek 1302	3
English 1302	3
Politics	3
Art, Drama, Math, Music	<u>3</u>
	15

Year II

Advanced Latin or Related Field	3
Greek 2311	3
English 2312	3
History 2302	3
Philosophy 2323	3
	<u>15</u>

Greek 2312	3
English 2311	3
History 2301	3
Theology 1310	3
Philosophy 3311	3
	<u>15</u>

Year III

Adv. Major Language (Junior Paper)	3
Theology 2311	3
Science	3
History 1311	3
Elective	3
	<u>15</u>

Adv. Major Language (Junior Paper)	3
Science	3
History 1312	3
Electives	6
	<u>15</u>

Year IV

Major Language 3324	3
Philosophy 3325	3
Economics 1301	3
Art, Drama, Math, Music	3
Elective	3
	<u>15</u>

Adv. Major Language	3
Senior Project 4342	3
Major or Second Language or Related Field	3
Electives	6
	<u>15</u>

Courses in Classics

3301. Fundamentals of Rhetoric Introduction to the art of speaking persuasively, as taught by the Greeks and Romans. Systematic approach to composing and delivering speeches. Study of model orations, ancient and modern, in English translations. Extensive practice.

4340. Classical Mythology A study, through the reading of a series of texts in English translations, of the nature, the uses and the development of Classical mythology as it appears in poetry and philosophy.

4350. Special Topics in Classics. Three-credit courses offered as needed, focusing on particular authors, periods, genres, or other topics of interest to teachers and students. For advanced students only.

Courses in Greek

1301-1302. Elementary Greek I and II Essentials of the grammar and syntax of ancient Greek, both classical and koine. Reading of easy passages from classical prose

writers and the New Testament. Understanding of the Greek elements in Western culture. Fall and Spring.

2311-2312. Intermediate Greek Grammar review and study of more advanced syntactical structures. Selected readings from classical Greek prose and poetry.

3119. Foreign Language Internship. See description under "Courses in French."

3324. Advanced Grammar and Composition (Offered every other year.) Required for majors whose primary language is Greek.

3325. Greek Historians Readings in Herodotus or Thucydides or both. A study of their aims, methods and distinctive styles, and a consideration of the principles in terms of which they understand historical action. Offered every other year.

3326. Greek Tragedy Reading of one of the tragedies of Aeschylus, Sophocles, or Euripides, focusing on drama as a means of investigating human nature and the relationship between man and the city. Offered every other year.

3327. Homer Extensive reading from either the *Iliad* or the *Odyssey*. Study of the Homeric world, Homeric language and poetic style. Offered every other year.

3328. Plato Reading of one or more dialogues with an emphasis upon their literary form and philosophical content. Offered every other year.

3334. New Testament Readings Longer continuous passages of the Gospels and one letter of Paul are analyzed in language and literary form as well as in their historical and theological contexts. Offered every other year.

3335. Patristic Readings An introduction to the rich tradition of Greek patristic literature that analyzes texts of four or five major writers from the II to the V century, usually including Ignatius, Athanasius, one of the Cappadocians, Cyril of Jerusalem and John Chrysostom. Offered as needed.

4342. Senior Project See description under The Major Program.

4351. Independent Research

5350. Special Topics in Greek Three-credit courses offered as needed, focusing on particular authors, periods, genres, or other topics of interest to teachers and students. For advanced students only.

Courses in Latin

1301-1302. Elementary Latin I & II Latin grammar and syntax with some emphasis on the historical background of the language and the principles of word-formation. Reading of simple texts. Fall and Spring.

1305. Grammar Review Designed for students who have studied the equivalent of at least two years of Latin at the secondary school level but need an intensive review in order to study at the intermediate level. Open to students with no prior training in Latin by permission of the program advisor. Fall only.

2311. Intermediate Latin I: Roman Prose Selected readings of Roman prose writers, primarily Cicero. Prerequisite: Latin 1302, Latin 1305, or equivalent. A placement exam

is required for those who have not completed either of these courses. Fall and Spring.

2312. Intermediate Latin II: Roman Poetry Selected readings from the works of Catullus, Vergil, and Ovid. Prerequisite: Latin 2311. Fall and Spring.

2314. Intermediate Latin II: Ecclesiastical Tradition Selections from patristic, medieval, and modern Latin texts, illustrating the history, doctrine, and piety of the Church. May be taken by permission of the program advisor. Offered as needed.

3119. Foreign Language Internship. See description under "Courses in French."

3324. Advanced Grammar and Composition Translation and study of Caesar and Cicero to improve grasp of grammar and syntax and to acquire a sense of style. Required for majors whose primary language is Latin and for those seeking accreditation to teach Latin in secondary school. Offered every other year.

3325. Roman Philosophy Reading and study of Lucretius and Cicero, to investigate the nature of philosophic writing and to seek understanding of the peculiarly Roman contribution to the Western philosophical tradition. Offered every other year.

3326. Roman Lyric Selected poems of Catullus, Virgil (*Eclogues*) and Horace (*Odes*). A study of the uses, the power and the diversity of lyric poetry in Latin. Offered every other year.

3327. Roman Drama Reading of two comedies, one of Plautus and one of Terence; additional readings from a tragedy of Seneca. Emphasis on the specific character of drama of Rome, as compared to Greece, and on the nature and function of comedy. Offered every other year.

3328. Roman Historians Reading in Sallust, Livy and Tacitus. A study of their aims, methods and distinctive styles, and a consideration of the analytical and didactic functions of Roman historiography. Offered every other year.

3329. Roman Satire Reading of the *satires* of Horace and Juvenal and of the *Cena Tri-*

malchionis of Petronius. Consideration of the question of satire as a uniquely Roman invention. Offered as needed.

3330. Vergil, *Aeneid* A reading of selections from the poem in Latin and a study of the poem as a whole in translation. Offered as needed.

3331. Roman Elegy Readings in Tibullus, Propertius and Ovid (*amores*). Investigation of the nature of elegy in Rome and comparison of each elegist's aims. Offered as needed.

3332. Cicero Translation of one of Cicero's works and study, primarily in translation, of additional writings of his with emphasis on his understanding of the education of the statesman in oratory and philosophy. Offered as needed.

3334. St. Augustine Selections from the *Confessions* and the *City of God* reveal a fascinating human being, a most influential Christian thinker, and a great master of Latin prose writing. Offered every other year.

3335. Medieval Readings This course explores the rich heritage of medieval Latin literature from the fifth century of Leo the Great to the twelfth century of Thomas Aquinas and Bonaventure: prose and poetry, texts of history and philosophy, theology and spiritual writings. Offered as needed.

4342. Senior Project See description under The Major Program.

4351. Independent Research

5345. Teaching Latin (Ed. 5345) A course in the special concerns of the teacher of Latin in secondary school; evaluation of various approaches to teaching Latin; practice in pronunciation and in explaining the structures of the language; ways of relating the cultural background to the language foreground. Required for Latin teaching field if the student has no experience in teaching Latin. Should be taken concurrently with practice teaching.

5350. Special Topics in Latin Three-credit courses offered as needed, focusing on particular authors, periods, genres, or other

topics of interest to teachers and students. For advanced students only.

The Modern Languages

The University of Dallas offers the study of four modern languages (German, French, Spanish and Italian) as part of the search for truth about ourselves, our Western heritage, and the contemporary world.

Man the Communicator Language is an essential component of our human nature. Without it, we could not represent the world to ourselves, nor could we share our thoughts with others. However, if we wish to understand fully this most basic form of communication, we must as a practical necessity study at least one other language in addition to our own. Learning a second language gives us an objective viewpoint from which to observe the phenomenon of language itself. At the same time, it requires us to project ourselves into the mental and psychological dimensions of another people, an effort that will likewise reflect back on ourselves, giving us insight into our own way of speaking and thinking.

The Western Tradition If Western civilization forms a whole, it is nevertheless not an abstraction nor a homogeneous mass. Comprehension of its unity comes through a knowledge of its parts: past and present; pagan, Christian, and secular; the Old World and the New. Further, our Western heritage is embodied in the languages of the diverse peoples who forged it over the centuries. It is the special purpose of the programs in modern foreign languages to make the diversity within the unity of post-classical Western civilization manifest to our students. They become acquainted with at least one of the major cultural traditions of the West on its own terms, in the language in which it developed.

The Contemporary World The late twentieth century has already given us a glimpse of a future in which instantaneous global communication will be the norm. As the world draws closer together, knowledge of other languages besides English will prove to be more important, not less so. Non-English speakers who have taken the trouble to learn about our language and culture enjoy

special insights into our concepts and habits of thought. Likewise, we cannot truly say we understand another people unless we have learned their language, the repository of their traditions and the means by which they communicate.

Learning a foreign language is no easy task, but as part of the search for understanding it can be intensely rewarding. The Department of Foreign Languages and Literatures challenges each student to embark on this vital intellectual journey.

Modern Languages in the Core

The contributions of the Modern Languages Programs to the core curriculum of the University are made on three different levels: elementary, intermediate, and advanced.

The study of basic grammar, vocabulary, and pronunciation in the elementary courses trains students to experience language in an orderly fashion; it instills in them a sense of linguistic structure; it gives them their first insights into the way another society approaches reality; and it elicits reflection about their own world. Courses on the elementary level are offered in order to accommodate students who did not study foreign languages in high school or who wish to fulfill their foreign language requirement by learning a different language from the one they had before coming to the University. Hence, no credit toward graduation is given for these introductory courses.

In the first semester of the intermediate level, the students put into practice, in reading and conversation, the knowledge of grammar and vocabulary gained earlier. True communication begins at this point. In the second semester, they are introduced to the world view of the society whose language they are learning. This introduction into the heritage of another people is achieved by study of selected literary texts, history, and, in some cases, art.

Our most important contributions to the core curriculum occur on the third level. Students reflect upon some of the greatest literary accomplishments of the people whose language they are on the road to mastering. At the same time, they begin to think in the foreign language, instead of merely translating from their mother-tongue. They learn to express themselves with so-

phistication in speech and in writing. Courses in modern foreign languages with which students may satisfy their core requirements according to the stipulations under Basic Requirements for the Bachelor of Arts Degree:

First level

Elementary I. 1301. French, German, Spanish, Italian. (Course includes one hour laboratory class)

Elementary II. 1302. French, German, Spanish, Italian. (Course includes one hour laboratory class)

Second level

Intermediate I. 2311. French, German, Spanish, Italian.

Intermediate Conversation I. 2101 (1 credit)
French, German, Spanish, Italian.

Intermediate II. 2312. French, German, Spanish, Italian.

Intermediate Conversation II. 2102. (1 credit)
French, German, Spanish, Italian.

Third level

Literary Tradition. 3321. French, German, Spanish, Italian.

Other literature courses as approved by the department.

Major Programs

Basic requirements for a major in *French*, *German*, or *Spanish* are 30 credits in upper-division courses in the same language, a second language studied through the intermediate level, and successful completion of the comprehensive examination. Outstanding students may take language 4348 (Senior Thesis) in the senior year under the direction of a faculty advisor. All advanced courses are conducted in the foreign language, with the exception of 3330 (Introduction to Linguistics).

The Department recommends the following electives for all foreign language majors: Art 1311 and 1312 (History of Art and Architecture), History 3313 and 3314 (Modern Europe), History 3332 (Culture of Nineteenth-Century Europe), History 3333 (Culture of Twentieth-Century Europe), Education 5354 (Introduction to Linguistics).

The Department of Foreign Languages also cooperates with the Education Department in preparing interested students for

secondary school certification in French, German, and Spanish. Please consult the appropriate Education Department listing.

Year I

Art, Drama, Math, Music	3
English 1301	3
History 1311	3
Language 2311	3
Philosophy 1301	3
	<u>15</u>

Year II (during Sophomore Year)

English 2311-2312	6
History 2301-2302	6
Philosophy 2323	3
Theology 1310	3
Politics 1311	3
Art, Drama, Math, Music	3
Major Language	6
	<u>30</u>

Year III

Major Language	6
Philosophy 3311	3
Second Language 1301	3
Science	3
	<u>15</u>

Year IV

Major Language, including Senior Project	6
Elective	3
Second Language 2311	3
Elective	3
	<u>15</u>

Foreign Language Internship

A student can earn one credit per semester by assisting three hours per week in the Language Learning Center.

International Management

Because students with working proficiency in a foreign language have a distinct advantage in multinational companies, the MBA

Comprehensive Examination

During the senior year, majors must pass a comprehensive examination in the foreign language. Typically, the examination consists of a translation and essays written in the language on the fields of literature, history, and art. The examination may include an oral part as well.

Art, Drama, Math, Music	3
English 1302	3
History 1312	3
Language 2312	3
Economics 1311	3
	<u>15</u>

Major Language	6
Theology 2311	3
Second Language 1302	3
Science	3
	<u>15</u>

Major Language	6
Philosophy elective	3
Second Language 2312	3
Elective	3
	<u>15</u>

in International Management is a popular graduate school choice for the foreign language major or other students who have unusual language facility. Please see Business Management section of this *Bulletin* for more information on the MBA and the University's Through Plan approach or contact the Director of Admissions at the Graduate School of Management.

The international experience of the Rome semester during the sophomore year, and/or a special term in Spain or Mexico, add to the unusual preparation the University offers for a career in multinational affairs.

Courses in French

1301-1302. Elementary French I and II The foundation for the study of French. Students acquire a basic vocabulary and an understanding of fundamental linguistic structures. In addition, as they acquire the four skills—reading, writing, listening, and speaking—they are introduced to the life and thought of the French people. Required use of the Foreign Language Center. Fall and Spring.

2311. Intermediate French I The objectives of this course are to review grammar thoroughly, expand vocabulary, increase fluency, and acquaint the student with representative works of French writers. Fall.

2312. Intermediate French II The goal of this course is to increase knowledge of the French language and give a comprehensive chronological introduction to the historical development of the people who speak it. The language is studied by oral reading in class, vocabulary drills, oral discussions, presentations, and written assignments. Historical introduction to France is achieved by studying major trends in history, by reading a few short literary works, and by studying major artistic manifestations. Spring.

2111-2112. Intermediate Conversation I and II Designed to increase the student's aural comprehension and oral expression. Includes pronunciation drills, songs, short literary texts and corresponding vocabulary lists, games, dialogues, and short plays. Assignments consist in reading, oral exercises, and memorizing vocabulary. Fall and Spring.

3119. Foreign Language Internship A one-credit practicum, undertaken with the approval of the department chairman and under the direction of a French professor, involving three hours a week on assignments such as planning and conducting laboratory sessions for elementary language classes, working with audiovisual materi-

als, designing modules of grammatical study, compiling glossaries and chronologies, and planning activities for the French Club. Excellent experience for those planning to teach foreign language. May be repeated three times.

3321. French Literary Tradition The goals of this core course are to introduce students to key texts of the French literary tradition, to acquaint them with the techniques of textual analysis in a foreign language, and to give an overview of the genres, movements, and chronological development of French literature.

3322. Medieval and Renaissance French Literature From the poetic view of feudal society presented in the *Chanson de Roland* to the philosophical lessons of Montaigne, early French literature presents a wide variety of forms and embraces all manner of causes: courtly ideals, bourgeois aspirations, crusading piety, and zeal for the New Learning. The course touches on all these themes as it follows the evolution and accomplishments of French literature in its first six hundred years.

3323. Advanced Communication in French The objectives of this course are to increase both oral and written skills so the students can articulate, in an accurate and mature way, ideas of interest to the educated person in the contemporary world. Grammar review, extensive reading of contemporary texts, and writing essays that allow students to practice grammar and use new vocabulary while they reflect on current events.

3324. Advanced Composition The course consists of three elements: composition, conversation, and "explication de texte." Texts suitable as a basis for exercise in these three areas are chosen from literature (both poetry and prose) and from other sources of everyday relevance.

3325. French Literature in the Seventeenth Century The development of French literature from the Baroque Age (1600-1640) and the formative years of classicism (1640-1660) to the classical period at its height (1660-1685) and the period of decline during the remaining thirty years of the reign of Louis

XIV. Topics to be discussed include the influence of Jansenism on French literature, the role of Louis XIV in the full realization of the classical ideal, and the characteristics of classicism. Among the authors to be studied: Malherbe, Descartes, Pascal, Corneille, Molière, Racine, La Fontaine, Bossuet, and La Bruyère.

3326. French Literature in the Eighteenth Century The philosophical and critical spirit of the Age of Enlightenment and the development of the theater and novel during this period. Writers to be studied include Pierre Bayle, La Sage, Marivaux, Prévost, Beaumarchais, with special attention given to the *philosophes* Montesquieu, Voltaire, Diderot, and Rousseau.

3327. French Literature in the Nineteenth Century A study of nineteenth-century literary movements (Romanticism, Realism, Naturalism, Symbolism) and their relation to the social, political, and philosophical thought of the period. Some of the writers discussed are Chateaubriand, Victor Hugo, Lamartine, Vigny, Balzac, Flaubert, and Zola.

3328. French Literature in the Twentieth Century Literary developments in the theater, prose fiction, and poetry from the early twentieth century up to the period following the Second World War. Authors to be studied include Apollinaire, Gide, Claudel, Péguy, Proust, Montherlant, Giraudoux, Anouilh, Sartre, and Camus.

3330. Introduction to Linguistics See description under "Courses in German."

4331. French Drama in the Nineteenth Century From Hugo to Henri Becque and Zola, the path nineteenth-century drama will follow leads past the charm of Musset, the somber views of Vigny, the realism of Scribe, Dumas, and Augier, and the mysteries of the Symbolists.

4332. French Drama in the Twentieth Century Heir to both the revolutionary ideas of Romanticism and the refined explorations of Symbolism, French theater of the twentieth century displays great and varied achievements: Claudel's multidimensional universe; the classicism of Cocteau, Montherlant, and Giraudoux; the psychological

realism of Anouilh; Salacrou's and Lenormand's explorations of the subconscious; the philosophical questionings of the existentialists; and the iconoclasm of absurdist theater.

4333. Modern French Poetry A study of modern French poetry and poetic theory from Baudelaire to Surrealism and Post-Surrealism. Close readings of "Le Bateau ivre," "Le Cimetière marin," "Zone," and selected poems by Eluard, Henri Michaux, Robert Desnos, and others.

4334. Modern French Novel This course offers the student a panoramic view of the history of the French novel from Proust to Sartre and Camus, with a glance at the *nouveaux romanciers* (Robbe-Grillet, Butor, Simon). Special attention paid to the Christian thought in the novels of Mauriac and Bernanos.

4348. Senior Project

4350. Special Topics in French Three-credit courses offered as needed, focusing on particular authors, periods, genres, or other topics of interest to teachers and students. For advanced students only.

4351. Independent Research

Courses in German

1301-1302. Elementary I and II The foundation for the study of German. Students acquire a basic vocabulary and an understanding of fundamental linguistic structures. In addition, as they acquire the four skills—reading, writing, listening, and speaking—they are introduced to the life and thought of the German people. Required use of the Foreign Language Center. Fall and Spring.

2311. Intermediate I The objectives of this core course are to review grammar thoroughly, expand vocabulary, increase fluency, and acquaint the student with representative works of German-speaking writers and artists. Fall.

2312. Intermediate II The goal of this course is to increase the knowledge of the German language and give a comprehensive chronological introduction to the his-

torical development of the people who speak it. The language is studied by oral reading in class, vocabulary drills, oral discussions, presentations, and written assignments. Historical introduction to Germany is achieved by studying major trends in history, by reading a few short literary works, and by studying major artistic manifestations. Spring.

2111-2112. Intermediate Conversation I & II Activities designed to build vocabulary, increase oral proficiency and deepen understanding of language and culture. Required of students registering for German 2311 and 2312. Fall and Spring.

3119. Foreign Language Internship See description under "Courses in French."

3314. Nonfiction Prose A course designed to acquaint students with the typical style of German expository prose. Emphasis on reading comprehension, advanced grammatical structures, and vocabulary expansion through translation exercises. The basic textbook is supplemented with original selections by various authors. Offered as needed.

3321. German Literary Tradition The goals of this core course are to introduce students to key texts of the German literary tradition, to acquaint them with the techniques of textual analysis in a foreign language, and to give an overview of the genres, movements, and chronological development of German literature.

3323. Advanced Communication in German The objectives of this course are to increase both oral and written skills so the students can articulate, in an accurate and mature way, ideas of interest to the educated person in the contemporary world. Grammar review, extensive reading of contemporary texts, and writing essays that allow students to practice grammar and use new vocabulary while they reflect on current events. Topics are taken from the fields of politics, science, technology, religion, art, music, and sports.

3325. Masterpieces of Early German Literature (800-1750) From the first documents of the Carolingian Era to the Age of

Enlightenment. With emphasis on the medieval epics, courtly poetry, Renaissance, Baroque, and the work of Lessing. Historic events and literary theories contributing to the development of German language and literature.

3326. The Age of Goethe (1750-1830) Goethe and Schiller. From Storm and Stress to Classicism. The Romantic School in Jena, Heidelberg, and Berlin. Hölderlin, Kleist.

3327. From Realism to Symbolism (1830-1910) Viennese Dramatists. "Young Germany," Poetic Realism, Naturalism. The impact of scientific progress and Nietzsche's philosophy on literature; Hauptmann; Impressionism and Symbolism; George, Hofmannsthal, Rilke.

3328. The Twentieth Century Expressionism, "New Objectivity," Exile literature and "Inner Emigration." New beginnings after World War II. Literature in a divided Germany. Swiss and Austrian writers.

3330. Introduction to Linguistics The structural and the comparative approach with an emphasis on the Indo-European languages. The formal, historical and cultural connotations of a man's symbol-creating capacity as manifested in vocabularies and grammar. Designed for language majors. Conducted in English. Spring.

3333. German Drama The classical theory of drama attributed to Aristotle was often challenged by German-speaking writers, from Lessing to Brecht. This course will examine the theories of these playwrights in connection with their works for the stage.

4331. German Lyric Poetry An introduction to the theory and practice of poetic form in the literature of German-speaking countries. Beginning with the medieval Minnesingers, the course traces the development of the lyric persona from a typical representative of society to the isolated individual of the twentieth century.

4332. German Prose Concentrating on a short form of narrative prose, the novella, the course considers representative works from Goethe to Schnitzler and their critical interpretation.

4348. Senior Project

4350. Special Topic in German Three-credit courses offered as needed, focusing on particular authors, periods, genres, or other topics of interest to teachers and students. For advanced students only.

4351. Independent Research

Courses in Spanish

1301-1302. Elementary I and II The foundation for the study of Spanish. Students acquire a basic vocabulary and an understanding of fundamental linguistic structures. In addition, as they acquire the four skills—reading, writing, listening, and speaking—they are introduced to the life and thought of the Spanish-speaking peoples. Required use of the Foreign Language Center. Fall and Spring.

2311. Intermediate I The objectives of this core course are to review grammar thoroughly, expand vocabulary, increase fluency, and acquaint the student with representative works of Spanish writers and artists. Fall.

2312. Intermediate II The goal of this course is to increase the student's knowledge of the language and give him a comprehensive introduction to the historical development of the people who speak it. The language is studied by oral reading in class, discussions, presentations, and written assignments. Historical introduction to the Spanish-speaking world is achieved by studying major trends in history, by reading a few short literary works, and by viewing major works of Hispanic art and architecture. Spring.

2111-2112. Intermediate Conversation I & II Activities designed to build vocabulary, increase oral proficiency and deepen understanding of language and culture. Required of students registering for Spanish 2311 and 2312. Fall and spring.

3119. Foreign Language Internship See description under "Courses in French."

3321. Spanish Literary Tradition The goals of this core course are to introduce students to key texts of the Spanish literary

tradition, to acquaint them with the techniques of textual analysis in a foreign language, and to give an overview of the genres, movements, and chronological development of literature in Spanish.

3323. Advanced Communication in Spanish The object of this course is to increase both oral and written skills so the students can articulate, in an accurate and mature way, ideas of interest to the educated person in the contemporary world. Grammar review, extensive reading of contemporary texts, and writing essays that allow students to practice grammar and use new vocabulary while they reflect on current events. Topics are taken from the fields of politics, science, technology, religion, art, music, and sports.

3324. Advanced Spanish Composition This course is designed to develop a sense of style and structure in writing of Spanish on various levels. This goal is achieved through close reading and detailed analysis of modern Spanish and Spanish-American authors in both literary and journalistic fields, in conjunction with intensive practice in the art of writing for specific and varying purposes.

3325. Nineteenth Century Spanish Literature The nineteenth century Romantic drama and prose, and the development of the Realist novel, culminating in the work of Galdos.

3326. Early Twentieth Century Spanish Literature The group of writers known as the Generación del '98 (Unamuno, Machado, Baroja, Valle Inclán, Azorín, Benavente).

3327. Golden Age Drama and Poetry Renaissance and Baroque drama and poetry in Spain, from the early theater through Lope de Vega and Calderón.

3328. The Novel of the Golden Age The development of prose fiction, with emphasis on the study of *Don Quixote de la Mancha*.

3329. Early Spanish American Literature This course begins with a brief consideration of examples of indigenous literature, such as the *Popul Vuh* and Aztec and Incan poetry. It then traces the development of

Spanish-American literature from the early *cronistas* to the second generation of Romantic writers in the nineteenth century. The works of Bernal Díaz, the Inca Garcilaso, Sor Juana Inés de la Cruz, Andrés Bello, and Domingo Faustino Sarmiento will receive special attention.

3330. Introduction to Linguistics See description under German 3330.

3331. Introduction to Spanish Philology and Stylistics The basis for a philological study of Spanish, including a history of the evolution of the language from Latin and an introduction to the most widely-known theories governing attitudes toward linguistics. The course also offers a practical application of stylistics. It is conducted in Spanish.

3333. Modern Spanish-American Literature A study of twentieth-century Spanish-American literature, starting with the end-of-century Modernist "revolution." Among those authors to be studied: José Martí, Rubén Darío, José Enrique Rodó, Horacio Quiroga, Mariano Azuela, Jorge Luis Borges, Julio Cartázar, Juan Rulfo, Octavio Paz, Gabriel García Márquez, and Carlos Fuentes.

3334. Contemporary Drama in Spain A study in the theater from the "esperpentos" of Valle Inclán and the drama of Lorca up to the postwar dramatists, including Buero Vallejo, Sastre, and Gala.

3335. Contemporary Novel in Spain An examination of the postwar novelists including Cela, Laforet, and Goytisolo.

3337. Contemporary Poetry in Spain The General of '27 (Lorca, Guillén, Diego, Salinas, Alberti, Damasco Alonso, Cernuda) and the younger poets of today.

3338. Medieval Literature in Spain The main currents of thought in Medieval Spain will be examined through representative literary works. The following works will be studied among others: *El conde Lucanor*, *El Poema del Cid*, *El Libro del Buen Armor*, and *El cancionero de Baena*.

3339. History of Mexico A one semester course that offers the student a panoramic view of the Mexican history from the Pre-

Columbian age through the Mexican Revolution.

3340. History of Medieval Spain A survey of Spanish History from the establishment of the Visigothic Monarchy through the reign of the Catholic Monarchs. Emphasis on the development of Spain's national character and sense of purpose during the Reconquest. The course also concentrates on the cultural achievements of the thirteenth century; surveys Aragon's expansion throughout the lands of the Mediterranean in the late Middle Ages; and studies the unification of the four Spanish kingdoms by Ferdinand II of Aragon and Isabel I of Castile. Students read numerous documents and short selections from medieval historians. Offered every four years.

3341. History of Habsburg Spain Spanish history in the sixteenth and seventeenth centuries. Emphasis on the Great Habsburgs of the Renaissance, Emperor Charles V and Philip II. Topics include imperial expansion in the New World, defense of Christendom against Islam, Spain's participation in religious conflicts and national rivalries throughout Europe, cultural achievements during the Siglo de Oro, and political and economic decline under the Lesser Habsburgs of the seventeenth century. A major theme is the projection, on a world-wide scale, of the national sense of purpose inherited from the Reconquest. Students analyze short historical documents and selections from renaissance and baroque historians. Offered every four years.

3342. History of Bourbon Spain A study of Spanish history during the two hundred and thirty years of Bourbon rule, from 1700 to 1931. Includes discussion of the loss of Spain's Empire in Europe, the administrative and economic reforms of the Enlightenment, the great international conflicts of the eighteenth century, the Peninsular War against Napoleon, the loss of Spain's Empire in America, the fall of the Old Regime, the political instability of the nineteenth century, and the conflicts that led to the Spanish Civil War of the 1930's. One of the main topics considered throughout the course is the question of the "two Spains." Students analyze short primary sources and read se-

lections from contemporary Spanish historians. Offered every four years.

4348. Senior Project

4350. Special Topic in Spanish Three-credit courses offered as needed, focusing on particular authors, periods, genres, or other topics of interest to teachers and students. For advanced students only.

4351. Independent Research

Special Sessions in Mexico and Spain

Courses in Spanish language, literature, and history are taught by University of Dallas faculty during special sessions in Mexico and Spain. High school language teachers, incoming freshmen, and high school seniors are admitted to the program as well as any University of Dallas student.

Courses in Italian

1301-1302. Elementary Italian I and II The foundation for the study of Italian. Students acquire a basic vocabulary and an understanding of fundamental linguistic structures. In addition, as they acquire the four skills—reading, writing, listening, and speaking—they are introduced to the life and thought of the Italian people. Required use of the Foreign Language Center. Fall and Spring.

1100-2100 Italian Conversation/Rome Designed to prepare and encourage Rome students to use basic Italian during their Rome semester. Two levels depending upon background of student. Graded Pass/Fail.

2311. Intermediate Italian I The objectives of this course are to review grammar thoroughly, expand vocabulary, increase fluency, and acquaint the student with representative works of Italian writers and artists. Fall.

2312. Intermediate Italian II Designed to increase the student's knowledge of the Italian language and give him a comprehensive chronological introduction to the historical development of the people who speak it. The language is studied by oral reading in

class, vocabulary drills, oral discussions, presentations, and written assignments. Historical introduction to Italy is achieved by studying major trends in history, by reading a few short literary works, and by studying major artistic manifestations. Spring.

2111-2112. Intermediate Conversation I and II Designed to increase the student's aural comprehension and oral expression. Includes pronunciation drills, songs, short literary texts and corresponding vocabulary lists, games, dialogues, and short plays. Assignments consist of reading, oral exercises, and memorizing vocabulary. Required of students registering for Italian 2311 and 2312. Fall and Spring.

3119. Foreign Language Internship See description under "Courses in French."

3321. Italian Literary Tradition Introduction of students to key texts of the Italian literary tradition, to acquaint them with the techniques of textual analysis as applied to Italian texts, and to give an overview of the genres, movements, and chronological development of Italian literature. Selections from among the authors studied: Francis of Assisi, Poliziano, Leopardi, Dante, and Ariosto (poetry); Machiavelli, Pirandello, and Goldoni (drama); Boccaccio, Verga, Manzoni, Moravia, Calvino, Cassola, and Ginzberg (fiction). As needed.

3323. Advanced Communication in Italian The objects of this course are to increase both oral and written skills so that students can articulate, in an accurate and mature way, ideas of interest to the educated person in the contemporary world. Grammar review, extensive reading of contemporary texts, and writing essays that allow students to practice grammar and use new vocabulary while they reflect on current events. As needed.

4350. Special Topic in Italian. See description under Spanish.

FOREIGN LANGUAGE AND AREA STUDIES CONCENTRATIONS

Concentration in Language

For many the importance of continued study of foreign languages is self-evident. A better understanding of other cultures, a more immediate contact with other literatures, and broadened opportunities for communication are among the advantages of pursuing the study of foreign languages and literatures beyond the intermediate level. In addition, facility with a language other than English is an extremely useful tool for advanced work in any field. At the same time, the phenomenon of language itself, the matrice of thought and action, is a subject eminently worthy of focussed study, particularly in the context of a liberal arts education.

The Concentration in Language combines the practical and theoretical aspects of language study. It includes advanced work in one or more foreign languages, together with the theoretical consideration of language as a universal human activity. Students take five or six courses in all. Two options are possible:

1. Three courses in language/literature at the 3000-level or above, in any combination of those offered by the Department of Foreign Languages and Literatures (French, German, Greek, Italian, Latin, or Spanish), plus two courses involving a theoretical consideration of language. The languages studied can be as few as one or as many as three. For the theoretical courses, the following regular offerings are recommended:

Edu 5354. Introductory Linguistics

Fll 3330. Introduction to Linguistics

Phi 4335. Philosophy of Language

Psy 3334. Language and Expression

2. Four (or five) courses in language/literature, involving at least two different foreign languages, plus one course of a theoretical nature. Of the required language courses, at least three must be at the 3000-level or above. The remaining course may be at the 2000-level. (An elementary course in a language will also satisfy this requirement, but in this case it would be necessary to take both semesters, 1301 and 1302).

Students wishing to take a Concentration in Foreign Language should first consult with the appropriate member of the Foreign Languages Department. They then fill out the Declaration form for the Registrar and are assigned a Concentration adviser in the Department of Foreign Languages.

Concentration in Area Studies

For a student who wishes to focus on the culture and history of a country or language group, it is possible to pursue a Concentration in Area Studies. In this case, the student completes three upper-division courses in one language/literature, plus two related courses (in history, art, economics, et cetera). Planning is particularly important for this concentration, since for a given country related course offerings may be limited. An Area Studies Concentration is possible in Classics, French, German, and Spanish.

GENERAL STUDIES AND INTERNSHIPS

FACULTY
Faculty as required.

The University makes available each semester various one-credit courses which respond to needs and interests of its students. These courses, extra to the regular offerings, are graded on a pass/fail basis and are referred to as activity credits. Four of these credits may be included in the 120 credits required for graduation. See Music section for additional listings.

The faculty for these courses are usually selected from the regular university staff although occasionally outside personnel are utilized in order to suit the interests and needs of the students. New offerings are added according to student interest, need, and faculty availability.

Regular General Studies Offerings

1101. Theater Arts Workshop This is an opportunity for all students to participate in the University Theater whether on stage or behind the scenes working with sets, costumes, lighting. Open tryouts are held for the major productions throughout the year. Drama majors should register under Drama 1101.

1105. Oral English Designed to assist international students with the transition to American speech. Twice weekly. Placement according to ability as determined by testing. Fall.

1106. Community Volunteer Services This program offers several opportunities to participate in community service. It is coordinated by the Chaplain's office in cooperation with Student Government, Student Foundation, and the Office of Student Life.

1109. Journalism Practicum The practicum is designed for students with interests in newswriting and journalism techniques as applied to the publication of the university newspaper, yearbook or literary journal. Particularly appropriate for students who wish to earn Journalism Concentration.

1110. Intensive Grammar Review An intensive review of grammar, punctuation, and syntax as well as the basic principles of rhetorical composition. Fall and Spring.

1111. Practical Writing Studies the rhetorical structure of the five major types of practical writing: argumentation, exposition, persuasion, description, and research papers. Spring.

1112. Research and Study Skills This course lays the foundation for the acquisition of the different skills required by the courses in the Core Curriculum. Fall.

1114-1124. Army and Air Force ROTC UD students who wish to earn appointments as commissioned officers in the U. S. Army or Air Force may participate in the general military and the professional officer courses at the University of North Texas (Air Force) and the University of Texas at Arlington (Army). Credits earned in these ROTC program are included as electives toward the undergraduate degree. Arrangements with other ROTC programs in the area can be made also. For further information contact the Admissions Office.

1115. Art Gallery Practicum For students interested in learning about exhibition installation, management and curatorship. Students assist with design of exhibits and printed material, installation, research and serve as docents. Fall and Spring. May be repeated. Art majors register under Art 1115.

1117. Career Development

2157. Model UN University of Dallas students, in conjunction with students from other area colleges, organize and run the meeting of the Model United Nations held in Dallas each spring. Students from local high schools act as delegates from member UN countries. Responsibilities include chairing sessions of the UN councils. Attendance is required at one workshop and the model UN as well as at organizational meetings.

3V57. Independent Study with Field Experience (Internship)

INDEPENDENT STUDY WITH FIELD EXPERIENCE

COORDINATOR
Meg Wynn-Karakekes

Independent Study with Field Experience, an alternative to traditional instruction, provides an opportunity for students to demonstrate imagination and resourcefulness in their educational growth. The study is intended primarily to enable students to develop skills and knowledge that cannot readily be acquired in the regular college curriculum but that are compatible with the educational mission of the University. In addition, the program may assist students in the assessment of personal commitments and the exploration of potential careers.

Independent Study with Field Experience consists of supervised off-campus educational involvement, such as an internship or related activity, in which there is a designated analytical or intellectual element resulting in an appropriate research paper or related project.

Students who choose to engage in Field Experience must be of sophomore, junior or senior standing and must have achieved at least a 2.5 cumulative grade point average. There should be some indication that a student has done previous work in the area of the study project or that there has been some degree of special preparation. *Advanced planning is required* and should be completed during the preceding term.

To assist in planning, students are required to seek out an appropriate faculty sponsor who will serve as the "teacher of record." The field experience contract, obtained from the Program Coordinator, will stipulate the agreement among the student, faculty sponsor, program coordinator and on-site supervisor regarding the character and goals of the project.

During enrollment a course number will be assigned by the Registrar indicating variable credit and reflecting the appropriate department. Upon completion, credit for Independent Study with Field Experience (Internship) will be recorded as either pass or fail.

No more than six credit hours of Field Experience may apply toward graduation. Credits will count toward general electives and will not count toward a student's major or core requirements unless special permission is granted. When internship credit is pursued during special terms (outside the regular semester), a \$35.00 transcribing and supervisory fee is charged. When internship credit is pursued during Special Terms (outside the regular semester), a \$35.00 transcribing and supervisory fee is charged.



FACULTY

Chairman and Associate Professor
Jodziewicz; Professor Sommerfeldt;
Associate Professors Swietek and
Welch; Instructor Sullivan; Adjunct
Associate Professor A. Wilhelmsen.

HISTORY

As a discipline, history is the rational reconstruction of the past in terms of human thoughts, expressions, actions and experiences. Its special object is change over time. The purpose of history is to seek knowledge of the truth about the human past and, through that study, understanding of human conduct. History is a subject particularly appropriate to the University of Dallas, which defines its purpose in terms of the renewal of the Western heritage of liberal learning and the recovery of the Christian intellectual tradition. History provides a unique bridge between the two. As a discipline, it was created by the Greeks and taken up as an intellectual pursuit by the Romans, one of whom—Cicero—called it “the light of truth, the witness of time, the mistress of life.” It thus represents the Greco-Roman cultural tradition which lies at the foundation of the Western heritage in an especially powerful way. History is also of particular relevance to the Judaeo-Christian tradition, which is predicated on the significance of events in time as revelatory of the relationship of man to God. As F. M. Powicke has written, “The Christian religion is a daily invitation to study history.”

The history curriculum at the University of Dallas consists of two core courses, Western Civilization and American Civilization, upper-division courses both topical and geographical, and a course required of majors in historiography and historical method. As their comprehensive examination, majors also write a Senior Thesis under the direction of a member of the Department, and defend that thesis before the departmental faculty.

This curriculum is based on the university's stated purposes and on the Depart-

ment's view of the discipline. The core courses are designed to introduce students to history as a mode of knowing which offers truth about men through the study of individual instances of their activity in the past. These courses both introduce students to the fundamental elements of the Western heritage and the Christian tradition, and demonstrate the contribution of historical thinking to mature and thoughtful reflection on the human condition. First, by concentrating on the essential qualities of European and American civilization from a developmental viewpoint, the courses offer a solid grounding for the more specialized treatments of Western culture confronted in other core courses. Second, by introducing all students to the critical attitude which historiographical issues necessarily raise, the courses attempt to instill a realization and appreciation of the complexity of human life.

Advanced history courses proceed from the core courses. Each course adds to the factual data possessed by the student, but the goal is not simply to increase the number of items to which a student has been introduced, but rather to use this increasingly detailed information to involve the student in more complex and demanding exercises in historical method. That method is at once critical in its attitude toward evidence and empathetic in its use of that material to understand the individuals of the past and their actions. It further engages the power of the imagination, both to comprehend the motives which lay behind the specific occurrences attested by evidence and to draw connections among various pieces and kinds of evidence. And it demands an accurate and delicate form of expression, both oral

and written, which can convey with clarity the conclusions of the historian without sacrificing a sense of the complexity which is always present in human affairs.

The culmination of the program for majors is a course which studies history historically. By concentrating on the development of the historical method and involving the student in the critical yet sympathetic analysis of the works of specific historians, the course also seeks to prepare the student for the rigorous exercise of practicing history through extended research on a particular topic and the careful exposition of conclusions in the Senior Thesis. It is appropriate, given the structure of the curriculum and the premises on which it is based, that the comprehensive examination in history should be in the form of such a project rather than a more conventional test. The object of the major program is not merely to provide a familiarity with, or ability to enumerate, the facts of the Western past; it is rather to develop within the student a habit of thinking historically, and to foster his ability to apply the historical method effectively to specific questions about the past and express his findings with care, thoroughness, and literary expertise. This goal can best be achieved through the practice of the method in a particular instance, under the watchful guidance of one who has already achieved some mastery of it. For, as Fernand Braudel has said, history may seem a simple craft, but it is also one that cannot be understood without practicing it.

Finally, the Department does not claim to provide a program of study which leads to the whole truth, or even to a knowledge of

all history. Rather, it espouses a point of view based on the premise that the thoughtful and regular application of the historical method can attain a portion of the truth, namely truth about the past; and the Department offers to each student some of that truth about the past, along with the truths about human knowing which are learned through the practice of the discipline itself. The imperfection of the result is itself a means of instructing students as to the realities of the human condition.

Basic Requirements for Major

Twenty-four advanced credits in history, including History 4347 and 4348. Six advanced credits must be in American history and six in European history. In the spring semester of the junior year, the student selects a topic for the Senior Thesis. In the following fall he registers for History 4348 and is assigned to a professor who supervises the preparation of the thesis. The student's comprehensive examination involves the successful completion of the thesis and a satisfactory discussion of it with the departmental faculty in the spring semester of the senior year.

The 1000 and 2000 level history courses and 4347 (Spring) and 4348 (Fall) are offered every year. The Department will make every effort to offer the following courses every other year: History 3303, 3304, 3305, 3307, 3308, 3310, 3311, 3313, 3314, 3341, 3342, 3343, 3344, 3356, and 3357. The remaining courses will ordinarily be offered every third year.

Year I

Art, Drama, Math, or Music	3	Art, Drama, Math, or Music	3
English 1301	3	English 1302	3
History 1311	3	History 1312	3
Language 1301 (or 2311)	3	Language 1302 (or 2312)	3
Philosophy 1301	3	Theology 1310	3
	<u>15</u>		<u>15</u>

Year II

English 2311-2312	6
History 2301-2302	6
Philosophy 2323	3
Theology 2311	3
Politics 1311	3
Language (or elective)	6
Art, Drama, Math, or Music	3
	<u>30</u>

Year III

History elective	6	History 4347	3
Philosophy 3311	3	History elective	3
Science elective	3	Elective	3
Economics 1311	3	Science elective	3
	<u>15</u>	Elective	3
			<u>15</u>

Year IV

History 4348	3	History elective	6
History elective	3	Electives	9
Philosophy elective	3		<u>15</u>
Electives	6		
	<u>15</u>		

Courses in History

1311. American Civilization I Beginning with the advent of European man in the new world, the course surveys the Colonial period, the Revolution, the shaping of the federal union, westward expansion, the slavery controversy, and closes with the Civil War. Texts studied include Benjamin Franklin's *Autobiography*, Thomas Jefferson's *Summary View of the Rights of British America*, the Declaration of Independence, the Constitution, selections from *The Federalist Papers*, and Frederick Douglass' *Narrative*.

1312. American Civilization II The course surveys the development of the American nation from the Civil War and reconstruction; it considers the close of the frontier, the

impact of technology and petroleum, the emergence of the United States as a world power, and the American role in the world wars. An effort is made to place American civilization in context by reference to events occurring in the rest of the world. Texts studied include "The Significance of the Frontier in American History" by Frederick Jackson Turner, *The Education of Henry Adams*, and George Kennan's *American Diplomacy*.

2301. Western Civilization I By providing an introduction to the meaning of the Western heritage, the Western Civilization sequence offers the historical framework necessary to the integration of the elements which make up a liberal education. Begin-

ning with the cultures of the ancient Near East, this course proceeds chronologically through the Greco-Roman, medieval, Renaissance and Reformation periods, acquainting the student with major political, social, and intellectual movements. Texts studied include Thucydides' *History of the Peloponnesian War*, the first five books of Livy's *Ab urbe condita*, Boethius' *Consolation of Philosophy*, Einhard's *Life of Charlemagne.*, and Thomas More's *Utopia*.

2302. Western Civilization II Proceeding from the Reformation, this course continues through the era of European exploration, the Enlightenment, the French Revolution and its aftermath, the Industrial Revolution, nineteenth-century nationalism, and the two World Wars, and concludes with a consideration of postwar circumstances. Texts studied include John Calvin's *Institutes of the Christian Religion*, "What is Enlightenment?" by Immanuel Kant, Edmund Burke's *Reflections on the Revolution in France*, *The Communist Manifesto*, and Pope Leo XIII's *Rerum novarum*.

3303. Ancient Greece Beginning with the Mycenaean age, this course surveys the political and cultural development of Greece to the Hellenistic era. Topics include the character of the polis, Greek commerce and colonization, the Persian wars, the Athenian empire and its achievements, the Peloponnesian war, fourth-century philosophy, Alexander the Great and the Hellenistic successor states.

3304. The Roman Republic A survey of Roman history beginning with the founding of the city and concluding with the death of Julius Caesar. Topics include the regal period, the struggle of the orders, Roman imperialism, the development of Roman culture, and the crisis of the republican constitution.

3305. The Roman Empire Surveys the history of Rome from the Augustan age to the fall of the empire in the West. Topics include the principate and the development of absolutism, imperial culture, the impact of Christianity, the reforms of Diocletian and Constantine, and the causes of Roman decline.

3306. Topics in Ancient History A detailed study of selected aspects of ancient civilization. Students will make presentations based on a variety of primary and secondary source materials.

3307. Medieval Europe I Beginning with the decline of the Roman Empire and the rise of the Germanic successor states, the course surveys the development of medieval western civilization through the eleventh century. Topics include the expansion of Christianity, the Byzantine state, the Carolingian systems, the Ottonian age, the investiture controversy, and the crusading movement.

3308. Medieval Europe II A survey of the political, social, economic, religious, and intellectual aspects of medieval civilization from the twelfth century to the fifteenth. Topics include the twelfth-century renaissance, the development of papal power, the growth of national states, and the transition from medieval to modern world.

3309. Topics in Medieval History A detailed study of selected aspects of western medieval civilization. Students will make presentations based on a variety of primary and secondary source materials.

3310. The Renaissance Between 1300 and 1517, great changes in European life were brought about by the catastrophic Black Death, the Babylonian Captivity of the papacy, the activities of merchant venturers, the rise of the new state, and the thought of nominalists and the humanists of the Italian Renaissance. This course studies the effect of these events and movements on the political, ecclesiastical, social, and intellectual life, as well as on the art and architecture, of the time.

3311. The Reformation After 1517, the Western church broke apart, affecting radically the unity of European culture and civilization. Luther, Calvin, and Zwingli reshaped religious thought and institutions. At the same time, the Roman Catholic Church underwent a renewal which has affected it to this very day. All of this was accomplished by bitter religious and political wars, but also by the rise of modern science, visionary social schemes, and a feverish artistic activity.

3312. Topics in the Renaissance and Reformation A detailed study of selected aspects of European culture and civilization during the fourteenth, fifteenth, sixteenth, and early seventeenth centuries. Students will make presentations based on a variety of primary and secondary source materials.

3313. Modern Europe I A detailed survey of the social, political and intellectual history of Europe from the Reformation to the fall of Napoleon in 1814. Special emphases are placed on the rise of the modern state and on the origins of both the Industrial and the French Revolutions.

3314. Modern Europe II Covering the period from the Congress of Vienna to the present, the course focuses on the history of classical Western Liberalism—the difficulty with which it was institutionalized in the nineteenth century and the challenges which it faced from the growth of the welfare state and the rise of totalitarianism in the twentieth century.

3316. Topics in Modern European History A detailed study of selected aspects of modern European civilization. Students will make presentations based on a variety of primary and secondary sources.

3321. History of England I A survey of English history from Celtic times to the end of the Tudor period. Topics include the Roman conquest, the Anglo-Saxon kingdoms, the Norman conquest and its consequences, the development of common law and parliament, the effects of the Hundred Years War, the Tudor monarchy, the English Reformation, and the Elizabethan age.

3322. History of England II The course covers the Stuart and Georgian periods, industrialization and the American Revolution, the era of the French Revolution and nineteenth-century reform, imperialism, and twentieth-century Britain.

3323. History of France I The old regime from the High Middle Ages to the eve of the French Revolution. The course gives special consideration to the political evolution of France and the impact of a developing absolutism on traditional society.

3324. History of France II Modern French history begins with the French Revolution, yet much of the old regime persisted well into the nineteenth century. This course studies the repeated attempts, from Napoleon I and the First Empire to the socialist government of François Mitterand, to realize the legacy of the French Revolution and to complete the construction of a new social and political regime.

3325. History of Germany I Medieval Germany was the center of a revived Roman Empire which recovered rapidly from the disintegration of Carolingian rule and the Viking invasions. The Saxon and Salian dynasties ruled the most effective state of their time—a state which elicited and patronized the Ottonian Renaissance. The impact of the medieval reformation was devastating to the imperial constitution, and Germany became the weakest and most divided nation of the Late Middle Ages. This set the stage for the Reformation and the disintegration of the idea and reality of Empire in the Thirty Years War.

3326. History of Germany II Germany contributed a series of figures seminal to the development of modern European culture and civilization, among them Bach, Frederick the Great, Goethe, Bismarck, and Hitler. This course studies the rise of the dynastic state; the Enlightenment, Romanticism, Conservatism, Marxism, and Naziism; and the interrelationship between ideas and institutions in Germany and Central Europe from 1648 to the present.

3327. The History of Ireland Prehistoric Ireland and the contributions of the Celts to Ireland and Europe; the flourishing of Irish culture in the early middle ages and the effects of the Viking, Norman, and English invasions; the impact of the British occupation and efforts to achieve independence. Throughout the emphasis will be on the Irish search for self-identity as reflected in politics, art, literature, and religion.

3328. History of Spain I A survey of Spanish history from antiquity through the reign of the Catholic monarchs. Topics include the Romanization of the Iberian peninsula, the development of Spain's national

characteristics and sense of purpose through the long medieval conflict—known as the Reconquest—between the Christian and Islamic kingdoms, Spain's cultural achievements in the thirteenth century, Aragon's expansion into the Mediterranean, and the unification of the four Spanish kingdoms by Ferdinand and Isabel.

3329. History of Spain II A survey of Spanish history from the early sixteenth century to the early twentieth century. Emphasis is placed on the Gold Age, especially the Habsburg rulers Charles V and Philip II. Topics include imperial expansion, the defense of Christendom against the Turks, Spain's participation in religious conflicts and dynastic rivalries throughout Europe, cultural achievements during the Siglo de Oro, Spain's political and economic decline, the Enlightenment, civil wars and the loss of Spain's American empire, and the conflicts that led to the Civil War of the 1930s.

3334. Church History I Traces the development of the Christian Church from the apostolic community to the thirteenth century.

3335. Church History II Follows the development of the Christian Church from the thirteenth century to the time of Vatican II.

3337. Constitutional and Legal History of Medieval England A survey of English constitutional and legal development from the Anglo-Saxon invasions to the beginning of the Tudor period. The emphasis is on the ways in which law reflects society and how societal needs determine the law. Special attention is given to the origin and development of two fundamental institutions: the Anglo-American judicial system and representative government.

3341. Seventeenth-Century America After consideration of European exploration and the Spanish and French New World empires, the course focuses on the development of English North America. Topics include religion, politics, social structure, economic growth, localism, and imperial policies.

3342. Eighteenth-Century America The development of Anglo-American culture before 1763 is traced with emphasis on social, political, and religious realities, especially the Great Awakening. Extended consideration is also given to the imperial question, the American Revolution, the Confederation period, the creation of the Constitution, and the early Republic.

3343. The Age of Jefferson and Jackson (1800-1845) The contribution and thought of Thomas Jefferson, the decisions of the Marshall Court, the Louisiana Purchase, westward expansion, the Mississippi River, Jacksonian democracy, Manifest Destiny, and the beginnings of the slavery controversy.

3344. The Civil War Beginning with the impact of the cotton gin, the industrialization of the North, the slavery controversy, and the Dred Scott decision, the course proceeds with the firing on Fort Sumter, secession, the Northern strategy, the battles, Appomattox, and Reconstruction.

3345. The Emergence of Modern America In the years between 1865 and 1920, the United States was transformed from an agrarian republic into a world power and an urban industrial giant. This course explores the evolution of modern American society, economy, politics, and thought during these crucial years.

3346. America Since 1920 This course examines the America of our own times, treating such topics as the rising influence of mass communications, the effects of the Depression and the Second World War, the origins of the Cold War, the culture of post-war affluence, the changing status of women, race relations, and the American experience in Vietnam.

3351. The American Frontier A review of the American pioneering experience from the first settlements in Virginia and Massachusetts to the close of the frontier in the late nineteenth century. Attention is given to certain aspects of the "Old West" that affect modern America. Emphasis is placed on the thought of Frederick Jackson Turner, Herbert E. Bolton, and Walter Prescott Webb.

3352. The Texas Southwest The course begins with Cabeza de Vaca and Coronado, passes through the Spanish and Mexican periods and those of the Republic, statehood, and Confederate Texas. Emphasis is on post Civil War Texas, built first on cattle and agriculture, then augmented by petroleum and industrialization. Attention is also given to the Indian Territory and New Mexico.

3353. The American Indian A study of the Indian from the earliest times, with emphasis on the adjustments made necessary by the landing of European man.

3354. The American City The course explores the nature of the city and the factors which cause men to come together in communities. The origins of particular cities are considered, as well as the stages through which cities pass. The influence of technology, of religion, and of art are examined, as are problems resulting from urbanization.

3355. American Catholic History Traces the development of Catholicism in the United States from the colonial period through the development of the immigrant church to the time of Vatican II.

3356. American Diplomatic History I The development of American relations with other nations is traced from the Revolution through the Jefferson and Madison administrations, the Mexican War and early continental expansion, the Civil War, the Spanish-American War, and imperialism at the turn of the century.

3357. American Diplomatic History II A study of American relations with Latin America, World War I, isolationism, participation in World War II, origins of the Cold War, and contemporary diplomatic problems.

3360. Topics in American History Selected topics in American historiography. Students will make presentations based on a variety of primary and secondary source materials.

3361. History of Mexico A panoramic view of Mexican history from the pre-Columbian age through the Mexican Revolution. Emphasis is placed on the societies of the Classical Horizon, cultures of the Postclassical Horizon, the Spanish conquest and colonization, the independence movement and reform, the Porfiriato, and the Revolution.

4347. Historical Methodology Seminar in the development of historiography; methods and instruments of research; current trends in the interpretations and philosophy of history. Successful completion of this course is prerequisite to enrollment in History 4348. Spring.

4348. Senior Thesis Each student investigates a topic he has selected and, under the guidance of a faculty advisor, prepares an extended research paper on which he will be examined in the following semester. Prerequisite: History 4347. Fall.

4357. Special Studies in History Offered as needed.

4V61. Independent Research in History

INTERNATIONAL STUDIES CONCENTRATION

ADVISOR
Glen E. Thurow

The arena of international affairs is the focus of some of the most significant actions of mankind. Whether those of the trader, the diplomat, or the warrior, these actions can bring poverty, prosperity, peace, war, death, humiliation, or glory to individuals and peoples. All take place in an environment lacking the authoritative rules and restraints often found within states. The International Studies Concentration at the University of Dallas provides an opportunity for the student to focus his studies on the fascinating and vital aspect of human life.

This concentration is designed particularly for those students majoring in politics, economics, or history, but may also be taken by students majoring in other disciplines at the University. It provides an excellent foundation for those thinking of careers in the foreign service, international organizations, or international business. It aims above all at leading the student to reflect about the unique nature of the international environment through a consideration of the American experience in particular.

Four courses form the core of the concentration. These courses provide the student a foundation in American foreign policy, diplomatic history, and comparative economic systems. When necessary, the concentration advisor may approve substitutions.

The student with a concentration in international studies also must take at least two additional courses relevant to the field from a wide variety of such courses, including special topics and special studies courses, offered within the University. Some of the possibilities are listed below.

Core Courses

Politics 3325. American Foreign Policy Several fundamental political documents relating to the purposes and difficulties of the United States as a work power will be examined from the perspective of various commentators on international affairs. Case studies will provide a point of departure for inquiry into such topics as the conflict between communism and liberal democracy, the role or morality in international affairs, the relation between domestic and foreign politics; and the effects of the mass media on American diplomacy.

Economics 4332. Comparative Economic Systems A survey of the theoretical foundations and present status of major forms of economic organization in a variety of modern day economies. Actual economies surveyed include France, Japan, China, Yugoslavia, one or more Scandinavian countries and the U.S.S.R.

History 3356. American Diplomatic History I The development of American relations with other nations is traced from the Revolution through the Jefferson and Madison administrations, the Mexican War and early continental expansion, the Civil War, the Spanish-American War, and imperialism at the turn of the century.

History 3357. American Diplomatic History II A study of American relations with Latin America, World War I, isolationism, participation in World War II, origins of the Cold War, and contemporary diplomatic problems.

Selected Courses

(These courses are illustrative of those which can be taken to satisfy the elective requirement of the International Studies Concentration.)

Politics 3338. The Politics of the Soviet Union An introduction to the Soviet regime. This course will study the major political institutions and policies of the Soviet regime, primarily in the context of their historical development. Attention will also be given to inter-communist relations in the post-Stalin period.

Economics 3330. International Economics The theory of international trade. Balance of payments, exchange rates, and adjustment mechanisms. Tariffs and other controls. Foreign commercial policies of the United States. The functioning of the international monetary system.

Economics 4330. Comparative Economic Ideologies A critical examination of major

ideological positions which rely mainly upon economic arguments. Classical Marxism, Centralist and Market Socialism, Classical Syndicalism, Georgism, Keynesianism, Codetermination schemes, and variants of laissez-faire are among the ideologies examined. Prerequisite: Economics 1311.

Economics 4335. Topics in Economic History and Development Studies of the historical growth and economic development of major industrial nations and regions—the U.S., European nations, and Asia. Precise topics may vary each time the course is offered. Prerequisite: Economics 1311.

History 3314. Modern Europe II A history of Europe from the French Revolution to the present. Topics include the Napoleonic Era; the interplay of reaction and revolution from 1815 to 1848; the forces of nationalism and the unification of Germany and Italy; domestic politics and imperialism to 1914; World War I and the Treaty of Versailles; the rise of dictatorships; World War II; and the Cold War.



JOURNALISM CONCENTRATION

FACULTY
Director and Adjunct
Instructor Mamula

Through the Journalism Concentration, the student interested in print journalism can develop this area while receiving a broad liberal education and pursuing intense study in a major. Editors, businesses and graduate schools are looking for such well-educated graduates with a background in the theory and practice of journalism.

The Journalism Concentration includes three formal classes — Reporting, Writing and Editing; History of American Journalism; and Rhetoric—as well as participation on the *University News* staff for at least three semesters and an internship in journalism. The students may earn up to six credits for this field experience (Journalism 3V57). However, credit is optional. Credit for participation on the *University News* may be earned under Journalism Practicum (Journalism 1109). Since all *University News* staff members—writers, editors, photographers—are required to assist with production of the newspaper, they must attend a training session on the desktop publishing system and demonstrate familiarity with Macintosh computers and specified software.

Typing/computer skills are required for all students in journalism courses. A journalism/computer lab is available for students registered in journalism classes.

Courses in Concentration

Journalism 3301. Reporting, Writing and Editing Introduction to fundamentals of news gathering, judgment and writing. Emphasis is placed on practical application—learning newspaper style, building interviewing and reporting skills, handling and routing of news material. Writing assignments include news stories, profiles, press

releases and features; some assignments due for *University News*. Fundamentals of editing—copy editing, headline writing and page layout. Examination of ethical and legal factors influencing reporters as well as theoretical and historical framework for principles of journalism.

History 3325. History of American Journalism A survey of American journalism from colonial times to the present, emphasizing the role the media have played in the economic, political and social development of the nation, and how the media have changed as these conditions changed. Examination of the role of mass media in modern society.

Classics 3301. Fundamentals of Rhetoric Introduction to the art of speaking persuasively, as taught by the Greeks and Romans. Systematic approach to composing and delivering speeches. Study of model orations, ancient and modern, in English translations. Extensive practice. Spring.

Journalism 1109. Practicum The practicum is designed for students with interests in news writing and journalism techniques. At least three semesters participation on the newspaper is required for the journalism concentration. One of these semesters, following the first one, the journalism concentration student will serve an editorial position on the newspaper.

Journalism 3V57. Field Experience Students may earn up to six credits for journalism internships. These may be arranged on or off campus, but credit approval for all journalism internships must be pre-arranged with the journalism concentration director.

FACULTY

Chairman and Associate
Professor Coppin; Associate
Professor McCasland; Assistant
Professor Wilson; Visiting
Assistant Professor Robinson
Visiting Instructor Van Ness.

MATHEMATICS

The discipline of mathematics is defined as much by its methodology as it is by its content. Indeed, it is this methodology which unifies the different areas of mathematics. The Department of Mathematics seeks to involve students at all levels in the thoughts and methods of mathematics in a creative, lively way.

The courses in the Department are organized around three related areas: the core curriculum, service to other disciplines, and the major in mathematics.

The Core Requirement: Much of mathematics has its roots in science, but the spirit of mathematical inquiry is not bound to any specific area. Mathematics is an important discipline for every educated person.

All students at the University of Dallas are therefore required to study some mathematics. The goal of the requirement is to strengthen the student's imaginative and deductive powers through the discipline imposed by rigorous mathematical thinking. The precise use of language and logic characteristic of mathematics is developed in the courses which the student may select to meet the core requirement. There are many areas of mathematics from which the student may choose. Each of these areas deals with profound ideas that play an important part in our culture. The courses in Euclidean and Non-Euclidean Geometry, Number Theory, and Introduction to Mathematical Thinking are designed explicitly for this purpose. Introduction to Computer Science and Calculus I, II, and III may also serve the purpose of the core requirement, as do the other more advanced courses in the Department.

Service to Other Disciplines: Mathematics and the sciences have cross fertilized

each other for centuries. Physics, biology, chemistry and economics all draw on mathematical ideas and techniques. The precalculus-calculus sequence is the primary avenue for learning these ideas. The knowledge of computation learned in the Computer Science concentration can be applied in other disciplines where the computer can be used as a powerful tool for scientific investigation. Many mathematical concepts grew out of problems in science, and the content of a number of upper level courses reflects this relationship.

The Major: The purpose of the major is to immerse the student in the content and methodology of mathematics as it is practiced by active mathematicians. The basic requirements in the major introduce students to the central ideas of the discipline. Electives within the major permit students to pursue further areas of special interest.

The course in Linear Point Set Theory is an important bridge into the major. In it, the student begins the immersion into the mathematical process, and the foundation is built for later work in Analysis and other courses. Linear Point Set Theory, along with Algebraic Structures and Analysis I and II, highlight methods of proof, raising and settling of questions, developing precise definitions of concepts, and thinking and writing concisely in mathematical terms. The student who has immersed himself or herself in these mathematical ideas will be able to approach the other courses in the major with the perspective of the working mathematician.

Mathematical concepts have a profound influence on the world outside of mathematics. Equally important, the world external to mathematics has helped shape the disci-

pline. It is important for the major to experience this interaction and to see the power and limitations of mathematics. Courses such as Calculus I, II, and III, Differential Equations, Probability, Statistics, Numerical Analysis and Introduction to Computer Science as well as the Physics requirements may aid in the development of this perspective.

A major in mathematics opens many doors. Majors may go on to graduate work in such fields as mathematics, computer science, statistics, physics, economics or biology. Students may pursue business actuarial science, linguistics, medicine, law and teaching. Most importantly, the major should allow the budding mathematician to see the world in a creative, beautiful and profound way.

Advising: All students of the University are encouraged to seek advice from the Department of Mathematics concerning selection of mathematics courses and proper placement. A placement exam is required for all students wishing to enroll in 1000 or 2000 level courses.

Students considering a major in mathematics should consult with the Department. A faculty member can suggest courses that may help the student decide.

Each major will have a faculty advisor in the Department. The student and the advisor will have an introductory conference to talk about the department and the math program, and to discuss the student's aims and goals. At the beginning of the junior year, the student and advisor will again meet to take stock of how the student is doing and where the student is going. At other conferences, the advisor can help the student in course selection and post-gradu-

ate plans. It is *imperative* that all those who are intending to major in mathematics contact the Department for counseling at least once each semester before preregistration.

Interested students are invited to inquire further into the program by consulting the faculty.

Basic Requirements for Major

Bachelor of Arts: Mathematics 1404, 1311, 2312, 3310, 3321, 4332, 4341, 4333 or 4342, one of 3324, 3326, 3338, 4315 or 4316; three credits at any level; and, six credits in courses numbered 3000 or above including advanced courses in the Computer Science Concentration (only six hours of the Concentration may count toward the major); participation in 3350 as often as it is offered is encouraged; Physics 2311-2111, 2312-2112; foreign language should be French, German, or Russian, for those planning graduate studies in mathematics.

Bachelor of Science: In addition to the B.A. requirements, 12 additional advanced hours in mathematics are required including 4315; one of 4316, 4333, 4342 excluding the choice for the B.A.; and 4V43.

Comprehensive Examination

A comprehensive exam is required of all majors in their final year. The examination is administered by the mathematics faculty and covers all required courses for the B.A. or B.S. degree. Those who do not pass the first time have a second opportunity to take comprehensives prior to May graduation of that school year.

Suggested sequence for the B.A. degree.

Year I

Physics 2311	3
Physics 2111	1
English 1301	3
Language 2311	3
Mathematics 1404	4
Philosophy 1301	3
	17

Physics 2312	3
Physics 2112	1
English 1302	3
Language 2312	3
Mathematics 1311	3
Computer Science 1410 (or elective)	4
	17

Year II

English 2312	3	(Rome)	
Mathematics 2312	3	English 2311	3
Mathematics 3310	3	History 2301	3
Mathematics 3321	3	Theology 2311	3
Theology 1310	3	Philosophy 2323	3
	<u>15</u>	Art 2311	<u>3</u>
			15

Year III

Mathematics 4332	3	Economics 1311	3
Mathematics 4341	3	Mathematics 4333 or 4342	3
History 1311	3	Philosophy 3311	3
Elective	6	History 1312	3
	<u>15</u>	Elective	<u>3</u>
			15

Year IV

Comprehensives			
Mathematics	6	Mathematics	6
Politics 1311	3	Philosophy elective	3
History 2302	3	Electives	6
Elective	3		<u>15</u>
	<u>15</u>		

Courses in Mathematics

1300. College Algebra Emphasizes the algebraic concepts and the mathematical reasoning required for studies in the sciences, mathematics, engineering, computer science and economics. Topics include expressions, exponents, logarithms, fractions, factors, polynomial operations, linear inequalities, linear systems in two variables, radicals, absolute values, quadratic equalities and inequalities, complex numbers, rational expressions.

Does not satisfy the University math requirement. Prerequisite: Satisfactory placement.

1301. Euclidean and Non-Euclidean Geometries Development of the mathematical way of thinking through firsthand experience. Emphasis is on the student's strengthening of his imagination, his deductive powers and his ability to use language precisely and efficiently. Study of Euclid's geometry; Hilbert's axioms; neutral geometry; hyperbolic geometry (non-Euclidean geometry of Gauss, Bolyai, Lobachevsky); the axiomatic method; and consistency, independ-

ence and completeness of axiom systems. Historical perspective and philosophical implications are included. Every student will be expected to prove a significant number of theorems on his/her own. Prerequisite: Satisfactory placement.

1302. Elementary Number Theory Development of the mathematical way of thinking through firsthand experience. Emphasis is on the student's strengthening of his imagination, his deductive powers and his ability to use language precisely and efficiently. Study of the properties of the whole numbers: the Euclidean algorithm; prime numbers; divisibility; congruences; residues; and elementary additive number theory. Every student will be expected to prove a significant number of theorems on his/her own. Historical perspective and philosophical implications are included. Satisfactory placement.

1303. Precalculus The function concept, with special emphasis on polynomials, rational and algebraic functions, exponential, logarithmic and trigonometric functions. An introduction to the infinite processes of the

calculus, their origins, theory and applications. Prerequisites: College Algebra or satisfactory placement.

1305. Introduction to Mathematical Thinking Development of the mathematical way of thinking through firsthand experience. Emphasis is on the student's strengthening of his imagination, his deductive powers and his ability to use language precisely and efficiently. A topic is chosen which involves the student in an area of current interest in mathematics. Every student will be expected to prove a significant number of theorems on his/her own. Prerequisite: Satisfactory placement.

1404. Calculus I Limits, derivatives, applications of derivatives, integration, logarithm and exponential functions, L'Hospital's Rule. Prerequisite: Mathematics 1303 or satisfactory placement. Fall and Spring.

1311. Calculus II Trigonometric and hyperbolic functions, methods of integration, analytic geometry, applications of integrals, sequences and series. Prerequisite: Mathematics 1404 or satisfactory placement. Fall and Spring.

2312. Calculus III Vectors, vector calculus, functions of several variables, multiple integrals. Prerequisite: Mathematics 1311 or satisfactory placement. Fall and Spring.

3304. Discrete Mathematics An introduction to the mathematical foundation of computer science with two co-equal components: a study of combinatorics and graph theory including topics from the theory of computer science, and a development of the imagination and analytical skills required in mathematics and computing science. Students are required to do proofs. Prerequisite: Math 1311, or permission of the instructor. Fall.

3310. Linear Algebra Vector spaces, linear transformations, matrices, system of linear equations and determinants. Prerequisite: Mathematics 1311 or consent of instructor. Fall.

3320. Foundations of Geometry A systematic development of topics selected from metric and nonmetric geometries, compari-

son of postulate systems. Prerequisite: Mathematics 1311 or consent of instructor. Spring, odd-numbered years.

3321. Linear Point Set Theory Limit points, convergent sequences, compact sets, connected sets, dense sets, nowhere dense sets, separable sets. Prerequisite: Mathematics 1311 or consent of Chairman. Fall.

3322. History and Philosophy of Mathematics The history of the development of mathematics, the lives and ideas of noted mathematicians. Prerequisite: Consent of instructor.

3324. Differential Equations First order equations, existence and uniqueness of solutions, differential equations of higher order, Laplace transforms, systems of differential equations. Prerequisite: Mathematics 1311 or consent of instructor. Fall, even-numbered years.

3326. Probability Axioms and basic properties, random variables, univariate probability functions and density functions, moments, standard distributions, Law of Large Numbers and Central Limits Theorem. Prerequisite: Math 1311. Fall, odd-numbered years.

3327. Statistics Sampling, tests of hypotheses, estimation, linear models and regression. Prerequisite: Math 3326. Spring, even-numbered years.

3338. Numerical Analysis Zeros of polynomials, difference equations, systems of equations, numerical differentiation and integration, numerical solution of differential equations, eigenvalues and eigenvectors. Prerequisite: Mathematics 3310 and knowledge of programming language. Spring, odd-numbered years.

3V50. Special Topics This course is intended to give the student an opportunity to pursue special studies not otherwise offered. Topics in recent years have been chaos, fractals, cellular automata, abstract algebra. May be repeated for credit. Prerequisite: consent of Chairman.

3351. Model Building Investigation of a series of physical situations for which mathe-

mathematical models are developed. Emphasis is on the process. Prerequisite: mathematical maturity beyond 1311 or consent of instructor.

4314. Advanced Multivariable Analysis Continuous and differential functions from \mathbb{R} into \mathbb{R} , integration, differential forms, Stokes' theorem. Prerequisite: Mathematics 2312, 3310 or consent of instructor.

4315. Applied Math I Symmetric linear systems, equilibrium equations of the discrete and continuous cases, Fourier series, complex analysis, initial value problems, and transforms. Prerequisite: Math 2312, Math 3310. Spring.

4316. Applied Math II Numerical methods, partial differential equations, network flows and combinatorics, optimization, and optional material from results of current research. Prerequisite: Math 4315. Fall odd-numbered years.

4332-4333. Abstract Algebra I, II Group theory, ring theory including ideals, integral domains and polynomial rings, field theory including Galois theory, field extensions and splitting fields, module theory. Prerequisite: Mathematics 3310 or consent of chairman. Fall and Spring respectively.

4334. Topology Topological spaces, connectedness, compactness, continuity, separation, metric spaces, complete metric spaces, product spaces. Prerequisite: Mathematics 3321 or consent of instructor. Spring, even-numbered years.

4338. Mathematical Logic Propositional calculus, predicate calculus, first order theories, formal number theory. Prerequisite: consent of instructor.

4339. Axiomatic Set Theory Axioms, ordinal numbers, finite and denumerable sets, rational and real numbers, the axiom of choice. Prerequisite: consent of instructor.

4341-4342. Analysis I, II Real number system, topological concepts, continuity, differentiation, the Stieltjes integral, convergence, uniform convergence, sequences and series of functions, bounded variation. Prerequisite: Mathematics 3321 or consent of Chairman. Fall and Spring respectively.

4360. Senior Seminar A study of significant literature with a view toward acquainting the student with the nature of fundamental mathematical research. Many of the important elements of Research will be incorporated into this course. Prerequisite: senior standing.

4V43-4V44. Research Under the supervision of a member of the faculty, the student involves himself in the investigation and/or creation of some areas of mathematics. The research should be original to the student. A paper is required. Prerequisite: junior or senior standing.

4V61. Independent Studies An opportunity for the individual student to examine in depth any topic within the field of mathematics under the guidance of the instructor. For advanced students.

MUSIC

FACULTY
Program Director and
Adjunct Instructor
Walker;

While the University has no music department, it wishes to ensure the presence of music on its campus. Each semester there are regular music programs and such various non-credit activities as guitar practice and Renaissance music group arranged by the Music Director according to student interest.

Through the General Studies concept, students may earn up to four credits toward the degree for participation in campus music activities .

Pass/Fail grades are awarded for one-credit music courses. Three credit courses are graded.

There is opportunity to attend a variety of musical programs each semester. Monday Means Music is a series of concerts presented on Monday evenings, featuring both campus musicians and guest artists from the professional world. In addition, the Music Program secures tickets at reasonable prices for area musical events.

1105. Chamber Ensemble This course provides brass, woodwind, and string players an opportunity to rehearse and concertize under the direction of professional musicians.

1108. Instrumental Music Practicum Individual instruction for both advanced and beginning students. Payment made directly to the teacher.

1113. Choir There are several choirs on campus which are open to all students and alumni, on either a credit or non-credit basis: Alumni Choir, University Chorus, Chapel Choir, and Dallas Catholic Choir.

1116. Voice Practicum Development of the voice as an instrument of dramatic and musical expression through proper diction, tone, and breath support. Individual instruction, with payment made directly to the teacher.

1120. Keyboard Fundamentals and Musicianship (Class Piano I) Instruction in the basic fundamentals of piano, including note reading, rhythms, chord harmony and general musicianship, through keyboard training. Students will receive group and individual instruction. Lab fee.

1311. Music of the Western World The course examines the development of the great tradition of Western music, beginning with the early Christian chant and culminating in the modern period. The course treats composers and compositions from the Renaissance, Baroque, Classical, Romantic and Modern periods. Students are introduced to the nature and elements of music through lectures, discussions, listening sessions and attendance at live performances. Offered fall and spring.

2103. Lyric Theater A workshop for selected students to present scenes and excerpts from musicals and opera. One of the highlights of each semester is a catered dinner with the students serving as singing waiters.

FACULTY

Chairman and Associate Professor Frank; Professors Hardy, F. Wilhelmsen and Wood; Associate Professor Sepper; Associate Professor Emeritus Cain; Assistant Professors Lehrberger and J. Smith; Instructors Perl and Simmons; Adjunct Assistant Professor K. Smith.

PHILOSOPHY

The Department of Philosophy is convinced that the candid inquirer, confronting the real anew for himself as he absorbs the heritage of Christian (and other) wisdom, can reach philosophic truth and penetrate it more and more deeply, and that he can thereby become a source of order in a time of chaos and bewilderment. Accordingly it does not suggest to the student that, though he should search for truth, he is forbidden to find it. It is in this spirit that the Department offers its core curriculum courses, its history courses, and its advanced systematic courses.

The Department offers its required courses with a twofold aim: to acquaint the students with the main problems of philosophy and with the solutions proposed for them; and to engender in the minds of students the habits of philosophical thinking which will enable them to integrate their education.

For its majors as well as for other students interested in deepening their philosophical education, the Department has prepared a series of courses in the history of philosophy which, without overlooking non-Western traditions, span the entire Western tradition from the pre-Socratics to the contemporary scene. These are philosophy courses as well as history courses; students are expected to bring to bear upon the historical material the habits of thinking acquired in their "systematic" courses. These courses accomplish three purposes. First of all, they engage the students in a conversation with the great philosophers, and this at once elevates and humbles. They also illuminate historical epochs as articulated philosophically by their best minds, and so enhance the student's humanistic culture. Finally, they not only point out dead end streets in philosophical speculation, obviating the need to repeat

history's errors, but more positively, they help the student to appropriate and grow in philosophic wisdom.

Advanced courses in epistemology, natural theology, philosophy of science, ethics, esthetics, and the many other areas further the same three goals. They seek to promote, not mere erudition, but above all the desire and the power to philosophize. Moreover, and importantly, they assist the student in his effort to locate himself within his own moment in time.

Future Careers

By choosing philosophy as a major, students open up a broad range of future options. One can, of course, go on to graduate study, research, and teaching. For example, it is possible to obtain a master's degree in philosophy with one extra year of study in the University of Dallas's M.A. program in philosophy, or to concentrate in philosophy within the University's Ph.D. program, the Institute of Philosophic Studies. But there are many other possibilities. Philosophy is an excellent preparation for careers in law and journalism. Philosophy students also acquire skills that prepare them to do the kind of sustained, thorough analysis of problems necessary for success in business, government, and other executive positions. Students should be aware that the performance of philosophy students on graduate study admissions test, like the GRE, LSAT, and GMAT, outstrips that of students in virtually every other humanities and social sciences discipline and even many of the natural sciences.

Core Program in Philosophy

Every student is expected to take, in sequence, Philosophy 1301, Philosophy 2323, and Philosophy 3311. These three fundamental courses must be complemented, from among the upper-division offerings in philosophy, by at least one elective chosen in consultation with the Chairman of the major department and with a view to its contribution to the student's total formation. Students who elect to major in philosophy will use this elective to satisfy a major field course requirement.

Year I

Art, Drama, Music, or Math	3
English 1301	3
History 1311	3
Language 1301 (or 2311)	3
Philosophy 1301	<u>3</u>
	15

Year II (during Sophomore Year)

English 2311-2312	6
History 2301-2302	6
Philosophy 2323	3
Theology 2311	3
Politics 1311	3
Language 2311-2312 (or elective)	6
Art, Drama, Music, or Math	<u>3</u>
	30

Year III

Philosophy 3311	3
Philosophy 3325	3
Philosophy 3336	3
Science	3
Economics 1311	<u>3</u>
	15

Basic Requirements for Major

Thirty-seven credits in Philosophy, including Philosophy 3325, 3326, 3331 or 4333, 3336 or a Special Topics in Ethics course, 3351, 4327, 4328, 4337 or 4338, 4341 and 4141. Also required, in the spring semester of the senior year, is a passing grade on a special written comprehensive examination (covering the entirety of the student's coursework and also testing his or her ability to comment intelligently on philosophic texts) with a follow-up oral examination (in case of failure on either the written or oral portions one retake is permitted). In addition, students should seek electives in other departments, such as Theology, English, Politics, and Psychology, which will inform and broaden their philosophical experience.

Students expecting to go on to graduate study in philosophy are strongly urged to take Philosophy 3339 (Symbolic Logic).

Art, Drama, Music, or Math	3
English 1302	3
History 1312	3
Language 1302 (or 2312)	3
Theology 1310	<u>3</u>
	15

Philosophy 3326	3
Philosophy 3331 or 4333	3
Philosophy 3351	3
Science	3
Elective	<u>3</u>
	15

Year IV

Philosophy 4327	3	Philosophy 4328	3
Philosophy 4337 or 4338	3	Philosophy 4141	1
Philosophy 4341	3	Elective	3
Electives	<u>6</u>	Electives	<u>9</u>
	15		16

Courses in Philosophy

1301. Philosophy and the Ethical Life An introduction to philosophy as inquiry into the nature and presuppositions, anthropological, metaphysical and logical, of a fully human life. A reading of the entire *Republic* of Plato as an introduction to the major themes of the philosophic tradition with a primarily ethical focus. Selections from Aristotle's *Nicomachean Ethics*, texts from Aquinas on natural law, and representative modern texts on the foundations of ethics. Fall and Spring.

2323. Philosophy of Man The nature of the human person. Topics: knowing, willing, and affectivity; the unity of body, mind, and soul; the social, historical, and religious dimensions of human being; the end of man and the question of human immortality. Readings required from Plato (*Phaedo* or *Phaedrus* or *Symposium*), Aristotle (required selections from *On the Soul*), Augustine, and Aquinas (required selections from *Summa Theologiae* or *Summa contra Gentiles*), and selected readings from modern thinkers. Prerequisite: Philosophy 1301. Fall and Spring.

3311. Philosophy of Being A brief synopsis of major topics in the history of philosophical speculation on being. The beginnings of metaphysical thought in Greek philosophy. Act and potency; essence and existence; the transcendentals; causality; the ontological foundations of logic; substance, properties and accidents; the metaphysical understanding of the human person; the existence of God. Selections from Plato, Aristotle (from *Physics* and from *Categories* or *Metaphysics*), Augustine and Aquinas (from *De Ente et Essentia* or *Summa Theologiae*), and representative modern texts. Prerequisites: Philosophy 1301 and 2323. Fall and Spring.

3325. Ancient Philosophy Greek and Roman philosophy, with special attention to Plato, Aristotle, and the Hellenistic schools. Greek philosophy as the source of later Western thought. Fall.

3326. Medieval Philosophy Neoplatonic and other influences on Western philosophy; Augustine, Jewish, and Islamic philosophy, early scholasticism and "the golden age" of the 13th century with emphasis on the thought of Thomas Aquinas. Spring.

3329. American Philosophy A study of major thinkers and trends in philosophy in the United States during the 19th and 20th centuries, such as Thoreau, Emerson, Peirce, James, Dewey, neo-positivism, analytic philosophy, and American movements influenced by continental European philosophy. Offered as needed.

3331. Epistemology The philosophy of knowledge. The critical problem as it developed in Western philosophy after Descartes. Metaphysical realism; a theory of judgment and truth; symbol and myth in man's cognitive life; types of knowledge such as mathematical, poetic, historic, religious. Spring.

3332. Aesthetics The philosophy of art and beauty. An examination of questions concerning beauty as a transcendental, artistic production, the work of art, the appreciation of art and beauty, and the place of art in human life. Classical positions on these questions from Plato to Heidegger. Spring.

3335. Philosophy of Education (Education 3335) A consideration of themes such as the nature of the student and of the teacher, goals of education, curriculum and methodology, nature and division of knowledge, education and the common good. Inquiry will be cast in the light of more fundamental

considerations such as the nature of the human person, of mind, of being, and of the good, chiefly through the study of classical texts of the Western philosophical tradition (e.g., Plato's *Republic* and Rousseau's *Emile*). Attention given to contemporary issues in education in light of these prior inquiries.

3336. Ethics Systematic treatment of ethics and morality with an overview of major ethical theories. Treatment of topics such as the nature and categories of human motivation; the nature of values and moral values; dimensions of human freedom; human acts as bearers of morality; the sources and forms of moral goodness, moral evil, and moral obligation; evaluations of major theories; specific nature of Christian ethics. Fall.

3339. Symbolic Logic A course in first-order symbolic logic including elementary treatments of completeness and consistency. The standard methods supplemented with special techniques, including tableaux. Introduction to advanced topics such as modality, multi-valued logics, formal semantics, and alternatives in axiomatization and notation. Offered as needed.

3351. Junior Seminar Extensive reading in the works of a single philosopher or philosophical movement (e.g., of Anselm of Canterbury, Rousseau, the Stoics, Kant, or the Continental Rationalists), to be determined by the Department. Major objectives for the student are to gain the habit of sustained philosophical discussion and to appreciate the breadth and depth of philosophical thought by concentrating on a single thinker or movement. The seminar format requires a research practicum resulting in a major paper, formal oral and written presentations, and sustained discussion with fellow students and the seminar director throughout the period of the course. Required of junior philosophy majors; other admitted with permission of the Chairman. Spring.

4327. Early Modern Philosophy From the Renaissance to the nineteenth century, with special attention to Continental rationalism, British empiricism, and the philosophy of Kant. Close reading of selected texts, e.g., Descartes' *Meditations*, Hume's *Enquiry*, and Kant's *Prolegomena*. Fall.

4328. Recent Philosophy Major thinkers and philosophical trends of the 19th and 20th centuries, such as Hegel and German Idealism, Kierkegaard, Nietzsche, Heidegger, Wittgenstein and positivism, philosophical analysis, phenomenology, and hermeneutics. Spring.

4333. Philosophy of Science Study of the nature, methods and principles of modern science. Treatment of topics such as the nature of facts, laws, and theories; the role of mathematics in science; explanation, description, and proof; the philosophical presuppositions of realism and other approaches to nature; rationality of scientific change; philosophical problems posed by relativity and evolution. Offered as needed.

4334. Bioethics Analysis of contemporary moral issues in the biomedical sciences and biotechnology from the viewpoints of major philosophical traditions. Treatment of topics such as moral theories and scientific knowing; ethical questions and principles; stages of moral development and the law of reason; realists, relativists, determinists, emotivists; moral dilemmas; axiology; obligations in the healing relationship; ethical "work-up" procedures. Spring.

4335. Philosophy of Language Study of the nature and kinds of language, with particular attention to syntactical, semantic, and logical characteristics. Examination of major past and contemporary theories. Offered as needed.

4337. Philosophy of God Religious experience and its explication in natural theology. Historical factors in the development of the Philosophy of God. Speculative and practical proofs of God's existence; the nature of God. The contemporary challenge, especially from naturalism, positivism, and language philosophy. The relations between God and the world. Fall.

4338. Philosophy of Religion The tasks of the Philosophy of Religion as distinguished from the Philosophy of God. Nature of religious experience; theories about the origin of religion and their critique. Major issues in the study of religion such as the relationship between religion and morality; natural and

supernatural religion; subjective and objective elements in religion; man's eternal quest of God through religion; the ordination of man to God. Spring.

4341. Senior Seminar Intensive study of a philosophical problem or issue (e.g., free will, phenomenological method, artificial intelligence, hermeneutics, relativism, philosophical historiography) to be determined by the Department. The format will be that of a seminar, with discussions, presentations, reviews, etc., and with special emphasis placed on the writing of a major philosophical paper (which will be due in the spring semester as part of Philosophy 4141). Required of senior philosophy majors; others admitted with permission of the Chairman. Fall.

4141. Senior Thesis A continuation of 4341 required of philosophy majors in the spring semester of the senior year. Research and writing of the senior seminar paper, and occasional meetings at the discretion of the instructor to discuss and evaluate the papers in progress. Prerequisite: Philosophy 4341. Spring.

4350-4359. Special Courses Established according to the interests of professors and the desires of students. Such areas as present-day currents in philosophy, philosophy of communications and of language, the history of Thomism. For advanced students only. Offered as needed.

4360. Directed Readings and Research Special programs of inquiry, approved by the Chairman, determined by mutual consent of student and professor. For advanced students only. Offered as needed.

5321. Social Philosophy A study of the nature of community and society, with consideration of the social nature of human beings, the relationship between persons and the community, the basic forms of community, and the common good. Offered as needed.

5331. Philosophy of Law The concept of right and its different kinds; the moral law and its ground; the positive law of the state and the authority on which it is based; the *a priori* foundations of civil law; legal and moral punishment. Offered as needed.

5334. Philosophy of History The nature of historical knowledge and the problem of historical interpretation. Great theories of history, both classical and contemporary. Christian and pagan views. Offered as needed.

5358. Scholastic Tradition An overview of Scholastic thought with a study of selected major figures and works from the medieval to the contemporary world. Offered as needed.

5359. Phenomenological Tradition The origins of phenomenology and the achievement of Husserl; the ideal of returning to the "things themselves"; the great division between realist and transcendental phenomenology; the relation of phenomenology to the Western tradition of metaphysics. Offered as needed.

5360. Senior/Graduate Elective Offered according to the interests of professors and the needs of students. Enrollment is open to advanced undergraduate and beginning graduate students, with the approval of the Chairman. Offered as needed.



FACULTY

Chairman and Professor
Olenick; Associate Professor
Emeritus Monostori;
Assistant Professors Fricke
and Hicks.

PHYSICS

Physics derives its name from the Greek word for nature, and the goal of physics is to seek the fundamental nature of things. Resting upon a broad empirical basis, physics continues to thrust mankind into the unknown. The objectives of the Department of Physics center around developing in its students a critical understanding of physical phenomena, an intuition into how nature acts, and a facility to analyze various physical aspects of the world. The Department aims to prepare its students for future careers as scientists through submissions to the discipline of the past and present.

Science only progresses by the painstaking labors and endless perseverance of individuals. The footsteps of those who advance physics resonate uniquely down the corridor of history. Galileo, Newton, Faraday, Bohr, Einstein, to name a few, labored to wrest knowledge from nature in their individual searches for essence of nature. Physics is immensely rich with struggles, accidental discoveries and triumphs of scientists who built intellectual bridges that advanced our understanding of how the world works. Physics was and remains a vibrant part of our Western heritage.

The curriculum of a major in Physics combines a firm grounding in the liberal arts and mathematics with a solid foundation in the sciences. A broad theoretical basis encompassing classical mechanics, electromagnetism, statistical physics, and quantum mechanics is supported by extensive laboratory experience in electronics, optics, atomic, and nuclear physics. The dynamic interplay of theoretical studies and hands-on laboratory experiences form the core of the program. Seminar courses in current topics as well as courses in astronomy, condensed

matter physics, and nuclear and particle physics round out the curriculum and introduce students to modern questions confronting physics.

Students are encouraged to participate in the experimental and theoretical research programs of the department either through the John B. O'Hara Chemical Sciences Institute or special studies. The research programs in the department range from spectroscopy, magnetic cooperative systems, nuclear physics, computational physics, and particle physics to the philosophy of science.

An undergraduate degree in physics opens many doors to further studies in a variety of fields as well as in industrial employment. Most of our graduates proceed to graduate programs and are well prepared for research in physics. Teaching, applied mathematics, engineering, or other related sciences are also possible career choices.

The Department of Physics is housed on the ground level of the Patrick E. Haggerty Science Center, a multi-million dollar center completed in 1985. The physical facilities for the department include separate laboratories for nuclear physics, electronics, and optics, as well as for introductory courses. An outfitted darkroom, electronics repair shop, and machine shop are maintained by the department. In addition each professor has a laboratory for individual research with students.

The advanced laboratories are equipped with up-to-date instrumentation including the following: a micro-processor based multichannel analyzer for nuclear measurements, an x-ray apparatus for crystallography, semiconductor logic sets for electronics, a high speed digital oscilloscope for use in sound wave propagation experiments,

and a Michelson interferometer, argon laser, and spectrometer for optics.

In addition the department maintains an observatory located on the top of the Center. Contained within the observatory are several telescopes including an 8-inch Schmidt-Cassegrain and a 4-inch Newtonian. A 16-inch computerized state-of-the-art Cassegrain telescope with a photometer is housed in the 5-meter dome and is available for student research projects.

Also located on the ground level of the Science Center is a PRIME 9755 computer dedicated to teaching and research within the Constantin College. Physics majors are encouraged to learn one of the languages supported by the PRIME, which include PASCAL, C, FORTRAN, as well as the UNIX operating system. Students can access the computer through terminals in the adjacent terminal room. Besides the main computer, the Physics Department has IBM PC-AT and PC-XT, PS/2 and Apple Macintosh II computers that are used primarily for color graphics and laboratory analysis, an Apple II+ dedicated to real-time data acquisition and analysis in laboratories, and an HP 9820A calculator/plotter.

B.A. Physics/B.S. Electrical Engineering

By special arrangement with the University of Texas at Dallas, the UD student may earn a BA in Physics from UD and a BS in Electrical Engineering from UT-D within five years. Some summer work is required. See the Physics Department for a program outline.

Similar arrangements in a variety of engineering fields may be made with schools such as Washington University in St. Louis. Consult with the Physics Department.

Basic Requirements for Major

Physics 2311, 2111, 2312, 2112 (General Physics I and II) and 24 advanced credits in Physics that are selected in consultation with the Physics Department are required for the B.A. in physics. The courses that compose the 24 advanced credits regularly include Physics 3320 (Quantum Physics), 3120 (Quantum Laboratory), 3326 (Statistical Physics), 3341 (Optics), 3141 (Optics Laboratory), 4423 (Theoretical Mechanics), 4424 (Quantum Mechanics), and 4327 (Electromagnetic Theory). In addition, Chemistry 1303, 1103, 1304, 1104, and Math 1404, 1004, 1311, and 2312 are required. At least two of Math 3324, 3310, 3315, and 3338, are suggested electives. Knowledge and use of computers is expected. Physics seminar is recommended for juniors and seniors. A physics major should choose Philosophy 4333 as the philosophy elective. All students will be required to pass an oral *comprehensive exam* in the last semester of their undergraduate studies. This exam covers topics of all required courses in physics for the B.A. or B.S. degree. It is given early in the semester in case a "retake" is required.

Those students who need four semesters to satisfy the language requirement should take History 1311 and 1312 in the freshman year and start Language 1301 and 1302 in their junior year continuing with Language 2311 and 2312 in their senior year.

The physics courses of Years III and IV will be offered in alternate years.

For a B.S. degree in physics, 12 additional hours in physics (or related field) are required, including a research project. Since most students pursue the B.S. degree, the following program lists the sequence of courses that are recommended:

Basic Program for the B.S. Degree in Physics:

Year I

Physics 2311	3	Physics 2312	3
Physics 2111	1	Physics 2112	1
Chemistry 1301	3	Chemistry 1304	3
Chemistry 1103	1	Chemistry 1104	1
Mathematics 1404	4	Mathematics 1311	3
English 1301	3	English 1302	3
Language 2311	<u>3</u>	Language 2312	<u>3</u>
	18		17

Year II

Physics 3320	3	English 2311	3
Physics 3120	1	Theology 2311	3
Mathematics 2312	3	Philosophy 2311	3
English 2312	3	History 2301	3
Philosophy 1301	3	Art History	3
Theology 1310	3		15
	16		

Year III

Physics 4423	4	Physics 4424	4
Physics 4120	1	Physics 3333	3
Physics Elective	3	Physics 3133	1
Mathematics 3324	3	Math Elective	3
History 1311	3	History 1312	3
Philosophy 3323	3	Economics 1311	3
	17		17

Year IV

Physics 3326	3	Physics 3341	3
Physics 4153	1	Physics 3141	1
Physics 4327	3	Physics 4328	3
Politics 2311	3	Philosophy 4333	3
History 2302	3	Elective	3
Elective	3	Elective	3
	16		16

Courses in Physics

1301, 1101 Basic Ideas of Physics The development of a conceptual understanding of fundamental physical aspects of the universe ranging from classical physics to the forefront of modern research. The distinct contributions that physics makes to the understanding of the physical universe along with the nature and limitations of scientific inquiry. The course examines the nexus of notable discoveries in physics and associated world views. Students are exposed to the empirical basis of physics, analytical and laboratory methods, and the conceptual reasoning used to formulate physical models. Three lectures, one laboratory weekly. Fall.

1302, 1101, Basic Ideas of Astronomy The development of an awareness of the varied astronomical phenomena and a conceptual understanding of the dynamics of the uni-

verse ranging from stellar and planetary studies through cosmology. An emphasis is placed on questioning nature, the methods of science and seeking answers, and mankind's relation to the cosmos. The historical milieu from which the current world view arose is examined, along with notable discoveries that shaped that understanding. Students are exposed to the empirical basis of astronomy, analytical and laboratory methods, and the conceptual reasoning used to formulate astronomical models. Three lectures, one laboratory weekly. Spring.

Physics 2311 and 2312 are prerequisites for all advanced courses in physics.

2310. Astronomy Introduction to astronomy and astrophysics for science majors that emphasizes the application of physics in stellar classification and evolution, plane-

tary formation, galactic structure, and cosmological models.

2311. General Physics I Calculus-based introductory course focusing on the principles and laws of mechanics with emphasis given to kinematics, Newton's laws and the conservation laws. Both physical insight and the ability to solve problems are stressed. Prerequisite (or concurrent enrollment in): Mathematics 1404. Three lectures per week.

2312. General Physics II Calculus-based introductory course focusing on the phenomena and principles of electricity, magnetism, and optics. Prerequisite (or concurrent enrollment in): Mathematics 1311. Three lectures per week.

2111. General Physics I Laboratory and Quiz Weekly problem session on mechanics along with laboratory experiments. Experimental studies of topics covered in mechanics that parallel discussions in the lecture. Emphasis on quantitative measurements and graphical analysis. One three-hour session per week.

2112. General Physics II Laboratory and Quiz Weekly problem session on electricity, magnetism, and optics along with laboratory experiments. Experimental investigations of topics covered in electricity, magnetism, and optics that parallel lecture discussions. One three-hour session per week.

3120. Quantum Laboratory Introduction to experimental techniques and error analysis in the fields of atomic and nuclear physics. Investigations include Planck's law, atomic spectroscopy, the speed of light, the photoelectric effect, the Franck-Hertz effect, and nuclear statistics.

3133. Electronics Laboratory Investigations of analog and digital electronics with applications to integrated circuits and computer interfacing.

3141. Optics Laboratory Experimental studies of thick lenses, interference, diffraction, Fourier spectroscopy, Fabry-Perot spectroscopy, holography.

3320. Quantum Physics An introduction to the physics of the twentieth century that surveys developments in relativity theory, wave-particle duality, atomic structure, wave mechanics, and nuclear theory.

3326. Statistical Physics Fundamentals of basic probability theory and statistical mechanics with application to heat, thermodynamics, and kinetic theory of gases and quantum statistics.

3233. Electronics Fundamentals of analog and digital electronics with emphasis on proven techniques of instrumentation for scientific research. The physical principles and properties of electronic components and circuits and the logical design of digital systems are discussed.

3341. Optics Investigations of optics with emphasis on wave optics. Topics include geometrical optics, interference, Fraunhofer and Fresnel diffraction, polarization, holography, and non-linear optics.

3363. Computational Physics An introduction to the use of computers (mainframe and PC) for modeling physical systems that often cannot be represented analytically. Topics covered include motion with resistive forces, orbital mechanics, coupled oscillations and waves, electric and magnetic field plotting, chaotic systems, Monte Carlo simulations, percolation theory, and fractals. The simple mathematical methods that are developed include numerical differentiation and integration, the Euler and Verlet algorithms, and Monte Carlo methods.

4120. Advanced Laboratory Applications of experimental techniques to fundamental physical phenomena in atomic and nuclear physics. Advanced topics include crystallography, Zeeman effect, Fourier spectroscopy, nuclear spectroscopy, x-ray scattering, and neutron activation analysis.

4153-4154. Physics Seminar Weekly seminar by a member of the Physics Department with lectures and discussions covering a specific topic in current research. Requirements are set by the instructor but will include an oral presentation by each student.

4327. Electromagnetic Theory Introduction to vector analysis and boundary-value problems. Phenomenological foundations and mathematical descriptions of electrostatics and magnetostatics, the behavior of dielectrics, conductors, and magnetic materials leading to the Maxwell equations.

4328. Electrodynamics Postulates and measurements in special relativity introducing four-vectors with applications in dynamics. Covariant formulation of Maxwell's equations, transformations of the electromagnetic field, wave propagation, wave guides and cavities, dipole radiation, Lienard-Wiechert potentials, synchrotron radiation.

4423. Theoretical Mechanics An advanced treatment of Newtonian mechanics with applications to forced oscillations, central force motion, and non-inertial reference frames. Introduction to tensors as applied to rigid body motion. Conservation theorems applied to small oscillations and stability leading to Lagrangian and Hamiltonian formulations of mechanics.

4424. Quantum Mechanics Introduction to the formal structure of quantum mechanics. The non-relativistic wave equation and solutions of one and three-dimensional systems. Linear vector spaces and operators, matrix mechanics, and transformation equivalences. Generalized angular momentum and solutions of hydrogenic atoms. Approximation methods and applications.

4V43-4V44. Research Experimental Supervised experimental research open only to physics majors. Topics in experimental investigations and requirements are set by the individual instructor but will include a written paper based upon the laboratory experience and an oral presentation of the paper to the faculty and students of the department.

4V45-4V46. Research Theoretical Supervised theoretical research open only to physics majors. Topics in theoretical investigations and requirements are set by the instructor but will include a written paper based upon the research experience and an oral presentation of the paper to the faculty and students of the department.

4V61-4V62. Independent Studies This course provides the student with an opportunity to examine in depth any topic, experimental or theoretical, within the field of physics. It involves individual study under the guidance of the instructor.

One of the following courses may be selected for the physics major core.

4364. Nuclear and Particle Physics General properties of the nucleus; the two-nucleon problem, radioactivity, interaction of charged particles and radiation with matter, detection methods, accelerators; fundamental particles and their interactions; symmetries and conservation laws, quark theory, grand unified theories, and supersymmetry.

4365. Condensed Matter Physics Models of the crystalline structure, lattice vibrations, specific heat, free electron gas, energy bands, semiconductors, superconductivity, and magnetic materials.

4366. Astrophysics and Cosmology A course that emphasizes the underlying fundamental mechanical, electromagnetic, and quantum mechanical processes in astrophysics and cosmology. Topics include stellar evolution with emphasis on stellar structure and modeling, pulsars, black holes, galactic formation and structure, nucleosynthesis, and cosmological models.

4367. Geophysics A course that emphasizes the physical techniques used in studying the earth. Areas covered include exploration and earthquake seismology, gravimetry, geomagnetism and paleomagnetism, geodesy, geothermology, and plate tectonics. Also covered are basic geophysical discoveries such as the existence of a liquid outer core, a solid inner core, and a system of interlocking plates on the earth's surface.

4368-4369. Special Topics in Physics Courses emphasizing special topics of current research in physics that vary according to student interest.

5368 and 5169. Special Topics in Conceptual Physics Special courses for high school teachers of physics.



Courses in Politics

1311. Principles of American Politics A study of the basic principles of the American political order and their implications for current political practice, viewed in the light of alternative views of human nature. Readings include the Declaration of Independence, the United States and Texas constitutions, the *Federalist Papers*, Tocqueville's *Democracy in America*, and contemporary writings.

2311. Political Regimes I—Sparta and Athens A comprehensive introduction to the various kinds of political orders in a concrete and immediate way. Specifically, the course considers the significance of "Greekness" as revealed through ancient Sparta and Athens and the Peloponnesian War. Readings will be in Thucydides and Plutarch. Fall.

2312. Political Regimes II—Rome, Christianity, and Modernity A study of the Roman Republic and Empire; the new Christian order, which was understood as a radical break with Rome; and the new modes and orders introduced by Machiavelli. Spring.

3310. Criminal Justice The purpose of our criminal justice system; the relation of what we define as criminal to the character of our regime, and how we punish; the nature of justice in practice; theories of punishment; the character of crime, the police, the courts, and prisons. Spring.

3323. Constitutional Law An analysis of Supreme Court decisions showing their political, moral, and psychological impact on American society; changing conceptions of the role of the Court in American society. Fall, alternate years.

3324. Public Policy Consideration of several prominent issues of public policy, such as affirmative action, tax cuts, and the problems of poverty and equality. Spring, alternate years.

3325. American Foreign Policy Several fundamental political documents relating to the purposes and difficulties of the United States as a world power will be examined from the perspective of various commentators on international affairs. Case studies will provide a point of departure for inquiry into such topics as the conflict between communism and liberal democracy, the role of morality in international affairs; the relation between domestic and foreign politics; and the effects of the mass media on American diplomacy. Prerequisite: Politics 1311 or consent of instructor. Spring.

3326. The Presidency A study of the constitutional design and practical operation of the American Presidency. The selection of Presidents. The rise of the modern Presidency, the character of executive power, and the nature of democratic leadership will be examined. Spring, alternate years.

3327. Civil Rights A study of the Bill of Rights and its application today. Emphasis on the freedoms of speech, press, and religion of the First Amendment. Fall, alternate years.

3331. Plato's Republic The Socratic method in politics studied through a careful reading of the *Republic*, the seminal book in political philosophy in the Western tradition. An adequate approach to the dialogue form is emphasized in the interpretation. Fall.

3332. Aristotle's Politics A careful reading of the fundamental work on politics. Aristotle is said to have systematized and made more practical the philosophic speculations of Socrates and Plato. Discussion of the extent to which this is true, and why Aristotle's work remains fundamental to the understanding of political life. Fall.

3333. Political Philosophy in the Middle Ages A consideration of the leading thinkers, with particular emphasis on the possible conflict between faith and reason and the various proposed resolutions of the "theological-political problem." Selections from Cicero as well as from Islamic, Jewish, and Christian authors. Spring, alternate years.

3334. Hobbes and Locke A study of how the founders of modern political order fundamentally differ one from another. Examination of the principal political works of these authors, the *Leviathan* and the *Treatises on Civil Government*. Spring, alternate years.

3335. Rousseau to Nietzsche The abandonment of human nature as a standard for understanding man's proper relation to the political community studied in the writings of Rousseau, one or more of his successors, and Nietzsche. The rise of history as the attempted basis of philosophy and political philosophy in the contemporary era will be examined. Spring, alternate years.

3337. Marxism-Leninism An introduction to the main concepts of Marxism as they develop from Hegel to Marx. Also the development of the concepts of Marx by Lenin and his successors and their practical effect. Spring, alternate years.

3338. The Politics of the Soviet Union An introduction to the Soviet regime. This course will study the major political institutions and policies of the Soviet regime, primarily in the context of their historical development. Attention will also be given to intercommunist relations in the post-Stalin period. Fall, alternate years.

4350. Aristotle's Ethics The ethical basis of political life as it comes into sight through a study of the *Nicomachean Ethics*.

4352-4353-4354. Seminars The study of a particular philosopher or theme. The student may take two or more seminars under the same number if the substance of the course is different. Prerequisite: consent of instructor. Offered as needed.

4356. American Political Thought American political thought from the founding to Woodrow Wilson. Specific chosen by the Instructor.

4380. Senior Seminar—Rhetoric and Statesmanship Concerned with the understanding and practice of the various modes of persuasive speech. Reading of Aristotle's *Rhetoric* and *Poetics*, and analysis of ancient and modern speeches in terms of Aristotle's presentation. Composition and delivery of different kinds of speeches required. Spring.

4V61. Independent Research this course provides the individual student with an opportunity to examine any topic, problem, or work within the discipline of political science. Content will be determined by consultation with the instructor. Prerequisite: consent of Instructor. Offered as needed.

5357. Special Topics in Politics Courses offered according to the interest of students and availability of professors.

FACULTY

Chairman and Associate Professor
Kugelmann; Professor Romanyshyn;
Associate Professor Churchill; and
Visiting Instructor Donegan

The University of Dallas is a center of learning. The Psychology Program is shaped by this concept of liberal learning in which students and faculty together form a community of learners. The Psychology Program is engaged in the enterprise of re-visioning psychology. This task is approached through recovering the experiential basis of the discipline of psychology in the tradition of Western culture. Such a broad and deep understanding of psychology delineates the value and limits of views which claim that psychology is the study of mind, or the science of behavior, or the interaction of mind and body, or the personal growth and enrichment of the person. The life of experience, action, and the appearance of the world form the material for psychology. The recovery of perennial forms of experience and the description and reflection on various modes of experience are the appropriate domains of psychology. The original sense of the word psychology—the logos of soul—conveys this sense of the discipline.

The Program relies on this original sense of psychology as a discipline that serves soul to determine the manner in which the soul has been formulated in many different languages or schools of thought. Original writings of the most important figures of psychological thought are read for their contributions to an understanding of soul in Western tradition.

The concern for psychological tradition provides a rich background for the imagination as psychology seeks to give attention to a wide range of experiences—dreams, memories, perceptions, psychopathology, language, education, expression, development, personality. This background also allows the relation of the discipline of psy-

PSYCHOLOGY

chology to such other disciplines as art, drama, literature, and philosophy to emerge.

Since psychology in this program is approached in its relation with culture, a concern for connections—between psychology and such areas as medicine, education, technology, architecture, religion, science and law are an important part of the program. The psychological character of these activities of culture becomes particularly apparent in times of breakdown.

This comprehensive approach to psychology is termed phenomenological because attention is given to experience rather than to explanations or theories of behavior. The approach also draws upon the rich tradition of depth psychology since attention is given to the deeper values of human experience which are carried by imagination and discovered through analysis and interpretation.

Because the attitude of the Psychology Program is one of learning, original reflection is as important as detailed scholarship. Active research and writing is expected of students; junior and senior research seminars provide the occasions for students and faculty to work in close association.

Basic Requirements for Major

Thirty-three credits in Psychology as follows: 1311, 3330, 3331, 3333, 3332, 4348, 4351, 12 credits in advanced electives. To satisfy the comprehensive requirement, Psychology majors write a thesis during their senior year. The thesis is evaluated by a regular Psychology faculty member and must be completed satisfactorily prior to the oral exam. Oral defense of the thesis in April of the senior year completes the second half of the comprehensive requirement for psy-

Year I

English 1301	3	English 1302	3
History 1311	3	History 1312	3
Philosophy 1301	3	Psychology 1311	3
Art, Drama, Music, or Math	3	Art, Drama, Music, or Math	3
Language 1301 (or 2311)	<u>3</u>	Language 1302 (or 2312)	<u>3</u>
	15		15

Year II (during Sophomore Year)

English 2311-2312	6
History 2301-2302	6
Politics 1311	3
Philosophy 2323	3
Theology 1310 and 2311	6
Language (or elective)	<u>6</u>
	30

Year III

Psychology 3330	3	Psychology 3331	3
Psychology 3332	3	Psychology 3333	3
Psychology	3	Psychology elective	3
Art, Drama, Music, or Math	3	Philosophy 3311	3
Science	<u>3</u>	Science	<u>3</u>
	15		15

Year IV

Psychology 4348	3	Psychology	6
Psychology 4351	3	Philosophy elective	3
Elective	6	Elective	<u>6</u>
Economics 1311	<u>3</u>		15
	15		

Courses in Psychology

1311. Foundations of Psychology as a Human Science The philosophical and scientific bases for a psychological inquiry into human nature are presented. The idea of psychology as a "human science" is contrasted with the prevailing model of psychology as a "natural science." The claim of psychology to be a natural science is discussed within the context of the crisis of contemporary culture, and with reference to primary source material in behaviorism and experimental psychology. The foundations of psychology as a human science are presented through lectures and primary source readings in psychoanalytic, existential, and anthropological

studies of personality, development, and psychotherapy. An initial development of a psychological way of seeing and speaking is developed with regard to self, others, and the cultural world. Fall and Spring.

3327. Child Growth and Development (Education 3327) This course is centered on the recovery of the particular character of the experience of the life of the child. Emphasis is placed on the description of such phenomena as thinking, speaking, play, expression and psychological reflection on these experiences in order to understand what it is like to live in the world of the child. Remembering and imagining are systematically explored as ways of developing a

discriminating sensibility toward the lie of the child. Observation is systematically explored as a way of attending to the actions of children understood on their own terms. This phenomenological approach to development is related to significant theories of development such as those offered by Jean Piaget, Sigmund Freud, and Erik Erikson. Fall and Spring.

3328. Psychology of Adolescence (Education 3328) A consideration of selected themes as they relate to the adolescent experiences, including rebellion, caring, infatuation, peer group rejection, loneliness, and sexuality. Emphasis is placed on methodology of understanding these phenomena on their own terms and on psychological reflection which deepens the significance of these phenomena in relation to questions of culture. This phenomenological approach to adolescence is related to significant theories of adolescence such as those offered by Harry Stack Sullivan, Anna Freud, and Erik Erikson. Fall and Spring.

3330. History of Psychology I An examination of pre-modern psychological tradition in the West. Greek, Roman, Patristic and Medieval senses of soul are explored in philosophy and poetry, as well as domains such as medicine, drama, art, and architecture. The persistence of these understandings of soul and their manner of appearance is examined through original writings. The course explores how various understandings of the soul are embedded in historical epochs. Refigurations of psychological existence are related to changes in political structures and to developments in technology.

3331. History of Psychology II The emergence of an explicit psychological tradition

from the Reformation to modern times is examined. The course investigates the emergence of psychology as a distinct discipline (distinct primarily from philosophy), taking as a point of departure Melancthon's coining of the word *psychology* in the sixteenth century. In the course psychology is studied both as a science of experience and behavior and as a social institution which plays a public role in modern societies (e.g.,

through intelligence testing). Psychology has its beginnings in the rupture that marks the beginnings of the modern age: The Reformation and Counter-Reformation, the Scientific Revolution, and the development of modern nation-states and technology.

3332. Contemporary Psychology Required of junior psychology majors. This course presents the basic concepts and approaches of contemporary psychology. The student is exposed to scientific methodology and research problems and learns to interpret experimental psychological literature on its own terms. Students complete for the course a review of the literature of a defined area of psychology; the literature reviewed should reflect the full spectrum of approaches in contemporary psychology. Fall. Prerequisite: Psychology 1311.

3333. Qualitative Research Introduction to the theory and practice of human science psychological research, conceived as having three aspects: 1) empirical phenomenological explication of psychological life; 2) cultural-historical interpretation of the social construction of the lifeworld; 3) depth psychological exploration of the perennial elements of psychological life. Students conduct individual research projects. At the conclusion of the course, students make a proposal for the senior thesis. Spring. Prerequisite: Psychology 3332.

3334. Psychology of Language and Expression Nonverbal and verbal forms of expression are explored from a phenomenological perspective that puts the lived body at the center of focus as both the means and the subject matter of investigation. The language of the body is revealed through a hermeneutics of seeing and listening. Everyday as well as artistic modes of human expression are studied and contrasted with animal behavior. The nature of language is considered from phenomenological, semiotic, and/or post-structural perspectives.

3335. Memory and Imagination A study of memory and imagination in the tradition of Western thought, with special emphasis on the recovery of each as a method of

knowing and a way of understanding the depths of the world. The particular relevance of memory and imagination to the field of psychology is explored, with consideration of their several types: active imagination, fantasy, reverie, daydreams, guided imagery. The relation of memory and imagination to the creative process is also investigated, with special attention given to the role of imagination in art, drama, literature.

3338. Social Psychology This course begins with a consideration of social construction of reality. The cultural context of individual experience is explored along with cultural manifestations of psychological life. Social behaviors are related to their ethological heritage and ideological contexts. Psychological texts, such as body language, gender displays, fashion, advertisements, and media presentations, are viewed as both reflecting social attitudes and revealing social influences upon the individual.

3352. Introduction to Clinical Psychology An introduction to the current scope of professional praxis in clinical psychology with special emphasis on the three major areas of clinical work: assessment, diagnosis, and treatment. The assessment portion offers an overview of several kinds of psychological tests, with a focus on intelligence and on projective techniques. The diagnostic portion offers an introduction to the standard psychiatric nomenclature of the *DSM III-R (Diagnostic and Statistical Manual of Mental Disorders, Third Edition -- Revised)*. In the section on treatment, consideration is given to the clinical interview, and an overview of the psychotherapeutic process is provided. Prerequisite: Psychology 1311 and consent of instructor.

3353. Theories of Counseling and Psychotherapy A detailed consideration of the treatment aspect of clinical psychology. Major theories of and approaches to psychotherapy are presented: psychoanalytic, Jungian, Rogerian, Gestalt, existential, phenomenological, and behavioral. Emphasis is placed upon the phases of psychotherapy, the role of transference and countertransference in the therapeutic process, the

use of dreams, the value of active imagination in working with symptoms, and the ethical responsibilities of the psychotherapist. Prerequisite: Psychology 1311 and consent of instructor.

3V54. Field Experience Course enables students to be exposed to off-campus settings in which psychology is practiced (such as a hospital or a corporate human resource management office) in a meaningful volunteer experience. Students should follow guidelines and form for "Independent Study with Field Experience." Prerequisite: Senior standing in psychology. Graded P/F.

3371. Film Studies This course explores the various aspects of film and the film experience, including the history, aesthetics, psychology, and politics of film, as well as film criticism. Principles of composition, montage, narrativity, representation, and cinematic point-of-view are examined through classroom viewings of genre, art, experimental and documentary films. Psychoanalytic, semiotic, and/or deconstructionist approaches to film are enlisted to develop a phenomenology of film experience into a cultural hermeneutics that comprehends film as a system of discourse in dialogue with its culture.

4321. Seminar: Depth Psychology Study of seminal works and ideas in the depth psychology tradition. Repeatable when subject matter changes.

4336. Abnormal Psychology A historical introduction to the changing perceptions of madness in different cultural-historical periods provides the context for distinguishing between psychopathology and abnormal psychology. The tradition of psychopathology and its alliance with a descriptive understanding of the speech of the suffering soul is contrasted with the tradition of abnormal psychology and its alliance with an explanatory understanding of deviant behavior as summarized in the *DSM III-R*. A study of selected styles of psychopathology in terms of their origins, dynamics, and major symptoms forms the core of the course.

4341. Psychology of Personality This course compares various theories of personality through primary source readings. Modern reductionistic viewpoints are contrasted with neo-Freudian, existential-phenomenological, and /or postmodern conceptions (or deconstructions) of the self.

4342. Psychology of Perception A phenomenological consideration of embodied psychological life is offered against the background of traditional psychological theories of sensation and perception. The social-historical context of perception is presented and styles of perception (naive, scientific, artistic, psychological) are investigated.

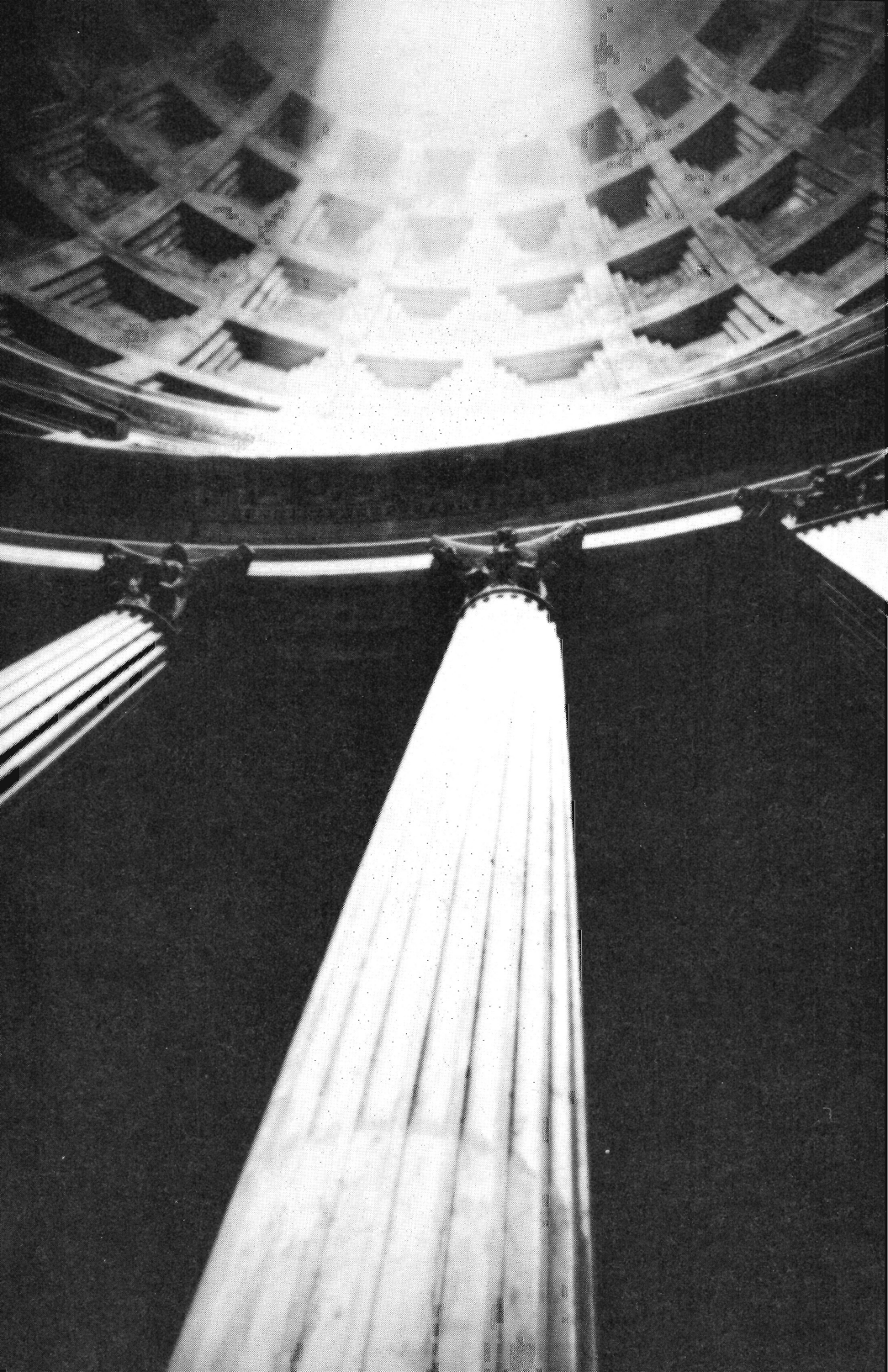
4348. Senior Thesis Independent research on a psychological phenomenon under the direction of a member of the psychology faculty. The thesis which results from this research constitutes the written part of the comprehensive examination in psychology.

4351. Senior Seminar Study of the seminal works and ideas in the phenomenological tradition. The course emphasizes the major themes of a phenomenological psychology and those authors whose work has influenced the development of the phenomenological alternative to psychology. Fall. Prerequisite: Psychology 3333.

4V61. Independent Research

4385. Advanced Research This course is taught as a seminar exploring narrative methodologies in qualitative research grounded in phenomenological, depth-psychological, and hermeneutic traditions. Prerequisite: PSY 3333 or permission of the instructor.

5V52. Special Topic This course is reserved for consideration of an area of concern of importance, such as a special area of competence of an instructor or a need and request by students. As needed.



FACULTY

Chairman and Professor Balas;
Professor Nardoni; Assistant
Professor Lowery; Instructor
Casarella; Visiting Assistant
Professor Norris; Research
Scholars Farkasfalvy and
Farmer; Adjunct Professor
Kereszty and Adjunct Instructor
Seitz.

Theology is "faith in search of understanding," a faithful listening to and a systematic, methodical articulation of the message of the Word of God revealed by deeds and words first in Israel, culminating in Jesus Christ, himself both the mediator and sum total of Revelation, and transmitted in the living tradition of the Church.

Admittedly, our Western civilization cannot be properly understood without some knowledge of Christianity, which is both a basis and an integral part of our cultural heritage. The study of theology, however, is much more than an essential discipline in the liberal arts education; it has a higher and more comprehensive aim. In relating man and the world to their absolute origin and end, theology imparts an ultimate unity to our understanding of reality and helps us—as no purely human discipline can—to see and fulfill the meaning of our existence.

The Department of Theology contributes to the general educational effort of the University on the undergraduate and graduate levels. On the former, it provides (1) two core curriculum courses required of all students, Understanding the Bible, Theology 1310, and Western Theological Tradition, Theology 2311; (2) electives for those who wish to pursue further theological knowledge, and (3) an undergraduate major. In addition, the Department offers two Master's degrees (See graduate Theology section in this bulletin for further information.)

The Major Program

The Department of Theology offers a program for the major consisting of a coordinated sequence of advanced courses in Scripture, History of Christian Doctrine, Systematic and Moral Theology. The purpose of the

THEOLOGY

major is to give the student a comprehensive grasp of the fundamental disciplines of theological science. Particular emphasis will be given to issues affecting contemporary Christian Life. The program emphasizes the study of the Catholic tradition in an ecumenical context. A balanced combination of required and elective courses is maintained so that, while preserving its distinctive identity, the program provides sufficient flexibility for students to select courses according to their interests.

Basic Requirements for Major

- 1) Thirty-six credits including Theology 1310, 2311, 3331, 3332, 3341, 4348 (Senior Thesis), and 18 credits of advanced theology electives selected in consultation with the Department Chairman. With approval of the department, up to nine advanced elective credits may be earned in appropriate courses in other departments.
- 2) A comprehensive examination, oral and written, to be taken in April of the senior year. The examining board will be regularly composed of three professors responsible for the courses of the major program designated by the chairman. The examination will cover substantial topics of the courses the student has taken for the major. Guidelines are available at the Department of Theology. The purpose of the comprehensive examination is to test: 1) general theological knowledge, 2) familiarity with basic tools and methods of theological research, 3) ability to form sound theological judgments on current issues, 4) capacity for integrating substantial theological topics, 5)

ability to communicate the acquired knowledge. Should the student fail the examination on its first offering there will be an opportunity for one reexamination approximately a week later.

- 3) The submission of the Senior Thesis in the fall of the senior year. The Senior Thesis is a major research paper (15-30 pages of text) developed by an individual student on a topic selected in consultation with the chairman. It will be evalu-

ated by the chairman or the assigned instructor and must be satisfactorily completed for graduation.

Some knowledge of Latin and Greek is recommended for a major in Theology. From among modern languages the Department recommends French or German for those who wish to do graduate study in Theology. Spanish, on the other hand, is an important language for those who may pursue some form of ministry.

Year I

Art, Drama, Music, or Math	3
English 1301	3
History 1311	3
Language 1301 or 2311	3
Philosophy 1301	<u>3</u>
	15

Art, Drama Music, or Math	3
English 1302	3
History 1312	3
Language 1302 or 2312	3
Theology 1310	<u>3</u>
	15

Year II (during Sophomore Year)

English 2311-2312	6
History 2301-2302	6
Philosophy 2323	3
Theology 2311	3
Economics 1311	3
Language (or elective)	6
Art, Drama, Music, or Math	<u>3</u>
	30

Year III

Philosophy 3311	3
Theology 3331	3
Theology 3341	3
Theology elective	3
Science	<u>3</u>
	15

Politics 1311	3
Science	3
Theology 3332	3
Theology elective	3
Theology elective	<u>3</u>
	15

Year IV

Philosophy elective	3
Theology elective	3
Theology 4348	3
Electives	<u>6</u>
	15

Theology elective	3
Theology elective	3
Philosophy 4338	3
Electives	<u>6</u>
	15

Courses in Theology

1310. Understanding the Bible Reflective reading of selected texts of the Old and New Testaments with a view to discovering the biblical concepts concerning God, his creation and action in history culminating in Jesus Christ on behalf of his people, and the origin and destiny of humanity. Required for graduation. To be taken in the freshman or the sophomore year. Normal prerequisite for any other Theology course.

2311. Western Theological Tradition Reflective reading of classic, post-biblical, Christian texts with a view to tracing the development of theological thought in Western Christianity from its beginnings to the post-Vatican II era. Required for graduation. To be taken in the sophomore year or, at the latest, first semester of junior year. Prerequisite for any advanced Theology course. Prerequisite Theology 1310.

3321. Pentateuch: Creation and Covenant The formation of the Pentateuch. Close reading of the books of Genesis and Exodus with emphasis on the relationship between the literary form and thematic content of the text. Fall, every three years.

3322. Prophets: Judgment and Salvation History of the prophetic movement in Ancient Israel. Literary forms and religious message of the prophetic writings. Concentration on one or several prophets such as Amos, Hosea, Isaiah or Jeremiah. Fall, every three years.

3323. Wisdom and Psalms Introduction to Wisdom literature and Psalms. Literary forms and religious content, especially of the Psalms. Close reading of selected Wisdom passages and Psalms. Fall, every three years.

3324. Synoptic Gospels: Parables Formation of the synoptic material. Literary forms. Synoptic problem. Structure and message of synoptic gospels. Close reading of the parables. Spring, every three years.

3325. Fourth Gospel: Passion Narrative Formation of the material of the Fourth Gospel. History of the Johannine community. Literary and theological features of the Fourth Gospel. Close reading of the passion narrative. Spring, every three years.

3326. Paul: Faith and Justification History of the Pauline missionary work. Introduction to the Pauline letters. Close reading of the letters to the Galatians and Romans. Spring, every three years.

3328. Biblical Archaeology Study tour of Palestine and Jordan with a view to understanding the Bible within its geographical and historical setting. Topology and physical characteristics of Palestine. Archeological sites and monuments which illuminate the biblical narratives. As needed.

3331. Systematic Theology I God and Human Existence. A systematic study of the Christian Catholic faith on Revelation and its Transmision, the Triune God, the Nature and Vocation of Man. Prerequisite: Theology 1310 and Theology 2311. Prerequisite for any advanced systematic course. Required for the major. Fall, every year.

3332. Systematic Theology II Christ and the Church. A systematic study of the Christian Catholic faith on Christ, Grace, the Church, Sacraments and Eschatology. Required for the major. Spring, every year.

3341. Moral Theology An examination of the central themes in the Catholic moral tradition: conscience, sin and fundamental option theory, the nature of the moral act, natural law, the relation of Scripture and ethics, and the question of a distinctively Christian ethics. Required for the major. Fall, every year.

4311. The Theology of Thomas Aquinas A close reading of selected texts of Thomas Aquinas on God, Christ, the sacraments, the human person, sin, and Christian morality. Offered occasionally.

4321. Revelation: Expectation of the End Introduction to apocalyptic literature in the Old Testament and in the intertestamental period. Close reading of the book of Revelation. Offered occasionally.

4331. The Christian Doctrine of God The problem of God and modern atheism. Experience and knowledge of God. The Revealed doctrine of the God of Jesus Christ. The Trinitarian mystery of God. Contemporary exposition of the doctrine of the Trinity. Offered regularly.

4332. Christ through the Ages Study of the person and work of Christ as described in the New Testament and in the teaching of the Church, including a survey of the place of Christ in the history of culture, in particular in philosophy, art, literature, spirituality, politics and economics. Offered regularly.

4333. Christian Anthropology Study of human beings as created in God's image, their vocation to share in the divine life, their fall into sin and their divinization by God's grace. Offered regularly.

4334. Theology of the Church Study of the Church as People of God and Body of Christ, its hierarchical structure, the role of laymen in it, the ecclesial reality of non-Catholic Churches and communities, and the Church and the World. Offered regularly.

4335. The Christian Sacraments Consideration of the various models of sacramentality (e.g. sacraments as proclamation, as actualization, as celebration) and each of the seven sacraments as understood and celebrated in the Catholic Church. Offered regularly.

4336. Theology of Worship Exploration of the foundations of worship and the history of Christian worship beginning with its Jewish antecedents. A survey of contemporary church teaching on the Liturgy starting with the Second Vatican Council. Critical background for liturgical planning and full participation. Fall, every year.

4342. Christian Marriage The sacramental nature of marriage. The principles of Catholic sexual morality based on the dignity of the human person and the sacramental meaning of maleness and femaleness. Offered every two years.

4343. Social Teaching The classical social documents of the Church, from *Rerum Novarum* to the present, addressing the ethics of political life, economic life and family life. Just-war theory and theologies of liberation. Offered every two years.

4345. Bioethical Issues The contribution of Catholic ethics to such contemporary issues as abortion, newborns with birth defects, euthanasia, new reproductive technologies, contraceptive technology, and genetic engineering. As needed.

4348. Senior Thesis A major paper developed by the students following their research on a selected topic with the guidance of their professor. The students are expected to give evidence of their research abilities in the field. Fall, senior year.

4351. Christian Spirituality Sanctification and transformation in Christ. The nature of ascetical and mystical theology; the life of meditation and contemplation; the discernment of spirits. Offered occasionally.

4V60. Directed Reading/Independent Research A tutorial course following special arrangement between the professor and the student for such purposes as completion of required credit hours. Permission of the professor and the Department chairman is required. As needed.

5355. Special Topics A regularly scheduled class established according to the interests of professors and the desires of students. As needed.

For other senior-graduate (5000 level) offerings, see graduate Theology section.

BRANIFF GRADUATE SCHOOL

The history of the University of Dallas is closely linked with the names of Braniff and Blakley. These are permanently enshrined with the William A. Blakley Library, the Braniff Graduate Building, the Braniff Memorial Tower, and the Braniff Graduate School.

Senator William A. Blakley, lawyer, statesman, and industrialist, was a member of the first advisory board of the University of Dallas. Both Senator Blakley and Tom Braniff, founder of Braniff International Airways, had been vitally interested in private higher education. Before their deaths in 1954, Tom and Bess Braniff knew of plans for a proposed University of Dallas and had expressed hope that it would become a reality. Efforts to found the University captured the interest and support of Senator Blakley, who was devoted to the principles of private higher education and aware of the need for more educational centers of excellence in the Dallas-Fort Worth area.

The Blakley-Braniff Foundation was dissolved in 1964, with all of its assets going to carry out its purposes and objectives. Senator Blakley and the other directors of the Foundation chose the University of Dallas

for the site of the Braniff Graduate School as the highest and best tribute to the memory of Tom and Bess Braniff in perpetuity, and accordingly made a \$7.5 million grant for its establishment.

The Graduate School offered its first courses in 1966. The Braniff Graduate Building was completed in 1968, along with the mall and the Braniff Memorial Tower.

The Graduate School sets minimum standards for all graduate degrees. Each program establishes rules and requirements which supplement those of the Graduate School.

In its Liberal Arts section the Braniff Graduate School houses several master level programs including those of the Institute for Religious and Pastoral Studies and the interdisciplinary doctoral program in Philosophic Studies. The Graduate School of Management offers the general Master of Business Administration degree and MBA's in a variety of specialized areas. For detailed information on these programs see appropriate sections in this catalog and in special bulletins such as the GSM Information Bulletin.

LIBERAL ARTS PROGRAMS

Admission

Regular Admission

Inquiries and application materials for all Liberal Arts graduate programs should be sent to the Graduate Office. Application materials include two letters of reference and transcripts from all institutions attended, as well as the specific materials required by the various departments as listed on the application form. The Graduate School requires applicants to the Institute of Philosophic Studies and its related M.A. Programs in English, Philosophy, and Politics to take the General Test portion of the GRE. They should submit scores of the GRE taken not more than 3 years prior to their date of application.

Each application is reviewed by the major department and the Graduate Dean.

Applications for all programs except Art are reviewed in five monthly rounds beginning on February 15 and ending with June 15. (For application procedures in the MA/MFA programs see Department of Art section.) In order to be considered for the first round, all elements of an application must be received by February 15. Applications received after that date will be considered in the next monthly round so long as there are places available in the program. Applications that are incomplete as of June 15 will not be reviewed for regular admission in the next fall semester.

Applicants must possess a bachelor's degree or its equivalent. They should have an undergraduate major or equivalent evidence of suitable background for entering the proposed field. The concept of graduate education held by the University of Dallas assumes a broad background. Departments

will determine the adequacy of preparation, and with the approval of the Dean of the Braniff Graduate School, applicants may be required to enroll for undergraduate courses to remedy deficiencies in other subjects as well as that chosen for graduate study.

Admission as a Special Student

Special students are those who wish to enroll in graduate level courses but are not seeking a degree. They should be over 21 and have completed an undergraduate degree. If at any time special students wish to become candidates for a degree, they must submit an application and accompanying documents for regular admission into one of the programs which will be considered along with all other applications. If accepted, only nine credit hours earned as a special student may be transferred toward the degree. Art students, however, may not count courses taken as special students toward the degree.

Conditional Admission

Students who have deficiencies in their undergraduate preparation may be admitted conditionally, but they must present substantial evidence of capacity to perform at the graduate level.

Admission as an International Student

Unless proficiency is otherwise demonstrated, all foreign applicants whose native tongue is not English are required to take either the English Language Test given through the English Language Institute at Ann Arbor, Michigan, or the TOEFL of the Educational Testing Service, Princeton, New

Jersey. These tests are given in the students' home countries and are normally the only certification of language ability which the Graduate School accepts. Unless one or the other of the tests has been taken at least three months before their proposed date of enrollment, the students cannot be sure of having their application processed in time for admission. The minimum acceptable score on the TOEFL is 550; the minimum on the ELT is 85. All international applicants are also required to submit GRE scores.

Foreign students should be aware of the tuition and living costs involved, as well as of the fact that the University has no special funds for foreign students. Loan funds are not available since they are restricted to U.S. citizens.

Fees & Expenses 1991-92

Application Fee	\$30.00
Graduate Tuition, per credit	\$250.00
Audit fee, per course	\$250.00
General Fee, per semester	\$225.00

The general fee is assessed of any campus resident student. It is applied to such things as building use and student services. Non-resident students of any classification are charged a building use fee of \$5.00 per credit hour.

Room and Board, Per Semester

Charges for the basic categories of dormitory rooms and apartment housing are listed below. The Housing Office will determine specific charges for special facilities and variations in space occupancy.

Single in Double Room, if available	
(19-meal plan)	\$2568.00
(14-meal plan)	\$2514.00
Single in Single Room, if available	
(19-meal plan)	\$2448.00
(14-meal plan)	\$2394.00
Double Room	
(19-meal plan)	\$1880.60
(14-meal plan)	\$1832.00
Triple Room, if available	
(19-meal plan)	\$2003.00
(14-meal plan)	\$1924.00

(These fees include 8% tax on the board portion.)

University Apartment Housing, Per Semester

One Bedroom (two student occupancy), per student rate	\$1400.00
Two Bedroom (four student occupancy), per student rate	\$1100.00
Two Bedroom (three student occupancy)	\$1300.00

Food service contract may be elected if the apartment resident so chooses. These charges do not include electricity.

Withdrawals

To cancel a registration or to withdraw from the University at any time other than the close of the semester, students are required to secure *written permission* from the Graduate Dean and to present such authorization to the Business Office. No refunds are made without an honorable dismissal from the Dean.

Discontinuation of class attendance or notification to an instructor of withdrawal does *not* constitute an official withdrawal and refunds will not be made on the basis of such an action. In such instances, students will be responsible for the full payment of their accounts.

Students who withdraw from the University during the fall or spring semester with written permission from the Graduate Dean are allowed a return of tuition and refundable fees according to the following schedule:

Withdrawal During:	Portion Refunded:
First Week	80%
Second Week	60%
Third Week	40%
Fourth Week	20%

No refunds are made after the fourth week. (Courses taken at the Dallas Institute for Humanities and Culture follow a different refund policy.)

All monies due the University by students at the time of withdrawal become due and payable immediately. To obtain a refund of tuition and refundable fees, students must also turn in their student identity cards. No refunds are made on occasional

fees or room rent. The unused portion of Board payments are refundable. Resident students must secure clearance from the Dean of Students before refund is made.

The date used to calculate refunds will be that on which students present their withdrawal notices to the Graduate Dean. Certain exceptions to the above-stated policies may be approved by the Business Office in specific instances (e.g., when students are drafted or incur serious injury or illness, etc.).

Occasional Fees and Penalties

The following fees will vary from student to student. They are non-refundable.

Returned check fee, each service	\$15.00
Parking Registration, per year	\$30.00
Graduation Fee	\$50.00
Late Registration Fee assessed beginning with the first day of classes each semester.	\$25.00
Placement File Fee	\$5.00

Mail Box Service—No rental fee will be charged of regular resident students. Off-campus students may rent a box, if available, for \$10.00 per semester.

Thesis, Exhibit, Project or Dissertation Expense

Candidates for the M.A., where a thesis is required, must supply the University with two bound copies. Students are to bear the cost of binding (at approximately \$8.00 per binding). Candidates for the M.A. in Art and the M.F.A. must bear the expenses of the project or exhibits required for graduation.

Each candidate for the Ph.D. must bear, in addition to binding charges for two copies, the fee of approximately \$80.00 for micro-filming and copyrighting the dissertation and publishing an abstract.

Financial Aid

Within the limits of its financial possibilities, the University awards scholarships of full or partial tuition remittance to deserving students. Scholarships are awarded on the basis of academic achievement. Scholarship decisions are for one academic year. However, the University attempts to maintain at least the same level of support throughout all of

the students' semesters at the University, provided the course of studies has not been interrupted and students keep a minimum of a "B" grade point average. Application for scholarship should be noted on the "Application Form for Braniff Graduate College." Interest in research assistantships should be indicated by a personal letter to the department concerned.

If required by the department, graduate scholarships may be used for taking a maximum of 12 hours of prerequisite undergraduate course work. Students who have been awarded scholarships may use their awards to cover up to nine hours in foreign languages for M.A. students and up to 18 for doctoral students in programs having a foreign language requirement. It also covers courses which are prerequisites for a foreign language concentration in the Master's programs in Humanities. Some special grants and awards require fulltime enrollment. Scholarships will not cover retakes of or substitutions for courses in which a grade of permanent Incomplete was earned.

Application forms for state and federal loan programs are available in the Financial Aid Office. Loan programs include the Guaranteed Student Loan, Hinson-Hazelwood Loan for Texas residents, Supplemental Loan for Students and Perkins Loan (formerly National Direct Student Loan). However, preference for the Perkins Loan is given to full-time undergraduate students.

To be considered for federal or state financial aid students must show financial need and be enrolled at least half-time in a degree program. For the purpose of financial aid, a full-time graduate student is one who carries nine credit hours or more; half-time is five credits.

Eligibility for federal and state aid is contingent on students making satisfactory progress toward the completion of their degrees. Students are required to complete at least 75% of course work attempted each academic year. During the first half of the master's degree program, students must have at least 2.5 grade averages and must maintain at least 3.0 during the remaining half of the program. Doctoral candidates must maintain a 2.5 grade average for the first 18 hours of their program and a 3.0 thereafter. If students do not meet these

requirements at the end of any academic year, they will be given a one semester probationary status. During that semester, students must make up deficiencies (raise grade average and/or complete required hours). If the deficiencies are completed, aid is continued; if not, aid is suspended. To have financial aid reinstated, students must make up deficiencies at their own expense and show satisfactory progress toward the completion of their degree. Any probation or suspension of financial aid can be appealed in writing to the Director of Financial Aid. The appeal should be supported with proper documentation, if necessary.

Teacher Scholarship

All fulltime teachers receive a one-third scholarship for tuition for liberal arts undergraduate and graduate courses. In some graduate programs a two-thirds scholarship for tuition is available. Consult the Graduate Office.

Housing

Campus housing is available for unmarried graduate students. Apartments and houses in all price ranges are plentiful in the Irving-Dallas area.

Graduate School Policies

The Graduate School sets minimum standards for all graduate degrees. Each program establishes rules and requirements which supplement those of the Graduate School. Students are responsible for knowing all rules and requirements pertaining to the degree sought.

The Graduate School reserves the right to dismiss at any time students whose academic standing, financial indebtedness to the University, or conduct it finds undesirable.

Grade Average and Reports

The minimum grade point average required for graduation is 3.0. Exceptions for particular programs are indicated under particular departments in the *Bulletin*. In courses in which a grade lower than a "C" (2.0 points) is given, the grade will count for determining the grade point average, but will not

satisfy course requirements. Foreign Language courses not recognized by a graduate department as part of the students' concentration and prerequisite undergraduate courses will not be counted as part of the students' grade point average. However, grades in prerequisite courses will be counted in determining both scholarship renewal and eligibility to continue in a given program.

At the end of each semester reports of final grades are sent to students at their home addresses.

Student Load

The normal full-time load is 12 credits per semester. Students enrolled for nine credits of graduate work are considered full-time.

Course Numbers

Courses carrying graduate credit are those numbered in the 5000 to 9099 range. Courses numbered 5000 to 5099, Senior-Graduate Courses, may be offered by the candidate in partial fulfillment of degree requirements. However, except for the graduate program in Humanities, a maximum of 12 such credits is acceptable. 5000-5099 course descriptions will usually be found under the Constantin College of Liberal Arts listings.

The numbers 5301-5310 are reserved for undergraduate courses taken for graduate credit. Appropriate additional work is assigned for graduate students.

6V99 (Graduate Reading), 7V99 (Thesis Reading), 8V99 (Doctoral Reading), and 9V99 (Dissertation Reading) are used to indicate that, although not taking credit courses, students are involved full-time in preparation for major examinations and/or in writing the thesis or dissertation or preparing the thesis exhibition. With permission of the program director and upon payment of a small matriculation fee, these numbers may be repeated a limited number of times.

Transfer Credit

Transfer of graduate credits earned at other institutions is not automatic. Some programs with special curricula rarely approve transfer petitions. When petitions are honored, no more than nine hours may be transferred into a Master's program. Students who have already entered a Master's program at the

University of Dallas must get prior approval from the Graduate Dean before taking courses at another institution for transfer of credits. Those who have earned graduate credits as "special" students in the Braniff Graduate School and who later apply for degree status in one of the graduate programs may count only nine of these hours toward their graduate degree. Art students may not count courses taken as special students toward the MA/MFA degrees.

In a program requiring one year of course work (24 credits, not counting the thesis or its equivalents) the transfer petition should be made before pre-registering for the second semester. In programs of a longer duration, the petition may be made any time after one full-time semester at the University or after completing nine credit hours, whichever comes first. With transfer credit and special arrangements all Master's students must still take a minimum of 12 credit hours on campus.

T and I Grades

A faculty member may give a "T" (temporary) grade in a class if an extended time period for the completion of the course work (larger paper, project or thesis) is a planned part of the course as approved by the curriculum process of the University. An "I" (incomplete) grade may be given in a class if students were unable to finish all assignments by the end of the semester and their reasons for the delay have been accepted by their professors. All "T" and "I" grades for a given semester must be removed before the first day of regular registration for the next semester. A "T" grade for the Master's thesis, Doctoral dissertation, or equivalent requirement is an exception to this rule.

When work is submitted by the due date, a "T" grade is completely removed from the student's record. The "I" is only slashed over. If work is not completed on time, the "T" or "I" grade will either become permanent (I*) or will at the teachers discretion be changed to some other grade to reflect work completed.

Academic Discipline

The policies of the Braniff Graduate School governing academic discipline parallel for

the most part those of the Constantin College of Liberal Arts.

Specific regulations affecting many features of academic life are found in the publications of the Graduate School and in the calendars published each semester by the Graduate Office.

Academic Honesty

Plagiarism and cheating are extremely serious offenses. All students are responsible for familiarizing themselves with the policy on Academic Honesty as detailed in the undergraduate section of this *Bulletin*.

Time Limit

In a program requiring 36 or fewer credit hours (including thesis or project seminars), the time limit for completing the degree is six years, counting the years from the first semester in which the student was admitted to the program. In a program requiring more than 36 credit hours, the time limit for the completion of the degree is specified in the *Bulletin's* program description.

Withdrawal

Withdrawal from courses or from the University must be with written permission of the Graduate Dean. Students are not permitted to withdraw from courses during the five weeks before the final examination period.

Leaves of Absence

Students who need to interrupt their courses of study from one semester to the next must seek a leave of absence. Leaves will be granted only where there is a good reason for the absence and a good prospect of the students' returning to the program. Students who interrupt their courses of study without a leave of absence are considered to have resigned from the program and must reapply for admission if they should desire to return.

Continuance in a Program

Students' continuation in the Graduate School is at the discretion of the Graduate School and their major departments and is reviewed in the spring semester for satisfactory progress. A report of this review is sent

to the Graduate Dean by the students' program directors. Students whose progress is not satisfactory will not be allowed to continue in the program.

Diploma Application

Students must file diploma applications in the Office of the Graduate Coordinator within the first two weeks of the semester in which they plan to receive the degree.

Awarding of Degrees

Degrees are granted by the Board of Trustees of the University of Dallas upon recommendation of the Graduate Faculty and the Council of Deans and Chairmen.

Master's Programs

According to the University of Dallas's concept of education, the master's degree is a professional degree. Completion of a set number of hours of course work is not a sufficient achievement for receiving the degree; an acceptable proficiency in the discipline or profession as demonstrated in a comprehensive examination constitutes a further criterion for the degree. A minimum of 30 course credits is normally required for the master's degree, including the thesis or its equivalent where required. Most master's programs also require demonstrated proficiency in at least one foreign language. The *Master's Student Handbook* and specific departmental requirements must be consulted for each program.

The Braniff Graduate School of Liberal Arts offers the Master of Arts in: Art, English, Humanities, Philosophy, Politics, and Theology. These programs require the writing of a thesis and proficiency in at least one foreign language. For the M.A. in Art degrees an exhibition substitutes for these requirements.

Other master's programs include: Master's of English, Humanities, Religious Education, Politics, Theology, and Theological Studies. These programs require additional course work or projects in lieu of a thesis and language.

The Master of Fine Art degree in studio art is also offered. It is an advanced terminal degree beyond the level of the M.A. in art.

Admission to Candidacy

In the Master of Arts programs (except Art) students become degree candidates after successfully passing the comprehensive examinations. In Art, students apply for candidacy and formal acceptance into the program after successful completion of nine-twelve credit hours. For specific regulations consult the *Master's Handbook* and appropriate sections of this *Bulletin*.

Language Requirement

Most Master of Arts programs require that students demonstrate proficiency in at least one foreign language. However, individual departments may require more than one language for the degree.

The purpose of the language requirement is to assure that students are capable of effective use of primary sources written in languages other than English.

The language requirement must be satisfied before enrolling in thesis seminar. This requirement can be fulfilled by: taking an oral examination in which students are required to translate a previously unseen text; being examined on a prepared text assigned to the students by an appointed examiner; or by completing one advanced course in the literature of the language at the University of Dallas with a grade of "B" or better.

Comprehensive Examination

At the completion of course work, all candidates for the master's degree must pass a comprehensive examination. Except for doctoral students, the examination must be taken by the end of the semester following the satisfactory completion of all course requirements.

Thesis Requirement

Candidates for a Master of Arts degree enroll in thesis seminar after passing the language examination and propose a thesis topic by filling out a Master's Thesis Proposal Approval Form. The appropriate program director recommends to the Graduate Dean the acceptance of the topic and the appointment of a suitable committee.

Instead of the thesis, some master's programs require the completion of a major

project or exhibition. In others it is satisfied by taking six or more additional credit hours. Consult the *Bulletin* for the specifics in each program.

Institute of Philosophic Studies M.A.

The M.A. degree may be awarded to doctoral students in the Institute of Philosophic Studies after the completion of the Qualify-

ing Examination, 42 hours of course work, and one foreign language requirement. It is the student's responsibility to make application for the Institute M.A.

Policies for Doctoral Programs

For policies specific to the doctoral program see Institute of Philosophic Studies.



THE INSTITUTE OF PHILOSOPHIC STUDIES DOCTORAL PROGRAM

The Institute of Philosophic Studies (IPS) offers a program leading to the Ph.D. degree. The Institute has as its purpose the renewal of the tradition of philosophic discourse and the recovery of the Christian intellectual tradition. The students' course of study includes a set of core courses established by the Institute and an area of concentration which students develop in consultation with a faculty adviser. The areas of concentration presently offered are in literature, philosophy, and politics.

The Ph.D. degree, under the general rules and procedures of the Braniff Graduate School, requires the successful completion of 72 hours in the Institute, any independent study the faculty deems advisable for a given candidate, an acceptable performance on a qualifying and comprehensive examination, reading mastery in two foreign languages, and a dissertation of substance and originality. A full description of all policies, procedures and requirements is found in the *Institute of Philosophic Studies Handbook*.

Applicants should write to the Graduate Coordinator, Braniff Graduate School of Liberal Arts, University of Dallas, 1845 E. Northgate Drive, Irving, TX 75062-4799 (214) 721-5388).

General Information

Degrees

In accord with the unified character of the program, the Institute grants only one terminal "Doctor of Philosophy" degree. However, the transcript will indicate the area of concentration for each student. Enroute to the doctorate, students may apply for the M.A. degree after the qualifying examination.

Residence

Three academic years of full time course work beyond the bachelor's degree are normally required. Students are strongly encouraged to spend at least one continuous academic year on campus as full time graduate students.

Transfer of Credit

Some credit from earlier graduate work may be transferred after students have successfully passed the qualifying examination. Normally only courses in the concentration are transferable and only if they are strictly equivalent to IPS courses. Students should submit syllabi of all courses they wish to transfer. No more than 12 hours may be transferred into the doctoral program.

Language

Proficiency in two languages, Greek or Latin and (usually) French or German, must be demonstrated by all candidates.

Qualifying Examination

Students must take a Qualifying Examination after the completion of 24 hours or 4 semesters, whichever comes first. The students' performance on the Examination must satisfy their concentration directors and the examining committee that they are capable of continuing their doctoral studies.

Comprehensive Examination

Students must normally take the Comprehensive Examination in the semester following completion of all course work. In exceptional cases, special permission may be granted by the IPS Director to take the comprehensives in the second semester following the completion of course work.

For each candidate, the IPS Director appoints an examining committee of five or more members of the graduate faculty. The IPS director also functions as chairman of the committee.

Dissertation

Dissertations of suitable quality and magnitude shall be submitted by all candidates. After they are approved, a defense of the dissertation, open to the graduate faculty, must be made by the candidates.

Detailed information concerning the formal requirements for preparation and filing of dissertations is in the appropriate section of the IPS handbook.

Time Limit

All requirements for the Ph.D. degree must be met within ten years from the time students begin course work in the program or they will be deemed to have withdrawn from the program.

Courses of the Institute

Students take 27 to 36 hours of courses in the Institute's core curriculum, and 36 to 45 hours in their area of concentration. Course work is normally completed in three years. Students who do not have adequate preparation in the area of concentration may be required, after consultation with the faculty, to take courses in the undergraduate college.

The Institute core courses are meant to provide students with a solid foundation in the Western tradition, poetic, philosophic and theological. These courses will concentrate on careful study of the significant texts of this tradition, including such authors, for example, as Homer and Virgil, Dante and Shakespeare, Plato and Aristotle, Rousseau and Nietzsche, Augustine and Aquinas, Luther and Pascal, and the Bible.

The area of concentration allows students to read in a discipline in which they expect to teach and write. The specific requirements for individual students will be worked out in consultation with the faculty adviser and with the approval of the IPS Advisory Committee. The description of each of the three areas of concentration presently offered in the Institute is given below.

Courses designated as "core courses" of the Institute will be listed in the particular semester schedule with the prefix IPS (Institute of Philosophic Studies). Those of the area of concentration will carry the appropriate departmental designation.

Core Courses of the Institute

8001. Language Seminar: Greek

8002. Language Seminar: Latin

8003. Language Seminar: French

8004. Language Seminar: German

8311. Studies in Classical Epic Consideration of the *Iliad* and *Odyssey* of Homer and Vergil's *Aeneid*. Typically taught in tandem with *The Bible* as ways of understanding the human condition prior to the rise of critical and systematic philosophy.

8316. The Bible Select writings from the Old and New Testaments. Special emphasis on the history of interpretation as well as on the history of the writing of the Bible as vehicles for understanding the nature and claim of revelation in its original context and as translated into differing contexts.

8321. Plato A reading of the *Republic* together with coordinate dialogues such as *Timaeus* and *Critias* or *Symposium* or *Phaedrus*. Special attention to politics, to the quarrel of philosophy and poetry and to the origins of speculative science. Possible coordinate reading from Euclid.

8326. Christianity and Classical Culture A study of the first articulations of a comprehensive self-understanding of Christian faith. Special attention paid to the role of Greek philosophy, particularly Platonism, in this undertaking. Readings in Augustine and selected Greek and Latin patristic authors.

8331. Aristotle A broad range of study of texts from the *Physics* and *On the Soul* to the *Metaphysics* and the *Nicomachean Ethics*. Special attention to the place of "the good life" within the first comprehensive treatment of "science." As primary influence in the High Middle Ages, this course will appear in tandem with the course on Medieval Thought.

8336. Medieval Thought A study of texts in monastic and scholastic theology. Special attention to the shift in focus occasioned by the discovery of Aristotle and the role of Aquinas in that shift.

8341. Christian Epic/Dante or Milton Toward an understanding of the epic vision as exemplified in the two chief poets of Christian doctrine. Study focuses upon either Dante (*The Divine Comedy* and the minor works) or, in an alternative version of the course, Milton (*Paradise Lost* and *Paradise Regained*).

8346. Reformation Thought A study of the late medieval and Renaissance background of the Protestant Reformation, the Catholic Reform and Counter-Reformation. Texts from Erasmus or More, Luther or Calvin, the Council of Trent, Ignatius, Theresa of Avila, or John of the Cross.

8351. Early Modern Thought The rise of the new science of nature and new views of the polity. Readings in Descartes, the political thought of Machiavelli or Hobbes or Spinoza or Rousseau; the rise of critical philosophy in Kant. Possible collateral readings in Galileo and Newton.

8356. Tragedy/Comedy A study of select works of the Greek tragedians and Shakespeare in order to understand the two basic modes of dramatic art.

8357. Independent Study. In cases of scheduling problems, students may be given permission to take a required Core course as a tutorial.

8361. Recovery of Philosophic Tradition A study of a set of thinkers that have significantly influenced, in different ways and with differing emphases, the view of tradition as a way to "the things themselves": Hegel, Husserl, Heidegger, Gadamer, Strauss, Whitehead, Gilson and Lonergan. This course is regularly paired with Christian Thought in the Modern Era.

8366. Christian Thought in the Modern Era A study of Christian thought in its complex relations to modern secular developments and in its own internal development, especially the enriched interpretation

of its own sources. Texts will be selected from Pascal, Kierkegaard, Newman, Dostoevsky, from the documents of Ecumenical Movement and of Vatican II, Barth or Tillich, Rahner or von Balthasar.

8V99. Doctoral Readings For those who need a semester to prepare for comprehensives.

9697. Dissertation Research I

9698. Dissertation Research II

9V99. Dissertation Reading Registration for this course certifies that the student is involved full time in the research and writing necessary for completion of the dissertation. May be repeated four times.

Areas of Concentration Literature

The philosophic character of literary study within the Institute is reflected in a concentration upon major authors whose work can claim philosophical scope and penetration. The approach to these works is also philosophic. Students inquire into the issues treated by great writers considering the literary treatment as one voice in a conversation within which philosophers, theologians, and political thinkers also participate. The poet seeks to supplant opinion with knowledge by means of constructing a coherent vision of reality just as the philosopher seeks the same end through dialectic. The aim of study therefore is to share in the poet's wisdom concerning a reality already constituted before imagination sets to work on it but imperfectly known until illuminated and ordered by art. Courses focus upon literature as a distinct way of knowing irreducible to other modes of knowledge but best understood and assessed when studied in company with other modes of discourse directed to common subjects. Institute students join teachers dedicated to grasping in what manner poetic art can provide knowledge of reality and to discerning what that knowledge may be.

Students learn to apprehend the form of literary art by attending to the qualities of poetic speech and by studying the kinds of poetry. They investigate such constants of

the arts as myth, symbol, analogy and figure, image, prosody, and style. In the process they come to appreciate the notable congruence of particularity with generality that characterizes the poetic mode of being and that has led thinkers to define a poem as a "concrete universal." The kinds of poetry – the perennial genres – need not be taken as prescriptions arbitrarily imposed, for they can be understood as the natural shapes literature displays when it envisions different human actions.

Neither the constants of poetic speech nor the continuities of genre sufficiently specify the particular purchase upon human issues offered by any great poem. To bring this meaning into sharper resolution requires the final act of literary understanding, interpretation of individual poems, an undertaking in which the comparison of poem with poem has its instructive part. Critical interpretation entails the most careful and sustained attentiveness to elucidating meaning and culminates in critical judgment of the contribution of that meaning to one's grasp of the truth.

The interpretive dimension of the program is reflected in courses that find their formal object sometimes in a genre (Epic, Lyric, Tragedy/Comedy, Menippean Satire or Russian Novel), sometimes in a literary movement (Renaissance Drama, Romantic/Victorian Literature, Augustan Literature, American Literature, Southern Literature, Twentieth Century Literature), sometimes in major authors (Dante, Chaucer, Spenser/Milton, Shakespeare, Dostoevsky, Faulkner, Hawthorne/Melville/James). Students confront the claims of classical, Christian, and modern poets. They thereby enter into the issues that cause the Western tradition to be a tradition of controversies.

Courses in Literature

5301-5310. Cross-listed Courses This describes undergraduate courses taken for graduate credit with appropriate additional work for graduate students.

*See M.A. English for description of 5000-level courses listed below.

5311. Studies in Myth English

5312. The English Renaissance

6311. Classical Epic Studies in the *Iliad*, *Odyssey* and *Aeneid* with a view to understanding epic poetry as the most comprehensive form of literary art. Concentration upon the elaboration of a classical conception of the nature of heroism, divinity, and social order in the poems of Homer and Virgil. Reflection upon continuity and divergence in the epic poets' various renderings of cosmic order, the city, divine providence, and human excellence. Fall.

6312. Christian Epic Studies in Dante (*The Divine Comedy*) and selected minor works of Milton (*Paradise Lost*, *Paradise Regained* and selections from the poems and prose). What subjects and perspectives are brought to epic poetry by poets who undertake to depict heroic action from the vantage of Christian belief? Readings focus upon Dante one year, Milton the next.

6322. Shakespeare Studies in the entire canon with emphasis upon the histories, comedies, Roman plays (major tragedies studied in 6344), and Shakespeare as the universal poet capable of achieving both tragedy and comedy in a pre-eminent degree. Reflection upon the meaning of this achievement and upon Shakespeare's understanding of the confluence and divergence of the classical, Christian, and modern traditions. Fall.

6333. Spenser/Milton Focusing upon *The Faerie Queen*, *Paradise Lost*, and *Paradise Regained*, the course undertakes to grasp the synthesis of humanistic and Christian ideals in both poets and Protestant version of the Christian epic exemplified in their works. Context provided by reading in Spenser's lyrics, Milton's lyrics, *Comus*, *Samson Agonistes*, and prose writings. Fall.

6344. Tragedy/Comedy A consideration of two alternate but constantly recurring vantages upon human life beginning with Greek drama and Aristotle's *Poetics*, continuing with Elizabethan-Jacobean drama, and concluding with an assessment of the fortunes of tragedy in the modern era. Reflection upon the relationship between the dramatic form and the human action embodied in

that form and upon epochal changes in conception of what constitutes tragic limitation and comic fulfillment. Spring.

6355. Russian Novel Readings in Gogol, Turgenev, and Tolstoi, focusing chiefly on the major writings of Dostoevsky as the novelist who incorporated the Russian myth into the Western tradition at a time of crisis and by so doing defines the limits of the novel: *Dead Souls*, *Fathers and Sons*, *Anna Karenina* and *The Brothers Karamazov*. Spring.

6377. Special Studies Courses not listed above offered according to student interest and faculty availability.

7311. Chaucer Studies in the entire canon with special emphasis upon *The Canterbury Tales*, *Troilus and Criseyde* and *The Book of the Duchess*. Reflection upon Chaucerian comedy in its genial and dark versions and Chaucer's resources in an imaginative vision shaped by Christian belief. Fall.

7322. Romantic/Victorian A study of nineteenth-century British poetry and criticism as constitutive of a fundamental revolution in the understanding of the nature of poetic imagination, the artist's relationship to society, the purpose, provenance and limits of civil society, the character of religion, the priorities of communal obligations and individual rights. Readings in Blake, Wordsworth, Coleridge, Keats, Shelley, Byron, Tennyson, Browning, Arnold, Hardy, Houseman, Hopkins. Spring.

7333. Faulkner An examination of the fiction in the light of the probability that Faulkner is the twentieth-century writer most worthy of inclusion in the order of the greatest authors. Consideration of Faulkner's status as the most thoughtful recent novelist formed in the great tradition, and as a writer uncommonly perceptive of the challenges posed to the continuation of that tradition by contemporary erosions. Spring.

7351. Directed Readings and Research Special programs of inquiry, by mutual consent of student and professor with the approval of the Chairman.

7377. Special Studies Courses not listed above offered according to student interest and faculty availability.

8311. Literary Criticism and Lyric Poetry The Lyric as a generic form of poetry and the central place of the lyric in modern literary criticism. Lyric themes of innocence, the golden age, and the garden as these occur in poetry from the Psalms and Solomon's Song to the contemporary lyric. Reflection upon the relationship between the form of lyrics and the object of their mimesis, the source of the poet's inspiration, the character of imagination, and the figurative language appropriate to lyric poetry.

8322. Melville/Hawthorne/James The three American novelists who, with Faulkner, address most comprehensively the theme of America as the problematic fusion of the New World with the Old. The discovery of perennial issues of human greatness and frailty against the background of a society intent upon defining the terms of its founding. The resources of the American writer in the novel and the romance novel. The adjustments of patriotism and criticism incumbent upon the American fiction writer; the European in America and the American abroad. Fall.

8333. Dante Intensive study in *The Divine Comedy* and in the *Vita Nuova* insofar as this work contributes to an understanding of the *Comedy*. Dante and the Christian epic; the relationship between classical and Christian bearings within the *Comedy*; Dante as the poet most profoundly exemplary of medieval Christendom's grasp of the analogical character of creatureliness and of man's ordination to his creator and redeemer. Spring.

8344. Menippean Satire Studies in an important segment of the literary tradition taking into account works which elude the categories of epic, tragic, comic, lyric and yet which draw upon all of these genres in constructing massive satirical fictions epic in scope, comic in spirit, tragic in implication, and sporadically lyric in form. Authors most frequently read in the course; Lucian, Petronius, Apuleius, Rabelais, Cervantes, Swift, Sterne, Lewis, Carroll, Joyce, Nabokov, John Barth.

8355. Augustan Literature Reflection upon the principal satirists of the period extending from the Restoration to the American Revolution and focusing upon philosophical, social, and religious issues. Consideration of the Augustan writers' conception of the nature and function of poetry, especially the role of poetry in life. The standard of the candid, reflective gentleman in contention with fools, knaves, and enthusiasts. Dryden, Pope, Swift, Gay, Johnson.

8366. Twentieth-Century Literature The plight of the literary artist in an age considered uncongenial to the principles of thought and feeling traditionally connected with poetry, an age perhaps antipathetic to the very claim that poetry can embody truth. The efforts of poets and novelists to give unity and authority to their vision in the absence of a generally endorsed public myth. A consideration of the various manners in which major twentieth-century authors accommodate themselves to, or join issue with, their contemporaries. Yeats, Eliot, Pound, Stevens, Conrad, Joyce, Hemingway.

8377. German Literature and the Modern Spirit Goethe's *Faust* and Nietzsche's *Thus Spake Zarathustra* considered for the sake of their critical representation of modern man's restless endeavor to create himself, master nature, and conduct life without the guidance of traditional standards of nature and natural right or Christian conceptions of God and divine revelation. Associated readings in at least two of the following authors: Rilke, Kafka, Hölderlin, Kleist, Mann.

8388. Southern Literature The development of the Southern Literature Renaissance and its legacy in recent Southern writers. A consideration of the relationship between the Southern author's substantial achievements in verse, fiction, and criticism and the society with which their work is chiefly concerned. Southern writing as an enclave of traditionalism within a prevailing neoteric contemporary world. Davidson, Ransom, Tate, Warren, Lytle, Porter, Welty, Gordon, O'Connor.

8399. Studies in the Novel Consideration of the relatedness of form to subject of the one literary mode practiced exclusively by

modern authors. Of special concern, the various novelists' portrayals of large social developments in counterpoint to their presentation of the fate of a central character. Authors most frequently included: Richardson, Defoe, Fielding, Austen, Flaubert, Stendahl, E. Bronte, Dickens, Trollope, Hardy, Gogol, Tolstoy, Turgenyev, Twain. Spring.

Philosophy

The aim of philosophy at the University of Dallas is to recover the possibility of a wisdom dealing with those "first things" which ground and locate human experience within the whole of being. Philosophy is impelled by reference to the totality that is distinctive of human existence. It analyzes the frameworks within which other human endeavors occur and recommends ways in which they might be situated so as to throw light on the character of the totality. Such illumination, in turn, affects those other human endeavors by giving them perspective. By reason of its location in a Catholic institution, the Department of Philosophy is particularly interested in the ways revelation has led to development within a properly philosophic wisdom available to believers and nonbelievers alike.

The major tool of philosophic research lies in the careful study of classical texts from Plato and Aristotle to Heidegger and Wittgenstein. The cultivation of competence in logic and facility in at least one classical and one modern language are viewed as indispensable auxiliaries in the project. The underlying conviction is that texts which have continually drawn the readership of reflective minds throughout the centuries contain profound insights into the fundamental issues of being and thought and that we neglect such insights at our own peril, especially since they have been instrumental in the formation of our own mental horizon. Hence polemical reaction takes second place to sympathetic dialogue. Not so much "Where do they go wrong?" as "What did they see?" governs the approach. Such an approach does not aim at the indifferent cataloguing of historical positions. Rather, it aims at understanding "the things themselves" through dialogue with the masters. The aim is to see the same things in different

ways and thereby learn to assess the value and limitations of the differing ways with a view toward an ever-developing wisdom of the whole.

The curriculum is divided between "historical" and "systematic" courses, the former dealing with an epoch or an individual thinker, the latter with an area or an issue. But both types of courses are, in different ways, historical and systematic. Though the systematic courses are ordered toward a given area or issue (ethics or metaphysics or immortality or potentiality), they draw from the entire textual tradition of discourse about the issues in question. Although the historical courses are situated in a given time frame, their intent is to engage the issues through the thinker or thinkers studied.

Courses in Philosophy

5301-5310. Cross-listed Courses This describes undergraduate courses taken for graduate credit with appropriate additional work for graduate students.

See **M.A. Philosophy** for description of 5000-level courses listed below.

5321. Social Philosophy

5331. Philosophy of Law

5334. Philosophy of History

5358. Scholastic Tradition

5359. Phenomenological Tradition

5360. Senior/Graduate Elective

6310. Text Seminar: Ancient Philosophy A focused reading of a few major works from antiquity (ordinarily Greek antiquity), from Anaximander to Plotinus, with emphasis typically on Plato or Aristotle.

6311. Plato A careful analysis of one major text, with relevant readings in other texts. Special attention will be given to the interplay of argumentation, image, structure and action.

6322. Aristotle Typically, a careful reading of the entire *Metaphysics*, with collateral reading in *Categories*, *Topics*, *Physics*, *On the Soul*, *On Generation and Corruption* and Plato's

Timaeus. Although not required, a reading knowledge of Greek is most helpful. Topics vary.

6331. Studies in Scholastic Thought A study in depth of philosophical issues as they have arisen within the context of Scholastic thought. Emphasis on topics such as faith and reason, God and the world, creation, the human person, intellect and will.

6332. Studies in Phenomenological Thought A study in depth of philosophical issues as they have arisen within the context of phenomenology, with emphasis upon Husserl, Heidegger, Gadamer, and/or Ricoeur.

6336. Ethics An investigation of the nature and sources of moral obligation, moral goodness, and conscience, with consideration of major ethical theories in the history of ethical thought, including ancient and medieval contributions.

6354. Philosophy of Language An investigation of the nature and kinds of language, with particular attention to syntactical, semantic, and logical characteristics. Other topics such as lived linguistic context, sacral and symbolic languages, and the limits of language. Examination of theories of language in such authors as Saussure, Cassirer, Wittgenstein, Whorf, Austin, Foucault, and Derrida, and comparison to earlier speculations on language, especially among the ancients and the medievals.

6355. Philosophy of Logic An investigation of logic in both its formal and material aspects. Treatment of topics such as the nature of concepts, the structure and truth of judgments, the character of inference and implication, the synthetic-analytic distinction, and the foundational principles of logic (e.g., contradiction and excluded middle).

6366. Philosophy of Science Science as privileged knowledge, particularly modern natural science. Treatment of topics such as scientific method; the mathematical framework of modern sciences; mechanism, reduction, and explanation; relativity and evolution as difficulties for epistemology and metaphysics; the character and rationality of scientific change.

7313. Aesthetics A philosophic inquiry into the arts and the modes of artistic meaning. Questions about the definition of a work of art, about artistic 'creation', about style and criticism, and about artistic communication.

7321. Philosophy of Being Study of the fundamental questions of ontology by way of key works in the history of philosophy. Treatment of topics such as the meaning and ways of being; participation; substance and accident; potency and act; *ens*, *essentia*, and *esse*; the transcendentals; *res cogitans* and *res extensa*; spirit and nature; being and beings.

7333. Text Seminar: Medieval Philosophy A focused reading of a few major texts from the Latin Middle Ages, typically chosen from among the works of Augustine, Anselm, Bonaventure, Aquinas, Scotus and Ockham.

7344. Text Seminar: Early Modern Philosophy A focused reading of a few major works of the period from Descartes to Kant.

7351. Directed Readings and Research Special programs of inquiry, by mutual consent of student and professor with the approval of the Chairman.

7355. Text Seminar: Recent Philosophy A focused reading of a few major works of philosophy since Kant, chosen typically from among the works of Hegel, Kierkegaard, Nietzsche, Wittgenstein, and Heidegger.

7377. Special Studies Unlisted courses offered according to student interest and faculty availability.

8331. Epistemology An investigation of general and special features of knowledge. Topics such as the different forms of scientific and nonscientific understanding; the nature and possibility of the knowledge of necessary, essential laws; the knowledge of existence; philosophical realism and challenges to it.

8338. Philosophy of Religion An investigation of the nature of religion, with emphasis on topics such as religious acts (especially the act of faith), reason and faith, the elements of religion, religious experiences (e.g., religious fear), deformations of religion (e.g.,

superstition, formalism, and religious and antireligious idolatry), differences and relations between religion and morality. Consideration of the treatment of philosophy of religion in authors from the early Church fathers to the twentieth century.

8345. Philosophic Anthropology An investigation of the nature of the human being. Special consideration given to questions arising from the study of the psychophysical constitution and the spiritual and rational nature of the human being: e.g., rationality and volition, freedom, the body-soul problem, the experience of the 'lived body,' and mortality-immortality.

8351. Philosophy of God A philosophical and speculative investigation of the being and essence of God. Topics such as proofs of the existence of God (including in-depth study of the *quinque viae* and the ontological argument), the nature of God, the language used in talking about God, the relationship between God and the world, God in process philosophy and other treatments of God in the history of philosophy.

Politics

The study of politics at the University of Dallas comprises all human things. If the polis is the association whose purpose is the complete human life, then politics includes all the activities whose end is the complete human life. In reflecting upon these activities, politics becomes philosophic. Indeed, it is only political philosophy, whose founder was Socrates, which takes seriously the possibility of the best regime as the standard whereby every other polity is to be judged. Political philosophy, according to Aristotle, is an inquiry into the soul. For it is ultimately the proper order of the human soul which determines the proper order of constitutions.

The modern difficulty is that we no longer think of politics as concerned with all human things. The state has replaced the polis, and that means that we now understand politics as concerned only with the external conditions for human existence. The Institute's politics program attempts to show the student that the great texts of political philosophy are not meant to be systematic

treatises with propositions which are to be memorized as true statements, but are instead indications, suggestions, openings, into existence. It is only in conversation—in the exchange between the texts, the students and the teacher (who is but a more experienced student)—that the texts come alive. These works do not so much state what the nature of things are as reproduce a journey of the soul toward seeing or intellecting both the principles and ends of existence. Thus a different kind of reading and scholarship is required, one which is able to reproduce this journey of the soul.

The program also means to restore the importance of the rhetorical tradition. We wish to restore the understanding that the word has a power over the soul. The tendency in political thought today is to interpret human actions as caused by some impersonal force, whether mode of production, the market place, sexual or biological forces, or the mysterious dispensations of History. Political thought becomes an epiphenomenon, a mere reflection or deceptive rationalization of true hidden causes. Thus not rhetoric but a science of economics, of behavior, or of the history of being is said to be of primary importance.

Courses in contemporary politics are an integral part of the program. Just as Aristotle's *Politics* contains careful political analyses of the ancient Greek cities, so today the philosophic study of politics must provide an account of contemporary political life. In any program focusing on great texts there is always a danger of self-forgetful immersion in the past. The study of the present reminds us that political philosophy is intended not merely to understand political life but also to guide it—in light of its ultimate goal, the good society.

Through the program in politics, the Institute hopes to help form students who will be able to bring to the sempiternal political questions understanding shaped by the centuries of discourse on such questions. Students are asked to read the works of the tradition with a seriousness which, in the past two centuries, has too often been lacking. Such seriousness requires not only native intelligence and good character, but also a great capacity for work and a willingness to acquire all the tools necessary for such a

task. One of these tools is a knowledge of the languages in which these works were originally written.

Students are required to obtain a working knowledge of at least two of the languages of the philosophic tradition, one ancient and one modern.

Students who do not have adequate preparation in political philosophy may be required, after consultation with the faculty, to take courses in the major curriculum of the Politics Department in the Constantin College.

Courses in Politics

5301-5310. Cross-listed courses. This describes undergraduate courses taken for graduate credit with appropriate additional work for graduate students.

6372. Plato's *Republic* The implications of the form in which the seminal book in Western political philosophy is written will be considered; the political and philosophic alternatives rejected by Socratic-Platonic teaching will also be discussed.

6376. Aristotle's *Ethics* The ethical basis of political life investigated through a study of the *Nicomachean Ethics*.

6381. Machiavelli The thought of this seminal thinker of modernity investigated through a reading of the *Discourses on Livy*. Other works, especially the *Prince* are consulted to establish the broader context of Machiavelli's political teaching.

6384. Hobbes The founding of modern political science was accomplished by Hobbes. The *Leviathan* and *On the Citizen* will be read. The connection between modern science and political science will receive attention.

6387. Locke The political philosophy of John Locke, including the *Two Treatises of Government* and the *Essays on the Law of Nature*. Locke's criticism and reinterpretation of traditional natural law, and the importance of his teaching for understanding modern liberal regimes, are examined.

6388. Rousseau The first thoroughgoing critique of modernity was made by Rousseau,

giving a new direction to philosophical thought. Texts: *The Emile*, the *First and Second Discourses*, and *The Social Contract*.

7351. Directed Readings and Research Special programs of inquiry, by mutual consent of student and professor with the approval of the Chairman.

7370. The Origins of Political Science/Socrates The Greek origins of political science will be investigated through a reading of Aristophanes' *Clouds* and Plato's *Apology of Socrates*, *Crito*, and *Charmides*.

7371. Xenophon The *Memorabilia Oeconomicus*, the *Hiero*, and *Cyropaedia*. The work of Xenophon as essential for the understanding of Socrates' teaching.

7373. Plato's Laws The *Laws* will be read with a view to possible differences between Plato's "theoretical" and "practical" teachings.

7374. Plato's Statesman This work will be read with a view to possible differences between Plato's Socratic and non-Socratic political teaching. The dialogues preceding the *Statesman* (*Theaetetus*, *Euthyphro*, and *Sophist*) will also be read.

7376. Aristotle's Politics A study of Aristotle's *Politics* as an introduction to the classical understanding of man and society. Emphasis on the dialogical or tentative character of Aristotelian teaching.

7377. Special Studies Courses not listed above offered according to student interest and faculty availability.

7379. Cicero Cicero's adaptation of Greek political philosophy to the Roman polity studied through a reading of the *Republic*, *Laws*, *On Duties (de Officiis)*, *On the Ends of Good and Bad Things (de Finibus)*, and *On the Nature of the Gods*.

7380. Medieval Political Philosophy The confrontation of Greek Philosophy with the revealed religions (Christianity, Judaism, and Islam) posed the need for a new expression of the classical teaching. Authors: Thomas Aquinas, Avicenna, Maimonides, and Alfarabi.

7390. Kant Beginning with a consideration of Kant's metaphysical and moral teaching, the course concentrates on his political and historical writings. Kant's role in the development of the "historical consciousness" of nineteenth and twentieth century philosophy stressed.

7391. Hegel Hegel's teaching on man and the state in light of the historical process which culminates in man's religious, moral, and intellectual perfection. Primary Text: *Philosophy of History*; other works will be referred to according to need.

7394. Nietzsche Nietzsche's mature thought studied through a reading of *Beyond Good and Evil* and the third part of *Genealogy of Morals*. Nietzsche's relation to his historicist precursors and existentialist successors emphasized.

8378. Lucretius Consideration of Lucretius' opposition to the Socratic tradition, as well as his relation to the rise of modern science and philosophy. Text: The poem *On the Nature of Things*, the only complete surviving work of conventionalism and materialism from antiquity.

8385. Spinoza The political writings of Spinoza, including the *Theologico-Political Treatise* and the *Political Treatise*. The relation of politics and religion is discussed, as well as the grounds for the first philosophic recommendation of free speech and democracy.

8395. Heidegger The grounds for Heidegger's denial of the possibility of political philosophy sought through a study of selected writings, including his *Introduction to Metaphysics*. Heidegger's thought will be contrasted with that of his important twentieth century rival, Leo Strauss.

8396. Shakespeare Seminar Shakespeare's understanding of politics and the question of the relationship between poetry, philosophy, and political thought. Does Shakespeare present a history of Western civilization from Athens to England?

FACULTY

Chairman and Professor Novinski;
 Professor Strunck; Professor Emeritus
 H. Bartsch; Associate Professor Hammett;
 Assistant Professor Moffa; Adjunct Professor
 Norberg-Schulz; Adjunct Assistant Professor
 Schoepp; Gallery Director Thompson.

The graduate programs in Art are concerned primarily with professional preparation of the student. The Department administers two graduate programs, the M.A. and M.F.A.

Applicants for the graduate programs in art must submit all materials by February 15 to be considered for regular admission into the next fall semester. No candidates will be considered for admission into the spring semester. The art faculty reserves the right to refuse any applications received after the February 15 deadline.

Upon review of the transcripts and portfolio presented, the graduate committee of the Department of Art will make an assignment of courses to be taken if students have met the standards for admission required by the program sought and the Braniff Graduate School. At this point students are each assigned a master professor to aid in the development of the studio specialization. Specializations are available in ceramics, painting and printmaking. At present there is no specialization in sculpture. After completion of the first semester of work the committee will then reevaluate this assignment, making any necessary adjustments. Throughout the various programs critiques are regularly given, so that the simple completion of a certain number of credits is not to be construed as completion of a particular degree program.

Most full-time students are awarded full tuition scholarships for the course work needed to complete the program to which they are accepted. Scholarship holders are expected to be available for departmental tasks upon request, not to exceed five hours per week.

Studio/research/grading assistantships are awarded in areas of art history, ceramics,

painting, and printmaking. Teaching assistantships are rare and depend on the needs of the department. Loan applications should be made to the Financial Aid Office.

I. The M.A. Program

The Master of Arts requires a minimum of 30 credits, of which ten credits must be earned in the following: two consecutive semesters of the M.A. Seminar and Twentieth Century Art History I, and II. (The twentieth-century courses may be replaced by an approved substitution if its content is judged to have been satisfied previously.) Studio courses can be combined with the approval of the major professor. The full graduate art faculty examines the work of the student and his knowledge after the completion of 9-15 credit hours. Candidacy is granted after a successful examination. The examination may be repeated only once, within the period of one semester. The completion of the program normally takes three semesters and independent study during the summer. It is culminated by a thesis exhibition and an oral defense of the exhibition. The thesis exhibition is presented on campus. For documentation, two sets of slides must be presented at the time of the oral examination.

II. The M.F.A. Program

The Master of Fine Arts is the accepted terminal degree for art students. It is the purpose of the MFA program to develop students who have superior competence in their studio area, knowledge of a spectrum of studio procedures, proficiency in the history of art, and an understanding of the responsibilities of the artist or the artist-teacher.

This program is designed for students of high qualifications who wish to prepare themselves as professional artists, and for positions in senior institutions. It requires the completion of the Master of Arts program from the University of Dallas or other colleges and acceptance by the full graduate art faculty.

Building upon earlier graduate education, the program requires a minimum of 30 hours beyond the Master of Arts, of which the following courses are required of all students: two consecutive semesters of MFA Seminar, two graduate courses in art history, and the MFA Exhibition course. All other courses are selected with the approval of the major professor. The completion of the program normally takes three or four semesters and two summers of independent study. It is completed by the MFA Exhibition, a professional exhibition on or off campus, and by an oral examination with the full graduate art faculty. For documentation, two sets of slides and a short explanatory paper must accompany the exhibition. Students entering the program from another institution have their work and knowledge examined by the faculty after completion of 9-15 hours of study.

Graduate Courses in Art and Art History

Course Numbering

The "V" designation in the course number indicates the possibility of variable credit. Per semester courses may range from one to five credits.

5354. History of American Art From the colonial period to the present.

5356. Art of the Italian Renaissance A history of the art of the Renaissance in Italy, Giotto to Mannerism.

5377. Special Studies in Art History Focus on a special topic, period or artist according to the discretion of the professor.

5358. Baroque to Impressionism The history of European art of the Baroque, Rococo, Neo-Classical, Romantic, Realistic periods.

5365. The Gothic Image Emphasizing the visual expressions, e.g., the great cathedrals of the eleventh through thirteenth centuries.

5367. Northern Renaissance Late Gothic and Renaissance art in Europe outside Italy, with emphasis on Flemish and German painting.

5398. Twentieth-Century Art I (19th and 20th Century Art to 1945) Historical and critical survey of 19th century art and architecture from the Salon des Refusés in 1863, to the styles and movements that emerged in Europe and in the United States in the first half of the 20th century. Fall, as needed.

5399. Twentieth-Century Art II An historical examination of art and architecture since the end of World War II with a focus on art in the United States. Critical reflection on the nature and meaning of art in our time. Spring, as needed.

6351. Directed Readings Readings in art history and criticism focusing on a particular period, theme, or artist.

6V59. M.A. Drawing Variable credit. Fall and Spring

6V99. Graduate Reading

7V91. Graduate Problems Theoretical or Studio Research. Prior to registration, students present a brief proposal in writing to their professor. Upon agreement about parameters a copy of the signed proposal is filed with the department. Variable credit. Fall and Spring.

7V72-7V73. Sculpture Fall and Spring.

7V74-7V75. Painting Fall and Spring.

7V76-7V77. Ceramics Fall and Spring.

7V78-7V79. Printmaking Fall and Spring.

7V99. MFA Reading

7V59. M.A. Drawing Fall and Spring.

7293-7294. M.A. Seminar Fall and Spring.

7495. M.A. Exhibit

8V72-8V73. Sculpture Fall and Spring.

8V74-8V75. Painting Fall and Spring.

8V76-8V77. Ceramics Fall and Spring.

8V78-8V79. Printmaking Fall and Spring.

8V59. M.F.A. Drawing Fall and Spring.

8V91. Graduate Problems Fall and Spring.

8293-8294. M.F.A. Seminar Fall and Spring.

8899. M.F.A. Exhibit





FACULTY

Chairman and Associate Professor Gregory; Professors Alvis, Bradford and Curtsinger; Associate Professors DiLorenzo and Dupree; Assistant Professors Davies, Sorensen and Wegemer; Visiting Assistant Professor Maguire; Adjunct Professor L. Cowan; Adjunct Assistant Professors H. de Alvarez, D. Gower and Henderson.

ENGLISH

Graduate Programs

Three graduate programs are offered under the direction of the Department of English. The doctoral program in Literature is a major concentration in the Philosophic Institute of Studies and is delineated in that section of the catalog. The M.A. in English and the Master of English are also available.

The programs are described below. The courses offered by the department in the graduate school are listed on the pages which follow. In addition, upper level undergraduate courses may be applicable; their descriptions are given in the Constantin College section of the catalog.

I. The Doctoral Program with Concentration in Literature

For a description of this interdisciplinary program see the Institute of Philosophic Studies.

II. The Master of Arts in English

The Master of Arts in English is a broad program of study preparing the students to teach literature effectively at the undergraduate level, to pursue doctoral study, or to practice the profession of letters. The aim is mastery of a whole discipline, not specialization in one aspect of it, and, consequently, study is not confined to literature written in English but embraces a tradition of great works inclusive of Homer, Vergil, Dante, the Greek dramatists, and other Continental writers ancient and modern.

Competency in this profession of letters is gained in a year or more of intensive study.

Although familiarity with the scope of English and American literature is demanded and ability in the scholarly and communicative apparatus is expected, what distinguishes the M.A. program at the University of Dallas is its concentration on a critical mastery of the "literary tradition"—that living body of great European and American works that provides standards for literary judgment.

Ordinarily a B.A. in English is required for admission. Students without the B.A. in English but otherwise qualified may be required to take up to 12 hours of undergraduate credit in English concurrently with their graduate courses. Before beginning the M.A. thesis the candidate will demonstrate a reading competency in Greek, Latin, French, German, or Italian. The language requirement may be met by completing an upper level language course with a grade of B or better or by passing an examination in translation. Candidates can reasonably expect to become eligible for the comprehensive examination in a regular academic year of concentrated work, if no other obligations are undertaken. Completion of the thesis will most likely extend into the summer. With transfer credits and special arrangements, students must still complete a minimum of twelve hours course work in the regular University program.

III. The Master of English

The Master of English is intended for those who wish to pursue advanced study in English towards a degree, but who are not especially preparing for a professional career in teaching or research. The degree requires 30 hours of graduate course work

in English and the successful completion of a comprehensive examination.

Courses in Literature

5301-5310. Cross-listed Courses These numbers indicate undergraduate courses taken for graduate credit. Appropriate additional work is assigned for graduate students.

5311. Studies in Myth A consideration of literary renderings of myth with a view to grasping how myths inform particular works of literature. Associated issues are the relations between myth and ritual, cult, religion, philosophy; the persistence of myths from ancient to modern art. Authors most frequently treated include Homer, Hesiod, Aeschylus, Sophocles, Euripides, Ovid, Virgil, Spenser, Yeats, Joyce, Faulkner, Freud, Eliade, Levi-Strauss, V. Turner.

5312. The English Renaissance Through study of literature written under the Tudors and Stuarts the course reflects upon artistic accomplishment amid conflicting perspectives upon man and society, the Church, the relation between Christianity and rediscovered classical ideals, an emerging new science. Authors usually read include Erasmus, More, Spenser, Shakespeare, Jonson, Bacon, Webster, Middleton, Sidney, Marlowe, Castiglione, Machiavelli.

*Descriptions of the following courses are found under the Literature Concentration in the Institute of Philosophic Studies:

6311. The Epic

6312. Christian Epic

6322. Shakespeare

6333. Spenser/Milton

6344. Tragedy/Comedy

6351. Directed Readings A tutorial course following special arrangement between the professor and the student for such purposes as the completion of required credit hours. Prerequisite: Written permission of the Program Director and Graduate Dean. As needed.

6355. Russian Novel

6V99. Graduate Reading For those who need a semester to prepare for comprehensives.

7311. Chaucer

7322. Romantic/Victorian

7333. Faulkner

7377. Special Studies Courses not listed offered according to student interest and faculty availability.

7678. Thesis Seminar Designed for the student writing the M.A. Thesis under the guidance of an appointed Thesis Director. An approved topic is a prerequisite to signing up for the Thesis Seminar.

7V99. Thesis Reading Registration for this course certifies that the student is involved full time in the research and writing necessary for completion of the thesis. May be repeated.

8311. Literary Criticism and Lyric Poetry

8322. Melville/Hawthorne/James

8333. Dante

8344. Menippean Satire

8355. Augustan Literature

8366. Twentieth-Century Literature

8377. German Literature and the Modern Spirit

8388. Southern Literature

8399. Studies in the Novel

FACULTY

Director and Assistant Professor Sweet; Cooperating faculty from participating departments and DIHC affiliate faculty L. Cowan and D. Gower.

The Master's Program in Humanities is designed to make available a wide range of graduate courses in the humanities that are offered by the various departments of the University. The intention of the program is, first, to give students the opportunity to pursue their interests in different fields without committing themselves to earning a degree in any one field alone, and, second, to encourage the careful reading of a limited number of great works of Western thought. To promote both aims, those of flexibility and careful reading, students design their own curricula, in consultation with the director, around a core of three special courses. To this core students add courses, according to their interests, either in one or two concentrations, or in one or two historical periods. The program requires 36 units of credit and leads to either a Master of Arts in Humanities or a Master of Humanities. Specifically designated courses from the Teachers' Academy at the Dallas Institute of Humanities and Culture (DIHC) are available as part of the Humanities program.

Structure of the Program

The core of the program consists of a sequence of six special courses (each student must take three) which are called the World Courses and are devoted to studying certain principal works in the tradition of Western thought. The World Courses are: the Ancient World, the Medieval World, the Renaissance World, the Baroque World, the Modern World, and the Recent World.

In support of the core (a minimum of nine units), the remainder of a student's program will be oriented around either one or two "concentrations" (15-18 units), or one or two "periods" (15-18 units), and "related courses" (6-9 units).

HUMANITIES

The concentrations are: American Studies, Classics, History, Literature, Philosophy, Politics and Theology.

The periods are: Ancient, Medieval, Renaissance, Baroque, Modern, Recent.

The related courses may be drawn from such fields as art history, drama, economics, education, foreign languages (Greek, Latin, French, German, Spanish), and psychology.

Degree Requirements

Master of Arts in Humanities

- 1) Thirty units of course work at the 5000 level or above.
- 2) Six units for a Master's thesis.
- 3) A reading knowledge of one foreign language. This requirement may be satisfied by meeting the standards set forth in the M.A. handbook.
- 4) A comprehensive, written examination on a series of questions that will be prepared in advance and determined for each student on the basis of the curriculum pursued.

Master of Humanities

- 1) Thirty-six units of course work at the 5000 level or above.
- 2) A comprehensive, written examination of the kind described in 4 above.

Additional Stipulations

- 1) Time limit: all requirements ordinarily must be met within six years of a student's initial registration in course work, excluding leaves of absence.
- 2) Transfer credits: up to nine units of graduate work done at other institutions may be accepted for transfer after a student has completed at least nine units at the University of Dallas.

3) University of Dallas undergraduates may count Humanities World courses as part of a Humanities graduate degree only if they have taken them at the 6000 level and have not counted them toward the undergraduate degree.

4) No more than 18 hours taken at the Dallas Institute of Humanities and Culture may count toward the degree. Students who take 15 to 18 hours at the DIHC may request that a member of the DIHC faculty be one of their thesis readers.

5) All DIHC transfers must take at least 12 hours of course work in the regular University program.

Prerequisites

For entry into the program the prerequisites are a bachelor's degree, but not necessarily in one of the humanities, and permission of both the Director and the Graduate Dean. Non-degree candidates are welcome to participate in any part of the program after consulting with the Director.

Teacher Scholarship

Teachers in elementary, secondary or high schools - public or private - admitted to the graduate program in Humanities are eligible for a two-thirds tuition scholarship.

Courses in Humanities

6325. The Ancient World The thought and art of Greece and Rome from 800 B.C. to 400 A.D. Texts vary but are chosen from works ranging from those of Homer and the Greek tragedians to Vergil and the Roman historians.

6326. The Medieval World The thought and art of the Middle Ages from 400 to 1400. Readings of works of the major writers from Augustine, Boethius and Bede to Aquinas, Dante and Chaucer.

6327. The Renaissance World The thought and art of Europe from 1400 to 1600. Readings selected from the works of Petrarch, Pico della Mirandola, Machiavelli, Erasmus, More, Luther, Montaigne, Spenser, Cervantes, and others.

6328. The Baroque World The thought and art of the period from 1600 to 1750. Authors read typically include Shakespeare, Bacon, Donne, Descartes, Moliere, Milton, Hobbes, Racine, and others.

6329. The Modern World The thought and art of Europe from 1750 to 1850. Readings of works of Locke, Newton, Pope, Swift, Hume, Voltaire, Rousseau, Kant, Goethe, Wordsworth, Hegel, and others.

6330. The Recent World The thought and art of the century from 1850 to the present. Authors read regularly include Kierkegaard, Dostoyevski, Tolstoi, Darwin, Marx, Nietzsche, Freud, Yeats, Joyce, Mann, and others.

6351. Directed Readings

6V99. Graduate Readings For those who need a semester to prepare for comprehensives.

7377. Special Studies Courses not listed above offered according to student interest and faculty availability.

7678. Thesis Seminar Designed for the student writing the M.A. Thesis under the guidance of an appointed Thesis Director. An approved topic is a prerequisite to signing up for the Thesis Seminar.

7V99. Thesis Reading Registration for this course certifies that the student is involved full time in the research and writing necessary for completion of the thesis. May be repeated.

FACULTY

Chairman and Associate Professor Frank; Professors Hardy, F. Wilhelmsen and Wood; Associate Professor Sepper; Associate Professor Emeritus Cain; Assistant Professors Lehrberger and J. Smith; Instructors Perl and Simmons; Adjunct Assistant Professor K. Smith.

The Department of Philosophy offers two graduate programs in philosophy, one leading to the Ph.D. and the other to the Master of Arts in Philosophy.

I. The Doctoral Program with Concentration in Philosophy

The doctoral program is an interdisciplinary program offered within the Institute of Philosophic Studies. The full description of this program may be found under the Institute of Philosophic Studies in this *Bulletin*.

II. The Master of Arts in Philosophy

Purpose: The Master of Arts program intends to engage students in a serious and thorough study of the Western philosophical tradition. It is not expected, however, that students will acquire merely an extrinsic knowledge of historical authors and doctrines. Rather, they should hope to recover the best of the philosophical tradition in personal appreciation by rethinking the tradition in the light of the persistent questions, new and old.

Requirements: Although the courses for the Master of Arts degree are taught within the structure of the Institute of Philosophic Studies, the M.A. program remains an independent and unified program with its own aims and purposes. Ordinarily, candidates for admission to the Master of Arts program in Philosophy should have attained a bachelor's degree in this discipline. In the absence of such a degree, students may be required, after evaluation of their training and knowledge in the field, to take supplementary undergraduate courses before or after their

PHILOSOPHY

admission to the Master's program. It is especially important that students have a developed familiarity with the questions of classical metaphysics and with the history of the philosophical tradition. For the completion of the Master of Arts degree in Philosophy, students must take eight graduate courses in philosophy (24 credits) and must write a master's thesis (six credits). Courses are arranged so as to cover in a given school year systematic issues dealing with the human person and with Being/God as well as with ancient, medieval, modern and recent texts. Students are furthermore required to demonstrate a critical mastery of a number of philosophical texts specified by the Department. Evidence of competency with regard to these is demonstrated in a comprehensive examination. Also, students are expected to demonstrate proficiency in at least one foreign language pertinent to their field of thesis research.

Courses in Philosophy

5301-5310. Cross-listed Courses These numbers indicate undergraduate courses taken for graduate credit. Appropriate additional work for graduate students is assigned.

5321. Social Philosophy A study of the nature of community and society, with consideration of the social nature of the human being, the relationship between persons and the community, the basic forms of community, and the role of the good in constituting communal life.

5331. Philosophy of Law The concept of right and its different kinds; the moral law and its ground; the positive law of the state and the authority on which it is based; the a

priori foundations of civil law; legal and moral punishment.

5334. Philosophy of History The nature of historical knowledge and the problem of historical interpretation. Great theories of history, both classical and contemporary. Christian and pagan views.

5358. Scholastic Tradition An overview of Scholastic thought with a study of selected major figures and works from the medieval to the contemporary world.

5359. Phenomenological Tradition The origins of phenomenology and the achievement of Husserl; the ideal of returning to the "things themselves;" the great division between realist and transcendental phenomenology; the relation of phenomenology to the Western tradition of metaphysics.

5360. Senior/Graduate Elective Offered according to the interests of professors and the needs of students. Enrollment is open to advanced undergraduate and beginning graduate students, with the approval of the Chairman.

Descriptions of the following courses are found under the Philosophy concentration in the Institute of Philosophic Studies:

6310. Text Seminar: Ancient Philosophy

6311. Plato

6322. Aristotle

6331. Studies in Scholastic Thought

6332. Studies in Phenomenological Thought

6336. Ethics

6351. Directed Readings and Research Special programs of inquiry, by mutual consent of student and professor with the approval of the Chairman.

6354. Philosophy of Language

6355. Philosophy of Logic

6366. Philosophy of Science

6V99. Graduate Reading

7313. Aesthetics

7321. Philosophy of Being

7333. Text Seminar: Medieval Philosophy

7344. Text Seminar: Early Modern Philosophy

7355. Text Seminar: Recent Philosophy

7377. Special Studies

7678. Thesis Seminar Designed for the student writing the M.A. Thesis under the guidance of an appointed Thesis Director. An approved topic is a prerequisite to signing up for the Thesis Seminar.

7V99. Thesis Reading. Registration for this course certifies that the student is involved fulltime in the research and writing necessary for completion of the dissertation. May be repeated.

8331. Epistemology

8338. Philosophy of Religion

8345. Philosophical Anthropology

8351. Philosophy of God

FACULTY

Chairman and Professor

L. deAlvarez; Professors Sasseen,

Thurow and T. West; Associate

Professors Ambler, Paynter and

Reid; Visiting Instructor Dougherty;

Adjunct Assistant Professor

S. Thurow.

POLITICS

The highest mission of the Department of Politics is to teach students to examine politics from the comprehensive perspective of political philosophy. Through its course of study, it also seeks to educate its students for leadership in public affairs. The graduate programs of the Department of Politics reflect these dual emphases. It offers a Ph.D., through the Willmoore Kendall Program in Politics of the Institute of Philosophic Studies, and either a Master of Arts in Politics or a Master of Politics.

I. The Doctoral Program with Concentration in Politics

For a description of this interdisciplinary program see the Institute of Philosophic Studies.

II. The Master's Programs

The program leading to the Master's or Master of Arts in Politics is a concentrated course of study in political philosophy designed especially for students who intend to pursue careers in law, journalism, business, government, or other non-college teaching professions. It aims to develop and solidify the capacity of student for truly independent and rigorous thinking about political and moral questions.

The course of study allows students to study political philosophy free of many extraneous requirements. Most of the small and informal seminars characteristic of the program involve a close reading of the texts of the Great Tradition of discourse on political order. The program is designed to enable the students to complete its requirements in a year of full-time study.

Degree Requirements

Master of Arts in Politics

- 1.) Twenty-four credit hours of course work.
- 2.) Six hours of Thesis.
- 3.) A reading knowledge of one foreign language. (See M.A. Handbook for the ways of satisfying this requirement.)
- 4.) A comprehensive examination.

Master of Politics

- 1.) Thirty hours of course work, six in advanced seminars with a substantial paper in each course.
- 2.) A comprehensive examination.

The course of studies for each student in the program will be planned in consultation with the director of the program, and must be approved by him. Up to six hours of the student's work may be taken outside the Department of Politics.

Courses in Politics

The following list of courses, representative of the graduate curriculum in Politics, will be offered as seminars or as directed readings courses during the next three to five years as needed. Students should also consult the list of Politics courses in the undergraduate section of this catalog; some of these may be taken for graduate credit with the consent of the Department Chairman, although graduate students will be assigned additional work by the course instructor.

5301-5310. Cross-listed Courses These numbers indicate undergraduate courses taken for graduate credit. Appropriate additional work for graduate students is assigned.

*Descriptions of the following courses are found under the Politics Concentration in the Institute of Philosophic Studies.

6351. Directed Readings

6372. Plato's Republic

6376. Aristotle's Ethics

6377. Special Studies

6381. Machiavelli

6384. Hobbes

6387. Locke

6388. Rousseau

6V99. Graduate Readings

7370. The Origins of Political Science/Socrates

7371. Xenophon

7373. Plato's Laws

7374. Plato's Statesman

7376. Aristotle's Politics

7377. Special Studies

7379. Cicero

7380. Medieval Political Philosophy

7390. Kant

7391. Hegel

7394. Nietzsche

7678. Thesis Seminar

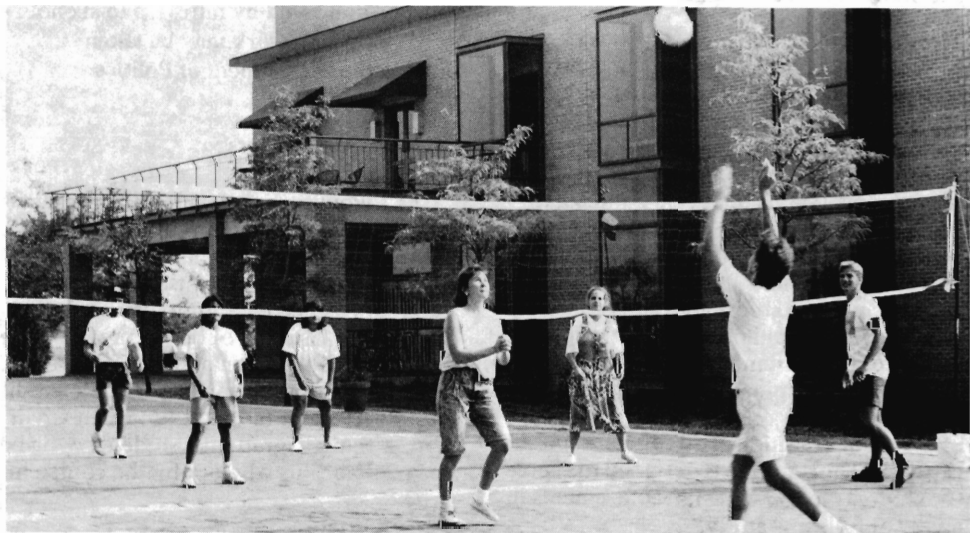
7V99 Thesis Reading

8378. Lucretius

8385. Spinoza

8395. Heidegger

8396. Shakespeare Seminar



FACULTY

Chairman and Professor Balas;
Professor Nardoni; Assistant
Professor Lowery; Instructor
Casarella; Visiting Assistant
Professor Norris; Research
Scholars Farkasfalvy and Farmer;
Adjunct Professor Kereszty and
Adjunct Instructor Seitz.

THEOLOGY

The Department of Theology offers two graduate degrees: a Master of Arts in Theology (M.A.) for students preparing for a career in college teaching and research, and a Master in Theology (M.Th.) for students interested in pursuing higher education in theology for other purposes.

Requirements for Admission

- 1) A Bachelor's degree.
- 2) A sufficiently strong liberal arts background.
- 3) Graduate Record Examination scores or submission of an acceptable paper from a previous program.
- 4) Some background in philosophy in the case of M.Th. applicants and a minimum of nine undergraduate credits in philosophy for the M.A. applicants. These requirements may be waived if the applicants demonstrate competency in philosophy.
- 5.) A sufficiently strong background in theology, preferably an undergraduate theology major or its equivalent. Each applicant's background will be individually evaluated, and in case of deficiency, students will have to acquire the necessary theological foundations by taking appropriate courses and/or by directed individual study before or after acceptance in the program.

Requirements for M.A.

- 1) Thirty graduate credits in Theology including six credits for the Thesis Seminar and Master's thesis. A maximum of twelve credits may be earned in the 5000 number courses.

A maximum of nine credits of graduate courses may be transferred, with the recommendation of the chairman of the Department, from a graduate institution towards the graduate credit.

- 2) A reading knowledge of a classical or a modern language.
- 3) Written and oral comprehensive examinations.

Requirements for Masters

- 1) Thirty graduate credits. A maximum of twelve credits may be earned in 5000 number courses.
A maximum of nine credits of graduate courses may be transferred, with the recommendation of the chairman of the Department, from a graduate institution toward the graduate credits.
- 2) Written and oral comprehensive examinations.
- 3) There is no requirement of a Master's Thesis or of a reading knowledge of a classical or a modern language.

Notes on Requirements

- 1) The evaluation of work completed at other institutions is the responsibility of the Braniff Graduate Dean in consultation with the chairman of the Department of Theology.
- 2) Since the master's program is composed of four areas of theological knowledge, (i.e., Scripture, History of Christian Doctrine, Systematic, and Moral Theology,) students may not concentrate only in one area without taking courses from the others.

- 3) M.A. students must choose a classical or a foreign language which offers substantial scholarly literature relevant to the subject matter of their thesis. To fulfill the language requirement they must follow the rules laid down in the *M.A. Handbook*.
- 4) The Master's Thesis should be a scholarly paper of substantial length (50-100 pages) and of at least relative originality. For further requirements see the *Student Handbook*.
- 5) The written and oral comprehensive examinations, required for both the M.A. and M.Th. students are usually taken upon completion of the required course work. For further information, see, "Directions for Comprehensive Examinations," Department of Theology.

Courses in Theology

5301-5310. Cross-listed Courses These numbers indicate undergraduate courses taken for graduate credit. Appropriate additional work for graduate students is assigned.

5311. Church History I From the Apostolic community to the fourteenth century. Offered as needed.

5312. Church History II From the Fourteenth century to the present. Offered as needed.

5315. Patristic and Byzantine Theology History of Christian doctrines—dogma and theology—from the Apostolic times to the twelfth century, including Byzantine theology. Offered in a three-year cycle.

5316. Medieval and Modern Theology History of Christian doctrines—dogma and theology—from the beginnings of Scholasticism to the present, including the history of Protestant theology. Offered in a three-year cycle.

5317. Recent and Contemporary Theology Introduction to some of the main trends, works and issues of the nineteenth and especially twentieth century Christian theology (Catholic and Protestant). Offered in a three-year cycle.

5333. Sources and Methods Introductory notion of theology. Revelation, its transmission in Tradition and Scripture and its authentic interpretation by the Magisterium. Nature and method of theology as *intellectus fidei*. Regularly required for the Master's. Offered every two years.

6321. Pentateuch. Genesis and Exodus Methodology and issues in the study of the Pentateuch. Exegesis of selected passages of Genesis and Exodus. Offered in a three-year Old Testament cycle.

6322. Prophets. Methodology and issues in the study of the prophets. History of the prophetic movement and thought in ancient Israel. Exegesis of selected books or passages of the prophets. Offered in a three-year Old Testament cycle.

6323. Wisdom and Psalms Methodology and issues in the study of Wisdom literature and Psalms. Exegesis of selected Psalms. Offered in a three-year Old Testament cycle.

6324. Synoptics. Luke and Acts Methodology and issues in the study of the Synoptics and Acts of the Apostles. Exegesis of selected passages of Luke-Acts. Offered in a three-year New Testament cycle.

6325. Johannine Corpus. Fourth Gospel Methodology and issues in the study of the Johannine corpus. Exegesis of selected passages of the Fourth Gospel. Offered in a three-year New Testament cycle.

6326. Pauline Corpus. Romans The Pauline letters in the frame of Paul's missionary activity. Survey of their approach to Christology, ecclesiology and eschatology. Exegesis of the Letter to the Romans. Offered in a three-year New Testament cycle.

6332. Triune God The Trinity in Sacred Scripture. Explication of the dogma in Early Christianity and the Medieval synthesis. Divine Indwelling, modern and contemporary views. The Trinity in Christian life. Offered in a three-year cycle.

6333. Christology and Soteriology Jesus Christ in the New Testament: the problem of the historical Jesus, the evolution of the kerygma of the Apostolic Church, the Christology of Paul and John. The Old Testament as prophecy of Christ. Development of the Christological dogma in the Patristic Age. Systematic formulation of the ontological, psychological, and existential aspects of the mystery of the Incarnation. Soteriology: historical survey and synthesis. Samples of Protestant Christologies. Offered in a three-year cycle.

6334. Ecclesiology Historical survey of ecclesiology with special emphasis on the ecclesiology of Vatican II. Systematic ecclesiology: the Church as People of God and Body of Christ; the hierarchical structure of the Church; the role of laymen in the Church. The ecclesial reality of non-Catholic Churches and communities. Salvation and Church. The Church and the World. Offered in a three-year cycle.

6335. Anthropology and Eschatology The origin of the universe and the origin of man; man's nature and supernatural vocation; original sin; survey of the development of the theology of grace; the life of grace as our participation in the life of the Trinity. The eschatological fulfillment of man's vocation. Offered in a three-year cycle.

6336. Sacramental Theology I The sacraments in general—a study of the ontic nature of the sacramental order, its origin in nature, its transformation in the sacred history of Israel, and its ultimate transignification in the Christ event and in the life of the Church. Sacraments in the churches separated from Rome. The Sacrament of Initiation: Baptism, Confirmation, Eucharist. Offered in a three-year cycle.

6337. Sacramental Theology II The Sacrament of Reconciliation. Anointing of the Sick. The Sacrament of Orders. The Sacrament of Marriage. Offered in a three-year cycle.

6341. Fundamental Moral Theology An examination of the central themes in the Catholic moral tradition: conscience, sin

and fundamental option theory, the nature of the moral act, natural law, the relation of Scripture and ethics, and the question of a distinctively Christian ethics. Offered every two-years.

6342. Christian Virtues Virtue in general, the theological virtues, the moral virtues, examined in light of the relationship between nature and grace; the relationship between a virtue-centered ethics and an act-centered ethics. Offered every three years.

6343. Social Justice The classical social documents of the Church, from *Rerum Novarum* to the present, addressing the ethics of political life, economic life and family life. Offered every two years.

6344. Sexual Ethics The principles of sexual morality, based on the dignity of the human person and the sacramental meaning of maleness and femaleness. Offered every two years.

6345. Bioethical Issues The contribution of Catholic ethics to such contemporary issues as abortion, newborns with birth defects, euthanasia, new reproductive technologies, contraceptive technology, and genetic engineering. As needed.

6346. Spiritual Theology Sanctification and transformation in Christ; ascetical and mystical theology; biblical foundations of the spiritual life; grace, the virtues, the gifts of the Spirit; meditation and contemplation, active and passive purification; history of spirituality. As needed.

6351. Directed Reading A tutorial course following special arrangement between the professor and the student for such purposes as the completion of required credit hours. Prerequisite: The Program Director's and Graduate Dean's explicit permission. As needed.

6377. Special Studies This course—conducted in a regular class setting—provides the student with an opportunity to examine a special topic, problem, or work within the discipline of theology. Content will be deter-

mined by the chairman of the Department in consultation with his faculty. As needed.

6V99. Graduate Readings For those who need a semester to prepare for comprehensives.

7678. Thesis Seminar Designed for the student writing the M.A. Thesis under the guidance of an appointed Thesis Director. An approved topic is a prerequisite to signing up for the Thesis Seminar.

7V99. Thesis Reading Registration for this course certifies that the student is involved full time in the research and writing necessary for completion of the thesis. May be repeated.



CORE FACULTY

Associate Director
Villapando; Cooperating
faculty from participating
departments and the
Dioceses of Dallas and
Fort Worth.

INSTITUTE FOR RELIGIOUS AND PASTORAL STUDIES

Begun in 1987, The Institute for Religious and Pastoral Studies provides a program of professional and theological formation for ministries of service in the Church. Two professional degrees are offered in this Institute: Master of Religious Education (M.R.E.) and Master of Theological Studies (M.T.S.) with varieties of course offerings that include Parish Administration and Collaboration, Family Life, Worship, Pastoral Care, and Youth Ministry.

Degree Requirements

The Institute provides a flexible three-level curriculum, meeting one weekend monthly from late August through May.

Core courses provide a solid foundation in theology and scripture. In addition to these, all IRPS students take further courses in Christian Development, Collaborative Ministry, Scripture, Social Ethics and Liturgy.

Each program, M.R.E. or M.T.S., requires 36 credits of course work. A minimum grade point average of 3.0 on a 4.0 scale is required for continuance in the program.

Program Description

IRPS focuses on providing a strong academic foundation in theology and scripture. Special emphasis is placed on the sacramental life of the Church. The program emphasizes the need for students to appropriate the tradition for themselves, and to do so in a community of faith and love, which is integral to the process of Christian formation.

Students are encouraged to receive spiritual direction throughout their three years

in the program, and qualified directors are provided for this purpose. On Saturday evening of the monthly weekend, a special Eucharistic Liturgy is celebrated by the IRPS community, and a Liturgical Coordinator guides the students in preparing this liturgy as well as other formative sacramental and prayer experiences.

IRPS does not seek to prepare specialists, but rather offers solid theological and scriptural background, along with the skills necessary for collaborative ministry in today's Church and the Church of the future. There is an annual weekend retreat. Group theological reflection seminars are an important part of the Level III practicum. IRPS strives to meet the needs and plans of each student by tailoring programs as needed.

Admission Requirements

Basic norms for graduate study at the University of Dallas are set forth in the guidelines introducing Braniff Graduate School programs in this Bulletin. The special IRPS Bulletin gives further details.

A liberal arts preparation is desirable, including study of philosophy, literature, history, social science, natural science or mathematics, theology or religious studies, and a modern European language. A B.A. or B.S. in some field of study is ordinarily required.

A 2.5 (on a 4.0 scale) minimum grade point average in college level work is expected for admittance.

According to University regulations, as outlined in the introductory material of the Braniff Graduate section of this Bulletin, up to nine graduate hours may be transferred from similar programs.

Core Curriculum

- 5214. Historical Theology
- 5221. Old Testament
- 5222. New Testament
- 5231. God and Human Existence
- 5232. Church and Sacraments
- 5241. Moral Theology

Further Required Courses

- 6222(3). Old Testament II
- 6224(5,6). New Testament II
- 6228. Liturgy
- 6242. Social Ethics
- 6266. Collaborative Ministry
- 6245. Introduction to Christian Spirituality
- 6227. Personal Development

M.R.E. and M.T.S. Programs

Level I 12 Credits

- 5221. Introduction to Old Testament
- 5222. Introduction to New Testament
- 5231. Systematic Theology I
- 5232. Systematic Theology II
- 6245. Introduction to Christian Spirituality
- 6227. Personal Development

Level II 12 Credits

- 6222. Old Testament II
- 6224. New Testament II
- 5214. Historical Theology
- 6228. Liturgy
- 6266. Collaborative Ministry
- 5241. Moral Theology

Level III 12 Credits

- 6243. Social Ethics
- 6V71 Practicum/Internship
- 6259 Praxis: Liturgical and Spiritual
Other options

Courses in the Institute

Core Curriculum

5214. Historical Theology Historical development of life and doctrines in the Church within the perspective of Christian faith. Nature and method of historical understanding.

5221. Old Testament Study of the formation of Old Testament books within historical, social and cultural setting and their message. The canonization process.

5222. New Testament Study of the New Testament books within historical, social and cultural setting and their message. The canonization process.

5231. Systematic Theology I: God and Humanity Introduction to Christian theology and its fundamental teaching on God and human existence. Theological nature and method. Basic elements of the doctrine on the Triune God, Christology-Soteriology and Theological Anthropology.

5232. Systematic Theology II: Church and Sacraments Focus on two interrelated issues: the nature of the Church and its sacraments. Attention will be given to the essential constitution of the Church, the general structure of the sacraments and the sacraments of initiation.

5241. Moral Theology Principles of Christian morality and the Christian virtues with applications to the contemporary Christian life.

Advanced Courses

6202. Church History Continuity with the recent past that gives a sense of orientation to the present. A sense of social identity through an understanding of the growth and development of immigrant communities from 1850s to the present in the United States.

6221. Pentateuch, Genesis and Exodus Methodology and issues in the study of Pentateuch. Exegesis of selected passages of Genesis and Exodus.

6222. Old Testament Prophets. First and Second Isaiah. Methodology and issues in the study of the prophets. Exegesis of selected passages of First and Second Isaiah.

6223. Old Testament Wisdom and Psalms. Methodology and issues in the study of Wisdom literature and Psalms. Exegesis of selected Psalms.

6224. New Testament Synoptics. Luke-Acts. Methodology and issues in the study of synoptics and Acts of the Apostles. Exegesis of selected passages of Luke-Acts.

6225. New Testament Johannine Corpus. Fourth Gospel. Methodology and issues in the study of the Johannine Corpus. Exegesis of selected passages of the Fourth Gospel.

6226. New Testament Pauline Corpus. Romans. The Pauline letters in the frame of Paul's missionary activity. Surveys of their approach to christology, ecclesiology and eschatology. Exegesis of the Letter to the Romans.

6227. Personal Development The study and practice of disciplined listening in the service of cultivating hospitable presence to self and others. The aim is an increased capacity to immerse oneself in the heart of life, which is embodied in stories and in relationships. Being of service in large measure means being with others in such a way that allows one to listen to them by listening through oneself, through one's own story. Typically, course readings come from psychology, spirituality, and literature.

6228. Liturgy The biblical, historical and theological foundations.

6233. Sacraments and Christian Community Life in Christ through personal initiation into the Christian community, effected by the reception of baptism, confirmation and Eucharist. Scriptural foundations, historical/contemporary approach to sacraments: RCIA. Conversion, reconciliation, new rite of penance.

6235. Apologetics History and theology of Catholic Apologetics, and contemporary modes of apologetical structures, presented in ecumenical context.

6237. Sacramental Theology Central ideas of sacramental worship with biblical, historical and theological foundations to understand contemporary worship.

6238. Catechetics History and theology of catechetics. The content, methods, curriculum, teacher preparation and certification process.

6239. Ecumenical Theology Basic approaches to Christian unity. Nineteenth and twentieth century efforts to understand major movements toward unity made by Catholics, Protestant and Orthodox.

6243. Social Ethics Foundation and finality of social ethics in Christian perspective. Evangelization and promotion of what is truly human. The social function in biblical-Church thought. Critique of conflicting systems.

6244. Sexual Ethics Principles of sexual morality. Sacramental marriage in Vatican Council II. Moral demands of sacramental marriage. Sacramental preparation and enrichment programs.

6245. Introduction to Christian Spirituality Theological foundations and contemporary factors which affect spirituality. The integration of theology with religious experience. Discernment, prayer, "lectio divina." Reading and analysis of contemporary spiritual literature.

6255. History of Christian Spirituality Historical overview of significant ways in which Christian spirituality has developed from New Testament roots up to modern times. Emphasis will be on key spiritual authors and the significance of their writings within the tradition of Western spirituality.

6258. Leadership The ecclesial minister as a facilitator of planned social change. The dynamics involved in effecting change. Change vs. paradigmatic shift. Moving from transactional to transformational leadership. The methods of hastening change. Comparing effective leadership in church and in society.

6259. Praxis: Liturgical and Spiritual Sacramental formation and liturgical ministry formation in the parish. Developing and leading prayer services and non-sacramental liturgical services. Designing and delivering retreats and days of recollection. The art of presiding.

6V60. Independent Study Independent study program based upon a signed agreement between the student, professor, IRPS Director and the Graduate Dean.

6261. Principles of Developing Youth Ministry Evangelization and catechesis of teenagers. Scriptural and theological basis for relational youth ministry. Program design and planning, peer ministry.

6262. Computer Concepts for Parish Interdisciplinary course in parish administration to introduce computer systems, data processing, data structures used in pastoral work. Computer literacy, language, problem analysis and application of research in a managerial environment.

6263. Spiritual Direction Foundational elements of Christian spirituality. Relationship to pastoral counseling. The history and theology of spiritual direction. Contemporary approaches to counseling and spiritual direction.

6265. Pastoral Care Designed for pastoral care and family life ministries. Preparation for cultivating effective listening skills. Specialized ministry seminars.

6266. Collaborative Ministry Basic communications theory in effective interaction. Dynamics, principles and styles of leadership. Building consensus through planning and decision-making stages. Facilitating groups in ministry situations. Parish programs and processes.

6267. Pastoral Administration Pastoral planning, introduction to management skills, effective Christian leadership, building an effective team for communication, Canon Law aspects of pastoral administration, budgeting and prioritizing.

6268. Adult Religious Education The centrality of conversion in planning adult religious education. Approaches to program development. Criteria for evaluation of adult religious education programs.

6269. Applied Bible Study for Adults Tools for adult Bible study programs in a parish setting. Method, content and relation to the liturgical use of Scripture. Participation in Bible program required.

6270. Intercultural Ministry Anthropological, cultural, linguistic approach to ministry to the Hispanic community and other regional ethnic groups.

6V71. Pastoral Ministry Practicum Supervised placement in ministry. According to needs of individual program, practicum may extend over a year. Thus, a T (temporary) grade may be assigned. Practicums are graded on a P/F basis.

6V76. Spiritual Direction Practicum Supervised placement in spiritual direction. Graded on P/F basis. If practicum extends over a year temporary grade may be assigned.

6378. Clinical Pastoral Education (C.P.E.) Available in cooperation with local hospitals whose programs are fully accredited by the National Association for Clinical Pastoral Education. Practicum in hospital ministry.

6379. Internship

6V77. Special Topics Courses not listed above offered according to student interest and faculty availability.

INSTITUTE FOR RELIGIOUS AND PASTORAL STUDIES

1991-92

Fall 1990 Semester

August 12-16	Registration
August 17	Orientation
Weekends of:	
August 23	Classes
September 20	Classes
October 18	Classes
November 15	Classes
December 13	Classes

Spring 1991 Semester

Mail-in Registration	
January 17-19	Classes
February 7-9	Classes
March 6-8	Classes
April 3-5	Classes
May 1-3	Classes
May 17	Graduation

Weekend Schedule for All levels :

- Fridays: 7:00-10:00 p.m.,
- Saturdays: 7:45 a.m.-6:40 p.m.,
6:50 p.m.-Mass,
- Sundays: 7:45 a.m.-3:00 p.m.

FACULTY AND SENIOR STAFF: Dean and Professor Gellerman; Associate Dean and Associate Professor Hughes; Assistant Dean for Administration Hurn; Associate Professors Evans, Gordon, Kusewitt and Lynch; GSM Associate Professors Goffin, Higgins and Ramasubramanian; Assistant Professors Cosgrove, Cunningham, Dunikoski and Kettelhut; GSM Assistant Professors Gregg, Hopkins, Kottukapalli, Kroder, Marsh, Nash, Pfeffer and Shoemaker.

GRADUATE SCHOOL OF MANAGEMENT

Purposes

The Graduate School of Management is a professional school whose primary purpose is to prepare its students to become competent, responsible practitioners in the profession of management. GSM does not emphasize theoretical courses; instead, it offers a highly pragmatic program that focuses on the practical realities of managerial life. While scholarly writings on managerial topics are carefully examined, the principal emphasis is on how to manage wisely and effectively.

GSM differs from traditional management schools in three other ways. First, the faculty has extensive business experience, and many professors are actively engaged in business activities. Second, the 11 MBA programs each provide detailed insights into the practical aspects of their specialty. Thirdly, GSM's distinct project courses give students hands-on experience with real problems in marketing and strategic planning.

GSM has developed a distinct educational method, in that student teams are assigned to real consulting projects requested by a wide variety of local and national firms. Students define client problems, analyze various alternate solutions, and then propose specific solutions to the client.

All students are required to master a wide range of business disciplines, in addition to specialized courses in the chosen areas of concentration. GSM students are required to master a core body of knowledge that includes such subjects as management theory, marketing, economics, information systems, accounting, finance, law, operations, analytical methodology and human resources.

The University of Dallas Graduate School of Management program addresses ethical problems, and provides students with the applicable body of knowledge in order to resolve ethical dilemmas.

History and Programs

The Graduate School of Management, founded in 1966, grew rapidly to become one of the largest MBA-granting institutions in the Southwest. Primarily an evening school for part time students, GSM is designed to serve the educational needs of college graduates who have already begun their business or professional careers. Over 80 percent of GSM's students work full time for nearly 250 metroplex firms, and pursue their studies part time in GSM's evening, Saturday and televised courses.

Full time students include both Americans and students from 45 other countries.

GSM now enrolls more than 1,700 students. More than 5,000 students have received degrees since 1966. The undergraduate educational background of GSM's student body is diverse: 42 percent hold degrees in business or economics, 25 percent hold engineering degrees, 18 percent were science majors, four percent were liberal arts graduates, and the remaining 15 percent have various other undergraduate degrees including social sciences. Nine percent of GSM's students hold graduate degrees in other disciplines.

The Master of Business Administration degree is offered in the following areas of concentration:

- Business Management
- Acquisition and Contract Management
- Corporate Finance

Engineering Management
Financial Planning Services
Health Services Management
Human Resource Management
Industrial Management
International Management
Management Information Systems
Telecommunications Management

The Master of Management degree program allows individuals who have already earned an MBA degree to complete additional studies in management in any of the concentrations listed above.

For complete details on admission and other aspects of the MBA programs please consult the GSM catalog or write to: Graduate School of Management, University of Dallas, Irving, TX 75062-4799.

Management Lecture Series

All students in the MBA and M.Mgt program are required to attend 10 of the lectures in the Management Lecture Series – three must be ethics lectures.

Fall Semester in Paris

The GSM fall semester in Paris allows International and U.S. students to complete up to 12 hours of MBA course work while living in Paris, France. Classes from the core curriculum, common to most concentrations, are taught in English by GSM faculty. Students from all MBA concentrations are encouraged to attend. International students beginning their GSM program in Paris must take 12 hours, but students originating from the Dallas campus may attend full or part time. Contact the GSM Admissions Coordinator for more information.

Through Plan

The Through Plan provides a means by which a student can complete both the baccalaureate and the MBA in approximately five years. By making wise use of electives, undergraduate students can have up to 12 hours of credit accepted by the Graduate School of Management, thus enabling them to complete the usual two-year program in three or four semesters.

Consult the listing under Through Plan in the undergraduate section of the Bulletin for further information.

MBA Acquisition and Contract Management

The Graduate School of Management MBA Program in Acquisition and Contract Management is one of only 15 U.S. Government and Commercial Contracting programs in the country. It is designed to equip students with the specialized knowledge required to become acquisition managers in industry or in government.

The courses are designed to fulfill the educational requirements of the National Contract Management Association's Certified Professional Contracts Manager (C. P. C. M.) program, as well as the requirements of the National Association of Purchasing Management's program for Certified Purchasing Manager (C.P.M.). The program has also been coordinated with the Federal Acquisition Institute so that it will meet the needs of persons in federal, state, and local government.

The Program also has a wide applicability in commercial contracting since most commercial contracting is based on the same general principles as government contracting policies. The program concentrates on both competitive and non-competitive methods of procurement including invitation for bid and request for proposal. This encompasses both Federal Acquisition Regulation (F.A.R.) and Uniform Commercial Code (U.C.C.). For more information contact the GSM Admissions Office.

Core Courses

- * Management Lecture Series
- * Managerial Economics
- * Financial Accounting
- * Statistics
- * Computers for Managers
- * Marketing Management
- * Managerial Accounting
- * Systems Analysis & Design
- * Organizational Analysis
- * Financial Management

Specialized Courses

- * Acquisition Management
- * Procurement Law
- * Contract Management
- * Purchasing Management
- * Contract Pricing & Negotiation
- * Acquisition & Contract Management Environment
- * Elective

MBA Business Management

The Graduate School of Management MBA program in Business Management develops managerial generalists who are trained to identify and analyze problems across a wide range of business decisions effectively. The Business Management program provides comprehensive grounding in all major aspects of managing a business enterprise. For more information contact the GSM Admissions Office.

Core Courses

- * Management Lecture Series
- * Managerial Economics
- * Financial Accounting
- * Statistics
- * Legal Environment
- * Computers for Managers
- * Marketing Management
- * Managerial Accounting
- * Management Theory & Practice
- * Organizational Analysis
- * Financial Management

Specialized Courses

- * Systems Analysis & Design
- * Monetary & Fiscal Policy
- * Operations Management
- * Marketing Research
- * Business Management Environment
- * Elective

MBA in Corporate Finance

The Graduate School of Management MBA program in Corporate Finance is not typical of graduate programs in finance. The program's uniqueness is its undiluted focus on the responsibilities of a chief financial officer of a non-financial firm. The breadth and depth of the curriculum familiarize the student with the full range of financial activities and decision-making techniques used by larger corporations. This program combines broad exposure to business with special, in-depth training in the corporate financial function.

Knowledge of finance provides invaluable background for a wide variety of people who aspire to advancement. The program is suitable for professionals in accounting, finance, engineering, operation, marketing and the recent college graduate who wishes to acquire expertise in a well defined area of management. For more information contact the GSM Admissions Office.

Core Courses

- * Management Lecture Series
- * Managerial Economics
- * Financial Accounting
- * Managerial Accounting
- * Statistics
- * Financial Management
- * Legal Environment
- * Marketing Management
- * Management Theory & Practice
- * Organization Analysis
- * Monetary and Fiscal Policy
- * Financial Information Systems & Computer Applications

Specialized Courses

- * Advanced Accounting
- * Controllership
- * Treasury Operations
- * Financial Forecasting, Planning & Budgeting
- * Financial Policy Environment

MBA in Engineering Management

The Graduate School of Management MBA program in Engineering Management builds on the student's knowledge of engineering principles and applications and develops an understanding of the ways in which non-technical factors (finance, customers, employees) affect the outcomes of technical programs, and how those factors best can be managed.

The program stresses development of competence in problem identification and formulation; development of relevant information based on appropriate analytical models; implementation of technically improved procedures; understanding human behavior in individuals, in groups, and between groups; and development of advanced management techniques, especially as they apply to engineering and allied functions. For more information contact the GSM Admissions Office.

Core Courses

- * Management Lecture Series
- * Managerial Economics
- * Financial Accounting
- * Statistics
- * Industrial Marketing Management
- * Managerial Accounting
- * Management Theory & Practice
- * Systems Analysis & Design
- * Organizational Analysis
- * Financial Management

Specialized Courses

- * Operations Research
- * Legal Issues & Technical Management
- * Technical & Project Management
- * Operations Management
- * Technical Management Environment
- * Two Electives

MBA in Financial Planning Services

The Graduate School of Management MBA program in Financial Planning Services develops financial generalists who are trained to identify and solve a wide range of financially related problems for individuals in all stations of life. This program prepares financial counseling generalists either to work in the growing number of firms, financial or otherwise, that utilize financial counselors or to become a private practitioner.

The program is registered with the International Board of Standards and Practices for Certified Financial Planners (IBCFP), and is designed not only to give students proficiency in the subjects covered in the Certified Financial Planner exams, but also to explore all facets of practical solutions to today's real world financial concerns.

Students entering this program are required to have basic knowledge of accounting and economics. Without this background, students will need to complete courses in financial accounting and managerial economics as prerequisites. For more information contact the GSM Admissions Office.

Core Courses

- * Management Lecture Series
- * Statistics
- * Legal Environment
- * Financial Information System & Computer Applications
- * Marketing Management
- * Managerial Accounting
- * Management Theory & Practice
- * Organizational Analysis
- * Financial Management
- * Monetary & Fiscal Policy

Specialized Courses

- * Principles of Financial Planning
- * Personal Risk Management
- * Principles of Investment
- * Tax Planning & Management
- * Retirement Planning & Employee Benefits
- * Estates & Trusts
- * Financial Planning Services Environment

MBA in Health Services Management

The University of Dallas MBA program in Health Services Management offers an opportunity to attain a respected MBA degree with a special focus on the health care setting. Advancing technology, spiraling costs, and the need to effectively coordinate medical services with financial resources demand professional management in the health services field.

The program is designed for the student who is preparing for an administrative career in the health field. It provides preparation for management in a wide range of service organizations, public and private, non-profit and for profit. Working agreements with local hospitals and medical teaching facilities give students the opportunity to apply management concepts to actual health service organizations. For more information contact the GSM Admissions Office.

Core Courses

- * Management Lecture Series
- * Financial Accounting
- * Statistics
- * Computers for Managers
- * Marketing Management
- * Managerial Accounting
- * Management Theory & Practice
- * Systems Analysis & Design
- * Organizational Analysis
- * Financial Management

Specialized Courses

- * Health Services Systems
- * Legal Issues & Health Administration
- * Health Economics & Policy Analysis
- * Health Operations Management & Planning
- * Financial Management for Health Services
- * Health Services Environment
- * Elective

MBA Human Resource Management

Like most dimensions of modern organizations, managing today's workforce is more complex than ever before. The work environment is more technical and fast-paced, and characterized by ever-changing and ever-proliferating laws affecting the human resource function.

The Graduate School of Management MBA program in Human Resource Management prepares human resource professionals to function effectively in these challenging times. By providing comprehensive coverage of major human resource responsibilities, addressing both operational and strategic aspects, the curriculum delivers one of the strongest graduate programs available for the human resource professional. For more information contact the GSM Admissions Office.

Core Courses

- * Management Lecture Series
- * Financial Accounting
- * Statistics
- * Computers for Managers
- * Marketing Management or Operations Management
- * Managerial Accounting
- * Management Theory & Practice
- * Financial Management
- * Managerial Economics or Monetary & Fiscal Policy

Specialized Courses

- * Human Resource Information Systems
- * Human Resource Legal Environment
- * Human Resource Planning and Employment
- * Employee and Labor Relations
- * Compensation and Benefits
- * Risk Management
- * Human Resource Management and Organization Development
- * Human Resource Environment

International Emphasis

An international human resource option is available for the practitioner involved in

multinational corporations. Students choosing this option can substitute the following courses: International Management Practice for Management Theory and Practice; International Legal Environment for Human Resource Legal Environment; International Human Resources for Human Resource Management and Organization Development; and International Marketing for Marketing Management.

MBA in Industrial Management

The Graduate School of Management MBA program in Industrial Management is concerned with the operational side of a business, the side that actually provides products and services for customers' use. Upper management charges industrial managers with the task of safely and competitively converting concepts and plans into products customers want to buy. Industrial managers are responsible for earning customers' continued confidence by ensuring consistent high quality in the products and services their companies provide.

The program provides a comprehensive background in all major aspects of managing a production or service delivery system, with emphasis on quality control, cost control, and technical management. For more information contact the GSM Admissions Office.

Core Courses

- * Management Lecture Series
- * Managerial Economics
- * Financial Accounting
- * Statistics
- * Industrial Marketing Management
- * Managerial Accounting
- * Management Theory & Practice
- * Systems Analysis & Design
- * Organizational Analysis

Specialized Courses

- * Operations Research
- * Legal Issues & Technical Management
- * Material Management
- * Quality Systems Analysis
- * Operations Management
- * Industrial Management Environment
- * Elective

MBA in International Management

Most major companies, regardless of the parent company's location, operate internationally. Companies with manufacturing or research operations in at least a dozen different nations are common, and if sales operations are included, companies with activities in more than a hundred countries are not unusual.

The Graduate School of Management MBA program in International Management is designed to provide the student with two essential perspectives: how to set realistic business goals in an international context and how to adapt them to local laws and traditions.

Designed to serve both American and international students, the program prepares American students for work abroad or in U.S. headquarters of multinational firms and prepares international students for jobs with multinational firms in their home countries or abroad. For more information contact the GSM Admissions Office.

Core Courses

- * Management Lecture Series
- * Managerial Economics
- * Financial Accounting
- * Statistics
- * Computers for Managers
- * Marketing Management
- * Organizational Analysis
- * Financial Management
- * Systems Analysis & Design
- * Monetary & Fiscal Policy
- * Managerial Accounting

Specialized Courses

- * International Management Practice
- * International Marketing
- * International Economics
- * International Finance
- * International Legal Environment
- * International Business Environment

MBA in Management Information Systems

The Graduate School of Management MBA program in Management Information Systems is designed to produce individuals who are knowledgeable in both computer and information systems as well as business management.

The explosion of computer technology and the application of management information systems have created two basic needs in contemporary organizations. First, there is a need for managers in all areas of the business environment who have a specialized knowledge of how computers, information systems, and computer personnel can be utilized to solve a wide range of organizational problems. Second, there is a need for people already in the computer and information systems field who understand the various functions of management. For more information contact the GSM Admissions Office.

Track I

Track I is designed for individuals with limited background in the computers and information systems field who desire to increase their knowledge in the MIS function. Track I assumes a basic knowledge of computers and information systems. Students entering this track without this background are required to take Computers for Managers, a basic computer course, as a prerequisite.

Core Courses

- * Management Lecture Series
- * Managerial Economics
- * Financial Accounting
- * Statistics
- * Legal Environment
- * Marketing Management
- * Managerial Accounting
- * Management Theory & Practice
- * Organizational Analysis
- * Financial Management

Specialized Courses

- * Computer Systems & Programming I
- * Computer Systems & Programming II
- * Systems Analysis & Design
- * Advanced Systems Analysis & Design
- * Information Systems Environment

Select two of the following courses:

- * Decision Support Systems
- * Computerized Simulation Techniques
- * File & Data Base Systems
- * Future MIS Trends

Track II

Track II is designed for those with substantial background in the computer and information systems field who desire to develop knowledge in the management function. This track pursues the managerial aspects of computers and information systems in greater depth than Track I. Track II assumes a knowledge of systems design and programming proficiency equivalent to the courses, Computer Systems & Programming I and Systems Analysis & Design. Students entering this track without such proficiency are required to take either or both of these courses as prerequisites.

Core Courses

- * Management Lecture Series
- * Managerial Economics
- * Financial Accounting
- * Statistics
- * Legal Environment
- * Marketing Management
- * Managerial Accounting
- * Management Theory & Practice
- * Organizational Analysis
- * Financial Management

Specialized Courses

- * MIS Software Concepts
- * Managing the MIS function
- * Advanced Systems Analysis & Design
- * Information Systems Environment

Select three of the following courses:

- * Decision Support System
- * Computerized Simulation Techniques
- * File & Data Base Systems
- * Future MIS Trends

MBA Telecommunications Management

National and multinational organizations increasingly rely on telecommunications systems to move varied types of information. The Graduate School of Management MBA program in Telecommunications Management focuses on the telecommunications manager in firms which are significant users of these complex technologies. This focus highlights the application and business benefits of telecommunications technologies from the user's perspective. Students from both user and supplier firms of telecommunications products and services will gain from this program. The diversity of student backgrounds contributes to a rich learning experience by promoting an exchange of ideas among different segments of the industry.

This is a management, not engineering, oriented program. Students in this program

learn about technical issues (e.g. network design) in order to make sound management decisions. However, the emphasis is on management and the business environment of telecommunications. Students will learn about the industry trends and directions, the effects of public policy, the products and the services that comprise the telecommunications field through the 1990's. For more information contact the GSM Admissions Office.

Core Courses

- * Management Lecture Series
- * Managerial Economics
- * Financial Accounting
- * Statistics
- * Computers for Managers
- * Industrial Marketing Management
- * Managerial Accounting
- * Management Theory & Practice
- * Systems Analysis & Design
- * Organizational Analysis
- * Financial Management

Specialized Courses

- * Telecommunications for Managers
- * Data Communications
- * Network Design
- * Public Policy Impact on the Telecommunications Function
- * Telecommunications Applications and Business Issues
- * Managing in the Telecommunications Environment

Master of Management Programs

The Master of Management (M.Mgt.) degree program provides the opportunity for additional studies in management for individuals who have already earned the MBA degree. With basic management courses already behind them, students can concentrate on advanced courses in one of the eight concentration areas below. Each program requires a total of 25 credit hours: eight specialized courses plus attendance at ten lectures in the Management Lecture Series, for which one credit hour is granted, three of these lectures must meet the Ethics Lecture Series requirement. For more information contact the GSM Admissions Office.

Acquisition & Contract Management

- * Management Lecture Series
- * Acquisition Management
- * Contract Pricing & Negotiation
- * Procurement Law
- * Contract Management
- * Purchasing Management
- * Acquisition & Contract Management Environment
- * Two Electives

Corporate Finance

- * Management Lecture Series
- * Advanced Accounting
- * Treasury Operations
- * Controllership
- * Financial Forecasting, Planning, & Budgeting
- * Financial Policy Environment
- * Three Electives

Engineering Management

- * Management Lecture Series
- * Monetary & Fiscal Policy
- * Operations Research
- * Legal Issues & Technical Management
- * Technical & Project Management
- * Technical Management Environment
- * Three Electives

Financial Planning Services

- * Management Lecture Series
- * Principles of Financial Planning
- * Personal Risk Management
- * Investments Management
- * Tax Planning & Management
- * Estates & Trusts
- * Financial Planning Environment
- * Retirement Planning & Employee Benefits
- * Elective

Health Services Management

- * Management Lecture Series
- * Health Services System
- * Legal Issues & Health Administration
- * Health Economics & Policy Analysis
- * Health Operations Management & Planning
- * Financial Management- Health Services
- * Health Services Environment
- * Two Electives

Human Resource Management

- * Management Lecture Series
- * Human Resource Legal Environment
- * Human Resource Informations Systems
- * Human Resource Planning & Employment
- * Risk Management
- * Human Resource Management & Organization Development
- * Compensation & Benefits
- * Employees & Labor Relations
- * Human Resource Environment

Industrial Management

- * Management Lecture Series
- * Operations Research
- * Legal Issues & Technical Management
- * Quality Systems Analysis
- * Material Management
- * Operations Management
- * Industrial Management Environment
- * Two Electives

International Management

- * Management Lecture Series
- * International Legal Environment
- * International Management Practice
- * International Marketing Management
- * International Economics
- * International Finance
- * International Management Environment
- * Two Electives

Management Information Systems

- * Management Lecture Series
- * Computer Systems & Programming I
- * Computer Systems & Programming II
or
- * MIS Software Concepts
- * Managing the MIS Function
- * Advanced Systems Analysis & Design
- * Information Systems Environment

Select three of the following courses:

- * File & Data Base Systems
- * Decision Support Systems
- * Computerized Simulation Techniques
- * Future MIS Trends

Telecommunications Management

- * Management Lecture Series
- * Telecommunications for Managers
- * Data Communications
- * Public Policy Impact on the Telecommunications Function
- * Telecommunications Network Design
- * Telecommunications Applications and Business Issues
- * Managing in the Telecommunications Environment
- * Two Electives

UNIVERSITY OF DALLAS

CALENDAR

1991-92

Constantin College and Braniff Liberal Arts

First Semester

August 19, Monday

Faculty Day—Opening of academic year for faculty.

August 20, Tuesday

Beginning of Constantin College New Student Orientation:

Residence halls open for new students, 8:30 a.m.; contract food service begins with lunch.

August 21, Wednesday

Grades due for removal of Incompletes from Spring and Summer for Braniff Liberal Arts students.

August 22, Thursday

Residence Halls open for continuing students at 8:30 a.m.

August 22 & 23, Thursday and Friday

Registration for Constantin College and Braniff Liberal Arts.

August 23-25, Friday-Sunday

IRPS Weekend

August 25, Sunday

Fall Romers depart.

August 26, Monday

Classes begin.

August 27, Tuesday

Constantin College Fall Convocation, 9 a.m., Lynch Auditorium.

September 3, Tuesday

Final registration day.

September 6, Friday

Last day course may be added (Permission of course instructor required after the 3rd); last day course may be dropped without record.

September 20-22, Friday-Sunday

IRPS Weekend

September 22-28, Sunday through Saturday

Charity Week.

September 24, Tuesday

Grades due for removal of undergraduates Incompletes from Spring and Summer.

October 1, Tuesday

Deadline for candidates filing application for degree for graduation who will complete work at close of Fall Semester.

October 11, Friday

Fall Reading Day. Constantin and Braniff offices closed.

October 12, Saturday

Graduate Record Examinations: Aptitude and Advanced. Forms available in Registrar's office.

October 14-18, Monday through Friday

Constantin Midsemester period begins; grade reports due for Monday, October 22.

October 14, Monday

Information for Spring Schedule due. Submit suggestions for Interterm offerings.

October 18-20, Friday-Sunday

IRPS Weekend

October 25-27, Friday through Saturday

Annual Fall Retreat.

November 8, Friday

Last day to withdraw from classes.

November 9, Saturday

Alumni Homecoming.

November 11-15, Monday through Friday

Counseling and Registration for Spring Semester. Actual registration November 13, 14, and 15.

November 15-17, Friday-Sunday

IRPS Weekend

November 27, Wednesday

Thanksgiving recess begins at close of classes. No contract food service after dinner on Wednesday. (Thanksgiving, November 28).

December 2, Monday

Classes resume, 8 a.m. Food service resumes with breakfast.

December 5, Thursday

Last day of instruction.

December 6, Friday

Fall Review Day; no classes, no examinations.

December 7, Saturday

Examinations begin.

December 12, Thursday

Examinations end; official close of the semester; Christmas recess begins at close of last examination period; residence halls close at 10 a.m. on Friday; contract food service ends with dinner Thursday.

December 13, Friday

Rome students return.

December 13, Friday

Graduate School of Management Commencement Ceremony.

December 13-15, Friday-Sunday

IRPS Weekend

December 14, Saturday

President's Christmas party for faculty and staff.

December 17, Tuesday

Grades due in Registrar's Office. Registrar's Office closed December 23-December 27. Interterm begins December 30, Monday.

December 31, Tuesday

Official conferral of degree date for Constantin College and Braniff Liberal Arts. No ceremony. Diplomas mailed or may be picked up at Registrar's Office after this date.

Interterm

December 30-January 17

Classes meet three hours a day. Dorms open Sunday, the 29th, at 2 p.m.

December 30, Monday

Registration; classes begin. Classes also meet Saturday, January 4.

January 17, Friday

Last day of classes; examinations.

Second Semester

January 15, Friday

Grades due for removal of Incompletes from Fall semester for Braniff Liberal Arts.

January 17-19, Friday-Sunday

IRPS Weekend

January 19, Sunday

Residence Halls open at 2 p.m.; contract food service begins at dinner.

January 20, Monday

Counseling and Registration.

January 21, Tuesday

Classes begin.

January 27, Monday

Final registration day.

January 31, Friday

Last day courses may be added (Permission of course instructor required after the 28th); last day course may be dropped without record.

February 2, Sunday

Dean's Reception for Dean's List students.

February 7-9, Friday-Sunday

IRPS Weekend

February 16, Sunday

King/Hagggar Faculty Award Ceremony.

February 18, Tuesday

Grades due for removal of undergraduate Incompletes from Fall.

February 20, 21, 22, 23, Thursday-Sunday

First Sleeping Bag Weekend

February 28 & 29, Friday & Saturday

20th annual Texas Private School Academic Rally.

March 2-6, Monday-Friday

Constantin Midsemester period begins; reports due Monday, March 9.

March 5, 6, 7, 8, Thursday-Sunday

Second Sleeping Bag Weekend.

March 9, Monday

Information for Fall, MayTerm and Summer Schedules due.

March 23, Monday

Catalog corrections due.

March 14-22, Saturday-Sunday

Spring Break begins Friday, March 13 at close of classes. Contract food service ends with dinner. Residence Halls closed from Saturday, March 14, at 10 a.m. to Sunday,

March 22, at 2 p.m. Food service begins with breakfast Monday, March 23. Classes resume at 8 a.m.. Spring Break housing accommodations may be arranged in designated dorm upon special request to Housing Office. \$50.00 double, \$75.00 single. Cash food service.

April 3, Friday

Last day to withdraw from classes.

April 3-5, Friday-Sunday

Parents Weekend and IRPS Weekend.

April 6-10, Monday-Friday

Counseling and registration for Fall 1992; actual registration, April 9-10.

April 6-10 Monday-Friday

Housing Registration for Fall 1992-1993.

April 17-19

Easter Break begins at close of classes Thursday. No contract food service after dinner on Thursday. Contract food service begins again with breakfast on Monday, April 20.

May 1, Friday

Graduate School of Management Commencement Ceremony.

May 7, Thursday

Convocation honoring seniors, 3:30 p.m., Lynch Auditorium. Last day of classes.

May 8, Friday

General Review Day, no classes, no examinations.

May 9, Saturday

Examinations begin.

May 14, Thursday

Examinations end; grades needed for May graduates, official close of semester, dorms close for everyone but graduates Friday at 10 a.m. Thursday dinner last contract meal.

May 16, Saturday evening

Baccalaureate Mass at 7 p.m. followed by President's Gala.

May 17, Sunday

Commencement 9:30 a.m.; dormitories close for graduates.

May 19, Tuesday

All grades due in Registrar's Office.

Summer 1992

May Term (May 19-June 5)

Classes meet May 23 and 30 also.

May 28, Monday, Memorial Day. University closed.

Regular Summer Session I (June 8-July 10)

Registration: June 5

July 3, Friday, Independence Day, holiday, University closed.

Regular Summer Session II (July 13-August 14)

Registration: July 10

August 31, Friday

August conferral of degree date.

Holidays 1991-92: University offices will be closed on October 11 (except GSM), November 28 and 29, December 23-27, April 17, May 25 and July 3. Office hours are from 8:30 a.m. to 5 p.m. Monday through Friday. Telephone (214) 721-5000.

Graduate School of Management Calendar 1991-92

Fall 1991 Trimester

Application Deadline	August 9, 1991
Registration	Week of August 19-23, 1991
Classes Begin	August 26, 1991
Drop/Add Week	August 26-30, 1991
Withdrawal Deadline	November 20, 1991
Classes End	December 7, 1991
Graduation	December 13, 1991

Classes will not be held Thanksgiving Day November 28, 1991

Spring 1992 Trimester

Application Deadline	December 11, 1991
Registration	Week of January 6-10, 1992
Classes Begin	January 13, 1992
Drop/Add Week	January 13-17, 1992
Withdrawal Deadline	April 8, 1992
Classes End	April 25, 1992
Graduation	May 1, 1992

Summer 1992 Trimester

Application Deadline	April 10, 1992
Registration	Week of April 27-30, 1992
Classes Begin	May 4, 1992
Drop/Add Week	May 4-8, 1992
Withdrawal Deadline	July 15, 1992
Classes End	August 1, 1992
Graduation	August 7, 1992

Classes will not be held Memorial Day, May 25 or Independence Day Friday, July 3, and Saturday, July 4.

Fall 1992 Trimester

Application Deadline	August 7, 1992
Registration	Week of August 24-28, 1992
Classes Begin	August 31, 1992
Drop/Add Week	August 31-September 4, 1992
Withdrawal Deadline	November 25, 1992
Classes End	December 12, 1992
Graduation	December 18, 1992

Classes will not be held Thanksgiving Day, November 26.

1992-93 University Basic Calendar

(This calendar is tentative. The student is responsible for knowing the pertinent dates and checking on any changes.)

August 24, Monday

Faculty Day.

August 25-30, Tuesday through Sunday.

Orientation and registration; dorms open August 25.

August 31, Monday

Fall Semester classes begin.

October 16, Friday

Fall Reading Day

December 10 or 11

Classes end.

December 17 or 18

Final examinations end.

December 18, Friday

Graduate School of Management Conferral of Degrees.

Interterm

December 28-January 15

January 19, Tuesday

Spring Semester classes begin.

March 13-21, Saturday-Sunday

Spring Break

April 2-4, Friday, Sunday

Parents Weekend

April 9-12, Friday-Monday

Easter Break. Easter, April 11

May 6, Tuesday

Classes end.

May 13, Thursday

Final examinations end.

May 16, Sunday

Commencement.

May 18-June 4

May Term begins.

June 7-July 9

Regular Summer Session I

July 12-August 13

Regular Summer Session II

August 30

Fall 1993 classes begin

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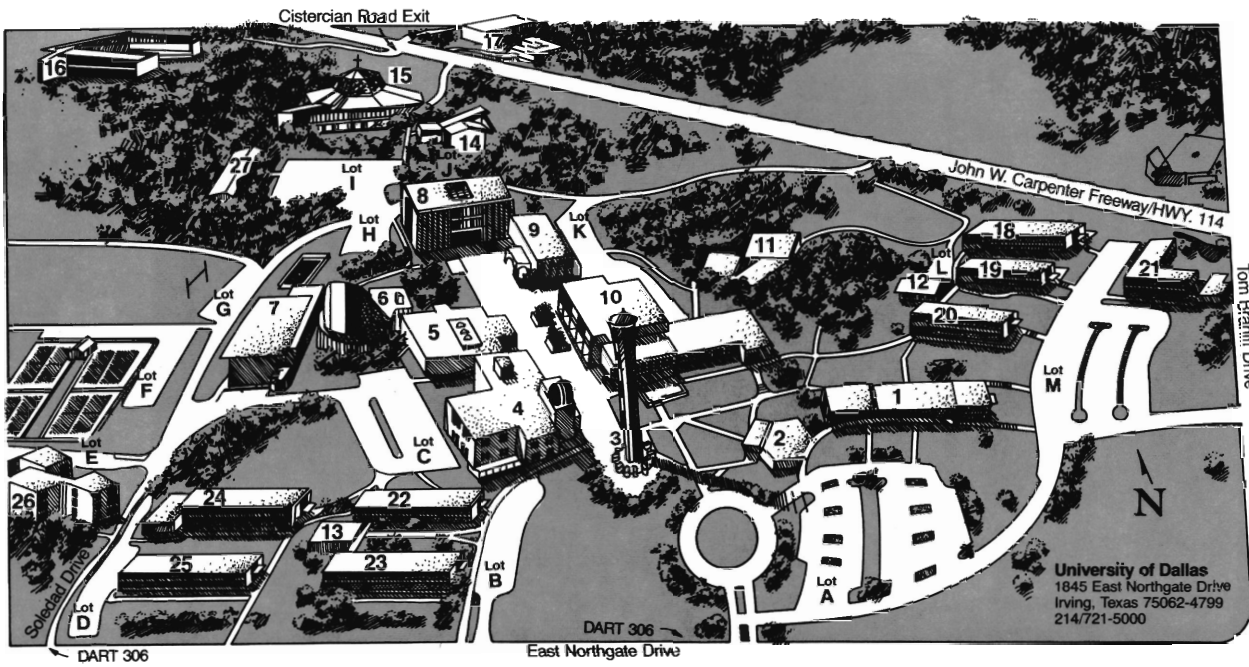
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1. Carpenter Hall
 2. Lynch Auditorium
 3. Braniff Memorial Tower
 4. Patrick E. Haggerty Science Center
 5. Gorman Lecture Center
 6. Chapel of the Incarnation
 7. Maher Athletic Center
 8. Braniff Graduate Building
 9. Blakley Library
 10. Haggart University Center
 11. Haggerty Art Center
 12. Margaret Jonsson Theater
 13. Drama Building
 14. Dominican Priory
 15. Holy Trinity Seminary
 16. GSM Administration Building
 17. Cistercian Abbey & Preparatory School
 - 18-26 Residence Facilities
- Shipping and receiving, rear of Haggart University Center, 3 (enter Lot K)



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UNIVERSITY OF DALLAS

1956 ~ 1991

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