

UNIVERSITY  
OF

Dallas

General Bulletin 2002-2003



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# UNIVERSITY OF DALLAS

## BULLETIN

### 2002-2003

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## THE SEAL

The seal of the University of Dallas is emblematic of the ideals to which the University is dedicated. It is likewise reminiscent of the deposit of faith of the Roman Catholic Church and of the traditions of two teaching communities within the Church.

The decorative outer circle bears the foundation date of the University and the motto, "Veritatem, Justitiam Diligite." The quotation, taken from Zacharias VIII, 19, "Love Truth and Justice," or more freely translated, "Through Truth, Seek Ye Justice," emphasizes the University's purpose of advancing the search for truth and encouraging the pursuit of good.

Enclosed within the blue band which bears the motto in an octagonal field of green are several emblems associated with the traditions of the University. The central figure of the triquetra interwoven with the triangle is a double symbol of the Holy Trinity to Whom the University is dedicated. The circle is a symbol of eternity and of the unity of the Godhead.

The fleur-de-lis, at once an ancient symbol of the Blessed Virgin Mary and of France, recalls the direct and indirect French origins of the two teaching orders which cooperated initially with the Roman Catholic Diocese of Dallas-Fort Worth in establishing the University of Dallas. The Cistercian Order originated in France in the Eleventh Century; the Congregation of the Sisters of Saint Mary of Namur was founded in Belgium by a Cistercian in the Nineteenth Century.

A crusader's shield, emblematic of faith, stands within the green field on either side of the central device. The shield on the left contains a star, a traditional emblem of Mary, as well as the chosen emblem of Texas, the Lone Star State. The shield on the right presents the torch of liberty and learning. The branches of live oak and olive trees, taken from the Seal of Texas, make further reference to the State.

The Trinity River, on which the University is located, is represented by the heraldic device of the wavy lines center beneath the emblem of the Blessed Trinity.

The actual seal is symbolically colored. The colors of the University—navy blue and white—are given special prominence. The green of the octagonal field represents the liturgical season of the Holy Trinity. The red of the central device typifies holy zeal. The white of surrounding areas and the small shields is symbolic of purity and innocence just as the blue of the inclosing circle symbolizes Mary.



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# MISSION

The University of Dallas is dedicated to the pursuit of wisdom, of truth, and of virtue as the proper and primary ends of education. The University seeks to educate its students so they may develop the intellectual and moral virtues, prepare themselves for life and work in a problematic and changing world, and become leaders able to act responsibly for their own good and for the good of their family, community, country, and church.

The University understands human nature to be spiritual and physical, rational and free. It is guided by principles of learning which acknowledge transcendent standards of truth and excellence which are themselves the object of search in an education. The University is therefore open to faculty and students of all denominations, and supports their academic and religious freedom.

The University recognizes the primacy of liberal education in both its undergraduate and graduate programs. The University is committed to the recovery and renewal of the Western heritage of liberal education in its liberal arts programs. The University is equally committed to providing professional programs at the graduate level which are conceived in the spirit of liberal education: that is, professional programs which are capable of fostering critical reflection upon the ends governing the profession, of providing the knowledge and skills required for its practice, and of preparing students for principled and moral leadership in their professions. The University seeks to offer those graduate and professional programs which will address important needs of society, and which can be offered in a manner consistent with the University's primary institutional commitments.

The University as a whole is shaped by the long tradition of Catholic learning and acknowledges its commitment to the Catholic Church and its teaching. The University is dedicated to the recovery of the Christian intellectual tradition, and to the renewal of Catholic theology in fidelity to the Church and in constructive dialogue with the modern world. The University seeks to maintain the dialogue of faith and reason in its curriculum and programs without violating either the proper autonomy of each of the arts and sciences or the religious freedom of faculty and students. The University thus seeks to provide an academic and collegial community which will help students acquire a mature understanding of their faith, develop their spiritual lives, and prepare themselves for their calling as men and women of faith in the world.

## **The Constantin College of Liberal Arts**

The Constantin College of Liberal Arts seeks to educate students of seriousness, intelligence, and spirit in accordance with the fundamental mission of the University of Dallas—so they may develop the intellectual and moral virtues which will prepare them for life and work in a changing and problematic world, achieve a mature understanding of their faith, and become men and women who act responsibly for their own good and the good of their family, community, country, and church.

The specific mission of the Constantin College is to provide undergraduate education through baccalaureate degree programs which include a substantial and coherent core curriculum common to all undergraduates, and major studies in the humanities 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 majors are built upon the core and invite students to disciplined inquiry into fundamental aspects of being and of our relation to God, to nature, and to fellow human beings. The curriculum as a whole seeks to enable students to achieve the knowledge of nature and the understanding of the human condition necessary for them to comprehend the fundamental character of the world in which they are called to live and work.

The College also offers programs through which students may take a responsible part in the rich and varied life of the campus and the surrounding community. The undergraduate programs as a whole provide a basis for students to achieve a meaningful and fulfilling life's work whether through immediate career entry or through further education in graduate and professional schools.

### **The Graduate School of Management of the Braniff Graduate School**

The Graduate School of Management is a professional school whose primary purpose is to prepare its students to become principled and moral leaders as well as competent and responsible managers. GSM understands management to be a profession concerned with directing human activities toward the provision of goods and services for the common good of society. It conceives of management as the use of skills and the exercise of judgment best gained through the interaction of experience and education.

The specific mission of GSM is to offer professional programs at the masters and executive education levels. These programs are designed to provide students with a comprehensive understanding of theory and practice of management, with the knowledge and skills necessary to work successfully in particular management fields, and with a fundamental understanding of the strategic and ethical considerations that should guide management decisions. GSM believes that a diversity of programs and some diversity of age, culture, and managerial experience among students are vital to the accomplishment of its primary mission.

Although GSM is primarily committed to providing the employed, graduate level student a quality, practice-oriented, conveniently delivered master's degree curricula, it also understands the importance of providing mature full-time American and international students the opportunity to pursue the same approach to management studies.

### **The Liberal Arts Division of the Braniff Graduate School**

The Liberal Arts division of the Braniff Graduate School seeks to accomplish at the highest level the University's commitment to the revival of the Western heritage of liberal education, the recovery of the Christian intellectual tradition, and the renewal of Catholic theology in fidelity to the Church and in constructive dialogue with the modern world. Its specific purpose is to offer selected master's and doctoral programs in the liberal arts which recall these disciplines to their first principles and which will prepare students for careers in a variety of fields. These programs seek to enable students to acquire the knowledge and skills necessary for work in particular fields, and to understand the principles of learning and the virtues of mind and heart which are constitutive of excellence in their life's work.



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# 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 that 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 Constantin 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 president of the University of Dallas. He returned to full-time teaching and research in 1980. 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. Dr. Sasseen returned to full-time teaching in December of 1995. Monsignor Milam J. Joseph was appointed the sixth president of the University in October of 1996.

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 and was reaffirmed in 1973, 1984, and

1994. In November of 1996 the University was the first university to be accredited by the American Academy of Liberal Education, an association designed to recognize outstanding liberal arts institutions.

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 about 3,300. Additions have brought the number of campus buildings to 31.

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. The graduate programs in Art and English were 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 Willmoore 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. In 1980 the University apartments, a facility for upper division students, opened. 1985 saw the completion of the Patrick E. Haggerty Science Center and the Church of the Incarnation. A chapter of Phi Beta Kappa, the prestigious honor society, was granted in 1988. In 1992 a program of renovating all the dormitories was initiated, beginning with the oldest residence, Anselm Hall. The Fr. Thomas Cain, O.P. Courtyard adjoining it was dedicated.

On June 11, 1994, the University realized a long-range goal with the dedication of permanent facilities for its Rome Program begun in 1970. The 12-acre Constantin Campus, Due Santi, near Albano, Italy, is 15 kilometers from the heart of Rome.

In 2000-2001 the Haggerty Art Center became the Haggerty Art Village with the addition of three buildings, renovation of the older structures, and finished landscape of the east side of the campus.

Today the University enrolls approximately 3,300 students from all over the United States and the world divided roughly into 1,200 fulltime undergraduates; 1,600 Graduate School of Management students; and 400 students in various day and weekend Braniff Liberal Arts programs including the M.F.A. in Art and the Ph.D. program of the Institute of Philosophic Studies.

## 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, a city of 191,615 residents, 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.

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 gathering place for the university community. The symbol and landmark for the University is the Braniff Memorial Tower.

**John W. Carpenter Hall (1956)**, the original classroom building, now houses the central administrative offices, classrooms, and the Modern Language Center.

**Lynch Hall (1956)**, 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 Village** is a complex of five buildings situated in the trees on the northeast side of campus. The first building, designed by O'Neil Ford, was completed in 1960. Subsequent structures have been designed by Landry and Landry and Gary Cunningham. The complex includes instructional studios, galleries, classrooms, and ample public spaces. It was completed in 2000-2001.

**The William A. Blakley Library (1962)**, has over 300,000 volumes, more than 100 databases, and over 1,900 full text on-line publications. The library's Web site provides access to the on-line catalog and electronic resources at <http://www.udallas.edu/library/index.html>. Ten portable computers connected to a wireless network are available for use within the library, and connection to this network within a fifty yard radius of the buildings is possible for anyone with a suitably equipped computer. With few exceptions the library's electronic resources are accessible on-line. The reference staff is available both in the library and via the Internet. Requests for materials not owned by the library may be made on-line as well as through the Inter-Library Loan office. TexShare cards allow students to use other libraries within the state. The collections of materials for general reading, serious study, and research reflect the university's interest and emphasis on academic excellence.

**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 (1972)** houses a handsome 80-seat theater and workshop. 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 (1966)**, a gift from the Blakley-Braniff Foundation in memory of the founder of Braniff International Airways, contains classrooms, seminar rooms, and offices for the graduate faculty and administration, and provides temporary space for the collections of the University Library.

**The J. M. Haggar, Sr. University Center (1976)**, made possible through the Haggar Foundation and other bequests, is a handsome facility which includes the University dining room, Rathskeller, bookstore, post office, game room, the Student Leadership and Activities Center, 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 (1966)**, 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 (1962-1977), and Louise S. Cowan, professor of English, who designed the literary tradition sequence. Dr. Cowan named the bells. The "F" bell, the great bell, is named for St. Columba, who as priest and poet wedded the old tradition with the new in Ireland and whose voice is said to have "boomed from the mountains." St. Agatha, who, in her martyrdom, became the patroness of bells, carries the name of "A" bell. The "C" bell is named for St. Catherine of Alexandria who, through clarity and beauty of speech, became the guide of the Christian philosopher. The smaller "F" bell, whose sound is heard above the others, is named for St. Andrew who proclaimed the splendor of the Word of God.

**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 Church 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 church 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 portrait.

**O'Connell Hall (1956), Theresa Hall (1958), Madonna Hall (1964), and Catherine Hall (1965)** are located on the **East side of campus**. They house 300 students. **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 (1956), Augustine Hall (1958), Gregory Hall (1964), and Jerome Hall (1965)** are the residence halls on the **West side of campus**. They house about 300 students. In 1992 Anselm Hall was totally renovated into efficiency apartments on the first floor with faculty offices and classrooms above.

**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.

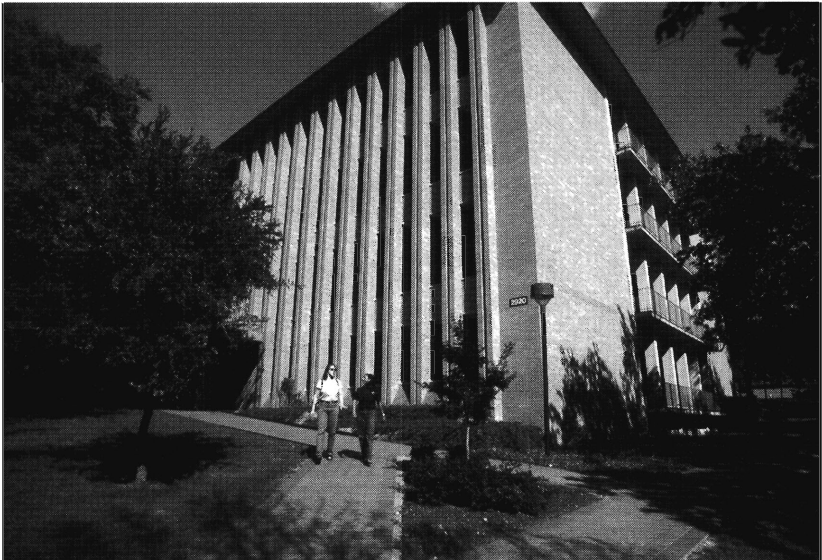
**The Ed Maher Athletic Center and Athletic Complex (1967)**, named in honor of one of the university's principal founders and most devoted trustees, includes a gymnasium, outdoor swimming pool, tennis courts, soccer and baseball fields.

**The Graduate School of Management Administration Building (1958)** houses the operating departments of GSM, including admissions and student records. It is located on the outer campus just off Highway 114 at the Cistercian Road exit.

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

**The Priory of St. Albert the Great** is the residence of the Dominican Fathers.

**The Cistercian Abbey of Our Lady of Dallas** provides accommodations for 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 at the same site. Several members of the community are professors at the University. The precinct includes an award-winning monastery church.



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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, and has for its analogical field a vast body of great literature—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 the 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 or her 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. The student then goes on to pursue a chosen major discipline, reaching—according to this theory of education—a level of maturity and competency in the discipline that could not have been 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.), *Computer Science* (B.S.), *Economics*, *Economics and Finance*, *Chemistry*, *Classics* (Latin and Greek), *Drama*, *English*, *Modern Languages* (French, German and Spanish), *History*, *Interdisciplinary Studies* (*Elementary and Middle School Education*), *Mathematics*, *Philosophy*, *Politics*, *Physics*, *Psychology* and *Theology*. In addition, uniquely qualified students may have the opportunity to shape an individual curriculum through the *Constantin Scholars Program*.

It is possible for a student to pursue a Bachelor of Science program in 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. Any B.S. 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 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. A change of major may be accomplished by going through the same process.

### **Concentrations**

Electives available in a student's program provide opportunities to pursue new or deepen previous studies according to the student's inclinations. They are *not* required.

A "concentration" is a set of courses that enables a student to use electives to achieve disciplined study in an 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.

No more than two courses in the concentration may also count as major field requirements. At least three courses in any concentration must be at the advanced level; a grade of at least C- must be earned. An external or related elective is required. Current concentrations include: Applied Math, Applied Physics, Art History, Art Studio, Biblical Greek, Business, Computer Science, Christian Contemplative Tradition, Environmental Studies, Modern Language and Area Studies, Music, International Studies, Medieval and Renaissance Studies, Pure Math, and Journalism. See *alphabetical listings* for further information.

### **Pre-professional Education**

The pre-professional 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 has no school of architecture, it is possible to complete the first two years of an architecture curriculum. Those planning later studies in architecture are counseled to choose the schools of architecture they wish to attend and to study the requirements of those schools in consultation with the Chair of the Art Department. Architecture is a very broad field. Many universities confine 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 Department of Art for an outline of the two-year Pre-Architecture program.

## **Business**

For the student interested in business are the Business Concentration, the Through Plan leading to the Master of Business Administration, the degree in Economics and Finance, and beginning in 2003-2004, the degree in Business Leadership. See Economics in the undergraduate section and the College of Business section in this bulletin.

## **Counseling and 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 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, Chemistry, Math and Computer Science programs provide a superb background for engineering study. Combining the supportive, personalized environment of a liberal arts college—with its emphasis on effective problem diagnosis and solving skills—with advanced technical study, has proven a rewarding choice for many students.

Graduate Engineering programs in a variety of areas are eager to entertain applications from UD graduates. The undergraduate major selected should be directed by the area of Engineering of interest.

## **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.

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, the pre-law student should select relevant electives such as Constitutional Law, Law and Economics, Ethics, 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. Moot Court is also a useful and popular activity for Pre-Law students. The UD teams moot compete at a very high level.

## **Medicine, Dentistry, and Physical Therapy**

The University recommends that the student who plans a career in medicine, dentistry, or physical therapy 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. He or she 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, 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 applicant be an exceptional student. Admissions committees of medical schools favor individuals with a liberal arts background, preferably with a Bachelor of Arts degree. The preferred premedical curriculum includes:

English	12 credits
Biology or Zoology	12 credits
Physics	8 credits
General Chemistry	8 credits
Organic Chemistry	8 credits
Calculus	4-7 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 I	4 credits

## Physical Therapy

By appropriate use of general electives, UD Biology majors are well-prepared for entering graduate programs leading to a professional license in Physical Therapy. Generally, the preferred pre-physical therapy curriculum includes:

Biology	8 credits
Chemistry	8 credits
Physics	8 credits
Calculus I	4 credits
Physiology	4 credits
Psychology (General and Abnormal or Developmental )	6 credits
Biostatistics	3 credits
Comparative Anatomy	4 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 developments 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. A rigorous pedagogical program in the art and science of teaching is offered. The Department of Education provides assistance in planning individual programs leading to either the elementary or secondary state certificate.

### **Priesthood**

The University is pleased to offer the academic courses for the collegiate seminary, Holy Trinity, which serves as the diocesan seminary for prospective diocesan priests for the state of Texas and many other dioceses across the nation. See "Pre-Ministerial Programs" in this bulletin.

### **Military Science**

Military Science classes are offered to University of Dallas students through the University of Texas at Arlington (Army) and the University of North Texas (Air Force). Both programs prepare students who wish to earn appointments as commissioned officers in the Army, Air Force and reserve components. Eight credits in Military Science may be counted as electives toward the undergraduate degree.

Scholarships are offered and awarded on a competitive basis. Each pays for college tuition, fees, and a specified amount for textbooks, and course supplies.

For further information contact the Admission Office. Also, consult the listing in this bulletin and course schedules under General Studies.

### **Transition Program**

International students who need assistance beyond standard English as a second language program may enroll in the Transition Program. Courses in this program involve students in writing about and discussing literature, philosophy, and American history and government at a level designed to help them pursue such material at the University. Although graded, Transition Courses do *not* count toward the degree. If the schedule permits, students may take these courses in conjunction with regular college courses for which they are qualified.





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## CAMPUS LIFE

The University of Dallas has selected as its chief pedagogical task the education of leaders. The students who come to it are bright, imaginative, forceful, and independent. A proper environment for such students—one which will enhance desirable traits—is a necessity.

The living quarters, recreational facilities, and social activities attempt to be conducive to this enhancement; however, the satisfaction of students is not here the aim of educational endeavor. Rather, students are invited to join the enterprise of learning, to participate in it actively, and to urge its betterment. But the enterprise is larger than each of them, and only by joining forces with others can the student hope to penetrate the vast fields of knowledge. Students, therefore, are expected to form among themselves a community of persons sharing in a common goal, and to work out activities, academic or social, that relate harmoniously to the enterprise of learning.

The student at UD 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 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. Ninety percent of the full-time undergraduate faculty hold the terminal degree in their field.

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 and the Spring Formal. Working closely with the Office of Student Activities, 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 Offices of Student Life and Student Activities.

The General Studies Program (one-credit activity courses) encourages other activities such as chamber ensemble, theater arts, journalism practicum, participation in various volunteer programs, and field experience internships.

### Campus Ministry

The heart of the University is its worship space, the Church of the Incarnation. Daily and weekend liturgies are offered as well as special liturgies such as the opening and closing of the academic year with the Mass of the Holy Spirit and the Baccalaureate Mass respectively. The various liturgical seasons of the church calendar are observed with special masses, prayer services and communal penance service.

Holy Trinity Seminary, the Dominican Priory and Cistercian Abbey are also located on the campus and welcome guests to their services.

Flowing from the richness of life and worship, there is a wide variety of programs and activities, student-led and sponsored by the Office of Campus Ministry, such as the **Rite of Christian Initiation of Adults** which aids those interested in or thinking about the Catholic Faith; **Dinner and Discourse** where a meal is offered and a presentation is made on a topic of current interest in regards to the Christian life; Bible studies; Confirmation preparation. Lectures on topics of interest are held throughout the year.

Students have an opportunity to reflect on their spiritual growth and development through **retreats** which are offered throughout the academic year.

All students have the opportunity to participate in a variety of **outreach** programs which include: Alternative Spring Break trips to Ecuador and Mississippi; **University for Dallas**, which provides a special day of opportunity to volunteer at a number of service agencies; Family Day Carnival, which helps to raise funds for local charities; Hearts and Hammers, which allows students the opportunity to help refurbish the homes of needy persons; tutoring junior and senior high students. Students may enroll for a one-credit hour course on Community Volunteer Service through which they engage in readings and discussion on social justice and volunteer in the local community.

Through Campus Ministry students are provided opportunities to enhance their leadership skills and deepen their life of faith. Most of the programs and activities offered through Campus Ministry are open to and appropriate for students of all faith expressions.

## Lecture Series and Films

The **Student Government** Academic Forum sponsors lectures and debates, and films series. Modern Language films also provide ongoing venues for student-faculty interaction and education.

The **Ethics and 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; Erich Heller, literary critic; Seymour Slive, 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; Yehudi Menuhin, musician; Leon Kass, physician/philosopher; René Girard, professor of French literature and civilization; Paul Goldberger, architectural critic; Derek Walcott, Nobel poet; Nigel Wood, international ceramic artist; Francis Cardinal Arinze; Francis Fukuyama, sociologist; and Donald Kagan, classical historian.



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## The Arts

The University Theater, under the direction of the Drama Department, each year presents classical and experimental plays for the enjoyment of the University community. All 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 30 art exhibits are presented each year through the Beatrice Haggerty Art Gallery and the Upper Gallery of the Haggerty Art Village. 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. Church of the Incarnation Choir, Chamber Ensemble, Collegium Cantorum, Lyric Theater, voice, piano and string lessons add to the activity. Informal student groups perform at the Student Government sponsored Coffee Houses and various talent shows. One of the highlights of Family Weekend is the Spring Musical.

## Center for Christianity and the Common Good

Founded in January 1990, the Center provides a forum for serious and informed discussion of the common good and brings to bear upon this discussion the insight and wisdom of the Christian intellectual tradition. This goal is met particularly through attention to issues of current public significance. These issues may be political, economic, cultural, or theological, so long as they involve our common good as members of communities ranging from the university to the nation, the world, and the universal church. Sound communities are formed through the development of shared purposes enhancing the life of their members. The discussions of the Center are designed to help find and secure these shared purposes. The Center also seeks to provide an opportunity for students to have a foretaste of the contributions they hope to make as leaders of their communities, as well as practice in basing their own actions and judgments upon sound first principles.

## Center for Thomas More Studies

The Center for Thomas More Studies fosters the study and teaching of Thomas More and the ideal of statesmanship that he embodied: the well-educated person of integrity committed to civic service and professional excellence, and skilled in the arts needed for the principled pursuit of peace. The CTMS sponsors courses, seminars, and conferences for teachers and students, lawyers and other professional groups; it provides limited scholarship assistance to graduate students and grants to scholars for research and publications related to More; it also maintains a website ([www.udallas.edu/CTMS](http://www.udallas.edu/CTMS)) to support research projects.

## Athletic Programs

A variety of sports activities are provided to nurture the physical well-being of the community and to provide an opportunity for students to compete in sports in an educationally sound environment. The athletics program is administered in such a way that athletics remain in keeping with the college's liberal arts tradition. While no formal physical education courses are offered, there are numerous opportunities for participation in both competitive and recreational athletic activity.

The University offers 15 **intercollegiate sports** including men's and women's teams in basketball, cross-country, golf, soccer, track and field, and tennis; women's volleyball and softball, and men's baseball. As a member of the National

Collegiate Athletic Association (NCAA) Division III, the University does not award any athletic-related scholarships and places strong emphasis on the balance between athletics and academics. While the University of Dallas currently competes as an independent, its teams have traveled as far away as California, Illinois and New York to engage in competition with some of the best Division III schools in the country. Our student-athletes' efforts have been recognized both regionally and nationally, including selection to the Verizon Academic All-American Teams.

For those students not wishing to participate in varsity athletics, the university offers a variety of recreational activities including an extensive **intramural sport** program, as well as a number of **sport clubs**. Intramural sports include basketball, flag football, soccer, softball and volleyball. The student-run club teams of rugby, sailing and tactical operations (paintball) hold a complete series of competitions and events. The rugby team plays teams throughout the state of Texas and the Southwest, while the Sailing Club sponsors weekend sailing on area lakes.

Athletic facilities include the Edward R. Maher Athletic Center, which houses an 11,000-square-foot gymnasium, a weight room, aerobics equipment and locker facilities that also service the 75 x 42 foot swimming pool, which is open six months out of the year.

Additional athletic facilities include eight screened, Laykold tennis courts, four of which are lighted, a collegiate soccer field, a baseball field, a multi-purpose field for use by the rugby and intramural teams and approximately five miles of cross-country jogging trails, which cover the University's 750 acres. On February 7, 2002, the dedication of a brand new, state of the art women's softball field was held on campus, adjacent to the existing athletic complex.

More information on the University's athletic programs can be found on the website at: [www.udallas.edu/index.htm](http://www.udallas.edu/index.htm) (or, follow the "Athletics" link from the University's home page).

## Student Publications

*University News*, the prize-winning student newspaper, is published weekly. Its 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 Journalism Practicum, students may earn one credit (Pass/No Pass) by enrolling in the course.

The *GSM Chronicle*, published quarterly by the Graduate School of Management, is circulated to current students of the Graduate School, GSM alumni, and the general business community.

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

*The University Scholar* publishes outstanding student work. Phi Beta Kappa members who have been inducted at the end of the junior year collect and edit these representations of the academic accomplishments of the students of Constantin College.

## 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. All undergraduates under the age of 21 are required to live on campus unless they are living locally with their parents, married, of official senior status, or are a veteran. Students approaching 21 will not qualify to live off campus unless they are 21 prior to the start of the academic year in the fall. All students under 21 must verify their residency status with the Office of Student Life each semester. If the appropriate notification is not given, students will be charged standard housing fees for the semester regardless of actual status or housing contract.

Any student that does not automatically qualify to live off campus, but wishes to do so, may petition for an exemption from the residency requirement. This does not, however, guarantee that the request will be granted. Each case is reviewed on an individual basis.

Students live in air-conditioned residence halls, generally in double rooms. There are a few single, triple and quad rooms also available for upperclassmen. All residence hall contracts include food service.

The Staff of the Office of Student Life and Activities and Resident Assistants aid in managing residence facilities and help to advise and counsel students living in the residence halls. The University allows limited open house privileges. These do not include "closed-door" visitations.

The University also offers apartment accommodations designed to house upper division and graduate students. Apartment residents have the option of preparing their own food or participating in the University food service plan.

Further information on all housing facilities is available from the Office of Student Life. These facilities, the campus environment, student clubs and organizations, and annual activities are described in the Student Handbook which is compiled each academic year by the Office of Student Life.

## Campus Dining Services

Dining on campus is an integral part of resident life. All campus hall residents are required to purchase a meal plan that is included in the residence hall contract. Residential meal plans are available. Both are valid at three campus locations: The Café, Rathskeller, and Bar Fontana. The Café is an unlimited seconds cafeteria, the Rathskeller a fast food snack bar, and the Fontana a light snack bar. For students not living on campus, the dining services offers discount dining cards.

The Café features rotating menus, monthly theme meals and special treat nights, while the Rathskeller offers a static menu with frequent specials. The Bar Fontana, located in the Braniff foyer, is a convenient snack bar. All meal plan participants receive a cash value bonus on the meal card called *declining balance*, a cash amount that may be used at any of the three locations. The student or parent may add money to declining balance at any time.

Understanding that not all students are alike, the staff will work with an individual that has special dietary needs. The cost of meal plans is listed in the fees and expenses section of the Bulletin. UD Dining Services also serves as the campus caterer for special events such as weddings and receptions. Parents may also purchase birthday packages for their UD students. Questions may be forwarded to the Dining Services office at (972) 721-5025.

## Counseling

On-campus professional counseling is available on a regular basis in cooperation with the Student Health Center. Support groups are organized on the basis of current student needs. Personnel of the Office of Student Life function as referral agents for the students in all areas related to University life.

Personnel of the Campus Ministry Office are available to discuss with students problems of a religious or personal nature. The Assistant Dean gives particular attention to freshmen needs.

### **Academic Advising**

The Office of the Academic Deans oversees undergraduate academic advising. Each new 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 also will have the student in a class during the first semester. 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 are *not* a part of the *permanent* record, they provide a warning of potential academic problems.

During New Student Orientation, various placement tests are administered to new students, unless completed by mail during the summer. 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 needed to complete the degree, the interviews assist with course selection and help prepare for plans following graduation.

### **Office of Academic and Career Development**

The Office of Academic and Career Development has information on resume planning, interview techniques, and job possibilities. It schedules interviews with corporations that recruit on campus and arranges career and graduate school preparation seminars. It offers one-credit Career Development courses each semester and coordinates the *internships* (see page 153) in which many students participate. Its collection and on-line data include information about both employment and graduate school admission and aid.

### **Discipline**

The Administration reserves the right to suspend or 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. A review board consisting of members of the administration, students and faculty meets on an as-needed basis to review serious discipline cases.

A Rome Committee of faculty and staff meets each semester to assess readiness for the Rome Experience, based on academic and disciplinary records.

Academic regulations concerning continuance at the University are included in this bulletin. The Code of Student Conduct is described in the Student Handbook and is available in the Office of Student Life and on its official web site. 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**

Health services are available during the fall and spring semesters. The Student Health Center is located on the second floor of Hagggar University Center. A doctor has regular daily hours on the campus during the fall and spring semesters. Complete medical care is available 24 hours a day at Baylor Medical Center at Irving and at St. Paul Medical Center in Dallas.

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# UNDERGRADUATE ENROLLMENT

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

Since the University 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 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 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 should be in the upper third 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.

### **Admission for the Fall Semester**

All candidates are encouraged to apply as early as possible and will have until May 1, the standard reply date, to submit the Confirmation of Acceptance and the \$150 General Deposit described under "Fees and Expenses." The following options are guidelines for students who are interested in applying for academic awards or need-based financial aid:

#### *December 1*

The Early Action Option allows the candidate to apply for admission based on *six* semesters of high school work; however, seventh semester grades should be submitted as soon as available. Students who apply by this non-binding deadline will be considered for all primary academic awards. Notification will be sent to students with completed application beginning December 15.

#### *January 15*

The Freshman Scholarship Deadline Option allows candidates to apply for admission based on *seven* semesters of academic course work. Students who wish to compete for a primary academic award must apply for admission by this date. Notification will be sent to students with a completed application beginning February 1.

### *February 15*

The final deadline for international students requiring a student visa. Due to the time consuming nature of the visa process, international students are strongly encouraged to apply as early as possible.

### *August 1*

The final deadline is available for candidates who begin their college searches late or change their minds during the summer. Financial aid is generally available, but certain forms of funding may be limited. Earlier application is strongly encouraged.

### **Rolling Admission for the Spring Semester**

Under special circumstances, first-time students may apply for admission starting in the spring semester. Candidates should contact the Enrollment Office as early as possible to discuss admission and financial aid policies.

### **Completed Freshman Admission Files**

An admission file is considered complete when the Enrollment Office has received the following information:

- 1) a completed University “Application for Admission” form,
- 2) an application fee of \$50, which may be waived if the candidate submits an ATP fee waiver form that demonstrates financial hardship,
- 3) an official high school transcript indicating rank in class,
- 4) a writing sample,
- 5) academic letters of recommendation completed by an instructor and counselor,
- 6) and official test scores from either the SAT-I or ACT.

### **Early Graduates**

On occasion the University accepts students who complete their academic coursework after the junior year or in a home school. These students should follow the guidelines listed above; in addition, a personal interview with an admission counselor is required to discuss special circumstances related to the application process.

### **Home-Schooled Students**

The University recognizes the parents’ choice to home-school their children. It values the diverse background and educational experience these students bring to the classroom and believes it provides the type of educational environment in which the home-schooled student will continue to flourish.

Home-schooled applicants should follow the guidelines listed above. However, if the student cannot provide an official transcript, then a General Equivalence Degree (GED) plus a comprehensive portfolio of the student’s education (including a list of books used, laboratory work, and any experiential learning) is required. In addition, a personal interview with an admission counselor or a faculty member is required.

## **II. Transfer Students**

Transfer students from two-year and four-year colleges are welcome. Counseling is available to plan ahead for an eventual transfer of academic credits. Candidates for admission should follow the guidelines listed under “Admission for the Fall Semester,” particularly if academic awards or financial aid are desired. Spring candidates are also welcome and should contact the Enrollment Office as early as possible.

Admission deadlines for *transfer* students are:

*Fall Semester*

- |          |  |
|----------|--|
| July 1   | Priority Academic Award and Financial Aid Deadline |
| August 1 | Final Admission Deadline                           |

*Spring Semester*

- |             |  |
|-------------|--|
| November 15 | Priority Academic Award and Financial Aid Deadline |
| December 1  | Regular Admission Spring Deadline                  |

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 "Application for Admission" form,
- 2) a \$50 application fee,
- 3) official transcripts of the entire college record. These transcripts must be sent directly to the Office of Enrollment from the Registrar of each college,
- 4) a writing sample,
- 5) an official high school transcript, if less than 30 transferable credits.
- 6) ACT or SAT scores if submitting fewer than 30 credit hours for transfer,
- 7) one academic letter of recommendation.

A student suspended or dismissed from any other college or university may not enter the University 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 with an average grade of C or better. Grades earned at other institutions will *not* be averaged with grades earned at the University *except* where the student is being considered for graduation with honors. See "Graduation Honors" under Academic Policies and Procedures.

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.

Credits earned in correspondence and extension courses are not acceptable in transfer except on approval of a Dean of Constantin College.

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. The student may receive credit in courses applicable to a degree program at the University by successful (C or better) work in more advanced courses of the same nature.

### III. Special Students

An applicant who does not intend to be a candidate for a degree must submit an official high school transcript and official college transcripts, a completed Application form, and a \$50 application fee.

A student admitted as a special student who later wishes to become a candidate for a degree must provide the Registrar's Office with any additional data deemed appropriate for consideration of the request for change in status.

A degree candidate from another institution who wishes to take one or two courses must present to the Enrollment Office a letter of permission from the

institution where he is a candidate stating that he is in good standing and that courses have been approved for transfer.

#### **IV. International Students**

International Students follow all of the procedures outlined under “Rolling Admission for the Fall Semester,” and submit the following additions:

- 1) an Educational History Form,
- 2) Official TOEFL (Test of English as a Foreign Language) scores. Official SAT-1 or ACT scores may be submitted in place of the TOEFL.
- 3) a Certification of Financial Resources submitted with official documentation from a financial institution or government official stating ability to meet all expenses for nine months of study, exclusive of travel.

International students who demonstrate strong academic skills but may require additional training in English may be given conditional admission to the University via the Constantin Transition Program. Transition students are admitted to the University on the condition that they successfully complete the Intensive English Program, the Transition Program or a combination of both.

International Students 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. All international students must carry special health insurance. 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 expeditious return to his native country. Questions about these requirements should be referred to the International Student Advisor. International students enrolling in the Graduate School of Management should refer to the GSM Information Bulletin.

#### **V. Veterans**

The University 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 three standard examination systems which the University accepts. It also considers the high school record, entrance and achievement scores, and various departmental measures in judging the levels of capability of the student. No more than a total of 32 credits will be awarded through placement and dual enrollment. In other words, the student must complete the equivalent of at least three years of full time college study beyond high school.

#### **A. Advanced Placement**

The University may grant both placement and credit toward the undergraduate degree through the Advanced Placement Examinations of the College Entrance Examination Board. The AP credit awarded is generally equivalent to six credits earned at the University of Dallas.

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

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 should be completed by the end of the junior year in order to secure credit through the AP examination. A list of courses for which placement and/or credit is given is available from the Registrar's Office and through the University web site, [www.udallas.edu](http://www.udallas.edu).

#### **B. College Level Examination Program**

The College Level Examination Program is 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 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 Baccalaureat (France):*

6-8 credits will be awarded for passing scores in BAC programs A, B, C, and D, (not D'), 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 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 2002-2003

<b>Application Fee</b>	\$50
This one-time non-refundable fee is required of <i>all</i> students desiring admission.	
<b>General Deposit</b>	\$150
Full-time undergraduate students are required to deposit \$150 to the University, upon notification that they have been accepted for admission. The deposit is due not later than May 1 and is refundable until May 1 upon request. Students accepted after April 1 must submit their \$150 deposit within 30 days of their notification of acceptance. <i>No refund of deposits paid after May 1.</i> After work has been terminated at the University, the General Deposit is refundable, upon written request, within one year. If all accounts and obligations are satisfied, refund will be made within approximately 30 days from receipt of the request.	
<b>Undergraduate Tuition, Per Semester</b>	\$8,347
Tuition per semester for full-time (12-19 credits) students. The rate for credit hours in excess of 19 credits is \$700 per credit.	
<b>Undergraduate Part-Time Tuition, Per Credit</b>	\$700
<b>Auditors, Per Course</b>	\$700
Students may be allowed to audit University courses with the permission of the instructor and the Registrar. No credit is awarded and laboratory privileges are <i>not</i> included. If college credit is desired, the class must be repeated as a regular course at the regular tuition rate.	
<b>Constantin Alumnus</b> (age 60 or over), per course	\$200
<b>General Student Fees, Per Semester (non-refundable)</b>	
Student Life Fee (all undergraduates)	\$100
Technology Fee (all undergraduates)	\$50
Residential Life Fee (all campus residents)	\$15
Health Insurance Fee (all full-time undergraduate students per year)	\$350
<b>Occasional Fees (non-refundable)</b>	
Course/Lab Fee (as designated by course)	\$10-\$30
Graduation Fee	\$60
Internship Fee (per 3-credit course)	\$50
Consortium Fee (per term)	\$200
Concurrent Enrollment (High School students), per credit	\$200
Late Registration Fee	\$25
Returned check (per return)	\$25
Yearbook (Fall only), optional	\$45
Installment Participation Fee	\$55
Installment Late Fee	\$25
Credit Card Decline (per attempt)	\$3

### Mixed Registration Charges

Occasionally a student registers for both undergraduate and graduate courses. Tuition is charged according to the program to which the student is *admitted*. However, in the case of a *special student*, tuition is charged according to the level of the course taken.

### Room and Board, Per Semester

Charges for the basic categories of residence hall and apartment housing are listed below. The telephone service fee is included in room rates. Food service is required for residence hall students and is also available for apartment residents and other non-residence hall students upon request. Meal plan rates with tax included are: 14 meal plan - \$1,542; 19 meal plan - \$1,627 tax included. Contact Student Life for corrections or changes in meal plans or housing.

**Housing Deposit: \$100. This is a one-time charge to all residents. This deposit is refundable upon proper departure notification to the Office of Student Life. The deadlines are June 1st for the Fall and December 1st for the Spring.**

<b>Double Room</b>	(19 meal plan)	\$3,151
	(14 meal plan)	\$3,066
<b>Single in Double Room</b> (if available)	(19 meal plan)	\$3,905
	(14 meal plan)	\$3,820
<b>Single in Single Room</b> (if available)	(19 meal plan)	\$3,744
	(14 meal plan)	\$3,659
<b>Triple/Quad Room</b>	(19 meal plan)	\$3,117
	(14 meal plan)	\$3,032
<b>Rome Room and Board</b>		\$3,204
<b>University Apartment Housing</b>		
One Bedroom (two students)		\$1,776
Two Bedroom (four students)		\$1,399
Two Bedroom (three students-space permitting)		\$1,863
Two Bedroom (two students-space permitting)		\$2,797
Apartment residents are responsible for the payment of electric and phone bills.		
<b>Anselm Hall Fees Per semester</b>		
Single Room (one student)		\$2,500
Double Room (one student)		\$2,603
Double Room (two students)		\$2,099
Suite (two students)		\$2,300

### Braniff Graduate School Fees

See Graduate School section and Graduate School of Management Bulletin.

### Refund Policy

If a student enters the University and, for good reasons, is unable to attend any classes, all tuition and fees except \$100 will be refunded.

### 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 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 is 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: No refunds are made after the fourth week.

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

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 Office of Student Life before refund is made.

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

### Termination of Room and Board

Contracts are for the academic year (fall and spring semesters). The University may, but is not obliged to, terminate the contract prior to its expiration with a proration of the room and board fees as determined by the University Bulletin and Student Handbook. The cancellation penalty fee is as follows:

After contract is accepted and before August 1	\$100
After August 1 and prior to move in	\$300
After move in	\$500

Students who cancel their contract by taking a Leave of Absence or withdrawing from the University will not be fined, but will lose their \$100 housing deposit. This deposit will be reinstated upon their return to a campus residence. All requests for termination must be made in writing to the Office of Student Life. A student terminating this contract mid-semester, while still enrolled at the University, is not entitled to any refund of housing payments.

### Payment of Accounts

*The student is responsible for payment of all expenses incurred at the University.* It is the student's responsibility to *assure* that all payments and credits are received by the Business Office, including all financial aid, scholarships, and sponsorships. Payment in full or acceptable arrangements is due before admission to classes.

Checks should be made payable to the University of Dallas. For information on installments call the Business Office (972-721-5381 or 972-721-5281). The University accepts Mastercard, VISA, American Express or Discover. A student with a delinquent account will be denied grades, transcripts or diploma until all obligations are fulfilled. The students is responsible for attorney's fees and other costs and charges necessary for the collection of any amount not paid when due.



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# SCHOLARSHIPS AND FINANCIAL AID

## I. University Academic Awards and Scholarships

The University administers several academic award and scholarship programs for entering students who have been fully admitted to the University. First-time freshmen applicants who wish to be considered for these scholarships must submit an application by the December 1 Early Action deadline, or by the January 15 scholarship deadline. Detailed information about requirements and deadlines is available from the Office of Enrollment.

### Primary Academic Awards

Primary Academic Awards are granted to freshmen and transfer students in amounts that range up to full tuition. Academic Award consideration is automatic for all applicants who submit the application for admission by the December 1 Early Action deadline or the January 15 regular academic award deadline. Academic Awards are renewable and are determined based upon the scholastic and personal information provided by the applicant in the application for admission. No additional materials are necessary for Primary Academic Awards.

- **Partners in Excellence Award:** Students ranked in the top 10% of their class are eligible for consideration for full tuition awards through the Partners in Excellence program. An interview with faculty or staff may be required.
- **Trustee Award:** Students who have excelled academically while taking a challenging curriculum will be considered for the Trustee Award, renewable awards ranging up to \$12,000 per year. Incoming freshmen, transfer students and some international students are eligible.
- **Metroplex Scholars Award:** Students who live in Dallas, Collin, Denton, Wise, or Tarrant counties will be considered for a full tuition award if they are ranked in the top 10 of their graduation class (class of at least 100 students, otherwise must be in top 10%) with at least 1150 on the SAT - 1 or 25 on the ACT. Students must be entering college as first-time freshmen and must apply for admission by the January 15 deadline. Students who apply by December 1 deadline will receive priority consideration. An interview with faculty or staff may be required.

### University of Dallas National Merit Awards

Academically qualified students who are designated National Merit Semi-Finalists and who apply by January 15 regular deadline are eligible for consideration for full tuition awards. In order to receive the full tuition award, students must name the University of Dallas as their first-choice institution if they are designated National Merit Finalists.

### President's Award

High school seniors who have demonstrated an outstanding capacity for and understanding of *leadership* are invited to apply for this award program. Students must submit a leadership essay and resume and must interview with a University

faculty member during either the November or February Visit Programs. Space is limited; therefore, students must submit all forms one month prior to the program they plan to attend. See our website [www.udallas.edu/admiss/awards/president](http://www.udallas.edu/admiss/awards/president). Scholarship recipients must participate in leadership seminars.

### **Aspiring Scholars Award Program**

The Aspiring Scholars Award Program (A.S.A.P.) identifies bright students during their *junior* year in high school. Current high school juniors compete for the Aspiring Scholars Award by attending either the November, February or April Visit Programs and taking the Aspiring Scholars Exam. Only 75 students are allowed to participate at each program. Students must apply for the program by completing the A.S.A.P. application and submitting their current high school transcript complete with an SAT-1, ACT or PSAT score. All forms must be submitted one month prior to the Visit Program selected. Students accepted to the program complete *part one* of the application for admission; *part two* of the application must be completed by July 1, 2003 in order to receive an award. Award notifications are made after April 1, 2003; awards are renewable ranging up to \$10,000 per year.

### **Phi Theta Kappa Award**

*Transfer* students from two-year colleges who are current members of Phi Theta Kappa are eligible for academic awards in amount of half tuition per year. A transfer student is one who has graduated from high school in 2001 or earlier and has achieved at least 30 hours by the time the application is submitted in order to receive an award.

## **II. Departmental Scholarship Programs**

The following departments award partial tuition scholarships to students who have interest and aptitude in a particular area of study. Requirements vary by department, although most departments require some on-campus activity which takes place during a scheduled campus visit from September 1 through February 21. Students may compete in only one departmental scholarship. All departmental scholarships are four-year (or a comparable time for degree completion for transfer students) renewable scholarships combinable with all other merit scholarships for amounts up to full tuition.

### **Art Scholarships**

Recipients will be chosen from new students who have a good academic record, demonstrate artistic talent, and submit a portfolio of at least 5 works (preferably in slide form) for review by the Art Department. The portfolio must be submitted no later than March 1. Applicants also may interview with the art faculty during a scheduled campus visit. Scholarships are awarded in rounds until monies are exhausted; early application is recommended. Recipients are required to enroll in Art Gallery Practicum or a studio (ceramics, sculpture, painting or printmaking) or art history course each semester.

### **Business Scholarships**

New students who have a strong academic and leadership record and an interest in business are encouraged to apply for this scholarship. Students are required to interview on campus with a faculty or staff member and scholarship recipients must major in business, as well as participate in leadership seminars.

### **Chemistry or Biochemistry Scholarships**

Scholars must complete a minimum of five advanced regular courses in Chemistry building upon General Chemistry I and II. The advanced courses usually are Organic Chemistry I and II, Analytical Chemistry, and Physical Chemistry I and II.



**Classics Scholarships**

Scholars usually will complete a minimum of four advanced courses. The courses may be in Latin, Greek, or a combination. Exceptions to this requirement are permitted, especially if a scholar elects to learn Greek and must start at the elementary level. The exact number of advanced classes will be determined by the Classics Scholar Advisor.

**Mathematics Scholarships**

New students with an aptitude and interest in mathematics may compete for this scholarship. Students must complete a mathematics test and may be asked to interview on campus with the Mathematics faculty. Scholarship recipients must complete two of the following Math courses (and their prerequisites): Linear Point Set Theory, Analysis I, Abstract Algebra, or Applied Math. One of these courses must be completed by the end of the junior year.

**Modern Language Scholarships**

Typically, new students who have completed at least three years of language courses (or its equivalent) with distinction compete for these awards. An on-campus interview is required. Other requirements differ slightly from program to program; please contact the program head for details. Language scholarship recipients must complete a minimum of four courses above the Intermediate I level, beginning the series of courses during their first semester and taking at least one course every subsequent semester. Scholars must also organize one extracurricular activity per semester.

**Physics Scholarships**

New students who have an exceptional background in physics may compete for a scholarship in this department. Students are required to interview on campus with the Physics faculty and complete an online exam. Recipients must enroll in General Physics during their freshmen year and must complete the following courses in physics: General Physics I and II and Lab, Quantum Mechanics and Lab, and Computational Physics.

**Theater Scholarships**

Scholarship recipients are selected from new students with experience in stage acting. Finalists in the competition are invited to an audition and workshop conducted by the Department of Drama and the University Theater. The workshop and auditions are usually held on campus. Recipients must audition for and participate significantly in each semester's major production.

**III. Restricted & Endowed Scholarships**

The following scholarships are awarded to students by the Scholarship and Financial Aid Committee. Except for the Lockett and Hearst awards, students are not required to apply for these scholarships, but they must apply for need-based financial aid. Unless otherwise indicated, specific amounts of scholarships to be awarded vary according to ability, need, and resources available.

**Alumni Scholarship**

Supported by the Alumni Association, this scholarship is awarded to students based on need and available resources.

**Aileen Bass Scholarship**

Special endowment makes partial tuition scholarships available to students.

**Ida and Joe Beyer Scholarship**

Scholarship established primarily for students from Moulton, Texas and Lavaca County.

**Herman Buhner Scholarship**

Special endowment makes partial tuition scholarships available to continuing students.

**Curry-Woodhall-Hawkins 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.”

**Mike Dobbins Memorial Scholarship**

Scholarship awarded to junior or senior Drama majors in memory of 1973 Drama graduate Mike Dobbins.

**Bishop T. K. Gorman Scholarship**

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.

**William Randolph Hearst Scholarship**

A gift from the William Randolph Hearst Foundation makes possible several partial scholarships to outstanding students at the University. To qualify, a student must have completed 60 credit hours with a minimum cumulative grade point average of 3.5. A Hearst Scholarship applicant must complete an Application and submit a Letter of Recommendation by July 1 to be considered for the fall semester.

**Christine S. Kiegerl Memorial Scholarship**

Established in her memory by her family, this scholarship is awarded to a student majoring in English.

**Clodovia Lockett Scholarship**

In memory of the long-time Biology professor and Pre-health Professions advisor, these scholarships are awarded to an upper division pre-medical student. Awards will be made up to full tuition.

**Edward R. Maher Scholarship**

A special endowment honoring this founding trustee makes it possible to award two full-tuition scholarships to outstanding students.

**Hazel Moran Scholarship**

Special endowment makes partial tuition scholarships available to students.

**Elizabeth Penn Scholarships**

Special endowment makes partial tuition scholarships available to junior or senior women.

**Aileen Welch Scholarship**

A bequest from the estate of Aileen Welch makes partial tuition scholarships available to students.

**Scholarship Requirements**

Recipients of the above scholarships may receive their scholarships for no more than eight semesters in Constantin College (or a comparable time for degree completion for transfer students).

Requirements for renewal are as follows:

- 1) All scholarship recipients must be full-time students, with the exception of graduating seniors, who may petition that they receive a prorated scholarship their final semester at the University.
- 2) A freshman must make a 2.5 grade point average and earn a minimum of 24 credits during the fall and spring semesters. (Interterm and Mayterm may be

counted towards this requirement, but scholarships are not available in either term.) Full-tuition students must maintain a 3.0 in their first year.

- 3) Any student who has completed one year of study must make a 3.0 grade point average every semester thereafter and earn 24 credits during the fall and spring semesters. Full-tuition students must maintain a 3.3 while attending full-time.
- 4) Any student failing to meet a scholarship requirement will be put on scholarship probation for the next semester. During that semester, the student must make a 3.0 grade point average while earning at least 12 credits. Failing to do so, the student will forfeit his or her scholarship effective the next semester. Only one semester of scholarship probation is allowed.
- 5) Scholarships apply to the Fall and Spring semesters and cover 12-19 credits.

#### IV. Need-Based Grants, Loans, and Work

##### Applying for Financial Aid

To apply for financial aid, complete the **Free Application for Federal Student Aid (FAFSA)** and the **University Financial Aid** application. A student's eligibility for need-based grants, loans, and work is based on the information provided on this application. Information regarding application procedures, eligibility, and funding is subject to change.

After a student has completed the financial aid application process and has been admitted to the University, the Financial Aid Office will send an Award Letter. New freshman students applying for financial aid should do so by March 1 to be considered for aid in the fall. Students applying for aid in the spring only should do so by November 1.

##### Eligibility for Federal Financial Aid

The University awards aid to students who are eligible for the Title IV aid. Detailed requirements are available from the Financial Aid Office.

##### Satisfactory Academic Progress

To maintain eligibility for *any* financial aid administered by the University, including federal, state, and institutional funds, **Satisfactory Academic Progress** must be made. Financial Aid Probation is *not* the same as Academic Probation.

- 1) No more than **160 credits may have been attempted** at the University of Dallas.
- 2) As a **full-time student, twenty-four credits must be earned (completed)** per academic year (Summer I through Mayterm). As a part-time student, **6 credits must be earned** each semester with a GPA of **2.0** or higher.
- 3)
  - a) 24 credits (including transfer credits) require a cumulative grade point average of 1.5 or greater.
  - b) 48 credits (including transfer credits) require a cumulative grade point average of 1.75 or greater.
  - c) 72 credits (including transfer credits) require a cumulative grade point average of 2.0 thereafter.

**Transfer credits** count as earned credits but do not affect the GPA. However, **transfer credits** do count towards the limit of 160 UD credits and the minimum GPA requirement for the number of credits earned.

- 4) A **full-time student** has a limit of no more than **10 semesters**; a **part-time student of no more than 20 semesters**. Only the fall and spring semesters count toward this limit.

- 5) **Withdrawal** from a course does not affect eligibility if the minimum required credits are earned. An **Incomplete** or a **Temporary** grade does not count as earned credit and may affect eligibility until credit is earned. If a course is **repeated and cancelled**, eligibility may be affected if total credits earned fall below the minimum required. A previous Financial Aid Probation may not be removed by raising a prior semester's GPA through the Repeat and Cancel policy, but financial aid eligibility may be reinstated or continued by raising the *cumulative* GPA to the minimum required using the policy.
- 6) Except for students on Financial Aid Probation, grades are reviewed at the end of Mayterm each year. The grades of students on Financial Aid Probation are reviewed after each semester that they are on probation.
- 7) If the student is *not* making **Satisfactory Academic Progress**, he or she will be placed on **Financial Aid Probation** for one semester. During the **probationary semester**, the student must **earn 12 credits** as a full-time student (*or 6 credits as a part-time student*) with a **semester of GPA of 2.0**. If these requirements are met but the record is still **deficient** in credits earned or cumulative grade point average, the **probationary status will continue** the following semester. **Failing** to meet the probationary requirements, **eligibility** for financial aid the following semester will be lost. **Probationary status** will be **removed** once the cumulative grade point average and earned credit requirements are met.
- 8) A *written* petition that the Financial Aid Committee reinstate aid eligibility in the event of a relative's death, the student's illness or injury, or other special circumstances may be made. If eligibility is reinstated, the student will continue on Financial Aid Probation and may be required to meet stricter requirements.

#### Financial Aid Eligibility Standards

<i>Full-Time</i>			<i>Part-Time</i>		
Year	Min. Ttl. Earned	Min. Cum. GPA	Year	Min. Ttl. Earned	Min. Cum. GPA
1	24	1.5	1	12	2.0
2	48	1.75	2	24	2.0
3	72	2.0	3	36	2.0
4	96	2.0	4	48	2.0
5	120	2.0	5	60	2.0
			6	72	2.0
			7	84	2.0
			8	96	2.0
			9	108	2.0
			10	120	2.0

## V. Family Discount

"Dependent" siblings who are concurrently enrolled as full-time undergraduate students are eligible to receive a Family Discount of \$250 per semester. The Family Discount in combination with other University scholarship and grant aid may not exceed tuition.

## VI. Teacher and Clergy/Religious Discount

All *full-time* teachers and *clergy/religious* of the Dallas, Fort Worth and East Texas dioceses receive a *one-third* discount on undergraduate and Braniff Liberal Arts graduate courses.

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# 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.

### **Philosophy**

**12 credits**

All students must take 12 credits in philosophy. Normally, the program in philosophy is Philosophy 1301, 2323, 3311 and an advanced Philosophy 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 courses fulfill the mathematics requirement:

- Euclidean and Non-Euclidean Geometries (Math 1301)
- The Calculus (Math 1306)
- Linear Point Set Theory (Math 3321)

If the student chooses the *six* credit mathematics option, one class may be any of the above or Calculus I (Math 1404) or Calculus II (Math 1411). The second class may then be any of the following:

- Theory of Computation (MCS 3311)
- Analysis of Algorithms (MCS 3312)
- Any Mathematics course excluding Precalculus and Math Colloquium
- The Fine Arts credit should be drawn from Art 1311, 1312, 2311 or Drama 1311, 1312 or Music 1311, 1312. Occasional substitutions may be approved.

**Science****7-8 credits**

All students are required to take one laboratory science course in the life sciences and one in the physical sciences, either from the Basic Ideas offerings or courses that are introductory to the respective science disciplines or an approved substitute, such as Experimental Techniques I, Darwin, Ecology, Animal Behavior, or Avian Ecology.

**Classics and Modern Languages****3-14 credits**

The second language component of the core curriculum is a sliding requirement of 3 advanced credits 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. First year language courses used to satisfy the language requirements are not included in the 120 credits required for graduation. The Language Requirement may be met in any of the following ways:

- a) By completion of *two* courses in the same language at the Intermediate level (and the two 1-credit Conversation courses if a modern language).
- b) By completion of one *advanced* literature course (three credits). The prerequisite for taking upper-division language courses is the completion of the intermediate level or its equivalent as indicated by a placement test.
- c) By completion of Intermediate II (2312), together with the corresponding Conversation course (2112) in the case of modern languages, *and* one advanced course in that language as above.
- d) Students unable to qualify for Intermediate I (2311) must enroll in elementary language courses and proceed through the intermediate level.
- e) Latin students unable to qualify for Intermediate I may enroll in Grammar Review (1305) and proceed through 2312.

**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, Principles of American Politics, 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.

### 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.

### Electives

The difference between core and major field requirements and the *total* credits required for the undergraduate degree is made up of electives. Such courses afford the student the opportunity to explore other disciplines, to reflect upon the major from another point of view, and to seek courses that assist in preparation for life. Elective credits should not be used simply to keep taking classes in the major field.

### 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 \$60 fee helps to defray the cost of graduation exercises and celebrations including the printing of diplomas and programs. A portion of the General Deposit may be credited against this fee. All other accounts must be settled prior to

graduation. Students who do not graduate in the term for which they have applied are charged an additional fee of \$15 to cover the cost of a new diploma.

### **Bachelor of Science**

The Bachelor of Science degree is offered in Biochemistry and in Computer Science. It also may be earned in 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.





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# 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.

All continuing students, undergraduates and graduates, should register during the appropriate Early Registration periods. 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.

## 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 per semester. 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.

## **Consortium Arrangements**

In certain degree programs students with advanced standing may study at other universities through the University's *standing consortium agreements*. Consortium enrollment must be recommended by the major department and must be full time. Arrangements must be made well in advance with the major department, the Financial Aid Office, and the Registrar's Office from which more exact guidelines may be obtained. A fee of \$200 per term applies.

A consortium agreement with a college or university *not covered under a standing agreement* is possible only if a department chair wishes to recommend such an agreement and is able to verify the content and validity of specific proposed courses. A student requesting such an arrangement must make the request at least six months before the beginning of the proposed semester of study. As with regular consortium agreements, the student must be enrolled full time. If the agreement is approved, the student must fulfill the rest of the requirements and the credits and grades will be posted as transfer credit, *i.e.*, the grades are not included in the University GPA. A \$200 fee per semester applies.

## **Class Attendance Policy**

Class attendance is assumed. Unexcused absences from four class hours in any one course shall be reported to the Registrar, who will then warn the student. If any further unexcused absences occur, an instructor may, at any time before the last day of classes, require a student to be withdrawn from a course for excessive absences. He must notify the Registrar in writing. A "W" will be assigned through the 10th week. After the 10th week an "FA" will be assigned. The Registrar will notify the student of the instructor's action and invite the student to consult with the instructor. The instructor's decision will be final.

## **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. 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 Admission Committee.

## **Course Load**

A full-time undergraduate student is one enrolled for a minimum of 12 semester hours; full-time for graduate students is 9 semester hours. Most undergraduates pursue approximately 15 credits per semester, *i.e.*, five regular courses. Because of the demanding academic load, undergraduate students may not take six regular courses in the fall or spring semesters unless they have a cumulative grade point average of 3.0.

## Grades and Quality Points

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

**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. Students who register to audit a course are expected to be present at least fifty percent of the time. The professor may request that the student be withdrawn if this is not the case.

**FA** Failure due to absences. This grade is assigned by the instructor after the 10th week of classes 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, but the student is expected to attend at least fifty percent of the classes. The decision to audit a course must be made by the fifth week of the particular semester or its equivalent in shorter terms.

**T** A temporary grade assigned if an extended time period for completion of the course is a *planned* part of the course. 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.

**P** Pass in a P/NP course.

**NP** Non-passing grade in a P/NP course. It is not included in the grade average.

## Course Withdrawal

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

## Grade 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.

## Grade Point Average

The University grade point average will be calculated according to the values given under “Grades and Quality Points.” Grades of “I” earned by undergraduates 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, an undergraduate must attain a cumulative grade point average of “C” (2.0). Not more than 30 credit hours passed with a grade of “D” are acceptable for graduation. Generally, students are not allowed to attempt *six* regular courses unless they have at least a 3.0 GPA. Only six credits of *graded* research or internship will be included in the GPA.

## Grade Changes

When a student believes that a final grade has been miscalculated, he should ask the professor to review the matter. This request must be made within 30 days of the end of the semester to which the grade in question applies. If a grade change is warranted, the professor will report same to the Registrar.

No grade change will be accepted after 30 days unless authorized by an Academic Dean. Requests for a change in grade which would make the student eligible for academic honors, or for graduation, or which would prevent dismissal for academic deficiencies, will not be accepted.

If the student wishes to appeal the professor’s decision, or if the student is unable to contact the professor, the student may submit a written request for a review by the appropriate Academic Dean. This request must be filed within 30 days of the end of the semester. The Dean or Dean’s designee will then talk with the student and professor, and will attempt to resolve the dispute about the grade. Failing such a resolution, the professor’s grade will stand.

## Honor Roll and Dean’s List

Determination of the Honor Roll and Dean’s List is based on grades and credits as of the time grades are run. A student earning 15 or more University of Dallas credits in a semester and achieving a grade point average of 3.0-3.49 is placed on the *Honor Roll*. A student earning 15 or more credits in a semester and achieving a grade point average of 3.5 or higher merits the distinction of being placed on the *Dean’s List*.

## Examinations

At the end of the semester there is a two-hour written examination in each course. This final examination covers the work of the entire semester. No students are

exempt from the final examination. Unexcused absence from a final examination may constitute a failure. Permission to make up an examination missed because of extenuating circumstances may be granted by an Academic Dean.

### **Leave of Absence**

It sometimes becomes necessary for a student to leave the University for a semester or two. In order to facilitate his or her return, the student should apply for a Leave of Absence, indicating the probable semester of re-enrollment. This notification will assist the University in providing the student with a more automatic reinstatement of matriculated status, financial aid, and housing reservations. Leave of Absence forms are available in the Registrar's Office. Students on scholarship who file the Leave of Absence Form will have the scholarship reinstated unless the student attends another institution during that time.

### **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 field advanced course work, or at least C- in advanced courses in major field). That is, the first grade stands even if the course is repeated and a better or lesser grade is received. The repeated course is not calculated in the grade point average nor counted in hours for the degree if the first course was "passing" as defined above. If the first course grade was not passing, both grades are included in the grade point average. The student may not repeat a course for additional hours toward a degree unless the catalog description specifically states that the course may be repeated for credit.

### **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 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 by the Academic Deans. The record of students who have encountered academic difficulty during the semester is shared with academic advisors who work 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.

### **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 UD 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 semester GPA of 2.0 or better and have a cumulative UD 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 GPA required for good standing, but whose cumulative GPA falls within the probationary range for the semester are on *academic probation*. A full-time student will also be placed on academic probation if he or she earns three failing grades in any one semester or or has otherwise earned less than twelve credits with less than a 2.0 semester GPA.

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

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

### **Academic Suspension**

A student is *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 an Academic Dean, students who are suspended from the University may take courses at other accredited universities and transfer them toward their *elective* credits at the University, provid-

ing the student achieves a minimum of 2.0 in each course transferred, and providing the student has the required prior approval. Courses taken elsewhere, however, will not affect the student's cumulative University GPA.

### Dismissal

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

- 1) if the student's cumulative University GPA falls below the minimum 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 Academic Discipline policies should submit a written statement of appeal to the Provost *no later than 30 days after being informed of the decision*. The Provost 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 Cum. 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)

\*The appropriate semester is based on the equivalent number of credits completed, not only the semesters attended.

### Academic Honesty

The University is a community dedicated to learning and research, both of which include the transmission of knowledge. In striving to learn, we are often dependent on what others have achieved and thus become indebted to them. Courtesy, gratitude and justice require that we make public our reliance on and use of the ideas and writings of others. At the time of matriculation, all students are informed of the honor code as described below, and asked to sign a card indicating their understanding of same.

### Plagiarism

An attempt to claim ideas or writings that originate with others as one's own is a serious offense against the academic community. Plagiarism is not mitigated by a paraphrase or even by an extensive rewriting of another's work. Whenever ideas or words are borrowed, the student must give credit by citing the source. The same principle of honesty applies to the use of modern technologies like the computer—sources of information must be accurately credited.

A student who submits plagiarized work is subject to disciplinary action. An instructor who discovers that plagiarized work has been submitted in fulfillment

of course requirements 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 Discipline 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 Discipline 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 plagiarism, 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."

### **Course Requirements**

Clearly there are relationships between ideas considered, texts read, and assignments given in courses. However, the student should understand that requirements



are unique to the particular course. That is, it is unethical and thus a case of academic dishonesty to submit the same work for more than one course unless there is prior agreement between the professors concerned about the cross-course nature of a project.

## **Federal Regulations**

### **Unlawful Discrimination and Harassment**

The University prohibits all forms of unlawful discrimination, including sexual harassment, i.e., discrimination based on race, color, sex, age, disability, national origin or citizenship. Specific policies and procedures are published in the student, faculty, and staff handbooks.

### **Section 504 and Americans with Disabilities Act**

Employees and students who complain of any alleged violations of the Rehabilitation Act of 1973 or the Americans With Disabilities Act, may present their complaint to the Section 504 coordinator. The coordinator assists in an informal resolution of the complaint or guides the complainant to the appropriate individual or process for resolving the complaint.

The University designates the Human Resources Office to coordinate its efforts to comply with Section 504 of the Rehabilitation Act of 1973 and the Americans With Disabilities Act.

### **Title IX**

Title IX of the Education Amendment of 1972 regulations cover all aspects of sex discrimination with regard to admission and participation by students and employees in federal programs or projects.

Any student or employee alleging to have been discriminated against in violation of Title IX may present a complaint to the Title IX coordinator. The coordinator assists in an informal resolution of the complaint or guides the complainant to the appropriate individual or process for resolving the complaint.

The University designates the Human Resources Office to coordinate its efforts to comply with Title IX of the Education amendments of 1972 as amended.

### **Release of Information**

Section 438 of the General Education Provisions Act (the Buckley Amendment) sets up requirements designed to protect the privacy of records for students and for parents of dependent students. Once a year the University informs the student about the right of access to his official file and limitations thereon. It also informs the student of those things which shall be considered "directory information" according to the law, i.e., which can be released without permission. These include the following: the student's name, address, telephone listing, e-mail address, date and place of birth, major field of study, classification, participation in officially recognized activities and sports, honors, weight and height of members of athletic teams, dates of attendance, enrollment status, degrees and awards received, and the most recent previous educational agency or institution attended by the student.

It is also permissible for the University to release information from a student's educational record to a parent, provided the student is a "dependent" as defined in Section 152 of the Internal Revenue Code of 1954. *Students may withhold directory information by notifying the Registrar in writing.* Requests for non-disclosure will be honored for only one academic year; therefore, authorization to withhold directory information must be filed annually in the Registrar's Office.

## **Transcript Policies — Undergraduate and Graduate**

- 1) No official transcript or other evidence of attendance is issued to or for a student who is in debt to the University until such indebtedness has been paid in full. In addition, transcripts are not issued to a student who is in default on an educational loan.
- 2) Transcripts are issued only at the request of the student or appropriate institutions and officials.
- 3) All official transcripts are either photostatic or computer-generated copies of the student's permanent record in the Office of the Registrar. For each official copy a fee of \$2 is assessed. A fee of \$5 per transcript is charged for one-day service.
- 4) Transcripts which have been presented for admission or evaluation of credit become a part of the student's permanent record and are not reissued. Transcripts from other institutions, if needed, must be obtained directly from the original issuing institution.
- 5) Transfer work from other institutions will not be recorded on the University record unless the student is a degree candidate at UD.
- 6) Disciplinary actions, whether academic or non-academic, are not recorded on the transcript.

## **Transfer of Credit Policy**

Transferred credit must be applicable to a current curriculum. Credits transferred from a junior college shall not exceed the number of credits a student would earn during his or her first two years at the University. Credits earned in correspondence and extension courses are not acceptable except on approval of an academic dean.

Students currently matriculated in an undergraduate degree program may not transfer credit from a course taken at another college or university unless they obtain written permission from the offering department on this campus prior to enrolling in the course. To petition the University departmental chair, students must show a catalog description and/or course syllabus of the proposed course, as well as request the chair's signature on a Transfer Credit Request Form previously obtained from the Office of the Registrar. Therefore, transfer approval is accomplished by the student through securing the appropriate signatures on the form and returning it prior to enrolling in the course. Grades earned at other institutions are *not* averaged with grades at the University *except* when the student is being considered for graduation with honors. See "Graduation Honors." Credit is not transferred without approval.

## **Commencement Information**

### **Graduation**

The University observes the custom of a single graduation ceremony at the closing of the spring semester. For the benefit of graduates who complete all requirements at other times during the academic year, diplomas are awarded in August and December. Students within two courses of graduation are invited to participate in May Commencement to the extent to which they are eligible at that time. Formal ceremonies in August and December are confined to the Graduate School of Management.

### **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. However, transfer grades may not make a student eligible for UD honors.

**Faculty Medals and Stipends** are awarded at commencement exercises each year to the two graduating seniors 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** 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. 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 special support for the Rome program.

**The Ann Heller Maberry Award** has been given annually since the 1969-1970 school year to an outstanding woman graduate of the University. The award is given in memory of the daughter of Mr. and Mrs. Frank Heller, longtime patrons of the University.

### **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.

**Phi Beta Kappa**, one of the few societies in America devoted to recognizing and encouraging scholarship in the liberal arts and sciences, is an honor society founded at the College of William and Mary in 1776.

Primarily concerned with the development of liberally educated men and women, the society considers an academic institution for a Phi Beta Kappa charter if the school's curricular emphasis is on liberal arts and sciences, if the quality of work required of students is high, and if the intellectual climate of the institution promotes serious concern among its students about discovering the best way to live.

The University of Dallas is one of only 12 U.S. Catholic-affiliated schools and one of eight Texas schools to be accorded this distinction. Seniors are elected to the society by the University Phi Beta Kappa Chapter on the basis of academic merit. Normally, no more than ten percent of any graduating class will be elected. A minimum grade point average of 3.5 is required. Transfer students must have earned at least 60 credits at the University in order to be eligible for consideration.



## FACULTY

Chairman and Professor Novinski; Professor Strunck; Associate Professors Hammett and Schoepp; Visiting Assistant Professors Flusche, and Maxwell; Visiting Assistant Professor and Gallery Director, Bisetto.

## ART AND ART HISTORY

Artists help 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, which 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 interdisciplinary pursuit. Within the Art major, the five areas offered 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 offerings, the presence of graduate students, and on-campus and Dallas/Fort Worth area exhibitions and collections, as well as 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 *art core* and the *area of emphasis*. The art core is taken in the freshman and sophomore years and includes History of Art and Architecture I and II, Basic Drawing I and II, Two-Dimensional and Three-Dimensional Design, and Human Figure. In the sophomore year, preferably the Fall semester, the art student usually participates in the Rome Program.

The area of emphasis is designed to guide the student, either in the studio or art historical study, toward the full realization of his or her personal integrity and intellectual potential. The student may pursue the following areas: *art history*, *ceramics*, *painting*, *printmaking*, and *sculpture*. The student may also qualify for the *elementary*, *secondary*, or *all-level certificate* in the teaching of art.

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

The pattern for the art major emphasizing *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 which integrate a knowledge of visual culture and architecture into a liberal arts education and life. These

courses, along with Senior Research and Senior Thesis, introduce the student to critical analysis and research methods, thus preparing the student for the comprehensive examination and the final research paper presentation.

Whatever the area involved, the Department seeks to give the art major basic principles, not merely standard solutions, so that he or she has the training, judgment, and flexibility to go on to successful graduate or professional work in art, art history, or other areas.

### **Basic Requirements/All Studio Areas**

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 emphasis. In addition, two semesters of participation in senior seminar are required (one credit per semester). Satisfactory completion of the Senior Exhibition and Comprehensive Examination is required. It is recommended that art majors take Aesthetics for the philosophy elective and seek appropriate electives in other departments.

### **Comprehensive Examination**

In the second semester of the junior year the work of the student is reviewed by the entire art faculty. A second review follows in the first senior semester and a final review in the last semester prior to the presentation of the Senior Exhibition. A small solo-exhibition on campus, it must contain work done during the senior year predominately in the Senior Studio course. The exhibition is selected, designed and constructed by the student. It is judged by the faculty in an oral examination as part of the Comprehensive. In the senior year art majors also must pass a slide examination on the history of art.

### **Basic Requirements/Art History Area**

The Art History Area of the Art major requires 24 credits in Art History, 18 of which are advanced hours; two one-credit senior seminars; two credits in Gallery Practicum; ten credits in studio (drawing, design, and figure); and six credits in advanced art electives. A 35-page research paper, oral examination, public slide lecture, and the art history slide examination required of all Art majors constitute the comprehensive examination. French or German is the recommended language. Electives such as Aesthetics and Historical Methodology are also recommended. Internships in area museums or galleries may be taken for additional credit.

### **Art History Concentration**

The Art History Concentration provides a coherent set of experiences for students interested in pursuing this area short of a major. It requires 18/19 credits including four art history courses, at least three advanced, one course reflecting on theories of expression or methodology, one studio course, one credit of Art Gallery Practicum.

### **Studio Art Concentration**

The Studio Art Concentration requires 18/20 credits including at least three advanced studio courses, and one art history course. Two studio areas must be represented.

## Core Program—Studio and Art History

### Year I

Art 1311, Hist. of Art & Arch. I	3	Art 1312, Hist. of Art & Arch. II	3
Art 1203, Basic Drawing I	2	Art 1204, Basic Drawing II	2
Art 2219, 2-D Design	2	Art 2220, 3-D Design	2
English 1301	3	English 1302	3
History 1311	3	Philosophy 1301	3
Language 2311	<u>3-4</u>	Language 2312	<u>3-4</u>
	16/17		16/17

### Year II (Rome)

English 2311	3	English 2312	3
History 2301	3	History 2302	3
Philosophy 2323	3	Art 2213, Human Figure	2
Theology 2311	3	Beginning Studio/Art History	3
Art 2311	<u>3</u>	Theology 1310	<u>3</u>
	15		14

### Area of Painting

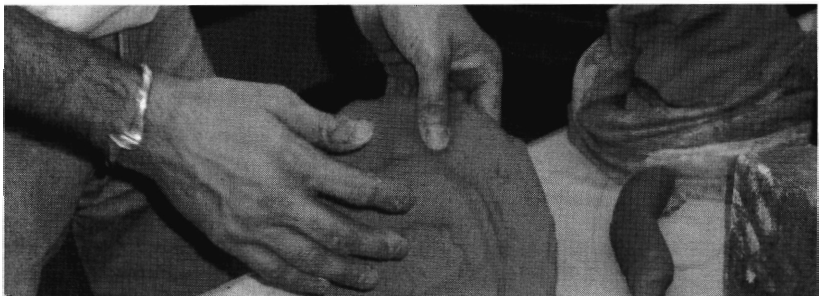
Studio guidance in contemporary approaches to painting as a mode of artistic expression and a guided development of the student's ability toward a personal expression in various media.

### Year III

Art 3334, Inter. Painting	3	Art 3335 Inter. Painting	3
Advanced Art History	3	Printmaking, Sculpture/Ceramics	3
20th Century/Contemporary		Advanced Art History	3
Art 3329, Inter. Drawing	3	20th Century/Contemporary	
Philosophy 3311	3	History 1312	3
Math	<u>3</u>	Science	<u>4</u>
	15		16

### Year IV

Art 4349, Senior Painting	3	Art 4350, Senior Painting	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 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, and screen prints, and to learn photographic printmaking processes and hand paper making.

### Year III

Art 3323, Inter. Printmaking	3	Art 3324, Inter. Printmaking	3
Art 3329, Inter. Drawing	3	Painting, Sculpture, Ceramics	3
Advanced Art History	3	Advanced Art History	3
20th Century/Contemporary		20th Century/Contemporary	
Philosophy 3311	3	History 1312	3
Math	<u>3</u>	Science	<u>4</u>
	15		16

### Year IV

Art 4349, Senior Printmaking	3	Art 4350, Senior Printmaking	3
Art 4151, Senior Seminar	1	Art 4152, Senior Seminar	1
Art 5V59, Advanced 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	Painting or Printmaking	3
Advanced Art History	3	Advanced Art History	3
20th Century/Contemporary		20th Century/Contemporary	
Philosophy 3311	3	History 1312	3
Math	<u>3</u>	Science	<u>4</u>
	15		16

### Year IV

Art 4349, Senior Ceramics	3	Art 4350, Senior Ceramics	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 Sculpture

The study of three-dimensional expression through a variety of contemporary approaches. Both practical and conceptual growth of self-expression takes place through the direct use of diverse sculptural materials and techniques including bronze, fabricated metal, stone, wood, and found objects.

### Year III

Art 3343, Intermediate Sculpture	3	Art 3344, Intermediate Sculpture	3
Art 2317, Ceramics I	3	Painting or Printmaking	3
Advanced Art History	3	Advanced Art History	3
20th Century/Contemporary		20th Century/Contemporary	
Philosophy 3311	3	History 1312	3
Math	<u>3</u>	Science	<u>4</u>
	15		16

### Year IV

Art 4349, Senior Sculpture	3	Art 4350, Senior Sculpture	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 Art History

The art history area of the Art major also includes the art core. Studio and gallery experience enhance the student's understanding of historical works of art. For obvious reasons the art history student is urged to participate in the Rome program. Advanced art history courses typically begin in the junior year and culminate with the senior thesis, a major research paper on some aspect of nineteenth- or twentieth-century art.

### Year III

Advanced Art History	3	Advanced Art History	3
Advanced Art History	3	Advanced Art History	3
Philosophy 3311	3	Economics 1311	3
Math	3	Science	4
Politics 1311	3	History 1312	3
Art Gallery Practicum	<u>1</u>	Art Gallery Practicum	<u>1</u>
	16		17

### Year IV

Senior Research/Art History	3	Senior Thesis/Art History	3
Senior Seminar	1	Senior Seminar	1
Art History or Studio	3	Art History or Studio	3
Science	3	Philosophy 3332 (Aesthetics)	3
Electives	<u>6</u>	Electives	<u>6</u>
	16		16

## Pre-Architecture

The following sequence is designed for the student who plans to transfer to a standard Bachelor of Architecture program in the junior year. It includes the Rome program. The student who plans to complete an undergraduate major at UD also is advised to include them. Most students interested in architecture complete the B.A. in art at UD and enter an MFA program in architecture.

### Year I

Art 1311, Hist. of Art & Arch. I	3	Art 2312, Hist. of Art & Arch. II	3
Art 1203, Basic Drawing I	2	Art 1204, Basic Drawing II	2
Art 2219, 2-D Design	2	Art 2220, 3-D Design	2
Mathematics 1404	4	Mathematics 1411	4
English 1301	3	English 1302	3
Physics 2311, 2111	4	Physics 2312, 2112	4
	18		18

### Year II

Art 2311	3	English 2312	3
English 2311	3	Economics 1311	3
History 2301	3	Art Elective (Sculpture)	3
Philosophy 1301	3	Computer Science	4
Theology 2311	3	Art Gallery Practicum	1
	15	Elective	3
			17

## 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 may require summer study in order to complete the program in four years. Because of the need for careful sequencing of both art and education courses, the student should consult both departments.

### Courses in Studio Art

**1115. Art Gallery Practicum.** The course provides insight into the operations of galleries and museums as well as practical experience in the arranging and mounting of exhibitions. 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 understanding of the depiction of volumes and space. Fall.

**1204. Basic Drawing II.** Drawing as a means to visual thinking. Introduction to principles of composition. 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 and Spring.

**2219. Two-Dimensional Design.** A studio exploration of the theory and processes common to good design. Emphasis is on two-dimensional problems. Fall.

**2220. Three-Dimensional Design.** A studio exploration of the theory and processes common to good design. Emphasis is on three-dimensional problems. Spring.

- 3315. Printmaking I.** An introduction to the particular qualities and requirements in the making of prints with emphasis in intaglio and relief. Fall and Spring.
- 3316. Painting I.** Spring.
- 3317. Ceramics I.** Fall and Spring.
- 3318. Sculpture I.** Introduction to sculpture using the additive method. Basic construction techniques and ideas will be explored. Fall and Spring.
- 3323. Intermediate Printmaking I.** A continuation of Art 3315. Expanding knowledge of printmaking through exploration of various processes or through strengthening of intaglio/relief experiences. 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, as needed.
- 3328. Art for the Secondary School Teacher.** Spring, as needed.
- 3329. Intermediate Drawing.** A continuation of material taught in Basic Drawing courses, this course concentrates on the development of ideas and the exploration of materials. Growth and articulation of individual ideas and expression is encouraged. Spring.
- 3334. Intermediate Painting I.** Fall and Spring.
- 3335. Intermediate Painting II.** A continuation of Art 3334. Fall and Spring.
- 3339. Intermediate Ceramics I.** Fall and Spring.
- 3340. Intermediate Ceramics II.** Technical ceramics; Prerequisite Art 3317 or 2318. Fall and Spring.
- 3343. Intermediate Sculpture I.** Continuation of Sculptural ideas explored in 3318 with the introduction of modeling and subtractive methods. Prerequisite: Art 3318 or by permission of instructor. Fall and Spring.
- 3344. Intermediate Sculpture II.** Development of personal concepts of sculpture. Introduction to casting and other fabrication techniques. Prerequisite, Art 3318 and Art 3343. Fall and Spring.
- 3V41-3V42. Independent Theoretical and Studio Research.** One to three credits may be earned with permission of the instructor. As needed.
- 3345. Art Metal.** Experience in fabricating, casting, forging, copper, silver, and gold. As needed.
- 3V50. Special Studies in Studio Work or Art History.** Focuses on particular media, technique, topic, period or artist according to discretion of the professor.
- 4349-4350. Senior Studio.** Concluding major studios in the chosen studio area. Required of all majors. 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.** 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 excursion to Greece. Attention is focused on major monuments and themes and the impact of the classical tradition. Rome.

**3V50. Special Studies in Art History or Studio.** Focuses on particular media, technique, topic, period or artist according to discretion of the professor.

**3V57. Internship.** Practical experience in an area museum, gallery, art library, or slide library. See (“Internships.”) Variable credit. Graded Pass/No Pass.

**5342. Ancient Art.** A history of the art and architecture of Greece and/or Rome. The instructor may choose to emphasize a particular aspect of ancient art.

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

**5356. Art of the Italian Renaissance 1300-1600.** The history of Renaissance art in Italy, from Giotto to Mannerism.

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

**5365. Medieval Art.** A history of art and architecture of the Romanesque and/or Gothic periods. The instructor may choose to emphasize a particular aspect of medieval art.

**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 Neoclassical.** A history of European art and architecture of the Baroque, Rococo, and/or Neoclassical periods. The instructor may choose to focus on any aspect of Northern or Southern Baroque, Rococo, or Neoclassicism.

**5397. Nineteenth-Century Art.** A survey of art and architecture in the nineteenth century, from Romanticism to Impressionism.

**5398. Twentieth-Century Art.** A survey of the visual arts of the twentieth century.

**5399. Contemporary Art.** A survey and analysis of the art and architecture of the last quarter of the 20th century.

**4349. Senior Research.** In the senior year, all art history students write a 35-page research paper on a topic chosen from the visual arts of the nineteenth or twentieth century. This course guides the process of research through the initial stages of writing the thesis. It introduces the methodological issues, research procedures, and historiography of the discipline.

**4350. Senior Thesis.** The process of writing the senior thesis. Development of writing skills, critical and synthetic thinking, organizational skills, disciplined work habits, and a sense of personal achievement.

**Graduate Work in Art:** See Braniff Graduate School listing.

**FACULTY**

Chairman and Associate Professor Germann;  
Associate Professors Doe and Pope; Associate  
Professor Emeritus Pulich; Assistant Professor  
Brown-Marsden.

# BIOLOGY

Biology is the exploration of the entire world of the living and the material universe as it relates to living processes. 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 student to take an active part in the learning process.

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

A program leading to the Bachelor of Science in Biochemistry is offered jointly between the Departments of Biology and Chemistry.

## Major in Biology, BA and BS

The *B.A. in Biology* requires completion of the *Biology Core*, described below, which includes General Biology in combination with selected chemistry, physics, and mathematics courses that will serve as a foundation for further study in the Department. In addition to General Biology I and II (8 credits) a minimum of 22 credits of advanced coursework in Biology must be completed. (Up to six credits of research may be used to satisfy this requirement.) This requirement may be satisfied by any combination of courses offered by the Department, as long as the following conditions are met: 1) The combination must include at least three laboratory courses. 2) The combination must satisfy the *course distribution requirement*, (see following.) Choice of advanced courses should be made in light of future plans and should be discussed with the student's academic advisor.

To meet the above requirements, Biology majors will ordinarily earn a minimum of 30 credits in Biology and 30 credits in chemistry, physics, and mathematics courses. A grade of "C" or better in any prerequisite course is required for advanced courses in Biology, although this requirement may be waived by permission of the instructor. To obtain the *B.S. in Biology*, students must complete all requirements indicated above plus 12 additional credits in Biology.

*The Biology Core.* The Biology Core includes General Biology I and II (Biology 1311/1111 and 1312/1112), General Chemistry I and II (Chemistry 1303/1103 and 1304/1104), Organic Chemistry I (Chemistry 3321/3121, one Chemistry elective (to be chosen from Chemistry 3322/3122, 3331/3131, 3335/3135, 2414/2014, or 3445), General Physics I and II (either Physics 2311/2111 plus 2312/2112 or 2305/2105 plus 2306/2106, and either Calculus I in combination with Calculus II or any other core mathematics course or Biostatistics (Biology 3345) in combination with either The Calculus or Euclidean and Non-Euclidean Geometries (Mathematics 1306 or 1301). Note that if Biostatistics or Biochemistry I is used to satisfy the Biology Core, these courses cannot also apply toward the advanced Biology credits required for the B.A. or B.S.

Students contemplating graduate study in biomedical sciences should choose the two-semester calculus sequence to satisfy the mathematics requirement and should choose Organic Chemistry II as the chemistry elective; calculus-based physics is also recommended. Students anticipating study in other biological fields should choose Biostatistics in combination with either The Calculus or Euclidean and Non-Euclidean Geometries. Premedical and pre-dental students requiring only a single semester of calculus are urged to take The Calculus and should choose Organic Chemistry II as their chemistry elective. Calculus-based physics is generally not required for admission to professional schools. Students interested in environmental science or related areas should choose Biostatistics (in combination with one other mathematics course) and Environmental Chemistry.

*Course distribution requirements:* To satisfy the Department's course distribution requirement, students must take at least one Biology course from each of the three subject areas indicated below:

<b>Molecules to Cells</b>	<b>Cells to Organisms</b>	<b>Organisms to Populations</b>
Cell Structure and Function (4338)	Comparative Vertebrate Anatomy (3323/3123)	Environmental Science (2360)
Experimental Techniques (3340)	Physiology (3331/3131)	Evolutionary Biology (3347)
Molecular Biology (3328/3128)	Neurophysiology (4355)	Ecology (3326/3126)
Microbiology (3327/3127)	Pathophysiology (3332)	Animal Behavior (3346/3126)
Genetics (3325/3125)	Developmental Biology (3324)	Avian Ecology (3330)
Advanced Genetics (4245)	Plant Biology (2341)	Darwin (3348)
Experimental Techniques II (3341)		Ecological Techniques (3316)
Biochemistry I (3335/3135)		
Biochemistry II (3336/3136)		

## **Comprehensive Examination**

All students must pass a comprehensive examination, which is given in the senior year. This examination will generally entail a review of primary scientific literature in a specific subject area, followed by an oral or written presentation of findings and conclusions. Students are urged to take the Biological Literature Seminar in the fall of the senior year as preparation for the comprehensive examination.

## **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. See listing under Chemistry for exact requirements.

## Suggested Sequence for the Bachelor of Arts Degree

### Year I

Biology 1311, 1111	4	Biology 1312, 1112	4
Chemistry 1303-1103	4	Chemistry 1304-1104	4
English 1301	3	Theology 1310	3
Philosophy 1301/Language 2311	<u>3</u>	English 1302	3
	14	Economics 1311/Language 2312	<u>3</u>
			17

### Year II (during Sophomore Year)

Biology Elective	3
English 2311/2312	6
Philosophy 1301/2323	3
Art/Drama/Music	3
History 2301	3
Theology 1310/2311	6
Politics 1311	3
Mathematics 1404	4
(or 1306 or 1301)	31

### Year III

Biology Elective	4	Biology elective	4
Chemistry 3321, 3121	4	Chemistry elective	4
Philosophy 2323/3311	3	Language 1302/Elective	3
Language 1301/Economics 1311	3	Physics 2312, 2112	4
Physics 2311, 2111	4	(or 2306, 2106)	15
(or 2305, 2105)	18		

### Year IV

Biology elective	3	Biology Elective	4
Biology elective	4	Language 2312/Art/Drama/Music	3
Language 2311/Politics 1311	3	Mathematics 1411 or Biology 3345	3
Philosophy 3311/History 2302	3	Philosophy elective	3
History 1311	<u>3</u>	History 1312	<u>3</u>
	16		16

## Courses in Biology

**1301. Basic Ideas of Biology.** Biological principles and information are studied through the examination of a single thematic topic such as genetics or behavioral neuroscience. Two lectures, one laboratory period weekly. Fall and Spring.

**1311, 1111. General Biology I and Lab.** An examination of organisms emphasizing the biochemical, cellular, genetic, and developmental levels. Three lectures, one laboratory period weekly. Fall.

**1312, 1112. General Biology II and Lab.** A survey of the animal and plant kingdoms, and of the structure, function and organization of cells, tissues, and organs. Three lectures, one laboratory period weekly. Spring.

**2341. Plant Biology.** A study of the origins, evolution, anatomy, and function of land plants. Cell formation by apical and lateral meristems, cell differentiation, and the anatomy of monocot and dicot stems, roots, and leaves is described. Aspects of

higher plant physiology such as photosynthesis, water relations, solute uptake, nitrogen metabolism, reproduction, and responses to environmental stimuli are also discussed. Three lectures weekly. Prerequisites: Biology 1312, 1112. Fall.

**2360. Environmental Science.** Historical perspective on environmental problems. Economic and political realities and the effects of different social experiences and ethical backgrounds integrated with study of the natural world and the effects of humans. Students analyze case studies and conduct web research of global issues.

**3316. Ecological Techniques.** An introduction to ecological studies and their associated techniques complementing several other courses including Biology 2360, 3326, 3346, and research. In the first week, students become acquainted with the techniques in both a laboratory and field setting. The second week is used for the development of independent student projects in an intensive field backpacking experience in Sam Houston National Forest, where students are required to conduct their projects as well as to provide their own food, shelter, and water in a primitive environment. No prerequisites. Mayterm.

**3323, 3123. Comparative Vertebrate Anatomy.** Vertebrate structure is compared with a strong emphasis on the integration of form and function. Origins and major systems of the vertebrates are studied through phylogenetic analysis and laboratory investigations of the cat and shark. The relationship between anatomy and physiology, and the application of anatomical investigations to the medical field are also discussed. Three lectures, one laboratory period weekly. Prerequisite: Biology 1312, 1112. Fall.

**3325, 3125. Genetics.** A study of classical genetics as well as of the molecular biology of the genetic material. Three lectures, one laboratory period weekly. In short terms the laboratory portion is not taught. The lab section should be taken the next time it is offered. Prerequisite: Biology 1312, 1112. Spring.

**3326, 3126. Ecology.** Physiological ecology, behavior, population dynamics, community interactions, and ecosystem function are studied using the framework of natural selection and adaptation. Ecological models based on fundamental mathematical principles and experimental evidence from the primary literature complement student laboratory investigations of ecological principles. Three lectures, one laboratory period weekly. Prerequisite: Biology 1312, 1112. Spring, even-numbered years.

**3327, 3127. Microbiology.** Human existence is profoundly influenced by organisms too small to see with the unaided eye. Microorganisms interact with our bodies, and those of most other organisms, and thereby promote health or illness. They cycle nutrients in our environment and can be used to modify it. This course outlines these effects from global to medical. The laboratory introduces techniques used to study these effects, with an emphasis on identification methods, and biotechnological and industrial applications. Three lectures, one laboratory period weekly. Prerequisite: Biology 1312, 1112. Fall.

**3328, 3128. Molecular Biology.** Nucleic acids store the information used to build organisms. This information must be maintained and interpreted. This course describes our understanding of the mechanisms by which genotype is converted to phenotype. The laboratory component employs current techniques of molecular biology including recombinant DNA methods, sequence analysis, and PCR analysis. Three lectures, one laboratory period weekly. Prerequisites: Biology 1312, 1112. Spring.



**3329. Developmental Biology.** Highly organized living organisms must assign each cell of their bodies a specific task and place it in the appropriate location. This course is an exploration of the ways in which such order is produced by an organism as it grows from a single cell to an adult. Special attention is paid to well-described developmental systems such as fruit fly and human embryogenesis, and to the control of morphogenesis exerted by genetic mechanisms. Three lectures weekly. Prerequisites: Biology 1312, 1112. Spring.

**3330. Avian Ecology.** An understanding of the principles of Avian Biology. A greater appreciation of the great diversity of nature and its interrelationships will be developed. Three lectures weekly. Spring.

**3331, 3131. Physiology.** Analysis of the physical and chemical phenomena governing the functions of cells, tissues, organs and organ systems of vertebrates. Three lectures, one laboratory weekly. Prerequisite: Biology 1312, 1112; Chem. 1303 and 1304. Fall.

**3332. Pathophysiology.** An examination of human diseases, with emphasis on their physiological basis. A consideration of general topics such as tissue damage, inflammation, and healing, which are involved in virtually all disease processes. Followed by discussion of the signs, symptoms, etiology, and pathogenesis of the various diseases that are specific to individual organ systems. Three lectures weekly. Prerequisite: Biology 3331. Spring.

**3335-3336. Biochemistry I & II.** A sequential year course focusing on the study of living systems at the molecular and cellular level. An understanding of life's recurring strategies will be developed, including: 1) how the chemical structures of macromolecules (proteins and carbohydrates) relate to their biological function, 2) how enzyme mechanisms and energy flow catalyze reactions, 3) how interrelated metabolic pathways are regulated, and 4) how biological systems store, transfer, and regulate energy and information. Students will also acquire experience in reading and presenting the primary scientific literature. Three lectures weekly. Prerequisite: Chemistry 3322 or permission of the instructor. Biology 3135-3136 should be taken concurrently. Fall and Spring.

**3135-3136. Biochemistry Laboratory I & II.** The laboratory is designed to introduce several major techniques common to biochemical investigations. Techniques include: protein purification through chromatographic separations, protein characterization through spectroscopic and electrophoretic methods, immunoassay methods, enzyme kinetics, and recombinant DNA techniques. One four-hour laboratory period weekly. Prerequisite: Chemistry 3322 and concurrent enrollment in Biology 3335-3336. Fall and Spring.

**3340. Experimental Techniques I.** Students are introduced to the use of radioisotopes, gel electrophoresis, and gel filtration in biology. Fall and Spring.

**3341. Experimental Techniques II.** Expansion of topics covered in biology 3340, including gradient gel electrophoresis, native gel electrophoresis, Western blotting, electroelution, immuno-blotting, silver staining, HPLC gel filtration and PAS staining for glycoproteins. One meeting weekly. Prerequisite: Biology 3340. Fall.

**3345. Biostatistics.** Stages of a biological research investigation, beginning with experimental design and data collection followed by descriptive statistics and other common statistical tests (one- and two-sample testing, analysis of variance, correlation, regression, and chi-square, nonparametric tests). Course work includes statistical analysis using the computer and a final course project presenting results of analysis of biological data. Three lectures weekly. Spring.

**3346-3146. Animal Behavior.** Study of the adaptive significance of behavior includes analysis of behavioral mechanisms (genetics, neurobiology) and development (instinct, learning), and focuses on categories of behavior such as foraging, mating, sociality, territoriality, and parental care. A wide range of behavioral examples, from microorganisms to humans, are used (Psychology). Three lectures, one laboratory period weekly. Prerequisite Biology 1312/1112. Fall, odd-numbered years.

**3347. Evolutionary Biology.** Study of micro- and macroevolutionary processes that result in adaptive phenotypic change within and across populations. Darwin's ideas on natural selection are discussed and followed by presentation of evidence for evolution, analysis of the effects of other evolutionary forces, phylogenetic analysis, population genetics, and speciation. Three lectures weekly. Prerequisites: Biology 1312, 1112. Spring, odd-numbered years.

**3348. Darwin.** Investigations of the life and discoveries of Charles Darwin. Beginning with pre-Darwinian ideas on transmutation, Darwin's life is outlined from the voyage of the *Beagle* to the publication of the theory of natural selection and its subsequent reception by scientific and nonscientific community. Commentary from critics and supporters of Darwin's work aid in understanding the current status of the theory of natural selection and its influence. Offered during Interterm..

**3V41-3V42. Special Topics.** Selected topics of current interest. Fall and Spring.

**3V54. Community Ecology/Research.** Field investigations of ecological relationships. Projects currently include study of the effects of a non-native plant species on community dynamics in the university woodlot, long-term monitoring of water chemistry and bacterial counts, biological inventory of local insect fauna, and comparison of local ecological profiles to other ecological communities in the United States. Three hours field work required per credit. Fall, Spring, Summer.

**4245. Advanced Genetics.** Investigations of the study of mutations, comparisons of random and "directed" mutations, chromosomal rearrangements, and the molecular basis of selected human diseases. Course includes student presentation of articles from the primary literature and discussion. One meeting weekly. Prerequisite: Biology 3325. Fall.

**4338. Cell Structure and Function.** The structure and function of eukaryotic cells. The structures of the cell membrane, cytoskeleton, endoplasmic reticulum, Golgi, lysosomes, proteasomes, nucleus, mitochondria, peroxisomes, and chloroplasts are described at the macro and the molecular level. The roles of the cell membrane, cytoskeleton, and organelles in solute transport, signaling, constitutive and regulated secretion, cell movement, cell division, respiration, and photosynthesis are illustrated. The use of microscopy, centrifugation, and molecular biology in the study of cell biology is also discussed. Three lectures weekly. Prerequisites: Biology 1312, 1112. Spring.

**4355. Neurophysiology.** Discussions on recent advances in the understanding of the mammalian nervous systems. Three lectures. Prerequisite: Biology 3331. Spring.

**4360. Biological Literature Seminar.** The techniques of searching for and acquiring information from the scientific literature, and the analysis and interpretation of it. The course develops written and oral communication skills by having students present critiques of research papers and assists in preparing students for the comprehensive examination.

**4V43-4V44. Research.** Research in some phase of biology. Prerequisite: Junior or Senior standing. Fall, Spring, Summer.

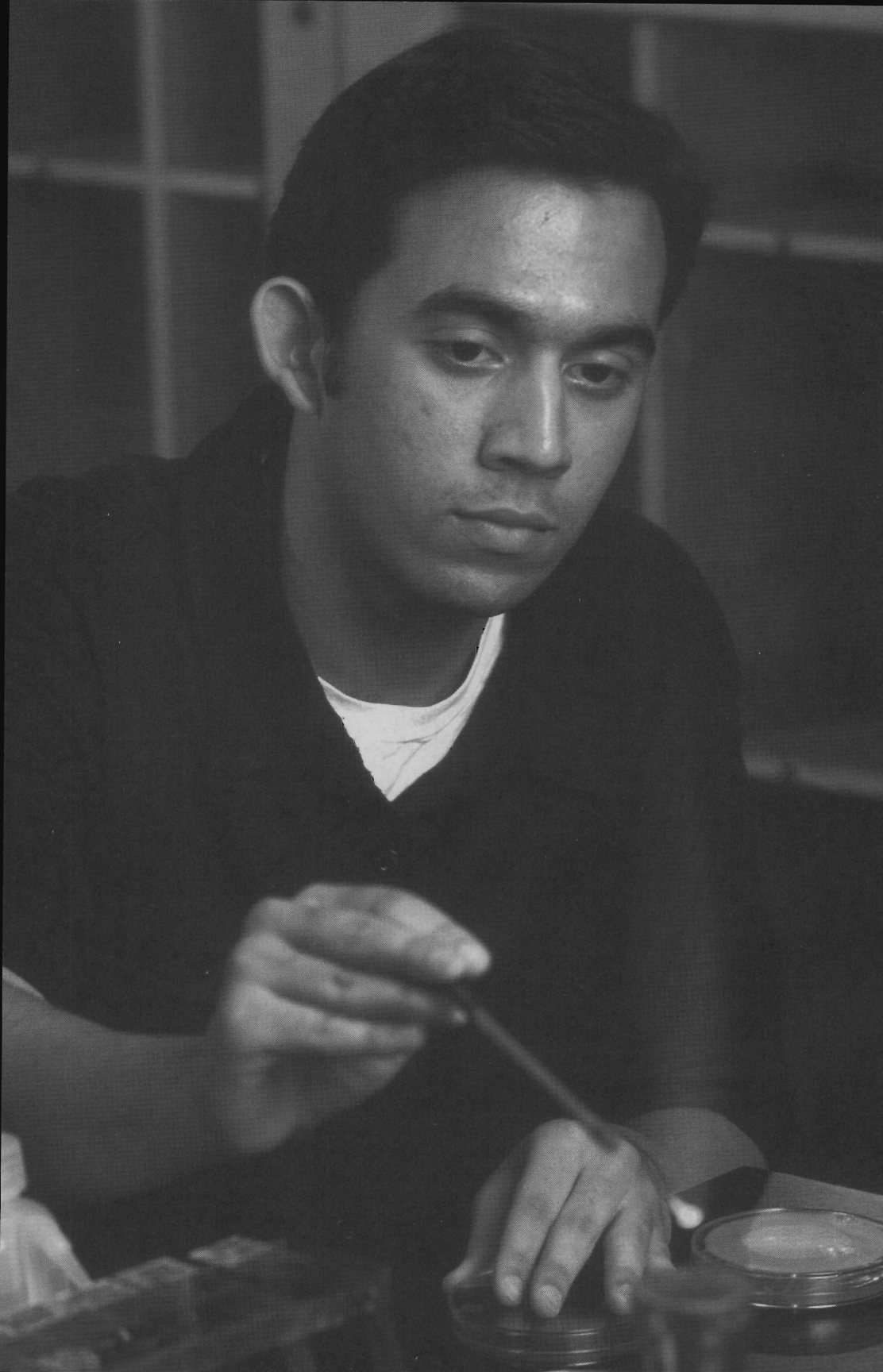
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## BUSINESS PROGRAMS

The University of Dallas offers a variety of business programs for undergraduate and graduate students.

In June of 2002, the Board of Trustees of the University approved the creation of a College of Business to house its new, unique undergraduate business degree: the Bachelor of Arts in Business Leadership (The new College of Business also houses the University's Graduate School of Management.) Other business programs available to undergraduate students include the business concentration and the Through Plan to the M.B.A. For information regarding these programs, please refer to the College of Business section of this catalogue beginning on page 283.





**FACULTY**

Chairman and Professor Eaker; Professor Hendrickson; Associate Professor Starks; Assistant Professor Boegeman.

# CHEMISTRY

The Chemical Sciences are a diverse group of studies that range from the 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, biochemists, a vast array of biomedical specialists, and those interested in the fundamental nature of matter.

The primary aim of the chemistry curriculum is to provide students with a solid foundation for understanding chemistry. The program emphasizes the development of fundamental concepts. It is necessarily rigorous. It calls upon students to think critically, logically, and creatively. The Department believes that students learn chemistry best by *doing* chemistry. Associated with each of the major courses is a well equipped and designed laboratory. Students learn to perform and design chemical experiments, to use modern instrumentation (including NMR, FT-IR, GC, GC-MS, and AA) and computers, and to experience chemical phenomena for themselves. Students at the junior and senior levels are encouraged to do research. These programs provide an excellent opportunity for students to become completely immersed into the discipline of chemistry. The **Biochemistry** major is a joint program between the Departments of Chemistry and Biology.

Two degree programs are offered in order to meet the diversity of career objectives of chemistry students.

The **Bachelor of Arts** degree program is recommended for 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 the department advisor, 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 who seek employment as a chemist/biochemist or who intend to study chemistry in graduate school. Research is required for the B.S. degree.

## **The John B. O'Hara Summer Chemical Sciences Institute**

Providing an intensive experience in chemical sciences, the O'Hara Institute awards eight credits in general chemistry. It involves the student in classroom and laboratory work, seminars, and various extracurricular activities of the University

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. **Potential Chemistry and Biochemistry majors are strongly encouraged to participate in the O'Hara program to allow them to complete the degree program in four years more easily and to have more time for research and electives.** Applications will be considered after March 1 and award letters mailed by April 15.

The O'Hara Institute also supports undergraduate research at The University through scholarships for research during the summer. University students of junior standing should contact the Institute Director for a listing of available research positions.

### **Basic Requirements for the Chemistry Degrees**

- I. B.A. degree:** 30 credit hours in chemistry to include: Chemistry 1303/1103, 1304/1104, 2414/2014, 3321/3121, 3322/3122, 3331/3131, 3332/3132, 3151, 4153. Also, Biology 1311/1111; Physics 2311/2111, 2312/2112; Math 1404, 1411.
- II. B.S. degree:** 42 credits in chemistry including 30 hours as indicated for the B.A. degree plus Chemistry 3335/3135, 4454 and four credits of student research. Also Biology 1311/1111; Physics 2311/2111, 2312/2112; Math 1404, 1411.
- III. B.S. degree in Biochemistry:** 38 credits in chemistry; 15 in biology; eight in math; eight in physics. Chemistry 1303/1103, 1304/1104, 2414/2014, 3321/3121, 3322/3122, 3151, 3331/3131, 3335/3135, 3336/3136, 4153, and four credits of student research. Biology 1311/1111, 1312/1112, and two selections from 3325/3125, 3327/3127, 3328/3128, and 4338; Physics 2311/2111, 2312/2112; Math 1404, 1411.

A grade of "C" or above in a prerequisite course is required for enrollment in an advanced course in chemistry. This requirement may be waived by permission of the instructor. The Philosophy elective should be either Phil. 4333 or 4334. Chemistry and biochemistry majors are encouraged to take additional courses (e.g. advanced organic chemistry, inorganic chemistry, the second semester of physical chemistry for biochemistry majors) beyond the specified required courses. Selection of a foreign language depends upon background, interest and future plans.

### **Comprehensive Examination**

All Chemistry and Biochemistry majors must pass a general written comprehensive examination, which is given early in the spring semester of the senior year. The examination consists of questions in general chemistry, analytical chemistry, organic chemistry, physical chemistry, and biochemistry. All questions are based upon prior course work. A study guide and sample questions are available from the Department. Students earn a pass with distinction, pass, low pass, or failure.

### Suggested Sequence for the Bachelor of Science in Chemistry Degree

#### Year I

Chemistry 1303/1103	4	Chemistry 1304/1104	4
Mathematics 1404	4	Mathematics 1411	4
English 1301	3	English 1302	3
Politics 1311	<u>3</u>	Philosophy 1301	3
	14	Theology 1310	<u>3</u>
			17

#### Year II

Chemistry 2414/2014	4	English 2311	3
Biology 1311/1111	4	History 2301	3
Economics 1311	3	Philosophy 2323	3
English 2312	3	Theology 2311	3
Elective	<u>3</u>	Art 2311	<u>3</u>
	17		15

#### Year III

Chemistry 3321/3121	4	Chemistry 3322/3122	4
Language 2311/2111	4	Language 2312/2112	4
Physics 2311/2111	4	Physics 2312/2112	4
History 2302	3	Philosophy 3311	3
Chemistry 3151	<u>1</u>	Chemistry 4153	<u>1</u>
	16		16

Summer Research 4

#### Year IV

Chemistry 3331/3131	4	Chemistry 3332/3132	4
Chemistry 3335/3135	4	Chemistry 4454	4
History 1311	3	History 1312	3
Philosophy Elective	3	Elective	<u>3</u>
Elective	<u>3</u>		14
	17		

### Suggested Sequence for the Bachelor of Science in Biochemistry Degree

#### Year I

Chemistry 1303/1103	4	Chemistry 1304/1104	4
Mathematics 1404	4	Mathematics 1411	4
English 1301	3	English 1302	3
Biology 1311/1111	<u>4</u>	Biology 1312/1112	4
	15	Philosophy 1301	<u>3</u>
			18

#### Year II

Chemistry 2414/2014	4	English 2311	3
Politics 1311	3	History 2301	3
Biology Elective	4	Philosophy 2323	3
English 2312	3	Theology 2311	3
Theology 1310	<u>3</u>	Art 2311	<u>3</u>
	17		15

**Year III**

Chemistry 3321/3121	4	Chemistry 3322/3122	4
Language 2311/2111	4	Language 2312/2112	4
Physics 2311/2111	4	Physics 2312/2112	4
History 2302	3	Philosophy 3311	3
Chemistry 3151	$\frac{1}{16}$	Chemistry 4153	$\frac{1}{16}$
	16		16

**Summer Research** 4

**Year IV**

Chemistry 3331/3131	4	Biology elective	3/4
Chemistry 3335/3135	4	Chemistry 3336/3136	4
History 1311	3	History 1312	3
Philosophy elective	3	Elective	$\frac{3}{3}$
Economics 1311	$\frac{3}{17}$		13/14
	17		

**Courses in Chemistry**

**1301, 1101. Basic Ideas of Chemistry.** The development of the central principles of chemistry and examination of the applications of those principles 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. 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 weekly. Fall (I & II) and Spring (I & II).

**1103-1104. General Chemistry Laboratory I and II.** Chromatography, calorimetry, acid/base and redox titrations, inorganic synthesis and displacement reactions, and chemical equilibrium. Analysis and identification of the most common cations and anions. One three-hour laboratory period weekly. Fall (I & II) and Spring (I & II).

**2414-2014. Analytical Chemistry.** A lecture/laboratory course dealing with the theory and practice of quantitative chemical analysis. Topics include a survey of classical wet chemical techniques in gravimetry and titrimetry as well as introductory instrumental methods in spectroscopy, electrochemistry, and chromatography. Three lecture periods and two laboratory periods (two-hours each) weekly. Prerequisites: Chemistry 1304 and 1104. Fall.

**3151. Chemical Literature.** Systematic use of printed and on-line resources in chemistry. Students learn how to effectively search chemical literature to find chemical information. Fall.

**3320. Inorganic Chemistry.** Descriptive chemistry of the elemental groups in terms of the electronic structures of the atoms, bonding theory, and the periodic



properties of the elements. Study of acid-base theories, reduction-oxidation theory, coordination chemistry, and symmetry properties. Three lectures weekly. Prerequisite: Chemistry 1304 and 1104. Fall.

**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: Chemistry 1304. Fall (I & II) Spring (I & II).

**3121-3122. Organic Chemistry Laboratory I & II.** Sequential year course accompanying Chemistry 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: Chemistry 1104. Fall (I & II) Spring (I & II).

**3331-3332. Physical Chemistry I & II.** Study of the underlying physical principles that govern the properties and behavior of chemical systems. Topics include thermodynamics, gases, chemical kinetics, quantum mechanics, spectroscopy, and statistical mechanics. Three weekly lectures. Prerequisite: Chemistry 1303 and 1304; Math. 1404 and 1411. Fall and Spring.

**3131-3132. Physical Chemistry Laboratory I & II.** Laboratory experience that demonstrates the application of physical chemical principles and develops the ability to write comprehensive lab reports. The treatment of experimental data and error analysis is emphasized. Experiments include calorimetry, UV/VIS spectroscopy, IR spectroscopy, rates of reaction, equilibrium, and quantum chemistry. Prerequisite: concurrent enrollment in Chemistry 3331-3332. Fall and Spring.

**3335-3336. Biochemistry I & II.** A sequential year course focusing on the study of living systems at the molecular and cellular level. An understanding of life's recurring strategies will be developed, including: 1) how the chemical structures of macromolecules (proteins and carbohydrates) relate to their biological function, 2) how enzyme mechanisms and energy flow catalyze reactions, 3) how interrelated metabolic pathways are regulated, and 4) how biological systems store, transfer, and regulate energy and information. Students will also acquire experience in reading and presenting the primary scientific literature. Three lectures weekly. Prerequisite: Chemistry 3322 or permission of the instructor. Biology 3135-3136 should be taken concurrently. Fall and Spring.

**3135-3136. Biochemistry Laboratory I & II.** The laboratory is designed to introduce several major techniques common to biochemical investigations. Techniques include: protein purification through chromatographic separations, protein characterization through spectroscopic and electrophoretic methods, immunoassay methods, enzyme kinetics, and recombinant DNA techniques. One four-hour laboratory period weekly. Prerequisite: Chemistry 3322 and concurrent enrollment in Biology 3335-3336. Fall and Spring.

**3445. Environmental Chemistry.** A lecture/laboratory course dealing with the environmental domains of the atmosphere, the lithosphere, the hydrosphere, and the biosphere. Emphasis given to study of the major chemical systems in each domain, with hands-on laboratory applications of natural samples. Three lectures

and one three hour laboratory period weekly. Prerequisite: Chemistry 3321/3121 or consent of instructor. Spring.

**4153. Chemistry Seminar.** Presentations, readings, and discussions on topics from the primary scientific literature in chemistry or biochemistry intended to help develop a student's oral communication skills. The course emphasizes the mechanics, style and substance of giving scientific presentations. Each student will give at least one presentation. Attendance and participation at each class meeting is expected. This course cannot be used to satisfy requirements of Chemistry 4V43-4V44. One class weekly. Prerequisite: Chemistry 3151. Spring.

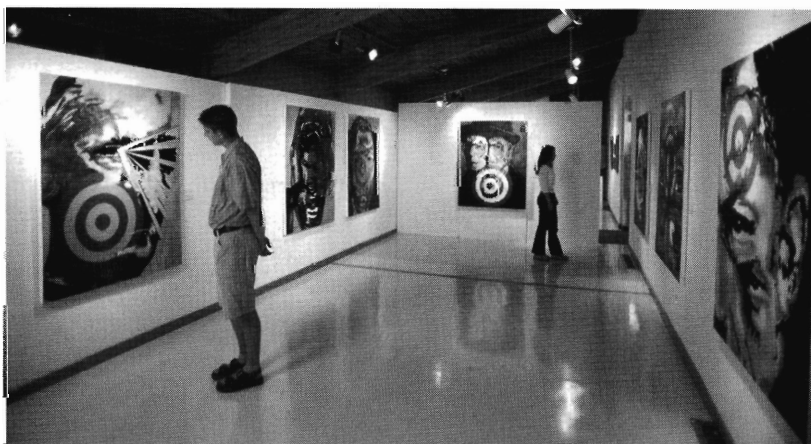
**4331. Advanced Organic Chemistry.** A study of reactions and syntheses. Emphasis is placed on synthetic applications and relationships between structure and reactivity. Prerequisite: Chemistry 3322. Spring, alternate years.

**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. Fall, alternate years.

**4454. Instrumental Chemical Analysis.** A lecture/laboratory course dealing with the theory and practice in instrumental methods of chemical analysis. Lecture topics include a survey of the fundamental components and operational functions of spectroscopic, electrochemical, chromatographic, and mass spectrometer instrument designs. Laboratory experiments include hands-on applications utilizing instruments available in the chemistry department. Three lecture periods and two laboratory periods (two-hours each) weekly. Prerequisite: Chemistry 2414/2014, Chemistry 3322/3122, and Chemistry 3331/3131. Spring.

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

**4V43-4V44. Research.** Independent laboratory research. By permission of instructor. A temporary grade of "T" will be recorded until a written report is submitted to and accepted by the instructor and an oral seminar is presented on the research project. The seminar must be scheduled during the semester immediately following the term in which the experimental work is completed. Fall and Spring.



## FACULTY

Chairman and Associate Professor G. West; Assistant Professors Maurer and Sweet; Visiting Assistant Professor Fratantuono; Adjunct Associate Professors Goodwin and Maddux; Adjunct Assistant Professor Davies; Adjunct Instructor Nicholas.

## CLASSICS

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's 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 which 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 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 them must begin again by going back to the roots of things. There, the ideas live with the freshness 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 aspire to speak like the ancients, but also to understand our own use of speech, by depending on their grammar, rhetoric, and logic. 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 learning to read the great works of classical antiquity, students of Classics also gain direct access to the Christian tradition, since it was primarily in Greek and Latin that Christian spirituality initially took literary shape, flourished thereafter in the great theologians and poets, and continues to illuminate our lives today.

## The Core Requirement

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 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.

Students may fulfill the Constantin College Core requirement in language through courses in Latin or Greek. Those who have studied either language extensively at the high school level may be eligible to complete the core by taking one advanced level course (3000 or above). Other less well prepared will need to take two to four courses, mostly at lower levels. Consult the Basic Requirements for the Bachelor of Arts Degree in this bulletin. A placement examination is required of all new students and may be required of continuing students who have interrupted their study beyond one semester. Placement into a 3000-level course in Latin with three intermediate level credits will be awarded for a rating of "5" on an Advanced Placement Examination.

## The Major

The Classics major builds on his earlier preparation in the core, studying the writers of antiquity in ever greater depth. At the end of the junior year the Classics major writes a research paper of around 15 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* (over 20 pages) to bring together the fruits of his experiences in the various courses and 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 *The Comprehensive Examination*.

## Concentrations

For details see Language Concentrations. All concentrations involving Latin or Greek must be approved by the Classics Chairman. See also the Concentrations in Medieval and Renaissance Studies and Contemplative Studies for which Classics can be an important component.

## Teaching Latin

The Department participates with the Education Department in preparing students for secondary school certification in Latin. Consult the Education listing.

## Summer Programs in Classics

The department offers Elementary Latin I and II, Intermediate Latin I, and Elementary Greek I and II. Advanced Placement Latin Institutes are offered and sometimes award graduate credit. Check with the chairman for details.

## Basic Requirements for Classics Majors

### 24 advanced credits:

18 of which must be in the chosen major language (Greek or Latin), selected from offerings at the 3000 level or above. Included in these 18 are: Advanced Grammar and Composition (Greek 3324 or Latin 3324) and Senior Project 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 chairman, may be chosen from advanced offerings in literature, politics, philosophy, history, and so forth. 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. Students may also fulfill this requirement by completing two courses at the intermediate level or equivalent. **Junior Paper:** Written at the end of the junior year. **Senior Project:** Written and presented orally at the end of the senior year. Passing the **Comprehensive Examination** is a requirement for graduation. The student is responsible for major readings in the classics. In consultation with the chairman he chooses five areas of study at the end of the junior year. The written examination is administered during the second semester of the senior year.

The following outline assumes that the student is able to study Latin at the intermediate level in the freshman year. If the student must begin with Latin 1301 or 1305, he or she should plan to take one or more courses during at least one summer session. The 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	Latin 2312	3
Greek 1301	3	Greek 1302	3
English 1301	3	English 1302	3
Philosophy 1301	3	Theology 1310	3
Politics 1311	3	Art, Drama, Math, Music	3
	15		15

<b>Year II</b>		<b>(Rome)</b>	
Adv. Major Language	3	Greek 2312	3
Greek 2311	3	English 2311	3
English 2312	3	History 2301	3
History 2302	3	Theology 2311	3
Philosophy 2323	<u>3</u>	Art 2311	<u>3</u>
	15		15

<b>Year III</b>			
Adv. Major Language	3	Adv. Major Language	3
Philosophy 3311	3	Science	4
Science	3	History 1312	3
History 1311	3	Elective or Modern Language	3
Elective or Modern Language	<u>3</u>	Elective	<u>3</u>
	15		16

<b>Year IV</b>			
Major Language 3324	3	Adv. Major Language	3
Philosophy 3325 or 4335	3	Senior Project 4342	3
Economics 1301	3	Major or Second Language	
Art, Drama, Math, Music	3	or Related Field	3
Elective or Modern Language	<u>3</u>	Elective or Modern Language	3
	15	Elective	<u>3</u>
			15

## 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.

**3330. Historical Linguistics.** The structural and the comparative approach with an emphasis on Indo-European languages. The formal, historical, and cultural connotations of man's symbol-creating capacity as manifested in vocabularies and grammar. Conducted in English.

**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. Greek Language Internship.** A one-credit practicum, under the direction of a language professor, involving three hours a week on assignments such as planning and conducting sessions for elementary language classes. Excellent experience for those planning to teach foreign language. Graded Pass/No Pass. May be repeated three times.

**3324. Advanced Grammar and Composition.** Required for majors whose primary language is Greek. Offered every other year.

**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. Biblical Greek Readings.** Begins with an introduction to Koine Greek, focusing on its distinctive grammar, vocabulary, and syntax. Longer continuous passages are read from Septuagint, a Gospel, and a letter of Paul. Some exegesis of select texts. 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.

**4V51. Independent Research.**

**5V50. Special Topics in Greek.** Courses offered as needed, focusing on 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 chairman. 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, Virgil, and Ovid. Prerequisite: Latin 2311. Fall and Spring.

**3119. Latin Language Internship.** See description under "Greek 3119."

**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 Trimalchionis* of Petronius. Consideration of the question of satire as a uniquely Roman invention. Offered as needed.

**3330. Virgil. 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* reveal a fascinating human being, a most influential Christian thinker, and a great master of Latin prose. Offered every other year.

**3335. Medieval Latin Readings.** This course explores the rich heritage of medieval Latin literature from the fifth century of Leo the Great to the thirteenth 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.

#### **4V51. Independent Research.**

**5V45. Teaching Latin (Ed. 5V45).** 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. Does not fulfill requirements for the major.

**5V50. Special Topics in Latin.** Courses offered as needed, focusing on topics of interest to teachers and students. For advanced students only.



## Courses in Biblical Hebrew

Biblical Hebrew provides access to the language-world of the Hebrew Bible. In studying Hebrew, the reader gains access to biblical texts that are fundamental sources for understanding the God of Judaeo-Christian tradition and which furnish insight into some of the classic literature of the Hebrew Bible, including the poetry of the psalms and Job. A knowledge of biblical Hebrew also provides access to the historical roots of the Judaeo-Christian tradition. In a Christian framework, the significance of the Hebrew Bible is evident from the fact that it was the scripture of Jesus himself, as seen from his numerous references to it in the New Testament.

Emphasis is placed upon reading and translating the biblical text, with some minor attention given to pronunciation. Because of its focus on developing reading skills, a mastery of the basic elements in Hebrew can be accomplished in one semester.

Following this intensive introduction, the next course concentrates on mastering the Hebrew verbal system and introduces Hebrew syntax through the translation of prose texts. The later intermediate and advanced levels emphasize mastering Hebrew syntax through a critical reading and translation of biblical texts, with attention given to the literary qualities of a biblical writing.

Biblical Hebrew does not fulfill the undergraduate language requirement nor is it an option within the Classics Major for replacing Latin, Greek or a modern language. However, it does fulfill the language requirement in the graduate Theology programs.

**1301. Elementary Biblical Hebrew.** An intensive introduction into Hebrew grammar including the first conjugations of regular verbs through analysis of selected sentences of the Hebrew Bible.

**2311. Intermediate Biblical Hebrew I.** This course completes the teaching of Hebrew grammar through translation and analysis of biblical texts.

**2312. Intermediate Biblical Hebrew II.** This course enables students to understand the syntax of Hebrew verbs by translating and analyzing biblical texts selected from narratives, such as Ruth and Jonah, and selected psalms.

**3316. Advanced Biblical Hebrew.** This course focuses on the appropriation of *the syntax of Hebrew clauses* and appreciation of the nuances of Hebrew expressions and thought especially in prophetic and sapiential texts.

## Biblical Greek Concentration

Following the University guidelines for Language Concentrations and utilizing its unusual resources in languages and scripture study, a student may earn a concentration in Biblical Greek. It requires five courses as follows:

**Clg. 2312. Intermediate Greek II.**

**Clg. 3334. New Testament Readings.**

**Clg. 3335. Patristic Greek.**

**Two approved advanced courses in Scripture.**



**DIRECTOR**

Assistant Professor McNicholl; Cooperating  
Faculty from Mathematics and Physics.

# COMPUTER SCIENCE

The computer science program at the University of Dallas focuses on forming algorithms to solve problems, translating those algorithms into programs, and how computers understand those programs. This is accomplished through a demanding and rigorous curriculum which prepares the student for an outstanding career in computer science. The faculty bring the expertise of a major research university to the environment of a small liberal arts college emphasizing teacher-student interaction. There are many opportunities for students to pursue research with faculty.

You can not reason about or design complex software systems without understanding the mathematical principles behind them. For this reason, the curriculum includes a substantial amount of high-level mathematics which is incorporated into applications.

One of the most unique aspects of the UD computer science program is its strong relationship with the outstanding core program of the University. The ability to communicate complex ideas is of essential importance to program design and documentation. The ability to communicate in written form is best developed through a classical liberal arts program such as we have at the University of Dallas. One of the most important goals of the computer science curriculum is for students to apply the written and oral communication skills they learn in the core program to their work as computer scientists.

It is anticipated that our graduates will be leaders in computer science. It is our vision that they will be well-adjusted, morally responsible individuals who will be able to work with others in a rapidly changing field.

## Basic Requirements for Major

### Required Courses:

Computer Science (19 hours): 2410, 3312, 3316, 3317, 3351, 3352

Mathematics (26 hours): 1404, 1411, 2304, 3310, 3321, 3338, 4341, 4332

Physics (12 hours): 2311, 2111, 2312, 2112, 3333, 3133

Electives (6 hours): two courses above the 3000 level, either mathematics or computer science, such as: MCS 3311 Theory of Computation, Math 4338 Mathematical Logic, MCS 4410 Compiler Design, MCS 4350 (Computational Complexity, Computer Networks, Computer Simulation), Math 3351 Mathematical Modeling (particle modeling), and Physics 3363 Computational Physics.

Capstone (3-6 hours): Each major must do a large programming project, an internship, or research. It is likely that this will be completed in the summer between the junior and senior year.

The fourth philosophy course could be Philosophy of Technology (Phi 5345) or Symbolic Logic (Phi 3339).

## Comprehensive Examination

A comprehensive examination is required of all majors in their final year. It is administered by the faculty and covers all computer courses required for the B.S. in Computer Science. Majors should schedule their examinations early in their final year so that, if a retake is required, it can be accomplished prior to May graduation of that year.

### Suggested Sequence for the Bachelor of Science Degree

#### Year I

Computer Science 2410	4	Mathematics 2304	3
English 1301	3	English 1302	3
Mathematics 1404	4	Mathematics 1411	4
Inter Language/Phy 2311-2111	4	Inter Language/Phy 2312-2112	4
Philosophy 1301	<u>3</u>	Economics 1311	<u>3</u>
	18		17

#### Year II (during Sophomore year)

English 2311 (Rome)	3
English 2312	3
Computer Science 3316	3
Mathematics 3310	3
Mathematics 3321	3
Physics 3133	1
Physics 3333	3
Art 2311	3
History 2301	3
Philosophy 2323	3
Theology 2311	<u>3</u>
	31

#### Year III

Computer Science 3312	3	Computer Science 3317	3
History 1311	3	History 1312	3
Mathematics 4341	3	Mathematics 3338	3
Philosophy 3311	3	Theology 1310	3
Phy 2311-2111/Inter Language	<u>4</u>	Phy 2312-2112/Inter Language	<u>4</u>
	16		16

#### Summer

Capstone Project/Research/Internship 6

#### Year IV

Computer Science 3351	3	Computer Science 3352	3
Major Elective	3	Major Elective	4
History 2302	3	Philosophy Elective	3
Mathematics 4332	3	Life Science	<u>3</u>
Politics	<u>3</u>		13
	15		

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## Courses in Computer Science

**1101. Unix and Systems Administration.** Fundamentals of the Unix operating system and topics relevant to managing a Unix network. Prerequisite/Co-requisite: MCS 2410.

**2102. Other Programming Languages.** May be repeated. Covers programming languages besides C++ such as HTML, Java, and Perl that are commonly used for specialized application. Prerequisite: MCS 2410.

**2103. Computing Practicum.** May be repeated. Topics chosen according to interests of students and instructors, e.g. debugging tools, GUI design. Prerequisite/Co-requisite: MCS 2410.

**2410. Introduction to Computer Science.** Programming methodology. Introduction to the fundamental ideas and concepts of computer science with emphasis on the development of good programming style. The basic ideas of object-oriented programming are covered. Strongly recommended: co-register for MCS 1101. Prerequisite: Satisfactory placement in Mathematics.

**3311. Theory of Computation.** Abstract models of computing machines and the data they process are developed. These are used to study the theoretical limitations of what they can achieve. The ultimate goal is to develop a sufficiently general model of computation where one may discover universal laws that govern all programming languages together with the computing machines which may be built to interpret them. The topics covered are the theory of automata, formal languages, computability by Turing machines, and Church's thesis. Proofs are required. Prerequisite: MAT 2304 or consent of instructor. Spring, even numbered years.

**3312. Analysis of Algorithms.** A mathematical study of the complexity of fundamental algorithms in computer science. Prerequisite: MCS 3316.

**3316. Data Structures.** A conceptual introduction to the fundamental principles in the design and implementation of complex software systems with an emphasis on abstraction and object-oriented programming. Topics include API specification, polymorphism, aggregate data types, and GUI design. A sizable programming project is required. Prerequisites: MCS 2410, MAT 2304. Strongly recommended: co-register for MCS 2103. Fall.

**3317. Computer Organization.** Hardware design methods in particular formal models of simple register machines are developed and then used to study program interpretation and compilation techniques. Some topics in storage allocation such as garbage collection and maintaining the illusion of infinite memory are also discussed. A sizable programming project is required. Prerequisite: MCS 3316. Fall.

**3351. Operating Systems and Concurrent Programming.** A survey of the issues involved in the design and implementation of modern timesharing, multitasking systems. Topics covered include scheduling algorithms, synchronization problems, memory management, and file management. Students partially write their own operating system. Prerequisites: MCS 3316.

**3352. Programming Languages.** Study of the fundamental principles in the design and implementation of programming languages. This study will include the mathematical theory behind these principles and students must be comfortable with proofs. Topics include the substitution model, hierarchical structures, the environ-

ment model, metalinguistic abstraction, and memory representation. Students will write their own language interpreter. Prerequisite: MCS 3316.

**3V57. Internship.** Graded Pass/No Pass.

**4410. Compiler Design.** Exploring the issues related to the design and implementation of programming language translators including formal grammars and parsing, semantic definitions and semantic processing, run-time storage management and symbol tables, error recovery, code generation, and as time permits optimization of compiled code. Students write a significant amount of a compiler on their own, a large and complex coding project.

**4350. Special Topics in Computer Science.**

**4V43. Research in Computer Science (Capstone)**

## COMPUTER SCIENCE CONCENTRATION

The Computer Science Concentration is a bridge to the future for any major at the University. The computer industry is literally exploding with job opportunities. The concentration will help prepare the arts, humanities and science major for these opportunities. The core courses required for the concentration are considered the beginning “breadth” courses for more advance study in computer science. Therefore, one may pursue graduate studies in computer science by building on the concentration.

Anyone is eligible. Any major may complete the Computer Science Concentration. The prerequisites are minimal. Previous concentrators have included majors from art, economics, history, physics, and mathematics.

The concentration consists of the following *six* courses.

MCS 2410. Introduction to Computer Science

MAT 2304. Discrete Mathematics

MAT 3316. Data Structures

MCS 3317. Computer Organization

Computer Science Elective approved by the Director

Elective other than Math or Computer Science approved by the Director.

COORDINATOR  
Associate Professor Roper

## CONSTANTIN SCHOLARS PROGRAM

The Constantin Scholars Program offers exceptional students the opportunity to design their own major within the parameters described below. 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 this program on the basis of an excellent academic record and a strong proposal for an interdisciplinary project. Applicants to the program should have a grade point average of 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 comprehensiveness 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.

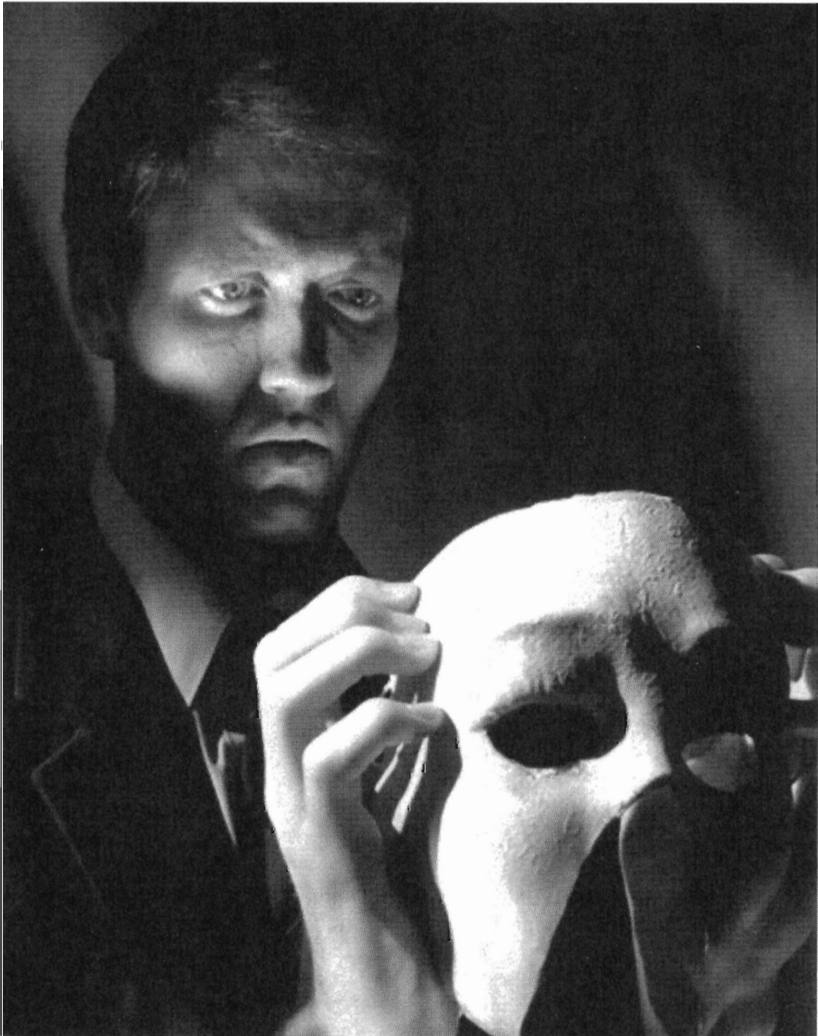
**Application.** Applications for admission to the Constantin Scholars program are made to the Coordinator, who, in consultation with the Dean of the College, approves acceptable applications and approves the committee. An application must be sponsored by a faculty member, who writes a recommendation that accompanies the application and makes a commitment to supervising the student's Constantin Scholar progress and to chairing the student's Constantin Scholar committee. A complete proposal will contain a detailed outline of the project the student wishes to undertake as well as the courses to be taken. Appendices should contain a preliminary bibliography and names of the members of the supervisory committee. When the proposal is approved, the student, the supervisory committee, and the chairmen of departments in which the student will pursue classes will be notified in writing.

Students may view copies of past Constantin Scholar proposals and theses by speaking with the Coordinator.

*Nota Bene:* Students should be advised that only highly motivated students will be successful in the Constantin Scholars Program; often, the Constantin Scholar must do more work than would be required in a double major. The choice of a well-focused project and a helpful committee is crucial. Changes in staffing and faculty appointments can at times make a Constantin Scholar program difficult to complete; therefore, students should choose their committee carefully.

**Progress.** Approval to undertake the program is not a guarantee of success; it must be accompanied by work of high quality and grade-point average must be maintained to continue in the program. The work for the project should proceed primarily through existing classes, including at least 24 advanced credits related to the program, and include CSP 4349 Senior Research and CSP 4350 Senior Thesis.

**Role of 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 student should meet with his entire committee at least twice each semester (once early in the semester, once late in the semester) to monitor progress toward the degree. At these times, the committee should review the student's progress, offer suggestions for future work, and certify that the student may continue in the Constantin Scholars Program. The chairman of the student's committee supervises the student's research and directs the student in writing the senior thesis, which must be successfully defended before the whole committee during the spring semester of the senior year.





**FACULTY**

Chairman, Professor, and Director of University Theater Patrick Kelly; Professor J. French Kelly; Assistant Professor McClung; Visiting Assistant Professor Ferguson; Technical Director Decker.

# 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 Drama Department'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.

## University Theater

Under the direction of the Department, University Theater is an extracurricular organization that 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 University community with a repertoire of productions representing the most stimulating artists, forms and visions from the world of drama.

## Basic Requirements

35 hours in all. In addition to the University's core requirements, which can include Drama 1311 and 1312 (See page 52: "Fine Arts"), Drama majors must take 3301 (Acting) and 26 hours of advanced credits: Drama 3312 or 3313, 3332, 3335, 3336, 4341, 4141, 4342, 3330, 4345, and three credits of upper division electives in Drama department offerings or in related courses from other departments, such as Shakespeare, Greek Tragedy, Roman Drama, French Drama in the Twentieth Century, German Drama, Contemporary Drama in Spain, Shakespeare and Music, etc.

## Comprehensive Examination

The Comprehensive Examination is given near the end of the senior year. Drama majors must pass this examination covering Theater History, Theater Literature, Production, Contemporary Theater, and Stagecraft to fulfill requirements for graduation. The Examination may be taken a second time or a separate section may be repeated if necessary.

## Major in Drama

### Year I

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
Drama 1101-Theater Workshop	1	Drama 1101-Theater Workshop	1
Drama 1311-Theater Arts I	<u>3</u>	Drama 1312-Theater Arts II	<u>3</u>
	16		16

### Year II (during Sophomore Year)

English 2311 and 2312	6
History 2301-2302	6
Philosophy 2323	3
Economics 1311	3
Drama 1101-Theater Workshop	1
Drama 3301-Acting	3
Theology 2311	3
Electives (or Language)	<u>3-6</u>
	28-31

### Year III

Drama 3335-Theater Lit I	3	Drama 3312 or 3313	3
Science	3	Drama 3336-Theater Lit. II	3
Philosophy 3311	3	Drama 3332-Basic Staging	3
Math	3	Science	4
Politics 1311	<u>3</u>	Theology 2311	<u>3</u>
	15		16

### Year IV

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

## Courses in Drama

**1101. Theater Arts Workshop.** A course specially designed for students seeking credit for participating in University Theater productions. Graded Pass/No Pass basis. May be repeated. 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 18th century Europe. Fall.

**1312. Theater Arts II.** Continuation of Drama 1311. The emergence of the modern theater from the 19th 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 Pass/No Pass basis.

- 3301. 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 European and American repertoire. 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, costuming, and stage lighting. Supervised laboratory hours of practical production work on University Theater productions are required.
- 3313. Stage Design.** Introduction to scenic, costume, and lighting design.
- 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 3301, 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 major works of dramatic literature from Aeschylus to Congreve. Fall.
- 3336. Theater Literature II.** Continuation of Drama 3335. Plays considered range from 19th through mid-20th century.
- 3V57. 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 costuming, scenery construction and/or stage lighting. Prerequisites: Drama 3313 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, 18th Century Theater, Victorian Theater, Early 20th 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 Pass/No Pass. May be repeated. Fall.
- 4142. Studio Rehearsal/Production.** Supervised rehearsals, design and produc-

tion meetings for studio productions scheduled in conjunction with 4342. Enrollment limited to student stage managers, production coordinators and cast members in studio productions. May be repeated. Graded Pass/No Pass. Fall and Spring.

**4312. Advanced Stage Craft.** Advanced studies in costuming, scenery construction and/or stage lighting. Prerequisite: Drama 3313, permission of instructor.

**4341. Directing.** Analysis and application of the theories and methods of play direction. Prerequisites: Drama 3301, 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 3301, 3332, 3335, 3336, senior standing, extensive experience in University Theater, especially in Stage Management, and faculty approval. 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 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;  
 Associate Professor Doyle; Assistant Professor  
 Weston; Visiting Professor Silver.

# ECONOMICS

Economics is the study of those aspects of individual and social life that affect and are affected by scarcity. Economists are concerned with the principles and practices of individual and collective planning and decision making in the face of scarce material and temporal resources. The main object of economic studies is to reach an understanding of that part of social systems organized around the process of exchange, and known as the market economy.

Finance is the field that applies economic principles to the improvement of the processes that transfer money among businesses, individuals, and governments.

## Major in Economics

The curriculum is designed to enable students to acquire a thorough grounding in economic theory; to understand the methods and insights of the economic way of thinking; to explore the intellectual history of economics; to learn the economic history of western civilization; and, to gain a specialized understanding of those aspects of contemporary economics that are of most interest to them.

## Basic Requirements for Major

Economics 1311, 3312, 3320, 3327, 3329, 3340, 4325, 4326, 4359 and two additional upper-level courses. The Economics major is encouraged to follow the option of taking two mathematics courses and one arts course. Students intending to pursue graduate study in Economics should include calculus in their program, and may find a double major in Economics and Mathematics desirable. Consult department faculty for advice concerning mathematics studies.

## Suggested Sequence for the Bachelor of Arts in Economics

### Year I

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

### Year II (during Sophomore Year)

Economics 3312	3
English 2311-2312	6
History 2301-2302	6
Philosophy 2323	3
Theology 1310, 2311	6
Language 2311, 2312 or electives 6-8	<u>6-8</u>
	30-32

**Year III**

Economics 3320	3	Economics 3329	3
Economics 3327	3	Economics 3340	3
Philosophy 3311	3	Politics 1311	3
Science	3	Science	3
Art, Drama or Music	<u>3</u>	Elective	<u>3</u>
	15		15

**Year IV**

Economics 4325	3	Economics 4326	3
Economics elective	3	Economics elective	3
Philosophy elective	3	Economics 4359	3
Electives	<u>6</u>	Electives	<u>6</u>
	15		15

**Major in Economics and Finance**

The curriculum is designed to prepare students planning graduate studies in finance, or anticipating careers in financial sector institutions. Consisting of courses in the theory of finance, as well as in economics, it is designed for the liberal arts and sciences student with an interest in the field of finance. It provides a foundation in economics and the allied field of financial theory, coupled with courses in those specializations that either bridge both fields of study or are tools used in financial analysis.

**Basic Requirements for Major**

Economics 1311, 3312, 3320, 3322, 3327, 3328, 3330, 3340, 4325 or 4326, 4337, 4338, 5368. Internship highly recommended. The Economic and Finance major is encouraged to follow the option of taking two mathematics courses and one arts course. Students intending graduate studies in Finance should include calculus in their program.

**Suggested Sequence for the Bachelor of Arts in Economics and Finance****Year I**

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

**Year II (during Sophomore Year)**

Economics 3312	3
English 2311-2312	6
History 2301-2302	6
Philosophy 2323	3
Theology 1310, 2311	6
Language 2311, 2312 or electives <u>6-8</u>	
	30-32

**Year III**

Economics 3320	3	Economics 3328	3
Economics 3322	3	Economics 3340	3
Economics 3327	3	Politics 1311	3
Philosophy 3311	3	Science	3
Science	4	Art, Drama or Music	3
	16		15

**Year IV**

Economics 4325 (or 4326 Spring)	3	Economics 4338	3
Economics 4337	3	Economics 5368	3
Economics 3330	3	Economics 4V57	3
Philosophy elective	3	Elective	3
Elective	3	Elective	3
	15		15

**Comprehensive Examination (Required for both majors)**

The required comprehensive examination is given early in the last semester of the senior year. It consists of two mandatory written sections. Students failing either or both of the parts of the examination are offered an opportunity to retake the failed section(s) during the final week of classes.

**Courses in Economics and Finance**

**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.

**3322. Fundamentals of Finance.** Basic concepts of finance. Coverage of financial markets, financial management, and investments. Emphasis on the financial environment, financial institutions, interest rates, time value of money, risk and return, company and security valuation, capital budgeting, corporate financial planning, and security markets. Prerequisite: Economics 1311. Fall.

**3327. Statistical Theory and Methods.** 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. Business and Economic Forecasting.** The use of statistical techniques to analyze, explain, and forecast business and economic relationships. Focus will be on the application of time series and multiple regression methods to real world business and economic data. Solutions to data problems that invalidate the basic assumptions underlying time series and regression methods will be discussed in detail. Prerequisite: Economics 3327. Spring

**3329. Quantitative 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: Economics 3320. Spring.

**3330. International Economics and Finance.** The theory of international trade and finance. 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.

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

**4325-4326. 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. 4325 will cover the period to J.S. Mill (1844). 4326 will cover the period from Mill through the 1980s. Prerequisite: Economics 1311. Fall and Spring.

**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, Eastern Europe and the C.I.S. Prerequisite: Economics 1311.

**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. Economic Development.** General theory of economic development; obstacles to and future possibilities for economic growth of less-developed nations. 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.

**4337. Managerial Finance.** Intermediate techniques of financial management. Emphasis on cash budgeting, capital budgeting, determination of capital structure, short and intermediate financing, long-term financing, external growth and contraction. Prerequisite: Economics 3322. Spring.



**4338. Public Finance.** 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 tort, contract, criminal 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 questions in the 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. Critical assessment of recent major works in social ethics. Prerequisite: Economics 1311.

**4343. Western Economic History I.** Local economies in Greece, Babylon, and Rome, circa 800 B.C.- 400 A.D. International trade and empire-building during the classical period. Economic aspects of the decline of the Ancient World. Medieval European economies. Economics during the Carolingian period. Feudalism and Manorialism. Medieval agriculture and land tenure; manufacturing, trade, and commerce. Medieval economic ethics, the legal system, and the Church. Finance and banking; medieval entrepreneurs. Early capitalism in agriculture, manufacturing, and long-distance trade. The major tenets of mercantilism. Mercantilism in England, France, and Germany, 1500-1750. Prerequisite: Economics 1311.

**4344. Western Economic History II.** The Industrial Revolution in England. Industrialization and the spread of the factory system in Germany, France, and the U.S. Long-distance trade and the gold standard. Eighteenth-century banking and finance. Comparative labor movements. Economic ideology and economic history: the socialist challenge to economic liberalism. Economic consequences of World War I and the Russian Revolution. Inter-war Europe, the Great Depression, and the emergence of National Socialism. Normalcy, the "Roaring Twenties" and the Great Depression in the U.S. World War II. Soviet Economic Development. Economics in a bi-polar world. Modern mixed capitalism in Western Europe and the U.S. Prerequisite: Economics 1311.

**4356. Special Topics.** Offered according to the interests of faculty and students.

**4V57. Internship in Finance.** For students desiring placement during their senior year, 1-3 credits would be awarded for internships obtained in local financial institutions, depending on the hours and sophistication of the position.

**4359. Senior Seminar.** Culminating course required of economics majors. Spring only. Organized around a debate format. Concerns current public policy questions such as transfers and subsidies, financial sector reorganization, industrial policy, environmental regulation, international debt and trade barriers.

**4V61. Independent Research.** An opportunity to conduct a special program of inquiry under the guidance of a faculty member. Approval by the department chairman required.

**5368. Financial Accounting.** This course addresses the basics of financial accounting required to communicate the results of operations to external users and includes a study of the various methods used by internal managers to develop accounting information for cost control and business planning.



## FACULTY

Chairman and Professor Clodfelter; Visiting Professor Irons; Visiting Assistant Professors Patton and Tice; Visiting Instructor Khirallah; Certification Officer Kay Haaser.

## EDUCATION

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 embedded in what it means *to teach*. It is important to recognize that learning *to teach* is a collaborative process with undergraduate students, faculty, the Education Department, 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 with a deeply felt sense of their role as models for their future students to emulate.

The courses offered are planned within the mission of the University to meet standards for teacher education and certification as established by the Texas Education Agency. The curriculum incorporates a strong historical and philosophical approach. The enriching and rewarding concepts of cultural and racial pluralism are integral parts of the program.

### I. Degree Requirements for a B.A. in Interdisciplinary Studies

Within the Interdisciplinary Studies major, seven areas of emphasis are offered. The areas of emphasis correspond with certification frameworks in the State of Texas. Areas of emphasis include Early Childhood Generalist (EC-4) and middle school areas of English Language Arts and Reading 4-8, Social Studies 4-8, Mathematics 4-8, Science 4-8, English Language Arts and Reading/Social Studies 4-8, and Mathematics/Science 4-8. In some areas of emphasis, Student Teaching will be completed after graduation.

#### **The Basic Requirements for all areas of emphasis (22 hours):**

Edu 3322, 3323, 3102, 3305, 3325, 3101, 3327, 3147, 3148, 5351. Phi 3335 is strongly recommended to complete core Philosophy requirements.

#### **Additional Required Courses according to emphasis:**

EC-4 (16 hours): 3326, 3101, 4343, 3330, plus one reading elective selected from either 3324 or 5354; and one education elective (3 hours) selected from 3324, 3329, 5352, 5354, or course approved by the Department Chair.

**English Language Arts and Reading 4-8 (22 hours):** one reading elective selected from 3324, 5323 or 5354, 3328, 4343 or 4346, 3111, 5352, and 9 hours upper division English selected and approved by advisor.

**Social Studies 4-8 (22 hours):** 3328, 3330, 4343 or 4346, 3111, 5352, and 9 hours upper division History/Politics/Economics selected and approved by advisor.

**Mathematics 4-8 (25 hours):** 3328, 3323, 4343 or 4346, 3111, 5352, 3 hour math elective plus 9 hours upper division math selected and approved by advisor.

Students are advised to take 6 hours math and 3 hours Art/Music/Drama for the core while pursuing this emphasis.

**Science 4-8 (26 hours + lab hours):** 3323, 3101, 3328, 4343 or 4346, 3111, 5352, 3 hours science elective beyond core plus 9 hours upper division science selected and approved by advisor.

**English Language Arts and Reading/Social Studies 4-8 (28 hours):** one reading elective from 3324, 5323, or 5354; 3328, 3329, 4343 or 4346, 3111, 3323, 5352, and 6 hours upper division English and 6 hours upper division History/Politics/Economics selected and approved by advisor.

**Mathematics/Science 4-8 (29 hours + lab hours):** 3326, 3103, 3328, 3329, 4343 or 4346, 3111, 5352, 6 hours upper division math and 6 hours upper division science. Students are advised to take 6 hours math and 3 hours Art/Music/Drama for the core in addition to 3 hours upper division science in Ecology while pursuing this emphasis.

## Suggested Sequence for the Bachelor of Arts Degree

### Year I

English 1301	3	English 1302	3
History 1311	3	History 1312	3
Philosophy 1301	3	Theology 1310	3
Foreign Language 1301	3	Foreign Language 1302	3
Math or Science Core	<u>3</u>	Math or Science Core	<u>3</u>
	15		15

### Year II (during Sophomore Year)

English 2311-2312	6
History 2301-2302	6
Philosophy 2323	3
Politics 1311	3
Art 2311	3
Foreign Language 2311-2111	4
Theology 2311	3
Edu 3305 Computer Prob. Solving	3
Math/Art/Drama/Music Core	<u>3</u>
	34

### EC-4 Generalist

#### Year III

Edu 3322 Children's Lit.	3	Edu 3323 Developmental Reading	3
Foreign Language 2312-2112	4	Edu 3102 Reading Practicum	1
Edu 3325 Elem. Math Concepts	3	Edu 4343 Principles	3
Edu 3101 Math Practicum	1	Eco 1311	3
Edu 3327 Child Growth & Dev.	3	Edu 3326 Elem. Science	3
Phi 3311	3	Edu 3103 Science Practicum	1
Edu 3147 Reflective Teaching	<u>1</u>	Edu 3330 Integrated Curriculum	3
	18	Edu 3148 Reflective Teaching	<u>1</u>
			18

**Year IV**

Edu 4847 Student Teaching	8	Phi/Edu 3335 Phil. of Education	3
Edu 4147 Teaching Seminar	1	Edu Elective	3
Edu Elective	<u>3</u>	Edu 5351 Hist. of Am. Education	3
	12	Science Core w/Lab	4
		Edu 3113 Storytelling (elective)	<u>1</u>
			14

**English Language Arts and Reading 4-8****Year III**

Edu 3322 Children's Lit.	3	Edu 3323 Developmental Reading	3
English Elective	3	Edu 3102 Reading Practicum	1
Edu 3327 Child Growth & Dev.	3	Edu 3148 Reflective Teaching	1
Foreign Language 2312-2112	4	Edu 3328 Psych of Adolescence	3
Edu 3325 Elem. Math Concepts	3	Phi 3311	3
Edu 3101 Math Practicum	1	English Elective	3
Edu 3147 Reflective Teaching	<u>1</u>	Edu 4343 or 4346 Principles	3
	18	Edu 3111 Practicum	<u>1</u>
			18

**Year IV**

Edu 4848 Student Teaching	8	English Elective	3
Edu 4148 Teaching Seminar	1	Eco 1311	3
Edu 3324, 5323 or 5354	3	Edu 5352 Educational Eval/Assess.	3
Edu 5351 Hist of Am Edu.	<u>3</u>	Phi/Edu 3335 Phil of Education	3
	15	Science Core w/lab	<u>4</u>
			16

**Social Studies 4-8****Year III**

Edu 3322 Children's Lit.	3	Edu 3323 Developmental Reading	3
Edu 3327 Child Growth & Dev.	3	Edu 3102 Reading Practicum	1
Foreign Language 2312-2112	4	History/Politics Elective	3
History/Politics Elective	3	Phi 3311	3
Edu 3325 Elem. Math Concepts	3	Edu 3330 Integrated Curriculum	3
Edu 3101 Math Practicum	1	Edu 4343 or 4346 Principles	3
Edu 3147 Reflective Teaching	<u>1</u>	Edu 3111 Practicum	1
	18	Edu 3148 Reflective Teaching	<u>1</u>
			18

**Year IV**

Edu 4848 Student Teaching	8	History/Politics Elective	3
Edu 4148 Teaching Seminar	1	Phi/Edu 3335 Phil of Education	3
Edu 5351 Hist of Am Edu.	3	Edu 5352 Educational Eval/Assess.	3
Edu 3328 Psych of Adol.	<u>3</u>	Science Core w/lab	4
	15	Eco 1311	<u>3</u>
			16

## Mathematics 4-8

### Year III

Edu 3322 Children's Lit.	3	Edu 3323 Developmental Reading	3
Mathematics Elective	3	Edu 3102 Reading Practicum	1
Edu 3325 Elem. Math Concepts	3	Edu 3329 Math Problem Solving	3
Edu 3101 Math Practicum	1	Math upper division elective	3
Edu 3327 Child Growth & Dev.	3	Edu 3148 Reflective Teaching	1
Foreign Language 2312-2112	4	Phy 1302, 1102 B/I Astronomy	4
Edu 3147 Reflective Teaching	<u>1</u>	Math Elective	<u>3</u>
	18		18

### Year IV

Eco 1311	3	Phi/Edu 3335 Phil of Education	3
Edu 5352 Education Eval.	3	Math upper division elective	3
Math upper division elective	3	Edu 4343/4346 Principles	3
Phi 3311	3	Edu 3111 Practicum	1
Edu 3328 Psych. of Adol.	<u>3</u>	Edu 5351 His of American Ed.	<u>3</u>
	15		13

## Science 4-8

### Year III

Edu 3322 Children's Lit.	3	Math or Science	3
Edu 3327 Child Growth & Dev.	3	Eco 1311	3
Edu 3325 Elem. Math Concepts	3	Edu 3326 Elem. Science	3
Edu 3101 Math Practicum	1	Bio/Chem/Phy upper div. elec.	3
Bio/Chem/Phy upper div. elec.	3	Edu 3103 Science Practicum	1
Foreign Language 2312-2112	4	Edu 3148 Reflective Teaching	1
Edu 3147 Reflective Teaching	<u>1</u>	Edu 3323 Developmental Reading	<u>3</u>
	18	Edu 3102 Reading Practicum	<u>1</u>
			18

### Year IV

Math or Science	3	Phi/Edu 3335 Phil of Education	3
Edu 5352 Education Eval.	3	Ecology Elective	3
Edu 5351 Hist. of American Ed.	3	Edu 4343/4346 Principles	3
Edu 3328 Psych. of Adol.	3	Edu 3111 Practicum	1
Edu 3311 Phil of Being	<u>3</u>	Phy 1302, 1102 B/I Astronomy	<u>4</u>
	15		14

## English Language Arts/Social Studies 4-8

### Year III

Edu 3322 Children's Lit.	3	Edu 3323 Developmental Reading	3
Phi 3311	3	Edu 3102 Reading Practicum	1
Edu 3327 Child Growth & Devel.	3	His upper division elective	3
Foreign Language 2312-2112	4	Edu 3330 Integrated Curriculum	3
Edu 3147 Reflective Teaching	1	Edu 3148 Reflective Teaching	1
Edu 3325 Elem. Math Concepts	3	Eng. upper division elective	<u>3</u>
Edu 3101 Math Practicum	<u>1</u>		<u>14</u>
	18		

**Year IV**

Edu 5351 History of Am. Educ.	3	Eco 1311	3
Eng/Hist upper division elective	3	Eng/Hist upper division elective	3
Edu 5352 Educational Eval.	3	Science Core w/lab	3
Edu 3324 Diag. & Corr. Reading or Edu 5354 Linguistics	3	Phi/Edu 3335 Phil. of Educaiton	3
Edu. 3328 Psych of Adolescence	3	Edu 3111 Practicum	1
	15	Edu 4343/4346 Principles	3
			16

**Mathematics/Science 4-8**

**Year III**

Edu 3322 Children's Lit.	3	Edu 3323 Developmental Reading	3
Edu 3327 Child Growth & Dev.	3	Edu 3102 Reading Practicum	1
Edu 3325 Elem. Math Concepts	3	Edu 3329 Math Problem Solving	3
Edu 3101 Math Practicum	1	Math upper division elective	3
Math (core Math/Art/Dra/Mus)	3	Edu 3148 Reflective Teaching	1
Foreign Language 2312/2112	4	Phy 1302, 1102 B/I Astronomy	4
Edu 4147 Reflective Teaching	1	Math Elective	3
	18		18

**Year IV**

Eco 1311	3	Phi/Edu 3335 Phil of Education	3
Edu 5352 Education Eval.	3	Ecology Elective	3
Edu 5351 Hist. of Am. Education	3	Edu 4343/4346 Principles	3
Edu 3328 Psych. of Adol.	3	Edu 3111 Practicum	1
Phi 3311	3	Edu 3326 Elementry Science	3
Math/Science Elective	3	Edu 3103 Science Practicum	1
	18	Math/Science Elective	3
			17

**II. Admission to Teacher Certification**

Formal admission to the Teacher Certification Program is required for all students seeking Texas Teacher Certification. Admission requirements include:

- a) An overall grade point average of 2.75 (on a 4.0 scale) and 2.75 in pedagogical and teaching field courses.
- b) Show proficiency in *each* of the basic skills: reading, writing, math, critical thinking, and oral communication in English. A student can demonstrate proficiency by submitting a combination of current (within the last five years) passing scores on approved standardized tests, grades of B or better on approved UD courses, and successful performance on required University-administered writing/critical thinking assessment. The writing assessment is administered during the admission process. Approved standardized tests and minimum passing scores are:

TASP—English 230, Math 230, Writing 220; SAT or GRE—1070 with at least 500 in English and in math; ACT—Composite score of 23 with at least 19 in English and in math.

- c) Completion of required general education courses as follows:  
6 hours in English; 3 hours in math, college algebra or above; 3-4 hours of laboratory science; 6 hours in American history (Secondary, 3 in American and 3 in other); 3 hours in American government. Students who have not completed all general education requirements may apply for conditional acceptance.
- d) A completed application form and essay.
- e) A certification plan developed by the Department Certification Officer.
- f) Recommendation by the Department of Education faculty.

### **III. Certification Programs**

#### **A. EC-4 Generalist Certification**

- 1) Bachelor's Degree with an overall grade point average of 2.75 (on a 4.0 scale) and a 2.75 in pedagogical courses.
- 2) General education courses—6 hours in English required—12 recommended; 3 hours in math, college algebra or above; 3-4 in laboratory science; 6 hours in history, 3 of which must be American; 3 hours in American Government.
- 3) Complete: Edu 3101, 3102, 3103, 3305, 3322, 3323, 3324 or 5354, 3325, 3326, 3327, 3330, at least one semester of Reflective Teaching (Edu 3147, 3148), 4343, 4847, 4147 and 5351 or 3335.
- 4) Pass the written and oral comprehensive examinations in Education.
- 5) Pass appropriate ExCET tests
- 6) Complete placement file and teaching portfolio.

#### **B. Middle School 4-8 Certification**

Teaching Fields offered: English Language Arts and Reading, Social Studies, Mathematics, Science, Composite English Language Arts and Reading/Social Studies, and Composite Mathematics/Science.

- 1) GPA 2.75.
- 2) General education courses—6 hours in English required—12 recommended; 3 hours in math, college algebra or above; 3-4 in laboratory science; 6 hours in history, 3 of which must be American; 3 hours in American Government.
- 3) Complete: Edu 3101, 3102, 3111, 3305, 3322, 3323, 3325, 3327, 3328, 3335, 4343, or 4346, 4848, 4148, 5351, 5352, and at least one semester of Reflective Teaching, and two electives from 3324, 3326 with 3103, 3329, 3330, or 5354 depending on academic emphasis.
- 4) Eighteen hours in a teaching field, 9 of which must be upper division hours.
- 5) Pass the written and oral comprehensive examinations in Education.
- 6) Pass appropriate ExCET tests
- 7) Complete placement file and teaching portfolio.

#### **C. Secondary Certification**

Teaching Fields offered: Art, Life Science (Biology), Theater Arts (Drama), English, French, German, history, Latin, Mathematics, Physical Science (Physics and Chemistry), Spanish, Composite Social Studies (history, politics, economics and geography), and Composite Science (Biology, Chemistry, Geology and Physics).



- 1) Bachelor's Degree with an overall grade point average of 2.75 (on a 4.0 scale) and a 2.75 in pedagogical and teaching field courses.
- 2) General Education Courses—6 hours in English required—12 recommended; 3 hours in math, college algebra or above; 3-4 hours in laboratory science; 6 hours in history, 3 of which must be American; 3 hours in American Government
- 3) Complete: Edu 3111, 3112, 3305, 3328, 3335, 4346, 4848, 4148, 5323, 5351, 5352, and at least one semester of Reflective Teaching (Edu 3147 or 4150).
- 4) Twenty-four hours in a teaching field, 18 are upper division hours.
- 5) Pass the written and oral comprehensive examinations in Education.
- 6) Pass appropriate ExCET tests
- 7) Complete placement file and teaching portfolio.

#### **D. All-Level Art Certification**

- 1) Bachelor's Degree with at least 24 hours of art, 18 upper division, with an overall grade point average of 2.75 (on a 4.0 scale) and a 2.75 in pedagogical and teaching field courses.
- 2) General education courses—6 hours in English required—12 recommended; 3 hours in math, college algebra or above; 3-4 in laboratory science; 6 hours in history, 3 of which must be American; 3 hours in American Government.
- 3) Complete: Edu 3102, 3111, 3305, 3322, 3327, 3328, 3335, 4149, 4849, 5351, 5352, and at least one semester of Reflective Teaching (Edu 3147 or 3148), plus Edu 4346 and Art 3327 *or* Edu 4343 and Art 3328.
- 4) Pass the written and oral comprehensive examinations in Education.
- 5) Pass appropriate ExCET tests
- 6) Complete placement file and teaching portfolio.

### **IV. Other Information Regarding Certification**

The Department of Education complies with the Texas state certification requirements as set by the State Board of Educator Certification. At the time of this publication, the requirements are accurate; however, requirements may change to reflect new state regulations.

#### **Transfer Students/Transfer of Courses**

Students transferring from other accredited institutions must submit transcripts and other documentation to an academic dean for evaluation before completing departmental admission requirements. Decisions regarding Education courses taken at other universities are made by the Department Chair.

#### **Retention**

The academic progress of each student admitted to the teacher certification program is reviewed each semester. Students who fail to do satisfactory work are placed on departmental probation. Continued unsatisfactory work results in dismissal from the program. Grades below C- in upper division (numbered 3000 or higher) education and teaching field courses may not be used.

#### **Pre-Teaching Experience**

The preservice teacher has the opportunity to observe and aid students in the learning process through: Education 3101, 3102, 3103 elementary; Education 3111, 3112,

secondary. Under the guidance of University faculty, the preservice teacher observes and aids the classroom teacher who functions as stimulator, diagnostician, prescriber, and model. Courses related directly to principles and approaches are designed to balance theory and application.

### **Directed Teaching Requirements**

Successful completion of Directed Teaching is required of students who seek certification. It is taken in the final year. Students who have received a “D” or “F” in required education or academic emphasis (teaching field) courses may not take Directed Teaching until the course has been repeated and a grade of “C” or higher obtained. Applications and supporting documents for Directed Teaching must be filed with the Coordinator of Directed Teaching no later than the middle of the semester immediately prior to the desired assignment. Before a Directed Teaching assignment will be made, a students must meet the following requirements:

- 1) Submit a Directed Teaching Application.
- 2) Submit transcripts from all colleges and universities attended.
- 3) Achieve an overall grade point average of 2.75 (on a 4.0 scale) and a 2.75 in teaching field and pedagogical courses; no incompletes allowed.
- 4) Complete three-fourths of the courses in the academic emphasis or teaching field(s) and 12 credits in Education for secondary teachers and 27 credits in Education for elementary and middle school teachers.
- 5) Submit two academic recommendations.
- 6) Demonstrate professional conduct consistent with the Texas Educators’ Code of Ethics.
- 7) Receive favorable recommendations from all members of the teacher education faculty.\*

\*If any faculty member judges a student to exhibit behavioral characteristics or communication skills that indicate potential problems in school settings, the student will be referred to the Teacher Education Review Committee (TERC). If the TERC agrees with the instructor’s judgment, it may recommend specific courses of action to the student and the instructor.

In order to accommodate the time required to effectively complete directed teaching, the student must plan ahead in consultation with the Certification Officer. No more than 15 credits, including Directed Teaching, may be taken.

Directed teaching is *not* required of those students who have two or more years of verified, successful teaching experience in an accredited school. The University may require six hours of upper-division education or related coursework as a substitute. Letters from the student’s supervisor(s) attesting to successful teaching must be provided.

### **Comprehensive Examination**

Education students must pass written and oral examinations consisting of questions in the history and philosophy of education and in principles and approaches of education. The examination committee includes education faculty and faculty representing the areas of the student’s undergraduate academic curriculum. The examination is designed and evaluated by the Department 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 Certification Examination**

Texas Senate Bill 50 requires that persons seeking certification in Texas perform satisfactorily on criterion-referenced examinations administered by the State. The purpose of these examinations is to ensure that each educator has the necessary content and professional knowledge required to teach. These ExCET examinations are usually taken during the Directed Teaching semester. Registration and study guides for the ExCET are available from the Department. Several states require additional tests for certification. Details about these tests may be obtained from the Certification Officer.

### **Residency Requirements**

Candidates for certification must complete the equivalent of one semester's work (12 credits minimum) before the Department considers their recommendation for certification. The courses required are decided by the Department upon recommendation of the certification officer.

### **Credentials and Placement**

Each candidate must complete certification forms and a placement file with the Department Certification Officer. The officer represents the Department in recommending candidates to the State Board.

## **V. Theology Certification**

There is no state certification in the area of Theology. However, the Department of Education works with theology majors to prepare them for teaching positions in Catholic schools. Each diocese/school determines the qualifications required to teach theology. Students must check specific diocesan requirements to insure compliance.

The Diocese of Dallas is part of the Texas Catholic Conference, which requires that all teachers in a Catholic School be degreed in the area they are assigned to teach and have 12 credits of education. Courses should include Developmental Psychology (Edu 3327 or 3328); Educational Evaluation (Edu 5352); Instructional Strategies for Elementary or Secondary Education (Edu 4343 or 4346); Classroom Management and Teaching Methods (Edu 5V50 or Edu 5323) and Educational Technology (Edu 3305). The Diocese of Dallas requires that a Deficiency Removal Plan be on file.

The Department develops and maintains a placement portfolio for students who successfully complete a minimum of 18 hours in education which include the courses asterisked.

### **Recommended courses for those who wish to teach Theology:**

Edu 3305	Computer Problem Solving (required)
Edu/Psy 3328	Psychology of Adolescence
Edu/Psy 3327	Child Growth and Development
Edu 4346	Instructional Strategies in Secondary or Elementary Education
or Edu 4343	
Edu 3111	Practicum (Pre-Student Teaching Middle School Field Experience)
Edu 3112	Practicum (Pre-Student Teaching High School Field Experience)
Edu 5352	Educational Evaluation
Edu 5323	Reading in the Secondary Schools
	or Edu 5357 Instructional Strategies (summer only)
Edu 5V50*	Student Teaching in Theology
Edu 4148*	Student Teaching Seminar

## VI. Associations and Awards

### **Kappa Delta Pi**

The Nu Kappa Chapter of Kappa Delta Pi, an honor society in education, was established at the University in 1975. Membership is approved by the officers of the chapter. Qualifications include high academic standing (at least 3.0 GPA), professional attitude that would enable one to grow in the field of education, and the moral character and integrity to serve as models to emulate.

### **The Clodecott Award**

An engraved medallion is presented each year to the author/illustrator of the best children's book written in a child and young adult literature course.

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

### **The Teller Award**

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

### **The Hazel McDermott Outstanding Student Teacher Award**

Established in 1992, this award is reserved for an outstanding student teacher. Not presented regularly, the Hazel McDermott Award honors the student whose experience in the classroom has reflected the highest ideals in teaching. Named in honor of Dr. Hazel McDermott, professor and certification officer from 1975-1992, the award is given only when there is a student teacher of rare caliber.

## VII. Resources

### **Excellence in Education Forum**

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 Madeline Hunter, David Elkind, William Glasser, Louise Cowan, and William Farmer. 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 at the University in November to celebrate National Children's Book Week.

### **D.A.N.T.E.**

The Dallas Area Network for Teaching and Education (DANTE) offers teachers opportunities to revitalize their learning using the tools of a new millennium. As new technologies replace traditional teaching tools and redefine what it means to teach and learn, DANTE offers teachers a supportive environment in which to develop and practice and fall in love with teaching for the first time or all over again. The role of the teacher in student achievement remains the critical element. DANTE is committed to creating a "community of practice" for the purpose of supporting the growth and continuing education of teachers.

On campus, in the summer, DANTE offers workshops and classes in which teachers, especially those who serve low-income populations, can join their peers to “play” with new tools, increase subject-area knowledge, increase knowledge of effective teaching, and practice with one another. On-line, DANTE is a repository for materials and resource links constructed and/or selected by teachers.

### **Education Laboratory**

The Education Laboratory is essential 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.

### **The Cherie A. Clodfelter Children’s Literature Library**

Named for the distinguished Chairman of the Department of Education, the Cherie A. Clodfelter Children’s Library houses books for children and young adults. The 8,500 volumes range from picture to information books. Among these are approximately 500 volumes that are authored by University students.

The Department also maintains a Curriculum Library that supplements the volumes in the Blakley Library. Included in this collection are state adopted textbooks and professional volumes in elementary and secondary school curricula.

### **The Chris Slavik Collection**

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

### **The Melvin and Frances Frnka Campbell Collection**

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

## **Courses in Education**

**3101. Education Practicum (Elementary—Math).** Concurrent enrollment with Education 3325 Mathematics in the Elementary School required. Beginning students in teacher education (grades 1-8) assist practitioners in a school setting. Students work in a tutorial capacity in the teaching of mathematical concepts. Orientation precedes assignment. Fall.

**3102. Education Practicum (Elementary—Reading).** Concurrent enrollment with Education 3323 Developmental Reading required. Students assigned to language arts teachers at Shelton School observe and work with practitioners in a school setting. Orientation precedes assignment. Spring.

**3103. Education Practicum (Elementary—Science).** Concurrent enrollment with Education 3326 Science in the Elementary School required. Students observe and work with practitioners in the teaching of laboratory science in a school setting. Spring.

**3111. Education Practicum (Middle School).** Concurrent enrollment with Education 4346 required. Students are assigned to middle school teachers in the students’ respective teaching fields six hours a week for approximately five weeks. While being actively engaged in classroom observations and related instructional experiences, students write field notes, gather instructional artifacts, converse with teachers and students, and offer instructional support to students when appropriate. Orientation precedes the assignment. Fall and Spring.

**3112. Education Practicum (Secondary).** Concurrent enrollment with Education 4346 required. Students are assigned to high school teachers in the students' respective teaching fields six hours a week for approximately five weeks. While being actively engaged in classroom observations and related instructional experiences, students write field notes, gather instructional artifacts, converse with teachers and students, and offer instructional support to students when appropriate. Orientation precedes the assignment. Fall and Spring.

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

**3305. Computer Problem-Solving.** Explores the use of the computer as a tool for learning, as a guide to communication and research, an organizer in the presentation of knowledge, and as a mediator in the construction of knowledge. Students explore the internet, evaluate web sites, create PowerPoint presentations, construct web pages and author interactive programs/lessons. This course meets and/or exceeds the educational technology foundations for teachers as defined by NCATE and ISTE. Fall and Spring. (Does not satisfy University Math requirement.)

**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 them 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. Mathematic Concepts for Elementary Teachers.** Two questions provide the focus for this course: What is mathematics? How do children learn mathematics? Each 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).** Exploration of the physical, mental, social, and moral growth of children from infancy through early adolescence. Students examine significant theories of development with emphasis on the work of Piaget, Erikson, Kohlberg, and Vygotsky. Children are the primary texts, and interacting with them is an essential component of the course. A research

project requires students to examine the activity of children in light of developmental theories. Fall and Spring.

**3328. Psychology of Adolescence (Psychology 3328).** Consideration of selected themes as they relate to the adolescent experience, including rebellion, caring, infatuation, peer group, rejection, loneliness, and sexuality. Emphasis on the methodology of understanding these phenomena on their own terms and psychological reflections which deepen their significance in relation to questions of culture. Significant theories of adolescence such as those offered by Carol Gilligan, Harry Stack Sullivan, and Erickson. Fall and Spring.

**3329. Mathematics Problem Solving.** Extension of concepts studied in Edu 3325. Emphasis on problem solving and critical thinking skills applied to a broad range of elementary mathematics topics. Spring.

**3330. Integrated Curriculum.** The study of selected topics in history, geography, economics, and politics. Examination of content, methods, and materials appropriate for grade school children. Spring.

**3335. Philosophy of Education (Philosophy 3335).** Consideration of themes such as the nature of the student and of the teacher, goals of education, curriculum and methodology, the nature and division of knowledge, education and the common good. Inquiry is cast in the light of fundamental considerations of the nature of the human person, of mind, of being, and of the good chiefly through study of classic texts of the Western philosophical tradition (e.g., Plato's *Republic*, and Rousseau's *Emile*). Attention given to contemporary issues in education.

**3147, 3148. Reflective Teaching.** Reflective teachers think critically about pedagogy, subject matter, and the needs and backgrounds of all students. These seminars guide the student in a critical examination of what it means to teach and in the construction of a teaching portfolio. Fall and Spring.

**3V57. Teaching Internship.** Practical experience in a teaching-related assignment. Follow guidelines under *Internships*.

**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). Fall and Spring.

**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.

**4346. Principles of Secondary Education.** Concurrent enrollment with Education 3111 and 3112 required. Students are engaged in serious conversation and writing as they deeply reflect upon their practical observation experienced in Edu 3111 and 3112 in order to extend and enhance their understanding of secondary school instructional principles and pedagogy. Through active class participation, students will increase their knowledge about the theory, research, and practice related to secondary school students; curricula; policies; assessments; and instructional strategies, activities, and resources. Fall and Spring.

**4847. Elementary School Directed Teaching.** The capstone course in teacher education (grades 1-8). Application and participation in an accredited elementary school or a middle school. The directed teacher is supervised by a cooperating classroom teacher and a university supervisor. Fall and Spring.

**4848. Secondary School Directed Teaching.** The capstone course in teacher education (grades 6-12). Application and participation in an accredited secondary school or a middle school. The directed teacher is supervised by a cooperating classroom teacher and a University supervisor. Fall and Spring.

**4849. 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 is supervised by cooperating classroom teachers and a University supervisor. Fall and Spring.

**5323. Reading in the Secondary Schools.** The purpose of this course is to extend and enhance the participants' knowledge, awareness, and understanding of literacy as a multifaceted, quintessential ingredient in all teaching/learning while focusing on the development of literacy at the secondary school level (grades 6-12) in all content areas. Within a collaborative environment, participants will explore relevant research and theory and be actively engaged in applying proven principles and pedagogical practices related to literacy instruction that will benefit their students. Fall and Spring.

**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.

**5351. History of Education (History 3360).** Students will acquire knowledge and keener insight into the present and future promises and perils of America's schools while exploring the historical events and the multifarious factors that have shaped this quintessential, evolving American enterprise from the 18th to the 21st centuries. While reading and reflecting upon relevant primary and secondary sources, being actively engaged in thoughtful classroom discussion, viewing videos, and making classroom presentations, students explore the historical,



philosophical, social political, and economic forces that have influenced education in America. Fall and Spring.

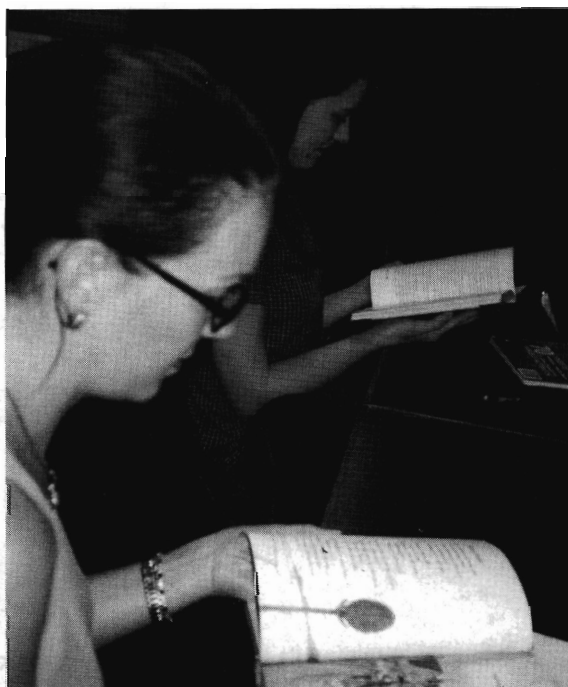
**5352. Educational Evaluation.** An examination of assessment through reflective practice offers insight into the selection, construction, and implementation of assessments. This course offers preservice and inservice teachers a responsive/interactive environment in which to explore what it means to assess in the context of teaching. Fall and Spring.

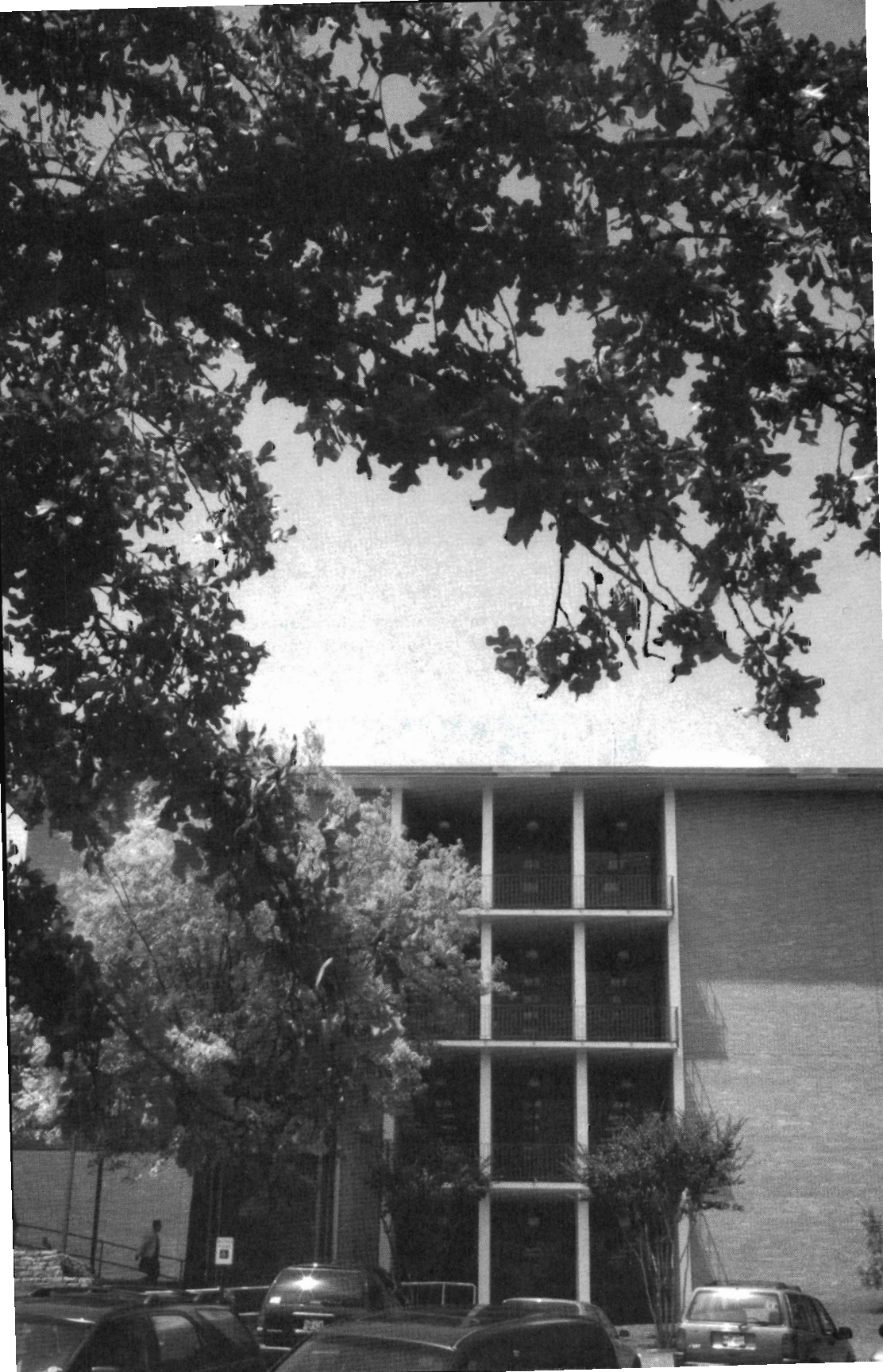
**5354. Language Acquisition/Linguistics.** Language is central to everything and it, more than any other characteristic, distinguishes mankind from other living creatures. The nature of language, phonology, morphology and syntax, structural and transformational grammar, social variations and dialects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

**5356. Educational Research Design.** 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. Offered as needed.

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

**5V50. Research in Elementary or Secondary Education.** Advanced treatment of selected topics through *individual* research. Approval of chairman required. Credits vary 1-6. May be repeated. Fall, Spring, and Summer.





## FACULTY

Chairman and Assistant Professor Davies; University Professor L. Cowan; Professors Alvis, Curtsinger, Dupree, Gregory and Wegemer; Associate Professors Crider, DiLorenzo, Kenney, Roper and Waterman Ward; Assistant Professor Baldwin; Visiting Assistant Professors H. de Alvarez, Lasseter, Maguire and S. Thurow; Visiting Instructor Moran; Adjunct Assistant Professor Pruitt; Adjunct Instructor J. Garza.

## ENGLISH LANGUAGE AND 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.

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.

### **The Literary Tradition**

The Literary Tradition sequence introduces the student to the classics of the West and, thus, to major models and themes of human action, experience, and understanding. 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 portrayal 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* may learn that seeking truth is analogous to the heroic enterprises of Achilles, Hector, Odysseus, Aeneas, Beowulf, and Sir Gawain. 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. In the second semester (Literary Tradition II) 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 (Literary Tradition III) and the novel (Literary Tradition IV), the one literary form distinctive to the modern era. From a study of tragedians of Greece, Shakespeare, and 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. In the most accomplished novelists of the nineteenth and twentieth centuries, the student will see in the novels portrayals of societies negotiating the 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 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. Essays are expected to show sophistication in style and argument, and students are requested to resubmit corrected essays that answer to exacting criticism.

## **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 seven required advanced courses have four primary aims: to give students specific training in the reading and interpretation of literary texts; to continue the students' engagement in the discipline of writing, addressing continually the intricacies of an immediate engagement with language; to acquaint them with major writers within English and American literature; and to establish a general sense of literary history, within which one may understand the interpretative nature of imaginative writing, seen within specific cultural, historical contexts.

Courses in English and American literature are arranged in a roughly chronological sequence, beginning with Anglo-Saxon and medieval poetry, drama, and narrative, and concluding with intensive study of nineteenth- and twentieth-century writing. This sequence of courses is framed by two others (Literary Study I and II) that address specifically the discipline of reading and interpretation of literature. Each of these courses concludes in a major project, based on independent study of particular authors. 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 criticism devoted the poet. In the

senior year English majors conclude a course in interpretation of prose narrative with a written essay and a public lecture on a major novel.

In the beginning of their last semester, majors must pass a comprehensive examination on the works encountered in the core and major sequences. The examination is based on the Senior Comprehensive Reading List.

## Reading List for Senior Comprehensives

### Narrative Literature (Epic or Romance)

- Bible: *Genesis, Exodus 1-2, Samuel, Isaiah, Four Gospels*  
 Homer: *The Iliad, The Odyssey*  
 Virgil: *The Aeneid*  
 Dante: *The Divine Comedy*  
 Anon: *Beowulf*  
 Anon: *Sir Gawain and the Green Knight*  
 Chaucer: *The Canterbury Tales* (General Prologue, Knight's Tales, Miller's Tale, Wife of Bath's Tale, Merchant's Tale, Franklin's Tale, Pardoner's Tale)  
 More: *Utopia*  
 Spenser: *The Faerie Queene, Book I*  
 Milton: *Paradise Lost*  
 Pope: *The Rape of the Lock*  
 Swift: *Gulliver's Travels*  
 Wordsworth: *The Prelude*  
 Coleridge: *The Rime of the Ancient Mariner*  
 Eliot: *The Waste Land*

### Narrative (Novel)

- Sterne: *Tristram Shandy*  
 Austen: *Emma*  
 Dostoevsky: *Crime and Punishment*  
 Flaubert: *Madame Bovary*  
 Hawthorne: *The Scarlet Letter*  
 Melville: *Moby Dick*  
 Twain: *The Adventures of Huckleberry Finn*  
 Eliot: *Middlemarch*  
 Dickens: *Great Expectations*  
 Thackeray: *Vanity Fair*  
 James: *The Ambassadors*  
 Conrad: *Heart of Darkness*  
 Hardy: *The Return of the Native*  
 Joyce: *Portrait of the Artist as a Young Man*  
 Woolf: *To the Lighthouse*  
 Faulkner: *The Sound and the Fury*

### Dramatic

- Aeschylus: *Oresteia*  
 Sophocles: *Oedipus the King, Oedipus at Colonus, Antigone*  
 Euripides: *The Bacchae*  
 Aristophanes: *The Frogs*  
 Anon: *Everyman, Second Shepherd's Play*  
 Marlowe: *Dr. Faustus*  
 Shakespeare: *Othello, Hamlet, King Lear, Macbeth, Richard II, Henry IV & V, A Midsummer Night's Dream, The Tempest*  
 Milton: *Samson Agonistes*

### Lyric

- Bible: Selected Psalms  
 Anglo-Saxon: "The Wanderer," "The Seafarer," "Caedmon's Hymn"  
 Middle-English: "I Sing of a Maiden," "Sir Patrick Spens," "The Corpus Christi Carol," "Western Wind"  
 Wyatt: "Whoso List to Hunt," "They Flee from Me"  
 Raleigh: "The Nymph's Reply to the Shepherd"  
 Sidney: *Astrophel and Stella*, 1

- Shakespeare: Sonnets 18, 29, 30, 55, 65, 73, 94, 116, 129, 146; "Fear No More The Heat of the Sun," "Full Fathom Five"
- Donne: "The Canonization," "A Valediction: Forbidding Mourning," "The Ecstasy," "The Good-Morrow," "Air and Angels," "A Nocturnal upon St. Lucy's Day," "Holy Sonnets 10 and 14"
- Jonson: "To Penshurst," "On My First Son," "Song: To Celia" "Slow, Slow Fresh Fount"
- Herrick: "To the Virgins, to Make Much of Time," "Corinna's Going A-Maying"
- Herbert: "The Altar," "Virtue," "The Pulley," "The Collar," "Easter Wings," "Love (III)"
- Vaughn: "The Retreat," "The World"
- Milton: "Lycidas," "On Morning of Christ's Nativity," "How Soon Hath Time," "When I Consider How My Light is Spent"
- Marvell: "To His Coy Mistress," "The Garden"
- Gray: "Elegy Written in a Country Churchyard"
- Blake: "The Lamb," "The Tyger," "The Sick Rose," "London," "Mock on, Mock on, Voltaire, Rousseau"
- Wordsworth: "Lines Composed a Few Miles above Tintern Abbey," "A Slumber Did My Spirit Seal," "I Wandered Lonely as a Cloud," "Ode: On Intimations of Immortality from Recollections of Early Childhood," "The Solitary Reaper"
- Coleridge: *The Rime of the Ancient Mariner*; "Kubla Khan," "Dejection: An Ode"
- Shelley: "Ozymandias," "Ode to the West Wind," "Mont Blanc"
- Keats: "On First Looking into Chapman's Homer," "Ode to a Nightingale," "Ode on a Grecian Urn," "To Autumn"
- Tennyson: "Ulysses," "The Lady of Shalott", "*In Memoriam* 1, 2, 7, 48, 55, 56"
- Browning: "My Last Duchess," "Fra Lippo Lippi," "Two in the Campagna," "Childe Roland to the Dark Tower Came"
- Arnold: "The Buried Life," "Dover Beach"
- Whitman: "Song of Myself" (1, 24), "Crossing Brooklyn Ferry," "Out of the Cradle Endlessly Rocking," "Vigil Strange Kept I on the Field One Night"
- Dickinson: "Success is Counted Sweetest," "There's a Certain Slant of Light," "After Great Pain a Formal Feeling Comes," "I Heard a Fly Buzz When I Died," "Because I Could *not* Stop for Death," "Further in Summer than the Birds," "Tell all the Truth but Tell it Slant"
- Hopkins: "God's Grandeur," "The Windhover," "Pied Beauty," "Spring and Fall"
- Hardy: "Hap," "The Darkling Thrush," "Convergence of the Twain"
- Housman: "Loveliest of Trees," "To an Athlete Dying Young," "Epitaph on an Army of Mercenaries"
- Yeats: "Easter 1916," "The Second Coming," "Leda and the Swan," "Sailing to Byzantium," "Among School Children"
- Eliot: "The Waste Land" "Preludes," "The Love Song of J. Alfred Prufrock," "The Journey of the Magi," "Ash Wednesday"
- Frost: "Birches," "After Apple-Picking," "Stopping by Woods on a Snowy Evening," "For Once, Then Something," "Desert Places," "Design"
- Stevens: "Sunday Morning," "Thirteen Ways of Looking at a Blackbird," "Anecdote of a Jar," "The Idea of Order at Key West"
- Auden: "Musée des Beaux Arts," "The Shield of Achilles"

### Literary Criticism

Plato, Book 10 of *The Republic*

Aristotle, *The Poetics*

Sidney, "An Apology for Poetry"

Wordsworth, "Preface to *Lyrical Ballads*"

Coleridge, *Biographia Literaria* (selections)

Keats, Selected Letters

Eliot, "Tradition and the Individual Talent"

Tate, "The Man of Letters in the Modern World"

Stevens, "The Noble Rider and the Sound of Words"

Derrida, "Structure, Sign, and Play in the Discourse of the Human Sciences"

## Basic Requirements for Major

Literary Tradition, I, II, III, IV; English 3323 (Medieval Literature); 3324 (Literary Study I: Lyric); 3326 (Early Modern Literature); 3327 (Romantic Tradition); 4360 (American Literature); 4362 (Twentieth-Century Literature); 4363 (Literary Study II: Prose Fiction); and one upper-level English elective. Students may substitute for 4362 some other course in twentieth-century literature, provided it covers a *range* of major writers in the first half of the twentieth century.

**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>	Theology 1310	<u>3</u>
	15		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 Science)	6
Politics 1311	<u>3</u>
	30

**Year III**

English 3323	3	English 3326	3
English 3324	3	English 3327	3
Arts or Math	3	Philosophy 3311	3
Science or elective	3	Science or elective	4
Elective	<u>3</u>	Elective	<u>3</u>
	15		16

**Year IV**

English 4360	3	English 4363	3
English 4362	3	Required English Elective	3
Philosophy elective	3	Electives	<u>9</u>
Electives	<u>6</u>		15
	15		

**Suggested Electives**

**Language:** Greek, Latin, French, or German

**Philosophy:** Epistemology, Aesthetics, Philosophy of Language, Ethics

**History:** History of England I and II

**Politics:** Politics 3311, 3312, and other appropriate electives

**Art:** Art History I, II, and other appropriate electives

**Psychology:** Foundations of Psychology as a Human Science

**Courses in English**

**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 the Western tradition. 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 and Spring.

**1302. The Literary Tradition II.** A treatment of the Christian epic, Dante's *The Divine Comedy* and Milton's *Paradise Lost*, establishing terms different from the classical epic by which to understand heroic action and its ends, within an imaginative cosmos shaped by Revelation and by Christian culture. The course further examines the continuation of epic tradition in the modern world with Kerek Walcott's *Omeros*, when the poet must shape narratives of a more partial and fragmentary nature than those of his predecessors. Fall and 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, King Lear, Merchant of Venice, The Tempest.* Fall and Spring.

**2312. The Literary Tradition IV.** Reflections upon the novel as the distinctively modern contribution to the literary tradition. Studies in 19th and 20th-century European and American fiction with 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, Light in August,* and short stories. Fall and Spring.

**3323. Medieval Literature.** A study of Anglo-Saxon and Medieval poetry, narrative, and drama, with special emphasis on the Bible and biblical typology in the determination of medieval themes and patterns. Authors treated include Chaucer, the Pearl Poet, Malory, and others. Fall.

**3324. Literary Study I: Lyric.** An introduction to literary study and interpretation, with a central focus upon lyric poetry in English. The course establishes the nature and practice of close reading of a literary text. At the same time it treats the various resources of poetic language—prosody, figurative language, tone, and allusiveness, with a view to grasping continuities within and new developments of the tradition of the English lyric. The course concludes with the Junior Project, independent study of an important British or American lyric poet. Fall.

**3326. Early Modern Literature.** A consideration of major writers of the period in light of their contribution to modern culture: the way in which they explore the limits of continental and English lyric conventions, the problematic character of political and religious contexts, the implications of the new science and philosophy upon traditional poetic models. In addition to an emphasis on Shakespeare's poetry and drama, the course also treats authors such as Spenser, Sidney, the Metaphysicals, Milton, Pope, and Swift. Spring.

**3327. Romantic Tradition.** Romanticism as a resistance to and continuation of the Enlightenment. Exploration of the aftermath of Romanticism not only in Victorian literature but more broadly among nineteenth- or twentieth-century writers. Spring.



- 3343. Bible as Literature.** The old and new testaments from a literary perspective, suggesting continuities of biblical writing with traditional literary themes, genres, and forms, and establishing the centrality of the Bible—its stories, typology, and interpretation of history—in shaping the imagination of writers to the present time.
- 3355. Tragedy and Comedy.** Studies of the major works of these two genres with a view toward understanding two alternative but concurrently enduring vistas upon the human condition. Readings normally include selections from the major Greek authors through Shakespearean examples of the dramatic genre.
- 3357. Special Topic.** Study of an author, question, or topic not treated in any of the regular course offerings but of comparable consequence. Offered as needed.
- 4359. Shakespeare.** Study of the comedies, histories, and Roman plays against the background of the four great tragedies (Eng. 2311) seeking understanding of this great poet as a thoughtful guide in a confrontation of classical, Christian, and modern traditions. Spring.
- 4360. American Literature.** Study of major American writers, predominantly of the nineteenth century, focusing upon Hawthorne, Melville, Emerson, Thoreau, Whitman, Dickinson, Twain, and James. Reflection upon the definitive stresses productive of the national character and upon continuing tensions generated by the meeting of the New World with the Old. 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's participation in community. Spring.
- 4362. Twentieth-Century Literature.** A study of major poets, novelists, and dramatists of the twentieth century writing in English; modern writers such as Pound, Yeats, Stevens, Joyce, Woolf, and Faulkner; as well as writers from the second half of the century. Students may substitute another course in twentieth-century literature. Fall.
- 4363. Literary Study II: Prose Fiction.** A study of the nature of narrative and of the interpretative skills necessary for reading fiction. The course will consider major British and American novels, or novels written in English. It culminates in the Senior Project, a written and oral presentation on a major novel in English. Spring.
- 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.
- 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 culture of the South.
- 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.
- 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.

**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.

**4V41. Independent Research.** An opportunity to conduct a special program of inquiry under the guidance of a faculty member. Approval by Chairman required.

**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 studied include Homer, Hesiod, Aeschylus, Sophocles, Euripides, Ovid, Vergil, Spenser, Yeats, Joyce (as needed), Faulkner, Freud, Eliade, Levi-Strauss, V. Turner. As needed.

**5312. The English Renaissance.** 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.

**5313. Thomas More and His Circle.** A study of the major writings of Thomas More, the important literary accounts of his life, and fundamental texts of Erasmus and Luther. Special attention is given to More's indebtedness to the classical world and to the Church Fathers, especially in *Utopia*, *The History of Richard III*, and his humanist writings.

**5320. Arthurian Romance.** An approach to medieval genre—romance—and a medieval theme—*fin' amors*—through the study of major literary manifestations of the medieval legend of Arthur. Authors and texts studied may vary, but as a rule special emphasis will be given to the twelfth century verse romances of Chrétien de Troyes and Sir Thomas Malory's fifteenth century "reduction" of the legend into English prose.

**5375. 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.

## DIRECTOR

Assistant Professor Brown-Marsden.

# ENVIRONMENTAL SCIENCE CONCENTRATION

Environmental science is an interdisciplinary field that incorporates study of problems caused by human use of the natural world with analysis of remedies for these problems through social, economic, or political change. While incorporating information on natural processes (e.g. physical and biological), the field of environmental science also analyzes the role that technology plays in our society and its capacity to alter natural processes as well as solve problems. A third dimension of this field, analysis of the social processes that characterize human populations, emphasizes critical thinking about decisions made at the individual, societal, corporate, political, and global level that impact natural processes. This approach outlines the way in which environmental problems are both created and solved by human populations. Thus, environmental science is a mixture of traditional science, societal values, and political awareness.

Reflecting this interdisciplinary approach, the Environmental Science Concentration requires *six* courses selected from a wide range of disciplines and departments.

**Required Courses:**

Bio 2360. Environmental Science.

Chem 3445. Environmental Chemistry.

Mat. 3327. Statistics *or* Eco. 3327 Statistical Methods *or* Bio. 3345 Biostatistics.Phi 5345. Philosophy of Technology *or* Phi 4333 Philosophy of Science.

Research/Internship (offered through the student's major department; 3 credits)

**Elective:** (Select one of the following)

Pol 3324. Public Policy.

Eco 4356. ST/Economics of the Environment.

Eco 4341. Economics and Social Ethics.

His 4357. American Environmental History.

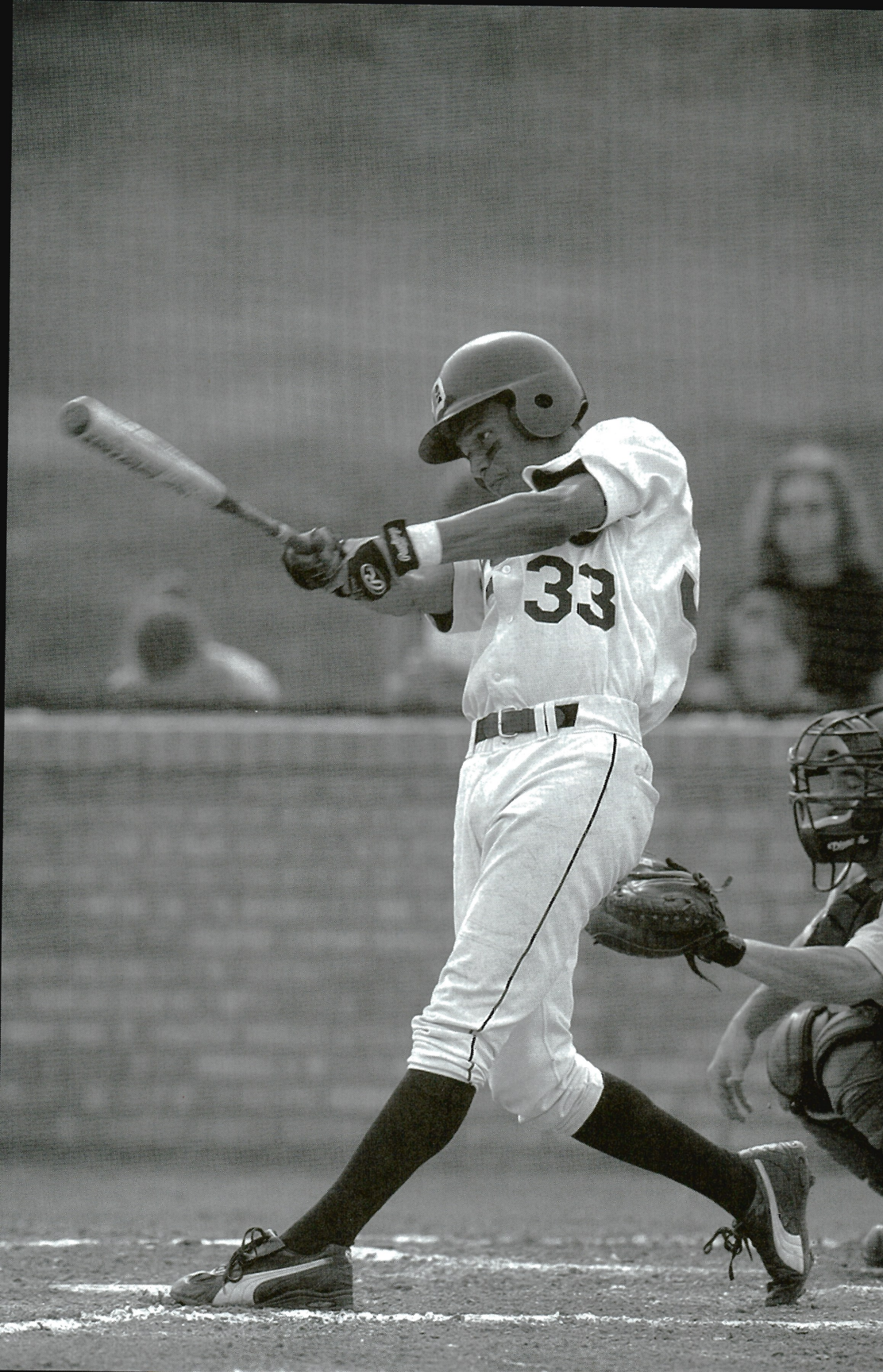
Bio 3346. Animal Behavior.

Bio 3326. Ecology.

Phy 3363. Computational Physics.

Phi 4336. Ethics.

GSM (Any GSM course that pertains to issues raised in environmental science.)



## FACULTY

Faculty as required.

## GENERAL STUDIES

The University makes available each semester various one-credit courses which respond to needs and interests of its students. These courses are extra to the regular offerings and, unless otherwise indicated, are graded on a *Pass/No Pass basis*. They are referred to as activity credits. *Four* of these *Pass/No Pass* credits may be included in the 120 credits required for graduation. See Music for additional listings.

### 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. Drama majors register under Drama 1101.

**1106. Community Volunteer Services.** Various opportunities to participate in community service are offered. Coordinated by the Chaplain's office. May be repeated. Fall and Spring.

**1110. Writing Principles.** The rhetorical structure of writing with emphasis on writing the sentence, paragraph, and essay. Fall and 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.

**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 and research, and serve as docents. Fall and Spring. May be repeated. Art majors register under Art 1115.

**1116. Major and Career Planning.** This section is more for freshmen and sophomores who want to explore the opportunities available to them with various majors and careers. Class instruction will encompass: decision-making and goal-setting; self-assessment; connecting personal profile with majors and careers; evaluating graduate school for various professions; and exploring various career settings. Particularly helpful to "undeclared" students.

**1117. Career Development.** The primary focus of this class is assisting juniors and seniors with job search strategies and graduate school planning. The main topics include: graduate school selection and admissions process; networking and informational interviewing; developing a listing of self-accomplishments; resume and cover letter writing; and interview preparation and mock interviews.

**1118. Presentations and Public Speaking.** Basic speech development and presentation skills are presented and practiced. Included are impromptu speaking, identifying the different types of speeches, parts of a speech, interviewing for television and live radio, and using sources.

**1119. Making the Most of College.** Drawing from a recently published 10-year study consisting of interviews with Harvard seniors, this seminar will explore the college experience and discuss the choices that students can make to improve their undergraduate experience and get the most for their money. This class will be an introduction to life at UD and will discuss options that can enhance the student's appreciation of both core and elective courses, as well as extracurricular activities in the Dallas-Fort Worth Metroplex.

**1122. Moot Court.** Analysis of court cases in preparation for regional court style competitions. Excellent experience for Pre-law and other students seeking training in close-reading and reasoned argument.

**1375. Shakespeare in Italy.** Study of Shakespeare's Roman and Venetian plays. Lectures, on-site tours, and reading incorporating topics in history, politics, art, and theology. Frequent written assignments help develop the ability to write clear and thoughtful essays. Graded course. Summer.

**1376. Thomas More in England.** Study of the life and works of Thomas More with a view to understanding the challenges of great leadership. Lectures, on-site tours, and readings from major prose works. Graded course. Summer.

**1377. Churchill in England.** Study of the life and works of Winston Churchill with a view toward understanding the meaning and responsibility of principled leadership. Lectures, on-site tours, and readings. Graded course. Summer.

**3345. Special Topics.** Graded course.

**3V57. Independent Study with Field Experience—Internships.** Graded Pass/No Pass; **T** grade may be assigned when circumstances warrant. Consult listing under *Internships*. \$50 fee applies.

**3165. European Cities.** Attempts to prepare students to travel thoughtfully be discussions, slide presentations, and walking tours. The principal focus is on Rome, followed by other major cities and sites in Italy and the rest of Europe. Graded Pass/No Pass.

**3V99. Consortium Enrollment.** \$200 fee applies. Consult listing under Academic Policies and Procedures.

## **Military Science**

**1241-1242. Introduction to ROTC.** Students who wish to earn appointments as commissioned officers in the U. S. Army or Air Force may participate in the general military and professional officer courses at the University of North Texas (Air Force) and the University of Texas at Arlington (Army). Eight credits earned in ROTC programs may be counted as electives toward the undergraduate degree. Arrangements with other ROTC programs in the area can be made.

**3341-3342. ROTC Leadership I and II**

**4341-4342. Advanced ROTC Leadership I and II**

## **Intensive English Program**

Director: Dr. Susan Wykel

The Intensive English Program of the University serves all levels of the University international student body as well as a number of academic business institutions in the surrounding community. The program offers 20 hours per week of intensive language instruction, with ten entry dates throughout the year. The levels range

from beginner to most advanced; students may finish in one month or continue their language study for up to two years.

Because the non-credit program emphasizes academic and professional preparation, institutional TOEFL exams are given regularly. TOEFL preparation classes are also offered on a continuous basis. The Intensive English Program is also qualified to provide the I-20 needed for applicants to obtain F-1 (full-time student) visa status. For more information and application materials, please visit the program website at <http://gsmweb.udallas.edu/iep>.

The Intensive Program (IEP) utilizes an innovative and effective language learning methodology known as the Focal Skills Approach. This approach uses methods proven to accelerate the development of practical language proficiency. Because the method is intense and highly individualized, most IEP students achieve their language proficiency goals within one or two terms of full time attendance.

### **Transition Program**

International students who need preparation in college-level thinking and writing may enroll in the Transition Program. While graded, these courses do not count toward the degree, except for TRA 1300 which counts as an elective. If the schedule permits, the courses may be taken in conjunction with regular college courses for which the student is qualified. Graded class.

**TRA. 0301. Transition/Composition I**

**TRA. 0302. Transition/Rhetoric of Literature**

**TRA. 0303. Transition/Rhetoric of Philosophy and Theology**

**TRA. 0304. Transition/Rhetoric of History and Government**

**TRA. 1300. Transition/Composition II**







## FACULTY

Chairman and Associate Professor Jodziewicz; Professor Sommerfeldt; Associate Professors Sullivan and Swietek; Assistant Professors Atto and Hanssen; Visiting Assistant Professor Hatlie; Adjunct Professor Wilhelmsen; Adjunct Assistant Professor Hurst; Adjunct Instructors Dennis and Turney.

# HISTORY

As a discipline, history is the rational and imaginative 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 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 consists of the core courses in 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.

This curriculum is based on the University’s stated purposes and on the Department’s view of the discipline. The core courses are designed to introduce students to history as a mode of knowing which offers truth about mankind 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 the ability to apply the historical method effectively to specific questions about the past and express these 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 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 United States 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 the student registers for History 4348 and is assigned a faculty thesis advisor. The student's comprehensive examination involves the successful completion of the thesis. Philosophy of History or a course in the philosophy of the thesis time period is recommended for the Philosophy elective.

The 1000- and 2000-level history courses and 4347 and 4348 are offered every year. The Department will make every effort to offer the following courses every other year: History 3303, 3304, 3305, 3341, 3342, 3343, 3344, 3345, 3346, 3351, 3353, 3355, 3356, and 3357. The remaining courses ordinarily will 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
	15		15

**Year II (during Sophomore Year)**

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
	30

**Year III**

History electives	6	History 4347	3
Philosophy 3311	3	History elective	3
Science	3	Electives	6
Economics 1311	3	Science	4
	15		16

**Year IV**

History 4348	3	History elective	6
History elective	3	Electives	9
Philosophy elective	3		15
Electives	6		
	15		

**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*, *The Seneca Falls Declaration of Sentiments and Resolutions*, and Frederick Douglass’s *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*, Martin Luther King, Jr.’s, *Letter from a Birmingham Jail*, and George Kennan’s *American Diplomacy*.

**2301. Western Civilization I.** The Western Civilization sequence offers the historical framework necessary to the integration of the elements which make up a liberal education. Beginning with the cultures of the ancient Near East, this course proceeds chronologically through the Greco-Roman, medieval and Renaissance periods, acquainting the student with major political, social, and intellectual movements. Texts studied include *The Book of Job*, 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*, selections from Denis Diderot's *Encyclopedia*, "What is Enlightenment?" by Immanuel Kant, Edmund Burke's *Reflections on the Revolution in France*, *The Communist Manifesto*, Pope Leo XIII's *Rerum Novarum*, and Elie Wiesel's *Night*.

**3303. Ancient Greece.** Beginning with the Mycenaean age, the 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 of 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 culture and civilization.

**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 nation-states, and the transition from medieval to modern world.

**3309. Topics in Medieval History.** A detailed study of selected aspects of western medieval culture and civilization.

**3310. The Renaissance.** Between 1300 and 1517, great changes in European life were brought about by the 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. The 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 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.

**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 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 culture and civilization.

**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. Special consideration given 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 Golden 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.** The development of the Christian Church from the apostolic community to the thirteenth century.

**3335. Church History II.** 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 considered with emphasis upon social, political, and religious realities, especially the Great Awakening. Extended consideration is also given to the mid-eighteenth century imperial question, the American Revolution, the Confederation period, the creation of the Constitution, and the early Republic.

**3343. The Age of Jefferson and Jackson.** The contribution and thought of Thomas Jefferson, the decisions of the Marshall Court, the Louisiana Purchase, westward expansion, Jacksonian democracy, Manifest Destiny, the Mexican War, states' rights, 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 and Southern strategies, the battles, Appomattox, and Reconstruction.

**3345. The Emergence of Modern America.** In the years between 1877 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 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 postwar affluence, the changing status of women, race relations, and the American experience in Vietnam.

**3351. The American West.** 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.

**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.

**3355. American Catholic History.** Traces the development of Catholicism in the United States from the colonial period through the development of the immigrant church through 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.** A detailed study of selected aspects of American culture and civilization.

**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.

**3368. Modern China and Japan** An analysis of the history of East Asia in the nineteenth and twentieth centuries. Examination of traditional social structures, historical patterns, and intellectual traditions is followed by a consideration of the impact of Western imperialism, the East Asian response, and the resulting

modernization. Also discussed are the effects of World War II as well as post-war changes in East Asian society, economy, and politics.

**4347. The Seminar in History.** An examination of historiography through the consideration of classic texts and contemporary historical writing. Successful completion of this course is prerequisite to enrollment in History 4348. Spring.

**4348. Senior Thesis.** Each student investigates a topic and, under the guidance of a faculty advisor, prepares an extended research paper. Prerequisite: History 4347. Fall.

**4357. Special Studies in History.** Offered as needed.

**4V61. Independent Research in History.**





DIRECTOR

Associate Professor Dougherty.

# INTERNATIONAL STUDIES CONCENTRATION

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* 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, history, or modern language. It 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 or international economics. When necessary, the concentration advisor may approve substitutions.

The student also must select at least *two additional* courses relevant to the field from the wide variety of such courses offered within the University.

## Core Courses

**1) Politics 3325. American Foreign Policy.** Several fundamental political documents relating to the purposes and difficulties of the United States as a world power are examined from the perspective of various commentators on international affairs. Case studies 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.

**2 a) 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.

**2 b) 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 former Soviet countries.

**3) 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.

**4) 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.

**Elective Courses:** These courses are illustrative of those which can be taken.

**Politics 3336. Comparative Government.** A study of contemporary governments. Selection will be made from Great Britain, France, Germany, Japan, China, India, the Middle East, Africa, and Latin America. Spring, alternate years.

**Politics 3338. The Soviet Union and Its Collapse.** A survey of the former Soviet regime. Addresses especially the following questions: How does the Soviet experience help us evaluate Marxism-Leninism? What causes led to the regime's collapse? What are the prospects for the future in the region? Spring, alternating years.

**Economics 4335. Economic Development.** General theory of economic development; obstacles to and future possibilities for economic growth of less developed nations. Prerequisite: Economics 1311.

**Economics 4344. Western Economic History II.** The Industrial Revolution in England. Industrialization and the spread of the factory system in Germany, France and the U.S. Long-distance trade and the gold standard. Eighteenth century banking and finance. Comparative labor movements. Economic ideology and economic history: the socialist challenge to economic liberalism. Economic consequences of World War I and the Russian Revolution. Inter-war Europe, the Great Depression, and the emergence of National Socialism. Normalcy, the "Roaring Twenties," and the Great Depression in the U.S. World War II. Soviet Economic Development. Economics in a bi-polar world. Modern mixed capitalism in Western Europe and the U.S. 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.

DIRECTOR  
H. Cousins

## INTERNSHIPS

*Independent Study with Field Experience (Internship)* 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 should 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 meet with the Field Experience Coordinator and an appropriate faculty sponsor who serve as advisors. The field experience contract, approved by the coordinator, stipulates the agreement between the student, faculty sponsor, and on-site supervisor regarding the character and goals of the project.

During enrollment a course number is assigned by the Registrar indicating variable credit and reflecting the appropriate department. Upon completion, credit is recorded as either *Pass or No Pass*. The equivalent of ten hours a week involvement is required to earn three credits.

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 \$50 transcribing and supervisory fee is charged.

**3V57. Independent Study with Field Experience—Internships.** Graded Pass/No Pass; T grade may be assigned when circumstances warrant.



## DIRECTOR

Visiting Professor Norton.

# JOURNALISM CONCENTRATION

The Journalism Concentration provides an opportunity for students to gain an understanding of the role of the media in American society and to receive instruction in the basic skills needed to perform adequately in the field. Publications, businesses, and graduate schools are looking for liberal arts graduates with a background in the theory and practice of journalism.

The *required curriculum* includes *six* courses: Survey of Mass Media, Reporting, Ethics or an approved substitution, Internship, and six credits of advanced electives in Journalism. Journalism practicum is not required but is an excellent experience for the Concentration student. It may be repeated three times for credit. Typing/word processing skills are required in Journalism courses.

## Courses in Concentration

**Journalism 1109. Journalism Practicum.** The practicum is an opportunity for students to gain experience working on a publication. The one-credit course involves weekly meetings, contribution to the newspaper or yearbook, and preparation of a portfolio of completed work. Photographers, reporters, advertising designers, writers, editors, artists, production/layout workers, and desktop publishers are needed. This course may be repeated three times for credit. Fall and Spring. Graded Pass/No Pass.

**Journalism 1301. Survey of Mass Media.** Examination of the role of mass media in modern society, including a study of communication theory, history, operation, and structure of each medium in the American communication system. Discussion of influences of media on society and the interrelationship of the media. Spring.

**Journalism 2301. Reporting.** Introduction to fundamentals of news gathering and writing for the print media. Emphasis placed on practical application—learning newspaper style, conducting interviews, building reporting skills, developing clarity in writing. Includes writing news stories, editorials, features, in-depth or investigative, and entertainment for *University News* as laboratory experience. Fall.

**Journalism 3301. Editing.** Emphasis on writing quality. Handling copy from its inception as an assignment to the printed page, with special study of style, word usage, layout, headline writing, and use of computer as a standard tool of the trade. Includes writing and editing assignments for *University News* as laboratory experience. Prerequisite: Journalism 2301. Spring, alternate years.

**Journalism 3358. History of American Journalism.** 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 changes in the media during this development. Fall, alternate years.

**Journalism 3368. Feature Writing.** Emphasis on research and writing non-fiction features for print media. Includes information on techniques of research, study and analysis of newspaper and magazine features, study of unique characteristics of feature writing, and practical application of principles studied. Spring, alternate years.

**Philosophy 4336. 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; sources of forms of moral goodness, moral evil, and moral obligation; evaluations of major theories; specific nature of Christian ethics. Fall. Occasional substitutions may be approved.

**Journalism 3V57. Field Experience.** Students may earn up to six credits for journalism internships. Credit approval for all journalism internships must be pre-arranged with the Journalism Concentration director. Graded Pass/No Pass. As individually arranged.



COORDINATOR

Associate Professor Maddux.

# LANGUAGE CONCENTRATIONS

## Concentration in Languages

The *Concentration in Language* combines practical and theoretical aspects of language study. It includes advanced work in *one or more* languages other than English, together with the theoretical consideration of language as a universal human activity. Students take a total of twelve credits.

- 1) Three courses (9 credits) in language/literature at the 3000-level or above.
- 2) One course (3 credits) involving a theoretical consideration of language. The following courses are acceptable (substitutions must be approved by the coordinator):

<b>Education</b>	<b>5354.</b>	Language Acquisition/Linguistics
<b>Language</b>	<b>3330.</b>	Introduction to Linguistics
<b>Philosophy</b>	<b>4335.</b>	Philosophy of Language
<b>Psychology</b>	<b>3334.</b>	Language and Expression

Modern language or Classics majors may not use their major language as part of a Language Concentration, but they may use their second language for that purpose.

Students wishing to take this concentration should inform the coordinator preferably no later than the Junior year. Any questions about what can be used for the concentration should be addressed to the coordinator.

## 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. 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 related course offerings for a given country are limited. An Area Studies Concentration is possible in Classics, French, German, Italian, and Spanish.





## FACULTY

Chairman and Assistant Professor Phillips;  
Associate Professor Coppin; Assistant Professors  
Andrews, McNicholl, White and Wojtowicz.

# 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 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 and The Calculus are designed explicitly for this purpose. Calculus I and II together 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 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 Abstract Algebra and Analysis, 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 discipline. It is important for the major to experience this interaction and to see the power and limitations of mathematics. Courses such as Calculus I and II, Linear Algebra, Vector Calculus, Differential Equations, Probability, Statistics, Numerical Analysis, and Introduction to Computer Science as well as the Physics requirement aid in the development of this perspective.

A major in mathematics opens many doors. Majors go on to graduate work in such fields as mathematics, computer science, statistics, physics, economics, or biology. They pursue business, actuarial science, linguistics, medicine, law, and teaching. Most importantly, the major allows the budding mathematician to see the world in a creative, beautiful, and profound way.

**Advising:** All students of the University are *urged* to seek advice from the Department concerning selection of courses and placement. A placement exam is required of students wishing to enroll in 1000- or 2000-level courses except 1301 and 1302. Students considering a major in mathematics should consult with the Department as soon as possible. A faculty member can suggest courses that may help the student decide.

Each major has a faculty advisor in the Department. The student and the advisor will have an introductory conference to talk about the program and to discuss the student's aims and goals. At the beginning of the junior year, the student and advisor meet to take stock of how the student is doing and where the student is going. The advisor assists the student in course selection and post-graduate plans. It is *imperative* that all those who intend to major in mathematics contact the Department for counseling at least once each semester before preregistration.

### **Basic Requirements for Major**

**B.A.:** Mathematics 1404, 1411, 2412, 3310, 3321, 4332, 4341, 4333 or 4342, one of 3324, 3326, 3338 or 4315; three mathematics credits at any level; and six mathematics credits in courses numbered 3000 or above, including advanced courses in Computer Science (six hours may count toward the major); participation in 3V50 as often as it is offered is encouraged; Physics 2311-2111, 2312-2112. The foreign language should be French, German, or Russian for those planning graduate studies in mathematics. Math majors should go to Rome in the spring of the sophomore year.

**B.S.:** Twelve 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. It 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 the comprehensive prior to May graduation of that school year.

**Year I**

Physics 2311	3	Physics 2312	3
Physics 2111	1	Physics 2112	1
English 1301	3	English 1302	3
Language 2311	3	Language 2312	3
Mathematics 1404	4	Mathematics 1411	4
Philosophy 1301	<u>3</u>	Computer Science 2410	<u>4</u>
	17	(or elective)	18

**Year II**

English 2312	3	<b>(Rome)</b>	
Mathematics 2412	4	English 2311	3
Mathematics 3321	3	History 2301	3
Economics 1311	3	Theology 2311	3
Theology 1310	<u>3</u>	Philosophy 2323	3
	16	Art 2311	<u>3</u>
			15

**Year III**

Mathematics 3310	3	Mathematics Elective	3
Mathematics 4341 or 4332	3	Mathematics 4342 or 4333	3
History 1311	3	Philosophy 3311	3
Life Science	3	History 1312	3
Elective	<u>3</u>	Elective	<u>3</u>
	15		15

**Year IV**

Mathematics 4332 or 4341	3	Mathematics Elective	3
Mathematics Elective	3	Philosophy Elective	3
Politics 1311	3	Electives	<u>6</u>
History 2302	3		12
Elective	<u>3</u>		
	15		

**Courses in Mathematics**

**1301. Euclidean and Non-Euclidean Geometries.** Development of the mathematical way of thinking through firsthand experience. Emphasis on the student's strengthening of his or her imagination, deductive powers, and 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, independence and completeness of axiom systems. Historical perspective and philosophical implications are included. Students must prove a significant number of theorems on their own.

**1302. Elements of Number Theory.** Development of the mathematical way of thinking. Emphasis on the student's strengthening of his or her imagination, deductive powers, and ability to use language precisely and efficiently. Study of the properties of the whole numbers; the Euclidean algorithm; prime numbers; divisibility; congruencies; residues; and elementary additive number theory. Students must prove a significant number of theorems on their own. Historical perspective and philosophical implications are included. Satisfactory placement.

**1306. The Calculus.** A careful study of the slope (derivative), area (integral) and the Fundamental Theorem of Calculus, both theory and applications. For over 2500 years, these three ideas formed the foundation of the Calculus, one of the greatest creations of mankind. The course focuses on the confluence of two seemingly disparate notions, slope and area, in one of the surprising theorems of our civilization, The Fundamental Theorem of Calculus. The study is done at a deep level and in a visual way but without most of the notation, which sometimes inhibits a humane understanding of this beautiful subject. Students learn how to use their imaginations and to use language precisely and efficiently. Prerequisite: none. Fall and Spring.

**1404. Calculus I.** Limits, derivatives, applications of derivatives, integration, logarithm and exponential functions. Fall and Spring.

**1411. Calculus II.** L'Hôpital's Rule, inverse trigonometric and hyperbolic functions, methods of integration, analytic geometry, applications of integrals, sequences and series. Prerequisite: Grade of C (2.0) or better in Math 1404, or satisfactory placement. Fall and Spring.

**1513. Infinite Processes: Theory and Application.** The study of the completeness property, sequences, limits, tangency, derivatives, area, and integration. Applications of derivatives, integrals, and linear and separable differential equations. Mathematical modeling including acquisition of data in real time. Computer algebra systems will be used. Prerequisites: Satisfactory placement and consent of the Chairman. Summer.

**2107. Mathematics Colloquium.** A forum for exposing students to the rich and deep areas of mathematics and its applications not normally seen in the first two years of undergraduate studies. Oral presentations are selected for their interest and accessibility. Speakers include faculty members, visiting lecturers, and students. Highly recommended for majors. Visitors are welcome. Public announcements of speakers will be made. Graded Pass/No Pass. Fall and Spring. May be repeated.

**2304. 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 1411 or permission of the instructor. Spring.

**2305. Introduction to Statistics.** Statistics may be broadly defined as the science of making rational decisions in the face of quantifiable uncertainty. This course emphasizes a deep understanding of the fundamental elements of so-called "statistical thinking", including randomness, uncertainty, modeling, and decision processes. The superstructure of statistical methodology, including hypothesis testing, inference, and estimation, using the logical methods of mathematics. A significant amount of instruction is computer-based. Prerequisite: Successful demonstration of algebra abilities.

**2412. Calculus III.** Vectors, vector calculus, functions of several variables, multiple integrals. Prerequisite: Mathematics 1411, or satisfactory placement. Fall and Spring.

**3107. Mathematics Colloquium.** This course is similar to 2107 except that extra work is required to earn junior-level credit. Each student is expected to write a paper

and present a talk based on it in addition to fulfilling the other requirements. Graded Pass/No Pass. Fall and Spring. May be repeated.

**3310. Linear Algebra.** Geometry of  $\mathbb{R}^2$  and  $\mathbb{R}^3$  including the dot product and parametric equations of lines and planes. Systems of linear equations, matrices, determinants, vector spaces, and linear transformations. Applications to the sciences and economics are included. Prerequisite: Mathematics 1411 or consent of instructor. Spring.

**3320. Foundations of Geometry.** A systematic development of topics selected from metric and nonmetric geometries, comparison of postulate systems. Prerequisite: Mathematics 1411 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: 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 1411 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 1411. 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 a programming language. Spring, odd-numbered years.

**3351. Model Building.** Investigation of a series of physical situations for which mathematical models are developed. Emphasis is on the process. Prerequisite: mathematical maturity beyond 1411, or consent of instructor.

**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, number theory, and dynamical systems. May be repeated for credit. Prerequisite: consent of Chairman.

**4314. Advanced Multivariable Analysis.** Continuous and differential functions from  $\mathbb{R}^m$  into  $\mathbb{R}^n$ , integration, differential forms, Stokes's theorem. Prerequisite: Mathematics 3310, 2412 or consent of instructor.

**4315. Applied Math I.** Symmetric linear systems, equilibrium equations of the discrete and continuous cases, Fourier series, complex analysis and initial value problems. Prerequisites: Math 3310, Math 2412. Spring.

**4316. Applied Math II.** Power series, special functions, partial differential equations of mathematical physics, complex integration, and Fourier transformations. 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 and junior standing, 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 or herself 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 student to examine in depth any topic within the field under the guidance of the instructor. For advanced students.



# MATHEMATICS CONCENTRATIONS

## I. Applied Math Concentration

**Philosophy:** Much of the history and philosophy of Applied Mathematics can be summarized by a quote from the preface to *The Functions of Mathematical Physics* by Harry Hochstadt, "The topics covered . . . were first studied by the outstanding mathematicians of the eighteenth and nineteenth centuries. Among the many who devoted themselves to these studies are Gauss, Euler, Fourier, Legendre, and Bessel. These men did not recognize the modern and somewhat artificial distinction between pure and applied mathematics. Much of their work was stimulated by physical problems that led to the studies of differential equations. Frequently they developed generalizations to obtain results having no immediate or obvious applications. As a consequence mathematics was often ahead of its time having tools ready before physicists and engineers felt the need for them." The concentration reflects this historic interplay by presenting topics of obvious interest to applied scientists as well as being of purely mathematical interest.

The concept of transformations plays a central role in Applied Mathematics. Partial differential equations are transformed into ordinary differential equations. Ordinary differential equations are transformed in algebraic equations. And algebraic systems are transformed into simple algebraic systems. Thus, one can understand why Linear Algebra plays a fundamental role in the concentration.

**Content:** The concentration consists of *five* courses. The core of the Applied Mathematics Concentration is made up of the *three* courses: Calculus III (Math 2412), Linear Algebra (Math 3310), and Applied Math I (Math 4315). Fundamental to modern applied mathematics is the study of structures known as vector spaces and the linear operators on those spaces. The student is introduced to these concepts in Linear Algebra. These ideas are expanded in Calculus III where the linearity and multidimensionality introduced in Linear Algebra are combined with the infinite processes of calculus. These concepts continue to be drawn together in Applied Mathematics I, where the analogy is completed between discrete problems, continuous one-dimensional problems, and continuous multi-dimensional problems.

The *fourth* course is an applied mathematics elective such as Applied Mathematics II (Math 4316) or Differential Equations (Math 3324), a Computer Science course approved by the director, or one of the following: Math 3326 Probability, Math 3327 Statistics, Math 3338 Numerical Analysis, Math 3351 Model Building.

The *fifth* course is an elective from a field other than Mathematics. This allows the student to tailor the concentration to his or her own interests and reinforces the concentration's interdisciplinary nature. Possible choices include:

Che 3331.	Physical Chem. I	Phy 3363.	Computational Physics
Eco 3327.	Statistical Methods	Phy 4327.	Electromagnetic Theory
Eco 3328.	Econometrics	Phy 4423.	Theoretical Mechanics
Eco 3329.	Quantitative Eco.	Phy 4424.	Quantum Mechanics
Phi 4333.	Philosophy of Science	Psy 3337.	Statistical Methods
Phy 3341.	Optics		Approved Elective

## II. Pure Math Concentration

The concentration provides a coherent set of courses for students interested in mathematics, short of a major, in areas distinct from those of Applied Mathematics.

The concentration consists of five classes (fifteen credits): four upper level mathematics courses and one course from another field of study that enlarges and reflects on the field. The *three* required classes are: Math 3321 (Linear Point Set Theory), Math 4332 (Abstract Algebra I), and Math 4341 (Analysis I).

The *fourth* class may be selected from the following list:

Math 3320 (Foundations of Geometry)

Math 4342 (Analysis II)

Math 3333 (Abstract Algebra II)

Math 4334 (Topology)

Math 4V43/4V44 (Research Hours)

Courses as approved by the department.

The External Elective can be chosen from the following courses:

Phil 4334 (Philosophy of Science)

Phil 3339 (Symbolic Logic)

Phil 4335 (Philosophy of Language)

Phil 5345 (Philosophy of Technology)

Phil 5357 (Analytical Tradition)

MCS 3311 (Theory of Computation)

Other electives as approved by the department.





## FACULTY

Director and Associate Professor Maddux;  
Associates: Balas, DiLorenzo, Jodziewicz,  
Rosemann, Sommerfeldt and Swietek.

## MEDIEVAL AND RENAISSANCE STUDIES AND THE CHRISTIAN CONTEMPLATIVE TRADITION

### The Center for Contemplative Studies

The Center for Contemplative Studies seeks to promote interest in the rich spiritual tradition of the Christian West, in the belief that this tradition is central to our common intellectual heritage. 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 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. In addition, while it emphasizes the Western tradition of spirituality, it recognizes the importance of viewing this tradition within the largest possible human and religious perspectives.

The Center sponsors the two concentrations: **Christian Contemplative Tradition** and **Medieval and Renaissance Studies**. In addition, it sponsors colloquia, mini-courses, weekend seminars, and lectures by visiting professors and members of the university faculty. These activities are intended to illuminate the authors and texts of the spiritual tradition from as wide a variety of scholarly perspectives as possible.

### Requirements of both Concentrations

The student should declare his or her intention to concentrate by coming to speak to the director no later than the first semester of the Junior year. No more than two courses may count toward both the concentration and the major. Substitutions in the concentrations must have the written approval of the Director. If a student wishes to concentrate in *both* Medieval and Renaissance Studies *and* Christian Contemplative Tradition, no overlap will be allowed in the courses required for either concentration. Doing both concentrations requires 30 hours of coursework.

### Medieval and Renaissance Studies Concentration

If the period commonly referred to as the Renaissance marks the beginning of the Early Modern period in European history, it nonetheless exists in profound continuity with the Middle Ages. The two periods share common theses, issues, *auctores*, and institutions, and participate in a common enterprise: for they both attempt to forge a union out of the impressive remnants of ancient, but pagan, civilization, and the living traditions of thought and piety associated with biblical (Jewish and Christian) religion. Even when the Renaissance writers do distance themselves from late medieval practices and thinking, often enough what they are

doing is reviving the spirit and language of an earlier Middle Ages in preference to more recent developments. Hence the appropriateness of combining the study of the Renaissance with that of the Middle Ages in a single concentration. Concentrators are free, of course, to emphasize one period more than the other if they choose.

Through a consortium agreement with Southern Methodist University and the University of Texas at Dallas, it is possible for students pursuing the concentration to take courses in medieval subjects not usually offered here but available at the other institutions, with the approval of the Director of the Center.

The concentration requires the completion of *six* three-credit upper-division courses, in four different fields, from the list below or otherwise approved by the Director, and distributed according to the following principles:

1. History (two courses)
2. English, Modern Languages or Classics.
3. Philosophy or Theology.
4. A fifth course other than History and other than the fields chosen in #2 and #3.
5. A sixth course, in any field.

#### Approved Medieval-Renaissance Courses:

Art 5356: Italian Renaissance Art 1300-1600	MSp 3341: History of Habsburg Spain
Art 5365: Medieval Art	His 3307: Medieval Europe I
Art 5367: Northern Renaissance 1400-1550	His 3308: Medieval Europe II
Dra 3335: Theater Literature I	His 3309: Topics in Medieval History
Eco 4343: Western Economic History I	His 3310: The Renaissance
Eng 3323: Medieval Literature	His 3311: The Reformation
Eng 4359: Shakespeare	His 3312: Topics in Renaissance and Reformation
Eng 4370: Dante	His 3321: History of England I
Eng 5312: The English Renaissance	His 3323: History of France I
Eng 5320: Arthurian Romance	His 3325: History of Germany I
CLL 3334: Augustine	His 3327: The History of Ireland
CLL 3335: Medieval Latin Readings	His 3328: The History of Spain I
MFr 3322: Medieval and Renaissance Literature	His 3337: Constitutional History of Medieval England
MFr 5V50: Old French	Phi 3326: Medieval Philosophy
MGe 3321: German Literary Tradition I	Phi 5358: Scholastic Tradition
MFr 5V50: Old Occitan	Pol 3312: Morality & Politics
MSp 3320: Spanish Literary Tradition I	Pol 3333: Political Philosophy in the Middle Ages
MSp 3327: Golden Age Drama/Poetry	The 4311: Theology of Thomas Aquinas
MSp 3328: Golden Age Novel	The 5311: Church History I
MSp 3338: Medieval Literature in Spain	The 5315: Patristic & Byz. Theo.
MSp 3340: History of Medieval Spain	The 5316: Medieval & Mod. Theo.

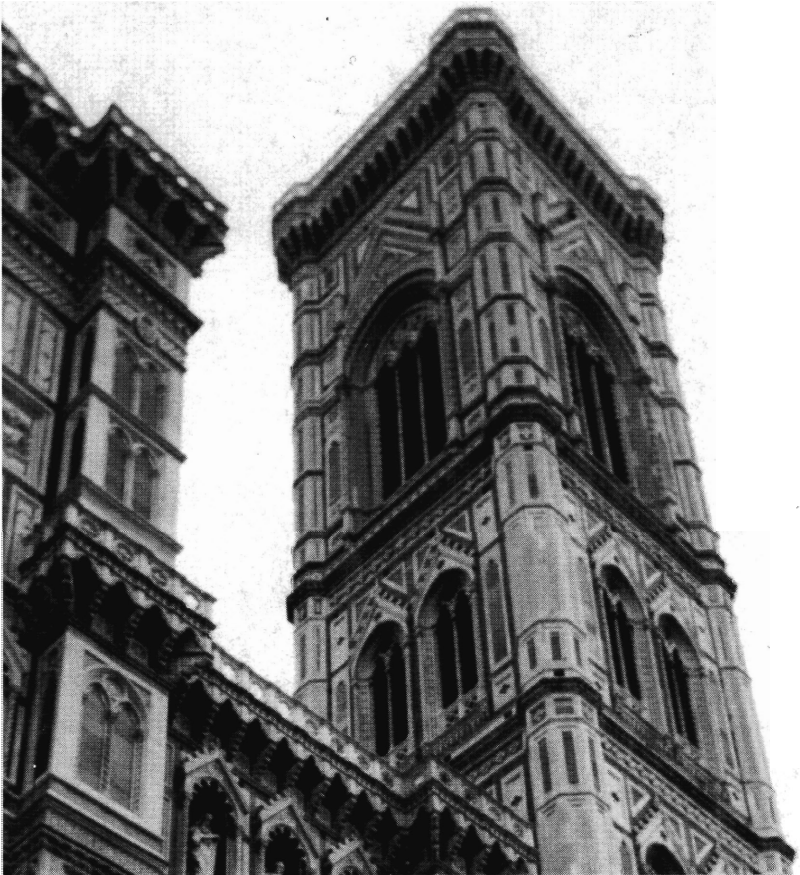
### Christian Contemplative Tradition Concentration

The concentration consists of four courses (twelve hours) approved by the Director. Of these, two must belong to the cycle of courses dealing with the history of spirituality, i.e., Patristic Theology and Spirituality, Medieval Spirituality, and Modern Spirituality. Descriptions follow. Courses are offered in a three-year cycle.

**Patristic Theology and Spirituality.** (The 5315 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 with monastic spirituality, pastoral spirituality, the spirituality of the friars, and late Medieval spirituality. Authors 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, Rusbroec, 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, Spenser, Wesley, Newman, Thérèse of Lisieux, Merton.



PLAZA  
DE LOS  
MARTIRES DE LA  
TRADICION



## FACULTY

Chairman and Associate Professor Sánchez; Professors Cazorla and Wilhelmsen; Associate Professors Hennessee and Maddux; Assistant Professor Anderson; Instructor Molina; Visiting Assistant Professors Edwards, Saunders and Zocchi; Visiting Instructors González, McFarland, and Rosenstiel; Adjunct Instructors Chaney and DeMagistris; Director of the Spanish Program, Cazorla; of the French Program, Maddux; of the German Program, Hennessee.

## MODERN LANGUAGES AND LITERATURES

The University offers the study of four modern languages (French, German, Italian and Spanish ) 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 human nature. Without it, we could not represent the world to ourselves, nor could we share our thoughts with others. However, to understand fully this most basic form of communication, it is necessary to study at least one other language in addition to our own. Learning a second language provides 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 reflects 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; non-Christian, 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.

**The Contemporary World.** The late twentieth century has given us a glimpse of a future in which instantaneous global communication is the norm. As the world draws closer together, knowledge of other languages besides English is 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. We cannot truly say we understand another people unless we have studied their language, the repository of their traditions, and the means by which they communicate.

### Modern Languages in the Core

The contributions of the Modern Languages 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 languages in high school or who wish to fulfill their language requirement by learning a language different from the one they had before coming to the University. Hence, no credit toward graduation is given for introductory courses in the language the student uses to satisfy the Core requirement.

In the first semester of the intermediate level, students continue developing the skills they began at the first level (listening, speaking, reading and writing), while studying more difficult grammar concepts and expanding their vocabulary. In the second semester, they gain insights into the worldview of the culture whose language they are learning. This introduction to the heritage of another people is achieved through study of literature, history, art, and music.

Once they have reached the third level, students reflect upon some of the great literary accomplishments of the people whose language they study. At the same time, they begin to think in the language at a more complex level, learning to express themselves with sophistication in speech and in writing.

### **Basic Requirements for Majors in Modern Languages**

Basic requirements for a major in Modern Languages (Modern Languages/French, Modern Languages/German, Modern Languages/Spanish) are 30 credits in upper-division courses in the department, a second language studied through the intermediate level, and successful completion of the comprehensive examination.

The 30 hours upper-division courses in Modern Languages are to be distributed as follows:

- 8 advanced courses (24 credits) in the major language
- 1 three-credit historical linguistics course
- 1 three-credit senior capstone course

Of the 24 credits required in the major language, 6 come from skills-related courses (chosen from among Advanced Composition, Advanced Grammar, and Advanced Communication) and 6 correspond to the Literary Tradition sequence (Literary Tradition I and II). The remaining 12 credits are selected by the students, in consultation with their program director, from the advanced course offerings in that program.

The two three-credit courses required of all majors are, of necessity, conducted in English:

**Historical Linguistics (3330).** Designed for language majors, but open to all students. An introduction to modern approaches to the study of language, culminating in an inquiry into the origins, historical development, and kinship of Indo-European languages. Every other year.

**Senior Capstone (4348).** Intended as a capstone experience, this comparative literature course explores common elements and divergences among the major European literatures. At least some of the texts studied will be read in the student's major language and (when possible) second language. Students write a term paper (the "capstone paper") in the respective major language. This paper replaces the senior thesis as a requirement. Every year in the spring.

The Department recommends the following electives: Art 1311 and 1312 (History of Art and Architecture), advanced art history courses such as 19th Century Art, History 3313 and 3314 (Modern Europe I and II), and Education 5354 (Introduction to Linguistics).

The Department cooperates with the Education Department in preparing students for secondary school certification in French, German, and Spanish.

### **Comprehensive Examination**

During the senior year, majors must pass a comprehensive examination in the language. The comprehensive may be attempted only twice in one academic year.

#### **Year I**

Art, Drama, Math, Music	3	Art, Drama, Math, Music	3
English 1301	3	English 1302	3
History 1311	3	History 1312	3
Language 2311, 2111	4	Language 2312, 2112	4
Philosophy 1301	<u>3</u>	Theology 1310	<u>3</u>
	16		16

#### **Year II (during Sophomore Year)**

English 2311-2312	6
History 2301-2302	6
Philosophy 2323	3
Theology 2311	3
Politics 1311	3
Art, Drama, Math, Music	3
Major Language	<u>6</u>
	30

#### **Year III**

Major Language	3	Major Language	6
Historical Linguistics	3	Economics 1311	3
Philosophy 3311	3	Second Language 1302	3
Second Language 1301	3	Science	<u>4</u>
Science	<u>3</u>		16
	15		

#### **Year IV**

Major Language	3	Major Language	6
Senior Project	3	Philosophy elective	3
Second Language 2311, 2111	4	Second Language 2312, 2112	4
Electives	<u>6</u>	Senior Capstone	<u>3</u>
	16		16

### **International Management**

Because students with working proficiency in a modern language have a distinct advantage in multinational companies, the MBA in International Management is a popular graduate school choice for the foreign language major or other students who have unusual language facility. Please see the College of Business section of this *Bulletin* for more information on the MBA/Through Plan approach.

The international experience of the Rome semester during the sophomore year, and/or a special term in Latin America or Spain, add to the unusual preparation the University offers for a career in multinational affairs.

## The French Program

Director: Maddux

### Basic Requirements

Thirty advanced credits in all, made up of MFr 3320, 3321, 3322, 3323, 3330, 4348, and four electives; a second language pursued up through the intermediate level; successful performance on a comprehensive exam, taken early in the Spring semester of the Senior year.

**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.** Designed to increase knowledge of the French language and give a comprehensive chronological introduction to the historical development of the people who speak it. Oral reading and discussion, vocabulary drills, presentations, and written assignments. Historical introduction to France is achieved by studying trends in history, reading short literary works, and studying 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.

**2120. Studio Drama.** May be repeated. Graded Pass/No Pass.

**3119. French Internship.** A one-credit practicum, undertaken with the approval of the program director and under the direction of a language professor, involving three hours a week on assignments such as planning and conducting laboratory sessions for elementary language classes, working with audiovisual materials, designing modules of grammatical study, compiling glossaries and chronologies, and planning activities for the language clubs. Excellent experience for those planning to teach language. Graded Pass/No Pass. May be repeated three times.

**3320. Advanced Grammar.** Designed to ensure a solid grammatical foundation necessary for further progress in the language. It is a refinement and an extension of knowledge already acquired rather than a simple review. Written assignments, conversation, and oral presentations.

**3321. French Literary Tradition I.** Introduction to key texts of the French literary tradition, up through the end of the 17th century, and to the techniques of textual analysis in a modern language. An overview of the genres, movements, and chronological development of French literature.

**3322. French Literary Tradition II.** The continuation of 3321. The *Âge des Lumières*, the 19th and 20th centuries.

**3323. Advanced Communication in French.** Designed to increase both oral and written skills so students may 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 allow students to practice grammar and use new vocabulary while reflecting 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 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. Authors studied include: 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.

**3329. 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 follows the evolution and accomplishments of French literature in its first six hundred years.

**3330. Historical Linguistics.** (See **Basic Requirements for Majors in Modern Languages.**)

**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 multi-dimensional 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 Michaud, 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 *nouveau romanciers* (Robbe-Grillet, Butor, Simon). Special attention paid to the Christian thought in the novels of Mauriac and Bernanos.

**4348. Senior Capstone.** (See **Basic Requirements for Majors in Modern Languages.**)

**4V51. Independent Research.**

**5311-5312. French for Reading Knowledge and Advanced Reading in French.** Designed especially for graduate students seeking advanced reading competency in their discipline.

**5V50. Special Topics in French.** Courses offered as needed, focusing on particular authors, periods, or genres.

## The German Program

Director: Hennessee

### Basic Requirements for the Major

Thirty advanced hours, including German 3321, 3322, 3323, 3330, 3324, 4348, and satisfactory completion of the comprehensive examination. A second language pursued through the intermediate level is also required.

### Comprehensive Examination

In the Spring semester, students take oral and written comprehensive exams. A reading list for comprehensives is supplied for preparation. In the written comps, the student addresses three topics from a list of essay topics. The oral exam covers both the written essays and the other topics.

**1301-1302. Elementary German I and II.** Introduction to the German language together with reading comprehension skills. The study of grammar allows the students to understand the structure of the language. Noncredit mandatory laboratory component. Fall and Spring.

**2120. Studio Drama.** May be repeated. Graded Pass/No Pass.

**2411. Intermediate German I.** Introduction of the more formal structures of written German. Grammatical patterns found in written materials are emphasized together with more in-depth writing and reading comprehension skills. Short samples of German literary works demonstrate the structure of German. In addition, there will be ongoing practice of more formal structures of oral communication. Reports and oral narratives are prepared and delivered. Listening Comprehension of more complex oral material is taught and practiced. Fall.

**2412. Intermediate German II.** Emphasis on history and Culture of Germany based on authentic materials mostly derived from German sites on the Internet. The study of major cultural and historical themes from Roman Germany to the Berlin Republic allows the students to appreciate the contributions of German thought to the Western Tradition. Students learn how Germans view their history, present, and future. Reading comprehension, oral and written communication, and vocabulary acquisition are expanded. Special emphasis is placed on the exploration of the history of Germany in the 20th century through audio-visual materials and authentic interviews. Spring.

**3119. Foreign Language Internship.** See "Courses in French."

**3321. German Literary Tradition I.** A chronological survey of German literature from around 800 to approximately 1700. Significant text from Old High German and medieval epics to lyrical poetry, plays, early novels and dramas are discussed. Emphasis is placed on the tools of analysis specific to German literary studies and criticism. Fall, odd-numbered years.

**3322. German Literary Tradition II.** A continuation of the survey of German literature from the Enlightenment to the present. German classicists, particularly the Weimar circle of Goethe and Schiller, is the focus of this course. Spring, odd-numbered years.

**3323. Advanced Communication/German Film.** Advanced oral communication and listening comprehension skills. Introduction to the comprehension techniques of more involved, lengthy speech and formal presentations. Based on German film, the course acquaints the students with a broad spectrum of themes in German literature, since so many German movies are based on literary works. Spring, even-numbered years.

**3324. Advanced Composition.** Written communication on an advanced level. Students write extensively, progressing from simple paragraphs to full-length academic papers. By creating lengthy texts, students practice different style levels and learn the style conventions of written German. Fall, odd-numbered years.

**3329. Junior Author.** The student engages in depth with one specific author. At the same time, the course introduces the student to library and computer tools necessary for conducting research. Spring.

**3330. Historical Linguistics.** (See **Basic Requirements for Majors in Modern Languages.**)

**4331. German Lyric Poetry.** Introduction to the rich tradition of German poetry. Focus mainly on poetry from Rilke's time to the present. Traditional and modern versification and symbols will be studied. By introducing German literary terms, the course teaches the technique of analyzing poetry in German.

**4332. German Prose.** Introduction to a wide selection of German prose. Students study the works in context, learn about the authors, and discuss and write about a variety of issues connected with the understanding and interpretation of German fiction. Literary themes and formal elements are explored and practiced.

**4333. German Drama.** Explanation of theory and theater history. Drama is the energizing inspiration for German literature. From Lessing to Brecht and Heiner Müller, Germany's dramatists have been the origin of innovating new trends in drama and theater. Different playwrights are introduced and each student focuses on one dramatist in particular through a paper and class presentation. Speaking, reading, and writing are practiced and improved.

**4335. Advanced Civilization.** Familiarizes advanced students with significant examples of German art, music, and non-literary writings of modernity. Emphasis on understanding of the context of modern literature and culture in the German-speaking world. Extensive readings and the writing of longer essays afford the students practice in exploring expository educated German style.

**4348. Senior Capstone.** (See **Basic Requirements for Majors in Modern Languages.**)

**4V51. Independent Research.**

**5311. Reading Strategies for Academic Texts I.** Teaches the grammar structures and vocabulary necessary to understand academic texts written in German. This course is taught in English and is not for German majors. Emphasis on sentence structure and shorter texts. Fall, as needed.

**5312. Reading Strategies for Academic Texts II.** Continues the study of academic texts. Complex grammar structure and vocabulary and focus on longer paragraphs, while continuing the techniques of reading strategies. A passing grade in the final examination satisfies the language requirement in German for graduate studies. Spring, as needed.

**5366. Metamorphosis: German Classicism.** A study of the synthesis of the classical tradition in German literature and thought. From the 18th century on, when Winckelmann's enthusiasm for everything Greek inspired Goethe and Schiller, re-creating classical themes has dominated German literature and philosophy. The harmony of "Geist und Körper" and the concept of the "schöne Seele" gave the great classics their theme and were pursued all through the nineteenth century. After WWII German authors and thinkers reflect on the relationship between German culture and classical scholarship. Modernism in Western Tradition cannot be fully understood without the study of the obsession of German poets and thinkers with ancient Greece. Taught in English.

**5V50. Special Topics in German.** Courses offered as needed, focusing on particular authors, periods, genres.

## The Spanish Program

Director: Cazorla

### Basic Requirements for the Major

Thirty advanced hours, including Spanish 3320, 3321, 3330, 4348 and two of the following: 3323, 3324, 3325. Prerequisite for any advanced literary or history course: successful completion of *at least one* of the following courses: 3320, 3321, 3324, 3325, *or* written permission from the instructor. A second language, through the intermediate level is also required. Majors must pass a Comprehensive Oral Examination during the final year of study.

### Study Abroad Opportunities

#### Mexico and Latin America

Ideal for elementary and intermediate levels of language study, UD's programs in Mexico and other Latin American countries immerse students in the rich cultures of our neighbors to the south. The small classes, the specially designed series of extracurricular activities, and the continual daily practice of Spanish with the homestay family, all provide students with ample opportunities to use—and improve—their language skills. At the advanced level, students can focus on a special concentration, for example, Spanish for teaching or medical applications.

#### Spain

##### Sevilla

Students study for three weeks, a summer, a semester, or a full academic year in historic Sevilla at the Center for Cross-Cultural Study, taking courses selected on the basis of their language ability. Classes are held in a mansion located at the heart of the commercial and social district, surrounded by the city's legacy of Roman, Christian and Moorish art and architecture. Specially designed for (though not

limited to) more advanced students, the program combines classroom study with excursions and cultural events. Participants live with a local family. This program can easily be linked to the Rome semester.

## Courses in Spanish

**1301-1302. Elementary Spanish I and II.** Students acquire a basic vocabulary and an understanding of the fundamental structures of Spanish as they develop their skills in reading, writing, listening and speaking. Students are introduced to the cultures of the Spanish-speaking peoples of the world. 1301 is offered in the Fall semester only. 1302 is offered in both Fall and Spring.

**2111-2112. Intermediate Conversation I and II.** These courses are designed to build vocabulary, increase oral/aural proficiency, and to sharpen students' critical thinking skills in Spanish. Required of students registering for Spanish 2311 and 2312. Fall and Spring.

**2120. Studio Drama.** May be repeated. Graded Pass/No Pass.

**2311. Intermediate Spanish I.** Designed to enable students to communicate intelligibly, both orally and in writing, and to introduce them to the values of short modern works of literature from Spain and Spanish-America. Fall and Spring.

**2312. Intermediate Spanish II.** A study of the heritage of the Spanish-speaking world through a panoramic overview of the history, literature, and arts of Spain from prehistoric times up to the present day, forming a basis for the understanding not only of the culture of Spain but also of Hispanic civilization in the Americas. Fall and Spring.

**3119. Spanish Internship.** A one-credit practicum which enables students to work closely with a professor to gain insight into the applications of Spanish in their chosen field. Content varies according to student interest. The Internship is ideal as a pre-student teaching experience as well as a vehicle for the development of Spanish-language materials appropriate to students entering the medical or legal profession. Graded Pass/No Pass. May be repeated up to three times. Prerequisite: Permission of instructor.

**3320. Spanish Literary Tradition I.** An introduction to the major works of Spanish literature from the Middle Ages through the Golden Age, within the historical, artistic and musical context of their time. Required for majors. Spring.

**3321. Spanish Literary Tradition II.** A selection of key modern works of Spanish literature from the Enlightenment through the twentieth century. Students learn to trace and articulate the essential themes which link these works over the centuries, and are introduced to the techniques of textual analysis by examining in detail the literary forms and genres. Required for majors. Fall.

**3322. Civilization of Mexico.** A panoramic view of Mexican history, art and architecture from the Pre-Columbian age through the Mexican Revolution. Strongly recommended for majors.

**3323. Advanced Communication in Spanish.** A multi-faceted course designed to improve students' overall proficiency in Spanish. Activities focus on expansion of vocabulary, precision of grammatical structure, refinement of expression, and implementation of strategies for effective communication.

**3324. Advanced Spanish Composition.** Designed to develop a sense of style and structure in writing 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. Required for majors.

**3325. Advanced Spanish Grammar.** An in-depth study of the more complex points of Spanish grammar beyond the Intermediate level, involving intense writing practice with emphasis upon syntax and increased sophistication in the use of it.

**3330. Historical Linguistics.** (See **Basic Requirements for Majors in Modern Languages.**)

**4325. Nineteenth Century Spanish Literature.** The nineteenth century Romantic drama, poetry and prose, and the development of the Realist novel, culminating in the work of Galdós.

**4326. Early Twentieth Century Spanish Literature.** A study of some of the most influential writers in Spain at the turn of the century and during the years leading to the Spanish Civil War (1936). Included are works of Uñamuno, Baroja, Antonio Machado, Valle Inclán, Azorín, Juan Ramón Jiménez, and Federico García Lorca, within the historical and cultural context of their time. Offered as needed.

**4327. Golden Age Drama and Poetry.** Renaissance and Baroque drama and poetry in Spain, from the early theater through Lope de Vega and Calderón.

**4328. The Novel of the Golden Age.** The development of prose fiction during the sixteenth and seventeenth centuries, with emphasis on the study of *Don Quijote de la Mancha*.

**4329. Spanish/Colonial Literature: Golden Age Prose and Poetry of Spain and Spanish America.** A study of both peninsular and colonial literature from the Golden Age period (sixteenth and seventeenth centuries), concentrating on poetry and prose narrative writings other than *Don Quijote*. Offered as needed.

**4333. 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: Jose Martí, Rubén Darío, José Enrique Rodó, Horacio Quiroga, Mariano Azuela, Jorge Luis Borges, Julio Cortázar, Juan Rulfo, Octavio Paz, Gabriel García Márquez, and Carlos Fuentes.

**4334. Contemporary Drama in Spain.** A study of the Spanish theater from the "esperpentos" of Valle-Inclán and the drama of Lorca through the works of dramatists such as Buero Vallejo, Alfonso Sastre, Antonio Gala, Ana Diosdado and Paloma Pedrero, whose works span the period from 1949 to the present day.

**4335. Contemporary Narrative in Spain.** An examination of the postwar novelists including Cela, Laforet, Goytisolo, Delibes, and Mercé Rodoreda.

**4337. Contemporary Poetry in Spain.** The Generation of '27 including Lorca, Guillén, Diego, Salinas, Alberti, Dámaso Alonso, and Cernuda, followed by the poets of the post-Civil War period such as Celaya, Blas de Otero, Bousoño, Hierro and Claudio Rodríguez.

**4338. Medieval Literature in Spain.** A study of the life, thought and culture of medieval Spain as revealed in the "jarchas," *El Poema de mio Cid*, the *El libro de buen amor*, *El conde Lucanor*, the *Romancero*, and *La Celestina*.

**4340. 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 cultural achievements of the thirteenth century; Aragon's expansion throughout the lands of the Mediterranean in the late Middle Ages; the unification of the four Spanish kingdoms by Ferdinand II of Aragon and Isabel I of Castile. Readings from medieval documents.

**4341. History of Habsburg Spain.** Spanish history in the sixteenth and seventeenth centuries. Emphasis on the greater 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, political and economic decline under the lesser Habsburgs of the seventeenth century and the national sense of purpose inherited from the Reconquest. Analysis of documents from Renaissance and Baroque periods.

**4342. 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 1930s. One of the main topics of the course is the question of the "two Spains." Students analyze primary sources and readings from the eighteenth and nineteenth centuries.

**4348. Senior Capstone.** (See **Basic Requirements for Majors in Modern Languages.**)

**4351. Independent Research.** A senior thesis researched and written on a topic approved by the department and supervised by a faculty member.

**5V50. Special Topics in Spanish.** Courses offered as needed, focusing on particular authors, periods or genres.

## Courses in Italian

Director: Zocchi

**1101. Survival Italian.** Offered at the Rome campus, this course teaches the basic vocabulary and grammatical construction necessary to manage communication in daily life during the semester in Italy. Graded Pass/No Pass.

**1301-1302. Elementary Italian I and II.** 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.

**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. Oral reading in class, vocabulary drills, oral discussions, presentations, and written assignments. Historical introduction to Italy is achieved by studying major trends in history, short literary works, and 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."

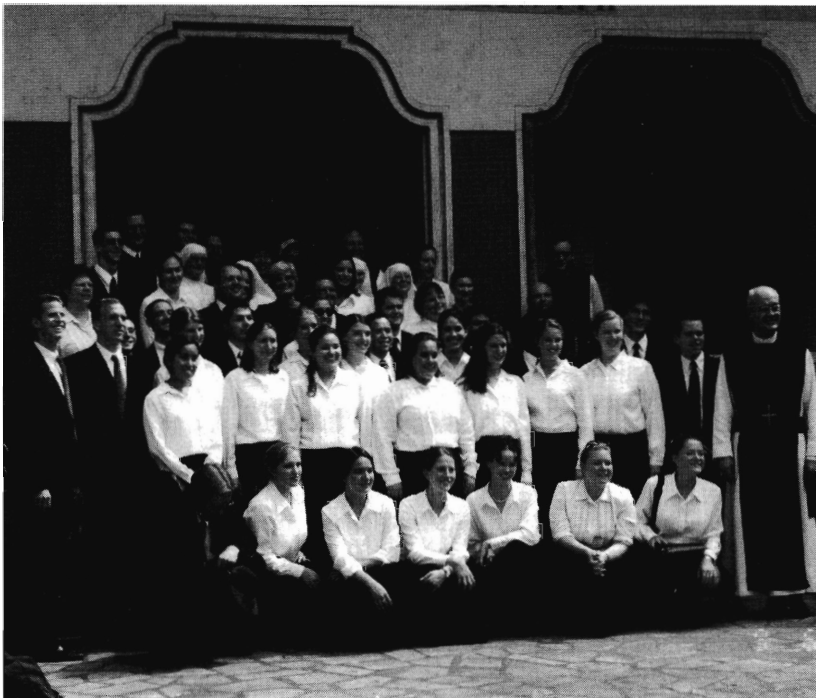
**3321. Italian Literary Tradition I.** Introduction to the Italian literary tradition key texts, to acquaint the student with the techniques of textual analysis, and to give an overview of the genres, movements, and chronological development of Italian literature from the origins to approximately 1700. Selections from the authors studied: San Francesco d' Assisi, Dante, Petrarca, Ariosto, Machiavelli, Tasso, Goldoni, Parini. As needed.

**3322. Italian Literary Tradition II.** A continuation of Literary Tradition I from 1700 to the present. Selections from the authors studied: Foscolo, Manzoni, Leopardi, Carducci, Verga, D'Annunzio, Pirandello, Moravia, Calvino. As needed.

**3323. Advanced Communication in Italian.** Emphasis on increasing 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 reflect on current events. As needed.

**4V50. Special Topic in Italian.** See description under Spanish.

**4V51. Independent Research.** As needed.





## FACULTY

Program Director Walker; Adjunct Instructors  
Dupree, Higgins, March and Waterman.

# MUSIC

While the University does not offer a degree in music, it ensures the presence of music on its campus. Each semester there are regular music programs and a variety of activities arranged by the Music Program. In addition, the Program often makes available tickets at reasonable prices for area musical events.

The à cappella liturgical choir, Collegium Cantorum, is widely recognized for its quality. Instruction is readily available in piano, violin, and guitar. Instruction in other instruments can be arranged through the Music office. Opportunities for performance include special concerts, the Spring Musical, liturgies, and Fall Visit Day.

Under the General Studies rubric, students may earn up to four credits toward the degree for participation in applied music courses. Pass/No Pass grades are awarded for lower-division one-credit music courses. They may be repeated. Music 1311 and 1312 will count toward satisfaction of the Arts core requirement. Three-credit and advanced applied one-credit courses are graded.

## The Music Concentration

This concentration encourages interest and proficiency in music by organizing electives into a coherent set of experiences. It requires at least 15 academic credits as indicated below plus credits from applied music, both ensemble and private lessons as determined by the professor. Proficiency examinations, including Advanced Placement, may be used to qualify for and satisfy some of the following requirements:

Music of the Western World	3 credits
Advanced Music History	3 credits
Advanced Music Theory	3 credits
Music Related (Theory or History)	3 credits
Advanced Related	3 credits

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## Courses in Music *(Fees for applied music courses are payable directly to the instructor at the beginning of each semester.)*

**1105. Chamber Ensemble.** Provides an opportunity for pianists, string and woodwind players to practice and perform in small chamber music ensembles of 2-4 instruments. Groups meet weekly with the instructor. At least one performance given each semester. Graded Pass/No Pass.

**1106. Chamber Orchestra.** Open to instrumental musicians from the entire University Community. Focus on development of ensemble skills. Members provide their own instruments. Graded Pass/No Pass.

**1107. Applied Piano.** One half hour to one hour private lesson per week to be arranged by instructor and student.

**1108. Applied Instrumental Music.** Individual instruction in violin and other instruments upon request.

**1113. Choir.** Membership in Collegium Cantorum, a liturgical choir specializing in 16th century Latin polyphony, is by special audition. There are several other choirs open to all students, on either credit or non-credit basis. Campus singers, Madrigals, or Gospel Choir will be available upon student requests per semester.

**1116. Applied Voice.** Development of the voice as an instrument of dramatic and musical expression. Individual instruction.

**1311-1315. Music of the Western World: Renaissance, Baroque, Classical, Romantic, and Contemporary.** A five course series focusing on the development of the tradition of Western Music beginning with early Christian chant and culminating in the modern period. Exposure to the nature and elements of music through lectures, presentation projects, listening assignments, and concert attendance.

**1312. Focus in Music: Mozart.** Study of the music and life of Wolfgang Amadeus Mozart. Students attend several concerts of music by the composer, analyze his music and may perform works.

**1320. Music Theory I.** Designed to teach the beginning music student practical knowledge of note-reading, rhythms, chords and key arrangements. All work is written or sung. Fall only.

**1321. Music Theory II.** Designed to teach the intermediate music student practical knowledge of note-reading, rhythms, chords and key arrangements with emphasis on four-part harmony. Students analyze the harmony and form of works by master composers. Prerequisite: Music Theory I or Proficiency Exam.

**2103. Lyric Theater.** A workshop class providing opportunity to perform solo and ensemble excerpts from musical theater. This group forms the core for the Campus Musical presented each Spring.

**3105. Advanced Chamber Ensemble.**

**3107. Advanced Piano.**

**3116. Advanced Voice.**

**3322. Advanced Music Theory.** Development of composition skills in the creation of music. Proper writing techniques are practiced while original composition is encouraged. Prerequisite: Music Theory I or Proficiency Exam.

**3350. Special Topics.**

**3360. Shakespeare and Music.** Study of Shakespeare's plays through the study of the music written for them.

**FACULTY**

Chairman and Associate Professor Simmons; Professors W. Frank, Sepper, G. Thurow and Wood; Associate Professors Lehrberger and Smith; Assistant Professors Bell, Harrington, Parens and Rosemann; Visiting Associate Professor Perl; Visiting Assistant Professor Hadley; Adjunct Assistant Professor Loscerbo; Adjunct Instructor Silvermintz.

**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 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 ends 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, aesthetics, and the many other areas of philosophical inquiry further the same three goals. They seek to promote, not mere erudition, but above all the desire and the power to philosophize. Moreover, they assist students in their effort to locate themselves within their 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's M.A. program in philosophy, or to concentrate in philosophy within the Ph.D. program, the Institute of Philosophic Studies. Philosophy is an excellent preparation for careers in law and journalism. Philosophy students 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. The performance of philosophy majors tests, 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

Philosophy 1301, 2323, and 3311 are required. These fundamental courses must be complemented, from among the upper-division offerings in philosophy, by a philosophy elective chosen with a view to its contribution to the student's total formation. Students who elect to major in philosophy use this elective to satisfy a major field course requirement.

## Basic Requirements for Major

Thirty-seven credits in Philosophy, including Philosophy 3325, 3326, 3327, 3328, 3351, 4331 or 4333, 4336 or a Special Topics in Ethics course, 4337 or 4338, 4341 and 4141. Also required, in the spring semester of the senior year, is a passing grade on a written *comprehensive examination* (covering the entirety of the student's coursework and also testing his or her ability to comment intelligently on philosophical texts) with a follow-up oral examination. One retake is permitted in case of failure on either the written or oral portions.

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 pursue graduate study in philosophy are urged to take Philosophy 3339 (Symbolic Logic).

### Year I

Art, Drama, Music, Math	3	Art, Drama, Music, Math	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	<u>3</u>	Theology 1310	<u>3</u>
	15		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, Math	<u>3</u>
	30

### Year III

Philosophy 3311	3	Philosophy 3326	3
Philosophy 3325	3	Philosophy 3328	3
Philosophy 3327	3	Philosophy 3351	3
Science	3	Science	4
Economics 1311	<u>3</u>	Elective	<u>3</u>
	15		16

### Year IV

Philosophy 4336 or Special Topics	3	Philosophy 4331 or 4333	3
Philosophy 4337 or 4338	3	Philosophy 4141	1
Philosophy 4341	3	Elective	3
Electives	<u>6</u>	Electives	<u>9</u>
	15		16

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## 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*); selections from Aristotle's *On the Soul*, the *Confessions* of Augustine, Aquinas (S. Th. qq 75-89), Descartes (*Meditations* or *Discourse on Method*), and from representative modern thinkers such as Kant, Nietzsche, and Heidegger. 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's *Metaphysics*, the whole of Aquinas' *De Ente et Essentia*, and some texts from Kant or Heidegger. 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.

**3327. 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.

**3328. Recent Philosophy.** Major thinkers and philosophical trends of the 19th and 20th centuries, such as Hegel and German Idealism, Kierkegaard, Nietzsche, Heidegger, Wittgenstein, positivism, philosophical analysis, phenomenology, and hermeneutics. 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.

**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).** Consideration of themes such as the nature of the student and of the teacher, goals of education, curriculum and methodology, the nature and division of knowledge, education and the common good. Inquiry is 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.

**3339. Symbolic Logic.** First-order symbolic logic including elementary treatment of completeness and consistency. 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, to be determined by the Department. Major objectives 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 course. Required of junior philosophy majors; others admitted with permission of the Chairman. Spring.

**4331. 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.

**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; philosophic 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.

**4336. 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.

- 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 critiques. 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, to be determined by the Department. Seminar format with discussions, presentations, and reviews. Special emphasis on the preparation of the Senior Thesis due in the spring of the senior year. Required of senior philosophy majors. 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 thesis, 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. Advanced students only. 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 classic and contemporary. Christian and pagan views. Offered as needed.
- 5345. Philosophy of Technology.** Since the advent of industrialization it has become clear that modern technology is not simply tools and instruments, nor merely the application of scientific principles to human practice and production in fundamental ways. This course examines the nature and scope of technology with the aim of understanding its contemporary manifestations and their causes.
- 5356. Asian Thought.** A study of three leading traditions of Asian thought: Hinduism, Chinese thought, and Buddhism. Texts selected from Hinduism may include the *Rig Veda*, the *Upanishads*, the *Bhagavad Gita*; from Chinese thought works of Confucius, Mencius, Lao-tzu; and from Buddhism selections from the Hinayana and Mahayana traditions. Secondary literature on the historical, cultural, and linguistic background of these traditions. The role of Asian thought in thinkers like Nietzsche and Heidegger. As needed.

**5357. Analytical Tradition.** Analytical techniques and standards; the origins of modern philosophical analysis in mathematical logic (e.g., Frege and Russell); science and logical positivism (e.g., Ayer and Carnap); ordinary language philosophy (e.g., later Wittgenstein, Strawson, and Austin). 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.

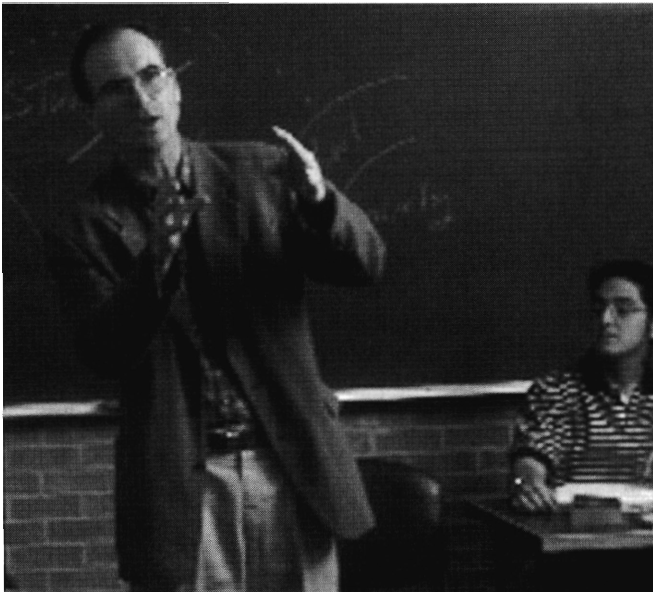
**5359. Phenomenological Tradition.** The origins of phenomenology and the achievement of Husserl; the ideal of returning to the “things themselves”; the division between realist and transcendental phenomenology; the relation of phenomenology to the Western tradition of metaphysics. Offered as needed.

**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.

### The M.A. in Philosophy

An undergraduate student in Philosophy may secure an M.A. degree in Philosophy after one year's course work past the bachelor's degree. The M.A. requires eight graduate courses, a foreign language, a written and oral comprehensive examination, and a Master's thesis. Students may apply at the end of their Junior year in order to anticipate several requirements during their Senior year:

1. The foreign language requirement may be satisfied by fulfilling the undergraduate foreign language requirement at a 3000 or higher level with a grade of B-.
2. Approved students may take one graduate course per semester in their Senior year.
3. A suitable Junior or Senior seminar paper could furnish the basis for development into the Master's thesis.





**FACULTY**

Chairman and Professor Olenick; Associate Professor Hicks; Associate Professor Emeritus Monostori; Visiting Assistant Professor Coogan; Adjunct Instructor Trninic-Radja.

# 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 on 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. Physics was and remains a vibrant part of our Western heritage.

The 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, and atomic and nuclear physics. The dynamic interplay of theoretical studies and hands-on laboratory experience forms 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, special studies, or REU programs. The research programs in the department range from nuclear physics, computational physics, and the physics of thin films to the research in physics education.

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. Many graduates have also pursued careers in law and medicine.

The Department is housed on the ground level of the Patrick E. Haggerty Science Center. The physical facilities for the department include separate laboratories for nuclear physics, electronics, and optics, as well as for introductory courses. An 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, spectrometer for optics, and scanning tunneling electron microscope.

The Department maintains the Haggerty Observatory which contains several telescopes. A 16-inch computerized Cassegrain telescope with a photometer and CCD camera is housed in the 5-meter dome and is available for student research projects.

The Science Center also includes an IBM RISC computers for computational power. All laboratories in the Physics Department have networked computers along with Universal Lab Interfaces (ULIs).

## Engineering

The University does not offer an undergraduate degree in engineering; however, its Physics and other programs provide a sound background for engineering study. Combining the supportive, personalized environment of a liberal arts college—with its emphasis on effective problem diagnosis and solving skills—with advanced technical study has proven a rewarding choice for many students.

Graduate engineering programs in a variety of fields are very receptive to UD Physics graduates. Consult the Department for advice.

## 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), 3363 (Computational Physics), 4423 (Theoretical Mechanics), 4424 (Quantum Mechanics), and 4327 (Electromagnetic Theory).

In addition, Chemistry 1303, 1103, 1304, 1104, and Math 1404, 1411, 2412, and 3324 are required. Math 4315 is a suggested elective. 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 are required to pass written and oral *comprehensive exams* in the last year of their undergraduate studies. These exams cover topics of all required courses in physics for the B.A. or B.S. degree.

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. Physics majors are strongly advised to take German or French to fulfill their foreign language requirement. As part of the undergraduate core requirement physics majors must submit credit for one life science laboratory course. Students considering majoring in Physics should apply to the O'Hara Chemical Sciences Institute (see Chemistry) to take General Chemistry I and II in the summer before the freshman year.

For a **B.S. degree in physics**, 12 additional hours in physics (or related field) are required, including a research project. Thesis research can count as 6 or fewer credit hours of the 12 additional hours. A senior thesis and a paper presented on the research project at a professional meeting are additional requirements for the B.S. degree. Since most students pursue the B.S. degree, that suggested sequence follows. Physics courses of Years III and IV will be offered in alternate years.

## 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 1411	4
English 1301	3	English 1302	3
	15		15

**Year II**

Physics 3320	3
Physics 3120	1
Mathematics Elective	3
English 2312	3
Philosophy 1301	3
Theology 1310	<u>3</u>
	16

**(Rome)**

English 2311	3
Theology 2311	3
Philosophy 2311	3
History 2301	3
Art History	<u>3</u>
	15

**Year III**

Physics 4423	4
Physics 4120	1
Physics 3363	3
Mathematics 2412	3
History 1311	3
Philosophy 3323	<u>3</u>
	17

Physics 4424	4
Physics 3333	3
Physics 3133	1
Math Elective	3
History 1312	3
Economics 1311	<u>3</u>
	17

**Year IV**

Physics 3326	3
Physics 4153	1
Physics 4327	3
Politics 1311	3
History 2302	3
Language 2311, 2111	<u>4</u>
	17

Physics 3341	3
Physics 3141	1
Physics 4328	3
Philosophy 4333	3
Life Science	3
Language 2312, 2112	<u>4</u>
	17

**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 empirical basis of physics, analytical and laboratory methods, and the conceptual reasoning used to formulate physical models. Three lectures, one laboratory weekly. Fall.

**1302-1102. Basic Ideas of Astronomy.** The development of an awareness of the varied astronomical phenomena and a conceptual understanding of the dynamics of the universe ranging from stellar and planetary studies through cosmology. The historical milieu from which the current world view arose is examined, along with notable discoveries that shaped that understanding. The empirical basis of astronomy, analytical and laboratory methods, and the conceptual reasoning used to formulate models. Three lectures, one laboratory weekly. Spring.

**2305/2105. General Physics I (Trigonometry) Class, Laboratory, and Quiz.** Algebra and trigonometry-based introductory course primarily for pre-med biology students. The course includes topics and applications of physics to the health sciences and covers kinematics and dynamics, the conservation laws, fluids, and waves. Three lectures and one three-hour lab per week.

**2306/2106. General Physics II (Trigonometry) Class, Laboratory and Quiz.** Algebra and trigonometry-based introductory course primarily for pre-med biol-

ogy students. The course includes topics and applications to the health sciences and covers electricity, magnetism, optics, and atomic and nuclear physics. Three lectures and one three-hour lab per week.

**2310. Astronomy.** Introduction to astronomy and astrophysics for science majors that emphasizes the application of physics in stellar classification and evolution, planetary formation, galactic structure, and cosmological models.

*Physics 2311 and 2312 are prerequisites for all advanced courses in physics.*

**2311. General Physics I (Calculus).** 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).** Calculus-based introductory course focusing on the phenomena and principles of electricity, magnetism, and optics. Prerequisite (or concurrent enrollment in): Mathematics 1411. Three lectures per week.

**2111. General Physics I (Calculus) 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 microcomputer-based laboratories (MBLs) and analysis. One three-hour session per week.

**2112. General Physics II (Calculus) 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, kinetic theory of gases, and quantum statistics.

**3333. 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 for modeling physical systems. 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.

**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 instructor but include a 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 include a paper based upon the research experience and an oral presentation of the paper to the department.

**4V61-4V62. Independent Studies.** 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 interac-

tions; 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.** Emphasis on 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.** Emphasis on 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.** Special topics of current research in physics that vary according to student interest.

**5V68 and 5V69. Special Topics in Conceptual Physics.** Special courses for high school teachers of physics.



## DIRECTOR

Professor of Physics, Olenick.

## APPLIED PHYSICS CONCENTRATION

Students at the University may find that traditional departmental boundaries are not adequate to describe the breadth of their interest, especially when post-baccalaureate plans are considered. Though they may choose to major in Mathematics or Philosophy or Biology, they may also have an interest in bolstering their education with further applications of the ideas and models of physics. In addition, a student who seeks secondary certification with a science composite would find the *Applied Physics Concentration* useful in fulfilling the certification requirements. The concentration in Applied Physics seeks to provide students the opportunities to pursue new studies that relate to their major and life interests.

The concentration consists of *six* courses and associated labs. The core courses in the concentration are General Physics I and lab, calculus or trig-based, General Physics II and lab, calculus or trig-based, and Computational Physics. Two courses may be selected from the following:

Phy 2310. Astronomy.

Phy 3320/3120. Quantum Physics and Lab.

Phy 3341/3141. Optics and Lab.

Phy 3333/3133. Electronics and Lab.

Phy 4327. Electromagnetic Theory.

or a 4000-level course in Astrophysics, Condensed Matter Physics, Biophysics, or Nuclear Physics.

The *sixth* course is an elective from a field other than physics that allows the student to tailor the concentration to his or her own interests. Possible choices include the following or an elective approved by the Director.

Che 3331. Physical Chem. I.

Che 3320. Inorganic Chem. II.

Eco 3328. Econometrics.

Mat 4315. Applied Math I.

Mat 3326. Probability.

Edu 4346. Princ. of Second. Ed.

Edu 5352. Educational Evaluation.

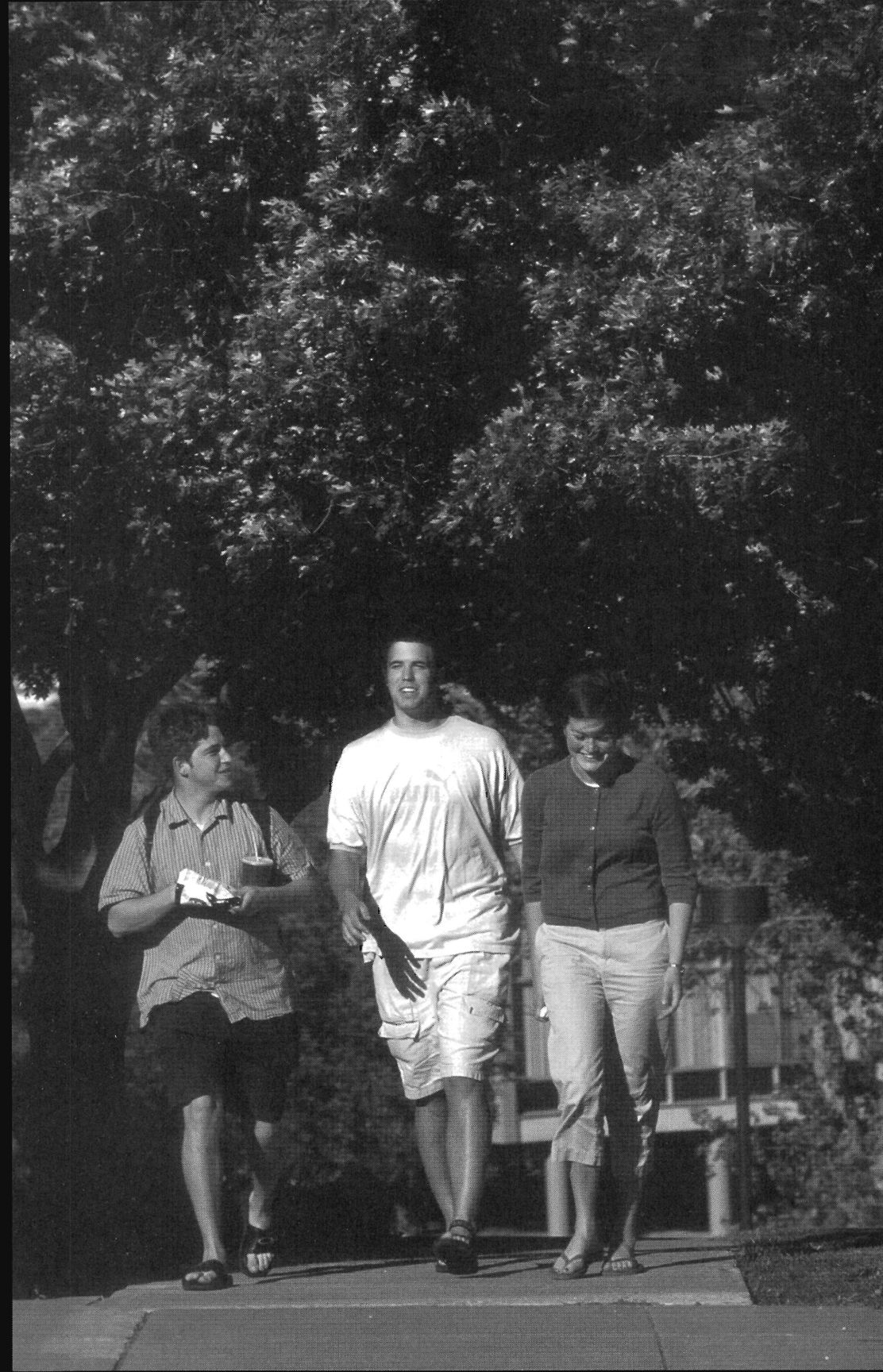
Bio 3345. Biostatistics.

Bio 3335. Biochemistry I.

Bio 3331/3131. Physiology.

Phi 4333. Philosophy of Science.

Phi 4334. Bioethics.





## FACULTY

Chairman and Professor L. de Alvarez;  
Professors Ambler, Lindsay, Sasseen, G.  
Thurow and T. West; Associate Professors  
Dougherty, Paynter, and Pestritto; Instructor  
Jones; Adjunct Instructor Grant.

## POLITICS

Politics is the activity of the *polis* (city), as athletics is the activity of the athlete. The *polis*, according to Aristotle, is the association whose purpose is the complete life. Politics, therefore, includes all the activities whose end is the complete human life. Political philosophy is the reflection upon or the attempt to understand the nature of these activities. Political science, therefore, as understood at the University of Dallas, is a philosophical discipline concerned with the whole range of human actions to be found in the context of the polis.

Specifically, the department has the following objectives:

*First:* The general purpose of the department is to promote a critical understanding of political phenomena, an understanding of the nature of political life and its relation to human life as a whole. Accordingly, courses are designed to present conflicting points of view on a great variety of important political questions. Sustained and systematic analysis of how philosophers, statesmen, and poets—ancient as well as modern—have answered these questions enlarges intellectual horizons and cultivates analytical and critical skills. Readings are therefore selected with a view to engaging the student in controversy, for controversy is of the essence in politics.

*Second:* The department seeks to promote enlightened and public-spirited citizenship. This requires understanding of the principles and purposes of our regime, as well as some personal involvement in, or commitment to, the larger political community. One of the distinctive features of the department is its emphasis on American statesmanship and the great controversies which have shaped the character of our people. The curriculum attempts to relate the political, legal, and philosophical aspects of our heritage to contemporary questions.

*Third:* Together with the other liberal arts, the department seeks to promote civility. Civility requires, first, the capacity to appreciate what is to be said on diverse sides of an issue. Secondly, it requires a capacity to participate in serious dialogue, which in turn requires seriousness about the ends of learning and the ends of action. Finally, civility requires some degree of detachment from contemporary affairs, for total involvement in the present narrows and distorts our vision.

*Fourth:* The department seeks to preserve the great tradition of political wisdom, theoretical and practical, against modes of thought which assail or abandon it. This requires, of course, an understanding and critique of these various modes of thought.

*Fifth:* The department tries to prepare some students for active political life. This requires the study of politics from the perspective of the statesman as well as from the perspective of the citizen.

*Sixth:* The department seeks to prepare some students for graduate study in political science, or for training in the professional fields of Law, Public Administration, diplomacy, and related fields.

## Washington Internship Program

The Politics Department, through a grant from the William H. Bowen Educational Charitable Trust, sponsors one or more of its majors for a summer internship in Washington, DC. The Department's sponsorship helps to defray living expenses. With departmental approval, general elective course credit can be earned for the internship. The application process is competitive. Arranging an internship requires significant preparation, so interested students should inquire at the Department during the Fall semester before the summer in which they wish to intern.

## Basic Requirements for the Major

Students who wish to choose politics for a major are required to take 36 credits in politics, including Politics 1311, 3312, 3331, 3332, 3334, 4351, and at least one advanced course in American politics. All Politics majors, including transfer students, are required to take Politics 1311. Each politics major must also pass a *comprehensive examination or write a senior thesis* in order to fulfill graduation requirements.

### Year I

Art, Drama, Mathematics, Music	3	Theology 1310	3
English 1301	3	English 1302	3
History 1311	3	History 1312	3
Language 1301 (or 2311)	3	Language 1302 (or 2312)	3
Politics 1311	<u>3</u>	Philosophy 1301	<u>3</u>
	15		15

### Year II (During Sophomore Year)

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

### Year III

Politics 3331	3	Politics 3332	3
Politics 3334	3	Politics elective	3
Politics Elective	3	Art, Drama, Math, Music	3
Art, Drama, Math, Music	3	Economics 1311	3
Science	<u>3</u>	Science	<u>4</u>
	15		16

### Year IV

Politics 4351	3	Philosophy Elective	3
Politics Elective	3	Politics Electives	6
Philosophy 3311	3	Electives	<u>6</u>
Electives	<u>6</u>		15
	15		

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## 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*, Tocqueville's *Democracy in America*, and contemporary writings. Fall and Spring.

**3311. Thucydides: Justice, War, and Necessity.** A careful reading of Thucydides' *History of the Peloponnesian War*. The themes of the course include Thucydides' account of international relations, the justice of imperialism, the connections between foreign and domestic politics, rhetoric, and the grounds of politics in necessity and morality. Alternate years.

**3312. Morality and Politics: Ancients, Christians, and the Advent of Modernity.** An examination of ancient, Christian, and modern conceptions of the human soul, morality and the political order. It will focus on the works of Plutarch or Cicero, St. Augustine, and Machiavelli. Special attention is paid to the different analyses of the Roman Republic and the Empire, and the ways of life found in each. Fall and 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.

**3324. Public Policy.** Consideration of several prominent issues of public policy, such as affirmative action, tax cuts, and the problems of poverty and equality. 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. 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. 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. Spring.

**3328. Congress.** An examination of the national legislature, comparing the understanding of Congress at the Founding with contemporary practice. Emphasis on the transformation of Congress and of the making of public policy after the post-1965 consolidation of the administrative state. Elections, representation, the internal workings of Congress, relations among the branches, and the role of the bureaucracy. 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 and Spring.

**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 and Spring.

**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 Islamic, Jewish, and Christian authors. Alternate years.

**3334. The Enlightenment and Liberal Democracy.** In claiming that government derives "its just powers from the consent of the governed," the Declaration of Independence expresses a central tenet of the contract theory of government, rooted in the claim that "all men are created equal." This claim is examined along with the understanding of God and human nature it supposes and the political prescriptions which rest upon it. Core texts by Thomas Hobbes, John Locke, and Jean-Jacques Rousseau. Fall and Spring.

**3335. Modernity and Post-Modernity.** An examination of the assessments of and prescriptions for modernity of leading post-Rousseauian thinkers. Works will be selected from the following authors: Kant, Hegel, Marx, Nietzsche, Heidegger, and Leo Strauss. Special attention will be paid to the themes of human freedom and will, the ground of history, the ethic of self-overcoming and self-creation, values, and existentialism. Spring.

**3336. Comparative Government.** A study of contemporary governments. Selection will be made from Great Britain, France, Germany, Japan, China, India, the Middle East, Africa, and Latin America. Alternate years.

**3338. Marxism and Russia.** A brief survey of selected writings of Marx and Lenin, followed by consideration of the former Soviet regime and of post-Soviet Russia. A major theme of the course is the nature of modern tyranny and the prospects for its return. Alternate years.

**4351. Senior Seminar.** A course on a general theme (such as the family, education, citizenship, or democracy) that draws on the works treated in the core courses in Politics. Students will write and present publicly a paper on a topic related to the course. Student presentations will be conducted at a forum open to the public. Fall.

**4350. Aristotle's *Ethics*.** The ethical basis of political life as it comes into sight through a study of the *Nicomachean Ethics*. Alternate years.

**4352-4353-4354. Special topics.** Courses offered according to the interest of students and availability of professors.

**4356. American Political Thought.** American political thought from the founding to Woodrow Wilson. Specific texts chosen by the Instructor. Fall.

**4V61. Independent Research.** 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. Senior/Graduate Elective.** Offered according to the interest of students and availability of professors. Enrollment open to advanced undergraduate students with the approval of the Chairman, and to graduate students with the approval of the program director.

DIRECTOR  
K. Burk

## PRE-MINISTERIAL PROGRAMS

Seminarians from the Diocese of Dallas, as well as from other dioceses and religious orders throughout the country, take college courses that constitute the academic component of their priestly formation through the Constantin College of Liberal Arts, while they live at Holy Trinity Seminary and other houses of formation close to UD. English Language training and level-appropriate academic support are also available through the University and the Seminary.

Seminarians studying for a Bachelor's degree major in Philosophy and Letters; those who have already attained a Bachelor's degree enroll in the Pre-Theology program. The minimum entrance requirements for both programs are the same as the general undergraduate requirements. In addition, candidates must meet admission requirements in academic achievement, personal character, and spiritual ideals for their dioceses or religious orders. The programs adhere to the norms established by the National Conference of Catholic Bishops' *Program of Priestly Formation*.

### The Bachelor of Arts in Philosophy and Letters

The interdisciplinary curriculum closely integrates the viewpoints of several disciplines; the senior seminar and thesis challenge seminarians to understand the relationships among these disciplines.

#### Basic Requirements for the Major

The Bishops' directive calls for 24 credit hours in Philosophy, 12 in Theology, 6 credits of advanced related elective, the Senior Seminar and Senior Thesis. Nine courses in Philosophy are required in addition to PHI 1301, 2323, and 3311, required of all University undergraduates. The Theology requirement is satisfied by THE 3331 and 3332, in addition to THE 1310 and 2311, required of all undergraduates. The advanced related electives are taken in fields other than Philosophy or Theology. In the Senior Seminar, Philosophy and Letters majors focus research upon a key philosophical or theological insight, examining it from the perspective of other disciplines, and placing it within its historical milieu. This study deepens an understanding of the issues and events that influence cultural development, and sharpens the ability to distinguish unchanging truth from its culturally influenced expression.

#### Year I

English 1301	3	English 1302	3
History 1311 or Language 2311	3	History 1312 or Language 2312	3
Art, Drama, Music, or Math	3	Art, Drama, Music, or Math	3
Philosophy 1301	3	Theology 1310	3
Science	<u>3</u>	Economics 1311	<u>3</u>
	15		15

**Year II**

English 2312	3	English 2311	3
History 2302	3	History 2301	3
Politics 1311	3	Philosophy 2323	3
Art, Drama, Music, or Math	3	Theology 2311	3
Language	<u>4</u>	Language	<u>4</u>
	16		16

**Year III**

Philosophy 3311	3	Philosophy 3326 (Medieval)	3
Advanced related elective	3	Philosophy 3328 (Recent)	3
Elective	3	Advanced related elective	3
American History	3	American History	3
Theology 3331	<u>3</u>	Theology 3332	<u>3</u>
	15		15

**Year IV**

Philosophy 4337 (Phi. of God)	3	Philosophy elective	3
Philosophy 4336 (Ethics)	3	Elective	3
Senior Seminar	3	Senior Thesis	3
Elective	3	Science	4
Language or elective	<u>3</u>	Language or elective	<u>3</u>
	15		16

**Courses in Philosophy and Letters**

**PhL. 4341. Senior Seminar.** An integrating seminar on a particular problem, issue, theme, figure, or period to be determined by the program director in consultation with the cooperating faculty. Discussions, reviews, presentations in a seminar format and with special emphasis placed on preparation for writing the Senior Thesis. Fall, as needed.

**PhL. 4342. Senior Thesis.** Preparation of a senior thesis under the direction of the instructor and with the guidance of a faculty committee. Spring, as needed.

**PhL. 3357. Special Studies****The Pre-Theologian Program**

The College also provides the collegiate course work for pre-theologians, i.e., those men who already have completed degrees but have since discerned a vocation to the priesthood.

**Fall**

Philosophy 1301	3
Philosophy 2323	3
Theology 1310	3
Classical/Modern Language	<u>3</u>
	12

**Spring**

Philosophy 3311	3
Philosophy 3326	3
Theology 2311	3
Classical/Modern Language	<u>3</u>
	12

**Fall**

Philosophy 4336	3
Philosophy 4337	3
Theology 3331	3
Spanish 1301	<u>3</u>
	12

**Spring**

Philosophy 3328	3
Philosophy elective	3
Theology 3332	3
Spanish 1302	<u>3</u>
	12

## FACULTY

Chairman and Associate Professor Churchill;  
 Professor Kugelmann; Assistant Professors G. Garza  
 and A. Smith; Adjunct Assistant Professors Tratter  
 and Zuker; Adjunct Instructor Warren.

## PSYCHOLOGY

The Psychology Program is shaped by the concept of psychology as a liberal art as well as a rigorous science. To this end, it is engaged in the enterprise of questioning and rethinking the discipline of psychology. This task is approached both through recovering the experiential basis of psychology and through reflection upon the philosophical, historical and cultural traditions that inform psychology. Such a broad and deep understanding of psychology places into perspective the value and limits of views that 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. Beyond any one of these psychology as it exists today is primarily a discipline still in search of a clear and unified sense of its subject matter. We in the Psychology department are dedicated to the project of helping to articulate a viable distinction for the discipline of psychology—one that is faithful to its roots in classical philosophy while being informed by more contemporary intellectual traditions. The life of experience, action, and the appearance of the world form the material for psychology. The original sense of the word psychology—the *logos of psyche*—conveys this sense of the discipline.

The Program relies on this original sense of psychology as a discipline in order to appreciate the manner in which the psyche has been formulated in many different schools of thought. Original writings of important figures in the history of psychological thought are read for their contributions to an understanding of psychological life in the Western traditions.

An attention to a wide range of experiences—dreams, memories, perceptions, psychopathology, language, expression, development, pedagogy, personality—allows the relation of the discipline of psychology to such other disciplines as medicine, anthropology, social history, ethology, philosophy, art, drama, and literature to emerge.

This comprehensive approach to psychology is phenomenological in the sense that attention is given to understanding rather than to explanations, to meanings rather than mechanisms of behavior and experience. The approach also draws upon the rich traditions of depth psychology and hermeneutics, giving attention to the deeper meanings of human experience that are carried by imagination and discovered through analysis and interpretation.

Active research and writing is expected of students; original reflection is as important as detailed scholarship. Research seminars during the junior and senior years provide the occasions for students and faculty to work together in close association.

### Basic Requirements for Major

Thirty-three credits in Psychology as follows: 1311, 2313, 3330, 3331, 3332, 3333, 4341, 4348, 9 credits in advanced electives. In addition, Psy 2323 can be taken to fulfill the Life Science core requirement. To satisfy the requirement for a *comprehensive examination*, majors write a thesis during their senior year. These are

evaluated by the Psychology faculty and must be completed satisfactorily prior to the oral exam. Oral defense of the thesis in April of the senior year completes the comprehensive requirement.

### Year I

English 1301	3	English 1302	3
History 1311	3	History 1312	3
Psychology 1311	3	Philosophy 1301	3
Art, Drama, Music, or Math	3	Art, Drama, Music, or Math	3
Language 1301 (or 2311/2111)	<u>3-4</u>	Language 1302 (or 2312/2112)	<u>3-4</u>
	15-16		15-16

### Year II (During Sophomore Year)

English 2311 and 2312	6
History 2301 and 2302	6
Psychology 2313 and 2323	6
Philosophy 2323	3
Theology 1310 and 2311	6
Art, Drama, Music, or Math	<u>3</u>
	30

### Year III

Psychology 3330	3	Psychology 3331	3
Psychology 3332	3	Psychology 3333	3
Psychology elective	3	Psychology elective	3
Philosophy 3311	3	Philosophy elective	3
Politics	<u>3</u>	Economics	<u>3</u>
	15		15

### Year IV

Psychology 4341	3	Psychology 4348	3
Psychology 4347	3	Psychology elective	3
Psychology elective	3	Politics 1311	3
Economics 1311	3	Philosophy elective	3
Elective	<u>3</u>	Elective	<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 considered. Psychology as a human (or “moral”) science is contrasted with the prevailing model of psychology as a natural science. Lectures and primary sources present developmental, psychoanalytic, existential and clinical perspectives on psychological life. Initial exposure to a psychological way of seeing and speaking is presented with regard to self, others, cultural world, and animal kingdom. Fall and Spring.

**2313. General Psychology.** An introduction to the various fields of psychology, including developmental, social, abnormal, physiological, and to central topics, such as cognition, emotion, motivation, perception, personality. Fall and Spring.

**2323. Behavioral Neuroscience.** Introduction to the biological approach to understanding behavior as a function of brain process. Lectures attempt to explain



complex phenomena, such as sense perception and cognition, using a relatively small set of principles developed from studying the function of individual nerve cells. The text provides a broader behavioral perspective from which to understand neurobiological structures as having evolved for the higher purposes of adaptation. The lab portion of the course is a general introduction to biology. Course with lab satisfies life science requirement. Fall and Spring

**3327. Child Growth and Development (Education 3327).** Designed to explore the physical, mental, social, and moral growth of children from infancy through early adolescents. Students examine theories of development with emphasis on the work of Jean Piaget, Erik Erikson, Lawrence Kohlberg, and Lev Vygotsky. Children are the primary texts and interacting with them is an essential component of the semester's work. Discussion of significant topics of development that reflect on the issue of "nature versus nurture." A research project requires students to examine the activity of children in light of developmental theories. Fall and Spring.

**3328. Psychology of Adolescence (Education 3328).** Consideration of selected themes as they relate to adolescent experiences, including rebellion, caring, infatuation, peer group rejection, loneliness, and sexuality. Emphasis on the 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. Presentation of influential theories of adolescence such as those of Harry Stack Sullivan, Erik Erikson and Carol Gilligan. Fall and Spring.

**3330. History of Psychology I.** 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. Exploration of 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. Fall.

**3331. History of Psychology II.** The emergence of an explicit psychological tradition from the Reformation to modern times is examined. An investigation of the emergence of psychology as a distinct discipline, taking as a point of departure Melanchthon's coining of the word *psychology* in the sixteenth century. Psychology is studied both as a science of experience and behavior and as a social institution which plays a public role in modern societies. It had its beginnings in the rupture that marks the beginnings of the modern age: the Reformation and Counter-Reformation, the Scientific Revolution, the development of modern nation-states and technology. Spring.

**3332. Quantitative Research Design.** Presentation of the basic logic and concepts of quantitative research in psychology. Exploration of the epistemological premises of scientific investigation and introduction to various research designs, experimental and non-experimental. Scientific psychological literature is presented as the basis of conventional criteria for reliability and validity. Basic descriptive statistics and introduction to statistical decision making. Students complete a review of the literature of a defined area of psychology reflecting the spectrum of approaches in scientific psychology. Pre- or co-requisite: Psychology 2313. Fall.

**3333. Qualitative Research.** Introduction to the theory and practice of hermeneutic psychology following a phenomenologically based "human science" approach.

Lectures and reading assignments present the fundamental literature in phenomenologically based psychological research. Historical, humanistic, and postmodern issues pertaining to qualitative research are discussed in relation to emerging paradigms. "Workshop" classes take the student through the steps of empirical-phenomenological research in anticipation of the Senior Thesis. Prerequisite: Psychology 1311, 3332. Spring.

**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 subject and means 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 and semiotic, as well as developmental and evolutionary 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 course usually focuses on a particular theme. The relevance of memory and imagination to the field may be explored, with consideration of several types: active imagination, fantasy, reverie, daydreams, guided imagery or the relation of memory and imagination to the creative process might be investigated, with special attention given to the role of imagination in art, drama, and literature.

**3336. Abnormal Psychology.** An historical introduction to the changing perceptions of madness in different cultural-historical periods provides the context for the study of selected types of psychopathology in terms of their origins, dynamics, and major symptoms.

**3337. Statistical Methods (Economics 3327).** 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.

**3338. Social Psychology.** A consideration of the 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, are viewed as both reflecting social attitudes and revealing social influences upon the individual.

**3341. Psychology of Personality.** Comparison of various theories of personality through primary source readings. Modern reductionistic viewpoints are contrasted with neo-Freudian, existential-phenomenological, and/or postmodern conceptions of the self.

**3346. Animal Behavior.** (See listing under Biology.)

**3351. Experimental Psychology.** The application of basic research methods employed in the scientific study of behavior. Prerequisite: Psychology 3332.

**3354. Health Psychology.** A study of the relationships between health and illness, on the one hand, and behavior, attitudes, ways of life, on the other. An exploration of the psychological concomitants of health and disease, as well as conventional and non-conventional forms of treatment for disease. The phenom-

enology of embodiment and of disease as a mode of existence is integral to the course. Other topics include the examination of the social and political meanings of our views of health and illness. The social construction of health and illness concepts, the limits of medicine and of medicalization, the arts of living, suffering, and dying are discussed.

**3371. Film Studies.** Exploration of 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 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.

**3V52. Special Topic.** Study in an author, question, or topic not treated in any of the regular course offerings but of comparable consequence.

**3V56. Primate Research.** Hands-on research conducted at the Dallas Zoo. Students become official zoo volunteers assigned to the Research Department. University faculty conduct seminars on classic texts as well as research articles. Students develop ethnograms of selected species, and participate in the collection and recording of data pertaining to the behavior of primate species within their habitats (chimpanzees, gorillas, gibbons, spider monkeys, baboons, lemurs).

**3V57. Field Experience.** In a meaningful volunteer experience, students are exposed to off-campus settings in which psychology is practiced or applied (such as a hospital or a corporate human resource management office). Students should follow guidelines for Internships. Prerequisite: Senior standing in psychology. Graded Pass/No Pass.

**4161. Zoo Habitat Research.** Hands-on experience studying the effects of habitat enrichment programs and related projects at the Dallas Zoo. Students are supervised by zoologists working in the Research Department of the Dallas Zoological Society. Thirty hours of supervised research experience required for completion of course.

**4321. Seminar: Depth Psychology.** Study of seminal works and ideas in the depth psychology tradition. The course might focus on one or more of the early formulators of depth psychology, such as Freud, Jung, or Rorschach, or it may explore more recent developments in areas such as object-relations theory or Daseinsanalysis. Repeatable when subject matter changes.

**4322. Introduction to Clinical Psychology.** Introduction to the history and current scope of professional practice in clinical psychology, with a focus on psychodiagnosis and treatment. Psychodynamic and psychometric traditions of assessment are presented, as well as projective techniques such as the Rorschach Ink Blot Test and the Thematic Apperception Test. The standard psychiatric nomenclature of the *DSM-IV (Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition)* is presented, along with its implications for the professional treatment of psychological "illness." Consideration is given to the clinical interview, psychopharmacology, and an overview of the psychotherapeutic process. Prerequisite: Psychology 3336, or 3341, and consent of instructor.

**4323. 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 counter-transference in the therapeutic process, the use of dreams, and the ethical responsibilities of the psychotherapist. Prerequisite: Psychology 1311, 3341 or 3336, and consent of instructor.

**4334. Language Acquisition/Linguistics.** (See Education 5354.)

**4339. Psychology of Perception.** A phenomenological consideration of embodied psychological life is offered against the background of traditional psychological theories of sensation and perception. Perception is presented as a gestalt experience rather than as a sum of discrete process. Language, expression and sexuality are presented insofar as they enter into our experience of the "phenomenal field".

**4341. Senior Seminar.** Study of seminal works and ideas in the phenomenological tradition. The course usually centers on a close textual analysis of one or two of the foundational figures whose work has influenced the development of the phenomenological alternative to psychology Husserl, Heidegger, Sartre, Merleau-Ponty, Levinas. Prerequisite: Psychology 3333. Fall.

**4347. Advanced Research.** This course is taught as a seminar exploring narrative methodologies in qualitative research grounded in phenomenological, depth-psychological, and hermeneutic traditions. Students are given individual supervision as they proceed to investigate topics of their own choosing. Prerequisite: Psychology 3333.

**4348. Senior Thesis.** Independent research on a psychological phenomenon under the direction of the general thesis supervisor and a faculty member assigned to work with the student. The thesis which results from this research constitutes the written part of the comprehensive examination. T (temporary) grade may be assigned at discretion of the department. Prerequisite: Psychology 3333. Spring.

**4V61. Independent Research.**

**5V52. Special Topic.**

## The M.A. in Psychology

A University of Dallas undergraduate in psychology may earn the M.A. in psychology after approximately a year's full-time course work beyond the bachelor's degree. The M.A. requires 30 credits, including a master's thesis (6 credits), foreign language competency, and a comprehensive examination. Students may apply to the department for admission to the M.A. "through plan" in psychology at the end of the junior year in order to anticipate several possibilities:

- 1) The foreign language requirement may be satisfied by fulfilling the undergraduate requirement at a 3000 or higher level with a grade of at least B-.
- 2) Approved students may take one graduate course each semester of the senior year. These two courses may be counted towards the B.A. and waived in the M.A. if a grade of at least B is earned.
- 3) A suitable Senior Thesis may furnish the basis for the development of the M.A. thesis.

Interested students as well as alumni should set up an interview with the Department Chairman.

**ROME CAMPUS**

Dean and Professor Ambler; Campus Coordinator, Severance; Assistants Landry, Randazzo, A. Spier and L. Spier; Chaplain Conley, Rome Office Director in Irving Rebecca Davies.

# THE ROME PROGRAM

Students are invited to apply to the Rome Program. Founded in 1970, the Rome Program offers students the opportunity to take selected courses in the Core Curriculum at the University's campus in Rome. Using this campus as their base, students also make frequent trips into the city, explore surrounding towns and historical sites, and travel as a group in both Italy and Greece. The semester is also organized in such a way as to allow considerable opportunity for individual travel throughout Europe during the second half of the semester. It is no surprise that the vast majority of UD undergraduates participate in the Rome Semester.

The goal of the Rome Program is to make the Core Curriculum more intense and vivid by adding to it the experiences that thoughtful and informed travel can bring. Students will visit the ruins of ancient cities; they will hear local traditions that speak of visits by Aeneas or Odysseus; they will walk the fields where major battles were decided; they will recite or sing in theaters where the great Greek tragedies were once performed; they will see the inspired art and architecture that in its turn inspired subsequent artists; they will see some of the holiest shrines and most beautiful monuments of the Roman Catholic Church. And, of course, they will encounter people of foreign lands, so it will be natural for them to wonder about the similarities and differences between Americans and the different peoples of Europe. Direct experiences of this sort help students to solidify much of what they learn in the Core Curriculum, just as the opportunity for independent travel helps them to learn to plan carefully and act responsibly.

Because all students study essentially the same courses in Rome; because students live together with faculty and staff and their families on the same campus and travel together in both Italy and Greece; and because there are frequent campus activities in which all participate, the Rome Semester is also characterized by an intense common life. Students, faculty, and staff must be good at getting along with each other, and they enjoy the benefit, and usually also the pleasure, of getting to know each other in a variety of circumstances. This too can help increase the impact of the Core Curriculum as well as encourage a broader self-understanding.

The Rome Semester is fast-paced and challenging, for it encourages travel and intense community life without diminishing the importance of study. Perhaps in part because it is a challenging semester, students' memories of their time in Rome are often among the most cherished recollections of their time at UD.

## The Campus

On June 11, 1994, the University dedicated Due Santi, a permanent home for its Rome Program. The 12-acre Constantin Campus, near Albano in the Castelli Romani region, is just off the Via Appia about 15 kilometers from the heart of the Eternal City. The complex includes classrooms, dormitory accommodations, housing for faculty, a small chapel, library, and student lounges. The excitement of central Rome is easily reached by public transportation.

## Eligibility

**General and Academic:** The Rome Program exists in large part to help deepen the students' understanding of issues raised in the Core Curriculum, so it is important that applicants have made appropriate progress in their Core Courses. Minimum requirements for attending the Rome Program include sophomore standing, at least one full-time semester spent on the main campus prior to participation, a record of good conduct, and at least a 2.0 cumulative grade point average at the University of Dallas. Since the academic program of the Rome Semester is heavily weighted in the direction of courses that stress careful reading, cogent writing, and the disciplines of history, literature, and philosophy, applicants who are weak in these areas may be required to wait until their records demonstrate competence. Academic achievement the semester before Rome is especially important in determining eligibility. Take note: Students with incompletes and students on disciplinary probation are automatically excluded from participation in the Rome Program. Difficult cases are sent for review to the Dean of Constantin College and to the Rome Committee.

**Health and Discipline:** In addition to academic clearance, health and disciplinary clearances are required as well. The Rome Office Director, in cooperation with the Office of Student Life, reviews the health and disciplinary records of applicants in an effort to keep medical and disciplinary problems from arising under more difficult and foreign circumstances.

**A Note on Health Clearance:** The health clearance process is designed both to insure that the student's health problem is one that can be reasonably cared for within the demands of the Rome semester and the limitations of health care in the various countries visited; and to determine if students have the ability to take responsibility for their health problems under these circumstances. Students' personal physicians and counselors as well as those retained by the University are consulted, but the final decision rests with the Rome Office in consultation with the Office of Student Life.

Be aware that participation in the Rome Program will severely limit access to doctors, medical facilities, health care and pharmaceutical prescriptions. **Students are responsible for fully disclosing all health information and updating the Rome Office of any changes in health status immediately upon learning of any changes.** This includes but is not limited to: all prescription and non-prescription drugs; current and/or previous mental, emotional, or nervous disorders; allergies; dietary restrictions; previous hospitalization due to injury or illness; any current and/or previous diagnosed medical condition.

A student may be denied participation in the Rome Program if a serious health problem is not satisfactorily resolved or is likely to continue; if treatment would be difficult to obtain while participating in the program; or if the nature of the problem is such that it would require extraordinary attention on the part of University staff members. Reasonable accommodations will be made to allow qualified students with disabilities to participate in the program. The Rome and Student Life offices will review any cases in which there is a question of qualification, and if needed, we forward the case to the Rome Committee for review. **Failure to disclose any health concerns and/or changes is grounds for immediate dismissal from the program.**

**A Note on Disciplinary Clearance:** Disciplinary records of all applicants will be reviewed. The Rome Office Director and Student Life will evaluate all students for evidence of the maturity required to handle the academic challenges, the close, community life, the tight, fixed schedule, and the independent travel of the Rome program. Those with problems in these areas may have their names forwarded to the Rome Committee for further review. A student on disciplinary probation for the semester during which Rome enrollment is sought will not be allowed to participate in the Rome Program. Students who have committed serious or repeated violations of the Code of Student Conduct will not be permitted to participate in the Rome semester until such time as they clearly demonstrate the requisite personal maturity for study abroad. Once initial clearance is received, the student is responsible for updating the Rome Office of any additional disciplinary infractions. Clearance to go to Rome can be revoked at the discretion of the Rome Office Director if circumstances warrant it.

## Counseling

The University assists the student in planning for the Rome Semester by recommending the proper selection of courses prior to the semester abroad, and through orientation programs held throughout the freshman year.

## Travel in Europe

Obviously, not all that is to be gained by a semester abroad is found in the formal classroom. Much of Europe becomes a learning experience and classes are scheduled so as to encourage informed travel. Mandatory group trips organize travel to other parts of Italy. For many, the highlight of the semester is the ten-day trip through the ancient sites of Greece or the Greek and Byzantine sites of Sicily. The schedule also permits long breaks for general travel.

## Costs

Cost of Tuition, Room and Board is roughly equivalent to a semester on the Irving campus. Additional costs related to travel include airfare, railpass, program trip fees and spending money for travel. Total additional travel related costs are in the range of \$5000. Students should budget carefully to be prepared for these additional expenses.

## Academic Policy

The classes on the Rome campus are designed both to fit smoothly into the program required of all sophomores and to take full advantage of the unique setting in which they are taught. Taught primarily by University of Dallas professors, the courses are selected from those core curriculum requirements which are closely concerned with the philosophical, theological, political, literary and artistic development of Western civilization. Courses planned for the Rome Campus include:

<b>Art 2311.</b>	Art & Architecture of Rome
<b>Eng 2311.</b>	Literary Tradition III (required) (Students with advanced placement take Lit Trad III under Eng 3355 ST/Tragedy & Comedy)
<b>Gst 3165.</b>	European Cities (one credit hour)
<b>His 2301.</b>	Western Civilization (required)
<b>Mit 1101.</b>	Italian Culture & Conversation, or "Survival Italian"
<b>Mit 2311/2312.</b>	Intermediate Italian I (Fall); II (Spring)
<b>Mit 2111/2112.</b>	Intermediate Italian Conversation I (Fall); II (Spring)
<b>Phi 2323.</b>	Philosophy of Man
<b>The 2311.</b>	Western Theological Tradition

**Academic Requirements:** All Rome students are required to register for 15 credits: 3 credits English, 3 credits History, and 9 credits (3 courses) selected from the other Rome offerings. Exceptions must be approved by the instructor and the Dean of Constantin College. Withdrawal from courses may occur only for cause as determined by the instructor and the Dean of the Rome Program. Students in Rome who have academic or health difficulties should request a hearing with the instructor and the Dean, and must secure the Dean's written permission in order to withdraw from the course. Only withdrawals for medical reasons or extraordinary circumstances will be allowed during the last five weeks before the final examination. Since course offerings on the Rome Campus are limited, freshman and sophomore year programs must thus be arranged *carefully*. When working out these schedules, students should keep in mind the following:

- Western Civilization I and Literary Tradition III are offered both semesters in Rome. Western Civilization II may be taken on the Irving campus before Western Civilization I, and Literary Tradition IV may be taken before Literary Tradition III. In other words, these courses do not have to be taken in sequence.
- Philosophy of Man is the only philosophy course to be offered in Rome, so be sure to save this course. If a student takes only one Philosophy course a year, then saving Philosophy of Man for Rome should be a simple matter. In any case, the course may be taken out of sequence - i.e. Philosophy of Man before Philosophy and the Ethical Life or Philosophy of Being prior to Philosophy of Man.
- Understanding the Bible (Theology 1310) is a suggested prerequisite for Western Theological Tradition. Students should take Understanding the Bible their freshman year.

## **Discipline**

Students going to Rome are expected to behave in a mature, responsible fashion. All disciplinary policies in effect on the Irving campus also apply to the Rome campus. In addition, the Rome Program institutes 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 are assigned to the uncompleted courses. The student is not permitted to continue studies on the Irving campus until the succeeding semester. No refunds for tuition, fees, room and board, or travel expenses are made (unless the student or the University is eligible to receive a travel refund from a third party).

## **Summer Rome Program**

The University often provides a mini-Rome program in the summer. Through the *Eternal Cities* tour class, students earn Art History credit and visit most of the major sites toured during the long semester.

Flights may be arranged to allow time for free travel after the study tour. The program works well for students who wish to pursue language study in Europe. Both undergraduate and graduate credit may be arranged for *Eternal Cities*. Summer Rome is open to students from other schools and to teachers and other adults. It may be audited as well as taken for credit. Summer Rome is an excellent choice for students, such as transfer, or older students, whose schedule will not accommodate the long semester or who were unable to attend because of space limitations. It allows family members and friends to participate as well.



## Summer High School Programs

The Rome Office coordinates summer programs for high school students. Students from across the nation are offered the opportunity to earn three hours of transferable college credit through study and travel abroad.

The programs in Italy, *Latin in Rome* and *Shakespeare in Italy*, use the Rome Campus as home base. They include travel to appropriate sites, e.g., Pompeii and Venice, for study *in situ* of the subject matter pursued.

*Thomas More* in England and *Winston Churchill* focus on the characteristics and influence of great leaders. Students are housed at Bradfield College, a leading prep school in a rural setting on 200 acres west of London. University faculty and advanced students staff the England programs just as they do those in Italy.





**FACULTY**

Chairman and Associate Professor Norris; Professors Balas and Walsh; Associate Professors Goodwin, Lowery, and Turek; Assistant Professor Malloy; Research Scholar Farkasfalvy; Visiting Assistant Professor Brownsberger; Visiting Instructor T. Frank; Adjunct Professor Kereszty; Adjunct Instructor Collet.

# THEOLOGY

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. It provides two core curriculum courses required of all undergraduates, Understanding the Bible, Theology 1310, and Western Theological Tradition, Theology 2311; electives for those who wish to pursue further theological knowledge; and an undergraduate major. In addition, the Department offers two Master’s degrees. (See graduate Theology section for further information.)

## The Major Program

The Department 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 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 Chair. 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 is regularly to be composed of three professors responsible for the courses of the major program designated by the Chair. The examination covers substantial topics of the courses the student has

taken for the major. Guidelines are available from the Department. 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 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 Chair. It is evaluated by the Chair or the assigned instructor and must be satisfactorily completed for graduation.

Some knowledge of Latin and Greek is recommended, though not required, for a major in Theology. French or German is recommended for those who wish to pursue graduate study. Spanish is an important language for those who may pursue some form of ministry. Hebrew can also be taken through the Classics department.

**Year I**

Art, Drama, Music, or Math	3	Art, Drama Music, or Math	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	<u>3</u>	Theology 1310	<u>3</u>
	15		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**

Theology 3331	3	Theology 3332	3
Theology 3341	3	Theology elective	3
Theology elective	3	Theology elective	3
Philosophy 3311	3	Politics 1311	3
Science	<u>3</u>	Science	<u>4</u>
	15		16

**Year IV**

Theology 4348	3	Theology elective	3
Theology elective	3	Theology elective	3
Philosophy elective	3	Electives	<u>9</u>
Electives	<u>6</u>		15
	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. To be taken in the freshman or the sophomore year. Normal prerequisite for any other Theology course. Fall and Spring.

**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. To be taken in the sophomore year or, at the latest, first semester of junior year. Prerequisite for advanced Theology courses. Suggested prerequisite: Theology 1310. Fall and Spring.

**2336. Introduction to Liturgy.** An historical, theological and practical introduction to Catholic Liturgy. Fall as needed.

**3321. Pentateuch.** History of the formation of the Five Books of Moses. Their literary genres and religious messages. Close reading of selected books and chapters with emphasis on the relationship between the literary form and thematic content of the text. Fall, every three years.

**3322. Old Testament Prophets.** History of the prophetic movement in ancient Israel. Literary forms and religious message of the prophetic writings. Close reading of selected books and chapters. Fall, every three years.

**3323. Wisdom and Psalms.** Introduction to Wisdom literature and Psalms. Literary forms and content. Close reading of selected Wisdom passages and Psalms. Fall, every three years.

**3324. Synoptic Gospels.** Formation of the synoptic material. Literary forms. Synoptic problem. Relationship between Jesus of history and the apostolic proclamation. Content, structure, and message of each gospel. Close reading of selected chapters. Spring, every three years.

**3325. Fourth Gospel.** Formation of the Fourth Gospel and history of the Johannine community. Content, structure and message. Its literary and theological features in comparison with the synoptics. Close reading of selected chapters. Spring, every three years.

**3326. Paul and Acts.** History of the early Christian community. Paul's background and his missionary work. Introduction to his letters. Close reading of letters and selected chapters. 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 Transmission, the Triune God, the Nature and Vocation of Man. Prerequisites: Theology 1310 and Theology 2311. Prerequisite for any advanced systematic course. Fall.

**3332. Systematic Theology II. Christ and the Church.** A systematic study of the Christian Catholic faith on Christ, Grace, the Church, Sacraments, and Eschatology. Spring.

**3341. Moral Theology.** This course examines the ideas of conscience, sin, the virtues, natural law, and the relation of Scripture and ethics. The underpinnings of the Christian moral life, with various applications to specific moral issues. The course involves a close reading of John Paul II's encyclical *Veritatis Splendor*. Every Fall.

**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. Apocalyptic Literature.** General introduction to Jewish and Christian apocalypses. Literary genre and its message for today's readers. Close reading of selected chapters of both canonical and non-canonical apocalyptic writings, such as the book of I Enoch, Daniel, Revelation and Fourth Esdras. As needed.

**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. Christology and Soteriology.** A biblical, historical and systematic study of the person and saving work of Christ. 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. History and Theology of the Liturgy.** The historical development of Christian liturgy, with special attention to its formative period in the first centuries, the reforms of Vatican II, and post-conciliar reforms. The theological principles and implications of the liturgy, and liturgical spirituality. Offered occasionally.

**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 social teachings of the Church as found in a variety of social encyclicals, especially *Rerum Novarum* (1891) and *Centesimus Annus* (1991). Specific topics include the role of the laity in the temporal order, the communal nature of man, just-war theory, liberation theology, the death penalty, Catholicism and the American political order, and the relationship between Catholicism and various economic systems.

**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 theology major following research on a selected topic with the guidance of a professor. The student is expected to give evidence of 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.

**4V57. Special Studies in Theology.**

**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 chairman is required. As needed.

**5301-5310. Cross-listed Courses.** These numbers indicate undergraduate courses taken for graduate credit. 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.

**5319. Philosophical Resources for Theology.** Study of the philosophical resources available to and developed by Christian theology from both an historical and a systematic point of view. Offered regularly.

**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.

**5334. Apologetics.** Also called "Fundamental Theology", this course aims at a deeper (critical and systematic) understanding of the "why" of Christian Catholic faith, i.e. of the *foundations* for the *credibility* of Christianity. Offered in a three-year cycle.

**5355. Special Topics.** A regularly scheduled class established according to the interests of professors and the desires of students. As needed.

**Courses in Biblical Hebrew and Greek—See Classics.**





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## 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 the proposed University 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 division the Braniff Graduate School supports the doctoral program of the Institute of Philosophic Studies, the Master of Fine Arts, the Institute for Religious and Pastoral studies, and the master's programs in Art, American Studies, English, Humanities, Philosophy, Politics, Psychology, and Theology. It seeks to offer graduate programs which recall these disciplines to their first principles and which will prepare students for careers in a variety of fields.

The Graduate School of Management offers the Master of Business Administration and the Master of Management degrees in a variety of specialized areas. For detailed information on these programs, see appropriate sections in this catalog and in 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, Braniff Graduate School of Liberal Arts. Applications should include two letters of recommendation, transcripts from all institutions of higher education attended, a statement of purpose, and an intellectual autobiography. Possession of a bachelor's degree is prerequisite to matriculating in any graduate program. Applicants should have an undergraduate major in the proposed field or otherwise demonstrate evidence of suitable background. Admission requirements particular to the different programs are described under "Admission Requirements" in the appropriate section.

Applications for the fall semester for the doctoral Institute of Philosophic Studies program are reviewed in three monthly rounds beginning February 15 and ending April 15. There are no spring admissions for the IPS program. In order to be considered for the first round, all elements of the application must be received by February 15.

Applications for the fall semester for the master's programs in American Studies, English, Humanities, Philosophy, Politics, Psychology, Theology, and the Institute for Religious and Pastoral Studies are reviewed in monthly rounds beginning February 15 and ending June 15. The application deadline for spring admission for these programs is November 15.

Applications for the fall semester for the MA/MFA art programs normally are reviewed one time only and all elements of the application must be received by February 15. There are no spring admissions for the Art programs.

### 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. Only nine credits earned as a special student may be transferred toward the degree. Art students, however, may not count courses taken as special students.

### 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, international applicants whose native tongue is not English are required to take either the English Language Test or the TOEFL of the Educational Testing Service. These tests are given in the

students' home countries and are normally the only acceptable certification of language ability. Unless a test has been taken at least three months before the proposed date of enrollment, students cannot be sure of having their application processed in time. 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.

International students should be aware that the University has no special funds for them. Federal loan funds are restricted to U.S. citizens.

## **Fees & Expenses 2002-2003**

<b>Application Fee</b>	\$40
<b>Graduate Tuition, per credit</b>	\$452
<b>Audit fee, per course</b>	\$452
<b>Constantin Alumnus (age 60 or over) per course</b>	\$200
<b>Resident Life Fee (all campus residents)</b>	\$15
<b>General Students Fee per semester (per credit or per audit course)</b>	\$15
<b>Occasional Fees and Penalties (non-refundable)</b>	
Returned check fee, each service	\$25
Graduation Fee	\$60
Late Registration Fee	\$25
(assessed beginning 1st day of classes for continuing students)	
Placement File Fee, per request (does not include transcripts)	\$5

### **Payment of Accounts**

*The student is responsible for payment of all expenses incurred at the University. It is the student's responsibility to assure that all payments and credits are received by the Business Office, including all financial aid, scholarships, and sponsorships. Payment in full is due before admission to classes. Checks should be made payable to the University of Dallas. Installment payments, however, may be arranged by calling the Business Office (972-721-5381 or 972-721-5281). The University accepts Mastercard, VISA, American Express or Discover. A student with a delinquent account will be denied grades, transcripts or diploma until all obligations are fulfilled. The student is responsible for attorney's fees and other costs and charges necessary for the collection of any amount not paid when due.*

### **Room and Board, Per Semester**

*Contact Housing (972-721-5323) for corrections or changes in meal plan or housing.*

*Housing Deposit (Refundable) One time charge of all campus residents. \$100.*

Basic housing charges are listed below. Food service is required for residence hall students and is also available for apartment residents and other non-resident hall students upon request. Meal plan rates with tax included are: 14 meal plan - \$1,542; 19 meal plan - \$1,627.

The telephone service fee is included in room rates.

#### *Double Room*

(19-meal plan)	\$3,151
(14-meal plan)	\$3,066

#### *Single in Double Room, if available*

(19-meal plan)	\$3,905
(14-meal plan)	\$3,820

*Single in Single Room, if available*

(19-meal plan)	\$3,744
(14-meal plan)	\$3,659

*Triple/Quad Room, if available*

(19-meal plan)	\$3,117
(14-meal plan)	\$3,032

**University Apartment Housing****Per Semester**

One Bedroom (two student occupancy), per student rate	\$1,776
Two Bedroom (four student occupancy), per student rate	\$1,399
Two Bedroom (three student occupancy), per student rate	\$1,863
Two Bedroom (two student occupancy), per student rate	\$2,797

Apartment residents are responsible for payment of electricity and phone bills.

**Anselm Hall Fees****Per Semester**

Single Apartment (one student)	\$2,500
Double Apartment (one student)	\$2,603
Double Apartment (two students)	\$2,099
Suite Apartment (two students)	\$2,300

**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.

Students who withdraw from the University during the fall or spring semester with written permission are allowed a return of tuition and refundable fees according to the following schedule; courses taken at the Dallas Institute for Humanities and Culture follow a different refund policy.

<i>Withdrawal</i>	<i>Portions</i>
First Week	80%
Second Week	60%
Third Week	40%
Fourth Week	20%

All monies due from 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 Housing Office before refund is made.

The date used to calculate refunds will be that on which students present their withdrawal notice to the Graduate Dean. Exceptions to the above policies may be approved in specific instances (e.g., when students are drafted or incur serious injury or illness.)

**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. Consult the Graduate Office for fee amount. 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 for microfilming and copyrighting the dissertation and publishing an abstract. Consult the Graduate Office for fee amount.

## Teacher Scholarship

All *fulltime* teachers receive a *one-third* scholarship for tuition for liberal arts undergraduate and graduate courses. In all graduate *degree* programs, a two-thirds scholarship may be available. Consult the Graduate Office.

## Summer Rome Program

Graduate Students in Art, Humanities, and American Studies may earn three credits toward their graduate programs by participating in appropriate summer Rome Programs such as the *Eternal Cities; Italy and Greece*. Non-credit students are also welcome for the tour classes. Contact the Graduate Office or the Rome Office.

## Financial Aid

In addition to University scholarships, students may apply for low interest student loans. To do so, a student must complete the **Free Application for Federal Student Aid (FAFSA)** and the **University Graduate Application for Student Loans**. The University will determine a student's loan eligibility based on the information provided on these two applications. Information about Title IV eligibility is available from the Financial Aid Office.

After the financial aid application process has been completed, the Financial Aid Office will send an admitted student an Award letter, detailing the loans for which he or she is eligible. Summer applications should be completed by April 1, fall applications by August 1, and spring applications by December 1.

### Satisfactory Academic Progress

A graduate student must be making Satisfactory Academic Progress to be eligible for any federal or state financial aid. The requirements follow:

- 1) **Earn at least 12 credits** each year with a GPA of **3.0** or higher. For purposes of Satisfactory Academic Progress, non credit graduate reading courses are equivalent to full-time, or nine credits, a semester, although no credits are earned.
- 2) Complete all work within the time limit set by your program.
- 3) **Withdrawal** from a course does not affect eligibility if the minimum required credits are earned in the academic year. An Incomplete or a Temporary grade does not count as an earned credit and may affect eligibility until credit is earned.
- 4) Except for students on Financial Aid Probation, grades are reviewed at the end of the spring term each year. The grades of students on Financial Aid Probation are reviewed after each term that they are on probation.
- 5) Students *not* making **Satisfactory Academic Progress** will be placed on **Financial Aid Probation** for one semester. During the probationary semester, **6 credits** with a GPA of **3.0** must be earned. Failure to do so will result in loss of eligibility for financial aid after the probationary semester. If otherwise eligible, eligibility will be restored after the grade point average has met the requirement.
- 6) A written request may be made that the Financial Aid Committee reinstate aid eligibility in the event of a relative's death, student illness or injury, or other special circumstances.

### Additional Applications

A student loan application and promissory note must be completed. The University participates in the following programs: *Federal Direct Stafford Loan*, *College Access Loan*, and *Federal Direct Unsubsidized Stafford Loan*. Information is available from the Financial Aid Office.

### Enrollment Definitions

A regular student is one who has been admitted for the purpose of obtaining a degree or certificate. The following distinctions define financial aid credit requirements for *full-* or *half-time* status.

#### Graduate School of Management

Term	Enrollment	Minimum Credits
Summer, Fall, Spring	Full-time	9
	Half-time	5
Two-Week Intermester	Full-time	3

#### Braniff Graduate School of Liberal Arts

Term	Enrollment	Minimum Credits
Fall or Spring	Full-time	9
	Half-time	5
Summer I or Summer II	Full-time	6
	Half-time	3
Mayterm or Interterm	Full-time	3

A student enrolled in Dissertation or Thesis Research, Doctoral, MFA, or Graduate Reading is considered to be enrolled *full-time*.

### Housing

Campus housing in undergraduate dorms and apartments is often available for single graduate students. Only the student apartments are suitable for married graduate students. Apartments and houses in all price ranges are plentiful.

### 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. Policies and procedures described in the undergraduate section of this bulletin apply to graduate programs and students unless otherwise noted in this section or in the handbooks or bulletins of the various graduate programs.

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.

### Class Attendance

Students are expected to attend all scheduled classes, and to satisfy all course requirements within the time limits established by their professors, unless prevented from doing so by extraordinary circumstances such as serious illness or unavoidable travel. A professor who deems that a student has been excessively absent during the first half of the semester may recommend that the student withdraw from the course. If a student has been excessively absent throughout the entire semester, the professor may withhold permission to take the final examina-

tion and, depending on the student's academic performance, assign a grade of F or FA (failure due to absence).

### **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 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. Grades earned for language courses will be recorded on the transcript but will not be included in determining the grade point average. The only exception will be for those upper-level language courses that may be counted for course credit towards the graduate degree. 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 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 (MFA Reading), and 8V99 (Doctoral Reading) are used to indicate that, although not taking credit courses, students are involved full-time in work required for completion of the degree. With permission of the program director and upon payment of a matriculation fee, these numbers may be repeated.

### **Transfer Credit**

Credits are transferrable only from accredited institutions and must have been taken within the six years prior to acceptance in the program. Transfer of graduate credits earned at other institutions is not automatic. Some programs with special curricula rarely approve transfer petitions. Only courses with a grade of "B" or better may be considered for transfer. When petitions are honored, no more than nine hours may be transferred into a Master's program. No more than 12 credit hours may be transferred into the doctoral program. Students who have already entered a Master's program at the University 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. The request for transfer credit should be made to the program director and requires the approval of the Graduate Dean.



### **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 teacher's discretion, be changed to some other grade to reflect work completed.

### **Academic Honesty**

The policies of the Braniff Graduate School governing academic discipline parallel for the most part those of the Constantin College of Liberal Arts. 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 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.

### **Leaves of Absence**

Students who need to interrupt their course of study from one semester to the next must seek a leave of absence. Leaves are granted where there is a good reason 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**

Continuance in a graduate program requires that the cumulative grade point average be high enough for the student to be able to earn the required GPA by the time he has completed all the course work needed for the degree. At the end of each semester records of graduate students are reviewed by the Graduate Office. The records of students whose cumulative or semester GPA are below the required standard are presented to the appropriate Program Director and the Graduate Dean and, in the case of doctoral students, to the Director of the Institute of Philosophic Studies for recommendation as to continuance. If a student's GPA falls below the minimum level needed for a degree to be awarded by the time he has completed all the courses required for his degree, he may take no more than two additional courses for an M.A. and no more than four for a Ph.D. in an attempt to raise his GPA to the minimum level.

**Diploma Application**

Students must file diploma applications in the Graduate Office 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 upon recommendation of the Graduate Faculty and the Council of Deans and Chairmen.

**Master's Programs**

According to the University'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 credits is 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, Psychology, and Theology. These programs require the writing of a thesis and proficiency in at least one foreign language. For the M.A. in Art the exhibition substitutes for these requirements.

Other master's programs include: Master of American Studies, Catholic School Leadership, English, Humanities, Pastoral Ministry, Politics, Theology, and Theological Studies. These programs require additional course work or projects in lieu of a thesis and language.

The Master of Fine Arts 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 passing the comprehensive examinations. In Art, students apply for candidacy and formal acceptance into the program after completion of nine-twelve credit hours. Consult the *Master's Handbook* and this *Bulletin*.

**Language Requirement**

Most Master of Arts programs require that students demonstrate proficiency in at least one language other than English. Individual departments, however, 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.

The language requirement must be satisfied before enrolling in the thesis seminar. For the various ways in which this requirement may be fulfilled, consult the handbooks for the master's and doctoral programs.

**Comprehensive Examination**

At the completion of course work, all candidates for the master's degree must pass a comprehensive examination. 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 Research after completion of all course work, fulfillment of the foreign language requirement, and approval of a proposed thesis topic. The appropriate program director recommends to the

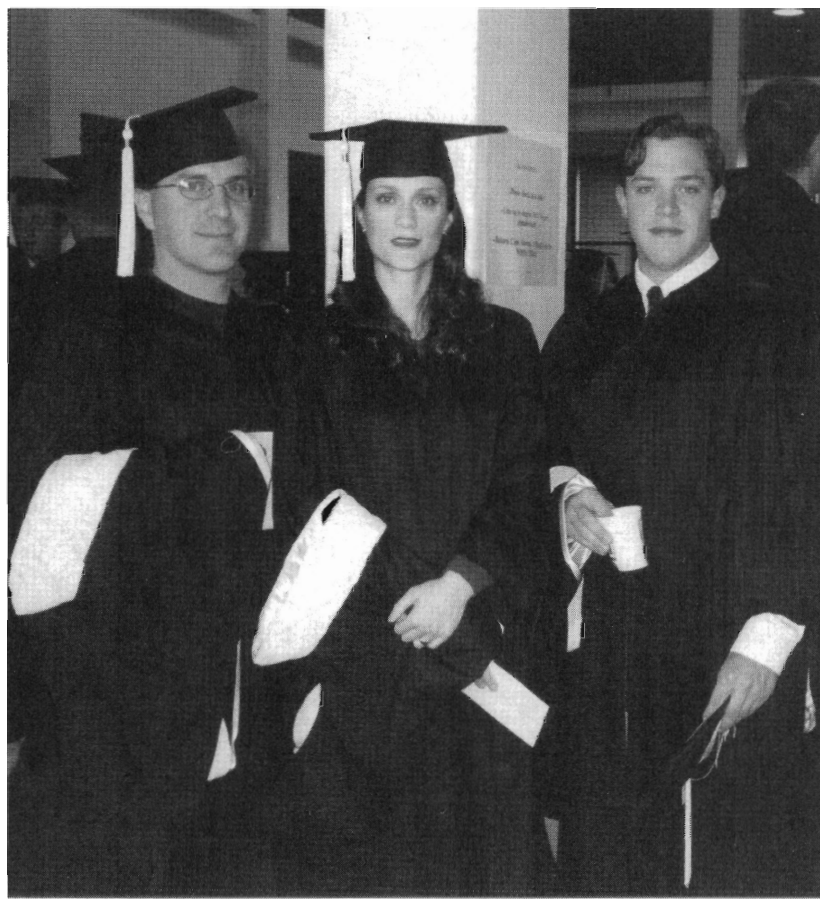
Graduate Dean the acceptance of the topic and the appointment of a suitable committee. Instead of the thesis, some master's programs require the completion of a major project or exhibition. In others it is satisfied by taking six or more additional credit hours. Consult the *Bulletin* for the specifics in each program.

### **Institute of Philosophic Studies Master of Arts**

The Master of Arts degree in English, Philosophy, or Politics may be awarded to doctoral students in the Institute of Philosophic Studies after the completion of the Qualifying Examination. 42 credits are required (excluding foreign languages), of which 30 credit hours must be within the concentration, and fulfillment of one foreign language requirement.

### **Doctoral Programs**

For policies specific to the doctoral program see Institute of Philosophic Studies.





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# THE INSTITUTE OF PHILOSOPHIC STUDIES DOCTORAL PROGRAM

The Institute of Philosophic Studies 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 currently 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 66 credit hours of coursework 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*.

## General Information

### Admission Requirements

Applicants must possess a bachelor's degree. They should have an undergraduate major or equivalent evidence of suitable background for entering the proposed field. Applications for the doctoral IPS program are reviewed in three monthly rounds beginning February 15 and ending April 15. Applications are accepted for the fall semester only. The completed application file includes the application form, two letters of recommendation, a statement of purpose, an intellectual autobiography, a sample of academic writing, official transcripts of previous college work, and GRE General Test scores not more than three years previous to the date of the application. Decisions regarding admission are made by the committee of IPS directors, who draw a composite assessment of the applicant from the submitted materials and evaluate the file against the pool of competing applicants in view of the limited number of positions available.

### Degrees

In accord with the unified character of the program, the Institute grants only one doctoral degree. However, the transcript will indicate the area of concentration for each student. En route to the doctorate, students may apply for the Institute of Philosophic Studies Master of Arts 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. Institute scholarships generally require full-time enrollment.

**Transfer of Credit**

Some credit from earlier graduate work may be transferred after students have successfully passed the qualifying examination. Credits are transferrable from accredited institutions and must have been taken within the six years prior to acceptance in the program. Courses are transferrable only if strictly equivalent to Institute courses. Students should submit syllabi of all courses they wish to transfer. No more than 12 hours may be transferred. Upon recommendation of the concentration director, transfer credit must be approved by the Graduate Dean.

**Language**

Proficiency in two languages, Greek or Latin and (usually) French or German, must be demonstrated by all candidates. The *IPS Handbook* describes the three ways of satisfying the requirement.

**Qualifying Examination**

Students must take the Qualifying Examination after the first three semesters of full time course work. The *IPS Handbook* describes the examination and the times it is administered. The performance on the examination must satisfy the examining committee that the student is capable of continuing doctoral studies.

**Comprehensive Examination**

Students normally take the Comprehensive Examination in the semester following completion of all course work. The examination is based upon a Core Reading List and a Concentration Reading List. Students must demonstrate to the examining committee that they have a comprehensive grasp of the issues and texts covered in their core and concentration course of studies. The *IPS Handbook* describes the examination and the times it is administered. Reading lists are published in the handbook.

**Dissertation**

Dissertations of suitable quality and magnitude shall be submitted by all candidates. After they are completed and approved, a defense of the dissertation, open to the graduate faculty, must be made by the candidates. Information concerning the formal requirements for preparation and filing of dissertations is in the *IPS Handbook*. Dissertation credit is in addition to course credit.

**Time Limit**

Unless otherwise approved, 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 it.

**Courses of the Institute**

Students take 21 credit hours in the Institute's core curriculum and 45 credit hours in their area of concentration, nine of which may be in a related discipline (with the approval of the concentration director).

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 significant texts of this tradition, including such authors, for example, as Homer and Virgil; Plato and Aristotle; Augustine and Aquinas; Dante and Milton; Hobbes and Rousseau; Hegel, Nietzsche and Dostoevsky. A seventh required core course will have as its principal text 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 are worked out in consultation with the faculty adviser and with the approval of the IPS

Director. The description of each of the areas of concentration presently offered in the Institute is given below.

Courses designated as "core courses" are listed in the particular semester schedule with the prefix IPS (Institute of Philosophic Studies). Those in the area of concentration carry the appropriate departmental designation.

### Core Courses of the Institute

**8311. Homer and Virgil.** A study of the *Iliad* and the *Odyssey* of Homer and Virgil's *Aeneid*.

**8316. The Bible.** A reading of select writings from the Old and New Testaments as vehicles for understanding the nature and claims of revelation.

**8321. Plato and Aristotle.** Careful reading of seminal texts by two thinkers who laid the foundations of Western philosophy.

**8326. Augustine and Aquinas.** A study of the two giant Christian thinkers. Readings include *Confessions*, *City of God*, and the *Summa Theologiae*.

**8341. Dante and Milton.** A reading of Dante's *The Divine Comedy* and Milton's *Paradise Lost*.

**8342. Hobbes and Rousseau.** A study of the *Leviathan* and *Emile* contrasting their positions on modernity.

**8352. Hegel, Nietzsche and Dostoevsky.** A study of three thinkers in transition between modernity and postmodernity.

**8357. Independent Study.** In cases of scheduling problems, students may be given permission by the Graduate Dean to take a required Core course as a tutorial.

**8V99. Doctoral Readings.** Registration for this course indicates that the student is involved full time in studies necessary for degree completion. At the end of each course the student must demonstrate progress toward completion of requirements. Registration requires the approval of the Graduate Dean. Normally, students are limited to a total of *four* non-credit Reading courses. No more than two doctoral readings may be used to prepare for the comprehensive examination. A matriculation fee is required. It entitles the student to the use of the library and other services.

**9697. Dissertation Research I.** (Dissertation Prep Seminar) Full time in the research and writing of the doctoral dissertation under the guidance of an approved director. A grade of T is assigned for this six-credit-hour course which remains until after the defense of the dissertation. Prerequisite: Completion of comprehensive examination and at least one language requirement.

**9698. Dissertation Research II.** Full time in the research and writing of the doctoral dissertation under the guidance of an approved director. A grade of T is assigned for this six-credit-hour course, which remains until after the defense of the dissertation. Prerequisite: Approved proposal.

## 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.** These numbers indicate undergraduate courses taken for graduate credit. Appropriate additional work for graduate students is assigned. See M.A. English for description of 5000-level courses listed below.

**5311. Studies in Myth.**

**5312. The English Renaissance.**



**5320. Arthurian Romance.**

**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.

**6315. Classical Rhetorical Theory.** This course treats major Greek and Roman thinkers who were the first in the West to seek an understanding of the power of human speech (*logos*) and its proper management in poetry, philosophy, and oratory. Texts of Gorgias, Plato, Aristotle, and Cicero are studied, and comparisons are made between them and selected representatives of medieval (e.g. Augustine), modern, and postmodern rhetorical theory (e.g. Nietzsche and Derrida).

**6316. Pastoral Poetry.** An examination of the influence of classical forms in English Literature through the tradition of pastoral poetry. After noting the Greek origins of the form, most especially in Theocritus, a close study of Virgil's *Eclogues* as a precursor to study of English examples. Primary focus is the blending of the classical and Biblical in Spenser's *Shepherd's Calendar*. Exploration of the continuation of the tradition in Jonson, Milton, Wordsworth, and Arnold, and in twentieth-century poetry.

**6322. Shakespeare.** Study of representative plays from the entire canon, including tragedies, histories, comedies, and Roman plays. 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.

**6332. Spenser.** An examination of the major writing of Edmund Spenser, focusing upon his effort to synthesize classical humanism and Christian ideals. Works considered include *The Faerie Queen*, *The Shepherd's Calendar*, and lyric poetry.

**6333. Milton.** A study of the major writing of John Milton, considering his effort to synthesize and to extend the range of Classical and Christian literary traditions. A treatment of *Paradise Lost*, *Paradise Regained*, *Comus*, *Samson Agonistes*, and major lyric poetry.

**6335. Seventeenth Century Lyric.**

**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 defined the limits of the novel: *Dead Souls*, *Fathers and Sons*, *Anna Karenina*, *The Idiot*, *The Possessed* and *The Brothers Karamazov*.

**6360. Literary Criticism and Theory.** An examination of major documents of Western literary criticism, with special emphasis upon twentieth-century critics

and theorists—New Criticism and the subsequent development of structuralist and post-structuralist approaches. Focus on key texts and the issues raised in them, with an eye to exploring the options for future developments and practical applications to the study and teaching of literature.

**6377. Special Studies.** Courses 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.

**7321. English Romanticism.** A study of the primary writing (poetry and prose) of the major British Romantic poets (Blake, Wordsworth, Coleridge, Shelley, Byron, and Keats), emphasizing the character of the romantic understanding of poetic imagination, the artist's relation to society, the conception of religious, moral, and political ends. Context may be provided by a discussion of continental and English philosophy and of German Romanticism.

**7322. Victorian Literature.** A study of fiction, essays, and poetry of the Victorian era in England. Writers of all modes confronted questions relating to realism, the conflicting claims of religion and science, the development of participatory democracy, the Industrial Revolution, and the re-direction of the artist within society. Authors studied include Dickens, Thackeray, Eliot, Tennyson, Browning, Arnold, Carlyle, and J.S. Mill.

**7325. Pound/Eliot.**

**7333. Faulkner.** An examination of Faulkner 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.

**8322. Melville/Hawthorne/James.** A study of one or more of 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.

**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.

**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. Modern Literature.** A study of the poetry and fiction of major writers in the first half of the twentieth century. The efforts of poets and novelists to achieve poetic unity and authority 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, Woolf, H.D., Conrad, Joyce, Lawrence, Forster, Hemingway.

**8388. Southern Literature.** The development of the Southern Literary Renaissance and its legacy in recent Southern writers. A consideration of the relationship between the Southern authors' substantial achievements in poetry, 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 the 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.

## Philosophy

The aim of philosophy at the University 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 is particularly interested in the ways revelation has led to developments 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.** These numbers indicate undergraduate courses taken for graduate credit. Appropriate additional work for graduate students is assigned.

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 given to the interplay of argumentation, image, action, and structure.

**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.

**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.

**6377. Special Studies.** Unlisted courses offered according to student interest and faculty availability. As needed.

**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 Program Director.

**7355. Text Seminar: Recent Philosophy.** A focused reading of a few major works of philosophy after Kant, chosen typically from among the works of Hegel, Kierkegaard, Nietzsche, Wittgenstein, and Heidegger.

**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, deformations of religion, 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. Philosophical 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 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 is 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 must obtain a working knowledge of at least two of the languages of the philosophic tradition, one ancient and one modern. Those who do not have adequate preparation in political philosophy may be required to take courses in the major curriculum in the Constantin College.

## Courses in Politics

See **M.A. Politics** for description of other courses.

**6372. Plato's *Republic*.** The implications of the form in which the seminal book in Western political philosophy is written are considered; the political and philosophic alternatives rejected by Socratic-Platonic teaching are also discussed.

**6376. Aristotle's *Ethics*.** The ethical basis of political life investigated through a study of the *Nicomachean Ethics*.

**6377. Special Studies.** Courses offered according to student interest and faculty availability.

**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* are read. Attention to the connection between modern science and political science.

**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 Program Director.

**7370. Herodotus.**

**7371. Xenophon.** The *Memorabilia Oeconomicus*, the *Hiero*, and *Cyropaedia*. The work of Xenophon as essential for the understanding of Socrates' teaching.

**7374. Dialogues of Plato.** To be selected by the instructor.

**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.

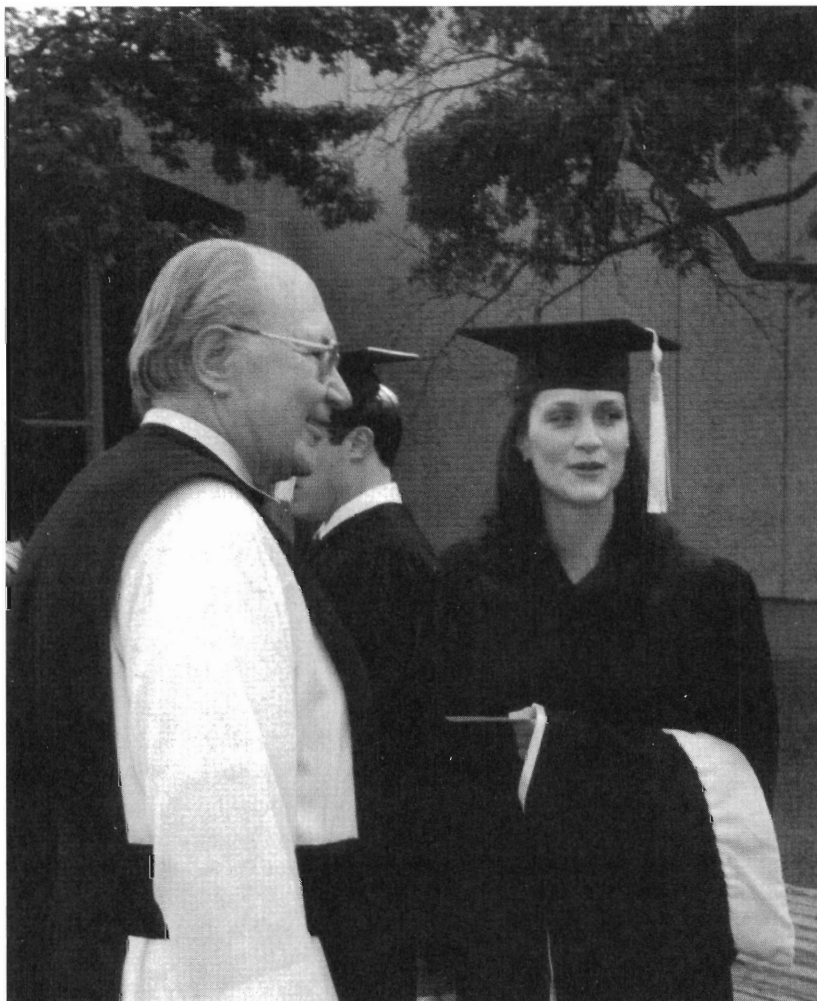
**7380. Medieval Political Philosophy.** The confrontation of Greek Philosophy with the revealed religions (Christianity, Judaism, and Islam) posed the need for a new expression of the classical teaching. Authors: Thomas Aquinas, Avicenna, Maimonides, and Alfarabi.

**7388. American Regime.** A study of the principles and structure of the American political order

**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.

**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.

**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**

Director and Professor Alvis; Cooperating faculty  
from participating departments.

## AMERICAN STUDIES

At its founding America created a new political order unlike any in previous history, one destined to form a new kind of man and to shape or profoundly influence much of the world. This program provides an opportunity to probe in depth the multiple facets of this revolutionary enterprise. It investigates the understanding of human nature, political order and justice underlying American institutions through the study of political philosophers, American statesmen, and imaginative writers. It examines the challenge to those ideas by Twentieth-Century critics and the resulting transformation of some of those institutions. It seeks to compare the present self-understanding of Americans with the earlier understanding. The aim is to reestablish the connections between American self-understanding and the Western tradition of reason, republicanism, and Biblical revelation.

The program is designed for teachers or those interested in teaching careers on either the secondary or college level, and for those interested in preparing for positions of leadership in public affairs.

### Admission Requirements

Application for admission includes a complete application form, two letters of reference, a statement of purpose and an intellectual autobiography, a sample of academic writing, and official transcripts of previous college work. Completion of a bachelor's degree is a prerequisite to entrance.

### Degree Requirements:

The Master of American Studies requires 30 hours of course work, a comprehensive examination, and participation in two one-day semester Institutes. No thesis or foreign language is required.

At least seven courses must be selected from Group I below and no more than three from Group II. Course descriptions may be found in the Braniff Liberal Arts listings. Other courses on topics important to America may also be approved.

The Institutes sponsored by the University focus on a topic central to American Studies. A portion of the comprehensive exam will be devoted to the issues addressed in the two Institutes held during the year of matriculation. Typical topics: the Declaration of Independence and the Constitution; the Scottish Enlightenment and the American Founding; The *Federalist Papers* and the Vision of the Founders; Willmoore Kendall and the American Political Tradition; The Thought of the Progressive.

**Group I**

6323. **Politics:** *Constitutional Law*  
 6324. **Politics:** *Public Policy*  
 6325. **Politics:** *American Foreign Policy*  
 6326. **Politics:** *The Presidency*  
 6327. **Politics:** *Civil Rights*  
 6328. **Politics:** *Congress*  
 6384. **Politics:** *Hobbes, Rousseau*  
 6356. **Politics:** *American Political Thought*  
 6357. **Politics:** *U. S. Constitution*  
 7388. **Politics:** *American Regime*  
 8322. **English:** *Hawthorne, Melville, James*  
 8355. **English:** *Augustan Literature*  
 8388. **English:** *Southern Literature*  
 7333. **English:** *Faulkner*  
 5303. **History:** *The Scottish Enlightenment*  
 5354. **Art:** *History of American Art*  
 6377. **Philosophy:** *American Philosophy*

**Group II**

4340. **Economics:** *Law and Economics*  
 4344. **Economics:** *Western Economic History II*  
 8345. **Philosophy:** *Philosophical Anthropology*  
 6336. **Philosophy:** *Ethics*  
**Philosophy/Education:** *Philosophy of Education*  
 6311. **Philosophy:** *Plato*  
 6322. **English:** *Shakespeare*  
 6333. **English:** *Milton*  
 6377. **English:** *Christian Epic*  
 6311. **English:** *Classical Epic*  
 6344. **English:** *Tragedy-Comedy*  
**Politics:** *Thucydides*  
**Politics:** *Plutarch, Augustine, Machiavelli*  
 6322. **Politics:** *Aristotle's Politics*  
 6372. **Politics:** *Plato's Republic*  
 6343. **Theology:** *Social Justice*

**Courses in American Studies**

6351. **Directed Reading.**

6377. **Special Studies.** Courses offered according to student interest and faculty availability.

6V99. **Graduate Readings.** Registration for this non-credit course indicates that the student is involved full-time in studies necessary for the completion of degree requirements. At the end of each course the student must demonstrate progress. Normally, Master's students are limited to a total of two Reading courses. A matriculation fee is required. This fee entitles the student to the use of the library and other basic services.

**FACULTY**

Chairman and Professor Novinski; Professor Strunck;  
Associate Professors Hammett and Schoepp; Visiting  
Assistant Professor and Gallery Director, Bisetto;  
Visiting Assistant Professors Maxwell.

**ART****Admission Requirements**

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 regular admission into the spring semester. The art faculty reserves the right to refuse any applications received after the February 15 deadline.

An application for admission includes a completed application form, two letters of reference, a statement of purpose, a portfolio of at least ten representative works, and official transcripts of all previous college work. Possession of a bachelor's degree is prerequisite to matriculating in the graduate art programs.

After admission each student is assigned a major professor to aid in the development of the studio specialization. Specializations are available in *ceramics*, *painting*, *printmaking* and *sculpture*. After completion of the first semester of work the graduate art faculty will evaluate the student's progress.

Most students are awarded full tuition scholarships for the course work needed to complete the program to which they are accepted. Part-time study towards the M.A. is not possible. 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, printmaking, and sculpture. Teaching assistantships are rare and depend on the needs of the department. Loan applications should be made to the Financial Aid Office.

**The Master of Arts in Art**

The Master of Arts in Art is the intermediate level graduate program for students in painting, printmaking, ceramics and sculpture. It allows for concentrated study over an extended period of time under personal and intensive guidance of the graduate Art faculty. Students and faculty members are engaged in critical interaction through studio critiques and formal reviews. The purpose of the program is to present students with theoretical and practical knowledge to make art approaching professional quality.

The M.A. in Art is offered for students who are intent on pursuing a terminal degree in art such as the M.F.A. It also aims to meet the needs of art teachers in secondary schools who wish to deepen their knowledge of their field.

The M.A. 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 two courses in the history of twentieth century art. Studio courses can be selected by the student with the approval of the major professor. After the completion of 9-15 hours of coursework students must apply for candidacy. In the candidacy review the full graduate art faculty examines the student's work and knowledge and grants or denies candidacy. The examination may be repeated only once, within the period of one semester. At 10 credit hours per semester, completion of the program

normally takes three semesters as well as 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.

### **The M.F.A. Program**

The Master of Fine Arts is the accepted terminal degree for studio artists. It is the purpose of the M.F.A. 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 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. The following courses are required: two consecutive semesters of M.F.A. Seminar, two graduate courses in art history and the M.F.A. Exhibition course. All other courses are selected with the approval of the major professor. At 10 credit hours per semester, completion of the program normally takes three semesters as well as two summers of independent study. It is completed by the M.F.A. Exhibition, a professional exhibition on or off campus, and by an oral examination by 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.

**5365. Medieval Art.** A history of art and architecture of the Romanesque and/or Gothic periods. The instructor may choose to emphasize a particular aspect.

**5367. Northern Renaissance.** Late Gothic and Renaissance art in Europe outside Italy, with emphasis on Flemish and German painting.

**5368. Baroque to Neoclassical.** The history of European art and architecture of the Baroque, Rococo, and/or Neoclassical periods. The instructor may choose to focus on any aspect of Northern or Southern Baroque, Rococo, or Neoclassicism.

**5377. Special Studies in Art History.** Focus on a special topic, period, or artist according to the discretion of the professor.

**5397. Nineteenth Century Art.** A survey of art and architecture in the nineteenth century, from Romanticism to Impressionism.

**5398. Twentieth Century Art.** A survey of art and architecture of the twentieth century.

**5399. Contemporary Art.** A survey and analysis of the art and architecture of the last quarter of the century.

**6351. Directed Readings.** Readings in art history and criticism focusing on a particular period, theme, or artist.

**6V59. Graduate Drawing.** Variable credit. For advanced students. Fall and Spring

**6V77. Special Studies in Art History.**

**6V99. Graduate Reading.** Registration for this non-credit course indicates that the student is involved in studies necessary for degree completion. At the end of each course the student must demonstrate progress. Normally, Master's students are limited to *two* Reading courses. The fee required entitles the student to the use of the library and other services.

**7293-7294. M.A. Seminar.** Fall and Spring.

**7495. M.A. Exhibition.** A "T" grade is assigned until completion.

**7V59. M.A. Drawing.** Fall and Spring.

**7V72-7V73. M.A. Sculpture.** Fall and Spring.

**7V74-7V75. M.A. Painting.** Fall and Spring.

**7V76-7V77. M.A. Ceramics.** Fall and Spring.

**7V78-7V79. M.A. Printmaking.** Fall and Spring.

**7V91. Graduate Problems.** Theoretical or Studio Research. Prior to registration, students present a brief proposal in writing to their professor. Variable credit. Fall and Spring.

**7V99. M.F.A. Reading.** Registration for this non-credit course indicates that the student is involved full time in studies necessary for degree completion. At the end of each course the student must demonstrate progress. Normally, M.F.A. students are limited to *four* Reading courses. The fee required entitles the student to the use of the library and other services.

**8293-8294. M.F.A. Seminar.** Fall and Spring.

**8899. M.F.A. Exhibition.** A "T" grade is assigned until completion

**8V59. M.F.A. Drawing.** Fall and Spring.

**8V72-8V73. M.F.A. Sculpture.** Fall and Spring.

**8V74-8V75. M.F.A. Painting.** Fall and Spring.

**8V76-8V77. M.F.A. Ceramics.** Fall and Spring.

**8V78-8V79. M.F.A. Printmaking.** Fall and Spring.

**8V91. Graduate Problems.** Fall and Spring.

### **Summer Rome Program**

Graduate Students in Art, Humanities, and American Studies may earn three credits toward their graduate programs by participating in appropriate summer Rome Programs such as *Eternal Cities; Italy and Greece*. Non-credit students are also welcome for the tour classes. Contact the Graduate Office or the Rome Office for further information.



## FACULTY

Faculty as needed.

# EDUCATION

## The Master of Arts

The Master of Arts in Education is a professional degree. It requires 36 units of credit and certifies that the holder is qualified to teach a discipline at a level of competence higher than that attested by the baccalaureate degree. It indicates advanced mastery of the discipline and a deeper understanding of the problems involved in learning.

The curriculum requires additional study of one or more disciplines and advanced study of the philosophy, science, and art of education.

Applicants for admission must hold a bachelor's degree and a teaching certificate or the equivalent. Candidates lacking the latter must complete additional foundation courses before taking the education courses. Other requirements include submission of a completed application form, two letters of reference, a statement of purpose, an intellectual autobiography, and official transcripts.

Upon admission to candidacy, a committee of two graduate advisors, one from education and one from the discipline area, is assigned to direct the student in his or her program of studies. The advisors determine the adequacy of preparation for the interdisciplinary comprehensive examination. Candidates can reasonably expect to become eligible for the comprehensive examination in two semesters of full-time work or its equivalent in part-time study.

## Degree Requirements:

- (1) Course requirements:  
Education 6368, 6369, 6378, 6379, 7388, 7389.
- (2) 18-24 hours of courses numbered 5000 or above in one or more disciplines as approved by the advisory committee.
- (3) A comprehensive written examination on a series of questions that will be prepared in advance and determined by the advisory committee.

## Graduate Courses in Education

**6368. Learning Theory.**

**6369. Curriculum Design and Evaluation.**

**6378. Instructional Models.**

**6379. Advanced Assessment.**

**7388. Specialized Research.**

**7389. Professional Paper or Portfolio.** This course and Edu 7388 will be designed by the Advisory Committee in relationship to the area of specialization.





**FACULTY**

Director, Professor Alvis; Professors Curtsinger, Dupree, Gregory and Wegemer; University Professor L. Cowan; Associate Professors Crider, DiLorenzo, Kenney, Roper and Waterman Ward; Assistant Professors Baldwin and Davies.

## ENGLISH

Three graduate programs are offered under the direction of the Department of English. The *doctoral* program in Literature is a concentration in the *Institute of Philosophic Studies* and is delineated in that section of the catalog. The *M.A. in English* and the *Master of English* are described below. Description of graduate courses offered by the department follow. In addition, upper level undergraduate courses may be applicable; their descriptions are given in the Constantin College section.

### **The Doctoral Program with Concentration in Literature**

For a description of this program see the Institute of Philosophic Studies.

### **Admission Requirements for Master's Programs.**

Application for admission to the master's programs in English includes a completed application form, two letters of reference, a statement of purpose, an intellectual autobiography, a sample of academic writing, official transcripts of previous college work, and GRE General Test scores that are not more than three years previous to the date of the application. Ordinarily a B.A. in English is required for admission. Students without the B.A. in English may be required to take up to 12 hours of undergraduate credit in English concurrently with their graduate courses.

### **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, Virgil, Dante, the Greek dramatists, and other Continental writers ancient and modern.

The 30 credit hour degree requires the completion of 24 credits at the graduate level, demonstrated proficiency in a foreign language, a comprehensive examination, and a thesis (6 credit hours). Before beginning the thesis the candidate will demonstrate a reading competency in Greek, Latin, French, German, or Italian. Completion of the thesis will most likely extend into the summer.

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 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.

### **The Master of English**

The Master of English is intended for those who wish to pursue advanced study in English, but do not intend to pursue doctoral work in the field. It requires 30 hours of graduate course work in English and the passing of a comprehensive examination.

## Courses in Literature

**5301-5310. Cross-listed Courses.** These numbers indicate undergraduate courses taken for graduate credit. 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. The relations between myth and ritual, cult, religion, philosophy; the persistence of myths from ancient to modern art. Authors 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.

**5320. Arthurian Romance.** An approach to a medieval genre—romance—and a medieval theme—*fin' amors*—through the study of major literary manifestations of the medieval legend of Arthur. Authors and texts studied may vary, but as a rule special emphasis will be given to the twelfth-century verse romances of Chrétien de Troyes and Sir Thomas Malory's fifteenth-century "reduction" of the legend into English prose.

**6351. Directed Readings.** A tutorial course arranged between the professor and the student. Prerequisite: Written permission of the Program Director and Graduate Dean.

**6377. Special Studies.** Courses offered according to student interest and faculty availability.

**6V99. Graduate Reading.** Registration for this course indicates that the student is involved in studies necessary for the completion of the degree. At the end of each course the student must demonstrate progress. Normally, Master's students are limited to *two* non-credit Reading courses. The matriculation fee required entitles the student to the use of the library and other basic services.

**7678. Thesis Research.** A six credit-hour course designed for the student writing the M.A. thesis under the guidance of an appointed thesis director. An approved topic is a prerequisite for registering for Thesis Research. A grade of "T" is assigned for this course which remains until the thesis has been approved.

Descriptions of the following are found under the Institute of Philosophic Studies:

- |   |  |
|---|--|
| <b>6311. The Epic.</b>                      | <b>7321. English Romanticism.</b>      |
| <b>6315. Classical Rhetorical Theory.</b>   | <b>7322. Victorian Literature.</b>     |
| <b>6316. Pastoral Poetry.</b>               | <b>7333. Faulkner.</b>                 |
| <b>6322. Shakespeare.</b>                   | <b>8322. Melville/Hawthorne/James.</b> |
| <b>6332. Spenser</b>                        | <b>8333. Dante.</b>                    |
| <b>6333. Milton.</b>                        | <b>8344. Menippean Satire.</b>         |
| <b>6344. Tragedy/Comedy.</b>                | <b>8355. Augustan Literature.</b>      |
| <b>6355. Russian Novel.</b>                 | <b>8366. Modern Literature.</b>        |
| <b>6360. Literary Criticism and Theory.</b> | <b>8388. Southern Literature.</b>      |
| <b>7311. Chaucer.</b>                       | <b>8399. Studies in the Novel.</b>     |

**FACULTY**

Director and Assistant Professor Sweet;  
Cooperating faculty from participating  
departments and DIHC adjunct faculty,  
Allums, G. Arbery and V. Arbery.

# HUMANITIES

The Master's Program in Humanities is designed to make available the 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) may be available as part of the Humanities program.

## Teacher Scholarship

Full time teachers in elementary, secondary or high schools — public or private — admitted to the graduate program may be eligible for a two-thirds tuition scholarship.

## 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 the 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).

The concentrations are: American Studies, Classics, History, Literature, Philosophy, Politics, Psychology, and Theology. The periods are: Ancient, Medieval, Renaissance, Baroque, Modern, Recent.

The related courses may be drawn from any of the above concentrations as well as from such fields as art history, drama, economics, education, and foreign languages (Greek, Latin, French, German, Spanish).

## Admission Requirements

Application for admission to the master's programs in Humanities includes a completed application form, two letters of reference, a statement of purpose, an intellectual autobiography, a sample of academic writing, and official transcripts of previous college work. Possession of a bachelor's degree is prerequisite to matriculating but not necessarily one in the humanities. Special Students are welcome to participate after consulting with the Director.

## 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.
- 3) University 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.

## 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 1500. May focus on a shorter span of time within this period. Authors studies can range from Augustine to Malory.

**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, 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, Molière, 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.**

**6377. Special Studies.** Courses offered according to student interest and faculty availability.

**6V99. Graduate Reading.** Registration for this non-credit course indicates that the student is involved in studies necessary for the degree. At the end of each course the student must demonstrate progress. Normally, Master's students are limited to *two* Reading courses. The matriculation fee required entitles the student to the use of the library and other basic services.

**7678. Thesis Research.** A six credit course designed for the student writing the M.A. thesis under the guidance of the thesis director. An approved topic is a prerequisite for registering for Thesis Research. A grade of "T" is assigned until the thesis has been approved.

### Summer Rome Program

Graduate Students in Art, Humanities, and American Studies may earn three credits toward their graduate programs by participating in appropriate summer Rome Programs such as *Eternal Cities; Italy and Greece*. Non-credit students are also welcome for the tour classes. Contact the Graduate Office or Rome Office for further information.





**FACULTY**

Chairman and Associate Professor Simmons; Professors Frank, Sepper and Wood; Associate Professors Lehrberger and Smith; Assistant Professors Bell, Harrington, Parens, and Rosemann.

# PHILOSOPHY

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.

## The Doctoral Program with Concentration in Philosophy

The doctoral program is an interdisciplinary program offered within the Institute of Philosophic Studies. The description may be found under Institute of Philosophic Studies.

## 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 philosophic 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 philosophic tradition in personal appreciation by rethinking the tradition in the light of the persistent questions, new and old.

**Admission Requirements:** Application for admission includes a completed application form, two letters of reference, a statement of purpose, an intellectual autobiography, a sample of academic writing, official transcripts of previous college work, and GRE General Test scores that are not more than three years previous to the date of application. Possession of a bachelor's degree is prerequisite to matriculating in the program. Ordinarily candidates should have attained a bachelor's degree in the discipline. However, at least 18 credit hours of coursework that covers classical metaphysics, ethics, and the history of philosophy is prerequisite to graduate studies in philosophy.

**Program Requirements:** For the completion of the Master of Arts degree 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 required to demonstrate a critical mastery of a number of philosophic texts specified by the Department. Evidence of competency is demonstrated in a comprehensive examination. Proficiency in at least one foreign language pertinent to the field of thesis research is required.

## Courses in Philosophy

**5301-5310. Cross-listed Courses.** These numbers indicate undergraduate courses taken for graduate credit. Additional work for graduate students 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 classic 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.

**See Institute of Philosophic Studies for course descriptions.**

**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.**

**6377. Special Studies.** Offered according to student interest and faculty availability.

**6V99. Graduate Reading.** Registration for this non-credit course indicates that the student is involved in studies necessary for the completion of the degree. At the end of each course the student must demonstrate progress. Normally, Master's students are limited to *two* Reading courses. A matriculation fee is required. It entitles the student to the use of the library and other basic services.

**7313. Aesthetics.**

**7321. Philosophy of Being.**

**7333. Text Seminar: Medieval Philosophy.**

**7344. Text Seminar: Early Modern Philosophy.**

**7355. Text Seminar: Recent Philosophy.**

**7678. Thesis Research.** A six credit course designed for the student writing the M.A. thesis under the guidance of an appointed thesis director. An approved topic is a prerequisite for registering for Thesis Research. A grade of “T” is assigned for this course which remains until the thesis has been approved.

**8331. Epistemology.**

**8338. Philosophy of Religion.**

**8345. Philosophical Anthropology.**

**8351. Philosophy of God.**



**FACULTY**

Chairman and Professor L. de Alvarez;  
Professors Ambler, Lindsay, Sasseen, G.  
Thurrow and T. West; Associate Professors  
Dougherty, Paynter and Pestritto.

# 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 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.

## **The Doctoral Program with Concentration in Politics**

For a description of this interdisciplinary program see the Institute of Philosophic Studies.

## **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 students 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.

**Admission Requirements:** Application for admission to the Master's programs in Politics includes a completed application, two letters of reference, a statement of purpose, an intellectual autobiography, a sample of academic writing, official transcripts of previous college work, and GRE General Test scores that are not more than three years previous to the date of application. Possession of a bachelor's degree is a prerequisite.

### **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.
- 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. Up to six hours of the student's work may be taken outside the Department.

## Courses in Politics

When the following courses are under numbers **5301-5310** they contain a mixture of graduate and undergraduate students. Additional work for graduate students is assigned. At the **6000**-level or above, they are exclusively for graduate students. Consult the Politics and the Institute of Philosophic Studies sections for descriptions.

**6311. Thucydides.**

**6312. Plutarch/Augustine/Machiavelli.**

**6321. Lincoln.**

**6323. Constitutional Law.**

**6324. Public Policy.**

**6325. American Foreign Policy.**

**6326. The Presidency.**

**6327. Civil Rights.**

**6328. Congress.**

**6334. Social Contract Theory.**

**6335. Kant/Hegel/Marx/Nietzsche.**

**6356. American Political Thought.**

**6357. U.S. Constitution.**

**6372. Plato's *Republic*.**

**6376. Aristotle's *Ethics*.**

**6377. Special Studies.**

**6381. Machiavelli.**

**6384. Hobbes.**

**6387. Locke.**

**6388. Rousseau.**

**6V99. Graduate Reading.** Registration for this non-credit course indicates that the student is involved in studies necessary for the completion of the degree. At the end of each course the student must demonstrate progress. Normally, Master's students are limited to *two* Reading courses. A matriculation fee is required. It entitles the student to the use of the library and other basic services.

**7351. Directed Readings and Research.**

**7370. Herodotus.**

**7371. Xenophon.**

**7374. Dialogues of Plato.** To be selected by instructor.

**7376. Aristotle's *Politics*.**

**7380. Medieval Political Philosophy.**

**7388. American Regime.**

**7394. Nietzsche.**

**7678. Thesis Research.** A six-credit course designed for the student writing the M.A. thesis under the guidance of an appointed thesis director. An approved topic is a prerequisite for registering for Thesis Research. A grade of "T" is assigned which remains until the thesis has been approved.

**8385. Spinoza.**

**8396. Shakespeare Seminar.**

**FACULTY**

Chairman and Associate Professor Churchill;  
Professor Kugelmann; Assistant Professors Garza  
and Smith;

# PSYCHOLOGY

The graduate program in psychology is devoted to the recovery of some of the great traditions in 20<sup>th</sup> Century psychology, while preparing our students for making a contribution to psychology in the 21<sup>st</sup> Century. While offering students an array of courses in personality theory, psychodiagnostics, psychotherapy and health psychology, the Masters Program in Psychology provides rich courses in the history of psychology, as well as special topics classes ranging from film studies and primate research to art therapy and Daseinsanalysis. The distinguishing character of the program is its uniquely existential-phenomenological orientation, which draws upon the traditions of depth psychology, hermeneutics, and humanistic psychology, as well as Continental thinking.

The “great books” of the aforementioned fields provide the backbone for the program; that is, primary sources such as Husserl, Heidegger, Sartre, Merleau-Ponty, and Levinas from the phenomenological tradition; Freud, Jung, Adler, Horney, Sullivan, Klein and Schafer from the psychodynamic tradition; Rogers, Allport, Murray, Kelly, Maslow, and Bugental from the tradition of American humanistic psychology; May, Laing, van den Berg, Buytendijk, Minkowski, Binswanger, and Boss from the European tradition of existential psychiatry; and figures like Giorgi, Colaizzi, von Eckartsberg, and others from the Duquesne “school” of phenomenological research.

The Masters program requires 30 credits including a culminating thesis for which six credits is awarded. Students pursue a cycle of Foundations courses in the intellectual traditions mentioned above (5311/5322, 6311/6312, 7311/7322). Each series gathers up the previous to form an emerging nexus of ideas and sensibilities.

Evidence of competency in a comprehensive examination is required along with proficiency in at least one foreign language pertinent to the field. The latter requirement can be fulfilled by taking a one semester reading course above the Intermediate level in French, German, Spanish, Italian, Latin, or Greek.

## **Clinical Concentration**

Students may elect to add two courses in the area of clinical psychology to the degree program (making 36 credits for the degree) so as to have a Clinical Concentration, drawing from such courses as health psychology, personality theory, clinical psychology, depth psychology, psychodiagnostics, counseling and psychotherapy.

## **Five-Year Through Plan for Undergraduates**

Students who have fulfilled all of their departmental requirements for the B.A. degree in psychology may, after being accepted into the Through-Plan, plan to take up to two graduate classes during their senior year. If these classes are above and beyond the credit requirements for the B.A. degree, they will count toward the M.A. degree; if these classes are beyond the undergraduate psychology requirements but are needed to count towards credits for graduation with the B.A. degree, their

credits may be “waived” for purposes of the M.A. program, with consent of the department chairman and the graduate dean (thereby lowering the M.A. requirement from 30 to 24 credits).

## Courses in Psychology

**5301-5310.** Cross-listed Courses. These numbers indicate undergraduate courses taken for graduate credit. Additional work for graduate students is assigned. (See advance undergraduate listings for course descriptions.)

**5311. Humanistic Foundations of Personality Theory and Psychotherapy.** Introduction to the writings of Carl Rogers, Gordon Allport, George Kelly, James Bugental, Clark Moustakas, Joseph Rychlak, and others.

**5322. Existential Foundations of Human Development.** This class will examine life span development using primary and secondary source material that presents human development within the intellectual context of existential psychology. Simone de Beauvoir’s writings (including *The Second Sex*, *The Coming of Age*, and/or *A Very Easy Death*), as well as works by Elizabeth Kubler-Ross, Ernest Becker, and Richard Knowles can form the foundation for the course, which will typically focus on the work of an individual thinker.

**6122. APA Style.**

**6123. Professional Ethics.**

**6311. Phenomenological Foundations of Psychology.** An introduction to seminal texts in the field of phenomenological psychology, including both philosophical and psychological literature. Typically one author from the philosophical category is selected for close study, and supplementary readings in psychological applications of phenomenology are woven into the syllabus in any particular semester. A course subtitle will indicate on the transcript the particular focus of the class. (Repeatable) Fall.

**6312. Hermeneutic Foundations of Psychological Research.** Introduction to seminal texts in hermeneutics (Dilthey, Heidegger, Gadamer, Palmer) and in psychological applications of hermeneutic principles. Spring

**6322. Fundamentals of Clinical Psychology.** Primary source readings in Freud, Jaspers, Rorschach, Murray, Allport, Rogers, Sullivan, Leary as well as the *DSM-IV Guidebook* will provide the basis for this seminar. Toward the end of the semester we examine critiques ( Szasz, Laing, Keen) of existing systems of diagnostic classification and the psychopharmaceutical treatment of mental illness.

**6323. Principles of Psychotherapeutic Practice.**

**6354. Health Psychology.** A study of the relationships between health and illness, on the one hand, and behavior, attitudes, ways of life, on the other. An exploration of the psychological concomitants of health and disease, as well as conventional and non-conventional forms of treatment for disease. The phenomenology of embodiment and of disease as a mode of existence is integral to the course. Other topics include the examination of the social and political meanings of our views of health and illness. The social construction of health and illness concepts, the limits of medicine and of medicalization, the arts of living, suffering, and dying are discussed.

**6377. Special Studies.** This course, conducted in a regular class setting, provides an opportunity to examine a special topic, problem, or work within the discipline. Content is determined by the Chairman of the department in consultation with the faculty.

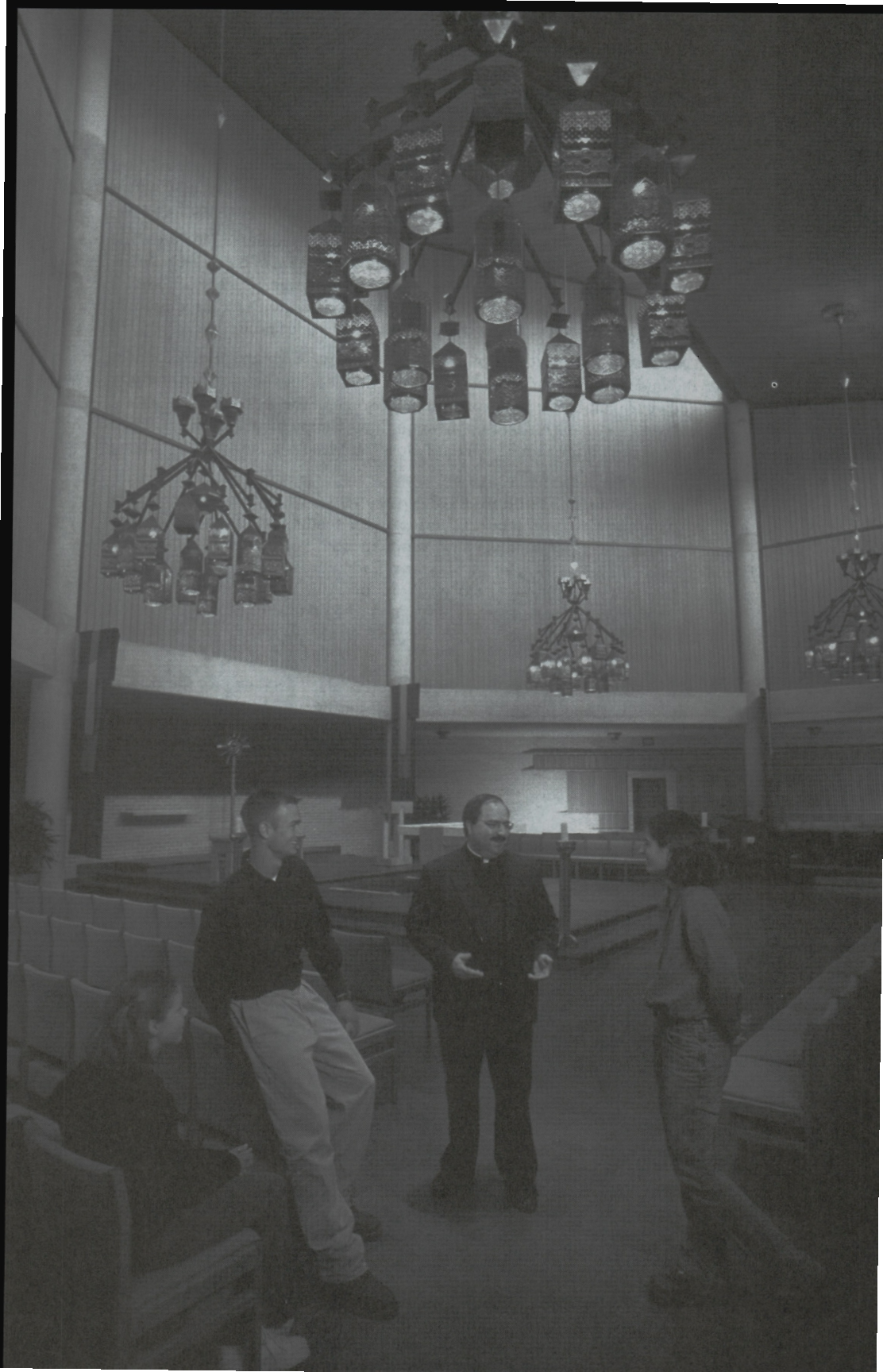
**6V99. Graduate Reading.** Registration for this non-credit course indicates that the student is involved in studies necessary for the completion of the degree. At the end of each Reading course the student must demonstrate progress. Master's students are limited to *two* Reading courses. A matriculation fee is required. It entitles the student to the use of the library and other basic services.

**7311. Existential Foundations of Psychopathology.** A Heideggerian foundation of the understanding of psychopathology, divided between careful study of Heidegger's early ontology and examination of some of the literature of phenomenological psychiatry that is based upon his thinking. Supplemental readings drawn from Rollo May, Viktor Frankl, Medard Boss, and Ludwig Binswanger among others. Alternating fall semesters.

**7322. Psychodynamic Foundations of Assessment.** The psychodynamic tradition in psychology is examined by hermeneutic reading of primary sources. Primary sources in psychoanalysis are supplemented with texts such as Henri Ellenberger's *The Discovery of the Unconscious* or more sophisticated philosophical treatments of Freud, such as those of Politzer, Ricoeur, or Lacan. Assessment literature drawn from figures such as Rorschach, Murray, Schafer, Klein, and others concentrate on the *psychodynamic* approach to personality assessment. Spring.

**7377-7378. Thesis Research.** Two three-credit courses designed for the student writing the M.A. thesis under the guidance of an appointed thesis director. An approved topic is a prerequisite for registering for Thesis Research. A grade of "T" is assigned for each course which remains until the thesis has been approved.





## FACULTY

Chair and Associate Professor Norris; Professors Balas and Walsh; Associate Professors Goodwin, Lowery and Turek; Assistant Professor Malloy; Research Scholar Farkasfalvy; Adjunct Professor Kereszty.

## THEOLOGY

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.

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.

**Admission Requirements:** Application for admission to the graduate programs in Theology includes a completed application form, two letters of reference, a statement of purpose, an intellectual autobiography, and official transcripts of previous college work. An applicant must submit either GRE General Test scores taken not more than three years previous to the date of application or a sample of academic writing. Possession of a bachelor’s degree is a prerequisite.

Further requirements include:

- 1) 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 applicant demonstrates competency in philosophy.
- 2) A sufficiently strong background in theology, preferably an undergraduate theology major. Each applicant’s background will be individually evaluated, and in case of deficiency, students will be required to acquire the necessary theological foundations by taking appropriate courses and/or by directed individual study.

### Master of Arts in Theology

- 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 5000 level courses. Nine credits may be transferred, with the recommendation of the Chair, 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.

### Master of Theology

- 1) Thirty graduate credits. A maximum of twelve credits may be earned in 5000 level courses. Nine credits may be transferred, with the recommendation of the Chair, from a graduate institution toward the graduate credits.
- 2) Written and oral comprehensive examinations.

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 transfiguration in the Christ event and in the life of the Church. Sacraments in the churches separated from Rome. The Sacraments 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. Catholic Social Thought.** The social encyclicals, from *Rerum Novarum* (1891) to *Centesimus Annus* (1991). The role of the laity in the temporal order, the communal nature of man, just-war theory, liberation theology, the death penalty, the relationship between the principles of the American founding and Catholicism, and the relationship between Catholicism and various economic systems.

**6344. The Marital Covenant.** The Catholic or sacramental understanding of maleness and femaleness as ordered to the covenant between Christ and the Church. The distinction between natural and sacramental marriage, the indissolubility of the marital bond, divorce and annulment, and the sacramentality of the body as it informs such issues as contraception and the new birth technologies.

**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 arranged between the professor and the student. Prerequisite: Written permission of the Program Director and the Graduate Dean.

**6377. Special Studies.** This course, conducted in a regular class setting, provides an opportunity to examine a special topic, problem, or work within the discipline. Content is determined by the Chair of the department in consultation with the faculty.



**6V99. Graduate Reading.** Registration for this non-credit course indicates that the student is involved in studies necessary for the completion of the degree. At the end of each course the student must demonstrate progress. Normally, Master's students are limited to *two* Reading courses. A matriculation fee is required. It entitles the student to the use of the library and other basic services.

**7678. Thesis Research.** A six-credit course designed for the student writing the M.A. thesis under the guidance of an appointed thesis director. An approved topic is a prerequisite for registering for Thesis Research. A grade of "T" is assigned for this course which remains until the thesis has been approved.





**STAFF AND FACULTY**

Director Schmisek; Director of Catholic School Leadership Program, Klassen; Visiting Assistant Professor Giuliano; Adjunct Faculty Azorji, Dunkerley, Lowery, Luby, McCarthy and Sur.

# INSTITUTE FOR RELIGIOUS AND PASTORAL STUDIES

Begun in 1987, the Institute for Religious and Pastoral Studies currently offers the Master of Theological Studies (M.T.S.), the Master of Pastoral Ministry (M.P.M.), the Master of Religious Education (M.R.E.), and the Master of Catholic School Leadership (M.C.S.L.) degrees. The IRPS works closely with local dioceses in offering degrees for professional ministry. The Institute provides a program of formation that prepares graduates to engage in the Church's life and mission in a manner which is full, conscious, active, and effective. This formation is both theological and pastoral in its orientation. Students master the fundamental principles of theology, understood in the Institute in the classical sense of "faith in search of understanding." But the study of theology, while indispensable to a minister in the Church, must also be supplemented and complemented by a set of skills and a body of knowledge which are specifically pastoral. These pastoral principles are also classically understood in the Institute as *cura animarum*, the "care of souls." These twin purposes of the Institute—theological and pastoral—inform its mission to help students so that they might discern and exercise the various gifts that the Holy Spirit bestows for service in the Church.

By the conclusion of their studies in the various programs of the Institute for Religious and Pastoral Studies, graduates have acquired that wisdom and knowledge which will specifically permit them to serve the Church in a variety of capacities—as catechists, teachers, Catholic school administrators, pastoral leaders, lay ecclesial ministers, and deacons.

## Requirements for Admission

Application to the Institute for Religious and Pastoral Studies requires a bachelor's degree (with a minimum grade point average of 2.5 on a 4.0 scale) for those seeking the master's degree. Students who do not have a bachelor's degree may be admitted as certificate students for Theological Studies, Pastoral Ministry, or Religious Education. The Certificate in Catholic School Leadership is described in that section below. In addition, all applicants must demonstrate an aptitude for pastoral studies by an undergraduate degree in education, liberal arts, theology, or religious studies, or by completion of a diocesan program of formation, or by experience as an ecclesial minister or teacher. Application materials may be obtained from the program secretary.

Following an initial assessment of an application, prospective students are interviewed by the Director. If transcripts or experience is found to be deficient, an applicant may be required to complete appropriate courses and/or directed individual study prior to or after full acceptance. Applicants are reviewed and assessed in consideration of competing applicants and the number of positions available.

As a part of the application process, up to nine graduate credits with a grade of 'B' or better can be approved for transfer from similar programs at accredited institutions. Deadlines for receipt of applications are June 15 for the fall semester, November 15 for the spring semester, and April 15 for the summer semester.

### **Minimum Degree Requirements**

Each degree, M.T.S., M.P.M., M.R.E., or the M.C.S.L., requires 36 credits of course work. A minimum grade point average of 2.5 on a 4.0 scale is required for continuance in the program.

### **Minimum Certificate Requirements**

The certificates, C.T.S., C.P.M., and C.R.E. each require 36 credits of coursework. A minimum grade point average of 2.5 on a 4.0 scale is required for continuance in the program. A Certificate in Catholic School Leadership is also available from the Institute. This Certificate attests that the student has completed a specific sequence of six three-credit graduate courses, and, together with the master's degree, fulfills the administrator requirements of the Texas Catholic Conference and the Southern Association of Colleges and Schools. For further information, please contact the director of the Program in Catholic School Leadership.

### **Financial Aid and Scholarships**

All clergy, religious, and lay ecclesial ministers of the Dallas, Fort Worth, and Tyler dioceses received a one-third tuition remission on IRPS courses. Additional tuition assistance may be available from the student's diocese or parish. For further information please contact the Director.

### **Core Courses**

All IRPS Master's degrees build on a core of four courses: 6310 Introduction to Pastoral Theology; 6311 Liturgy and Sacraments; 6312 Issues in Moral Theology; and 6313 Issues in Systematic Theology. The M.T.S., M.P.M., and M.R.E. also include 6320 Theological Reflection, 6321 Old Testament and 6322 New Testament as part of their core.

### **Theological Studies Program**

The M.T.S degree program provides a flexible course of studies. Courses are offered both during the week and in an intensive weekend format. Weekend classes meet Friday evening through Sunday afternoon one weekend per month, August through May. Weekday classes follow the regular academic calendar and meet weekly. The M.T.S. degree is designed to give students the tools for practical application of theological knowledge.

### **Pastoral Ministry Program**

The Program in Pastoral Ministry was founded to equip those who wish to serve in the parishes of the dioceses of Dallas, Fort Worth and Tyler with appropriate theological and pastoral skills.

The Program in Pastoral Ministry sponsors the annual *Landregan Lectures*. Initiated in 1999 to honor Steven T. Landregan, UD alumnus, prominent churchman and editor emeritus of the *Texas Catholic*, the Landregan Lectures feature nationally prominent pastoral theologians whose areas of expertise reflect the many interests which have animated Mr. Landregan throughout his long and distinguished career of service to the Church in North Texas. Previous Landregan

Lecturers include R. Scott Appleby, historian of religion, and Toni Craven, scholar of the Hebrew Scriptures, and Robert Barron, medievalist.

### **Religious Education Program**

The M.R.E. and C.R.E. are designed for those who would be Directors of Religious Education in a parish. At the time of this printing, the program is being developed. Visit the website ([www.udallas.edu/IRPS](http://www.udallas.edu/IRPS)) for the most up-to-date information or contact the Director. Every student in the Religious Education Program is paired with a mentor, who is a professional minister in the local area. The mentor relationship provides support, encouragement, and practical knowledge beyond the classroom.

### **Catholic School Leadership Program**

The purpose of the Program in Catholic School Leadership is to provide for the effective execution of the responsibilities of administrators and teachers in Catholic schools. The structure of the Program consists of two components: the first component is a series of courses that bring the light of experience and critically accepted principles to bear on the tasks of being a leader in a Catholic school. These courses comprise one-half of the requirement for the degree (18 credit hours). The second component is theological and pastoral, and brings the light of faith to the task of effective leadership in a Catholic school (18 credit hours). Besides the Core curriculum, MCSL students take Catechetics and the Development of Faith; Ecclesial Documents on Catholic Schools; The Catholic School Principal; Instructional Leadership; Organizational Leadership and Planning; Non-Public School Finance and Development; Non-Public School Law; and an Internship.

Students who have received the Master of Theological Studies degree from the IRPS and who wish to enroll in the Master of Catholic School Leadership degree program must pursue six credits in theology in addition to those already earned plus the required courses in education for a total of 24 credit hours for completion of the M.C.S.L. degree.

### **Courses in the Institute**

**5214. Historical Theology.** Historical development of life and doctrines in the Church within the perspective of Christian faith. Nature and method of historical understanding, and emphasis on the unity of Catholic Tradition for a better understanding of the Church today.

**5215. Basic Tenets of the Catholic Faith.** An overview of the Catholic faith based on the *Catechism of the Catholic Church*. A study of the structure and major themes of the *Catechism*, and its role in the life of the Church.

**5216. Faith and the Development of Faith.** A study of the nature of faith with special emphasis on how faith is simultaneously trust and assent. The "obedience of faith" as the foundation for the pilgrimage of faith of which Mary is our God-given model. Stages and signs of the maturation of faith and its ecclesial nature.

**5220. Survey of Scripture.** An overview of the economy of salvation as known through the biblical witness, with Jesus Christ as the fulfillment of the Father's plan of love. Themes include: sin and salvation, covenant and commandments, the image of God, messianism.

**5231. Fundamental Theology.** Introduction to the sources and method of theology. The Christian doctrine of the Triune God; Christology and Soteriology.

**5232. Ecclesiology.** Theology of the Church: the biblical and historical foundations. Particular emphasis on the ecclesiology of communion and the relation of the visible, institutional element of the Church to the invisible, grace element.

**5309. Catechetics and the Development of Faith.** History and theology of catechetics. The content, methods, curriculum of contemporary catechesis. The nature of faith as gift from God and human response to that gift. Stages of faith and its maturation of faith in the human person. Age-appropriate catechesis.

**6112. Writings of Pope John Paul II.** The major writings of John Paul II, their major themes and their relation to Vatican II.

**6202. Church History.** Selected periods of the Church's life, *ad intra* and *ad extra*, emphasizing the distinctions between the divine and human elements of the Church, and the essential elements and those adaptable to different cultures and pastoral needs of the Church.

**6211. Introduction to Vatican II.** The historical and theological context of Vatican II, an overview of its documents, and principles of interpretation.

**6221. Old Testament/Pentateuch.** Methodology and issues in the study of the Pentateuch. Exegesis of selected passages of Genesis, Exodus, Leviticus, Numbers and Deuteronomy.

**6222. Old Testament/Prophets.** Methodology and issues in the study of the prophets, with a view of pre-literary and writing prophets both major and minor.

**6223. Old Testament/Wisdom and Psalms.** Methodology and issues in the study of Wisdom literature and Psalms. A survey of the Wisdom literature and Psalms.

**6224. New Testament/Synoptics.** An in-depth study of Matthew and Mark as Gospels to the Jews and to the Gentiles.

**6225. New Testament/Johannine Corpus.** Methodology and issues in the study of the Johannine Corpus. Exegesis of selected passages of the Fourth Gospel, three epistles and an introduction to Revelation.

**6226. New Testament/Pauline Corpus.** The Pauline letters in the frame of Paul's missionary activity. Surveys of their approach to christology, ecclesiology and eschatology. A survey of the structure of the Pauline epistles.

**6230. Personal Development.** The study and practice of the art of listening in the service of cultivating a truly charitable presence through oneself and to others. Course readings come from theology, spirituality, psychology, and literature.

**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.

**6234. The Christian Family and the Vocation of Parents.** The family in God's plan with special emphasis on the role of parents.

**6235. Apologetics.** History and theology of Catholic Apologetics, and contemporary modes of apologetical structures, presented in ecumenical context.

**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, Protestants, and Orthodox.

- 6241. 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.
- 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.
- 6246. Introduction to Christian Spirituality.** The nature, goal, means and various expressions of the spiritual life, based on Scripture and the living Tradition of the Church in the lives of the saints. The universal call to holiness, prayer, and the integration of doctrine and Christian experience. Reading and analysis of at least one classic of Christian spirituality and contemporary spiritual writers.
- 6247. History of Christian Spirituality.** Historical overview of Christian spirituality from the New Testament to modern times. The fundamental themes and main schools of Christian spirituality as expressed by classic spiritual authors in their historical context.
- 6248. Spiritual Theology.** The theology of the spiritual life based on the classic understanding of the stages of the spiritual life, from the stage of beginners to mystical union. Particular emphasis on the relationship of the life of prayer and the development of virtue.
- 6249. Christian Anthropology.** Study of the nature and vocation of the human person in the light of faith and reason. Humanity as created to the image and likeness of God: human dignity, with special attention to the interrelationships among the human faculties of intellect, will, passions; humanity as healed, perfected and called to communion with the Triune God in this life and the next.
- 6251. Pastoral Administration:** The purpose and function of pastoral administration. Goals in ministry. Canonical issues. The role of advisory boards. Fiduciary responsibilities. Diocesan governance.
- 6252. Ministerial Identity:** The pastoral minister as ecclesial person. The pastoral minister as leader of the Christian community. Boundaries in ministry. Accountability in ministry.
- 6253. Christian Formation:** Catechesis and theological reflection. Catechesis and pastoral activity. Catechesis and sacramental preparation. Catechesis and worship. Models of adult learning.
- 6254. Canon law for parish administrators:** Ecclesial norms governing the operation of the parish. Obligations and rights of the Christian faithful. Administrative responsibilities. Temporal goods. Particular law.
- 6255. Sacred Art and Architecture:** Survey of the history of sacred art and architecture. Environment and art in worship. Principles and policies governing new construction or renovation of existing spaces.
- 6256. Liturgical Ministries:** Rituals of the Roman Rite. The role of the presider. The role of the assembly. Varieties of ministry and their roles. Music and Catholic worship.
- 6257. Preaching.** The homily as liturgical action within the Christian assembly. The Liturgical cycle. Preaching and effective communication.

**6258. Leadership.** Theological and pastoral principles of leadership in the Church. Models of leadership and their applications in ecclesial ministry.

**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.

**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 Administration.** Interdisciplinary course in parish administration to introduce computer systems, data processing and 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.** Concepts in pastoral planning, management, effective Christian leadership, effective communication, aspects of Canon Law concerning of pastoral administration, budgeting and setting priorities.

**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.

**6279. Pastoral Theology.** Based on an ecclesiology of communion, the biblical, historical and canonical foundations of the Church's understanding of ministry today. Particular emphasis on the relationship of ordained and non-ordained ministry.

**6310. Introduction to Pastoral Theology: Pastoral ministry as *cura animarum*,** the care of souls. The pastoral minister and the parish. The pastoral minister and the local church. The pastoral minister and the universal church. Contemporary issues in pastoral theology.

**6311. Liturgy and Sacraments.** The liturgy in the life of the Church. The biblical, historical, and theological foundations of the liturgy and the sacraments.

**6312. Issues in Moral Theology:** The human person as the norm for moral decision making. The human act. The nature of sin. Impediments to personal responsibility. The formation of conscience. The role of the Roman Catholic Magisterium. The regulation of birth, artificial reproductive technologies, abor-



tion, pastoral care of homosexual persons, genetic technologies and issues at the end of life. The formulation of a pastoral response to such issues while remaining faithful to the teaching of the Church.

**6313. Issues in Systematic Theology:** Revelation and its transmission. The nature and vocation of the human person. The Triune God. Jesus and God. Jesus and the Church.

**6320. Theological Reflection.** Forms a basis of spirituality for the minister. A discipline designed to recognize God's activity within the context of ministry.

**6321. Old Testament.** Study of the message of the Old Testament in light of its historical, social, and cultural setting. The development of the canon of Scripture.

**6322. New Testament.** Study of the message of the New Testament in light of its historical, social, and cultural setting. The development of the canon of Scripture.

**6340. Issues in Biblical Theology:** The study of Scripture in the documents of the Magisterium. The Bible and recent trends in interpretation.

**6360. Ecclesial Documents on Catholic Schools.** Roman documents on Catholic education. Documents of the United States Conference of Catholic Bishops on Catholic schools.

**6361. The Catholic School Principal.** The unique mission of the Catholic school and the special demands placed upon the Catholic school administrator. The specific roles and responsibilities of an administrator in a Catholic school. Introduction to the expectations of the position and the competencies required. An analysis of the principal's responsibilities in the areas of spiritual, educational, organizational, and leadership. An overview of the expectations connected to each is explored. Special attention paid to the role of spiritual leader. Summer.

**6362. Instructional Leadership.** The major issues, problems and trends in curriculum and instruction. Analysis of leadership skills required of an administrator in the areas of instructional supervision, curriculum development and staff development in a private or parochial school. Summer.

**6363. Organizational Leadership and Planning.** Administrative behavior and organizational structures as relates to non-public schools. Examination of conceptual models of strategic planning and decision-making. Issues like cultural diversity, changing demographics, financial crisis and church-school relations are considered. Summer.

**6364. Non-Public School Finance and Development.** The necessary processes and systems used in the financial management of Catholic and non-public schools. Examination of planning, developing and implementing a fiscal plan. Discussion includes all aspects of private school finance including budgets, marketing, development and quality management. Fall.

**6365. Non-Public School Law.** The legal issues concerned with the administration of Catholic and non-public schools. Court decisions and case studies are reviewed and discussed. Spring.

**6366. Internship.** A field-based experience in Catholic School administration. The intern is assigned to an administrator in a Catholic school for a minimum of 90 hours. In cooperation with a University faculty advisor, the administrator will provide the intern experience in the varied aspects of school administration. Spring.

**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.

**6390. Internship—M.T.S.**

**6V60. Independent Study.** Independent study program based upon a signed agreement between the student, professor, and the IRPS Director.

**6V71. Pastoral Ministry Practicum.** Supervised placement in ministry. According to needs of individual program, practicum may extend over a year and a T (temporary) grade may be assigned. Graded on a Pass/No Pass basis.

**6V76. Spiritual Direction Practicum.** Supervised placement in spiritual direction. Graded on Pass/No Pass basis. If practicum extends over a year temporary grade may be assigned.

**6V77. Special Topics.** Courses not listed above offered according to student interest and faculty availability.

**6V50. Special Topic Courses:** Offered according to the interest of students and availability of professors.

**Ongoing Workshops**

**6160. Risk management and reduction.**

**6161. Volunteer recruitment and management.**

**6162. Organizational development and strategic planning.**

**6163. Media relations and public relations.**

**6164. Adult learning styles and Christian formation.**

**6165. Evaluating catechetical materials.**

**6166. Spiritual direction and pastoral counseling.**

**6167. Marriage preparation programs.**

**6168. Field advocacy and petitions for nullity.**

**6169. Order of Christian Initiation.**

**6170. Order of Christian Funerals.**

**6171. Presiding at Sunday celebrations in the absence of a priest.**

**6172. Presiding at Liturgy of the Hours.**

**6173. Presiding at seasonal liturgies.**

**6174. Paraliturgies and devotions.**

**6175. Preaching Cycle A.**

**6176. Preaching Cycle B.**

**6177. Preaching Cycle C.**

**6178. Ministry internship.**

**6399. Pastoral Ministry Project.**

## COLLEGE OF BUSINESS

The College of Business established by the University's Board of Trustees in June of 2002 houses both the undergraduate business degree and the Graduate School of Management.

### **Bachelor of Arts in Business Leadership**

A radically new world economy demands a new education for the world leaders of tomorrow, and the University of Dallas's unique identity—characterized by a tripartite identity: Catholic, Liberal Arts, and Business Training—places it at the forefront of the movement on behalf of a new education for a new age. The common thread that runs through the three elements of the UD identity is the idea of leadership. Christian social justice teaching highlights the servant model of leadership, and the liberal arts tradition at the University trumpets a concept of leadership that takes its direction from service—to the common good. In addition, from its inception, the purpose behind the education provided by our Graduate School of Management has been “to prepare its students to become principled and moral leaders as well as competent and responsible managers.”

With this august tradition in mind, the University of Dallas inaugurates its Bachelor of Arts in Business Leadership degree, beginning in the 2003-2004 school year. In uniting the three elements of UD's identity, the new degree will enable the University to better serve the world community through educating the leaders of tomorrow.

### **Basic Requirements for the Major (tentative courses)**

Along with the University core, 12 credits Business Leadership: Social Justice, Leadership in the Novel, American Civilization II—Business, Biotechnology or Environmental Science; 40 credits business courses, including: 9 credits business electives, 1 credit for The Community and Cultural Environment, and Fundamentals of Accounting, Analytical Accounting, Management Theory, Organizational Behavior, Fundamentals of Finance, Fundamentals of Marketing, Production and Operations Management, Legal Environment, Business Ethics, and Senior Business Seminar.

The following is a four-year plan that shows possible courses for this degree:

#### **Year I**

Management Theory	3	Math 1301 or 1306	3
Fundamentals of Economics	3	Literary Tradition II	3
Literary Tradition I	3	Organizational Behavior	3
American Civ. I	3	Philosophy and Ethical Life	3
Elementary Language	3	Elementary Language II	3
	15		15

**Year II (during Sophomore Year)**

Literary Tradition III	3
Leadership in the Novel	3
Western Civ. I and II	6
Philosophy of Man	3
Intermediate Language	8
Western Theological Trad.	3
Fundamentals of Accounting	3
Fine Arts (Rome)	<u>3</u>
	32

**Year III**

Math-Statistics	3	Fundamentals of Finance	3
Analytical Accounting	3	Prod. and Operations Management	3
Philosophy of Being	3	Principles of American Politics	3
Physical Science	4	American Civ. II — Business	3
Fundamentals of Marketing	<u>3</u>	Social Justice	3
	16	Comm. and Cultural Environment	<u>1</u>
			16

**Year IV**

Elective	3	Legal Environment	3
Business Elective (1)	3	Senior Business Seminar	3
Business Elective (2)	3	Business Elective (3)	3
Business Ethics (Phil)	3	Understanding the Bible	3
Biotechnology/Envir. Science	3	Elective	<u>3</u>
Elective	<u>2</u>		15
	17		

**Business Concentration**

For non-business majors the curriculum of the Business Concentration provides an understanding of business theory and practice in the modern world, while emphasizing the historic evolution of management strategy and the age-old struggle between the individual and the organization. It also begins to develop in students the prudence and judgment necessary for business leaders capable of ordering the means of production to the ends of profit and of human happiness and well-being.

The required courses in this concentration examine the actual function and role of the firm in contemporary society and measure that actuality against the standard of the common good. The curriculum seeks to give students a sufficient understanding of business theory and practice so that they will be prepared for many entry-level positions. In conjunction with the core curriculum and a major course of study, the program initiates them into the critical understanding needed for leadership roles at later points in their careers.

The program consists of six courses: a two-course management sequence dealing with the process of management as it has evolved since the early 19th century (BLT 2311, The Practice of Management; and BLT 3312, The Theory of Management); Mgt. 5368, Financial Accounting; ECO 3312, Microeconomics; an internship with a local firm (BLT 3V57, Internship); and one elective from the

Graduate School of Management. Courses in the concentration also may be part of the Through Plan to the MBA. Consult the advisor about how these two approaches relate.

## Courses in the Concentration

**BLT 2311. The Practice of Management.** The application of contemporary management theory to the operational aspects of businesses and non-profit organizations. Human resource concepts important in the management of individuals and groups are discussed and applied through the use of case studies.

**BLT 3312. The Theory of Management.** During the American phase of the Industrial Revolution, businesses grew beyond all expectations, and managers formulated strategic methods based on newly discovered organizational first principles. This course provides an understanding of the nature and origins of evolving managerial concepts and their application in contemporary enterprise.

**BLT 5368. Financial Accounting.** This course addresses the basics of financial accounting required to communicate the results of operations to external users and includes a study of the various methods used by internal managers to develop accounting information for cost control and business planning.

**BLT 3V57. Internship.** This course enables students to develop practical skills and knowledge in a business environment. The internship is complemented by periodic campus seminars and submission of a final paper or project. The guidelines and forms for *Internships* apply. Graded pass/no pass.

**ECO 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.

**Electives:** The following courses are available as electives.

Mgt.	5371	Data Analysis for Decision Making
Mgt.	6367	Marketing Management
Mgt.	6387	Global Business

## Through Plan to the MBA

The 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 management, 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 GSM. The combination 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. 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 grade point average of at least 2.5 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, 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 the last 60 credit hours of Constantin and a 3.2 GPA in four 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 will 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 undergraduate Economics classes for which Through Plan credit is given. (Depending on the particular MBA degree program, two undergraduate Economics courses may receive Through Plan credit. In that case, the student would take only three GSM courses as an undergraduate.)

The best combination of courses for the student should be determined in consultation with the undergraduate department and the GSM director of admissions, especially in light of the concentration selected. A completed Course Authorization Form certifies that such consultation has taken place. Generally, Through Plan courses are selected from the following list. With approval, other GSM courses may be taken.

Mgt.	5362	Economics and Competitive Advantage
Mgt.	5368	Financial Accounting
Mgt.	5371	Data Analysis for Decision Making
Mgt.	6367	Marketing Management
Mgt.	6386	Human Behavior in Organizations
Mgt.	6387	Global Business

A "B" or better in any GSM course taken as an undergraduate is required for the credit to apply towards the MBA. Grades earned in Through Plan courses are not used in calculating the GPA at GSM. Further information is available from the Graduate School of Management.



FACULTY AND SENIOR STAFF: Dean Swanson; Assistant Deans Allan, Frank and Kroder; Professors Evans, Gordon and Lynch; Associate Professors Conger, Cook, Cosgrove, Gasper, Higgins, Kottukapalli, Murray, Peregoy and Sheehan; Assistant Professors Arellano, Beldona, Cunningham, Fodness, Hilpirt, Hopkins, Maellaro, May, Meade, Nugent, Raisinghani, Shoemaker, Whittington and Wysong .

# GRADUATE SCHOOL OF MANAGEMENT

## **Purpose**

The Graduate School of Management (GSM) 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 highly pragmatic programs that focus on the practical realities of managerial life. While scholarly writings on business 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 specialized MBA concentrations provide detailed insights into the practical aspects of their field. Thirdly, GSM's distinct project courses give students hands-on experience with real problems in marketing and strategic planning.

The Graduate School of Management 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. Students are required to master a core body of knowledge that includes such subjects as strategic management, marketing, economics, accounting, finance, operations, analytical methodology, human behavior, and global business.

The MBA options continually address ethical issues, and provide students with the applicable body of knowledge in order to resolve ethical dilemmas.

## **History and Programs**

The Graduate School of Management, founded in 1966, now offers a total of 16 MBA specializations. GSM is designed to serve the educational needs of college graduates who have already begun their business or professional careers. Over 75 percent of GSM's students work for more than 450 metroplex firms, and pursue their studies in GSM's evening, Saturday, and distance learning courses.

GSM now enrolls more than 2,000 students including Americans and students from 60 other countries. Over 12,000 students have received degrees since 1966. The undergraduate educational background of the student body is diverse: 40 percent hold degrees in business or economics, 25 percent hold engineering degrees, 18 percent were science majors, and the remaining have various other undergraduate degrees including liberal arts and social sciences. Fourteen percent of GSM's students hold graduate degrees in other disciplines.

Specialization options in The *Master of Business Administration* degree are offered in:

Business Management	Human Resource Management
Corporate Finance	Information Assurance
eBusiness	Information Technology
Engineering Management	Marketing Management
Entrepreneurship	Not-for-Profit Management
Financial Services	Sports & Entertainment Management
Global Business	Supply Chain Management & Market Logistics
Health Services Management	Telecommunications Management

The *Master of Management* degree allows individuals who have already earned an MBA degree from a regionally accredited university to complete additional studies in management in any of the concentrations listed above. This is a 30 semester hour program.

The *Certificate Program* is designed for individuals interested in specializing in a certain management area without completing a full graduate program. For current Certificate options, please refer to the GSM website, [gsmweb.udallas.edu](http://gsmweb.udallas.edu).

For further information about these programs, consult the GSM Bulletin, GSM website, or write: Graduate School of Management, University of Dallas, 1845 E. Northgate Dr., Irving, TX 75062-4736 or call (972) 721-5174.

### **Professional Development Series**

All students in the MBA program are required to attend ten lectures in the Management Ethics and Lecture Series.

### **Study Abroad**

Opportunities for overseas study can be arranged for GSM students at universities around the world. For information, contact the Office of Admissions at 972-721-5198.

### **Pre-MBA Program for International Students**

The Pre-MBA Program is an intensive 13-week, non-credit, MBA preparatory program for international students who have already completed undergraduate degree requirements. It is designed to provide a foundation in American business studies and prepares the student for the Graduate Management Admission Test (GMAT). Attendance in Pre-MBA can improve a student's chances of being accepted in a graduate MBA program. Contact the Director at 972-721-5100.

### **Distance Learning**

The Graduate School of Management offers courses through the distance learning program. Partnerships with Southwestern Bell, Motorola, Fidelity Investments, NSC, and S.T. Microelectronics allow professionals to obtain a degree or certificate without leaving their facility. Full MBA programs are also offered over the internet. For more information call the Distance Learning Office at 972-721-4143 or visit the IMBA website at <http://imba.udallas.edu>.



## MASTER OF BUSINESS ADMINISTRATION PROGRAMS

### The Master of Business Administration requires:

34 credits of core courses plus Management Ethics and Professional Development Series)

15 credits of specialized lecture courses

49 credits total required for MBA degree

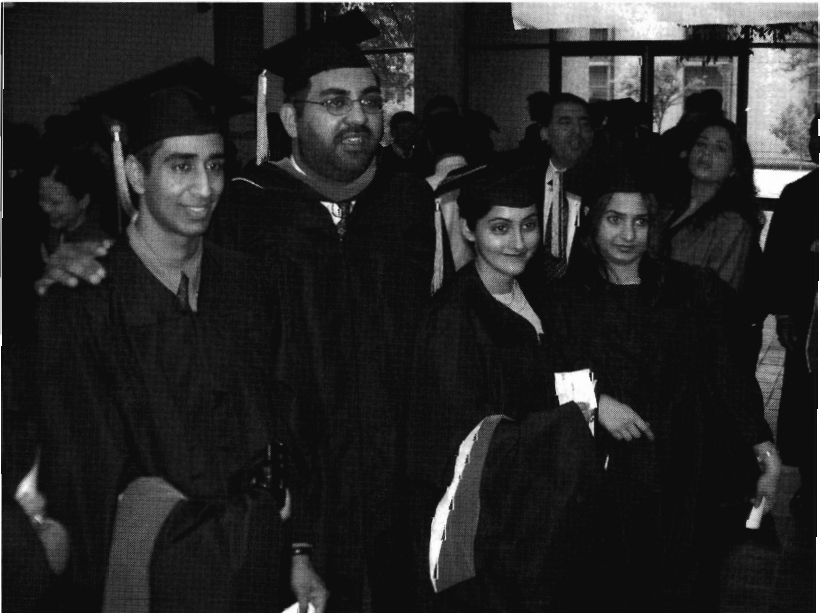
### Core Courses

The core curriculum courses build critical management and leadership skills and competencies. All students must complete the 34-hour core. Classes may be taken in any order as long as prerequisites are satisfied. However, Strategic Management should be taken only after 5 or more core courses are completed.

Management Ethics and  
Lecture Series  
Economics and Competitive Advantage  
Data Analysis for Decision-Making  
Marketing Management  
Financial Accounting

Management Policy & Practice\*  
Human Behavior in Organizations  
Global Business  
Operations Management  
Financial Management\*  
Strategic Management\*  
Managerial Cost Accounting\*

*\*Courses with prerequisites*



## Business Management

*In addition to the 34 credit hours of core course-work required for the MBA, students must complete 5 elective courses (15 credit hours).*

GSM offers the following electives in Business Management. Students who complete Mgt. 7379 Market Research and a combination of 3 or 4 of these electives will receive a Concentration in Business Management designation on their transcript.

Legal Environment  
 Enterprise Risk Management  
 Monetary & Fiscal Policy\*  
 Foundations of Project Management  
 Managing Complex Organizations\*  
 Market Research\*  
 Technical & Project Management\*  
 Special Topics in  
     Business Management

*One recommended career path for individuals pursuing a Concentration in Business Management is shown below:*

Enterprise Risk Management  
 Foundations of Project Management  
 Managing Complex Organizations\*  
 Market Research\*

*\*Courses with prerequisites*

## Corporate Finance

*In addition to the 34 credit hours of core course-work required for the MBA, students must complete 5 elective courses (15 credit hours).*

GSM offers the following electives in Corporate Finance. Students who take any combination of Mgt. 7372 Intermediate Corporate Finance and 3 or more of these finance electives will receive a Concentration in Corporate Finance designation on their transcript.

Securities Analysis\*  
 Portfolio Management\*  
 Monetary & Fiscal Policy\*  
 Intermediate Accounting\*  
 Intermediate Corporate Finance\*  
 —*required of students pursuing a concentration in Corporate Finance*  
 Controllership\*  
 International Economics\*  
 International Finance\*  
 Financial Forecasting\*  
 Special Topics in Corporate Finance

*It is highly recommended that Mgt. 7388 Financial Forecasting be taken as one of the electives in any selection of courses leading to the Concentration in Corporate Finance.*

*Some recommended course combinations for specific career paths in Corporate Finance are shown below:*

### General Corporate Finance

Intermediate Accounting\*  
 Intermediate Corporate Finance\*  
 Controllership\*  
 Financial Forecasting\*

### Corporate Investment Analysis

Securities Analysis\*  
 Portfolio Management\*  
 Intermediate Corporate Finance\*  
 Financial Forecasting\*

### International Finance

Intermediate Corporate Finance\*  
 International Economics\*  
 International Finance\*  
 Financial Forecasting\*

*\*Courses with prerequisites*

## eBusiness

*In addition to the 34 credit hours of core course-work required for the MBA, students must complete 5 elective courses (15 credit hours).*

GSM offers the following electives in eBusiness. Students who complete Mgt. 7334 eBusiness Management and any combination of 3 or 4 of these electives will receive a Concentration in eBusiness designation on their transcript.

eBusiness Management  
 eBusiness Technology and Design\*  
 eBusiness Entrepreneurship  
 eBusiness Marketing\*  
 eSupply Chain Management  
 Securing Electronic Business  
 Special Topics in eBusiness

*A recommended course combination for a specific career path in e-Business are shown below.*

### **eBusiness**

eBusiness Management  
 eBusiness Technology and Design\*  
 eBusiness Marketing\*  
 eBusiness Entrepreneurship

*\*Courses with prerequisites*

## Engineering Management

*In addition to the 34 credit hours of core course-work required for the MBA, students must complete 5 elective courses (15 credit hours).*

GSM offers the following electives in Engineering Management. Students who take any combination of 4 or more of these electives will receive a Concentration in Engineering Management designation on their transcript.

Negotiation  
 Decision Analysis  
 Business Process Analysis  
 Foundations of Project Management  
 Foundations of Supply Chain  
 Management  
 Technical & Project Management\*  
 Special Topics in Engineering  
 Management

*Some recommended course combinations for specific career paths in Engineering Management are shown below:*

### **Operations Management**

Decision Analysis  
 Business Process Analysis  
 Foundations of Project  
 Management  
 Foundations of Supply Chain  
 Management

### **Project Management**

Negotiation  
 Business Process Analysis  
 Foundations of Project  
 Management  
 Technical & Project Management\*

*\*Courses with prerequisites*

## Entrepreneurship

In addition GSM offers the following electives in Entrepreneurship. Students who complete Mgt. 7308 Entrepreneurship and any combination of 3 or 4 or more of these electives will receive a Concentration in Entrepreneurship designation on their transcript.

Enterprise Risk Management  
 Managing the Small Enterprise  
 Small Business Financing\*  
 Management Consulting  
 Franchising  
 Entrepreneurship  
 Advanced Entrepreneurship:  
     Business Plan Development\*  
 eBusiness Entrepreneurship  
 Global Entrepreneurship  
 Special Topics in Entrepreneurship

*Some recommended course combinations for specific career paths in Entrepreneurship are shown below:*

### **Enterprise Creation**

Entrepreneurship  
 Managing the Small Enterprise  
 Advanced Entrepreneurship:  
     Business Plan Development\*  
 Small Business Financing\*

### **Franchising**

Entrepreneurship  
 Managing the Small Enterprise  
 Advanced Entrepreneurship:  
     Business Plan Development\*  
 Franchising

*\*Courses with prerequisites.*



## Financial Services

*In addition to the 34 credit hours of core course-work required for the MBA, students must complete 5 elective courses (15 credit hours).*

GSM offers the following electives in Financial Services. Students who complete Mgt. 6355 Principles of Financial Planning and any combination of 3 or more of these financial electives will receive a Concentration in Financial Services designation on their transcript.

Securities Analysis\*  
 Portfolio Management\*  
 Personal Risk Management  
 Principles of Financial Planning  
 Tax Planning  
 Retirement Planning and  
 Employee Benefits  
 Estates and Trusts  
 International Finance\*  
 Special Topics in Financial Services

*This GSM concentration is registered with the CFP Board and AIMR and, as such is designated to give students proficiency in those subjects needed to qualify for the Certified Financial Planner (TM) (CFP) or Chartered Financial Analyst (CFA) designations upon satisfactory completion of the certificate examination.*

*Some recommended course combinations for specific career paths in Financial Services are shown below:*

### **Financial and Estate Planning (TM) (CFP)**

Securities Analysis\*  
 Personal Risk Management  
 Principles of Financial Planning  
 Tax Planning  
 Estates and Trusts

### **General Financial Planning**

Securities Analysis\*  
 Personal Risk Management  
 Principles of Financial Planning  
 Tax Planning

### **Investment Management**

Securities Analysis\*  
 Portfolio Management\*  
 Principles of Financial Planning  
 International Finance\*

*\*Courses with Prerequisites.*

## Global Business

*In addition to the 34 credit hours of core course-work required for the MBA, students must complete 5 elective courses (15 credit hours).*

GSM offers the following electives in Global Business. Students who take any combination of 4 or more of these international electives will receive a Concentration in Global Business designation on their transcript.

Inter-Cultural Management  
 Global Supply Chain Strategies  
 International Advertising  
 Global Entrepreneurship  
 International Marketing  
 Management\*  
 International Economics\*  
 International Finance\*  
 Special Topics in Global Business

*One recommended career path for individuals pursuing a Concentration Global Business is shown below:*

### **International Management**

Inter-Cultural Management  
 International Economics\*  
 International Finance\*  
 International Marketing  
 Management\*

*\*Courses with prerequisites.*

## Health Services Management

*In addition to the 34 credit hours of core course-work required for the MBA, students must complete 5 elective courses (15 credit hours).*

GSM offers the following electives in Health Services Management. Students who complete Mgt. 7366 Foundations of Integrated Healthcare Management and any combination of 3 or more of these health care electives will receive a Concentration in Health Services Management designation on their transcript.

Strategic Marketing in Health Care  
 Insurance and Managed Care  
 Legal Issues in Health Care  
 Practice Management in  
 Healthcare Systems  
 Contracts and Negotiation  
 in Health Care Management  
 Foundations of Integrated  
 Healthcare Management  
 Hospital Operations Management  
 Financial Management  
 for Health Services\*  
 Healthcare Policy  
 Special Topics in Health Services  
 Management

*Some recommended course combinations for specific career paths in Health Services Management are shown below:*

### **Hospital Administration**

Contracts and Negotiation in  
 Health Care  
 Foundations of Integrated  
 Healthcare Management  
 Hospital Operations Management  
 Financial Management for  
 Health Services\*

### **Practice Management**

Insurance and Managed Care  
 Foundations of Integrated  
 Healthcare Management  
 Practice Management in  
 Healthcare Systems  
 Contracts and Negotiation  
 in Health Care

### **Health Care Management**

Strategic Marketing in Health Care  
 Foundations of Integrated  
 Healthcare Systems  
 Health Care Policy  
 Financial Management for  
 Health Services\*

*\*Courses with prerequisites.*

## Human Resource Management

In addition to the 34 credit hours of core course-work required for the MBA, students must complete 5 elective courses (15 credit hours).

GSM offers the following electives in Human Resource Management. Students who complete Mgt. 7350 Strategic Human Resource Management and any combination of 3 or more of these electives will receive a Concentration in Human Resource Management designation on their transcript.

Employee and Workforce Law\*  
 Experiential Leadership  
 Business Ethics  
 Team Building for TQM  
 Enterprise Risk Management  
 Staffing and Employment\*  
 Inter-Cultural Management  
 Organization Development\*  
 Training & Employee Development\*  
 Managing Complex Organizations\*  
 Compensation & Benefits\*  
 Power, Influence and Leadership\*  
 Employee and Labor Relations\*  
 Strategic Human Resource  
 Management\*  
 Special Topics in Human Resource

*Some recommended course combinations for specific career paths in Human Resource Management are shown below:*

### Human Resource Management

Employee and Workforce Law\* or  
 Employee and Labor Relations\*  
 Staffing and Employment\*  
 Compensation & Benefits\*  
 Strategic Human Resource  
 Management\*

### Organization Development

Organization Development\*  
 Training & Employee Development\*  
 Managing Complex Organizations\*  
 Strategic Human Resource  
 Management\*

### Strategic Leadership

Business Ethics  
 Managing Complex Organizations\*  
 Power, Influence and Leadership\*  
 Strategic Human Resource  
 Management\*

*\*Courses with prerequisites.*

## Information Assurance

GSM offers the following electives in Information Assurance. Students who complete Mgt. 5387 Foundations of Information Assurance and any combination of 3 or 4 of these elective will receive a Concentration in Information Assurance on their transcript.

Foundations of Information Assurance  
 Trusted Systems\*  
 Cryptography and  
 Network Security\*

Information Security Risk Mitigation\*  
 Securing Electronic Business\*  
 Special Topics in  
 Information Assurance\*

*\*Courses with prerequisites.*

## Information Technology

*In addition to the 34 credit hours of core course-work required for the MBA, students must complete 5 elective courses (15 credit hours).*

GSM offers the following electives in Information Technology. Students who complete Mgt. 7378 Advanced Systems Analysis and Design and any combination of 3 or more of these elective will receive a Concentration in Information Technology designation on their transcript.

Foundations of Information Assurance

JAVA\*

Visual Basic

C++\*

Software Concepts

Operating Systems Concepts

Legal Issues in Technology

DBMS\*

Managing the IT Function\*

Future Trends in Technology

Foundations of Project

Management

Data Mining\*

Client/Server Technology\*

Advanced DBMS\*

Data Warehousing\*

eBusiness Management

Advanced Systems Analysis and Design\*

Special Topics in

Information Technology

*In all career path scenarios, students with two years of work experience in an IT-related function may be eligible for an IT substitution in place of 6342 Software Concepts.*

*\*Courses with prerequisites.*

*Some recommended course combinations for specific career paths in Information Technology are shown below:*

### Applications Development

Software Concepts

Advanced Systems Analysis and Design\*

Operating Systems Concepts

*Choose one of the following:*

Visual Basic

C++\*

### Database Management

Software Concepts

DBMS\*

Advanced Systems Analysis and Design\*

*Choose one of the following:*

Data Mining\*

Client/Server Technology\*

Advanced DBMS\*

Data Warehousing\*

### IT Management

Software Concepts

Advanced Systems Analysis and Design\*

*Choose two of the following:*

Legal Issues in Technology

DBMS\*

Managing the IT Function\*

Future Trends in Technology

eBusiness Management

### IT Concepts

Software Concepts\*

Advanced Systems Analysis and Design\*

*Choose two of the following:*

Visual Basic

Operating Systems Concepts

DBMS\*

Foundations of Project Management



## Marketing Management

*In addition to the 34 credit hours of core course-work required for the MBA, students must complete 5 elective courses (15 credit hours).*

GSM offers the following electives in Marketing Management. Students who complete Mgt. 7379 Market Research and 3 or more of these electives will receive a Concentration in Marketing Management designation on their transcript.

Strategic Marketing in Health Care  
 Consumer Behavior  
 Sales Management  
 Retailing  
 Advertising & Marketing  
     Communications  
 International Advertising  
 Services Marketing  
 Brand Marketing  
 Strategic Marketing  
 Not-for-Profit Marketing  
 New Product Marketing  
 Business-to Business Marketing  
 Market Research\*  
 International Marketing  
     Management\*  
 Special Topics in  
     Marketing Management  
 S&E Marketing  
 eBusiness Marketing\*  
 Advanced S&E Marketing\*

*Some recommended course combinations for specific career paths in Marketing Management are shown below:*

### **General Marketing**

Consumer Behavior  
 Strategic Marketing  
 Market Research\*

*One additional Marketing Management elective.*

### **Business-to-Business Marketing**

Strategic Marketing  
 New Product Marketing  
 Business-to Business Marketing  
 Market Research\*

### **Consumer Marketing**

Consumer Behavior  
 Brand Marketing  
 Strategic Marketing  
 Market Research\*

### **International Marketing**

International Advertising  
 Strategic Marketing  
 Market Research\*  
 International Marketing  
     Management\*

## Not-for-Profit Management

*In addition to the 34 credit hours of core course-work required for the MBA, students must complete 5 elective courses (15 credit hours).*

GSM offers the following electives in Not-for Profit Management. Students who complete any combination of 4 or more of these electives will receive a Concentration in Not-for Profit Management designation on their transcript.

Management of Not-for-Profit  
     Organizations  
 Not-for-Profit Fund Management\*  
 Not-for-Profit Marketing

NFP Fundraising  
 Special Topics in Not-for-Profit  
     Management

*\*Courses with prerequisites.*

## Sports and Entertainment Management

GSM offers the following electives in Sports & Entertainment Management. Students who complete Mgt. 7344 Marketing and any combination of 3 or 4 or more of these electives will receive a Concentration in Sports and Entertainment Management designation on their transcript.

S&E Marketing  
 Legal Aspects of S&E  
 Facility and Event Management  
 Economics and Finance in S&E

Advanced S&E Marketing  
 Special Topics in S&E  
 Management

## Supply Chain Management and Market Logistics

GSM offers the following electives in Supply Chain Management and Market Logistics. Students who complete Mgt. 6313 Foundations of Supply Chain Management and any combination of 3 or more of these electives will receive a Concentration in Supply Chain Management and Market Logistics designation on their transcript.

Foundations of Supply Chain  
 Management  
 Information Systems Management  
 Strategic Procurement  
 Global Supply Chain Strategies  
 Advanced Supply Chain  
 Management\*  
 eBusiness Management  
 eSupply Chain Management  
 Special Topics in  
 Supply Chain Management &  
 Market Logistics  
 Business-to-Business Marketing

*Some recommended course combinations for specific career paths in the Supply Chain Management & Market Logistics concentration are shown below.*

### Supply Chain Management

Foundations of Supply Chain  
 Management  
 Global Supply Chain Strategies  
 eSupply Chain Management  
 Advanced Supply Chain  
 Management\*

### Market Logistics

Foundations of Supply Chain  
 Management  
 Strategic Procurement  
 Business-to-Business Marketing  
*One additional Marketing Elective*

### Supply Chain Technology

Foundations of Supply Chain  
 Management  
 Information Systems Management  
 eBusiness Management  
 eSupply Chain Management or  
 Advanced Supply Chain  
 Management\*

*\*Courses with prerequisites.*

## Telecommunications Management

*In addition to the 34 credit hours of core course-work required for the MBA, students must complete 5 elective courses (15 credit hours).*

GSM offers the following electives in Telecommunications Management. Students who complete Mgt. 7370 Telecommunications Business Issues and any combination of 3 or more of these electives will receive a Concentration in Telecommunications Management designation on their transcript.

Foundations of Information Assurance  
 Telecommunications for Managers\*\*  
 Data Communications  
 Telecommunications Public Policy\*  
 eBusiness Management  
 Network Convergence\*  
 Wireless Directions\*  
 Telecommunications Business Issues\*  
 Special topics in Telecommunications  
 Broadband Technologies\*  
 Wireless Technologies Applications\*

*One recommended career path for individuals pursuing a Concentration in Telecommunication Management is shown below:*

**Telecommunications Management**  
 Telecommunications Management\*\*  
 Data Communications  
 Telecommunications Public Policy\*  
 Telecommunications Business Issues\*

*\*Courses with prerequisites.*

*\*\*Students with equivalent work experience should take another telecommunications elective.*



## Graduate School of Management Calendar 2002-2003

### Fall 2002 Trimester

Walk-in Registration	August 19-23, 2002
New International Student Orientation	August 23, 2002
Classes Begin	August 23, 2002
Change & Late Registration Week	August 26-30, 2002
Withdrawal Deadline	November 4, 2002
Classes End	November 25, 2002
Graduation	December 6, 2002
Intermester	December 2-14, 2002

*\*Classes will not be held on Labor Day, September 2, Thanksgiving Holiday, November 26-30. University offices closed December 25-January 1.*

### Spring 2003 Trimester

Walk-in Registration	January 6-10, 2003
New International Student Orientation	January 10, 2003
Classes Begin	January 10, 2003
Change & Late Registration Week	January 13-17, 2003
Withdrawal Deadline	March 21, 2003
Classes End	April 12, 2003
Graduation	April 25, 2003

*\*Classes will not be held on Easter Weekend, April 18-20.*

### Summer 2003 Trimester

Walk-in Registration	April 28-May 2, 2003
New International Student Orientation	May 2, 2003
Classes Begin	May 2, 2003
Change & Late Registration Week	May 5-9, 2003
Withdrawal Deadline	June 27, 2003
Classes End	August 2, 2003
Graduation	August 8, 2003
Intermester	August 2-16, 2003

*\*Classes will not be held Memorial Day, May 26, and Independence Day July 4.*

### Fall 2003 Trimester

Walk-in Registration	August 18-22, 2003
New International Student Orientation	August 22, 2003
Classes Begin	August 22, 2003
Change & Late Registration Week	August 25-29, 2003
Withdrawal Deadline	October 31, 2003
Classes End	November 24, 2003
Graduation	December 5, 2003
Intermester	December 1-13, 2003

*\*Classes will not be held on Labor Day, September 1, or Thanksgiving Holiday, November 25-29.*

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# UNIVERSITY OF DALLAS

## 2002-2003 CALENDAR

This calendar attempts to be as correct as possible. Persons needing assistance to attend these events should call (972) 721-5255 at least three days before the event. The University welcomes visitors and attempts to make all reasonable accommodations to encourage attendance.

### Constantin College and Braniff Liberal Arts

#### Fall Semester, 2002

August 2-4, Friday through Sunday

First Institute for Religious and Pastoral Studies weekend (IRPS).

August 21, Wednesday

**Faculty Day**—opening of academic year for faculty. *Rome* students depart.

August 22, Thursday

Faculty Seminar.

August 23, Friday

Pre-MBA begins. Fall I, Intensive English Program orientation; classes begin

August 26. **GSM** Fall Trimester Classes Begin.

August 24-27, Saturday through Tuesday

**Orientation and registration**; residence halls open August 24 for *new* students. Contract food service begins with lunch.

August 25, Sunday

Residence halls open for *continuing* students.

August 26-27, Monday and Tuesday

**Registration** for Constantin College and Braniff School of Liberal Arts.

August 28, Wednesday.

**Fall semester classes begin**, Constantin and Braniff.

September 1, Sunday

**Mass of the Holy Spirit**, 11:00 a.m., Church of the Incarnation.

September 2, Monday

Labor Day. No classes for Graduate School of Management.

September 4, Wednesday

**Final Registration Day**, Constantin and Braniff; late fee applies. Instructor signature required to add a class after this date.

September 6, Friday

Last day course may be added; last day course may be dropped without record.

September 6-8, Friday-Sunday

IRPS Weekend II

September 15, Sunday

**Constitution Day Dinner**, sponsored by the Politics Department, 6:30 p.m., Upstairs Haggard Dining Room.

September 20, Friday

Fall II, IEP orientation; classes begin September 23.

- September 22-28, Sunday-Saturday  
Charity Week begins with Family Day, September 22. Ends with Semi-Formal on Saturday, 28th.
- September 25, Wednesday  
***Incomplete deadline for Constantin College.***
- September 27-28, Friday-Saturday  
Freshman Retreat.
- October 1, Tuesday  
Deadline for application for degree for graduation in December.
- October 4-6, Friday-Sunday  
IRPS Weekend III
- October 5, Saturday  
LSAT given on campus.
- October 6, Sunday  
***New Student Mass and Reception***, Cistercian Abbey Church, 7:30 p.m.
- October 8-9, Tuesday-Wednesday  
National Book Week, Authors on campus.
- October 11, Friday  
***Fall Reading Day***, no classes (Constantin and Braniff). Constantin and Braniff offices closed.
- October 14, Monday  
Information for ***spring schedule*** due. Submit suggestions for Interterm offerings.
- October 14-18, Monday-Friday  
Constantin midsemester period; ***grades due Monday, October 21.***
- October 17, Thursday  
***Oktoberfest.***
- October 18, Friday  
Fall III, IEP orientation; classes begin October 21.
- November 1, Friday  
***Feast of All Saints. Family Weekend November 1-2.***  
***Last day to withdraw from classes*** (Constantin/Braniff).
- November 1-3, Friday-Sunday  
IRPS Weekend IV
- November 4, Monday  
GSM withdrawal deadline.
- November 5-10, 12-17  
University Theater Production Margaret Jonsson Theater.
- November 8-9, Friday-Saturday  
***Fall Visit Weekend. (Odyssey)***
- November 11-14, Monday-Thursday  
College Bowl Tournament.
- November 11-15, Monday-Friday  
Housing registration for Spring Semester.
- November 11-22, Monday-Friday  
Constantin and Braniff academic counseling for spring semester;  
***Registration November 21-22.*** Packets available November 11.
- November 15, Friday  
Fall IV, IEP orientation; classes begin November 18.
- November 23, Saturday  
Winter Cotillion.

November 25, Monday

**GSM Classes end.**

November 28-December 1, Thursday-Sunday

**Thanksgiving recess for Constantin and Braniff** begins at close of classes on Wednesday. No contract food service after lunch on Wednesday. University closed November 28 (Thanksgiving) and 29. GSM Thanksgiving recess, November 26-30.

December 2, Monday

Classes resume, 8:00 a.m.; food service resumes with dinner on Sunday.

December 2-14, Monday-Saturday

**GSM December Intermester.**

December 5, Thursday

Pre-MBA ends. Last day of instruction, Constantin and Braniff.

December 6, Friday

Review Day; no classes, no examinations. **GSM Graduation.**

December 6-8, Friday-Sunday

Last fall IRPS weekend.

December 7, Saturday

**Examinations begin.**

December 12, Thursday

Examinations end—**official close of the semester. Christmas** recess begins at the close of the last examination period. Contract food service ends with dinner; residence halls close at 10:00 a.m. Friday. End 5:00 p.m. daily Mass for semester. IEP graduation. **Rome** students return.

December 17, Tuesday

Grades due.

December 25-January 1, Wednesday-Wednesday

University offices closed.

December 31

Conferral of degrees date for Constantin College and Braniff School of Liberal Arts.

## **Interterm, 2003**

January 1, Wednesday

Residence halls open for Interterm at 4:00 p.m. No contract food service available during Interterm.

January 2, Thursday

University open after Christmas Holiday Week.

January 2-17, Thursday-Friday

**Interterm.** Classes also meet Saturday, January 4 and 11.

January 8, Wednesday

Pre-MBA begins.

January 17, Friday

Last day of Interterm classes and final examinations.

## **Spring Semester, 2003**

January 8, Wednesday

Pre-MBA begins.

January 10, Friday

**GSM Spring Trimester Classes begin.** Spring I, IEP orientation; classes begin January 13.

January 10-12, Friday through Sunday

First IRPS weekend for spring.

January 19, Sunday

Residence Halls open at 8:00 a.m.; contract food service begins at dinner.

January 20, Monday

**Registration for spring, Constantin and Braniff; verification drop/add for continuing students.** Resume 5:00 p.m. daily Mass, Monday-Friday.

January 21, Tuesday

**Spring semester classes begin** for Constantin and Braniff Liberal Arts. **Rome** students depart.

January 27, Monday

Final registration day and last day to verify, Constantin and Braniff.

January 28, Tuesday

**Aquinas Lecture**, Lynch Auditorium, 7:30 p.m.

January 31, Friday

**Last day course may be added** (permission of course instructor required after January 27); last day course may be dropped without record.

January 31-February 2, Friday-Sunday

IRPS weekend II.

February 7, Friday

Spring II, IEP orientation; classes begin February 10.

February 18, Tuesday

**Incomplete deadline for Constantin College.**

February 21-22, Friday-Saturday

**Spring Visit Day I (Odyssey).**

February 28-March 2, Friday-Sunday

IRPS weekend III.

March 3-7, Monday-Friday

Constantin midsemester period. Information for **Fall, Mayterm, and Summer schedules** due Monday, March 3.

March 8-16, Saturday-Sunday

**Spring Break** begins Friday, March 7, at the close of classes. Contract food service ends with lunch. Residence halls closed from Saturday, March 8, at 10 a.m. through Sunday, March 16, at 8:00 a.m. Food service resumes with dinner on Sunday; classes resume at 8 a.m. Monday. **Alternative Spring Break Trips.**

March 14, Friday

Spring III, IEP orientation; classes begin March 17.

March 17, Monday

**Midsemester grades due.** Spring II, IEP orientation.

March 22-27, Saturday-Thursday

**International Week.** International Festival Day, Thursday 27th.

March 21, Friday

GSM withdrawal deadline.

April 4, Friday

**Last day to withdraw from classes**, Constantin and Braniff.

April 4-6, Friday-Sunday

IRPS weekend IV.

April 7-11, Monday-Friday

Housing registration for spring semester.



- April 7-17, Monday-Thursday  
*Counseling and early registration for fall semester; **Registration April 16 and 17.***
- April 10, Thursday  
Pre-MBA ends.
- April 11, Friday  
Spring IV, IEP orientation; classes begin April 14.
- April 11-12, Friday-Saturday  
**Spring Visit Day II (Odyssey) and Family Weekend.**
- April 12, Saturday  
**GSM Classes end. Spring Formal.**
- April 13, Sunday  
**Palm Sunday.**
- April 14-26, Monday-Saturday  
**GSM April Intermester.**
- April 17, Thursday  
**Holy Thursday**, 7:30 p.m. service.
- April 18, Friday  
**Good Friday**: no classes; university closed; 2:30 p.m. liturgy.
- April 18-21, Friday-Monday (*Good Friday and Easter Monday are holidays except GSM night classes.*)  
**Easter** break for Constantin/Braniff begins at the close of classes on Thursday. No contract food service after lunch Thursday; begins again with dinner, Monday, April 21. Residence Halls remain open.
- April 19, Saturday  
Easter Vigil Mass, Church of the Incarnation, 8:30 p.m.
- April 20, Sunday  
**Easter Sunday**, 9 and 11 a.m. liturgies.
- April 22, Tuesday  
Classes resume after Easter Break at 8:00 a.m.
- April 25, Friday  
**GSM Graduation.**
- April 26, Saturday  
Mallapalooza.
- April 30, Wednesday  
Summer Pre-MBA begins
- May 2, Friday  
**GSM Summer Semester** begins.
- May 2-4, Friday-Sunday  
Last spring IRPS weekend.
- May 8, Thursday  
**Convocation honoring seniors**, 3:30 p.m., Lynch Auditorium. Last day of instruction, Constantin and Braniff.
- May 9, Friday  
Review Day: **no classes, no examinations.** Closing receptions and presentations for senior Art Studio and Art History students, 5:30-9:00 p.m.  
Intensive English Program graduation.
- May 10, Saturday  
**Examinations begin.**
- May 14, Wednesday  
Rome students return.

May 15, Thursday

Examinations end; grades *must* be turned in for May graduates by noon.  
**Official close of the semester.** Residence halls close for everyone but graduates at 10:00 a.m. Friday; Thursday dinner is last contract meal.

May 16, Friday

End 5:00 p.m. daily Mass for semester. Only noon daily.

May 16-18, Friday-Sunday

**Alumni Reunion Weekend.**

May 17, Saturday

**Baccalaureate Mass at 7 p.m.** followed by President's Reception.

May 18, Sunday

**Commencement, 9:00 a.m.**

May 20, Tuesday

All grades due in Registrar's Office. *Mayterm* begins. No contract food service is available during Mayterm.

### Summer Terms, 2003

May 20-June 6, Tuesday-Friday

*Mayterm.* Classes meet Saturdays, May 24 and May 31.

May 26, Monday

University closed for Memorial Day. GSM closed.

June 2, Monday

Intensive English Program (IEP I) begins.

June 9-July 11

**Summer Session I.**

July 4, Friday

**Independence Day** (holiday) observed; University closed. GSM closed.

July 7, Monday

IEP II orientation; classes begin July 9, end August 8.

July 14-August 15, Monday-Friday

**Summer Session II.**

July 31, Thursday

Summer Pre-MBA ends.

August 2, Saturday

GSM summer classes end.

August 2-16, Saturday-Saturday

**GSM August Intermester.**

August 8, Friday

**GSM Graduation.**

August 9-10, Saturday-Sunday

Utility Shutdown

August 31

August conferral of degrees date for Constantin and Braniff. No ceremony.

### Holidays 2002-2003:

University offices will be closed on September 2, 2002 (except those necessary for Constantin and Braniff classes); October 11 (Constantin and Braniff offices only); November 28 and 29; December 25 through January 1; April 18; May 26; and July 4.

## 2003-2004 University Basic Calendar (Tentative)

- August 20, Wednesday  
Faculty Day.
- August 22, Friday  
GSM classes begin. Intensive English Program (IEP) orientation. Classes begin Monday, August 25.
- August 23-26, Saturday through Tuesday  
Constantin orientation.
- August 27, Wednesday  
***Fall Semester classes begin for Constantin and Braniff.***
- October 10, Friday  
Reading Day (Constantin and Braniff).
- December 4, Thursday  
Classes end. (Constantin and Braniff).
- December 5, Friday  
GSM Graduation.
- December 11, Thursday  
Constantin and Braniff final examinations end.
- December 25-January 1, Thursday through Thursday.  
University closed.
- December 30-January 16, Tuesday-Friday  
***Interterm.*** Classes also meet January 3 and 10
- December 31  
Conferral of degrees, Constantin and Braniff.
- January 9, Friday  
GSM Begins
- January 20, Tuesday  
***Spring semester begins for Constantin and Braniff.***
- March 8-12, Monday-Friday  
Spring Break
- March 26-28, Friday-Sunday  
Family Weekend, Spring Visit Day
- April 9-12  
***Easter Break.***
- April 23, Friday  
GSM graduation.
- May 6, Thursday  
Classes end.
- May 13, Thursday  
Examinations end.
- May 16, Sunday  
Commencement.
- May 18-June 4  
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- June 7-July 9  
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- July 12-August 13  
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The University of Dallas is an equal opportunity, co-educational, Catholic institution of higher learning. It is accredited by the Southern Association of Colleges and Schools to award degrees through the Ph.D. It is also accredited by the American Academy of Liberal Education. The Graduate School of Management has been granted Candidate status by the American Association of Collegiate Schools of Business. The University is open to students and faculty of all faiths, and does not discriminate in admissions or employment on the basis of race, color, sex, age, handicap, or national origin.

Every effort has been made to include in this bulletin information which, at the time of the printing, most accurately and pertinently mirrors the policies and course offerings of University of Dallas. However, the provisions of this bulletin are subject to change by the University without notice and do not constitute a contract between any student and the University of Dallas.

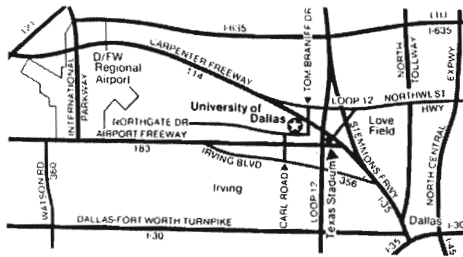
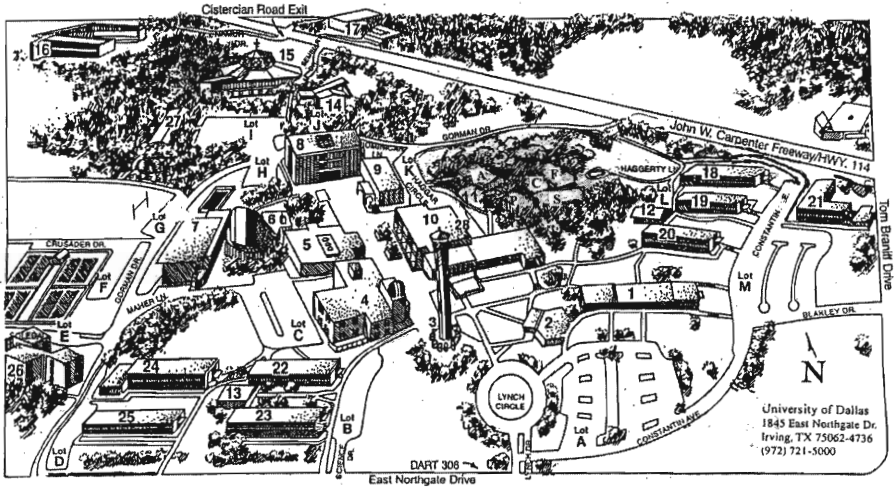
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# THE UNIVERSITY OF DALLAS

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 Building/Library
9. Blakley Library
10. Haggar University Center

11. Haggerty Art Village
  - A Art History
  - P Painting/Printmaking
  - S Sculpture
  - C Ceramics
  - F Novinski Foundations Bldg.
12. Margaret Jonsson Theater
13. Drama Building
14. Dominican Priory
15. Holy Trinity Seminary
16. GSM Administration Building
17. Cistercian Abbey & Preparatory School

- Residence Facilities**
18. Madonna Hall
  19. Theresa Hall
  20. O'Connell Hall
  21. Catherine Hall
  22. Augustine Hall
  23. Anselm Hall
  24. Jerome Hall
  25. Gregory Hall
  26. University Apts.
  27. Physical Plant
  28. Shipping & Rcvg-Rear of Haggar University Center (Enter from Lot K)









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