

LITT/LANG PROGRAM  
PROGRAM SELF-STUDY

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LITERATURE PROGRAM  
SELF-STUDY DOCUMENT

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Program Objectives

Fundamentally, the Literature and Language (LITT/LANG) Program has sought to produce students aware of the long continuity of Western literature, of the variety of its forms, of the profoundest of its writers, and of its impact on culture and human life and values.

In the LANG program, we have sought to produce students skilled in a Romance language to the degree that they will be able to speak and write that language, have some sense of the literary products of that language and some sense of the culture and values of those who have written and who write in that language.

Specifically, in the LITT program we have worked hard to help our students to strive for the following goals:

- To be able to place literature in a wider historic and cultural context.
- To be able to identify the forms of literature and to understand the specific characteristics of each form and its demands on the audience.
- To understand the work of at least one major author and to be able to place that author within a temporal and cultural frame.
- To develop skills for analyzing literature so that their interpretations would be based on acceptable methodologies.

We have also labored long and hard to make sure that our students could master the following skills:

- To write well about their experiences with literature.
- To develop critical postures toward literature so that their reading would be enriched from a broad perspective.
- To present their ideas to others in an easily accessible way.
- To develop an independence of thought without adherence to literary fads.

The program also recognizes its responsibilities in providing opportunities for non-majors to study literature. We offer courses like Introduction to Literature and lower-level period courses, particularly American literature courses, as "service" courses for the whole college.

It should be noted that the program has not linked these objectives to specific careers; indeed, until recently we were comfortable with training our majors with these goals in mind whether or not they were planning for specific careers. We have felt for some years that the fundamental design of the program would produce students who could be successful in a very wide variety of careers. We see these objectives and skills as requisite to no particular field and desirable in all.

#### THE PRESENT CURRICULUM (Which We Intend To Modify)

While we have not specifically designed our curriculum to fit with graduate programs, it is clear that we have replicated a standard graduate model sequence of classes. Students who wanted to continue their education with graduate studies have done so with fair ease and little curricular adjustment. Students who have desired to teach in the public school system have achieved that end with no curricular problems, but many of our students have simply taken employment in the casinos.

The current curriculum, in place over the last five years, begins with an Introduction to Literature -- a basic historic and generic survey of western literature from greek to modern times. We have agreed that it should be a course stressing genres though each of us has come at the material in different ways.

While this course serves as a beginning in the major, it is also used by many other majors (e.g., business majors) so it a "service" course for the whole college. We normally offer three sections per term. They always fill.

Having had this course, students tend in the present curriculum to seek their own interests in more advanced courses. Logically, students should take the Study of Literature because that is a critical introduction to the analysis of literature. Unfortunately, this course is all too frequently put off until much later in the sequence, thus minimizing its effect, but the Study of Literature should be the second course in the sequence.

This course also takes many forms; the program has agreed that it should stress a variety of approaches and a clear set of analytic tools. Most of us teach a rather various set of analytic tools followed by a review of the major critical schools of the past 25-50 years. This is generally not a service course and we have made efforts to dissuade other than our own majors from taking it.

We currently have in place above these two introductions, a set of genre courses: Introduction to Fiction, Introduction to Poetry, and Introduction to Drama. It has been felt that students need to understand the types of literature by working for a whole term in the history and development of

that type. One of the continuing discussions in the program is how many of the genre courses to require. At present we require only one; in past years we have required more. A number of non-majors take one or more of these courses.

We came to insist upon some fairly broad experience with genres because each of us has had too many experiences with students who knew little about drama but a good deal about fiction, or would know practically nothing about the development of poetry in the west but could discuss the novel's rise in the last 300 years.

This imbalance seemed to come from a rather haphazard sequence of courses, in the past, so we have tried to make sure that students would have more than passing knowledge about at least one type of literature.

At the sophomore level, the program has offered a sequence of period/national courses: American Literature I & II and European Literature I & II. Once again, we found our students had never read the "classics" of western literature and we were determined to rectify the absence. Recently, we required work in European, American and British literatures but we found that students had great difficulty taking all of the courses, so we adjusted the sequence to European and American literature. We did so because students were exposed to considerable amounts of British literature in the introductory and genre courses.

These courses are surveys of masterworks from each area. They cover all of the major genres and all of the major authors. We have, in past years, designed these courses to cover specific authors so that we could be assured of at least minimal knowledge for our comprehensive exams. Students who were not prepared for the exams could take a "readings" course to fill in gaps. We recently got rid of the comprehensive exams; we are somewhat less concerned about total coverage than we were.

Majors at this point would most likely begin to do some work on single authors -- probably Introduction to Shakespeare (which we offer every fall) though other major author courses are offered when faculty can make them available. We feel it is important to study some author in depth; we also feel that students should have the opportunity to study a period in depth so we offer seminars on the major periods of British literature.

Students can also, at about this time, take creative writing courses in both poetry and fiction, both introductory and advanced workshops. These students may be admitted after submitting work to our resident poet.

Some final requirement has always faced the senior major. In the past we have had a senior seminar for a variety of terms, using a variety of formats, with a variety of themes. We agreed that this course should be designed to focus student interests and skills on the production of a single, rather long piece of writing. We have also agreed that students should present their work in some sort of public forum for other majors and LITT faculty.

Our most recent version of this course -- Senior Project and Senior Colloquium requires a major paper to be done in the fall with presentation

in the spring term. The student receives four hours credit for the two terms of work (2 hours per term).

None of these arrangements are totally satisfactory. Students tend not to prepare for other students' presentations; they sometimes don't prepare well for their own. The program insists, however, that the requirement is legitimate and we keep struggling for an ideal structure to support the concept.

This concludes the fundamental present requirements for each major.

It has been our conclusion that this sequence of courses produces, as best any sequence can, students who have the skills, knowledge and attitudes about literature described in the section on objectives above. We continue to believe this but our new curriculum (see below) recognizes other factors at work that heretofore we've ignored.

### SOME NUMBERS

The enrollment figures over the past four years (8 terms) show a consistent contribution to the college by the Literature and Language program faculty.

#### ENROLLMENTS AVERAGES IN LITT/LANG COURSES -- FALL, 1983 TO SPRING, 1987

<u>LOWER LEVEL LITT COURSES</u>							
<u>F'83</u>	<u>S'84</u>	<u>F'84</u>	<u>S'85</u>	<u>F'85</u>	<u>S'86</u>	<u>F'86</u>	<u>S'87</u>
25.1	27.8	25.8	25.4	24.1	29.5	27.4	27.3
<u>UPPER LEVEL LITT COURSES</u>							
10.5	7.2	7.6	8.1	8.7	12.2	13.0	12.2
<u>LOWER LEVEL LANG COURSES</u>							
22.5	17.5	27.1	17.3	24.7	20.5	25.5	19.5
<u>UPPER LEVEL LANG COURSES</u>							
15	--	11	--	6	--	6	--
<u>GENERAL STUDIES COURSES FOR LITT/LANG</u>							
27	25.3	31	26.1	31	25.2	30	26.5

It must be kept in mind that variations most likely are due to fewer faculty teaching that particular term because of released time or sabbaticals.

The average LITT class size over eight terms for lower level courses is 26.5; the average LITT class size for upper level courses over the same period is 9.9.



The average LANG class size over eight terms for lower level courses is 21.7; the average LANG class size for upper level courses is 9.5

The average class size for our General Studies courses over eight terms is 27.7.

### COGNATE COURSES

On the whole, LITT majors take whatever cognate courses they take in the other humanities programs (i.e., History, Philosophy and Religion). They sometimes take courses in the Social and Behavioral Sciences. They never take cognate courses in Professional Studies.

The LITT program has been divided on any "official" recommendations from the program; instead, individual faculty are seen as the primary influence about cognate courses. At one time, several years ago, the program required students to take all cognates from the Arts and Humanities curricula. After considerable wrestling, it was seen as too limiting and was withdrawn. The opposite view is held by some members. They see the need for very broad cognate choices and they suggest Business Studies and Computer Science courses as more important for careers.

### ADMISSIONS

There is no special arrangement for seeking students for the program. We have often suggested a specially designed pamphlet outlining program courses, or better articulation with local high schools, or other activities that might draw students to the college and to the program. Some members of the program participate in admissions events like phonathons, college nights and campus visitations.

We would be interested in some low-level advertising but not if we have to do the complete task ourselves. Ideally, the college would provide a team of graphic designers, writers, and admissions counselors to help us produce a pamphlet and other materials for distribution. The college should have such support available for any program wishing to take advantage of it. If we implement a new track in Electronic Publishing, we might use that as a workshop to produce such materials.

### ADVISING

Advising is another area that the program has not considered from a programmatic point of view. Other programs have tried programmatic advising, group advising, and forms and checklists to make the process easier and faster. These tend to be the programs with extremely large numbers of majors. We have not felt the need for such group activities.

Many members of the program have participated in the Freshman Preceptor Program. Basically, this is a means to guide undecided freshmen through

their first year. Usually, by then, they have become clear about what they want to do and they change to program advisors.

We should move toward computerized data bases and more specific advising information and tools. With the present system, the preceptor is never absolutely clear about what courses to advise because the advising document does not provide lists of necessary courses. The recent purchase of more powerful and more locally controlled computers may make this part of the process much more accessible. The creation of new concentrations may make it necessary or at least highly desirable.

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### THE REVISED CURRICULUM (Which We Would Like To Initiate)

While the curriculum now in place is working satisfactorily, some members of the program thought revision was necessary. Factors like student interests, the nature of the job market for LITT majors, and pressures in the college itself influenced us to consider re-organizing the program.

While not merely cosmetic, the revised program is certainly not radical. Fundamentally, it replicates a good deal of what we are now offering but places the courses we offer in a rather directive context. Two of the tracks are new; one is quite unusual but, we think, appropriate.

There are three basic reasons why the program wants to change its curriculum: (1) to become attractive to more students; (2) to be clearer about the sequence of courses taken; and, finally, (3) to match more carefully our curriculum with job opportunities after graduation.

I hasten to comment on the last point. We do not believe that the program is becoming more vocationally oriented. Indeed, we see little difference between a program that prepares students for graduate school in literature and programs that prepare students for jobs in journalism. All education should prepare us for some experience. Some academicians refuse to prepare students for jobs while boasting about preparing students for careers.

The Literature program is comfortable with the idea that students have a right to expect that their work in college will lead to some sort of career.

The second point is more attitudinal than real, on the part of the student, but if it helps students plan their course selection the program is ready to support them. Stockton was originally set up for very goal oriented students -- perhaps "self-starters" would be a better term. But the attitudes of students have changed considerably since 1971; students today want more precise guidance. We intend to follow other programs at the college who have made their tracks very explicit in terms of number and sequence of courses.

The first point also addresses attitude changes. Stockton, like most other colleges, is facing a limited number of students with a very narrow range of career interests. About 1/4 of our students are Business Studies majors. Yet there are signs of small and subtle shifts away from computers and



accounting to more liberal arts programs. In a sense, we intend to be ready for that shift; indeed, we want to encourage it. We believe that the program's admission that career orientation is acceptable -- reflected in the tracks themselves -- will appeal to some students turned off by increasingly apparent limitations of business degrees.

THE NEW PROGRAM (To Begin In the Fall Of 1987 Or the Spring Of 1988)

INTRODUCTION

The program in literature and language (the language component is described in a separate document) encompasses study in British, European, and American literatures as well as literary criticism, literary history, and study in romance and classical languages and literatures. This focused perspective matched with the multiplicity of the faculty's critical and literary interests insures a course of study that is, though limited in its geographic range, both varied and intellectually sound.

PROGRAM ORGANIZATION

The program is composed of two parts: (1) a core of seven courses required of all majors; and (2) six sequences of courses -- tracks -- to prepare the student for specific goals or careers.

The core provides the tools necessary for successful completion of a track. Students learn how to read a text, how to identify the qualities of the traditional genres in western literature, how to recognize the elements of continuity in literature, and how to criticize a text. The student will also have some fundamental experience in the three main streams of western literature -- European, British and American. As a final project, each major will undertake a substantial project to synthesize his/her knowledge about a major period or author.

THE CORE

To prepare for work in the tracks majors must complete the following courses early in their work at the college.

LITT 1100	Introduction to Literature (How To Read a Text and How to Identify Genres)
LITT 1101	Approaches to Literature (Literary Criticism and Continuity)
LITT 2100	European Literature (Masterpieces from European Literature)
LITT 2101	British Literature (Masterpieces from British Literature)
LITT 2102	American Literature (Masterpieces from American Literature)



LITT 2400            Shakespeare  
                           (In-depth Study of One Author's Works)

LITT 4100            Senior Project  
                           (Long Critical and Integrated Paper)

### THE TRACKS

The program offers six tracks: Graduate School, Pre-Professional, Literature and Language, Communications, Electronic Publishing and Creative Writing. An additional track in Dramaturgy is being considered. Each of these tracks is a sequence of courses drawn from this program and from other programs in the college which should prepare students for specific goals. Tracks are the program's recognition that students have legitimate desires to enter the workplace after graduation even with a major in one of the humanities and the program's belief that the best way to succeed in the workplace or elsewhere is to develop the skills and habits of thought that a humanities major offers.

The tracks are conceptually broad and interdisciplinary. For example, a student following the Electronic Publishing track will take management courses, computer courses, graphic design courses, advertising courses and writing courses. The program believes that this eclectic approach is exactly what the marketplace is seeking.

To complete the LITT major, students must take, beyond the seven core courses listed above, nine additional courses, some of which will be in literature and some in cognate fields, constituting one of the following tracks.

### THE GRADUATE SCHOOL TRACK

Designed for those students who desire to continue their literary studies in graduate school. It is based on the assumption that such students need a curriculum of breadth over all types and periods of literature with depth in one or two periods and authors. The program also strongly advises students in this track to acquire a reading knowledge of a foreign language.

In addition to the core courses, each student on the Graduate Track should complete the following five courses:

At least two of the the following genre courses:

LITT 1110	Introduction to Fiction
LITT 1111	Introduction to Drama
LITT 1112	Introduction to Poetry

At least two courses from the following period/topic seminars:

LITT 3761	Medieval English Literature
LITT 3764	English Literary Renaissance
LITT 3765	Restoration/18th C. British Literature
LITT 3760	English Romantic Poets



At least one course from the following major authors seminars:

LITT 3710	Emerson and Whitman
LITT 3712	Frost, Williams and Stevens
LITT 3715	Yeats and Eliot
LITT 3730	Homer and His World
LITT 3731	Sophocles and His World
LITT 3745	Chaucer -- An Introduction
LITT 3750	Cervantes

The remaining four courses can be selected from other literature offerings, from language offerings to acquire a reading knowledge, or from other humanities courses as cognates.

#### THE PRE-PROFESSIONAL TRACK

Designed for students who want to enter the professions of Law or Medicine with a background in the humanities. This track is introduced as a result of studies suggesting that a humanities' background is desired by law and medical schools and because of the conviction that the ethical questions facing lawyers and doctors today can be better faced with a foundation in the humanities.

#### LAW

While completing the seven core courses, the student applying to law school should take an additional nine program or cognate courses. Courses outside of the humanities should be considered as ASD (at some distance). Five ASD courses should be selected from the following categories:

One of the following:

ACCT 2110	Financial Accounting
ACCT 3111	Federal Taxation of Individuals
ACCT 3112	Federal Taxation of Corporations

One of the following:

CRIM 1100	Introduction to the Criminal Justice System
CRIM 2110	Nature of Crime and Delinquency
CRIM 2140	Research Design and Methods in Criminal Justice

One of the following:

ECON 1200	Macroeconomics
ECON 1400	Microeconomics
ECON 2236	Political Economy

One of the following:

PLAW 2110	Legal and Social Environment of Business
PLAW 2120	Business Law I
PLAW 3120	Business Law II

Each student should also take:

INFO 2180            Information Systems and Programming

As cognates from the humanities, students should choose courses from the following areas.

One of the following:

HIST 1152            Introduction to US History to 1865  
 HIST 1153            Introduction to US History since 1865  
 HIST 2180            The American Constitution in Historical Perspective  
 HIST 2181            Freedom and Order -- The Recent American Constitution

One of the following:

PHIL 1203            Introduction to Logic  
 PHIL 2210            History of 20th Century Philosophy  
 PHIL 2114            Ethical Issues: Life, Death, and Love  
 PHIL 2214            American Political Philosophy

Two of the following:

POLS 1100            Politics in the 80's  
 POLS 2100            Introduction to American Politics  
 POLS 3123            Judicial Process  
 POLS 2221            Constitutional Law

Each student should choose five more courses from LITT offerings or from humanities cognate courses. It is strongly advised that students in this track should gain a reading knowledge of Latin

### MEDICINE

While completing the seven core courses, the student applying to medical school should take the following eight courses in the ASD (at some distance) category.

BIOL 1100            Organisms and Evolution  
 BIOL 1101            Cells and Molecules  
 CHEM 2111            Chem. I -- General Principles  
 CHEM 2112            Chem. II -- Organic Structure  
 CHEM 2113            Chem. III -- Organic Reactions  
 CHEM 2114            Chem. IV -- General Principles  
 PHYS 2220            Physics with Calculus I  
 PHYS 2230            Physics with Calculus II

The following course should be taken as a program cognate:

MATH 2215            Calculus I



Each student should choose eight more courses from LITT offerings or from humanities' cognate courses. It is strongly advised that student in this track should gain a reading knowledge of Latin

### THE COMMUNICATIONS TRACK

Designed for students who want to enhance the communication skills they possess with a serious grounding in both theory and practice. It combines communications, journalism, computer science, management and graphic design courses as well as courses in psychology, sociology, and ethics.

While completing the seven core courses, each student in this track must complete the following five courses:

LITT 2xxx	Theory of Communications
LITT xxxx	Electronic Publishing
LITT xxxx	Introduction to Journalism
LITT xxxx	Communication in America
LITT xxxx	Journalism Internship

The following courses should be taken as program cognates:

POLS 3224	Political Psychology
SOCY 2201	Social Psychology
PHIL 3111	Social Ethics

An additional program course can be chosen from program offerings.

Each student should also take the following four courses in the ASD (at some distance) category:

INFO 2180	Information Systems and Programming
MKTG 3112	Public Relations
MKTG 3114	Advertising Principles
ARTV 2270	Graphic Design I

Prerequisites for any of the above courses should also be taken in the ASD category.

Finally, each student should take as many writing courses as possible. The following courses represent the type of course that students in this track will choose:

GEN 2142	Journalism: Practices and Perspectives
GEN 2143	Communication Media: Practices and Perspectives
GEN 2155	Technical Writing
GEN 2902	Journalism Practicum

### THE ELECTRONICS PUBLISHING TRACK

Designed for students who wish to apply their writing and design skills to electronic publishing. It combines managerial courses, computer courses, graphic design and writing courses so that students can enter this new publishing field.

In addition to the core courses, each student in the Electronic Publishing track should complete the following in the ASD (at some distance) category.

At least two courses from the following:

MGMT 3110	Introduction to Management
MGMT 3111	Human Resources Management
MKTG 3114	Advertising Principles

Each student should take the following six courses:

INFO 2180	Information Systems and Programming
ARTV 1161	Two Dimensional Design
ARTV 1162	Introduction to Drawing
ARTV 2270	Graphic Design I
ARTV 3271	Graphic Design II
ARTV 3772	Graphic Design III

The following two program courses should also be taken:

LITT 3xxx	Electronic Publishing
LITT 4xxx	Electronic Publishing Senior Project

Each student should choose seven more courses from LITT offerings or from humanities' cognate courses.

Finally, each student should take as many writing courses as possible. The following courses represent the type of course that students in this track will choose:

GEN 2142	Journalism: Practices and Perspectives
GEN 2143	Communication Media: Practices and Perspectives
GEN 2155	Technical Writing
GEN 2902	Journalism Practicum

#### THE LITERATURE AND LANGUAGE TRACK

Designed for the student who desires to combine work in one language with a foundation in literature. The advantage comes from the comparative perspective that results from study in two literatures and languages.

This track assumes a previous fundamental knowledge of the language to be studied; two years of high school language will normally prepare the student for courses in this track.



In addition to the seven core courses, each student in the Literature and Language track must complete the following seven courses in the appropriate language.

For students wishing to learn French, the following courses must be completed:

LANG 2230	Intermediate French I
LANG 2231	Intermediate French II
LANG 3230	Advanced French Composition and Conversation
LANG xxxx	Readings in French Literature
LANG xxxx	Summer Study Abroad I
LANG xxxx	Summer Study Abroad II
LANG 4600	Advanced Readings Colloquium

For students wishing to learn Spanish, the following courses must be completed:

LANG 2240	Intermediate Spanish I
LANG 2241	Intermediate Spanish II
LANG 3745	Advanced Spanish Composition and Conversation
LANG xxxx	Readings in Spanish Literature
LANG xxxx	Summer Study Abroad I
LANG xxxx	Summer Study Abroad II
LANG 4600	Advanced Readings Colloquium

In addition to these required courses, students must complete two more courses chosen from LITT/LANG or humanities cognates.

#### THE CREATIVE WRITING TRACK

Designed for students interested in developing creative writing skills. Students choosing this track will work with the college's resident and visiting authors. Examples of student writing must be provided for evaluation before admission to the track.

In addition to the core courses, each student in the Creative Writing track must take the following five courses.

If the student is interested in poetry:

LITT 1102	Introduction to Poetry
LITT 2635	Poetry Writing Workshop
LITT 2636	Fiction Writing Workshop
LITT 3635	Advanced Poetry Writing Workshop
LITT 3712	Frost, Williams and Stevens

If the student is interested in fiction:

LITT 1101	Introduction to Fiction
LITT 2635	Poetry Writing Workshop
LITT 2636	Fiction Writing Workshop
LITT 3636	Advanced Fiction Writing Workshop



Plus one course from the following major authors (when offered):

Cervantes  
 Flaubert  
 Faulkner  
 Etc.

In addition to these required courses, students must take four more courses from LITT or humanities cognates.

#### COGNATE AREAS

The program currently defines "cognate areas" as courses which support the general perspectives of western literature about our experiences; fundamentally, then, cognate courses come from the humanities.

With this new curriculum, we have gotten much broader on the courses that the program will accept from areas outside of the humanities (e.g., sociology courses). We see these as necessary to the full implementation of the tracks. To the degree that students have electives, we expect them to choose courses from the LITT program or from the humanities offerings.

#### ADMISSIONS

We have cooperated with the admissions staff in their efforts to recruit students in the last few years. Our efforts have, frankly, been minimal (we haven't been asked to be fully involved with the process).

This new curriculum, however, is so specific that some sort of stronger alliance with the admissions office will be needed.

The program suggests that an attractive pamphlet be produced about studying literature at Stockton, possible careers using a literature background, and with a full description of the tracks in language suitable for high school seniors (i.e., non-Bulletin text). Such a pamphlet ought to go far in presenting the program as innovative, interdisciplinary, and supportive of student concerns about entrance into the marketplace.

#### ADVISING

The program, like every other program, has always advised its own students. Because we have fewer majors than other programs, most of our members have participated in the Freshperson advising program.

Advising literature majors has been rather straightforward. Our students tend to know what they need to do; our task is to make suggestions about cognate courses, making sure that by their Junior year they are on a clear path to graduation, and completing the pre-graduation form. Once in a great while, some significant problem arises which the program has to address as a body; these are quite rare.

The new program, however, will most likely demand a set of checklist forms primarily because there are so many non-literature courses -- many of which have to be taken ASD. So the program suggests that a set of forms be



devised for the tracks that will insure accurate and up-to-date information on the student's progress in the track.

#### SPECIAL STUDENT OPPORTUNITIES

The program has always had some sort of senior project/colloquium as a final test of the student's abilities to synthesize materials into a research effort. No arrangement, and we've tried many, has proven totally satisfactory. Students do good work on their own project but very seldom prepare in any way to criticize or comment on other student projects.

Our present arrangement includes a term for working on the project and a term of presenting the results to both students and faculty. Once again, while the projects are generally impressive, student participation in the colloquium leaves much to be desired. The fault may lie in the fact that we don't stress this final effort so that students know about it as sophomores or juniors. On the other hand, alerting majors would seem to focus on the wrong thing (i.e., the end project rather than the process).

We have decided to have a one-term research project wherein each student will meet with a faculty member to define it and to guide its progress. We have abandoned the idea of presentations.

We have also decided to stress internships far more than we have. As a matter of fact, we have done very little as a program to make it possible for our majors to get work experience. A few of our students have found work locally (e.g., on local newspapers) but certainly not in an organized internship.

The college has a viable, well administered, and exciting Washington Semester program that we want to take advantage of. Indeed, a number of our students have participated in the program and report invaluable experiences. We cannot make this a requirement (though we agree that if we could, we would) because of state regulations; we intend, however, to very strongly recommend either a local internship or the Washington Semester program.

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#### CAREER RESULTS

There are currently 50 students officially listed as LITT/LANG majors and another 58 undecided who have indicated literature or language as a possible major. This is a slight increase over the past few years though the number has remained relatively the same.

The program has produced about 250 graduates over the past fifteen years. We are presently conducting a survey of LITT/LANG graduates in order to gather information and feedback about the effects of the program; the attached survey form was mailed to all those for whom we could obtain addresses.

The preliminary results indicate that approximately 10% of our graduates go on to graduate school; another 10% (all women) are homemakers, (i.e., non-



salaried wives and mothers). An additional 10% have careers in journalism or communications; the remainder are employed in a variety of positions in business (30%) and government (40%) ranging from computer programmer and accountants to managers, managerial trainees, and sales persons. Approximately 12% of those in business are employed by the casino industry.

One interesting result of the survey is the fact that nearly all of the returns indicate a high degree of personal satisfaction with the education received at Stockton as LITT/LANG majors, and 90% of those surveyed indicated that they would select a LITT/LANG degree if they had to do it over again. They also felt that most of the particular skills they acquired as LITT/LANG majors (i.e., reading and analytic skills, writing and communication skills, better understanding of people, etc.) were personally valuable.

However, except for those in graduate school or education the great majority felt that their education was of little or no help to them in their present occupation. These preliminary results clearly suggest that a separation exists between the stated objectives of the LITT/LANG curriculum and the demands of the world outside of academia. These preliminary results would seem to support the current attempts of the LITT/LANG program to develop tracks within the curriculum that are more pragmatic and job-oriented than the current options.

#### COCURRICULAR ACTIVITIES

The program has not been involved with activities outside of our classrooms. We do have an awards party each Spring where we present cash awards to students for the best class essay, best poetry and distinguished student.

About a year ago a student founded a literature club which, while small, still has meetings. We have supported it by announcing its activities in class; we have not been asked for any other support. There was an attempt a few years ago to start a branch of the national literary society. It was abortive. There is also an annual, undergraduate literature magazine -- The Stockpot, published each spring -- which members of the program have been involved with from year to year

The program is not unsympathetic to ideas about co-curricular activities. On the whole, however, we have maintained that they should be student initiated and student run. We are well aware that if we started such activities most likely we would take them over and, in that respect, they would be not much different from our classes.

From time to time, we have considered inviting students to participate in program meetings. We have not done so because some members of the program remain opposed to the idea.

#### FACULTY

The combined program faculty has six members this year. The Literature program is presently recruiting for our American Literature position and the Language faculty has just appointed a person for its joint



French/Spanish position. If all of the faculty were present next year, we would have eight faculty whose primary teaching responsibility was to the program.

We will not, however, have a full complement of eight. Professor Enscoe has just announced his early retirement and his position must remain open for one year. Professor Klukoff is presently on a leave of absence and intends to request an additional year. So, the program will remain at six faculty.

For no obvious reasons, this instability has plagued the program for the past five years or so. We always seem to be losing one or two faculty, struggling to justify the line, recruiting and then repeating the process the next year. We would like very much to keep those we recruit.

Faculty recruitment has not been easy; indeed, the whole college is plagued with a cumbersome and inefficient system. The specific roadblock is that the administration can never act expeditiously and decisively to get the process started. Many times we have to recruit so late in the year that the best candidates are already out of the market. Every effort should be made by the college to have a streamlined, incredibly efficient system for recruiting.

There is an additional group of allied faculty who are listed some of whom hardly ever teach a course for us. Program sentiment at this point is not to list, in future issues of the Bulletin, anyone who does not teach at least one course per year in the program.

Those allied faculty who do teach for us are important to the program. Next year, as a matter of fact, three faculty in the General Studies Division with backgrounds in literature are going to teach in the program. We welcome them and others. They add zest and new perspectives to the program's efforts.

We are a widely varied group, as our attached CV's show. At least two of us are published poets, some are involved in computers and electronic publishing, one is a practicing psychologist, and one is an important translator of Yiddish short stories. We are on many outside boards of directors, community activities abound, and our contributions to the college and wider community are strong and plentiful. Most are active scholars with works on subjects which vary from archaeology to Jung.

#### FACILITIES

The program has few needs for special facilities. The language faculty have asked for funds for language labs and computer assisted instruction in their courses (see the language component of this document). Not much has been done in this area.

We will have powerful needs for an electronic publishing laboratory if that track is approved. One of our members, Ken Tompkins, has been closely involved with the college's attempts to secure state funding for a college-wide electronic publishing lab. To date, the college has been unsuccessful in securing funding. Efforts continue.



At the very least, the program will need 5 microcomputers connected to two printers with other input devices connected to the whole system. Arts and Humanities could establish its own electronic publishing facility for about \$30,000. It would be minimal but pedagogically effective until a larger lab could be funded. We are prepared to submit a detailed budget for this facility.

We ask that the college fund at least this minimal facility. Without some capability, we cannot offer the courses or the track.

### ADMINISTRATION

On the whole the administration has supported our efforts. Unfortunately, it has done so while rather ruthlessly reducing our numbers by about half in the last decade. We are well aware of the incredible pressure all over the college for faculty lines. We understand too well the economics of the situation; about 1/4 of the majors at the college are in the business area while they have nowhere near 1/4 of the faculty lines.

On the other hand, we have a language program of three faculty. Every consultant who has looked at us -- or at the college -- has remarked about the paucity of language faculty and the sparseness of administrative support. We have asked repeatedly for relief of this difficult situation; nothing has been done. We may be able to supplement our language offerings with adjuncts in other languages, but that is a less than desirable approach.

There is not much we need in the way of special support. Library funding for our collection is sliding backwards and needs immediate attention -- if not a crash program to bring the library to standard capabilities. But this is true across the college; it is not our specific problem. The media collection -- especially VHS tapes -- is increasing and will provide us with the facility of using movies and documentaries in our classes when appropriate. This development should continue.

### SUPPORT SERVICES

The library resources for the Literature and Language Program constitute a mixed picture. The character of the course intent, pedagogy, and assigned research, requires substantial holdings in both primary and secondary sources. While the gross number of volumes available seem adequate to the size and character of the program, the actual holdings are uneven in quality and breadth and in fact there are some considerable holes apparent.

As of July, 1986, the "P" holdings (i.e., literature, languages and linguistics -- both reference and general stacks) totaled 21,800 volumes. Since July over 1800 volumes have arrived and are being processed and more are on order.

The short history of the college accounts in part for the non-systematic patterns of subject coverage. In the first years, there was a legitimate rush to get titles on the shelves and many collections -- some of uneven value -- were purchased. Often these orders came from librarians without



consultation with the Literature/Language faculty. Accordingly, a considerable number of volumes of dubious worth were purchased (e.g., old editions of Longfellow). On other occasions, library staff ordered volumes from discretionary funds, also without consultation, and added to the collection (e.g., anthologies of drama which are fairly useless). Additionally, the faculty has had varying input to the collection. When the program had a much larger complement, the ordering was allocated by periods and movements (i.e., Professor X ordered "romantic" and "victorian" texts while Professor Y focused on "medieval").

With the attrition of the staff over the years such division of labor became attenuated and the burden of ordering for too many areas tended to overwhelm remaining faculty; thus, the pattern of ordering became more desultory. Accordingly, it makes sense in the light of the new program initiatives to attempt to systematize ordering again within the small resources available.

The program believes that a library staff member should be assigned the responsibility for developing an organized approach to ordering for the collection. The present collection should be surveyed for areas needing attention (e.g., comparing our shelf list with "normal" shelf lists of colleges our size) and the program should then order primarily in those areas until the problems can be rectified. For such a small program to develop a sufficient collection is impossible. We need professional, continued guidance.

As for visual aids, the library has been able to amply serve our needs either by film or tape rental or by ordering film series such as the one on Greek literature and culture, the video cassettes of the works of Shakespeare and other sundry titles like "Bartleby the Scrivener". One problem that is increasingly troublesome, however, is that the material is deteriorating and not being replaced. For example, the Shakespearean video collection is rapidly failing (i.e., tape is becoming brittle with the result that it breaks and jams the player). These can be replaced at a nominal cost -- compared to the cost of the original series -- but nothing is being done. The collection librarian is aware of the problem; the library administration is not responding. The same problems exist with the slide collection.

Clearly, the Literature and Language program has library needs and more time will have to be spent exactly assessing where gaps occur in the collection. We ask for professional assistance on a consistent and continuing basis.

At present, it is fair to say that there are strengths such as Modernism, Romantic and Victorian, Selected Modern Poets, Selected Authors (e.g., Shakespeare, Yeats, Eliot)

There are notable lacunae such as Non-Western Literature, European Literature including Russian, Nineteenth Century American Literature, Contemporary Fiction and Poetry.

In sum, the library resources have been just adequate in most areas and inadequate in others. Funds for supplementing our strengths and repairing



our weaknesses have not been forthcoming; if they are we will put them to good use.

#### LONG RANGE FORECAST

The program has made consistent contributions to the college in the past years. The number of majors remains constant -- about 50. Fundamentally, we have been in a static holding pattern. We have had far too many faculty leave -- for all sorts of reasons -- and we need to try and stabilize.

We are not making any claims that the number of majors will soar with the new program. We cannot buck national trends. We do think, however, that we can repackage much of what we already do so that students will see the practical uses of the skills they can acquire here.

We certainly want to take a more active posture, than heretofore, in appealing to students.

We recognize the fact that pamphlets, meetings, checklists, etc. do not produce majors. If anything produces majors, it is the reputation that students can learn and then earn from their efforts. We believe that the new curriculum is clear in its goals, is based on our strengths, is modern and, therefore, will have appeal.

We are satisfied about what we have done and confident about what we want to do.



OFFICE OF ARTS & HUMANITIES

Pomona, New Jersey 08240 (609) 652-1776

3/5/87

Dear Graduate:

The Literature/Language program at Stockton is in the process of evaluating and redesigning its curriculum. As a graduate of the program you can be of great help to us in our efforts by providing us with some important information about your perceptions of the value of your undergraduate education and your satisfaction, or lack thereof, with your choice of an undergraduate major.

In addition to this, we are hoping to establish some links with our former students and to create a data bank of information concerning Litt/Lang graduates. In the plans are a newsletter with information about the program, its faculty and its graduates, that will be sent to all those for whom we have up-dated addresses and other pertinent information such as name changes, etc...

If you would complete the attached questionnaire and return it in the enclosed postage-paid envelope, we would be deeply grateful. You, after all, represent the outcome of our efforts as teachers, and what you've done after leaving Stockton, how you feel about your education, your successes and failures, your evaluations and comments, are of considerable interest to the entire Litt/Lang faculty. Please help us in our efforts by completing and returning the questionnaire.

Sincerely,

A handwritten signature in cursive script that reads "Gerry Enscoe".

Gerry Enscoe,  
Professor of Literature

icf  
attachment



Name: \_\_\_\_\_, ( \_\_\_\_\_ ), \_\_\_\_\_  
Last Maiden name if applicable First

\_\_\_\_\_  
M.I.

Present Mailing address: \_\_\_\_\_, \_\_\_\_\_ Apt. Nr.  
Street Nr.  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ Zip Code  
City State

Year of graduation \_\_\_\_\_ Telephone: \_\_\_\_\_  
\* \* \* \* \* \* \* \* \* \* \* \* \* \*

(1) How would you title your present primary occupation (i.e. high-school teacher, graduate student, homemaker, unemployed, social worker, journalist, salesman, etc...)

\_\_\_\_\_  
\_\_\_\_\_

(2) Which of the following best describes the general category of your present occupation?

- (a) Education
- (b) Business
- (c) Self-employed
- (d) Government (state, national, local) employee
- (e) Social services
- (f) Communications (journalism, broadcasting, advertising)
- (g) Professional (law, medicine, ministry)
- (h) Homemaker (wife or husband keeping house but unsalaried)
- (i) Other \_\_\_\_\_.

(3) On a scale of 1 to 7, how satisfied are you with the education you received at Stockton as a Literature/Language major?  
(1 = totally dissatisfied; 7 = totally satisfied) \_\_\_\_\_

(4) On a scale of 1 to 7, how helpful has your education in Literature and Language been in your present occupation?  
(1 = no help; 7 = extremely helpful) \_\_\_\_\_

(5) If you have found your undergraduate training valuable, how valuable has it been in each of the following categories:  
(1 = no value; 7 = extremely valuable)

(1) Reading and analytical skills \_\_\_\_\_

- (2) Writing and other communication skills \_\_\_\_\_
- (3) Improved interpersonal relationships \_\_\_\_\_
- (4) Better understanding of people \_\_\_\_\_
- (5) Broader perceptives in understanding and solving problems \_\_\_\_\_
- (6) Greater critical and historical literacy \_\_\_\_\_
- (7) Greater self awareness and understanding \_\_\_\_\_
- (6) Other areas in which your undergraduate training was valuable (please specify) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- (7) What changes or additions, if any, would you suggest for a revised undergraduate curriculum in Literature/Languages?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- (8) If you were to do it over again, would you select Literature/ Language as an undergraduate major?  
\_\_\_\_\_
- (9) If your answer to the previous question is no, what field would you have majored in?  
\_\_\_\_\_  
\_\_\_\_\_
- (10) Do you wish to be included in any future mailings such as news- letters, announcements, etc... concerning the Litt/Lang program, the faculty, the graduates, the college?  
\_\_\_\_\_





1980 -- 1981            Lilly-Penn Fellow: Séminar on the Medieval  
Village  
University of Pennsylvania

1981                    Invitational Conference on Innovative Education  
and Colleges of the 1960's  
Evergreen State College, Olympia, Washington  
Presented Paper on the Development of Stockton

1978                    Graduation Speech -- Stockton State College

1978 - Present        Archeological Dig at Wharram Percy, Yorks  
Appointed Chief Guide -- 1985  
Historic Buildings and Monuments Commission

Offices and Organizations: College

1981 -- Present        Director of the Microlab

1985                    Member, Blue Ribbon Task Force On Governor's  
Challenge Grant

1982                    Coordinator, LITT/LANG Program

1981 -- 1984          Chairman of the College Task Force on Computer  
Literacy

1980                    Chairman, Curriculum Committee for the Middle  
States Self-Study

1977 -- 1980          Member, Steering Committed of College Assembly

1978                    Chairman, Research and Professional Development  
Committee

1974 -- 1975          Founder and First Coordinator -- College Basic  
Studies Program (BASK)

Offices and Organizations: Community

Member:                International Arthurian Society  
International Courtly Literature Society  
Medieval Academy of America  
Delaware Valley Medieval Society  
Board of Managers -- Atlantic City Friends School(1980)  
Board of Directors -- Institute for Community Justice  
Mediator -- Community Justice Program  
Divorce Mediator -- Community Justice Program

Vice-President

Atlantic County Concerned Citizens For the  
Environment (1970-1973)

Publications

Kirch, Murray and Kenneth Tompkins, "Computers  
Across the Curriculum: Equipment, Faculty  
Training, and New Courses" in Microcomputers  
in Education Conference, ed. Ruth Camuse,  
Computer Science Press (1984).

Atkins, Malcolm and Kenneth Tompkins, The  
Medieval Village -- Wharram Percy,  
Historic Buildings and Monuments Commission  
Publication (1986).

LANGUAGE PROGRAM (SPANISH)

SELF-STUDY DOCUMENT

Submitted by: Norma Beatriz Grasso

## 1. PROGRAM OBJECTIVES

The Spanish component of the Literature and Language Program at Stockton has undergone many changes in the last fifteen years. The objectives, however, have remained the same in spite of curricula modifications (see "Curriculum") and faculty attrition (from 2 to 1, and then 1 1/2):

a) Students who major in Spanish must possess a good verbal and written command of the language.

b) They must have at least a general knowledge of the various cultures and civilizations of the Spanish speaking peoples.

c) They must be familiar with the major works of Spanish and Spanish-American literatures.

To this end, we have been offering all levels of language courses and advanced tutorials in literature every year since 1973..

Since most of our students are not Graduate School oriented, we have tried to offer a flexible program that will prepare them for any career in which they can combine work in Spanish with other fields: political science, social work, law, etc.

To date, all the students arriving on campus and planning to "major" in Spanish have begun their studies here at the intermediate or advanced levels. As a result, a major objective has been to encourage them to spend a semester or a year in a Spanish-speaking country (usually Spain) where they can perfect their language skills (beyond the advanced level), and acquire a solid knowledge of Spanish culture and literature. So far, all our Spanish majors have spent at least one semester abroad with an accredited program. The credits earned abroad are transferred as either program courses (literature &



language) or General Studies (Spanish civilization, folklore, art, politics, etc.).

As it happens at other colleges and universities, Beginning Spanish I & II (and up to a point Intermediate Spanish I and II) can be considered "service courses". Their function is to give students a good foundation in the Spanish language and its culture that will prepare them for further studies in the language at the advanced level, or help them in their future careers.

## 2. CURRICULUM

The Spanish curriculum at Stockton has been constructed to meet both program and college requirements or demands for language instruction. Consequently, we have been offering a variety of courses, tutorials, and independent studies to meet these needs:

a) Courses in language for students who are required (or want) to take a foreign language: Beginning Spanish I and II, and Intermediate Spanish I and II. (75% of the students in Intermediate Spanish are not Spanish "majors").

b) Courses designed primarily for Spanish "majors": all the advanced tutorials and independent studies.

Since the number of students who major in Spanish language and literature has been very small (3 to 9) compared to other programs such as business; and since for years we have been under considerable administrative pressure to increase enrollments in all our classes, we have only been able to offer the advanced courses required of all our "majors" as tutorials, which are considered "non-class offerings", or as independent studies. Therefore, our greatest challenge has been how to meet our objectives for the students in the Spanish part of the

program, and at the same time the demands for larger enrollments without sacrificing quality. (We've had as many as 36 and 40 students in each Beginning Spanish I Section!).

Part of the problem has been "solved" by sending our majors to Spain, where they can practice the language and take courses in literature, culture & civilization that we could not possibly offer them here because of our limited human resources: 1 1/2 faculty members per language. Besides, at Stockton, each faculty member is required by contract to teach two courses per year in the General Studies Program; and we also teach at least one course per year in English translation for all Literature and Language majors: "Cervantes", "The Latin American Short Story", "The Modern Novel", "Drama", etc.

Another "solution" to the problem has been to hire adjuncts to teach the Beginning Language courses, which are primarily service courses. (Since 1985 we have been offering three sections of Beginning Spanish, and we could add at least one more section). However, as those of us who have been searching for adjuncts know, it is becoming very difficult to find qualified adjuncts who will be willing or able to teach these courses, since most of them hold full-time jobs elsewhere or are looking for full-time jobs.

It should be pointed out here that beginning next Fall, 1987, all first year language courses will be offered in the General Studies Program. This may give students in other programs an incentive to pursue further studies in languages at the intermediate and advanced levels, as they will have more room in their "distribution requirements" (64 credits in General Studies and 64 credits in



Program/Cognates) to take another eight hours of language instruction as "Program at a Distance" (General Studies) or "Cognate". This may also help us in the hiring process since we will need more instructors to teach all of these courses; otherwise they will have to be cancelled.

In the Fall of 1985, Tracy Harris (no longer at Stockton) and Norma Grasso won a \$7,828. grant from The Department of Higher Education of New Jersey to improve the Spanish curriculum at Stockton. The major objective of our project was to add two new dimensions to the Spanish curriculum on a permanent basis: a) Spanish-speaking student assistants ("tutors") to provide one additional hour of conversational practice per week to all the students in the Spanish classes; and b) audio-visual material to increase the students' aural comprehension and their understanding and appreciation of the various cultures of the Spanish-speaking peoples. The project also included our participation in a Rassias Methodology Workshop at Dartmouth College to learn the latest teaching techniques in foreign languages and incorporate them, whenever possible, to the Spanish curriculum at Stockton.

The achievements were as follows:

- A. Three Spanish-speaking tutors, trained and supervised by Tracy Harris and Norma Grasso, conducted a total of twelve conversational lab sessions per week: eight covered the Beginning class sections and two covered the Intermediate and Advanced levels respectively. The students (in small groups of 8-10) were assigned to one lab period per week (they chose the schedule), and they were required to attend that section. Since

the lab sessions coincided specifically with the regular class work, Tracy Harris and Norma Grasso instructed the peer tutors on the subject they had to cover in each weekly lab session.

In addition to the twelve conversational labs per week, the tutors were responsible for another ten hours per week of tutoring for those students who were in need of extra help.

Although this grant came to an end in December, 1986, we have been able to retain one of the Spanish-speaking tutors, who continues to conduct twelve conversational labs per week plus three hours of tutoring for those who need to improve their conversational skills. These lab sessions provide another necessary contact hour with the language, which is de rigueur in other colleges and universities that have language laboratories or teaching assistants.

B. Thanks to the DHE grant we were able to purchase seventeen high-quality filmstrips and video-films (in Spanish with no subtitles) on the diversity of Spanish and Spanish-American customs, traditions, and art; and dramatized Spanish and Spanish-American short-stories by Cervantes, Unamuno, Borges, Cortázar, et. al. to complement the cultural and literary readings in the textbooks. We also purchased six movies (another was sent free of charge), with English subtitles, to bolster Spanish at Stockton by presenting some first-rate Spanish and Latin-American movies outside the classroom. (We are planning to have a "Spanish Film Festival" at Stockton next Fall).

The viewing of films and filmstrips are followed by class



discussions to test the students' aural comprehension and give them the opportunity to converse freely in Spanish, especially at the intermediate and advanced levels.

Until 1985, our Spanish majors had to take all the required courses in the Spanish segment of the Program as well as the core courses in the Literature Track : Literary Criticism, European Literature I and II (from Homer to the present); and they could participate in Senior Seminar or write a senior project on an independent studies basis. Although all these courses were taught in English, students in the Spanish program worked on a Spanish or Spanish-American author (or authors), and wrote their senior project in Spanish.

Due to curricula changes, Senior Seminars I and II were dropped (as well as the comprehensive exam based on a list of sixteen Spanish and Spanish-American literary works). Our students, then, were required to do what other "majors" had done in the first years of the program's existence; that is, work independently on a senior project. The subject varied according to each student's interests: the poetry of the Generation of 1927, the mythic world of Rulfo or García Márquez, the portrayal of female characters in the theatre of the Golden Age, etc.

In 1985, the Language-Track of the Literature and Language Program became a combination of two foreign languages, instead of a combination of language and literature as it had been in the past. As a result, students who choose Spanish as their major language must take two years in French or Latin to fulfill the program requirements. Something that we have not discussed yet (because this was unforeseen

two years ago when we adopted the new curriculum) is whether transfer students at the junior level (usually with an Associate's degree) may use their knowledge of another foreign language (Italian or German, for instance) to meet the second language requirements.

This curriculum, currently in effect, has positive and negative aspects. The positive aspect is that it enables students interested in languages to learn two foreign languages. This is also very appealing to those who are career oriented, as there is a great demand for language "experts" in the work-force. The negative aspect is that our students' background in Spanish and Spanish-American literatures is very elementary. Since they are expected to embark on a senior project, which requires a certain degree of knowledge and sophistication on the students' parts, their choices of subjects or authors are very limited.

Beginning in the Fall, 1987, students who want to combine studies in Spanish with other literatures (British, American, European) will be able to select the new Literature and Language track. (See "Revised Curriculum").

As of next year (1987-88), students in the Literature-Track will no longer be required to take two years of foreign language instruction or pass a reading comprehension exam in a foreign language.

### 3. COGNATE COURSES

Three and a half years ago, faculty members in the Division of Arts and Humanities ("encouraged" by the college administrators), adopted a plan to support each program in the division by requiring students to take at least one course in each of the programs of Arts



and Humanities: Studies in the Arts, History, Literature & Language, and Philosophy and Religion.

Some of these requirements have been slightly changed to allow students to take more courses in fields that are pertinent to their studies in Spanish language, literature, and culture. For example, two new courses in the History Program, History of Latin America I and II (8 credits) are more relevant to our Spanish majors than Beginning Voice or Eastern Philosophy -- unless they plan to write their senior project on Borges or on the cantigas by Alfonso el Sabio.

Students who major in Spanish are also advised to take some specific courses in programs outside the Division of Arts and Humanities; for example, in Political Science and General Studies. (See 1986-1988 Bulletin, p.139).

#### 4. ADMISSIONS

The truth is that we have not done much to recruit students to the Language program. At this point, we can barely meet the overwhelming demand for Beginning language courses, and we do not even know who will be teaching two of these sections next fall. In addition, because of lack of staff, we cannot offer a solid Language program, which would include a variety of upper division class courses in both literature and language to attract serious students to our program. (By this I mean students primarily interested in working toward a major in Spanish literature and language). We cannot compete with Montclair State College, which has three specialists in Latin American literature and several more in Spanish literature and language.

## 5. ADVISING

The responsibility of the only full-time faculty member in Spanish Literature and Language is to advise all students taking (or interested in taking) Spanish courses at Stockton, regardless of their major or whether these students are her preceptees or are enrolled in one of her classes. By the time a student declares his or her "major" in Spanish (usually in the junior year), preceptor and preceptee work together toward the successful completion of all the requirements, including senior project. (Adjuncts do not advise students).

## 6. SPECIAL STUDENT OPPORTUNITIES

Since 1973, Spanish majors have participated in various internships that require a command of the Spanish language. One of our earlier majors (1973) took two independent studies courses with a LANG-Acronym to undertake a major community project with the Hispanic population of Atlantic City, and she wrote her senior project based on this experience. Three other students worked with CARECEN (the Center of Central American refugees) during their internship in Washington, D.C., and wrote term papers (in Spanish, of course) on the refugees' experiences in their native country and the problems they face in the United States due to language barriers, cultural shock, fears of political reprisals (most of them are from El Salvador), etc. Another student (also a Spanish major) did a wonderful research project in San Diego, California, where she worked with Hispanic widows. (As she is herself a widow, she felt she could understand these women and help them). She must have done an outstanding job because after her graduation from Stockton four or five years ago, she returned to San



Diego where she is still working with Hispanic widows. Last year, two Hispanic students (both juniors) interviewed several members of the Hispanic Community in Egg Harbor City and Vineland, and wrote very interesting reports for two of my courses: on Hispanics' attitudes toward the family, religion and women's rights; and on their cultural background and the adjustments they had to make to fit a new culture in the United States. (Both students shared their reports with the other members of the class). One of our seniors in Spanish who spent last semester working with Salvadoran refugees in Washington, D.C. is considering the possibility of returning to Washington after her graduation in May.

There are many other opportunities for Spanish majors in this area, especially as interpreters in courts. However, they must be perfectly bilingual and not all our majors have reached that high level of proficiency yet.

## 7. CAREER RESULTS

Until 1980, we had teacher-education courses for language majors who were planning to become High School teachers. As a result, several of our earlier Spanish majors became High School teachers. Since then, many of our Spanish majors have gone to Law School. (Three have become attorneys in recent years and one in the late 1970's); they have received Master's degrees in Spanish from Glassboro and Jersey City College; or Master's degrees in Psychotherapy; others are working in Atlantic City as journalists for The Atlantic City Press or in government posts.

## 8. COCURRICULAR ACTIVITIES

Several years ago I initiated a Spanish "Tertulia" where students could meet socially and practice their Spanish over a cup of tea. They must not have liked the tea and the cookies, because there were only two students and our former Dean of Arts and Humanities who attended the "Tertulia" regularly. Even LOS LATINOS UNIDOS organization and the STUDENTS' INTERNATIONAL CLUB, which used to be very active on campus, have had very few activities in the last two or three years. These activities now consist of a major dinner party in April and May and that's it; whereas in the past they had lectures, bus trips to New York to see Spanish plays, visit the Hispanic Institute, and have dinner at a Spanish or Argentinian restaurant. Most students in the Spanish courses participated in these activities. Unfortunately, there is no one now that wants to take the responsibility to organize any cultural or social events. Occasionally, toward the end of the semester, we go to "Señor Rattler's" (a Mexican restaurant in the area), and for a couple of hours we pretend we are in Oaxaca. I also give my students a Spanish "fiesta" (with real Spanish "tortilla" and "arroz con leche") at the end of the semester.

## 10. FACULTY

I (Norma Grasso) am the only full-time faculty member in Spanish Literature and Language. (I am a native of Argentina). My field of specialization is the Latin American Novel, and up to a point, 17th and 19th centuries Spanish Literature. I have also done considerable work (at the undergraduate and graduate levels) in British literature



(especially 19th and 20th centuries) and comparative literature. I have pursued post-doctoral studies in comparative literature (The Modern Novel) at a NEH Seminar at Princeton University (1976), and through my research and papers presented at various conferences.

Needless to say, these specialties are a real luxury here at Stockton. Since the greatest demands are for language courses, I've had to teach all levels of language courses in the last fourteen years and introductory courses in Spanish literature, with the exception of Cervantes and the Latin American Short Story. (However, these courses are taught in translation. Only those students who have a perfect command of the language can do the readings in the target language).

My curriculum vitae speaks to my on-going research, papers presented, publications, and work in progress. It also mentions my services to the college and to the outside community (especially my lectures to the American University Women's Association, Kiwanis Clubs, and to the Brandeis University Group of Margate; and several interviews for local radio stations and newspapers).

As to "faculty recruiting", I have been involved in this process since 1974. The latest faculty recruiting took place at the MLA convention in December, 1986, where we interviewed eighteen candidates for the position in French and Spanish. This post has now been filled, and in September we will have 1 1/2 faculty members in Spanish and 1 1/2 in French. I am also a member of the search/screening committee for the position in American Literature and we expect to make an appointment very soon.

## 11. FACILITIES

The facilities available for the program are non-existent. This semester the Spanish-speaking tutor has had to meet with the students at the Skills Center, at the library or at the cafeteria because it is very difficult to find small rooms available at certain hours of the day. In addition, we do not have a language laboratory. Again, students must go to the library to listen to the tapes or see a filmstrip if they want to; but because of obvious reasons, it is impossible to require "lab attendance".

We do have a fine computer center, and many of the students in Beginning Spanish are using the disks that accompany the textbook (Foundation Course in Spanish, by Turk, Espinosa and Solé) to review their grammar and vocabulary.

We need a small room on a permanent basis for the conversational lab sessions, and a language laboratory.

## 12. RESOURCES

As described under "Curriculum", we received a \$7,828.00 grant from the Department of Higher Education of New Jersey to improve the Spanish Curriculum at Stockton.

## 13. ADMINISTRATION

One of the comments by the evaluators of our DHE grant was: "weak institutional support. No contribution to the grant." Our literature and language evaluators, five years ago, shared this view.

We've had several administrators at Stockton since the college was founded (five presidents and an equal number of vice-presidents and deans). In one way or another, all have closed their eyes to the serious problems we have in foreign languages and literatures. A few



years ago, the members of the Faculty Assembly endorsed a proposal to build a language laboratory. To this day we have not received any administrative support to carry out this project. In addition, one language line was taken away from us several years ago by the previous administration (without even warning us that they were planning to do it), and it has taken us a long time to regain that line.

It does not take great acuity to see that it is impossible for 1 1/2 faculty members (with the help of temporary adjuncts) to develop a sound program in Spanish language and literature to attract more majors to our program. It is as if a hospital had 1 1/2 surgeons, a couple of part-time nurses, and no laboratory. Who would go there? (Only the desperate or the insane!).

There is one satisfaction I have received this semester, though. Thanks to the efforts of our chairperson in Arts and Humanities, we have been able to rehire our Spanish-speaking tutor for fifteen hours per week. I hope and trust the administration will continue to support the conversational labs in the future.

#### 14. SUPPORT SERVICES

The only support service to the Spanish component of the program comes from the library. For an undergraduate college, we have a good collection of Spanish and Latin American Literary works and literary criticism. The librarians have been extremely helpful to both students and faculty doing research on a specific subject or author. Consequently, we can get copies of articles from literary journals or books through inter-library loan without any difficulty.

## 15. LONG-RANGE FORECAST

The long-range forecast for the Spanish segment of the program is to strengthen the upper division offerings in literature and culture. Without this, it is very unlikely that we will be able to compete for majors with more popular programs in the Social and Behavioral Sciences or in Professional Studies. So far, as mentioned before, we have been offering all the upper division "courses" as tutorials or as independent studies. Some students like the personal attention they receive from the teacher, but others prefer class courses where they can interact with other students working on the same subject and exchange thoughts on their readings.

I cannot overstress the importance of conversational practice in a foreign language. Therefore, I hope we will be able to continue offering conversational labs to all the students in our Spanish classes, including those working on independent studies projects. These regular face to face encounters with native speakers of Spanish have enabled them to become involved in a productive and rewarding learning experience that forced them to use the language; and they also gained in cultural awareness, since the tutors were from different countries: Chile, Colombia and Spain. Perhaps in the future we will be able to establish an exchange program at Stockton, and bring two or three Spanish-speaking students from Latin-America or Spain each year, who would offer conversational labs, social and cultural gatherings in exchange for room and board. This would be an invaluable educational experience to all the students. (I came to the United States on an exchange program, and I can talk from experience).



We will welcome our consultant's comments and suggestions so that we can improve the Spanish curriculum at Stockton.

CURRICULUM VITAE

Name: Norma Beatriz Grasso

Address: The Woodlands Condominiums, 7-5  
Mays Landing, New Jersey 08330  
Phone: (609) 645-8295

Date of Birth: February 14, 1936

Place of Birth: Buenos Aires, Argentina Citizenship: U.S.A.

Marital Status: Single

Education: Indiana University, Bloomington, Indiana,  
Ph.D., 1972

Oberlin College, Oberlin, Ohio,  
M.A., 1965

Instituto de Estudios Superiores, Buenos Aires,  
Diploma Superior, 1961

University of Cambridge, England  
Certificate of Proficiency in English, 1957

Asociación Argentina de Cultura Inglesa,  
Buenos Aires, Diploma, 1955

Escuela Profesional No. 2 de Vte. López,  
Buenos Aires, Perito Mercantil, 1954

M.A. Thesis: Galdós parodia el romanticismo (as seen in the  
third series of Episodios nacionales).

Ph.D. Dissertation: La teoría de la novela en la literatura  
argentina de hoy.

Teaching Positions: Stockton State College, Pomona, New Jersey  
Associate Professor of Spanish Literature and  
Language, September 1976-

Stockton State College, Pomona, New Jersey,  
Assistant Professor of Literature and Language,  
September 1973-1976

Swarthmore College, Swarthmore, Pennsylvania,  
Instructor in Spanish, September 1971-June 1973

Indiana University, Bloomington, Indiana,  
Associate Instructor in Spanish, September 1965-  
June 1971

Oberlin College, Oberlin, Instructor in Spanish,  
September 1962-June 1965



Oberlin College, Oberlin, Ohio, Teaching Assistant  
in Spanish, September 1961-June 1962

Instituto de Educación Integral de Munro, Buenos  
Aires, Instructor in English, March 1955-  
August 1961

Escuela Profesional No. 3 de Vte. López,  
Buenos Aires, Instructor in English,  
March 1955 - August 1961

Post-Doctoral Studies

Awards & Distinctions:

New Jersey Department of Higher Education Grant  
to improve the Spanish curriculum at Stockton,  
1985-1986

Language Outreach (Lore) Workshop, directed by  
John Rassias, Dartmouth College, October, 1986

Research & Professional Development, Summer Grant,  
1983

Jung Seminar, A Professional Seminar for Faculty  
directed by Professor James Hollis, Stockton  
State College, Spring 1978

NEH Summer Seminar for College Teachers, The  
Modern Novel: Flaubert, Mann and Joyce,  
directed by Prof. Albert Sonnenfeld, Princeton  
University, 1976

Indiana University Doctoral Grant-in-Aid, Summer,  
1971

"Excellence in Teaching Commendation", Indiana  
University, Bloomington, Indiana, 1970

Silver Medal, Instituto de Educación Integral de  
Munro, Buenos Aires, July 1961 for teaching and  
service to the institution.

Gold Medal, Escuela Profesional No. 3 de Vte.  
López, Buenos, Aires, July 1961 for teaching and  
service to the school.

Languages:

Spanish, native language  
English, fluent  
Italian, proficient  
German, fair  
French, reading knowledge  
Latin, reading knowledge

Areas of Specialization & Competence:

Twentieth-century Latin-American Novel and Short Story  
 Nineteenth-century Spanish Novel  
 Comparative Literature: The Modern Novel  
 The Theatre of the Spanish Golden Age  
 Cervantes  
 Alienation in Literature and Society  
 Women's Studies, especially women in the Bible, in  
 Classical Antiquity, in Spain & Latin America  
 Music. (Once upon a time I was a professional pianist.)

Other Areas of Interest:

Mythology and Religion  
 Psychology (especially Jung)  
 History of Art  
 The Theatre  
 Folk music and dance

Papers Read and Sessions Chaired:

"Women in Argentina: 19th and 20th centuries",  
 International Women's Week, a Community  
 Conference, Stockton State College,  
 March, 1986

"Women vis-à-vis the Code of Honor in Spanish  
 Literature and Society", Third Annual Conference  
 on Women, Douglass College of Rutgers University,  
 May 21, 1985

"Women in Nontraditional Occupations in  
 Argentina", Second Annual New Jersey Research  
 Conference on Women, Douglass College of  
 Rutgers University, May 22, 1984

"Women's Roles in Latin America: Past and  
 Present", Women in the 80's: A Community  
 Conference, Stockton State College,  
 March 12, 1984

"Mexican Women and their Historical and Cultural  
 Heritage", invited lecture, American Association  
 of University Women, Atlantic City, March 12,  
 1982.

Ibid., History Colloquium, Stockton State College,  
 November 17, 1982.

"Galdós's Attitude Toward Romanticism", Sixth  
 Annual European Studies Conference of the  
 University of Nebraska at Omaha, October 7-11,  
 1981. (For publication)



"Eduardo Mallea: 'Hacia una teoría de la novela'", Sixth Annual Hispanic Literature Conference at Indiana University of Pennsylvania, October 17-18, 1980.

"The Role of the Underground Man in Modern European Literature", invited lecture, Fourth Annual European Studies Conference at the University of Nebraska at Omaha, October 11-13, 1979. I also chaired a session on Mysticism at the same Conference.

"Images of Women in Spanish Literature", Third Annual European Studies Conference at the University of Nebraska at Omaha, October 12-14, 1978

Professional Conferences  
in which I have participated:

"A Symposium on Sor Juana Inés de la Cruz", Library of Congress, Washington, D.C., March 22, 1982

"Symposium on Borges and with Borges", University of Maine, Orono, April 13-18, 1976

Publications:

"Eduardo Mallea: 'Hacia una teoría de la novela'", procedures of the Sixth Annual Hispanic Literatures Conference at Indiana University of Pennsylvania, 1980. Published in December, 1984

Annotator: Spanish American Women Writers, An annotated Bibliography, Vol. III, Untranslated works. (An MLA project), Greenwood Press, Spring 1987

Works in Progress:

"The Complete Works of Sara Gallardo", a monographic essay, in Fifty Spanish American Women Writers, Greenwood Press, tentative date of publication, January, 1988

"Women vis-à-vis The Code of Honor in Spanish Literature and Society"

Community Service:

Eight lectures on Don Quixote to the Brandeis University Group of Margate, N.J., October - May, 1986-1987

Eight lectures on the Latin-American Short Story to the Brandeis University Group of Margate, N.J., October - May, 1985-1986

"The History of the Malvinas-Falklands", Kiwanis Club of Hammonton, July 7, 1982.

Ibid., Kiwanis Club of Absecon, May 19, 1982

On the Malvinas-Falklands, The South Jersey Magazine, WMVB (FM), Vineland, NJ, May 19, 1982

Interview and article on the conflict between Argentina and Britain over the Malvinas - Falklands, The Press, Atlantic City, May 5, 9, & 10, 1982

"Women in Hispanic Societies", International Student Organization, SSC, April 9, 1981

"Spanish Culture and Language in the United States", on Shore Line, WFPG (AM), Atlantic City, August 18, 1980

Related Professional Activities :

Participant, Educational Testing Service, Validity Study of Selected NTE and GRE tests, October, 1984.

Panelist on The Theme Year Free For All: "Can Scientists Believe in God?", Stockton State College, November 18, 1982.

Group Facilitator in Transition: Options for Women, Stockton State College, May 16, 1978

I have given several talks on Spanish and Latin-American Literature and culture as part of the Stockton State College Off-campus Faculty Lectureship Program, and in various classes at Stockton, 1974 to the present

Assisted the teachers of Spanish at Atlantic City Friends School in the organization of their Spanish and Latin American Literature courses.

Member, Faculty Review Committee, 1986-87

Member, Screening/Search Committee for the position in American Literature, 1987

Member, Screening/Search Committee for the position in French & Spanish, 1986-87

Trainer, Affirmative Action Workshops, April, 1986

Member, Screening/Search position for the position in American Literature, 1984



Coordinator of the Literature and Language Program, 1984

Member, Priorities & Resources Committee, 1983-84

Member, Search/Screening Committee for the position in French and Spanish, 1982-83

ARHU representative on the Campus Hearing Board, 1982-84, and 1973-74

Chair, Reorganization of the Language Curriculum in the LITT/LANG Program, 1981-82

Worked on the organization of the GAH mastercourse "Language and Culture", 1981

Participated in the Orientation & Passport Program, 1981

Seminar on Program Evaluation & Self-Study, 1980

Chair, Search/Screening Committee for the position in French, 1979-80

ARHU representative on the Affirmative Action Committee, 1979-80

Faculty Women's Caucus, 1979-80

Member of the LITT/LANG Senior Comprehensive Exam Committee, 1978-80, and 81

GIS Workshops, Spring 1978, 1979 and 1980. Also regular meetings.

ARHU representative on the Faculty Steering Committee, 1977-79

Chairperson "Second Annual Literature and Myth Conference", SSC, April 1978

ARHU representative on the Admissions Committee, 1976-77

Member, Faculty Assembly Committee on Grading, 1974-75

Chair, Search/Screening Committee for the position in Spanish and French, 1974-75

ARHU representative on Academic Policy, 1973-74

Coordinator, Romance Language (ROML), 1973-74

Other Professional  
Activities:

Stockton State College  
Adviser, International Student Organization,  
1975-84

Adviser, Los Latinos Unidos 1973-78

Swarthmore College  
Faculty Head Resident of Worth Hall ( a  
Dormitory for 73 juniors & seniors), 1972-73

Oberlin College  
Faculty in Residence, The Spanish House,  
1962-63.

Assistant Director of the Spanish Club, 1961-65

Assistant Director of Theatrical Performances  
(Spanish plays), Oberlin College & Buenos Aires

Membership in Professional Organizations:

Modern Language Association  
Center for Inter-American Relations  
Organization of American States  
Society of Spanish & Spanish-American Studies  
Twentieth Century Spanish Association of America  
The Humanities Society of South Jersey  
Institute for Research on Women  
Foreign Language Educators of New Jersey  
The Smithsonian Institute

Courses Taught:

Literature

The Latin-American Novel  
The Latin-American Short-story  
Cervantes  
The Theatre of the Spanish Golden Age  
The Modern Novel (a Comparative Lit. course)  
Time & Personality in Modern Fiction (Comp Lit)  
Nineteenth-Century Spanish Novel  
Survey of Spanish Literature  
Introduction to Poetry  
Introduction to Drama  
Senior Seminar I: Literary Criticism  
Senior Semionar II: Archetypes

General Studies

Alienation in Literature & Society (An inter-  
disciplinary course)  
Images of Women in Spanish Literatue  
(From the Archpriest of Hita to Garcia-Lorca)  
Myth and Reality in Latin American Fiction



Literature and Ritual  
Contemporary Argentina  
(An interdisciplinary course)  
The Idealistic World of Don Quixote  
Myth and Literature

Language

Advanced Spanish  
Composition and Conversation  
Intermediate Spanish I and II  
Beginning Spanish I and II

Independent Studies and Senior Projects

I have directed over one hundred independent studies and Senior Theses in Spanish, Latin-American & Comparative Literature; also in Spanish Linguistics and General Studies, which includes Women's Studies and Liberal Arts.

Travel:

I have traveled extensively in South America, Mexico, the United States (from coast to coast), parts of Canada and Europe, especially Spain and Italy.

LANGUAGE PROGRAM (FRENCH)

SELF-STUDY DOCUMENT

Submitted by: Jeanne-Andrée Nelson



## LANGUAGE PROGRAM (FRENCH) SELF-STUDY DOCUMENT

### Program Objectives

The objective of the French segment of the language program has changed over the years; we tried to provide enough courses in French for a variety of students ranging from the mildly interested to the die hard francophile.

The French track consists of a minimum of 28 credit hours and does not claim to be the equivalent of a B.A. degree in French. We provide basic instruction in the language and an introduction to French Literature. This concentration is chosen by students as preparation for graduate studies in other fields.

### The Curriculum

#### a) History

At first (1975-80) we tried to give some coherence to the study of the language. We made it a priority to offer Beginning, Intermediate and Advanced French courses EVERY YEAR. These courses had been offered sporadically before 1975.

The second goal was to increase enrollments by offering several sections of Beginning French. We initiated this in 1982 despite the skepticism of the administration. The courses filled up and we decided a year later to offer 3 sections of Beginning French. These courses fill up quickly at registration.

Most of our students major in programs outside of the Humanities and take a maximum of two years of French. During these first two years they learn how to understand the spoken language (early emphasis on communication), how to read it and write it correctly avoiding the pitfalls of translation, how to engage in comparative grammar between

English and French and how to speak French reasonably well. Along the way they also acquire a general knowledge of French culture.

Until 1985 the students who selected the French track (a minimum of 28 credits) had to take additional courses in the Litt/Lang program mainly in Literature (taught in English).

In 1985 I proposed that the Language track offer another alternative: a combination of two foreign languages (a minimum of 28 credits in the main language and a minimum of 16 credits in a second language). The proposal was accepted by the program.

Students in the French track can initiate their study of the languages at Stockton. They follow the Beginning and Intermediate courses plus a number of Tutorials and Independent studies (including Summer study in France).

For the students who start at the Intermediate or the Advanced level a larger number of Independent Studies can be arranged. The third year consists of one semester of advanced grammar paired with readings in French literature selected by topics, and a semester of Introduction to French Literature.

These two courses concentrate on literature for the simple reason that it works best as a teaching tool- students like to engage in literary discussions- and experience has taught me that political, social or religious topics that suscite a myriad of subjective opinions are too often inhibiting. The aim is to have students speak French and not to see them bite their tongue in frustration.

In the fourth year, French "majors" work on an Independent Study basis, write their Senior Research Paper and can earn credit studying in France in the Summer.



Finally our students are encouraged to follow a certain number of courses dealing with French art, history, philosophy and politics. The courses, which for the most part are taught in General Studies, are listed in the program curriculum. This decision also was accepted by the program in 1985 upon my request.

### **Tutoring**

Stockton State College has no language laboratory. In 1982 the College Language Committee which I chaired, prepared a report on the roles of foreign languages at Stockton. We requested funds for the establishment of a language lab and received the endorsement of the faculty assembly. The proposal reached the desk of the Vice-president for Academic Affairs in the Spring of that year but never received his approval.

As a supplement to teaching we used the Skills center as a locale for tutoring. Since 1976 I have secured the employment of a student teacher to tutor students who needed help. I usually have only one tutor who can work for two hours a week.

### **c) French reading comprehension test**

For the Literature majors, the language requirement has varied throughout the years. We had no requirements until 1982; then we asked for two years of Foreign Language or the ability to pass a reading comprehension test in a foreign language, preferably a year before graduation. This requirement will no longer figure in our curriculum Fall 1987.

### **The New Curriculum**

**The Literature and Language Track**

Please refer to the Literature Program Self-Study document drafted by Kenneth Tompkins.

### **The Language Track**

The only change occurring in this track will be the acronym of first year courses. Starting in the Fall of 1987, Beginning French 1 and 2 will be taught in General Studies. This will increase our enrollments and will make it necessary perhaps in the future to open a fourth section of Beginning French. This change in curriculum will enable our French "majors" to take more advanced courses or to transfer more credit from their study abroad.

Finally, by teaching Elementary French in General Studies non-majors will be able to take a year of French as part of their general education and will encourage those among them who want to continue with French to take Intermediate French at some distance (ASD).

### Advising and Admissions

Please see the section in the Literature Program Self-Study

### Special Student Opportunities

The Senior Research Projects until 1986 dealt with French literature. With the new curriculum (concentration on 2 languages) students have a wider choice. Since 1986, two students have written their research papers on contemporary French culture and society, one on French poetry since Ronsard (a textual analysis of poems) and one on twentieth century French theater. All these research papers were written in French under my supervision and are about twenty pages long. One French major graduated last Spring with Program Distinction and the college's Highest Honors. Another one will receive the same honor this Spring.



There are not any special opportunities at Stockton for French "majors". Some of them can become French tutors and gain some teaching experience while at the college.

#### Career Results

Since we are not offering a major in French, very few of our French students go on to graduate school to pursue their work in French, and even fewer become French teachers (only substitute French teachers). Students who elect to pursue their studies usually go to Law school or Business School. Their knowledge of French is a convenient secondary skill but is not their major source of revenue.

#### Cocurricular Activity

The French Club has had its ups and downs since 1975. The Presidents of the club have differed in vision and enthusiasm. The present day condition of the club is at one of its lowest points.

#### Faculty

While my training is in French literature, I spend half of my time teaching language courses. I have reconciled myself to this state of affairs, but I still hope to be able to offer more than one course in French Literature per year in the future. This is the only literature course that I teach in French. My other two literature courses are taught in English and deal with Western Literature and not exclusively French literature.

At the present time I am the only French faculty at Stockton. For information on my publications, services and professional development please consult my resume attached to this report.

In 1983 and 1986 we attended the MLA conference in New York to conduct interviews to fill the position in French/Spanish. We were

quite fortunate to attract some excellent candidates in spite of the fact that we could not promise them the opportunity to teach literature and that the prospects of obtaining tenure were and still are precarious.

This third line does not solve all of our staffing needs. We must rely on adjuncts to teach some of our sections and we seem to be unable to find qualified adjuncts or to keep the good ones for long.

### Facilities

As I mentioned above, there is no language laboratory at Stockton. We keep our languages tapes to accompany our textbooks, on reserve in the library. Students can either listen to the tapes on the library's equipment or bring their cassettes to have copies of the lessons taped for them.

The library also owns about 10 French films with English subtitles.

One French course is taught with the use of computers. We acquired two French programs that deal with the review of tenses and with the reading comprehension of short stories. This material complements the teaching part of the course which concentrates on conversation.

### Resources

(Grants received by Nelson since 1982)

NEH Fellowship to attend Summer Seminar on Avant Garde Theater, New York University, 1982

EXXON Grant for Development of Foreign Language and Literature Programs to attend workshop at MLA Conference 1982.

Faculty Research and Professional Development Grant. Summer 1985.  
Creative Writing



Faculty Research and Professional Development Grant for research,  
Summer 1986

### Administration

In 1983 while the line for an instructor in Linguistics was frozen, I proposed to the Litt/Lang program that the line be rewritten as a French/Spanish position. The program approved and so did the administration after some hesitancy. We had lost this third line some years ago and felt quite fortunate to recapture it. I am afraid however that in spite of the increase in enrollments (at the elementary level) and in spite of the quality of our few but excellent language track students, the administration has very little intention of granting us another line. We have fewer Foreign Language faculty, fewer Foreign language offerings and fewer facilities than most of the regional High Schools.

### Support Services

Perhaps one of the most exciting and recent development in the Arts program has been the Theater Workshop productions. This semester several one act plays—including Beckett and Ionesco—have been presented in the Experimental Theater. These productions geared toward an audience of students are particularly beneficial to my students who have otherwise, very little exposure to live "French" theater.

The library holdings were well stacked in French literature the last time I checked. Most of the present day acquisitions are in the domain of French literary criticism. I sometimes order them in translation to increase my chances of having the book approved by the library committee.

### Long Range Forecast

The number of French "majors" each year is between two and five. The students graduate as Litt/Lang majors and their number is included in the total number of graduates for the program. Last Spring eight students graduated in the program and three of them were in French, not a bad number considering that the French faculty at the time counted one and a half members.

I think that the new curriculum offers more options to our students and that between the two Language tracks and the Litt/Lang track we will attract more "majors".

The most difficult problem to tackle today is to find strategies to increase enrollments in Intermediate and Advanced courses. I need the perspective of an outsider at this point and hope to get some suggestions from the consultant.

Our long range project is to teach more advanced courses either in literature or civilization, not on an independent study basis but to groups of students. It is not intellectually rewarding to study these topics in isolation. Some exchange of ideas must take place and especially these discussions must be done in French. As it is, apart from the meetings with the director of the Independent Study, our "majors" are on their own after the introductory course on French literature.

Other long term projects involve the development of computer assisted instruction monitored by a full time language lab assistant. We are also considering offering intensive first year French courses during the Summer terms. Both projects would require the hiring of new instructors, a very difficult commodity to obtain at our college.



## VITA

### PERSONAL:

Jeanne-Andrée Nelson  
Born Pla, Marseille, France, 1941  
Married

### EDUCATION:

University of Utah, 1966-69, B.A. French  
(cum Laude)  
University of Utah, 1969-71, M.A. Spanish  
Michigan State University, 1971-77, Ph.D. French Literature

### PROFESSIONAL DEVELOPMENT:

Post Doctoral Study, School of Criticism and Theory,  
University of California, Irvine, 1978

Workshop for Development of Foreign Language and  
Literature Programs - MLA Conference, 1982

NEH seminar on Avant Garde Theater, New York University, 1982

Language Outreach (LORE) Workshop under the direction of  
John Rassias, Dartmouth College, May 1983

Workshop for Computer Assisted Language Learning,  
Drew University, May, 1985

### LANGUAGES:

French, fluent  
English, fluent  
Spanish, proficient  
Italian, reading  
Latin, reading

### HONORS AND AWARDS:

Tuition Scholarship - The University of Utah, 1967-68

Nominated for Outstanding Woman Scholar Award,  
Romance Language Department, Michigan State University, 1968-72

Nominated for Excellence in Teaching Award, Michigan State  
University, 1972, 73

Faculty Research and Professional Development Grant at Stockton  
State College to attend the School of Criticism and Theory at  
Irvine, 1978

International Who's Who in Education, January, 1980

NEH fellowship to attend Summer Seminar on Avant Garde Theater,  
New York University, 1982

EXXON Grant for Development of Foreign Language and Literature Programs - Workshop MLA Conference 1982

Faculty Research and Professional Development grant for creative writing, Summer 1985

Faculty Research and Professional Development grant for research, Summer 1986

Sabbatical leave granted for Spring 1987

PROFESSIONAL AFFILIATIONS:

Pi Delta Phi, French Honorary Society  
 Sigma Delta Pi, Spanish Honorary Society  
 Phi Sigma Iota, International Foreign Language Society  
 Member, Modern Language Association  
 Member, American Association of Teachers of French  
 Member, Cercle de Recherches et d'Action  
 Pedagogiques

EXPERIENCE:

Teaching Assistant in Spanish, Univ. of Utah, 1969-71

Teaching Assistant in Spanish & French, Michigan State Univ.,  
 1971-74

Instructor in French & Spanish, SUNY at Cortland, 1974-75

Assistant Professor of French Language & Literature  
 at Stockton State College, 1975-80

Assistant Professor of French at the University of Texas at  
 El Paso, 1980-81

Associate Professor of French Language & Literature  
 at Stockton State College, 1981-present

PUBLICATIONS & PAPERS:

1) LITERARY CRITICISM

"Le Développement du Thème en Fonction de la Structure dans  
 'El Sustituto' de Leopoldo Alas", in Romance Notes, Vol. XIII,  
 Winter, 1971.

"Greek Myth in 20th Century French Drama", presented to  
 Classical Humanities Society of South Jersey, February 21, 1976

"La Fonction de la Connaissance dans Esther" in  
Nottingham French Studies, Vol. 18, May, 1979

"De la Fête au Sacrifice dans le Théâtre de Pinter", La Revue  
 d'Histoire du Theatre, April, 1984

"Récit et Discours dans La Chambre Secrète", Nottingham French  
 Studies, Vol. 24, May, 1985



"Conflits Mimétiques dans Martereau", A study of the novel of Nathalie Sarraute using the girardian theory of mimetic desire. Study completed during the Summer of 1986 (R&PD grant) and submitted for publication to Cahiers Confrontations

"In Search of Generative Violence in Shepard's Plays", submitted to the Committee on Contemporary British and American Drama. Session to be held at the MLA conference in San Francisco, December 1987.

## 2) POEMS AND SATIRES

"Epître au Conseil d'Administration de mon Université", AATF National Bulletin, Vol. 7, Jan., 1982

"Ce qui se Concoit Bien... J'ai Oublié le Reste", AATF National Bulletin, Vol. 8, September, 1982

"Coping With the Green Card Blues", The Atlantic City Press, April 25, 1982

"Chairmenopause", AATF National Bulletin, Vol. 8, Jan., 1983

"Ni Rime Ni Raison", AATF National Bulletin, Vol. 10, Nov. 1983

"Deo Gratias pour John Rassias", in AATF National Bulletin, Vol. 10, Nov., 1984

"Poésies Lues par l'auteur", poetry reading, Twentieth Century Literature Conference, University of Louisville, February, 1985

"A Vingt Mille Lieues de la Terre", in Les Cahiers Pedagogiques, Vol. 232, 1985

"Tryptique", accepted for publication in The University of Windsor Review, Spring 1987

"La Lettre Détournée", a parodie on Edgar Allen Poe and Charles Baudelaire to be presented at The Sixth International W.L.W.H. Humor Conference, Arizona State University, April 1987

"Ballade des Escholiers du Temps Jadis", accepted for publication, The Forum, Spring 1987

"Filer a l'Anglaise", accepted for publication, Studies in Contemporary Satire, Summer 1987

## 3) BOOKS

Motifs, a book of poems, Les Editions Saint Germain des Pres, Paris, October, 1986

Mots En Gage, a book of poems, in progress

4) PLAY

Rappaccini's Garden, a dramatic interpretation of the Hawthorne's Rappaccini's Daughter. The first draft of the play is completed. The play is intended for an audience of children between the age of 8 to 15.

I worked as a dramaturge for the production of Waiting For Godot, at SSC, Fall 1986. My contribution was in the domain of literary and historical background.

## PROFESSIONAL EXPERIENCE

- Member: Faculty Review Committee, Stockton State College, 1976-77
- Library Representative for Arts & Humanities, Stockton State College, 1978-79
- Sponsor: French Club, Stockton State College, 1977-1985
- Member: Faculty Review Committee, Stockton State College, 1976-77
- Chairperson, Spring conference on Myth & Literature, Stockton State College, 1979, 80
- Member: Library Committee - University of Texas at El Paso, 1980-81
- Member: Undergraduate Advisory Committee, UTEP, 1980-81
- Coordinator: Literature and Language Program, Stockton State College, 1982-83
- Member: Faculty Review Committee, Stockton State College, 1982-83
- Chairperson: Language Committee, Stockton State College, 1982-83
- Freshman Preceptor: Stockton State College, 1981-83
- Chairperson: Search Committee for position in French and Spanish, Stockton State College, 1982-83 & 1986-87
- Member: Faculty Review Committee, Stockton State College, 1984-85
- Member: Steering Committee on Foreign Language Curriculum in the State of New Jersey, 1985-86
- Member: Creative Writing Contest Committee, Spring 1985-86



CURRICULUM VITAE

Penelope A. Dugan  
603 South First Avenue  
Absecon Highlands, NJ 08201  
(609) 652-1799 (home)  
(609) 652-1776 (work)

Date and Place of Birth:  
October 28, 1945  
Oklahoma City, Oklahoma

EDUCATION:

B.A. in English, minor Philosophy, LeMoyne College, Syracuse, NY, 1968

M.A. in English, State University of New York at Binghamton, 1974  
Thesis: "Springs as a Creative Matrix: Puns and Wordplay in Laurence Sterne's Tristram Shandy," awarded grade of "Distinguished"

Ph.D. candidate in Writing and Rhetoric, New York University

Additional graduate coursework in Composition Theory, Language Theory, and Linguistics, Rutgers University and Teachers College, Columbia University

AWARDS AND GRANTS:

"Women in Law, History, and Literature," Project Associate, New Jersey Undergraduate Humanities Grant, \$22,150, 1985

Woodrow Wilson National Fellowship Foundation, "Computers and the Teaching of Expository Writing," Drew University, June 24 - July 12, 1985

AASCU's G. Theodore Mitau Award for Innovation and Change in Higher Education, "Stockton State College: Comprehensive Writing Program" in More Good Ideas: Responses to Changing Educational Needs by State Colleges and Universities, 1984

"Texts and Contexts: Writing, Reading, and Critical Thinking," Project Director, New Jersey Humanities Grant, \$20,043, 1984

"Teaching Critical Thinking: A Case Study Approach," Project Associate, New Jersey Fund for Improving Collegiate Education Grant, \$34,744, 1984

"Faculty Summer Writing Institute," Stockton State College Research and Professional Development Award, \$1,800, 1983

"Faculty Summer Writing Institute," Project on Effectiveness in Teaching, New Jersey Department of Higher Education Program Improvement Grant, \$1,000, 1982

National Endowment for the Humanities Seminar for College Teachers on "Philosophy and the Composing Process" directed by Ann E. Berthoff at University of Massachusetts, Boston, 1980

Research Assistantship, State University of New York at Binghamton, 1968 - 1969

LeMoyne College Scholarship, 1966 - 1968

New York State Regents Scholarship, 1963 - 1965, 1966 - 1968

PROFESSIONAL EXPERIENCE:

Administration/Teaching

Director of Writing, Stockton State College, Pomona, NJ 08240, 1982 - present

Direct a multi-level comprehensive writing program offering 300 writing-across-the-curriculum and writing-intensive courses a year, in which over half of the full-time college faculty of 170 participate. Monitor the graduation requirement in writing, consisting of three writing-designated courses and a Junior Writing Test. Recruit faculty from across the disciplines to teach writing and train them in workshops and summer institutes. Hire and supervise 25 to 30 adjunct faculty members who teach writing and critical thinking courses. Design and administer pre/post writing assessment to 600 students annually enrolled in developmental writing classes. Design and administer the Junior Writing Test to 1,000 students each year. Train and supervise faculty in holistic scoring. Supervise the reading of 1,000 placement essays and the placement of freshmen into 55 sections of writing and critical thinking courses. Cooperate with the Writing Center in the selection, training, and supervision of peer-tutors. Interface with the Computer Center, the Office of Academic Advising, and the Office of Student Records in implementing the writing requirement for a 3,800 FTE student body.

Assistant Professor of Writing, Stockton State College, 1984 - present

Coordinator of Critical Thinking and College Writing, Stockton State College, 1981 - 1982

Coordinator of Critical Thinking and Developmental Education in Reading, Stockton State College, 1980 - 1981

Faculty member, Educational Opportunity Fund Pre-freshman Summer Program, Stockton State College; 1977, 1978, 1979, 1981, 1983

Instructor in English, Stockton State College, 1976 - 1980

Instructor in English, Fordham University, Lincoln Center Campus, New York, NY, 1975 - 1976

Adjunct Lecturer, Academic Development Department, York College, City University of New York, Jamaica, NY, 1975 - 1976

Instructor, Neighborhood Youth Corps, Summer Freshman Development Program, York College, CUNY, Summer, 1975

Instructor, Urban/Rural On-Site Collegial Training Program, Community Junior High School 136, South Bronx, NY, Spring, 1975

Peer-Tutor Supervisor/Adjunct Lecturer, Academic Skills Center, Richmond College, CUNY (now called the College of Staten Island), Staten Island, NY, 1974 - 1975

Adjunct Lecturer, Department of English, Kingsborough Community College, CUNY, Brooklyn, NY, Fall, 1974



Administration/Teaching (cont'd)

Instructional Support Staff, Department of English, Kingsborough Community College, CUNY, Fall, 1993

Teaching Assistant, Department of English, State University of New York at Binghamton, 1969 - 1970

Faculty Development Workshops, Institutes, and Seminars

Writing-Across-the-Curriculum Workshops, Stockton State College, 1982 - present

Organize and lead beginning of the academic year and periodic throughout the year workshops for college faculty on using writing as a means of learning in content-area courses, on designing and sequencing writing assignments, and on responding to and evaluating student writing. Have brought in as consultants Dixie Goswami, Nancy Sommers, Lil Brannon, and Peter Elbow.

Writing in the Disciplines Colloquia: Who I Am, What I Do, How I Write, Stockton State College, 1985 - present

Organize informal faculty/student seminars in which participants discuss their writing processes and read from their published work or works in progress.

Faculty Writing Institute: Teacher as Writer/Writer as Teacher, Stockton State College, Summer, 1982, 1983, 1984

Organized and led, with Mimi Schwartz, two-week intensive workshops for faculty members from across the disciplines. Forty-three faculty from nineteen degree programs have attended the Institute.

Writing and Learning Across the Curriculum, Stockton State College, Summer, 1984

Conducted a credit-bearing summer seminar for secondary school teachers from the six southern New Jersey counties participating in the Stockton Connection, a high school/college collaboration

Basic Studies College Writing Workshops, Stockton State College, 1976 - 1985

Led beginning and end of summer training sessions and group meetings for faculty from across the disciplines who volunteered to do a one course rotation teaching the developmental writing course, College Writing, to incoming freshmen.

Basic Studies Critical Thinking Workshops, Stockton State College, 1980 - 1985

Led beginning and end of summer training sessions and group meetings for faculty from across the disciplines who volunteered to do a one course rotation teaching the critical thinking course to the bottom third of the freshman class.

"Designing and Assessing Essay Questions in American History," in-service workshop for history teachers at Lower Camden County Regional High School District Number One, November, 1984



Faculty Development Workshops (cont'd)

"Using Writing in Content-Area Classes," in-service workshop for entire high school faculty, Pleasantville High School, October, 1983

PROFESSIONAL ACTIVITY: (Recent)

Writing Consultant to: William Paterson College, Wayne, NJ; West Virginia Institute of Technology, Montgomery, WV; St. Peter's College, Jersey City, NJ; Hostos Community College, Bronx, NY; Pleasantville High School, Pleasantville, NJ

"Placement Testing Using Direct Measurement: What We've Learned Over Four Years," panel participant, the Conference on College Composition and Communication, Atlanta, March, 1987

"Contexts for Faculty Collaboration and Curricular Change: General Education and Writing Across the Curriculum," paper presented at the Conference of the Association for Integrative Studies, Bowling Green State University, November, 1986

New Directions in Composition Scholarship, University of New Hampshire, October, 1986

"A College-wide Writing Program as an Exercise in Faculty Collaboration," paper presented at the Conference on Collaboration: Thinking, Writing, and Reading, Monmouth College, October, 1986

"Different Voices: The Effect of Essay Topics on Male and Female Responses," paper presented at the Penn State Conference on Rhetoric and Composition, July, 1986

"Writing Across the Curriculum: Issues and Models," paper presented at the Fourth Annual Conference on Writing Assessment of the National Testing Network in Writing, Cleveland, April, 1986

"Intentions, Topics, and Texts: The Effect of Essay Topics on Writers' and Readers' Responses," paper presented at the Conference on College Composition and Communication, New Orleans, March, 1986

"Frameworks for Connection: Freedom and Flexibility in Proficiency Testing," paper presented at the Conference on College Composition and Communication, Minneapolis, March, 1985

"Peter Elbow's Methodological Belief and Doubt: Two Separate Writing-Across-the-Curriculum Conferences," panel participant, the Conference on College Composition and Communication, New York, March, 1984

Paul Lyons, Penelope Dugan, David Emmons, and Marc Lowenstein, Teaching Critical Thinking: A Conversation (Stockton State College Publication, 1986), 60 pages

Critical Thinking and Values: An Emerging Agenda in the Disciplines, University of Chicago, November, 1984

Writing Program Administrators Conference and Workshop, Vineyard Haven, August, 1982



PROFESSIONAL MEMBERSHIPS:

Association for Integrative Studies  
Council of Writing Program Administrators  
Modern Language Association  
National Council of Teachers of English, Comprehensive Membership  
National Women's Studies Association

STOCKTON PROGRAM MEMBERSHIP:

Basic Studies, 1976 - present  
Literature and Language, 1976 - present  
Teacher Education, 1977 - 1980  
Women's Studies, 1976 - present

STOCKTON COMMITTEE MEMBERSHIP:

Academic Policies Committee, 1981 - 1982, 1983 - 1984  
Ad Hoc Committee of the Faculty Assembly on Academic Honesty, 1980 - 1981  
Ad Hoc Committee of the Faculty Assembly on Faculty Evaluation, 1980 - 1981  
Ad Hoc Committee on Freshman Studies, 1981 - 1982  
Computer Users Advisory Committee, 1976 - 1977  
Contract Administration Committee, 1982 - 1985  
General Studies Committee, 1982 - 1984, 1986 - 1987  
General Studies Divisional Faculty Review Committee, 1977 - 1978, 1979 - 1980,  
1981 - 1982, 1983 - 1984, Fall, 1984, Fall, 1985  
GEN (General Interdisciplinary Skills and Topics category of the General  
Studies Curriculum) Convener, 1983 - 1984  
Library Committee, 1979 - 1980  
Middle States Accreditation Self-Study, Steering Committee, 1979 - 1980  
Priorities and Resources Committee, 1982 - 1984, Chairperson, 1983 - 1984  
Research and Professional Development Committee, 1982 - 1983, 1984 - 1986  
Steering Committee of the Faculty Assembly, 1986 - 1987  
Stockton Federation of Teachers, Local 2275, Vice President, 1982 - 1984  
Stockton Federation of Teachers, Local 2275, Executive Committee, 1981 - 1986  
Task Force on Graduate Education, Spring, 1981  
Task Force on Summer Sessions, Fall, 1983  
Task Force on Writing, Fall, 1981  
Women's Caucus, 1979 - present  
Women's Studies Steering Committee, 1976 - present

STOCKTON COURSES TAUGHT:

American Dreams and Visions (GAH 2124)  
College Writing and Reading (BASK 2101)  
College Writing (BASK 1101)  
Critical Thinking (BASK 1102)  
Experience of Literature (GAH 1150)  
Expository Writing (LANG 1200)  
Foundations of College Reading (GEN 1100)  
Introduction to Literature (GD 2101)  
Methods of Teaching Reading (EDUC 3100)  
Modern Women's Literature (LITT 2334)  
Perspectives on Women (GSS 2301)  
Rhetoric and Composition (GEN 1120)  
Study of Language (GAH 1610)  
Visions of Utopia (GIS 3651)  
Women in Law, History, and Literature (GIS 3225 - team taught)

COURSES TAUGHT: (Cont'd)

Women's Lives (GAH 2120)  
Women's Lives and Work (GIS 3720)  
Writing and Learning Across the Curriculum (GEN 1501)

Cumulative average on Student Evaluation of Teaching reports for 68 classroom courses taught since 1976: Instructor 6.4 / Course 6.2 (7 point scale, 7 highest)

STOCKTON INDEPENDENT STUDIES SUPERVISED (selected)

Modern Fiction (GT 5101)  
Gertrude Stein's Philosophy of Being (LITT 5211)  
The Novels of Virginia Woolf (LITT 3816)  
The Novels of Toni Morrison (GAH 4815)  
Jack London's Naturalism (LITT 3805)  
Stylistics of H. D. (LANG 3815)  
Introduction to Sociolinguistics (LANG 2818)  
Utopian Literature and Social Theory (GIS 3820)  
Utopian Dreams and Designs (GAH 1869)  
Political Analysis (POLS 4847)  
Newspaper Journalism Internship (GEN 2800)  
Broadcast Journalism Internship (GEN 3808)  
Journalism Practicum (GEN 2807)  
Feature Writing (GEN 1802)  
Newswriting Practicum (GEN 2904)  
Communications Principles (GEN 4805)  
Short Story Workshop (ARTS 3835)  
Writing in the Humanities (GAH 2820)  
Effective Business Writing (GEN 4869)  
Expository Writing for Teachers (GEN 3802)

REFERENCES:

Dr. Lil Brannon,  
Associate Professor of English  
State University of New York at Albany  
Albany, NY 12222  
(518) 442-4069

Dr. Jack Connor,  
Coordinator of Basic Studies  
Stockton State College  
(609) 652-1776

Professor Dixie Goswami,  
Department of English  
Clemson University  
(803) 656-3151

Mr. Peter Murphy,  
Atlantic City High School  
(609) 823-5076, residence

Dr. Ralph Bean,  
Professor of Mathematics  
Stockton State College  
Pomona, NJ 08240  
(609) 652-1776

Professor William T. Daly,  
(Former Dean of General Studies,  
former Academic Vice President)  
Political Science Program  
Stockton State College  
(609) 652-1776

Dr. Ingrun Lafleur,  
Associate Vice President for Acad. Affairs  
SUNY College at Plattsburgh  
Plattsburgh, NY 12901  
(518) 564-3198

Dr. Stephen North,  
Director of the Writing Center  
SUNY at Albany  
(518) 457-5032



VITA

Stephen Dunn  
445 Chestnut Neck Road  
Port Republic, N.J. 08241  
(609) 652-1456

Birth date: 6/24/39  
Married, two children

Education:

Hofstra University - BA History-English, 1962  
The New School - Writing Workshops, 1964-66  
Syracuse University - MA Creative Writing, 1970

Teaching Experience:

Adjunct Professor of Writing	Columbia University	1983, 84, 86
Visiting Poet	University of Washington	Winter Quarter, 1980
Professor of Creative Writing	Stockton State College	1974 to present
Visiting Lecturer in Poetry	Syracuse University	1973-74
Assistant Professor	S.W. Minnesota State College	1970-1973

Summer Workshops:

Poet-in-Residence	Bennington Writers Workshops	1983-86
Poet-in-Residence	Summer Aesthetics Institute, California Poly Tech University	1979-1981
Poet-in-Residence	Artist/Teacher Institute,	1979-1986
Poet-in-Residence	Aspen Writers Conference	1977

Editorial Experience:

Director	AWP Poetry Series	1980-1982
Assistant Editor	Flying Magazine	1967-1968

Awards & Grants:

Leonard O. Brown Prize (poetry) - Syracuse University, 1969  
Academy of American Poets Award - Syracuse University, 1970  
Winner: "Discovery '71" - annual competition sponsored by The New York Poetry Center (92nd St. Y)  
Winner: Florida Poetry Contest, 1972  
National Endowment for the Arts Creative Writing Fellowship, 1973  
Selected by Stanley Kunitz as one of the outstanding 'younger' poets for a special supplement to the American Poetry Review, 1974  
Transatlantic Review Fellowship to the Bread Loaf Writer's Conference, 1975  
First Prize: Hellric House Annual Poetry Awards, for "Essay on Sanity," 1976  
Theodore Roethke Prize - Poetry Northwest - 1977  
Writing Fellowship to Yaddo, 1979, 1981, 1982  
Creative Writing Fellowship - New Jersey State Council on the Arts, 1979, 83  
National Endowment for the Arts Creative Writing Fellowship, 1983  
Helen Bullis Prize - Poetry Northwest, 1983  
Guggenheim Fellowship, 1984-85

Poetry Readings:

Yale, Cornell, Reed College, Rutgers University, Johns Hopkins, Syracuse University, Hofstra University, St. Lawrence University, South Dakota University, 92nd St. Y (N.Y.C.), Florida State University, Glassboro State University, Walker Art Center, Everson Museum, University of Arizona, Carnegie-Mellon University, Cortland, University of Nebraska, University of Wisconsin, University of Utah, University of Minnesota, Arizona State University, Case-Western Reserve University, University of Washington, Kenyon College, University of Cincinnati, Brooklyn College, University of Houston, University of Texas, Sarah Lawrence, Franklin & Marshall, many others.

Publications:

Books:

5 Impersonations - Ox Head Press, 1971  
Looking For Holes In The Ceiling, University of Massachusetts Press, 1974  
(Now in its Second Printing)  
Full of Lust & Good Usage, Carnegie-Mellon University Press, 1976  
A Circus of Needs, Carnegie-Mellon University Press, 1978  
Work and Love, Carnegie-Mellon University Press, 1981  
Not Dancing, Carnegie-Mellon, 1984  
Local Time, William Morrow & Co., 1986 (Winner of National Poetry Series)

Books Edited:

A Cat of Wind, An Alibi of Gifts, New Jersey State Arts Council, 1977  
(An anthology & handbook of the State Poetry-in-the-Classroom Program.)  
  
The Other Side of the Shouting - An anthology of sports poems  
  
Silence Has A Rough, Crazy Weather, New Jersey State Arts Council, 1978  
(An anthology and handbook on teaching poetry to the deaf)



Anthologies:

Intro #2 - Bantam, 1969  
Syracuse Poets - Syracuse University Press, 1970  
New Voices in American Poetry, Winthrop, 1973  
Poems One Line or Longer, Grossman, 1973  
Minnesota Poets Anthology - St. Cloud University Press, 1973  
University and College Poetry Prizes, The Academy of American Poets, 1974  
Heartland II Anthology - N. Illinois University Press, 1975  
The American Poetry Anthology - Avon, 1975  
The Face of Poetry - Heidelberg Graphics, 1979  
Sound and Sense - Scribners, 1979  
Anthology of Magazine Verse & Yearbook of American Poetry  
(Best poems of 1979-80), Monitor Book Company, 1980  
Writing Poems - Little Brown, 1982

Periodicals (A Sampling):

The American Poetry Review  
Antaeus  
The Antioch Review  
The Atlantic  
The Beloit Poetry Journal  
The Georgia Review  
The Massachusetts Review  
The Nation  
The New England Review  
New Letters  
The New Republic  
The New Yorker  
The New York Quarterly  
The North American Review  
The Ohio Review  
Poetry  
Poetry Northwest  
Poetry Now  
Shenandoah  
Three Rivers Poetry Journal

Reviews and Essays:

On James Dickey, A Book of Rereadings, Best Cellar Press, 1979  
On Gerald Stern, Three Rivers Poetry Journal, 1978  
On Carol Oles, Prairie Schooner, 1979  
On Larry Levis, Crazy Horse, 1976

"The Wise Poem," presented at Aspen Writers Conference, 1977  
"Poetry and Play," presented at Stockton State College, 1977  
"Images of the Poet," presented at the Summer Aesthetics Institute,  
California Poly Tech. University, 1980  
"Temporarily Out of Supreme," Stockton Alumni Magazine, 1980

Miscellany:

Panelist (with Stanley Plumley & James Tate), "On Poetry," at AWP  
Conference, 1980

Judge: Academy of American Poets Prize - for the University of Arizona, 1977

Judge: New Jersey Arts Council Grants, 1977

Judge: Creative Writing Fellowships - Pennsylvania State Arts Council, 1982



## Resume

Gerald E. Enscoe      Birthdate: July 17, 1928

Home Address:	Office Address:
159 S. Genoa	Division of Arts & Humanities
Egg Harbor, NJ	Stockton State College
08215	Pomona, N.J. 08240
609-965-4448	609-652-1776

Wife's Name: Ann; Children: David (32) and Christopher (28).

### ACADEMIC DEGREES:

B.A. University of Washington, 1952  
PhD., University of Washington, 1962

### TEACHING EXPERIENCE:

University of Washington, 1952-1956, Teaching Assistant  
Freshman Composition & Intro. to Literature

Clark Jr. College, Vancouver, Washington, 1956-57, Instructor  
Composition, Literature Surveys, Business English

Wayne State University, 1957-1960, Instructor  
Composition, Literature Surveys, Humanities, Communication Theory,  
Technical Writing

Franklin & Marshall College, Lancaster, Pa., 1960-1971,  
Instructor, Asst. Professor, Associate Professor  
Composition, Creative Writing, Business English, Journalism,  
Humanities, English & American Literature, Public Relations.

Swarthmore College, 1965, Visiting Professor  
Honors Seminar, Modern Literature

Stockton State College, 1971-Present, Professor of Literature &  
General Education  
English & American Literature, Journalism, Public Relations, Group  
Dynamics, Organizational Development, Managerial Communications,  
Communications Theory, Interpersonal Communications, Introduction  
to Management, Humanities.

### ADMINISTRATIVE & LEADERSHIP EXPERIENCE:

Chairman, English Department Curriculum Re-organization Committee,  
Franklin & Marshall College, 1962-64  
Acting Chairman, English Department, Franklin & Marshall College,  
1964-65  
Chairman & Director of Humanities, Pre-College Enrichment Program,  
Franklin & Marshall College, 1964  
Coordinator (Chairman), Literature & Language Program, Stockton  
State College, 1971-73; 1982-84  
Chairman, Literature Curriculum Committee, Stockton State College,  
1973-74



Chairman, Academic Policy Committee, Arts & Humanities Division,  
Stockton State College  
Chairman, Faculty Review Board, Stockton State College, 1973-74;  
1978-79  
Chairman, Negotiating Committee, Stockton Federation of Teachers,  
1972-73  
Coordinator, Joint Faculty-Administration Review & Evaluation  
Conference, June 1973  
Chairman, General Studies Committee, Stockton State College,  
1980-82

Director of Humanities, Stockton State College, 1983-Present

Vice-President, Northeast Modern Languages Association, 1969-1970  
Vice-President, American Association of University Professors,  
Franklin & Marshall College, 1964-65  
President, Northeast Modern Languages Association, 1970-71  
President, Theta Chapter, Phi Beta Kappa, 1963-64

Literature Editor, "Intellect Magazine" 1974-1978  
Advisory Council, Thomas Edison College, Trenton, New Jersey,  
1975-79  
Advisory Council, Eastern Regional Association for Humanistic  
Psychology, 1974-78

Listed in:

Who's Who in Education

Who's Who in the East

Directory of American Scholars

Dictionary of International Biography

Contemporary Authors

PUBLICATIONS:

Books:

Romanticism: Points of View, with Robert Gleckner, Prentice-Hall,  
1963: Revised edition, 1970.

Eros and the Romantics, Thomas Mouton Co., The Hague, 1967.

The Disciplined Imagination, with Robert Russell, Addison-Wesley,  
1969.

Spaces, Times, and Voyages, (Poems), privately printed, 1975

Articles:

"Louise Bogan," Encyclopedia of World Literature.

"English Major at Franklin & Marshall College," College English,  
January, 1964.

"The Cavern and the Dome: Ambivalence in Coleridge's Kubla Khan,"  
Bucknell Review, Spring, 1964.

"Blake's Mental Traveller and the Content of Vision," Papers in  
Language & Literature, Fall 1968.

"Peacock and the Romantics," MLQ, Spring, 1971.

"Shelley & Revolutionary Poetry," MLR, Fall, 1972.

"Some Thoughts on the Liberated Imagination" MLS, Winter 1972.



WORKS IN PROGRESS:

The Aesthetics of Liberation, (book) in manuscript.

"The Meaning of Liberal Arts" (article) in manuscript.

"Humanities & the Professions: Toward a Reconciliation." (in Progress).

PROFESSIONAL ORGANIZATIONS:

National Council of Teachers of English  
Modern Languages Association  
Association of Humanist Educators  
American Federation of Teachers

REFERENCES:

Dr. Ingrun LaFleur, Associate Vice-President, Academic Affairs,  
SUNY, Plattsburg, Plattsburg, N.Y.

Dr. Robert Helsabeck, Chairperson, General Studies, Stockton State  
College

Dr. Philip Klukoff, Professor of Literature, Stockton State College

Dr. Fred Mench, Chairperson, Arts & Humanities, Stockton State  
College

Dr. Lynn Stiles, Professor of Physics, Stockton State College,  
Pomona, N.J. 08240

CURRICULUM VITAE

Name: Norma Beatriz Grasso

Address: The Woodlands Condominiums, 7-5  
Mays Landing, New Jersey 08330  
Phone: (609) 645-8295

Date of Birth: February 14, 1936

Place of Birth: Buenos Aires, Argentina Citizenship: U.S.A.

Marital Status: Single

Education: Indiana University, Bloomington, Indiana,  
Ph.D., 1972

Oberlin College, Oberlin, Ohio,  
M.A., 1965

Instituto de Estudios Superiores, Buenos Aires,  
Diploma Superior, 1961

University of Cambridge, England  
Certificate of Proficiency in English, 1957

Asociación Argentina de Cultura Inglesa,  
Buenos Aires, Diploma, 1955

Escuela Profesional No. 2 de Vte. López,  
Buenos Aires, Perito Mercantil, 1954

M.A. Thesis: Galdós parodia el romanticismo (as seen in the  
third series of Episodios nacionales).

Ph.D. Dissertation: La teoría de la novela en la literatura  
argentina de hoy.

Teaching Positions: Stockton State College, Pomona, New Jersey  
Associate Professor of Spanish Literature and  
Language, September 1976-

Stockton State College, Pomona, New Jersey,  
Assistant Professor of Literature and Language,  
September 1973-1976

Swarthmore College, Swarthmore, Pennsylvania,  
Instructor in Spanish, September 1971-June 1973

Indiana University, Bloomington, Indiana,  
Associate Instructor in Spanish, September 1965-  
June 1971

Oberlin College, Oberlin, Instructor in Spanish,  
September 1962-June 1965



Oberlin College, Oberlin, Ohio, Teaching Assistant  
in Spanish, September 1961-June 1962

Instituto de Educación Integral de Munro, Buenos  
Aires, Instructor in English, March 1955-  
August 1961

Escuela Profesional No. 3 de Vte. López,  
Buenos Aires, Instructor in English,  
March 1955 - August 1961

Post-Doctoral Studies

Awards & Distinctions:

New Jersey Department of Higher Education Grant  
to improve the Spanish curriculum at Stockton,  
1985-1986

Language Outreach (Lore) Workshop, directed by  
John Rassias, Dartmouth College, October, 1986

Research & Professional Development, Summer Grant,  
1983

Jung Seminar, A Professional Seminar for Faculty  
directed by Professor James Hollis, Stockton  
State College, Spring 1978

NEH Summer Seminar for College Teachers, The  
Modern Novel: Flaubert, Mann and Joyce,  
directed by Prof. Albert Sonnenfeld, Princeton  
University, 1976

Indiana University Doctoral Grant-in-Aid, Summer,  
1971

"Excellence in Teaching Commendation", Indiana  
University, Bloomington, Indiana, 1970

Silver Medal, Instituto de Educación Integral de  
Munro, Buenos Aires, July 1961 for teaching and  
service to the institution.

Gold Medal, Escuela Profesional No. 3 de Vte.  
López, Buenos Aires, July 1961 for teaching and  
service to the school.

Languages:

Spanish, native language  
English, fluent  
Italian, proficient  
German, fair  
French, reading knowledge  
Latin, reading knowledge

Areas of Specialization & Competence:

Twentieth-century Latin-American Novel and Short Story  
 Nineteenth-century Spanish Novel  
 Comparative Literature: The Modern Novel  
 The Theatre of the Spanish Golden Age  
 Cervantes  
 Alienation in Literature and Society  
 Women's Studies, especially women in the Bible, in  
 Classical Antiquity, in Spain & Latin America  
 Music. (Once upon a time I was a professional pianist.)

Other Areas of Interest:

Mythology and Religion  
 Psychology (especially Jung)  
 History of Art  
 The Theatre  
 Folk music and dance

Papers Read and Sessions Chaired:

"Women in Argentina: 19th and 20th centuries", International Women's Week, a Community Conference, Stockton State College, March, 1986

"Women vis-à-vis the Code of Honor in Spanish Literature and Society", Third Annual Conference on Women, Douglass College of Rutgers University, May 21, 1985

"Women in Nontraditional Occupations in Argentina", Second Annual New Jersey Research Conference on Women, Douglass College of Rutgers University, May 22, 1984

"Women's Roles in Latin America: Past and Present", Women in the 80's: A Community Conference, Stockton State College, March 12, 1984

"Mexican Women and their Historical and Cultural Heritage", invited lecture, American Association of University Women, Atlantic City, March 12, 1982.

Ibid., History Colloquium, Stockton State College, November 17, 1982.

"Galdós's Attitude Toward Romanticism", Sixth Annual European Studies Conference of the University of Nebraska at Omaha, October 7-11, 1981. (For publication)



"Eduardo Mallea: 'Hacia una teoría de la novela'", Sixth Annual Hispanic Literature Conference at Indiana University of Pennsylvania, October 17-18, 1980.

"The Role of the Underground Man in Modern European Literature", invited lecture, Fourth Annual European Studies Conference at the University of Nebraska at Omaha, October 11-13, 1979. I also chaired a session on Mysticism at the same Conference.

"Images of Women in Spanish Literature", Third Annual European Studies Conference at the University of Nebraska at Omaha, October 12-14, 1978

Professional Conferences  
in which I have participated:

"A Symposium on Sor Juana Inés de la Cruz", Library of Congress, Washington, D.C., March 22, 1982

"Symposium on Borges and with Borges", University of Maine, Orono, April 13-18, 1976

Publications:

"Eduardo Mallea: 'Hacia una teoría de la novela'", procedures of the Sixth Annual Hispanic Literatures Conference at Indiana University of Pennsylvania, 1980. Published in December, 1984

Annotator: Spanish American Women Writers, An annotated Bibliography, Vol. III, Untranslated works. (An MLA project), Greenwood Press, Spring 1987

Works in Progress:

"The Complete Works of Sara Gallardo", a monographic essay, in Fifty Spanish American Women Writers, Greenwood Press, tentative date of publication, January, 1988

"Women vis-à-vis The Code of Honor in Spanish Literature and Society"

Community Service:

Eight lectures on Don Quixote to the Brandeis University Group of Margate, N.J., October - May, 1986-1987

Eight lectures on the Latin-American Short Story to the Brandeis University Group of Margate, N.J., October - May, 1985-1986

"The History of the Malvinas-Falklands", Kiwanis Club of Hammonton, July 7, 1982.

Ibid., Kiwanis Club of Absecon, May 19, 1982

On the Malvinas-Falklands, The South Jersey Magazine, WMVB (FM), Vineland, NJ, May 19, 1982

Interview and article on the conflict between Argentina and Britain over the Malvinas - Falklands, The Press, Atlantic City, May 5, 9, & 10, 1982

"Women in Hispanic Societies", International Student Organization, SSC, April 9, 1981

"Spanish Culture and Language in the United States", on Shore Line, WFPG (AM), Atlantic City, August 18, 1980

Related Professional Activities :

Participant, Educational Testing Service, Validity Study of Selected NTE and GRE tests, October, 1984.

Panelist on The Theme Year Free For All: "Can Scientists Believe in God?", Stockton State College, November 18, 1982.

Group Facilitator in Transition: Options for Women, Stockton State College, May 16, 1978

I have given several talks on Spanish and Latin-American Literature and culture as part of the Stockton State College Off-campus Faculty Lectureship Program, and in various classes at Stockton, 1974 to the present

Assisted the teachers of Spanish at Atlantic City Friends School in the organization of their Spanish and Latin American Literature courses.

Member, Faculty Review Committee, 1986-87

Member, Screening/Search Committee for the position in American Literature, 1987

Member, Screening/Search Committee for the position in French & Spanish, 1986-87

Trainer, Affirmative Action Workshops, April, 1986

Member, Screening/Search position for the position in American Literature, 1984



Coordinator of the Literature and Language Program, 1984

Member, Priorities & Resources Committee, 1983-84

Member, Search/Screening Committee for the position in French and Spanish, 1982-83

ARHU representative on the Campus Hearing Board, 1982-84, and 1973-74

Chair, Reorganization of the Language Curriculum in the LITT/LANG Program, 1981-82

Worked on the organization of the GAH mastercourse "Language and Culture", 1981

Participated in the Orientation & Passport Program, 1981

Seminar on Program Evaluation & Self-Study, 1980

Chair, Search/Screening Committee for the position in French, 1979-80

ARHU representative on the Affirmative Action Committee, 1979-80

Faculty Women's Caucus, 1979-80

Member of the LITT/LANG Senior Comprehensive Exam Committee, 1978-80, and 81

GIS Workshops, Spring 1978, 1979 and 1980. Also regular meetings.

ARHU representative on the Faculty Steering Committee, 1977-79

Chairperson "Second Annual Literature and Myth Conference", SSC, April 1978

ARHU representative on the Admissions Committee, 1976-77

Member, Faculty Assembly Committee on Grading, 1974-75

Chair, Search/Screening Committee for the position in Spanish and French, 1974-75

ARHU representative on Academic Policy, 1973-74

Coordinator, Romance Language (ROML), 1973-74

Other Professional  
Activities:

Stockton State College  
Adviser, International Student Organization,  
1975-84

Adviser, Los Latinos Unidos 1973-78

Swarthmore College  
Faculty Head Resident of Worth Hall ( a  
Dormitory for 73 juniors & seniors), 1972-73

Oberlin College  
Faculty in Residence, The Spanish House,  
1962-63.

Assistant Director of the Spanish Club, 1961-65

Assistant Director of Theatrical Performances  
(Spanish plays), Oberlin College & Buenos Aires

Membership in Professional Organizations:

Modern Language Association  
Center for Inter-American Relations  
Organization of American States  
Society of Spanish & Spanish-American Studies  
Twentieth Century Spanish Association of America  
The Humanities Society of South Jersey  
Institute for Research on Women  
Foreign Language Educators of New Jersey  
The Smithsonian Institute

Courses Taught:

Literature

The Latin-American Novel  
The Latin-American Short-story  
Cervantes  
The Theatre of the Spanish Golden Age  
The Modern Novel (a Comparative Lit. course)  
Time & Personality in Modern Fiction (Comp Lit)  
Nineteenth-Century Spanish Novel  
Survey of Spanish Literature  
Introduction to Poetry  
Introduction to Drama  
Senior Seminar I: Literary Criticism  
Senior Semionar II: Archetypes

General Studies

Alienation in Literature & Society (An inter-  
disciplinary course)  
Images of Women in Spanish Literatue  
(From the Archpriest of Hita to Garcia-Lorca)  
Myth and Reality in Latin American Fiction



Literature and Ritual  
Contemporary Argentina  
(An interdisciplinary course)  
The Idealistic World of Don Quixote  
Myth and Literature

Language

Advanced Spanish  
Composition and Conversation  
Intermediate Spanish I and II  
Beginning Spanish I and II

Independent Studies and Senior Projects

I have directed over one hundred independent studies and Senior Theses in Spanish, Latin-American & Comparative Literature; also in Spanish Linguistics and General Studies, which includes Women's Studies and Liberal Arts.

Travel:

I have traveled extensively in South America, Mexico, the United States (from coast to coast), parts of Canada and Europe, especially Spain and Italy.

R. MICHAEL HAINES

523 Forest Brook Drive  
Absecon, NJ 08201

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#### EDUCATION

- Ph.D.: The Ohio State University, 1971  
Dissertation: "Fortune, Nature, and Grace in  
Chaucer's *Canterbury Tales*" (Director,  
Francis Lee Utley)
- M.A.: The Ohio State University, 1966  
Thesis: "The Exile Convention in the Old  
English *Guthlac A*" (Director, Martin Stevens)
- B.A.: Hiram College, *cum laude*, 1963  
Major: General Science (Pre-Med)
- 

#### EXPERIENCE

Stockton State College, 1985-present

##### Positions Held:

- Dean of General and Experimental Studies,  
1985-present
- Associate Professor of Liberal Studies,  
1985-present
- State Director of Elderhostel, 1986-present

##### Accomplishments:

Directed grant projects on Freshman Year and  
on General Education and Student Transi-  
tion; co-chaired project on  
Governor's Challenge Grant program;  
wrote for, participated in other  
grant projects

Chaired committees on Mission of College,  
Search for Library Director, Master of  
Arts in Liberal Studies, DaVinci Program  
(structured liberal studies major for  
undecided students); co-chaired  
Weekend Activities Committee

##### Teaching:

Literature and Values, for Stockton  
Connection (seminars for secondary  
teachers)--summer, 1986



Papers:

Paper on Literature and Values presented at conference sponsored by Departments of Education and Higher Education, Stockton State College, March, 1986

Member:

Atlantic City Education Foundation (non-profit corporation to support public education): chair committee on mini-grants for teachers

North Adams State College, 1976-1985

Positions Held:

Dean of Undergraduate Studies, 1984-1985  
Chairman of English Department, 1981-1984  
Writing Program Director, 1980-1981  
Faculty Member in English, 1976-1985  
(Associate Professor, 1981-1985)  
Elderhostel Coordinator, 1982-1984  
Winter Study Co-Director, Jan., 1979

Courses Taught:

Composition (Freshman and Advanced)  
Journalism (various)  
Magazine Writing and Editing  
Literature Surveys  
Chaucer  
Bible as Literature  
History and Development of English  
Folklore  
Interdisciplinary Clusters

Accomplishments:

Developed journalism program  
Developed new freshman composition program  
Developed interdisciplinary living/learning clusters  
Directed \$25,000 grant program to develop a writing laboratory  
Participated in AASCU grant to study liberal arts  
Helped develop new English major (including communications) which dramatically increased number of majors  
Participated in wide variety of college committees (Curriculum, Interdisciplinary Studies, Planning, etc.)

Received Faculty Development Grant (Mass. State Grant) to study in England in summer, 1980

Publications and Presentations:

"The Exile Convention in the Old English *Guthlac A*," presented at Fifth Medieval Forum, Plymouth (N.H.) State College, April, 1985

"Educating the Whole Person: An Immodest Proposal," jointly authored with Robert Bishoff, to be published in *The Mind's Eye*; presented at Faculty Forum (NASC)

"The Analogues of Chaucer's *Pardoner's Tale*," presented at Fourth Medieval Forum, Plymouth State College, April, 1983

Chaired Roundtable Discussion on "Teaching History of English," Third Medieval Forum, PSC, April, 1982

Paper on use of composition courses in interdisciplinary clusters at first Interdisciplinary Studies Conference, NASC, summer, 1981

"Chaucer's Polonius: the Knight of the *Canterbury Tales*," presented at Second Medieval Forum, PSC, April, 1981

Participated in panel on writing laboratories at conference on composition at Rhode Island College, spring, 1981

Various articles (and a poem) published in *The Mind's Eye*, NASC publication (one on liberal arts and vocational education reprinted in *The Pragmatist*, published at William James College)

Various articles freelanced for *Summer Scope*, a supplement to *The Transcript*, North Adams' daily paper (one a ten-page research piece on the history of the college)

"Fortune, Nature, and Grace in Fragment VI of the *Canterbury Tales*," *The Chaucer Review*, vol. 10, no. 3, 220-35



Community Involvement (North Adams):

Board of Directors (Past President),  
Northern Berkshire Mental Health  
Association  
Member, Steering Committee, Channel One  
(federally funded anti-drug  
organization)  
Member, Parents' Advisory Committee and  
Curriculum Committee, Drury High School  
Chairman, Finance Committee; Chairman of  
Trustees; Religious Education Director  
at First Congregational Church  
Member, North Adams Rotary  
Ran for School Committee, 1981  
Speaker in community for various occasions  
and groups (e.g., high school honor  
society induction)

The Pennsylvania State University, 1971-1976

Positions Held:

Assistant Professor, English, 1971-1976  
Assistant to the Editor, *The Chaucer Review*,  
1972-1976  
Acting Editor, *The Chaucer Review*, 1972-1973  
Faculty Associate, Interest House Program

Courses Taught:

Freshman Composition  
Introduction to Literature  
Chaucer  
Medieval Studies (interdisciplinary)  
The English Bible  
Technical Writing  
Remedial and Freshman English at Rockview  
State Correctional Institution

Accomplishments:

Member, Freshman Composition Committee  
Member, committee to study teacher evaluation  
Member, College of Liberal Arts Medieval  
Studies Committee  
Developed with Religious Studies Dept. course  
in Bible as literature  
Initiated and edited English Dept. Newsletter  
Supervised TA's in English Dept.  
Cited by PSU president for work in Interest  
House  
Commended by Dean of Liberal Arts for  
Effective Teaching

The Ohio State University, 1964-1971 (Grad student and Teaching Assistant/Associate)

Courses Taught:

Freshman and Advanced Composition  
Technical Writing  
English Literature: *Beowulf* to Milton

Accomplishments:

Administrative Assistant to Chairman, 1968-1971  
Research Assistant to Martin Stevens: worked on glossary for EETS edition of Townerley Plays, 1968  
Various committees, including one which totally revised composition program and established an ombudsman

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PERSONAL DATA

Born: July 16, 1941, in Wilmington, Ohio

Married, three children (Geoff, 21; Jennifer, 17; and Kristen, 13)

Health: excellent

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REFERENCES

Dr. Anthony Ceddia, President, Shippensburg State College, Shippensburg, PA 17257

The following are all at North Adams State College, North Adams, MA 01247:

Dr. Robert Bishoff, Director of Freshman Studies

Dr. Joseph DeOrdio, Associate Vice President of Student Affairs

Dr. Marc Goldstein, Professor, Inter-disciplinary Studies

Dr. Stephen Green, Chairman, Sociology (past Dean of Undergraduate Studies)

Dr. Lea Newman, Professor, English



Dr. Patricia Prendergast, Dean of Under-  
graduate Studies

Dr. Catherine Tisinger, President

Other references from Stockton State College available  
upon request.

CURRICULUM VITAE

JAMES RUSSELL HOLLIS

I. ACADEMIC EXPERIENCE:

Teaching and Administrative Positions

Instructor	Upsala College	1964-65
Instructor	Drew University	1965-67
Asst. Professor	Manchester College	1967-69
Asst. Professor	Kirkland College	1969-70
Assoc. Professor & Director Humanities Program	Manchester College (Tenured)	1970-73
Outstanding Teacher Award Chairman	Manchester College Committee on Governance & Academic Structure	1971-72
Member	Executive Committee on Faculty	1972-74
Associate Professor of Literature & Philosophy	Stockton State College (Tenured)	1973-
Outstanding Teacher Award	Stockton State College	1973-74
Coordinator, LITT/LANG	Stockton State College	1974-75
Moderator, Campus Hearing Board	Stockton State College	1973-76
Faculty Review Committee	Stockton State College	1974-75, 78- 80
Lecturer, Akademische Gemeinschaft fur Erwachsene Fortbildung	(Zurich, Switzerland)	1977-78
Fellow in Residence	C.G. Jung-Institut (Zurich, Switzerland)	1977-82

Education

Manchester College	A.B.	1962
Drew University	Ph.D.	1967
Post-Doctoral Diploma in Analytic Psychology C.G. Jung-Institut, Zurich, Switzerland		1982

Fellowships

Rockefeller Fellowship	1962-63
Drew Presidential Fellowships	1963-66



## II. SCHOLARSHIP;

### Books

Harold Pinter: The Poetics of Silence. Carbondale: Southern University Press, 1970. (Second Printing, 1971, Third Printing, 1973. Nominated for The Explicator prize in literary criticism.)

Modern Life Styles. Glenview: Scott, Foresman, Inc. 1971.  
(a text edited and produced with an instructor's manual)

Watermarks. (Elgin, 1971)  
(a volume of verse edited and introduced)

The Space Between Words. (a volume of verse)

The Track of the Gods. (completed ms.)

The Cosmic Drama: An Introduction to Mythology (forthcoming)

### Selected Shorter Works:

"Eli Agonistes: Roth's Knight of Faith," The Process of Fiction,  
Barbara MacKenzie, ed., New York: Harcourt, Brace, 1968

"Funeral," Spirit, 1969

"Consciousness and Criticism," Modern Language Studies (Spring, 1971)

"Convergent Patterns in Yeats and Jung," Psychological Perspectives  
(Summer, 1973)

"Fictions: the Convergence of Literary and Theological Discourse,"  
Echoes of the Wordless Word. (Montana, 1973)

"Thucydides: the Polis as Tragedy," Classical Humanities Society  
(Spring, 1974)

"The Relevance of Death," The Chronicle of Higher Education, 1975

"The Necessary Freedom: The Mortality of Man," National Project Center  
for Film & Humanities, 1975

Review of Langer. The Holocaust and the Literary Imagination, "The  
Chronicle of Higher Education," 1976

Review of Van der Post, Jung and the Story of Our Time; Stern,  
C. G. Jung: The Haunted Prophet; von Franz, C.G. Jung: His Myth In  
Our Time. The Chronicle of Higher Education, 1976

- "The Role of Literature in Humanities Programs," M.L.A. New York, 1974
- "Interdisciplinary Programs and Faculty Competence," M.L.A. N.Y., 1976
- "On Margate's Sands: Literature and Ideas," Intellect (April, 1977)
- Review of Veatch, Death, Dying, and the Biological Revolution.  
The Chronicle of Higher Education, (May, 1977)
- "The Place of Myth in Contemporary Society," Universitat Zurich  
(June, 1978)
- "Iron Hans: the Analysis of a Fairy Tale," Jung-Institut  
(November, 1978)
- "The Dying God as a Psychological Motif," Jung-Institut (June, 1979)
- "Myth and Mythmaking," Classical Humanities Society (October, 1979)
- "Days Dragon-Ridden: Myth in Schizophrenic Process," (March, 1980)
- "Imago: Creative process in Art and Psyche."  
C.G. Jung-Institute, Zurich, Switzerland, Jan. 1983.
- "Wandering Between Two Worlds: the Modern Religious Situation, I and  
II,"  
C.G. Jung Center of Philadelphia, March, 1983.
- "The Individual in the Cosmic Masque," Pendle Hill, Pa., Sept. 1983
- "Shadow Encounters in Modern Literature," Philadelphia, Pa., Sept. 1983
- "Dreaming the Dream Onward," Philadelphia, March, 1984.
- "Dream Devices: Contributions Literary Criticism May Make to the Interpretations of Dreams," forthcoming.
- "Yeats and Irish Politics," Irish-American Society, 1985
- "Love and Soul" Philadelphia Jung Center, 1985
- "The Nature of Jungian Analysis," U. of Pennsylvania, 1985
- "Anabasis and Catebasis: The Mythos of the Second Half of Life"  
N.J. Committee for the Humanities, 1985
- "Chronos & Kairos: The Death and Rebirth of Education,"  
Zurich, Switzerland (forthcoming publication), 1986
- "Tracking the Gods: Jung's Myth for Our Time,"  
Hofstra University (forthcoming publication), 1986
- "Individuation and the Tragic Sense of Life," Philadelphia, 1986



"Individuation and the Comic Sense of Life," Philadelphia, 1987

III. PROFESSIONALLY RELATED ACTIVITIES:

Team Leader and author of "Language: The Human Connection," a National Humanities Series Production (NEH, 1973) (38 states of U.S.)

Author and Lecturer for National Project for Film & Humanities (NEH, 1973-76)

Local Chairman, Manchester Humanities Council (1971-73)

Board of Directors, Wabash County Arts Council (1971-73)

Outstanding Young Men in America (1973)

European Travel: Austria, Germany, Italy, France, England, Iceland, Luxemburg, Holland, Belgium, Liechtenstein

Consultant in Humanities: Scott, Foresman, Houghton-Mifflin, Modern Language Association

Over 100 speeches to community groups, service clubs, etc. since 1973 representing Stockton

Danforth Fellow 1980-86

Member, International Association of Analytic Psychologists

Member, National Association for the Advancement of Psychoanalysis and American Board for Accreditation and Certification.

Founder and Board Member, Jung Seminar of South Jersey

Board of Directors, Philadelphia Jung Center

Member, Committee on Ethics; Atlantic City Hospital

Member, Inter-Regional Association of Analytic Psychologists

Weekly columnist of "Going Sane," The Sun

## EDUCATION

- JD, 1984. University of Pennsylvania School of Law.  
Senior Articles Editor, Journal of Comparative Business  
and Capital Market Law, 1983-84.  
Admitted to Pennsylvania Bar, Nov. 1984.
- PhD in English, 1965. University of Connecticut.  
MA in English, 1960. With Distinctions. Univ. of Conn.  
BA in English, 1959. With Highest Honors. Univ. of Calif., Santa Barbara.

## ACADEMIC POSITIONS

- 1984-present Stockton State College, Pomona, N.J.  
Vice President for Acad. Affairs & Dean of Faculty  
and Professor of Literature & Languages.
- 1977-1981 University of Baltimore, Baltimore, Md.  
Dean, College of Liberal Arts and  
Professor of English and Graphic Design with tenure.
- 1973-1977 City University of New York  
Director of Planning & Ex. Assist. to President  
The College of Staten Island, 1976-77.  
Executive Assistant to President, Richmond College, 1974-76.  
Program Planner & Developer for the College Discovery Program,  
The Chancellor's Office for Special Programs, 1973-74.
- 1965-1973 University of Illinois, Urbana, Ill.  
Associate Professor of English with tenure, 1971-73.  
Assoc. Director, Experimental Academic Residence Hall, 1971-72.  
Co-Direct., Humanities Grp., Center For Advanced Study, 1970-72.  
Assist. Professor of English, 1965-71.  
Assist. Direct., Office of English Grad. Studies, 1965-66.
- 1964-1965 University of Connecticut  
Assist. Prof. of English, Hartford Campus, Sept. 1964-Jan. 1965.  
Instructor in English, Stamford Campus, Summer 1964.

## LEGAL EMPLOYMENT

- Summer 1983 Haight, Gardner, Poor & Havens, New York, New York.  
Summer Associate.
- Summer 1982 Hon. Clarence C. Newcomer, U.S. Dist. Ct., E.D. Pa.  
Summer Intern.

## PUBLISHING EMPLOYMENT

- 1973-1977 Umbrella Publications, Inc., N.Y., N.Y.  
Editor and Founder.
- 1973-1977 Harper & Row, Publisher, N.Y., N.Y.  
Reader-Consultant, Torchbooks, Trade, College Depts.
- 1974-1976 Design & Environment Magazine, N.Y., N.Y.  
Contributing Editor.
- 1972-1973 College Marketing Group, Reading, Mass.  
Creative Director/Design Consultant.
- 1970-1972 Schenkman Publishing Co., Cambridge, Mass.  
Senior Editor/Editorial & Graphic Coordinator.
- 1965 NATION Magazine, New York, N.Y.  
Assistant Editor.
- 1961-1963 Nightshade, political-literary weekly, Storrs, Conn.  
Editor and publisher.
- 1960-1961 Willimantic Chronicle, Willimantic, Conn.  
Columnist, Theater and Film.

## CONSULTANTSHIPS AND OTHER PROFESSIONAL ACTIVITIES

List attached.

## BOOKS, MONOGRAPHS, AND ARTICLES

List attached.

## FELLOWSHIPS, RESEARCH SUPPORT, AND AWARDS

List attached.

## REFERENCES

Available on request.



BOOKS AND MONOGRAPHS

Author

- The Dream That Was No More a Dream: A Search for Aesthetic Reality, Germany 1890-1945. With Bill Kinser. Cambridge, Mass.: Schenkman Publishing Co., 1970 (cloth); New York: Harper & Row, 1970 (paper).  
 Sponsoring Editor, Writer, and Designer  
 The Mime Book. An Umbrella Book. New York: Harper & Row, 1974 (cloth); New York: Harper & Row, 1976 (paper). (Edited, translated, and augmented from the lecture and performance notes of Claude Kipnis.)  
 General Editor  
 Umbrella Publications, Inc., New York, 1973-1977.  
 A series of books sponsored by Umbrella and co-published through commercial and academic publishers.  
 Midwest Monographs, Depot Press, Urbana, Ill., 1967-1971.  
 Five monograph and a poetry broadside series.  
 Indexed in Modern Language Association International Bibliography of Books and Articles.

ARTICLES

- "The Act of State Doctrine: From Abstention to Activism," J. of Comp. Bus. & Capital Market L. 115 (1984).  
 "The Middle-Class Minority," Design & Environment Magazine (New York) 39 (Spring 1974).  
 "On Federal Design," Print Magazine (New York) 54 (July/August 1973). (Reprinted in Architecture & Environmental Design, #11/14 1973.)  
 "A Credible Stage: The Aesthetics of Politics," #1/2 Midwest Monographs 5 (Spring 1968).  
 "Naming of Names," #1/1 Midwest Monographs 4 (Fall 1967).  
 "Freedom, The Press, and The Public," Fine Arts Magazine (Storrs, Conn.) 27 (Spring 1963).

CONSULTANTSHIPS AND OTHER PROFESSIONAL ACTIVITIES

- ABA Section of Patent, Trademark, Copyright Law, Liaison, Student Division, 1983-84.  
 Empire State College, State Univ. of N.Y.  
 Lecturer on Copyright and Technology, July 1983.  
 Middle States Association of College and Schools  
 Member, Evaluation Team, April 26-29, 1981.  
 Mayor's Commission on Cable Television, Baltimore, Md.  
 Member, Taskforce on Arts Programming, 1980-1981.  
 American Institute of Banking, Balt., Md.  
 Member, Academic Advisory Committee, 1979-1981.  
 The Baltimore Theatre Project, Inc., Baltimore, Md.  
 Member, Board of Directors, 1977-1981.  
 Association of American Colleges  
 Panelist, QUILL (Quality in Liberal Learning), Nov. 1979.  
 Mayor and Cabinet, City of Baltimore, Md.  
 Chairperson, Management Development Team, 1978-1979.  
 WNET-TV (Channel 13), New York, N.Y.  
 Chairperson, Taskforce on Curriculum Design, 1976-1977.  
 Educational Television (Channel 31), New York, N.Y.  
 Executive Producer, "Plumb on the American Revolution," July 1975.  
 National Center for Film & the Humanities, New York, N.Y.  
 Editorial Consultant, 1973-1974.  
 Schenkman Publishing Co., Cambridge, Mass.  
 Member, Board of Directors, 1971-1972.  
 Thomas Hardy & Associates, Atlanta, Georgia  
 Design & Editorial Consultant in architecture, 1968-1969.  
 Depot, Inc., Center for Performing & Creative Arts, Urbana, Ill.  
 Founder and member, Board of Directors, 1967-1971.

FELLOWSHIPS, RESEARCH SUPPORT, AND AWARDS

- Mark E. Lefever Prize, for best paper by graduating student in the field of law & economics, UPenn Law School, 1984.  
 Membership, Journal of Comparative Business & Capital Market Law, 1983-84.  
 College Award, The College of Staten Island, 1977.  
 Fellow in Academic Administration, American Council on Education, 1975-76.  
 Humanities Group, Center for Advanced Study, Univ. of Illinois, 1970-72.  
 Centennial Award, Univ. of Illinois, 1968.  
 Faculty Fellowship, Univ. of Illinois, 1967.  
 Teaching Fellowship, Univ. of Conn., 1962-63.  
 National Defense Fellowship, Univ. of Conn., 1959-62.  
 Member, Univ. of California Honors Society, elected 1958.  
 Award, Highest Academic Class Honors, 1956, 1958, 1959.  
 Campbell Scholarship, Univ. of Calif., Santa Barbara, 1955-59.



## SUMMARY OF ACCOMPLISHMENTS

Since 1964, aside from the three years I set aside to attend the University of Pennsylvania Law School, I have been actively involved in university teaching, administration, and academic planning. I have held administrative positions of responsibility in academic departments, in large and small colleges, and in university systems.

I have been responsible for developing budgets and monitoring them, for a wide range of personnel decisions, including evaluating faculty and staff and setting salaries, for developing recruitment programs, and supervising programs of academic counselling.

I have coordinated and established programs of institutional research and evaluation and have been the coordinator or primary initiator of fund raising projects and grant proposals.

I have worked extensively on curricular development in a wide range of disciplines, including lower division core, upper division and graduate degree programs: for example, English, communications, graphics, mathematics and computer languages, recreation and leisure, gerontology, history, jurisprudence, law, political science, public administration, and taxation.

I have also been a publisher, editor, designer and consultant on many print, graphic and video projects, and publications. I am co-author of a book on German art, aesthetics and propaganda, the editor of a book on the art and practice of Mime, and the author of articles on theater, architecture, design, and law. I am now working on an article that discusses the impact of electronic technology on the copyright laws, which received the Mark E. Lefever Prize in law & economics, UPenn Law School, 1984.

## Stockton State College, Pomona, New Jersey, 1984 - present

I am currently vice president for academic affairs and dean of the faculty at Stockton State College. The role entails responsibility for supervising, reviewing, developing and providing academic leadership to 26 academic programs in the arts, sciences, general education, and professional studies and related support services in academic advising, basic skills, and teacher education; supervising the Library; preparing and administering the academic budget (approximately \$7.5 million); and directing, evaluating, and managing faculty and all academic personnel and associated staff (approximately 200 faculty and staff).

## University of Baltimore, 1977-1981

As dean of the College of Liberal Arts, I was the chief academic and administrative officer of the College. As the chief administrator of a college in a state system, I was responsible for developing and monitoring budgets, determining pay structures for both full and part-time faculty, developing personnel policy and implementing it, planning the use of college facilities and purchasing equipment for them, developing a system of cost center analysis, and so forth. As the chief academic officer of the College, I was responsible for developing new programs, monitoring continuing ones, and creating or finding resources to support them.

During my tenure at the University of Baltimore, which offers only upper division and graduate programs of study, I accomplished, with the active involvement of the College's faculty and members of its administration, the following:

- Planned two new undergraduate concentrations (urban arts management and gerontology); one new undergraduate degree (statistics); and three new graduate degrees (sociology, legal studies, and publications design).
- Revised the College's upper-division core requirements and the curriculum of the jurisprudence and general studies programs.
- Established a required advising system and a program of articulation and program development with area community colleges.
- Developed funding sources to support faculty research and established a rotating faculty chair to provide support to faculty distinguished for teaching and service.
- Created laboratories in graphics, microcomputer technology, and video, each to be used for both instruction and research.
- Started the developmental work for the following new programs: urban history and regional development, communication and media technology, health and human services, industrial and administrative technology, forensic science and the public services.
- Supervised planning for a doctoral program in public administration.



University of Baltimore (cont.)

Initiated an honors program that offered a sequence of courses in the great books and underwrote original student research.  
Developed a data base and established an ongoing system of institutional research on student enrollment, student profile and background, program evaluation, and cost center analysis.  
Established a College-wide Personnel and Budget Committee to make recommendations on promotions, tenure, and general budget questions.  
Established a department chairperson's committee and graduate program director's committee to advise on academic policy and budget.  
Planned and developed, in conjunction with the Faculty Senate, a new governance structure.  
Established cooperative programs with public organizations and agencies outside the University.

As a teacher, I taught Shakespeare and co-taught a required (6 credit) course on design and writing for the graduate program in Publications Design.

College of Staten Island, Richmond College, CUNY, 1974-77.

As executive assistant to the president and then, also, as director for master planning and special projects, I had a dual role which entailed both academic and administrative responsibilities.

This was a particularly active assignment since The College of Staten Island was established while I was there as the result of the federation of Richmond College--an upper division college--and Staten Island Community College, both colleges in The City University of New York. At the same time, the fiscal problems of the City and the University caused major reductions in funding.

During the time I was at Staten Island, in addition to my responsibilities as executive assistant to the president, I accomplished the following:

Developed a facilities and space masterplan for a new campus.  
Helped to restructure the College, its academic programs, and governance.  
Worked on developing programs that articulated the College's upper division programs with those of community colleges and with developing coherent programs that brought together the programs and faculty of the upper division and the community division.  
Developed proposals for a communication program, a weekend college, and a freshman-year program.

During 1975-76, I was also a member of the chancellor's cabinet, which consisted of the chancellor and vice-chancellors for university planning, policy and personnel. Membership in the chancellor's cabinet involved me in discussion of the complete range of academic and fiscal issues faced by the University during that critical year in the University's history.

The University of Illinois, Urbana, Ill., 1965-73.

Although I was primarily a faculty member at the University of Illinois, I did have a variety of administrative and curricular responsibilities, as co-director of the Humanities Group at the Center for Advanced Study, as associate director of an experimental academic residence hall, and as assistant director of the Office of English Graduate Studies. I also developed several curriculum and funding proposals and served on various personnel and hiring committees.

As a teacher, I taught lower division, upper division, honors and graduate courses in English composition, fiction, poetry, drama, Shakespeare and Elizabethan literature, the rationalist tradition in literature, American literature, nonverbal communication and graphic design. I also designed "The Totalitarian Classroom Game," a scenario that defined symbolic roles in the classroom and related them to modes of cognition and learning. (Discussed in CHANGE Magazine, Jan./Feb. 1970 and also GLAMOUR, Aug. 1970.)

According to a survey of graduating seniors conducted by the College of Liberal Arts and Sciences at the University of Illinois, I was ranked one of the ten best teachers in the College and was listed in The Whole Earth Catalog (January 1970) as one of the teaching resources at the University of Illinois.



CURRICULUM VITAE

NAME Philip J. Klukoff

ADDRESS 435 Hialeah Drive  
Cherry Hill, NJ 08002

MARITAL STATUS Married; 2 children

EDUCATION Allegheny College, B.A. 1959  
Michigan State University, M.A., 1961  
Michigan State University, Ph.D. 1965

TEACHING POSITIONS Michigan State University, Graduate Assistant;  
Assistant Instructor, 1959-1963

University of Cincinnati, Instructor, 1963-1965

Wayne State University, Assistant Professor, 1965-1967

University of Maryland, Baltimore County Campus,  
(UMBC), Assistant Professor, 1967-1969;  
Associate Professor, 1969-1970 (Tenure)

Stockton State College, Dean, Division of Arts  
and Humanities, 1970-1972; Associate Professor  
of Literature, 1972-1975 (Tenure); Professor of  
Literature, 1975-

ADMINISTRATIVE  
EXPERIENCE

At Stockton State College  
Coordinator of the Literature & Language Program (1986 - )  
College-Wide Planning Committee (1985 - )  
Coordinator, Jewish Studies Certificate Program (1985 - )  
Member, Research & Professional Development Committee  
(1983 - )  
Member, Committee on Faculty Evaluation & Tenure (1982 - 1985 )  
Appointed Interim Director of Writing (1981 - 1982)  
Appointed to Regional Graduate Center Committee (1980)  
Member, Steering Committee of the Faculty Assembly  
(1980 - 1982)  
Coordinator of the Literature and Language Program  
(1976 - 1980)  
Member, Combined Committee on Priorities and Resources  
and Academic Policies (1977 - 1978)  
Special Assistant to the President of Stockton State  
College, Summer, 1975



Administrative  
Experience (cont'd)

Dean, Division of Arts & Humanities 1970 - 1972

Chairman, Academic Policies Committee of the  
Faculty Assembly (1975)

Chairman, Panel on Creativity; College Conference  
on Communication & Composition of Boston (April 1972)

Participant in "Poetry in the Schools" program,  
New Jersey Council on the Arts under a grant from the  
National Endowment of the Arts.

Elected to College Council

Elected to Curriculum sub-committee of Self-study  
Committee for accreditation

Chairman, Project Development Committee,  
South Jersey Departments of English

Chairman, College Council Task Force on Academic Honesty  
(responsible for statement on academic honesty).

Chairman, College Council Task Force on Evening Programs

At the University of Maryland, Baltimore

Faculty Senate 1967-1968

Committee to review Freshman English Program (1967 - 1968)

Chancellor's Committee to select a new chairman of the  
Humanities Division

Faculty Senate Sub-committee on Academic Tenure and  
Promotion, 1968

Co-chairman, Committee to evaluate English Program  
(curriculum, program structure, etc.) 1968

Chairman, Committee to propose procedure for the  
integration of minority groups at the University of  
Maryland (Baltimore Campus).

English Department Executive Committee (1968 - 1969)

Chairman, English Department Curriculum Committee,  
(1968 - 1969)

Member, Future of the University Committee (1969 - 1970)

English Graduate Committee (1969 - 1970)

Director of the Winter Session & Summer School (1969 - 1970)

Administrative  
Experience (cont'd)

CHAIRMAN, panel on FRESHMAN ENGLISH IN THE NEW URBAN UNIVERSITY, CCCC meeting (April 1969)

Member, Recruitment Task Force, Higher Education Council on Urban Affairs (HECUA) (1969-1970)

AWARDS

Summer Research Grant (Summer, 1968) from the University of Maryland

Fulbright Lectureship in American Literature University of Bucharest (1973-1974 academic year)

PUBLICATIONS &  
PAPERS

"Edgar Allan Poe and Jonah Rosenfeld: Slow Dance in the Narrative Field" (a paper to be delivered at the 1986 Modern Language Association meeting in New York).

Translations of Jacob Krepliak's "Aleynu L'Shabeach," "Jeff and Marquis," and "A Story About Ice Skating" (forthcoming in a bilingual issue of Yiddish).

"The Bintel Brief Between the Wars," (Yiddish, Spring 1985)

"Poem, "forms," (Bitterroot),

Translation of Jonah Rosenfeld's story, "The Hunchback," Jewish Daily Forward, November 23, 1984

"'The Maid', 'The Hunchback', and 'The Narrow Alleys': the fiction of Jonah Rosenfeld." (paper delivered at Modern Language Association meeting in New York, December, 1983)

Lead Pencil: Stories & Sketches by B. Botwinik (a collection of my translations of Botwinik's stories, with introduction) Wayne State University Press - December 1983)

"Radicals," my translation of B. Botwinik's story, reprinted in The Jewish Daily Forward (September 18, 1983)

"Abraham Cahan and Berl Botwinik: Realism and the 'Art' of the Yiddish Press." (paper delivered at 2nd International Conference on Research in Yiddish Language and Literature, Oxford University, July 12, 1983)

Translations from the Yiddish of 2 poems by Chaim Grade, "Safed" & "Yehudi Halevi" forthcoming in Dimension (Dept. of German) University of Texas-Austin

"The Bintel Brief Between the Wars," paper delivered at 1982 Kentucky Foreign Language Conference, forthcoming in Yiddish.

"Sources of Realism: The Bintel Brief and the Jewish Arbitration Court," (a paper presented at the 1980 Kentucky Foreign Language Conference) published in Yiddish, Fall 1982.



Publications &  
Papers (cont'd)

Translation from the Yiddish of Jonah Rosenfeld's short story "Moyshele in the Garden,"  
The Jewish Spectator (Fall, 1982)

Translation of B. Botwinik's story "Rivals,"  
Jewish Daily Forward (July 5, 1981)

Visual Narrative: Mister Joe and the Shaping of Guilt  
(paper presented at the 1981 Kentucky Foreign Language Conference).

"Discovered," reprinted in The Jewish Daily Forward  
(Feb. 22, 1981)

Three Botwinik stories translated from Yiddish ("A Jewish Horse," "Jake," and "A Winter's Evening,") were published in November 1980 in The Jewish Exponent under the title of Man and Beast.

Translation of Botwinik's short story "The Bubbe" published in The Jewish Daily Forward on October 26, 1980

Translation of B. Botwinik's story "Mendel the Tinsmith" was reprinted in The Jewish Daily Forward in Sept., 1980

"The Brownsville Boarder," a short story translated from Yiddish, The Forward (July, 1980)

"Beyond Melodrama: The Narrative Vision of Berl Botwinik" published in the Modern Jewish Studies Annual (Winter 1979). (A paper delivered at the 1978 Modern Language Association meeting in New York before the American Association of Professors of Yiddish).

A Marriage Group. Translations from the Yiddish of three stories, "A Shoemaker for a Husband," "The One I Didn't Marry," and "The Last Young Man," with introduction. The Jewish Exponent, (May, 1979)

A Botwinik Sampler (translations of 6 stories, including "Yankel" and republication of the Bundist Sketches), Yiddish (Spring, 1978)

The Jewish Immigrant Community in Cuba (translations of 4 essays on this subject from The Jewish Daily Forward), The Jewish Exponent (July, 1978)

Translations of 5 Yiddish stories: BUNDISTS: "Discovered," "Mendel the Tinsmith," "The General Strike," "Radicals" and "The Mother's yom Kippur"  
The Jewish Exponent (January 6, 1978)

"Dorohoi" Jewish Arts Quarterly (Summer, 1977)

Publications &  
Papers (cont'd)

"You Have Captured My Heart Jerusalem, Botwinik's Confession." Jewish Arts Quarterly (Summer, 1977)

"The Reading" The Jewish Exponent (May, 1977)

"The Slow-witted Apple Tree" Journal of New Jersey Poets (1976)

"Deaf Mute" (poem) Ontario Review (Fall, 1974)

in night's chirp, 1972, Pegasus Press  
(Volume of poetry)

"Novels Reviewed by the Critical Review, Part I"  
Bulletin of Bibliography (Vol. 2, No. 1, Fall, 1971) 35-36

"Curriculum Reform and the Study of Literature"  
(Paper delivered at 1971 meeting of NCTE, National Council of Teachers and English)

"Smollett's Defense of Dr. Smellie," Medical History  
(I, XIV January, 1970), 31-41

Review of Bernhard Fabian's edition of Alexander Gerard's  
An Essay on Genius for Studies in Scottish Literature  
(January, 1968), 201

"New Smollett attributions in the Critical Review,"  
Notes and Queries (November, 1967), 418

"Smollett as the reviewer of Jeremiah Grant,"  
Notes and Queries (December, 1966), 466

Shelley's 'Hymn of Apollo' and 'Hymn of Pan:'  
"The Displaced Vision," Neuphilologische Mitteilungen  
(3, LSVII, 1966), 290-294

"The Critical Review of Tristram Shandy and The Reverie,"  
Notes and Queries," (December, 1966), 465-466

"Smollett and the Critical Review: Criticism of the  
Novel, 1756-1763," Studies in Scottish Literature  
(October, 1966)

"A Smollett attribution in the Critical Review,"  
Notes and Queries (June, 1965), 221

Contributor to Abstracts of English Studies, 1964-1968

IN PROGRESS

Completed translations of Jacob Krepliak's stories  
"Aleynu L'Shabeach" and "A Story about Ice Skating." I  
am now awaiting notice of publication.



## Curriculum Vitae

Fred C. Mench, Jr.

### 1. Education:

B.A. Kenyon College, 1959  
M.A. 1960 and Ph.D., 1968, Yale University

### 2. Professional Employment:

University of Texas at Austin 1964-1971  
Vice-chairman 1968-70  
Stockton State College (Pomona, NJ) 1971-present  
Professor of Classics  
Coordinator, LITT/LANG, 1972-1974  
Chair, Arts and Humanities, 1985-1987

### 3. Academic Honors and Awards:

Phi Beta Kappa, summa cum laude, high honors in classics  
(Kenyon); Woodrow Wilson and Yale University Fellowships (1959-1962)  
Fulbright Fellowship, Rome, 1962-1963  
Fellowship for Institute for Ancient & Modern Studies  
Heidelberg College, Summer 1973 (NEH)  
Fellowship for NEH Summer Seminar  
"The Ancient Near East and Greece"  
University of Minnesota, Summer 1974  
NEH "Conference on The Teaching of the Ancient World"  
Baltimore, Fall 1981  
Merit Award, 1984-1985

### 4. Articles and Convention Papers (reviews excluded)

"Film Sense in the Aeneid", Arion 8.3 (1970)  
"Aeneid 2 as Cinema" (APA, San Francisco, 1970)  
"A Cinematic Approach to Vergil's Aeneid" (NJCA), Atlantic City, 1971)  
"Ambivalence and Ambiguity in Horace's Cleopatra Ode", AJP 93.2 (1972)  
"Generation Gap in Euripides' Hippolytus", in The Conflict of Generations in Ancient Greece & Rome (1976, S. Bertman, ed.)  
"Lesbia's Bawdy Bird", (CAMWS, Minneapolis, 1971 and 1st Conference on Greek, Roman and Byzantine Studies, Briarcliff College, 1976)  
"The Relevance of Greco-Roman Antiquity" (ANJUCP, Trenton, 1973)  
Presentations (8) as panelist for Gloucester College/NJ Committee for the Humanities  
"Work, Leisure & Rapidity of Change", (fall, spring 1973-1974)  
"Equality as a Social Ideal", (fall, spring 1974-1975)  
"Caesar in History and Literature", (CAAS, CAES, Albany, 1977)  
"Caesar in the Curriculum - Some New Approaches", NECN 5.3 (1978)  
"Were There Butterflies in Rome?" CO, 55.5 (1978)

"Entries for The International Military Encyclopedia; "Aeschylus" (1300+ words) and "Alesia" (4700 words).

5. Offices:

Founder (1972) and continuing President of Classical Humanities Society of South Jersey  
 President of Classical Association of the Atlantic States 1980-81  
 Book Review Editor, The Classical World

6. Computer-related Activity:

Wrote CAI in Coursewriter language (mainframe) for Latin, 1975-77.

Lilly-University of Pennsylvania Conference: Computers in the Humanities, Spring 1983

Faculty 8 week Seminar, Summer 1983  
 (Basic computer language and operation)

Faculty Intensive 4-week Seminar, 8 May - June 1984  
 (Problem-Solving and Pascal)

Tester for 4 disk Latin Skills Package (Summer 1984)

DHE Grant recipient 1984-85 for Computer Assisted Instruction in Latin at Stockton.

DHE Grant recipient 1985-86 for a Video-Based Computer Assisted Instruction Lab. (with Hal Taylor).

Inter-Active Video Disc Conference, NJIT, January 1986

Collaborator/Co-author of disk in Individualized Latin Curriculum (University of Delaware, 1986)

Tester for Harcourt, Brace, Jovanovitch of proposed 2 disk Latin Etymology program

7. College Service

a. Committees (with number of years served)

Faculty Review Committee (2)  
 Admissions (2)  
 Steering (2)  
 College Council (2)  
 Computer Users (3)  
 Faculty Review Board (2)  
 Career Development (1)  
 Academic Policies (3)  
 Assessment of tenured faculty (1) (Chairman 1984-1985)



## b. Other

Continued support of admissions (phonathons, recruiting ideas)  
 Moderator, Faculty Assembly (2)  
 Task Force on Governance for First Middle States Accreditation  
 Litt/Lang Myth Conference (coordinator 1, helper 1)  
 Faculty Advisor (oracle) to Stockton Literary magazine (1) -  
 "Crying Voices & Unheard Sounds"  
 Media building - books, films, tapes, slides  
 History brochure, "Why Study History"  
 Latin Brochure, "Latin - The Basic Language"  
 Workshop participant for WAC, General Studies, & computers  
 Consultant & participant in 2 DHE grants on teaching humanities

## 8. Community Service

Talks at South Jersey high schools, independently & through Prudential  
 Speakers Bureau

New Jersey Classical Association Executive Council (2)

Junior Classical League Convention speaker (2)

Examiner for Edison College (1)

Classical Association of Atlantic States Officer (6)

Teacher of Latin for NJ Consortium of Gifted Students  
 (7th & 8th grades) 1983-84

Co-founder, vice-president and trustee of Mainland  
 Committee of Concerned Citizens 1984-

Member of interdisciplinary committee for NJ NEH  
 Humanities Grant 1984-85

Teacher/Reader of Literature in Stockton Summer Day Camp for  
 children ages 7-14 (Summer 84)

Discussion Leader, Brandeis Women's Club  
 1984-85 (Bible as Literature)  
 1985-86 (Greek Tragedy)  
 1986-87 (Greek Tragedy II)

## 9. Professional Associations:

New Jersey Classical Association  
 Classical Association of Atlantic States  
 American Philological Association  
 Association of Ancient Historians  
 Computer Assisted Language Instruction Consortium

## 10. Areas of Professional Interest

Latin Language and Literature, especially Catullus & Caesar  
 Computer-Assisted Instruction

Classical Civilization

Myth & Legend

Daily Life in Rome & Egypt

The concept of the Hero (especially in Greek Epic & Tragedy)

Etymology

Dramatic Literature, including G. B. Shaw

Ancient History: The Near East, Greece & Rome through 69BC



## VITA

### PERSONAL:

Jeanne-Andrée Nelson  
Born Pla, Marseille, France, 1941  
Married

### EDUCATION:

University of Utah, 1966-69, B.A. French  
(cum Laude)  
University of Utah, 1969-71, M.A. Spanish  
Michigan State University, 1971-77, Ph.D. French Literature

### PROFESSIONAL DEVELOPMENT:

Post Doctoral Study, School of Criticism and Theory,  
University of California, Irvine, 1978

Workshop for Development of Foreign Language and  
Literature Programs - MLA Conference, 1982

NEH seminar on Avant Garde Theater, New York University, 1982

Language Outreach (LORE) Workshop under the direction of  
John Rassias, Dartmouth College, May 1983

Workshop for Computer Assisted Language Learning,  
Drew University, May, 1985

### LANGUAGES:

French, fluent  
English, fluent  
Spanish, proficient  
Italian, reading  
Latin, reading

### HONORS AND AWARDS:

Tuition Scholarship - The University of Utah, 1967-68

Nominated for Outstanding Woman Scholar Award,  
Romance Language Department, Michigan State University, 1968-72

Nominated for Excellence in Teaching Award, Michigan State  
University, 1972, 73

Faculty Research and Professional Development Grant at Stockton  
State College to attend the School of Criticism and Theory at  
Irvine, 1978

International Who's Who in Education, January, 1980

NEH fellowship to attend Summer Seminar on Avant Garde Theater,  
New York University, 1982

EXXON Grant for Development of Foreign Language and Literature Programs - Workshop MLA Conference 1982

Faculty Research and Professional Development grant for creative writing, Summer 1985

Faculty Research and Professional Development grant for research, Summer 1986

Sabbatical leave granted for Spring 1987

PROFESSIONAL AFFILIATIONS:

Pi Delta Phi, French Honorary Society  
 Sigma Delta Pi, Spanish Honorary Society  
 Phi Sigma Iota, International Foreign Language Society  
 Member, Modern Language Association  
 Member, American Association of Teachers of French  
 Member, Cercle de Recherches et d'Action  
 Pedagogiques

EXPERIENCE:

Teaching Assistant in Spanish, Univ. of Utah, 1969-71

Teaching Assistant in Spanish & French, Michigan State Univ.,  
 1971-74

Instructor in French & Spanish, SUNY at Cortland, 1974-75

Assistant Professor of French Language & Literature  
 at Stockton State College, 1975-80

Assistant Professor of French at the University of Texas at  
 El Paso, 1980-81

Associate Professor of French Language & Literature  
 at Stockton State College, 1981-present

PUBLICATIONS & PAPERS:

1) LITERARY CRITICISM

"Le Développement du Thème en Fonction de la Structure dans  
 'El Sustituto' de Leopoldo Alas", in Romance Notes, Vol. XIII,  
 Winter, 1971.

"Greek Myth in 20th Century French Drama", presented to  
 Classical Humanities Society of South Jersey, February 21, 1976

"La Fonction de la Connaissance dans Esther" in  
Nottingham French Studies, Vol. 18, May, 1979

"De la Fête au Sacrifice dans le Théâtre de Pinter", La Revue  
 d'Histoire du Theatre, April, 1984

"Récit et Discours dans La Chambre Secrète", Nottingham French  
 Studies, Vol. 24, May, 1985



"Conflits Mimétiques dans Martereau", A study of the novel of Nathalie Sarraute using the girardian theory of mimetic desire. Study completed during the Summer of 1986 (R&PD grant) and submitted for publication to Cahiers Confrontations

"In Search of Generative Violence in Shepard's Plays", submitted to the Committee on Contemporary British and American Drama. Session to be held at the MLA conference in San Francisco, December 1987.

## 2) POEMS AND SATIRES

"Epître au Conseil d'Administration de mon Université", AATF National Bulletin, Vol. 7, Jan., 1982

"Ce qui se Concoit Bien... J'ai Oublié le Reste", AATF National Bulletin, Vol. 8, September, 1982

"Coping With the Green Card Blues", The Atlantic City Press, April 25, 1982

"Chairmenopause", AATF National Bulletin, Vol. 8, Jan., 1983

"Ni Rime Ni Raison", AATF National Bulletin, Vol. 10, Nov. 1983

"Deo Gratias pour John Rassias", in AATF National Bulletin, Vol. 10, Nov., 1984

"Poésies Lues par l'auteur", poetry reading, Twentieth Century Literature Conference, University of Louisville, February, 1985

"A Vingt Mille Lieues de la Terre", in Les Cahiers Pédagogiques, Vol. 232, 1985

"Tryptique", accepted for publication in The University of Windsor Review, Spring 1987

"La Lettre Détournée", a parodie on Edgar Allen Poe and Charles Baudelaire to be presented at The Sixth International W.L.W.H. Humor Conference, Arizona State University, April 1987

"Ballade des Escholiers du Temps Jadis", accepted for publication, The Forum, Spring 1987

"Filer a l'Anglaise", accepted for publication, Studies in Contemporary Satire, Summer 1987

## 3) BOOKS

Motifs, a book of poems, Les Editions Saint Germain des Pres, Paris, October, 1986

Mots En Gage, a book of poems, in progress

4) PLAY

Rappaccini's Garden, a dramatic interpretation of the Hawthorne's Rappaccini's Daughter. The first draft of the play is completed. The play is intended for an audience of children between the age of 8 to 15.

I worked as a dramaturge for the production of Waiting For Godot, at SSC, Fall 1986. My contribution was in the domain of literary and historical background.

## PROFESSIONAL EXPERIENCE

Member: Faculty Review Committee, Stockton State College, 1976-77  
 Library Representative for Arts & Humanities, Stockton State College, 1978-79  
 Sponsor: French Club, Stockton State College, 1977-1985  
 Member: Faculty Review Committee, Stockton State College, 1976-77  
 Chairperson, Spring conference on Myth & Literature, Stockton State College, 1979, 80  
 Member: Library Committee - University of Texas at El Paso, 1980-81  
 Member: Undergraduate Advisory Committee, UTEP, 1980-81  
 Coordinator: Literature and Language Program, Stockton State College, 1982-83  
 Member: Faculty Review Committee, Stockton State College, 1982-83  
 Chairperson: Language Committee, Stockton State College, 1982-83  
 Freshman Preceptor: Stockton State College, 1981-83  
 Chairperson: Search Committee for position in French and Spanish, Stockton State College, 1982-83 & 1986-87  
 Member: Faculty Review Committee, Stockton State College, 1984-85  
 Member: Steering Committee on Foreign Language Curriculum in the State of New Jersey, 1985-86  
 Member: Creative Writing Contest Committee, Spring 1985-86



COORDINATOR'S REPORT  
LITERATURE AND LANGUAGE PROGRAM  
1985 - 1986

I. The Program passed a new curriculum at this time last year, the details of which are in the previous annual report. The curriculum represented an effort to offer a flexible program of studies to accommodate the majority of our majors, many of whom will not be going on to graduate school, but some of whom will. Accordingly, the heart of the curriculum has been and remains, courses in literary criticism and the literary tradition, continental, British, and American. However, for several reasons, the Program elected not to implement the new curriculum which would have gone into effect this Fall semester. One of the most important reasons was the unfortunate absence of Dr. Ruthann Johansen, who, as our Americanist, was central to the implementation of the program. (Dr. Johansen's General Studies courses were dropped this past year and her literature courses were assumed as overloads by Professors Enscoe, Klukoff, and Hollis).

Professors Tompkins and Klukoff were asked to survey the literature programs of other colleges in the United States of comparable size and mission to determine what curricular emendations might prove locally applicable. Accordingly, their recommendations will become a central part of the Program's reconsiderations of curriculum. The return of Dr. Johansen from a humanitarian leave will stabilize the American component of the literature curriculum although the possible movement of others in the Program create new uncertainties. The Language portion of the curriculum remains unchanged from the statement presented last year.



The resurgence of Lang enrollments has been most gratifying and strengthens the Program's claim for staffing development. The departure of Professor Tracy Harris, who was able to cover more than one area of competence is a considerable loss. Her replacement is being sought at the time of this report.

In general, it was a very gratifying year as the entire Program achieved high enrollments in virtually all classes. Although there are often disparities of enrollment figures from member to member, the general enrollment picture for Litt/Lang was very encouraging and represents a significant return to the levels of better years. (See data next page.)

## LITERATURE AND LANGUAGE

## TEACHING STATISTICS

1985-1986

FACULTY	Course Enrollments				SCH Productions						FTE
	"G"	PROG.	OTHER	TOTAL	"G"	PROG.	OTHER	NONCL.	TOTAL		
Dunn**	13	27		40	52	108			160	10.	
Enscoe	62	60		122	248	240		66	554	34.6	
Grasso	56	93		149	224	372		126	722	45.1	
Harris	66	100		166	264	400		2	666	41.6	
Hollis	201	76		277	804	304		62	1170	73.1	
Klukoff	32	144		176	128	576		15	719	44.9	
Mench***	19			19	76			90	166	10.4	
Nelson	61	71		132	244	284		62	590	36.9	
Tompkins	<u>20.5</u>	<u>54</u>	<u>37*</u>	<u>111.5</u>	<u>82</u>	<u>216</u>	<u>148*</u>	<u>40</u>	<u>486</u>	<u>30.4</u>	
TOTALS	530.5	625	37	1192.5	2122	2500	148	463	5233	327.1	
<u>ADJUNCTS</u>											
Avery		30		30		120			120		
Enscoe, A.	30	28		58	120	112			232		
King		16		16		64			64		
McLaughlin		10		10		40			40		
Newman		15		15		60			60		
Ramos		57		57		228			228		
Steinfeld	<u>35</u>			<u>35</u>	<u>140</u>				<u>140</u>		
TOTALS	65	156		221	260	624			884		
<u>AUX. FACULTY</u>											
Martin (NAMS)		25		25		100			100		
TOTAL PROG.	<u>595.5</u>	<u>806</u>	<u>37</u>	<u>1438.5</u>	<u>2382</u>	<u>3224</u>	<u>148</u>	<u>463</u>	<u>6217</u>	<u>388.6</u>	

\*INFO COURSE

\*\* LEAVE OF ABSENCE ONE TERM

\*\*\*CHAIR OF DIVISION



Figures for program enrollments, faculty workload, and preceptees are as follows:

A. Enrollments for 1985-1986

	100 Level		2000 Level		3-4000 Level		Totals	
	<u>Fall</u>	<u>Spring</u>	<u>Fall</u>	<u>Spring</u>	<u>Fall</u>	<u>Spring</u>	<u>Fall</u>	<u>Spring</u>
LANG	202	114	43	27	6	0	251	141
LITT	111	88	106	87	45	48	262	223

B. Majors for 1985-1986

	<u>Declared</u>	<u>Intended</u>
Fall 1985	40	43
Spring 1986	39	44

C. Graduates

<u>Spring 1986</u>	<u>Summer 1985</u>	<u>Fall 1985</u>
8	0	3

D. Adjuncts for 1985-1986

Walter Newman, Jr.	Fall - Litt 2636: Fiction Writing Workshop B.A. Stockton State College, 1984
Denise Ramos	Fall - Lang 1240-3 Beg. Spanish I Sp. - Lang 1241-2 " " II M.A. Spanish, Rutgers, 1985 B.A. French, Douglass College, 1983 Specialization in French & Spanish; pedagogy
Peter Steinfeld	Fall - GAH 1320 Bible as Art & Literature M.Div. - Princeton Theological Seminary, 1978 Doctoral Work: Vanderbilt Univ. 1979-present Specialization in Religious Studies

Pamela Avery	Fall - Lang 1230-3 Beg. French I Spring - Lang 1231-2 Beg. French II Maitrise, University of Grenoble, 1983 Specialization in French language
Ann Enscoe	Fall - Litt 1100-3 Intro to Literature " GAH 1150-1 Experience of Lit. M.A. Wayne State University, 1963 Specialization in Literature (Milton)
Brian King	Fall - Lang 1101 Intro to Latin A.B. (Classics), 1967, College of the Holy Cross, B.A. (History), 1976, Western Washington Univ. M.A. (English), expected 1985, Glassboro State College
Jo-Ann McLaughlin	Fall - Litt 2635 Poetry Writing Workshop M.A. Candidate, Syracuse University B.A. Stockton State College

The members of the Litt/Lang faculty involved in community and scholarly activity this past year. (At the time of this report Professors Tompkins and Grasso are in Europe and Professors Johansen and Harris are off campus - all thus unavailable to contribute accounts of their activities.).

Gerry Enscoe: This past year Prof. Enscoe finished his DHE grant and got the Humanities concentration off the ground. He went to several conferences dealing with Humanities in the Professions and attended the annual meeting of the League for the Humanities at Vail, Colorado to report on the Humanities concentration at Stockton.

He developed two new courses, Intro to Humanities and the Humanities Seminar, and participated in the planning for a Federated Course with John Sinton and Ted Von Bosse to be given this fall called The Future of Western Civilization.



Stephen Dunn: This past year has seen the publication of Local Time, William Morrow & Co. (winner of National Poetry Series Open Competition), Poems in Poetry, The Paris Review, The Nation, Kenyon Review, Prairie Schooner, etc.

Prof. Dunn has given readings at the University of Arizona, Arizona State, University of Nebraska, Carnegie-Mellon, Glassboro State College, Interlocken Arts Academy, Bennington College, Howard University, Radcliffe College, etc.

He has also taught graduate seminar in Contemporary Poetry at Columbia University.

His interview with poet Philip Booth was accepted for publication by New England Review, and a short story was accepted by Three Rivers Poetry Journal.

James Hollis: Delivered perhaps fifteen addresses to community and professional organizations, two for the American Library Association, and such other organizations as The Round Table Associates and Jung Society of Philadelphia. He also founded the Jung Seminar of South Jersey and is responsible for all programming and logistics. He served on the Board of Directors of the Philadelphia Jung Society, the Jung Seminar of South Jersey and serves as a member of the Institutional Review Committee of Atlantic City Hospital, the committee that reviews the ethical and legal implications of all medical and personnel procedures. He received a grant from the R&PD committee to prepare and deliver the keynote address at an international conference to be held in Zurich, Switzerland in August. He also attended numerous

conferences and is serving on the examining board for the training of psychoanalysts and attending meetings in Birmingham, Swarthmore, and Denver for the purpose of presenting papers and evaluating training candidates. Also, he writes a weekly column in a weekly newspaper with a circulation of 50,000 in south Jersey.

Philip Klukoff: Prof. Klukoff is the coordinator of the Litt/Lang program this year; he is also on the College-Wide Planning Committee; Coordinator, Jewish Studies Certificate Program, and served on the R&PD Committee. He was elected President, American Association of Professors of Yiddish (AAPY), and chaired the Yiddish Literature Lecture at MLA in Chicago.

He delivered a paper titled "Edgar Allan Poe and Jonah Rosenfeld: Slow Dance in the Narrative Field" at the 1986 Modern Language Association meeting in New York. His translations of Jacob Krepliak's "Aleynu L'Shabeach," "Jeff and Marquis," and "A Story About Ice Skating" (forthcoming in a bilingual issue of Yiddish). He also had published "The Bintel Brief Between the Wars," in Yiddish, Spring 1985, and "poem, "forms," in Bitterroot.

Fred Mench: Prof. Mench has continued as Chairman of ARHU, continued as Book Review Editor of Classical World, attended CAAS (Classical Association of Atlantic States) meeting in Maryland in the Spring, and APA (American Philological Ass'n) meeting in Washington, DC in December.

He also worked on acquiring equipment and software/video discs under DHE grant on Video-Based CAI Lab.



Jeanne-Andrée Nelson: Prof. Nelson was Stockton's representative to the State Steering Committee on Foreign Language Curriculum 1985-86 and discussant at the FL conference, Glassboro, Spring '86.

She received a Faculty Research and Development Grant to complete an essay on Martereau by Sarraute, and was granted a sabbatical leave for Spring 1987.

Her recent publications are as follows: an Essay, "Récit et Discours dans La Chambre Secrète" in Nottingham French Studies, Vol. 24, May 1985; Satiric poems - "A vingt Mille Lieues de la Terre", in Les cahiers Pédagogiques, Vol. 232, 1985; "Conversation et Conversion", in Studies in Contemporary Satire, Vol Xiii, 1986. Poems - "Tryptique", accepted for publication in The University of Windsor Review. Review - A dozen poems are presently under consideration for publication by editors in France, Canada and the USA. Books - "MOTIFS", a book of poems. Accepted for publication by Les Editions Saint Germain des Près, Paris.

During this coming year the LITT/LANG Program will be engaged in substantial curricular discussions, discussions which are clouded by uncertainties regarding personnel to be available in the immediate future. Last year we supported the development of the Literary Club which got off to an excellent start. The Literary Club is directed by students and assisted by faculty advice and ARHU logistical support. One part of the new curriculum will go into effect this Fall semester. We have dropped the required Senior Seminar and now the students will be studying with

individually chosen faculty members in guided research in the Fall semester and will deliver a formal address to their peers and to the faculty during the Spring semester. It is hoped that this new procedure will bring about a greater sense of professionalism and individual responsibility from the students.

In retrospect, this past year represented a time of steady growth in enrollments, the effort to cover teaching assignments for colleagues diverted elsewhere, the suspension of major curricular decisions, and the maintenance of appropriate standards in all courses offered.



COORDINATOR'S REPORT  
LITERATURE AND LANGUAGE PROGRAM

1984 - 1985

I. A. In view of what appeared to be a major reorganization of the college last Fall, and in response to Dr. Neil Kleinman's request that we prepare a statement of the program's strengths and gaps as well as its directions over the next five years, the members of the Litt/Lang Faculty spent considerable time this past year discussing the present state and future goals of the Litt/Lang Program, and carefully revising curriculum and graduation requirements.

The major changes made reflect the need to offer a flexible program of studies to accomodate the majority of our majors, who are not graduate school bound, while at the same time retaining the courses in Literary Traditions and Literary Criticism that will adequately prepare students for graduate school if they wish to pursue further studies in literature and language.

A salient feature in the revised curriculum, which will become effective in the Fall of 1986, is a required one semester course in linguistics: The Nature and History of Language, for Litt/Lang majors in the Literature-Track, and Romance Linguistics, for Litt/Lang majors in the Language Track. This new requirement, in addition to the foreign language proficiency required of all literature and language majors, seeks to emphasize the interrelationship that exists between the literature and the language in which it is created. Other changes include a new course in literary criticism and methodology, "Approaches to Literature", and a research project and oral presentation (Fall & Spring semester) instead of Senior Seminar.

Another major change in the curriculum will reflect the unanimous desire of the members of the Arts and Humanities Division to increase



our students' knowledge in the Arts and Humanities by requiring one course in each of the other Divisional programs. Thus, beginning in the Fall, 1985, all Litt/Lang majors will be required to take one course in each of the other ARHU programs: ARTS, HIST and PHIL. (A detailed exposition is attached to this report. These changes will appear in the new Program Guide and the Bulletin for 1986).

B. Our request for a fourth line in French and Spanish last Fall, 1984, stems from a very legitimate concern. There are only 1½ faculty members teaching all levels of French and Spanish language (a third section of Beginning French and Spanish is taught by an adjunct) in addition to teaching the advanced tutorials required of our Litt/Lang majors and offering two courses in General Studies per year. In the last three or four years we have experienced a true "Renaissance" in foreign languages nationwide, and, closer to home, at Stockton. Our enrollments in Beginning French and Spanish alone, clearly show that there is considerable demand for these two languages in this area, and, specifically, at Stockton. It is hoped that our valid request will be granted.

C. The members of the Litt/Lang faculty also conducted an intensive search for the American Literature position, and for a one semester replacement for Professor Gerry Enscoe in British Literature. Professor Tracy Harris, who was offered and accepted the position in French and Spanish last Spring, joined the Stockton Faculty in September, 1984, and Ruthann Johansen, a specialist in American Literature, has been at Stockton since January, 1985. Both have already given clear proof of their versatility, dynamism, and high professional qualifications. We are most fortunate to have them with us.

II. Figures for program enrollments, faculty workload, and preceptees are as follows:

A. Enrollments for 1984-85

	1000 Level		2000 Level		3-4000 Level		Totals	
	<u>Fall</u>	<u>Spring</u>	<u>Fall</u>	<u>Spring</u>	<u>Fall</u>	<u>Spring</u>	<u>Fall</u>	<u>Spring</u>
LANG								
LITT	_____	_____	_____	_____	_____	_____	_____	_____

B. Majors for 1984-85 (as of 3/1/85)

	<u>Declared</u>		<u>Intended</u>
Spring 1984	59	Spring 1984	18
Fall 1984	47	Fall 1984	24
Winter 1985	50	Winter 1985	28

C. Graduates

<u>Spring 1984</u>	<u>Summer 1984</u>	<u>Fall 1984</u>
10	0	2

D. Adjuncts for 1984-85

Joanna Clark                      Fall - Litt 2301: European Literature I  
M.A. Warsaw University, 1961  
Graduate Study, University of Pennsylvania  
Specialization in Comparative Literature

Barbara Groark                    Fall - Litt 1101: Introduction to Fiction  
M.A. Candidate, Rutgers, Camden, 1984  
Specialization in rhetoric, and romantic period.



Joanne McLaughlin	Fall - Litt 2635: Poetry Writing Workshop M.A. Candidate, Syracuse University Specialization in Creative Writing
Walter Newman, Jr.	Fall - Litt 2636: Fiction Writing Workshop B.A. Stockton State College, 1984 Specialization in fiction; journalism
Denise Ramos	Fall - Lang 1230-3: Beginning French I Lang 1240-3: Beginning Spanish I M.A. Spanish, Rutgers, 1985 B.A. French, Douglass College, 1983 Specialization in French & Spanish; pedagogy
Pamela Avery	Spring - Lang 1231-2: Beginning French II-2 Maitrise, University of Grenoble, 1983 Specialization in French language

E. Recruitment for 1984-85

i. An intensive search and interviewing for an Instructor/Assistant Professor of American literature was conducted in the Spring and Fall terms. Of 111 candidates, six were brought to campus for interviews. Dr. Ruthann Johansen was offered the position, and she joined the Stockton Faculty in January, 1985.

ii. A one-term position to teach British literature was advertised for the Spring Term 1985. Of the twenty-six applicants, two were invited for interviews; one, however, withdrew shortly before her visit to campus. The other, Anne Neumann, was residing on the west coast and interviews with her by phone indicated she would be a suitable candidate. She was offered and accepted the position for one term.

F. Workload & Preceptees

Program and General Studies Teaching Effort  
3rd Program

1984-1985

LITERATURE AND LANGUAGE

Name/FTE	Course Enrollments			SCH Production					
	"G"	Prog	Other	Total	"G"	Prog	Other	Noncl	Total
Jordan(.5)	0	21		21	0	84		42	126
Encospe(.33)	49	0		49	196	0		34	230
Orsasco(1.16)	54	93		147	216	372		50	638
Harris(1)	89	89		178	356	356		16	728
Hollis(1.32)	139	66		205	556	264		84	904
Johansen(.5)	26	53		79	104	212		0	316
Klukoff(1.32)	60	103		163	240	412		48	700
Reuch(.5)	0	21	38*	59	0	84	132	52	268
Nelson(1)	73	77		150	292	308		76	676
Tompkins(1)	8.5	57	68*	125.5	34	228	240	60	562
<b>TOTALS for L/L Faculty</b>	<b>498.5</b>	<b>588</b>	<b>98</b>	<b>1176.5</b>	<b>1994</b>	<b>2320</b>	<b>372</b>	<b>482</b>	<b>5146</b>
% of effort	43%	50%	8%		39%	45%	7%	9%	
% of L/L		73%				73%			
<b>Auxiliary Faculty Teaching L/L</b>									
Martin(NRMS/German)		40		40		160			160
% of L/L		5%				5%			
<b>Adjunct Faculty teaching L/L</b>									
Clark		18		18		72			72
Grubark		26		26		104			104
McLaughlin		11		11		44			44
Newman		12		12		48			48
Ramos		50		50		200			200
Avery		12		12		48			48
Neumann		49		49		196		12	208
Total		178		178		712		12	724
% of L/L		22%				22%			
<b>All L/L</b>	<b>498.5</b>	<b>798</b>	<b>98</b>	<b>1394.5</b>	<b>1994</b>	<b>3132</b>	<b>372</b>	<b>474</b>	<b>6032</b>

\* Reuch in HIST; Tompkins in INFO



III. The members of the Litt/Lang Program were professionally involved in various activities this past year, including research and publications, paper presentation and conference attendance, service to the local community, and participation in the intellectual and administrative life of the college.

-Gerry Enscoe received a grant from the State of New Jersey to develop a Humanities Concentration at Stockton. He chaired the Humanities committee, and he directed the newly created Humanities program in the fall and spring semesters. He was also quite actively involved in THE HUMANITIES AND THE PROFESSIONS in the East Coast; he attended three conferences on the Humanities in the spring, and he will attend another conference in Colorado this summer. In addition, Professor Enscoe was chairperson of the Search/Screening Committee for the one semester position in British literature, and he served as a member of the Search Committee for the American literature position. He was also chairperson of the College Assessment Committee, ARHU representative on the College Steering Committee, and he served on the Blue Ribbon Committee for the Challenge Grant. Professor Enscoe was one of the three candidates for the position of chairperson of General Studies.

-Norma Grasso delivered two papers at the Second and Third Annual Conferences on women at Rutgers University in the spring terms of 1984 and 1985, titled "Women in Non-Traditional Occupations in Argentina" (Spring 1984) and "Women vis-a-vis the Code of Honor in Spanish Literature and Society" (Spring 1985). She completed her work on the Argentine writers Syria Poletti, Sara Gallardo, Eduarda Mansilla and Rosa Guerra for the Annotated Bibliography of Latin-American Women

Writers, volume III, to be published by Garland Publishing Co. this Fall; and her paper "Eduardo Mallea: Hacia una teoria de la novela" was published in the Hispanic Literatures Journal (UPI) in December, 1984. She also gave an invited lecture, "Women's Roles in Latin America: Past and Present", at the Women in the 80's: A Community Conference, held at Stockton last Spring. She served as evaluator for the Educational Testing Service, Validity Study of Selected NTE and GRE test in October, 1984; she was a member of the Priorities and Resources Committee, and coordinator of the Litt/Lang Program.

-Tracy Harris received an R&PD grant to do research in the Los Angeles Sephardic Community this summer. She also doubled up as a student here at Stockton, adding Yiddish and Latin to her long list of accomplishments in foreign languages. She attended the workshop on Computer Assisted Learning at Drew University this spring, and she has served as ARHU representative on the Library Committee.

-Jim Hollis continued as member of the Board of Directors of the Philadelphia Jung Society, and he lectured on analytical psychology at the Jung Society of Philadelphia and to the Psychiatric residents at the University of Pennsylvania in the winter, 1984. He also participated in the Round-Table Associates of Pennsylvania (a psychologists' group), and lectured at the Irish Historical Society of New Jersey and to the Brandeis Women's Literature Group in Margate, N.J. He wrote the original proposal that received the \$5,000 grant from the New Jersey Humanities Council for the General Studies Conference, "Living Creatively: An Interdisciplinary Look at the Second Half of Life", held at Stockton last spring; he chaired the conference, and he presented a paper titled



"Anabasis and Catabasis: The Mythos of the Second Half of Life."

Professor Hollis has been a Danforth fellow since 1983; he was a member of the Search Committees for the positions in British and American literatures this past year, and he was elected coordinator of the Litt/Lang Program for 1985-86. He is currently working on a book, The Cosmic Drama: An Introduction to Myth.

-Ruthann Johansen has been working on her second book on the American novelist Flannery O'Connor, and she received an R&PD summer stipend for her projects, The Narrative Secret of Flannery O'Connor and Chaim Potok's Hasidic Legend".

-Phil Klukoff has been named Vice President of the American Association of Professors of Yiddish, and he will be President next year. His translations of two stories by Jonah Rosenfeld, "The Apprentice" and "The Hunchback", appeared in the Jewish Daily Forward November 23 and 30, 1984. His poem "forms" was accepted in "Bitterroot"; and he has completed translations of Jacob Krepliak's stories "Aleynu L'Shabeach" and "A Story About Ice Skating". He is now awaiting notice of publication. In addition, Professor Klukoff chaired the Modern Yiddish Literature Section at the Modern Language Association meeting in Washington, 1984, and he will chair the Yiddish Literature Lecture of MLA in Chicago in 1985. He served on the Research & Professional Development Committee, and on the Search Committee for the position in British literature; and he was chairperson of the Search Committee for the position in American literature.

-Fred Mench received and worked on a DHE grant in 1984-85, "Enhancing Computer Assisted Instruction at Stockton" (\$9,000); and he researched and proposed a DHE grant for 1985-86, "Toward an Experimental Audio-Visual CAI Lab", which has passed the first round (\$38,000). He

attended three Classical and three Computer Conferences, taught a "Bible as Literature" course to the Brandeis Women's Literature Group, and he spoke to four Latin and one Greek classes at Ocean City High School on the Trojan War (slide lectures). In addition, Professor Mench continued as President of the Classical Humanities Society of South Jersey and as Book Review Editor of Classical World. He was Vice-President of MCCC (Mainland Committee of Concerned Citizens, a local group involved with Mainland High School), and he served as informal (unpaid) consultant on various CAI Latin software developments. Professor Mench was elected chairperson of Arts and Humanities for 1985-86.

-Jeanne-Andrée Nelson wrote two satiric poems, "Deo Gratias pour John Rassias", which appeared in AATF National Bulletin, Vol. 10, November 1984, and "A Vingt Mille Lieues de la Terre", published in Cahiers Pédagogiques, Vol. 232, March 1985. Two articles, "De la Fête au Sacrifice dans le Théâtre de Pinter" and "Récit et Discours dans La Chambre Secrete", have been accepted for publication in La Revue d'Histoire du Théâtre and in Nottingham French Studies respectively. She also delivered a paper titled "Poésies lues par l'auteur" at the XXth Century Literature Conference held at the University of Louisville, February, 1985, and she received an R&PD summer stipend to work on her project Four Satiric French Poems. In May, 1985, she was invited by Professor Ada Ortuzar-Young to attend the workshop on Computer Assisted Language Learning at Drew University; and during spring recess she took a group of SSC students for a tour of Paris, France.

-Ken Tompkins continued again this year as Director of the Microlab maintaining that facility with the latest software and technology. When the new Writing Lab - in the library - was opened, it came under his aegis.



Professor Tompkins was also responsible for the arrangement with Zenith Data Systems to provide discounted microcomputers for the faculty, staff and students. He is developing two new courses which he hopes to teach next year - both are designed primarily for students in the humanities.

They are:

Writing Documentation

Computers and the Humanities

He believes these are necessary to increase the "marketability" of Humanities students as well as to make them computer literate. He was co-author of a paper presented at a conference on Micros in Education at Arizona State. It will be published in the conference proceedings. He continues to teach in the areas of Medieval and Renaissance literature. He was appointed a member of the Blue Ribbon Task Force which is responsible for writing a grant proposal for 3 million dollars. In the wider community, Professor Tompkins is a member of the Board of Directors of the Community Justice Institute—a mediation service. He is also heavily involved in child custody mediation.

Addendum

Associate Members:

- Penny Dugan has not been able to teach many courses in the past years because of her commitments as the Director of Writing.
- Jack Connor has accepted our invitation to become an associate member in the Program.
- Neil Kleinman - we anticipate Neil Kleinman's joining us as an associate member in the near future.
- Stephen Dunn has taught the following courses in Creative Writing:  
LITT 3635 Advanced Poetry Writing Workshop; LITT 3636 Advanced Fiction Writing Workshop & LITT 3712 Frost, Williams, Stevens.  
He has also received a Guggenheim Award for 1984-1985, and an R&PD Grant for the Fall of 1985. He will devote this time to writing two fictional short stories dealing with racism in America. Professor Dunn was the winner of the National Poetry Series Open Competition Award in 1985 and his book of poetry, Not Dancing was published by Carnegie-Mellon, in 1984. He has continued as Director of the Visiting Writers Series, and is acting host for the Artist/Teacher Institute which meets at Stockton in August.



IV. The goals of the Litt/Lang faculty for the past year and for the future are:

- A. To continue to work together as members of a program of both literature and language by emphasizing the intimate connection between literature and language, as the revised curriculum which will be implemented in 1986 shows.
- B. To do everything possible to attract students to the program without sacrificing quality classroom instruction.
- C. To interact with students more often than we have done in the past. The possible creation of a Literary Club next year, where students can read papers, discuss the latest story by Borges or Barth, or talk about the decline of Sanskrit, would bring students and faculty members together, and would add a new dimension to the program.
- D. Depending on continued cooperation from the administration, we hope to increase our offerings in foreign languages to meet students' demands.
- E. To begin a lecture series, similar to the Visiting Poets Series, to increase the visibility of the Literature and Language Program, both on campus and in the larger community.

These are some of the changes that we feel will re-vitalize the program, and will enable us to do a better job educating our students.

## LANGUAGE TRACK French, Spanish, Latin

A minimum of 36 credit hours a maximum of 48.

## I. At least 20 cr. hrs. in French, Spanish, or Latin

- |   |           |
|---|-----------|
| 1. Intermediate I 22..                                  | 8 cr      |
| 2. Intermediate II 22.1                                 | 8 cr      |
| 3. Advanced 37-- This course can be repeated for credit | 4 to 8 cr |
| 4. Readings in Lit-- 37--                               | 4 cr      |
| 5. Independent project                                  | 4 cr      |
| 6. Romance Linguistics                                  |           |

## II. At least four courses in a second language

- |                         |      |
|-------------------------|------|
| 1. Beginning I 12--     | 4 cr |
| 2. Beginning II 12-1    | 4 cr |
| 3. Intermediate I 22--  | 4 cr |
| 4. Intermediate II 22-1 | 4 cr |

Students must also take one course each from

HIST  
ARTS  
PHIL



Proposed Literature Major

1. Introduction to Literature (intro to genre and methods of reading)
2. Approaches to Literature (lit crit and meth)
3. History of the Language
4. The Literary Tradition (either generic, national, or classic texts approach)
5. The Literary Tradition
6. The Literary Tradition
7. Shakespeare
8. Senior Project/Colloquium (Independent Study in the Fall with formal presentation of project to faculty and peers in Spring)

Three courses: (one from each Program)

Arts  
Phil  
Hist

Other electives may be drawn from the following categories:

Literature and the History of Ideas  
Literature and Society  
Literature as Process: Aesthetics, Myth, et al  
Major Authors: Cervantes, Flaubert, or additional cognate areas

Majors must also demonstrate competency (intermediate level) in a foreign language.

COORDINATOR'S REPORT  
LITERATURE AND LANGUAGE PROGRAM

1983 - 1984



I. The LITT/LANG program made no changes in its curriculum this year, and for the most part felt that the new curriculum adopted in 1983 was working well. The only major change was a decision to change LITT 3700, British Literature, from a tutorial to a class course. It was felt that the amount of material needed to be covered in this course made it unsuitable for a tutorial format. We discussed the possibility of combining the two Literary Tradition courses into one course in World Literature, but took no action.

It has also become clear to some of the literature faculty that an unproductive tension exists between the Literature track and the Language track, and discussion has been resumed concerning the possibility of separating into two different programs. The rationale for combining Literature and Language into a single degree program was based upon the assumption that sufficient faculty lines would be available to create what would be essentially a Comparative Literature program, with primary emphasis upon literature. But the reality of the situation appears to be that most potential language majors and language students have more pragmatic concerns, and if interested in language study are more concerned with acquiring technical proficiency in the language than in reading the literature in the original language. The close association between literature and language may actually hamper the efforts of the language faculty to develop courses that will attract students interested in acquiring some level of technical proficiency in a foreign language.

The literature faculty, on the other hand, is composed primarily of specialists in British and American literature, and some of us feel that a curriculum that requires its majors to master the literature from Ancient Greece to modern America forces us to spread ourselves much too thin. We are starting to think of a more traditional approach, focussing upon British and American literature and allowing us for the first time to offer courses in modern and contemporary literature. We are interested in attracting more students to our literature courses and undergraduates tend to be more interested in modern and contemporary literature than in traditional approaches. Some of us feel that we can develop a more attractive and at the same time more relevant approach to the study of literature if we do not attempt to cover too much with the limited number of faculty available.

Much of our energy in 1983-84 was spent in intensive search and interviewing for two new faculty who will be joining us next year. We were extremely fortunate in hiring Dr. Tracy Harris, who will be teaching French, Spanish and Linguistics, and Dr. Lynn Munro, who will be replacing Royce Burton as our Americanist. Both are highly credentialed, exciting young women who will add a needed dimension of vitality and new perspectives to the program for the forthcoming year.



II. Figures for program enrollments, faculty workload, and preceptees, are as follows:

A. ENROLLMENTS FOR 1983-84

	1000 Level		2000 Level		3-4000 Level		Totals	
	<u>Fall</u>	<u>Sprg</u>	<u>Fall</u>	<u>Sprg</u>	<u>Fall</u>	<u>Sprg</u>	<u>Fall</u>	<u>Sprg</u>
LANG	139	52	32	29	18	9	189	90
LITT	<u>91</u>	<u>94</u>	<u>99</u>	<u>75</u>	<u>48</u>	<u>62</u>	<u>238</u>	<u>231</u>
	230	146	131	104	66	71	427	321

B. MAJORS FOR 1983-84 (as of 3/1/84)

<u>Declared</u>	<u>Intended</u>
59	18

C. GRADUATES

<u>Spring 1983</u>	<u>Spring 1983 distinction</u>	<u>Summer 1983</u>	<u>Fall 1983</u>
6	5	1	5

D. ADJUNCTS FOR 1983-84

Catherine Iacono, BEGINNING FRENCH I(Fall Term) - B.A., Stockton State College, N.J. State Certification

John McCall, INTRODUCTION TO LITERATURE (Fall Term) - M.F.A. Rhode Island University

Catherine Smith, BEGINNING SPANISH (Fall Term) - M.A. Middlebury College

E. RECRUITMENT FOR 1983-84

None.

F. WORKLOAD & PRECEPTES

1983-84  
FACULTY WORKLOAD INFO.

LITERATURE & LANGUAGE	<u>General Studies</u>			<u>Program</u>			<u>SCH Production</u>		Preceptees
	Number of Courses	Class Credits	Class Enrollments	Number of Courses	Class Credits	Class Enrollments	Non-class SCHs	Class SCHs	
Burton, R. <sup>0</sup>	0	0	0	2	8	45	36	171	5
Ensoe, G.	3	8	64	3 <sup>1</sup>	12	93	76	552	22
Grasso, N.	2	8	48	3	12	65	130 <sup>2</sup>	452	18
Hollis, J.	5 <sup>3</sup>	20	168	2	8	58	24	916	20
Klukoff, P..	2 <sup>4</sup>	8	48	5 <sup>5</sup>	20	132	82	720	24
Mench, F.	2	8	50	3	12	75	82	500	18
Nelson, J.A.	2	8	55	3	12	73	127 <sup>2</sup>	512	14
Tompkins, K.	1 <sup>6</sup>	4	22	4 <sup>7</sup>	16	116	24	552	18
	17	64	303	25	100	657	581	4375	139
<u>Adjuncts</u>									
Iacono, C.(Fall)(French)				1	4	22	-	88	
McCall, J.(Fall)(Intro)				1	4	29	-	116	
Smith, C.(Fall)(Spanish)				1	4	27	-	108	
				3	12	78		312	
	17	64	303	28	112	735	581	4687	139

<sup>0</sup> Divisional Chairperson

<sup>1</sup> One course for PROS

<sup>2</sup> Overload included for non-class

<sup>3</sup> Includes two G.S. overloads

<sup>4</sup> Includes one G.S. overload and G.S. Non-class

<sup>5</sup> Includes one ARHU overload

<sup>6</sup> New course; team taught

<sup>7</sup> 1 course release + 1 course PROS overload each term



III. Members of the LITT/LANG faculty have been professionally active in the life of the college, in the community, and in their disciplines during 1983-84.

-Gerry Enscoe was chairperson of the committee to develop a Humanities concentration at Stockton and will be directing this program during its initial inception starting in fall, 1984. He also served as a member of the Steering Committee, actively participated in the GAH Committee, and was co-ordinator of the LITT/LANG Program. He was chairperson of the Search Committee for the American Literature position and was the Steering Committee liason with General Studies. He was also a candidate for divisional chairperson to replace Royce Burton.

-Norma Grasso served on the Search Committee for the Foreign Language position and participated in several conferences in Latin American Studies. She was elected program coordinator for 1984-85.

-Jim Hollis served on the Faculty Review Committee and will be chairing the General Studies Conference scheduled for next spring on "Living Creatively," an interdisciplinary look at the second half of life. He is also a member of the Board of Directors of the Philadelphia Jung Society, and made six presentations during the year, three to the Philadelphia Jung Society, one to Pennsylvania-Delaware Round Table associates, one to the Pendle Hill Quaker Study Centre, and one to the Cumberland County Board of Realtors. He has written two papers, both submitted for publication: "Dream Devices: The Use of Literary Criticism for the Interpretation of Dreams," and "The Use of Symbolic Forms." He is currently at work on a book entitled The Cosmic Drama, An Introduction to Myth.

-Phil Klukoff served on the Research and Professional Development Committee, the Committee on Faculty Evaluation and Tenure, and was appointed to the

Statewide Committee on Foreign Language Initiatives. His book, Lead Pencil: Stories and Sketches by B. Botwinik (a collection of translations) was published by the Wayne State University Press, and he is currently chairperson of the Yiddish literature section of the Modern Language Association. He also delivered a paper at the MLA conference in New York on "The Fiction of Jonah Rosenfeld."

-Jean André Nelson continued as chairperson of the Foreign Languages at Stockton Committee and produced the report to the Steering Committee with important recommendations for the study of languages at Stockton. She also chaired the Search Committee for the Foreign Language position. She has continued her research in Avant Garde theatre and developed a new GAH course in the Theater of the Absurd.

-Fred Mench served on the Academic Policy Committee, the Committee on Computer Literacy, and the ARHU Faculty Review committee. He also continued as President of the Classical Humanities Society of S. Jersey and as Book Review editor for the important journal Classical World. He attended the Summer workshop on Computers for Stockton faculty, the Princeton Symposium on "The City in Antiquity," and the meetings of the Atlantic States and New England Classical Associations at New Haven.

-Ken Tompkins was director of the microcomputer lab, taught the Summer workshop on Computers for Stockton Faculty, and continues his work with the Lily Foundation.

IV. The goals of the LITT/LANG faculty for the past year and for the future are to make whatever contributions to the College we can through our work in the program, in General Studies, and in other areas in which



we have developed experience and expertise. We realize that our primary importance to the college is to offer training and exposure to literature and language to as many students as possible, particularly to those whose major fields of study are in other areas. Our new curriculum attempts to accomplish this by focussing upon introductory and intermediate level courses and attempting to attract students into them.

On the other hand, as practitioners of important liberal arts disciplines, we need to provide sound, solid training in literature and language to those students who chose to major in these fields, even though their numbers may be relatively small. Although attempting to accomplish both goals results in our stretching ourselves rather thin at times, we feel that we are succeeding fairly well.

However, there are some important changes that some of us feel must be accomplished in order for us to do even better, and discussions leading to these changes will continue during the forthcoming year.

FROST, WILLIAMS, STEVENS

S. Dunn  
Spring, 1987

REQUIREMENTS: Two papers. Final Exam.

Frost:

- Jan 21 Poetry: INTO My Own, Moving, The Tuft of Flowers,  
Mending Wall. Prose : The Constant Symbol
- Jan 26 Poetry: Death of a Hired Man, Home Burial,  
After Apple Picking. Prose: Poetry & School
- Feb 2 Poetry: The Road Not Taken, Hyla Brook, The  
Oven Bird. Prose: The Figure a Poem Makes
- Feb 4 Poetry: Birches, Out, Out, The Witch of Coos  
Prose: On Extravagance
- Feb 9 Poetry: Fire and Ice, For Once, Then, Something,  
Stopping by Woods on a Snowy Evening, A Minor  
Bird. Prose: Poverty & Poetry
- Feb 11 Poetry: Acquainted With The Night, West Running  
Brook, Two Tramps in Mud Time. Prose: Content With  
an Old Fashioned Way to be New
- Feb 16 Poetry: Desert Places, Neither Out Far Nor in Deep,  
Design. Prose: Education By Poetry
- Feb 18 Poetry: Provide, Provide, The Gift Outright, The  
Secret Sits, Directive, It Takes all Sorts.  
Prose: It Will Always be about Equally Hard...

Williams

- Feb 23 Poetry: A Sort of Song, Danse Russe, Death, The  
Dance, Portrait of a Lady. Prose: Preface, Prologue  
to Kora in Hell Paper Due on Frost
- Feb 25 Poetry: This is Just to Say, Nantucket, The Last  
Words of My English Grandmother, Poem.  
Prose: The Poem As a Field of Action
- March 2 Poetry: To Waken an Old lady, The Widow's Lament  
in Springtime, The Yachts, Tract. Prose: A Matisse,  
Against The Weather.
- Mar 4 Poetry: Spring and All, Paterson: The Falls, Paterson:  
Episode from Book III. Prose: The Basis of Faith in Art.
- Mar 9 Poetry: Pictures From Breughel, pp 3-13, Song,  
The Snow Begins. Prose: The Simplicity of Disorder
- Mar 11 Poetry: The Descent, To Daphne and Virginia  
Prose: One Measure.



Mar 16 Poetry: The Desert Music, Asphodel That Greeny Flower.  
Prose: Foreward: The Autobiography

Stevens

Mar 18 Poetry : Domination of Black, The Emperor of Ice  
Cream, Disillusionment of Ten O'Clock, The Pleasures  
of Merely Circulating. Prose: The Noble Rider and  
The Sound of Words.

Mar 30 Poetry: Peter Quince, Thirteen Ways of Looking at  
a Blackbird, The Snow Man. Prose The Figure of the  
Youth as a Virile Poet

Apr 1 Poetry: A High Toned Christian Woman, The Idea of  
Order at Key West. Prose : Three Academic Pieces

Apr 6 Some Friends From Pascgoula, Study of Two Pears,  
The Sense of The Sleight of Hand Man, Sunday Morning  
Prose: Effects of Analogy

Apr 13 Poetry Bantams in Pine Woods, The Man With The  
Blue Guitar, Mrs. Alfred Uruguay. Prose: Imagination  
as Value

Apr 15 The House Was Quiet and The World Was Calm, The  
Motive for Metaphor, Esthetique Du Mal. Prose :  
The Relations Between Poetry and Painting.

Apr 20 Poetry: Asides on the Oboe, Notes Toward a Supreme  
Fiction

Apr 22 An Ordinary Evening in New Haven

Apr 27 Connoisseur of Chaos, Of Modern Poetry, Not  
Ideas About The Thing, But The Thing Itself.  
Paper Due

Apr. 29 Review of the Three Authors.

May 4 Final Exam

Texts:

Robert Frost: Poetry & Prose

Selected Poems: William Carlos Williams

Pictures From Breughel, William Carlos Williams

Selected Essays, William Carlos Williams

The Collected Poems, Wallace Stevens

The Necessary Angel, Wallace Steven

ADVANCED POETRY WRITING

S. Dunn

C-119

Office Hours: Tu 1:30-2:30

Wed 2:30 - 3:30

Requirements:

10 poems. At least 4 rewritten. Compile anthology with serious introduction by the end of term. More than one absence will result in a failing grade.

Text: Contemporary American Poetry, ed. by Poulin

Jan. 28 - Richard Hugo

Feb. 4 - Donald Justice

11 - Mary Oliver

18 - Michael Blumenthal (poems to be handed out)

24 - Poetry reading by Michael Blumenthal - 8:15

25 - Theodore Roethke

March 4 - Mark Strand

11 - Adrienne Rich

18 - Lawrence Raab (poems to be handed out)

31 - Poetry reading by Lawrence Raab 8:15

April 1 - Marge Piercy

15 - James Dickey

22 - Elizabeth Bishop

29 - Lucille Clifton

May 6 - Frank O'Hara



## SYLLABUS

### THE EXPERIENCE OF LITERATURE

S. Dunn  
Office: C119  
Hours: 1:30-2:30 Tues  
2:30-3:30 Wed  
& by appointment

- Requirements:
1. Three exams & two papers
  2. Absence of three classes will make it impossible for you to pass the class.
  3. Lateness is unacceptable.

- Sept. 8 - Introduction to class  
10 - "Where Are You Going, Where Have You Been" - Oates,  
"The Lesson" - Bambara  
15 - "Indian Camp" & "Everything that Rises Must Converge"  
17 - "The Deal" - Michaels and "Lucy Grange" - Lessing  
"Young Goodman Brown" - Hawthorne & "Harrison Bergeron" -  
Vonnegut  
22 - "The Baleck Scales" & "King of the Bingo Game"-Ellison  
24 - Introduction to Novel & The Great Gatsby, pps. 1-60  
29 - The Great Gatsby, pps. 61-113  
Oct. 1 - The Great Gatsby, pps. 114 to conclusion; plus "How to  
Write a Paper", pps. 520-530  
6 - EXAM; plus Poetry Reading in the Evening  
8 - Introduction to Poetry, plus "Are Poetica", p.189;  
13 - "Because I Couldn't Stop For Death", p.263; "Do Not Go  
Gentle...", p.265; "Leda & the Swan", p. 286, plus  
First Paper Due.  
15 - "The Red Wheelbarrow", p.157; "Buffalo Bill", p.160;  
"Funny Fantasies", p.161; "On First Looking at  
Chapman's Homer", p.183.  
20 - "The Bear", p. 296, "Musee des Beaux Arts", p. 288,  
"To His Coy Mistress", p.236  
22 - Love poems, plus Paul Zimmer poetry reading, 8:15p.m.  
27 - "Provide, Provide", p.162; "At the Earth's Imagined  
Corners", p.182; "Your Eyes", p.165; "The Dance",  
p.170; "In a Station At the Metro", p.166  
29 - "La Belle Dame Sans Merci", p.177; "The Ballad of  
Rudolf Reed", p.178; all of p.181  
30 - Poetry Reading: Galway Kinnell -8:15p.m.  
Nov. 3 - "Snake", p.206; "Hurt Hawks", p.204; "Prufrock", p.217  
5 - EXAM  
10 - The Sun Also Rises  
17 - The Sun Also Rises  
19 - Oedipus Rex  
24 - Oedipus Rex  
26 - Hedda Gabler

(over)

Dec. 1 - Hedda Gabler  
3 - The Dutchman  
8 - The Seventh Seal; Second Paper Due  
10 - "The School", Barthelme; "The  
15 - FINAL EXAM

TEXTS: Mirrors, edited by Knott & Reaske  
The Great Gatsby - F. Scott Fitzgerald  
The Sun Also Rises - Hemingway



ADVANCED FICTION WRITING

S. Dunn C-119

Office hrs: Tu 1:30-2:30

Wed 2:30-3:30

Requirements:

3 stories & 1 rewrite or 2 stories & 2 rewrites. Students will compile an anthology of good writing (from various texts) which will be due at end of term. Plus intro to anthology. More than one absence will result in a failing grade.

Text: Fiction 100, ed. by Pickering

Jan. 27 - A & P, by Updike; Cathedral, by Carver

Feb. 3 - A Sorrowful Woman, by Godwin; The Guest, by Camus

10 - The Chrysanthemums, by Steinbeck; The Kugelmass Episode, by Allen; First Story due

17 - At The Beach, by Adams; Loneliness of the Long Distance Runner, by Silioe

24 - The Grand Inquisitor, by Dostoyevsky; Poetry Reading by Michael Blumenthal - 8:15

March 3 - Shifting, by Beattie; The Balloon, by Barthelme  
Second Story Due

10 - Bartleby The Scrivener, by Melville

17 - The Darling, by Chekhov; Where Are You Going... by Oates

31 - Tell Them Not To Kill Me, by Rulfo  
Poetry Reading by Lawrence Raab. First Rewrite Due

April 14 - The Secret Room, by Robbe-Grillet; The Country Husband, by Cheever; Third Story Due

21 - A Hunger Artist, by Kafka; Lost in the Funhouse, by Barth

28 - The Train From Rhodesia, by Gordimer;  
The Bicentennial Man, by Assimov

May 5 - Report on the Barnhouse Effect, by Vonnegut  
Gimpel The Fool, by Singer

- SYLLABUS -

FICTION WRITING WORKSHOP

S. Dunn  
Office: C-116  
Hours: 11:30 - 12:15 TR  
2:30 - 3:30 MW

Text: Fiction 100, edited by Pickering

Requirements: A minimum of 3 short stories, plus at least 2 rewrites.

- Sept. 8 Intro to Course  
10 "A&P", by Updike; "The Killers", Hemingway  
15 "A Good Man is Hard To Find", O'Connor  
"In the Heart of the Heart of the Country", GASS  
17 "I Want To Know Why", Anderson  
"The Balloon", Barthelme  
22 First Story Due "The Lottery", Jackson  
29 "The Rocking Horse Winner", Lawrence  
Oct. 6 "One Off the Short List", Lessing  
13 "The Country of the Blind", Wells  
20 Second Story Due  
"The Garden of Forking Paths", Borges  
27 "Winter Dreams", Fitzgerald  
Nov. 3 First Rewrite Due - "King of the Bingo Game"  
10 "The Country Husband", Cheever  
17 "Chrysanthemums", Steinbeck  
24 Third Story Due  
Dec. 1 "Report on the Barnhouse Effect", Vonnegut  
8 Second Rewrite Due  
15 "The Secret Room" - Robbe-Grillet



LITT 3200 - MAJOR BRITISH WRITERS

Instructor: G. Enscoe, K-235

Text: Norton Anthology of English Literature, Major Author's Edition, 3rd edition

General Information:

Course Objectives: Major British Writers is a course designed to familiarize students with the development of British literature and literary traditions from their beginnings up to the 20th century. Works will be read and discussed in chronological order, with approximately 2 weeks devoted to each major period. One writer will be selected from each period as a representative of that period, and most of the work will focus upon this particular writer. Other writers from each period will also be covered, but not in depth.

Pre-requisites: No specific pre-requisites, but some background in literature and/or English history would be helpful.

Expectations and requirements: Attendance and participation is expected and required of all students. Discussion will be focused on the assigned readings, and meaningful discussion demands that everyone be familiar with the text. Failure to keep up with assigned readings will result in a negative evaluation.

Papers and exams: A short answer test will be given roughly every two weeks, covering the period and writers studied. Several short (500-700 words) papers may also be assigned, along with a formal research paper on a particular writer, due at the end of the term. A final exam may also be scheduled .

Evaluation: Students will be evaluated as follows:

- (1) Quality and frequency of participation & attendance (30%)
- (2) Grades on quizzes & exams. (30%)
- (3) Quality and content of research paper (30%)  
and other writing assignments
- (4) Fudge factor (10%)

## Class Schedule & Reading Assignments

Week 1 & 2 Sept. 9 - 20	<u>Medieval Period</u> , up to 1485 Major Writer: Chaucer, <u>General Prolog</u> & <u>Wife of Bath's Prolog &amp; Tale</u> Supplementary reading: <u>Beowulf</u> & <u>Sir Gawain &amp; The Green Knight</u>
Sept. 20	Quiz on Chaucer & Medieval period.
Week 3 - 4 Sept. 23 - Oct. 4	<u>16th Century</u> 1485-1604 Major Writer: Shakespeare, <u>King Lear</u> & selected sonnets Supplementary reading: Spenser, Book I, <u>Fairie Queen</u> , & selected sonnets.
Oct. 4	Quiz on Shakespeare & 16th century
Week 5 - 6 Oct. 7 - 18	<u>17th Century</u> 1604 - 1660 Major Writer: Milton, "Lycides" & <u>Paradise Lost</u> selection in text Supplementary reading: selections from John Donne & Ben Jonson
Oct. 18	Quiz on Milton & 17th century
Week 7 - 8 Oct. 21 - Nov. 1	<u>Restoration &amp; 18th Century</u> , 1660-1798 Major Writer: Pope, selections from text Supplementary reading: selections from Dryden, Swift & Samuel Johnson
Nov. 1	Quiz on Pope & 18th century
Week 9 - 10 Nov. 4 - 15	<u>Romantic Period</u> : 1798-1832 Major Writer: Wordsworth, selections from text Supplementary readings: selections from Blake, Coleridge, Byron, Shelley & Keats
Nov. 15	Quiz on Wordsworth & Romantic period Topic for research paper to be decided by Nov. 15
Week 11 - 12 Nov. 18 - 25 Thanksgiving Nov. 28-29	<u>Victorian Period</u> : 1832-1890 Major Writer: Mathew Arnold, selections from text Supplementary readings: Carlyle, Tennyson, Browning,
December 2	Quiz on Arnold & Victorian period Outline of research paper due on Dec. 2
Week 13 - 14 December 2 - 13	<u>Modern Period</u> : 1890-1945 Major Writer: W. B. Yeats, selections from text Supplementary readings: Hardy, Hopkins, Conrad, Joyce, T. S. Eliot
December 13	Quiz on Yeats and Modern Period
Week 15 Dec. 16 - 19 (classes end on Dec. 19)	Make up & review Research paper due on December 16th Final exam scheduled for December 18th



GAH 1101: INTRO TO HUMANITIES: UTOPIAN FANTASIES

M W F: 8:30-9:45

Instructor: G. Enscoe, K235, Ext. 430  
Office hours: MW 10:30-12:00

General Information: This course is one of three courses organized as a Federated Course entitled The Future of Western Civilization. The other two courses are GSS 2603-Economics and the Future and GNM 2602-Creating Future Environments. Each of you are, or should be, enrolled in all three courses. Although Federated Courses are organized around a similar theme, and although many of the questions and issues touched upon will occur in all three courses, they are still unique courses with different readings, different assignments, and different requirements, taught by instructors from three different academic disciplines. You will receive 4 semester hours of academic credit for each course, and you will receive a separate grade for each course.

This particular course will focus upon some of the more significant attempts made by writers and thinkers of Europe and America over 2000 years of Western Civilization to depict various imaginary societies that have either (1) solved most of the problems that exist in real societies or (2) evolved as a result of a failure to solve these problems. In the first case we have the writer's projection of an "ideal" or Utopian society; in the second case we have a projection of a society that is worse than the present reality, a Dystopian society.

In either case the writer is fantasizing a possible future, projecting a future that is either better or worse than the present. We shall in this class examine a number of these projections in order to see how our civilization and culture have attempted to resolve some of the social problems that seem to come up whenever human beings band together into organized groups, (which is one definition of a society).

Class Format:

This class will be considered as a discussion group. We will meet together on Mondays & Wednesdays and discuss the assigned readings for each day. On Fridays we will meet with the instructors from the other two courses in the Federation and attempt to integrate and synthesize what has been going on in all three courses.

Since this is a discussion class, and what we will be talking about with each other will be certain assigned readings, it is absolutely imperative that you (1) attend and participate actively in each discussion and (2) be prepared by having read and thought about the readings for each discussion session. A substantial portion of your final grade will be determined by the quality and frequency of your participation in these discussions.

G. Enscoe

Texts and Papers: Unless it becomes clear that many of you are coming to class unprepared (i.e. not having read the assigned reading), there will be no tests calling for factual information. There will, however, be occasional writing assignments calling for thoughtful, organized essays on certain issues and ideas raised by the readings. In addition you will be required to write a term paper of approximately fifteen typed or (word-processed) pages based upon any of the material covered in any or all of the three classes in the Federated Course. This paper will be read and graded by all three of the instructors, and will be due immediately after the Thanksgiving break, (December 1).

Evaluation: (approximately)

- (1) Participation and attendance - 30%
- (2) Writing assignments for this class - 30%
- (3) Term paper - 40%

Required readings: (Please use the paperback editions available in the bookstore)

- (1) Plato, The Republic
- (2) Sir Thomas More, Utopia
- (3) Jonathan Swift, Gulliver's Travels
- (4) H. D. Thoreau, Walden
- (5) A. Huxley, Brave New World
- (6) G. Orwell, 1984
- (7) S. Gilman, Herlands
- (8) E. Callenback, Ecotopia

Syllabus, (1st five weeks)

- (1) Wed., Sept. 10: The Republic, Part I, "Introduction," pp. 61-114
- (2) Mon., Sept. 15: " " Part II, "Preliminaries," pp. 115-128  
Wed., Sept. 17: " " Part III, "Education," pp. 129-176
- (3) Mon., Sept. 22: " " Part IV, "Guardians & Auxiliaries,"  
pp. 177-195  
Wed., Sept. 24: " " Part V, "Justice in State & Individual,"  
pp. 196-224
- (4) Mon., Sept. 29: " " Part VI, "Women & the Family," pp.225-259  
Wed., Oct. 1: " " Part VII, "Philosopher Ruler, Secs. 1,2,3,4",  
pp. 260-299
- (5) Mon., Oct. 6: " " Part VII, "Philosopher Ruler, Secs. 5,6,7,"  
pp. 299-325  
Wed., Oct. 8: " " Part VIII, "Imperfect Societies," pp. 356-420  
\*1st essay due, on Plato



LITT 1102 - Introduction to Poetry, MWF 12:45-2:00

Instructor: G. Enscoe, K-235; Office Hours: 10:30-12:00, MW

Text: Literature: An Introduction to Reading & Writing,  
ed. Roberts & Jacobs; Prentice-Hall

General Information: This course is an introduction to the serious study of poetry. Poetry is a complete literary genre, one that requires a serious and disciplined approach in order to be understood and appreciated. One of the most effective ways to understand and appreciate poetry is through close reading and informed discussions involving the twin processes of talking and writing. A primary objective of this course is to teach you how to talk and write intelligently about specific poems; consequently you are expected to attend class regularly, read the assigned poems closely, and be prepared to discuss them with each other and with me. You will also be called upon to fulfill frequent writing assignments both in class and out of class. Each of you will, hopefully, learn how to write a coherent, intelligible explication of a poem which will demand close attention to specific details of individual poems and an understanding of the basic vocabulary and terminology of poetic study. You will also be expected to write a sustained research paper on an individual poet of roughly 15 typed or word-processed pages, due on Friday, December 12.

Evaluation:	(1) Participation & Attendance	-	1/3
	(2) Writing Assignments	-	1/3
	(3) Term Paper	-	1/3

#### Syllabus, Week by Week

Sept. 8 - 12: Meeting Poetry: Simple theme & form paraphrasing poetry.  
pp. 459 - 479

Sept. 15 - 19: Character: the People in Poetry; writing about characters  
in poetry, pp. 480-508

Sept. 22 - 26: Setting & Situation: The "When", "Where" and "What" of  
poems; writing about setting, pp. 509-538

Sept. 29 -  
Oct. 3: The Words in Poetry: Words and meaning, denotation and  
connotation, diction, syntax., pp. 539-568

Oct. 6 - 10: Imagery, pp. 569-589

Oct. 13 - 17: Rhetorical Figures: Metaphor & Simile, pp. 590-619

Oct. 20 - 24: Other Rhetorical Figures: Paradox, Apostrophe,  
Personification, Synecdoche, & Metonymy, Synesthesia,  
The Pun, Overstatement, Understatement, pp. 620-640

- Oct. 27 - 31: Tone: Attitudes in Poetry, Satire, Irony, pp.641-665
- Nov. 3 - 7: Rhythm of Poetry: Beat, Meter, Scansion, Sounds and Segments, Euphony, Cacophony, pp. 666-712
- Nov. 4 - 14: Rhyme: The Echoing Sound of Poetry, pp. 713-738, (advising week; no class on Wednesday)
- Nov. 17 - 21: Symbolism and Allusion: Windows to Meaning, pp. 784-813
- Nov. 24 - 28: Poetic Careers: The Work of Three Poets, pp. 872-885 (John Donne); no class on Friday, Thanksgiving recess
- Dec. 1 - 5: Myth: Systems of Symbolic Allusion in Poetry, pp. 814-838
- Dec. 8 - 12: Theme: Ideas & Meaning in Poetry, pp. 839-871



HUMANITIES SEMINAR  
Readings & Syllabus

(All selections are from Norton Anthology of World Masterpieces, unless otherwise noted.)

- Jan 21    Introductions:
- Jan 28    Old Testament, Selections from Genesis; Book of Job,  
pp. 45-87
- Feb 4     Old Testament, Ecclesiastes, Psalms, Jonah, pp. 88-99
- Feb 11    Sophocles, Oedipus Tyrannus, pp. 347-375
- Feb 18    Plato, The Apology of Socrates, The Death of Socrates,  
pp. 455-478, 490-493.
- Feb 25    The New Testament, Story of Jesus, pp. 604-618
- Mar 4     Dante, Inferno, pp. 823-958
- Mar 11    Machiavelli, Selections from The Prince, pp. 1126-1138
- Mar 18    Spring Break
- Mar 25    Shakespeare, King Lear (not in Norton Anthology)
- Apr 1     Voltaire, Candide, pp. 1547-1624
- Apr 8     Dostoevsky, Notes from Underground, pp. 1885-1971
- Apr 15    Ibsen, Hedda Gabler, pp. 2019-2079
- Apr 22    Melville, Billy Budd, (not in Norton)
- Apr 29    Melville, Bartleby (not in Norton)
- May 6     Kafka, Metamorphosis, pp. 2380-2419

AMERICAN LIT II, Readings & Syllabus

- Jan 20 - Introductory
- Jan 22 - E. A. Robinson, selections in text
- Jan 27 - Robert Frost, " " "
- \*Jan 29 - Carl Sandburg, " " " (class quiz #1)
- Feb 3 - Wallace Stevens " " "
- Feb 5 - W. C. Williams " " "
- Feb 10 - Ezra Pound " " "
- \*Feb 12 - Marianne Moore " " "
- Feb 16 - T. S. Eliot, "Gerontian", "The Hollow Men", "Journey of the Magi"
- Feb 18 - T. S. Eliot, "Burnt Norton"
- \*Feb 24 - Class Quiz #2
- Feb 26 - Langston Hughes, Counter Cullen, selections in text
- Mar 3 - Theodore Roethke, selections in text
- Mar 5 - Elizabeth Bishop, Gwendolyn Brooks, selections in text
- Mar 10 - Robert Lowell, John Berryman, Richard Wilbur
- \*Mar 12 - Class Quiz #3
- Mar 17-19 SPRING BREAK
- Mar 24 - Mark Twain, Adventures of Huckleberry Finn
- Mar 26 - " " " " " "
- Mar 31 - Henry James, Daisy Miller
- Apr 3 - Henry James, Beast in the Jungle
- Apr 7 - Stephen Crane, The Bride Comes to Yellow Sky
- Apr 9 - Edith Wharton, The Other Two
- Apr 14 - Willa Cather, Neighbor Rosicky
- \*Apr 16 - Sherwood Anderson, The Egg - Class Quiz #4
- Apr 21 - F. Scott Fitzgerald, May Day



P.2

Apr 23 - Ernest Hemingway, Snows at Kilimanjaro

Apr 28 - William Faulkner, Barn Burning

Apr 30 - John Steinbeck, The Leader of the People

\*May 5 - FINAL EXAM

\*Class quizzes & exams may not be made up except for reasons of illness.

American Lit II, Revised Syllabus

- Mar. 3: Elizabeth Bishop, Gwendolyn Brooks
- Mar. 5: Robert Lowell, John Berryman, Richard Wilbur
- Mar. 10: James Wright, Sylvia Plath, Imamu Buraka (Leroi Jones)
- Mar. 12: Class Quiz #3
- Mar. 17-19: SPRING BREAK
- Mar. 24: Mark Twain, Adventures of H. Finn
- Mar. 26: Henry James, Daisy Miller
- Mar. 31: Stephen Crane, The Bride Comes To Yellow Sky
- Apr. 3: Class Quiz #4
- Apr. 7: Pre-registration (no class)
- Apr. 9: Reading day (no class)
- Apr. 14: Edith Wharton, The Other Two  
Willa Cather, Neighbor Rossicky  
Katherine Ann Porter, Old Mortality
- Apr. 16: Sherwood Anderson, The Egg  
Jean Toomer, selections from text
- Apr. 21: F. Scott Fitzgerald, May Day  
Ernest Hemingway, Snows of Kilimanjaro
- Apr. 23: William Faulkner, Barn Burning  
That Evening Sun
- Apr. 28: John Steinbeck, The Leader of the People
- Apr. 30: Ralph Elison, Invisible Man, Prolog & Chap. I,
- May 5: Final Exam (Quiz #5)



COURSE PREVIEW

LITT 2301 EUROPEAN LITERATURE: I

FALL 1985

FACULTY: N. GRASSO

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Course Preview:

To read a wide variety of those works and authors comprising the basic strata (classical antiquity & the Bible) on which virtually all subsequent European literature built and the first stages of literary development in the emerging nations of western Europe.

To see these works in their historical settings, each era of which has its own special developments and interests.

To examine the similarities of theme and treatment that exist in the body of material and compare them with the themes and treatment of modern times.

To discover the degree to which the people who wrote, read, and lived these stories are like ourselves - and the degree to which they are different.

By so doing, to expand beyond the boundaries of our own time and place, and see ourselves as part of a larger cultural whole.

Description:

We will study the most significant and influential works in the western literary tradition from antiquity (e.g. Homer, Greek Drama, Bible, Plato, Catullus, Ovid) to the middle ages (Beowulf, Song of Roland & Dante), in their historical and cultural settings. We will consider not only their intrinsic interest and form, but also their influence on later western writers who adapted like forms or themes (e.g. the nature of the hero). Works include epic, lyric, tragedy, comedy and prose.

Prerequisites:

None required beyond a reasonable reading speed, though previous acquaintance with literature or sophomore standing is preferred.

Attendance: Expected. Participation in class discussion will be part of your grade.

Class Format: Discussion, lecture (informal and formal) and extensive audio-visual presentations plus some in-class writing and a few guest speakers.

Readings: Mack, Knox, et al.:  
The Norton Anthology of World Masterpieces (4th Continental Edition) in one volume

Cook, A.: Odyssey of Homer (Norton)

Donaldson, E.: Beowulf (Norton)

There will be some excerpts in hand-out form, and students are expected to have access to a Bible.

Papers: A term research paper is optional for extra credit but if submitted should be 10 to 20 pages on a well-defined approved topic in proper form & good English. At least 2 shorter (5 to 10 pages) analytical or interpretive papers will be required.

Evaluation: Grades will be determined by the 2 papers, class participation (including in-class writing), 4 exams of short answer/short essay type and a final essay.



COURSE PREVIEW

LITT 3750 CERVANTES

SPRING 1986

INSTRUCTOR: N. GRASSO

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Course Content:       The first three weeks will be spent reading and discussing Cervantes' Six Exemplary Novels and his one-act plays. The remainder of the semester will be devoted to an in-depth study of Don Quixote. (We will cover from seven to nine chapters per class period). Emphasis will be given to Cervantes' creative process and to his contribution to the development of the modern novel.

Prerequisites:       None.

Attendance:           Expected!

Class Format:         Lecture/Discussion.

Readings:            An in-depth reading and analysis of Don Quixote, Six Exemplary Novels, and plays in translation.

Papers/Projects:     Two short papers (about 10 pages each) and a final exam.

Evaluation:          Through class discussions, papers and final exam.

COURSE PREVIEW

LANG 2141      ELEMENTARY SPANISH II

SPRING 1985

FACULTY NAME:    N. GRASSO

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Course Content:      A continuation of studies in elementary  
spoken and written Spanish.

Prerequisites:      LANG 2140

Attendance:          A must!    Students who cannot attend  
classes regularly are not to register in  
this course.    No exceptions!

Class Format:          Active student participation.

Readings:            A collection of short stories; a  
cultural reader, and some poems and  
essays.

Papers/Projects:      Regular tests plus mid-term and final  
exams.

Evaluation:            Through class participation, tests  
(about one every two weeks), mid-term  
and final exams.



COURSE PREVIEW

LANG 2240

INTERMEDIATE SPANISH I

FALL 86

INSTRUCTOR: N. GRASSO

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Course Content: Readings and discussions of literary and expository prose (in Spanish). Review of grammar, and intensive oral and written practice.

Prerequisites: LANG 1241, or the equivalent. Students who register in this course must have already covered the basic principles of Spanish grammar.

Attendance: A must! Class attendance and active participation in class will be a decisive factor in determining the final grade.

Class Format: Major emphasis will be on the students' input: oral discussions (in Spanish) under the professor's guidance.

Readings: A Spanish text for intermediate level that includes contemporary Spanish and Latin-American short stories and essays on topics of general interest.

Evaluation: Through class participation, tests, mid-term and final exams.

COURSE PREVIEW

LANG 1240-1 BEGINNING SPANISH I

FALL

INSTRUCTOR: N. GRASSO

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- Course Content: An introduction to spoken and written Spanish for students with no previous knowledge of this language. Emphasis will be on developing conversational skills, building up vocabulary, and learning the basic principles of grammar.
- Prerequisites: No previous training in the language. This course is not open to Hispanic students who already know how to speak, read, and write Spanish.
- Attendance: REQUIRED!!! Students who cannot attend classes regularly are not to register in this course.
- Class Format: Lecture (i.e. explanation of grammar, phonology, etc.) and discussion (i.e. student's active participation in class).
- Readings: 1. A Spanish text for beginners that includes dialogues, short stories, and essays on Spanish and Latin-American culture.
- Evaluation: There will be quizzes, lots of oral practice, and two examinations: mid-term and final. (Class attendance and active participation in class will be a decisive factor in determining the final grade).



COURSE PREVIEW

LANG 2241 INTERMEDIATE SPANISH II

SPRING 1987

INSTRUCTOR: N. GRASSO

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Course Content: Readings and discussions of literary and expository prose (in Spanish). Review of grammar, and intensive oral and written practice.

Prerequisites: LANG 1241, or the equivalent. Students who register in this course must have already covered the basic principles of Spanish grammar.

Attendance: A must! Class attendance and active participation in class will be a decisive factor in determining the final grade.

Class Format: Major emphasis will be on the students' input: oral discussions (in Spanish) under the professor's guidance.

Readings: A Spanish text for intermediate level that includes contemporary Spanish and Latin-American short stories and essays on topics of general interest.

Evaluation: Through class participation, tests, mid-term and final exams.

COURSE PREVIEW

GAH 1341 IMAGES OF WOMEN IN SPANISH LIT. SPRING 1987

INSTRUCTOR: N. GRASSO

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Course Preview: A study of the various roles of women in Spain as seen through the literary works of major Spanish authors from the 15th century to the present. Some of the fictional characters to be discussed are: the prostitute, the Madonna ideal, the feminists of the 16th and 17th centuries, women in politics, and in the labor force. Later feminists of the 19th and 20th centuries.

Prerequisites: None.

Attendance: Expected.

Class Format: Lecture/Discussion.

Readings: An anthology of Spanish plays, Don Quixote, essays, short stories, and some poems.

Papers/Projects: Two short papers (about five pages each) and a final exam.

Evaluation: Through papers, class participation, and final exam.



COURSE PREVIEW

LITT 3770 THE LATIN-AMERICAN SHORT STORY SPRING 87

FACULTY: N. GRASSO

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Both readings & discussions will be in English

- Course Content: An in-depth reading of some fascinating (but challenging) short stories from various Latin-American countries. Emphasis will be given to literary techniques and themes. The socio-historical background of the authors will be taken into consideration too for a better understanding and appreciation of their fictional works.
- Prerequisites: Some background in literature, such as Introduction to Literature or a course in Literary Criticism.
- Attendance: Expected!
- Class Format: Lecture/Discussion.
- Readings: Borges, Jorge Luis, Labyrinths  
Cortazar, Julio, Blow-up and Other Stories  
Rulfo, Juan, The Burning Plain & Other Stories  
Garcia-Marquez, Gabriel, Leaf Storm and Other Stories  
Donoso, Lispector, Guimaraes Rosa, Vargas Llosa, et.al.: Selected Stories.
- Papers/Projects: Four short papers (about five pages each) and a final exam.
- Evaluation: Through term papers, class discussions, and final exam.

COURSE PREVIEW

LITT 1103: INTRO TO DRAMA

INSTRUCTOR: NORMA B. GRASSO

SPRING 87

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- Course Content: An introduction to a wide-spectrum of drama from tragedy to comedy, plus an examination of the changing nature of the genre from classical times to the present.
- Prerequisites: None, except a desire to learn!
- Attendance: Required. Class attendance and active participation in class discussions will be a decisive factor in determining the final grade.
- Class Format: Lecture/Discussion
- Readings: Various plays (in English translation) of the outstanding European dramatists of classical and modern times.
- Papers/Projects: Two term papers, plus mid-term and final exams.
- Evaluation: Through mid-term and final exams; term papers, and participation in class discussion.
-

IMAGES OF WOMEN IN SPANISH LITERATURE

Objectives

The objective of this course is to examine the subject of woman as a moral entity, as a social being, and as an individual -- a constant theme in Spanish literature from the fifteenth century to the present.

The vast wealth of female portrayals in Spanish literature, from Fernando de Rojas' La Celestina (15th c.) to Garcia Lorca's tragic characters (20th c.), exemplify all the facets of real women in a concrete social milieu and a specific historical time. Although the authors' attitudes towards their female protagonists are highly personal and stylized, they nevertheless reflect general trends that cannot be overlooked. For example, the position of women in relation to the traditional and conservative society in which they lived, the inequalities that women suffered because of their sex vis-a-vis education, love, marriage, and the code of honor.

Through the literary works, documentary information (decrees and laws), and class discussions, we will analyze the various attitudes toward women in previous ages: 1. The conception of woman as "the incarnation of evil", and the object of scorn and ridicule -- a favorite subject of the misogynists of antiquity and of the medieval moralists. 2. The Madonna complex, and the idealized, unattainable creation of courtly lovers and Neo-Platonic theorists. 3. The superwoman (warrior, mother, virgin, all at the same time). 4. Woman as a commodity or sex object, and 5. woman as a recognizable human being, neither goddess nor sinner.

Readings

Don Juan Manuel	"Story of the Young Man who Married a Very Unruly Wife"
Juan Ruiz, Archpriest of Hita	Selected passages from <u>The Book of Good Love</u>
Gil Vicente	"Cassandra's Song of Celibacy"
Rojas, Fernando de.	"La Celestina"
Lope de Vega	"Fuenteovejuna" and "The Dog in the Manger"
Calderón de la Barca	"Life is a Dream" and "The Phantom Lady"
Tirso de Molina	"The Trickster of Seville"
Cervantes	<u>Don Quixote</u> (Emphasis will be given to the conception of Dulcinea and the roles of the female characters in the novel: Marcela, Dorothea, Lucinda, Maritornes, Teresa Panza, Camila, the Dutchess, <u>et. al.</u> )



Feijóo, Fray B.J.	(a Benedictine Friar and writer of the 18th c.) "A Defence of Women"	
Castro, Rosalía de.	Selected poems	
Pardo Bazán, Emilia	Selected essays	
Arenal, Concepción	Selected essays	
Pérez Galdós, B.	Fortunata and Jacinta: <u>The Story of Two Married Women</u>	} (out of print)
García Lorca F.	<u>Three Tragedies</u> . ("The House of Bernarda Alba", "Yerma", and "Blood Wedding").	

Format

A combination of lecture and discussion (about 50% lecture and 50% discussion).

Evaluation

There will be two exams (mid-term and final), and one paper (around ten pages). Participation in class discussion is expected, and will count toward the final grade.

Mid-term exam: March 12 (Thursday)

Paper due: April 16 (Thursday)

Final exam: May 5 (Tuesday)

ALIENATION IN CONTEMPORARY LITERATURE AND SOCIETY

Objectives: The objective of this course is to examine the theme of alienation in modern literature and society from various perspectives. As a GIS course it integrates different disciplines: it explores the social and economic origins of alienation in industrialized societies (Marx's orientation), it studies the religious and philosophical approach (primarily the existentialist experience), and it considers the psychological aspects of alienation (loss of self or fragmented personality). The synthesis is: alienation as a mode of modern life.

Because of the complexities of the presentation of the alienated personality in literature (from Dostoevsky to Saul Bellow and other contemporary writers), a broad view of the subject is most advantageous in the first two or three weeks of the semester. Readings from a collection of essays on alienation and of Erich Fromm's The Sane Society serve as introduction to the course and as links to the literary works.

Readings: Fromm, E. The Sane Society

Schactel, E. "On Alienated Concepts of Identity".  
Marx, C. "Alienated Labor"  
Swados, H. "The Myth of the Happy Worker"  
Mumford, L. "The Mechanical Routine"  
Merton, R. "Bureaucratic Structure and Personality"  
Harrington, A. "Life in the Crystal Palace"  
Mac Iver, R. "The Great Emptiness"  
Barrett, W. "The Decline of Religion"  
Simmel, G. "The Metropolis and Mental Life"  
Van den Haag, E. "Of Happiness and Despair We Have No Measure"  
Anders, G. "Reflections of the H Bomb"  
Weiss, F. "Self-Alienation: Dynamics and Therapy"

Dostoevsky, F. Notes from Underground and The Grand Inquisitor  
Kafka, F. The Trial  
Camus, A. The Stranger  
Sartre, J. P. Nausea  
Bellow, S. Herzog  
Woolf, V. Mrs. Dalloway  
Wright, R. "The Man Who Lived Underground" (Xerox copy)  
Cortázar, J. "The Pursuer" (Xerox copy)

Xerox

Evaluation:

1. Class attendance is required, and active participation in class discussion is expected. (I will go beyond the readings in my lectures and class discussions).
2. There will be two papers (around ten pages each), and a final take-home exam of a GIS nature.

First paper due: Mid-October; 2nd. paper; Mid-Nov.  
Final exam due: Dec. 19

COURSE PREVIEW

LITT 3782 ADVANCED STUDIES IN MYTH

SPRING 1986

FACULTY: J. HOLLIS

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Course Content: Intensive reading in Joseph Campbell's  
4 vol. series The Masks of God

Prerequisites: A Lit. or Myth course.

Attendance: Required.

Format: Student participation.

Readings: See above.

Papers/Projects: Weekly class presentations.

Evaluation: See above.

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COURSE PREVIEW

LITT 1100-2 INTRODUCTION TO LITERATURE SUMMER 1985

FACULTY: J. HOLLIS

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Course Content: An introduction to the primary genres of literature: fiction, drama and poetry. The goal of the course is to enhance the student's ability to read with intelligence and sensitivity and to master the skills of literary evaluation.

Prerequisites: None.

Attendance: Expected.

Class Format: Lecture/Discussion.

Readings: Norton Anthology of Poetry

Papers/Projects: None.

Evaluation: A series of exams.

COURSE PREVIEW

FACULTY NAME: J. HOLLIS

FALL 1987

COURSE: GSS 3556 FREUD & JUNG

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Course Content:	An examination of how psychoanalytic thought rose out of the late 19th century <u>Zeitgeist</u> and represents as much an anthropology as a psychology. The student will be exposed to both analytic concepts and therapeutic practice.
Prerequisites:	Jr or Sr standing.
Attendance:	Required.
Class Format:	Lecture, discussion.
Readings:	Primary sources in Freud & Jung.
Papers/Projects:	None.
Evaluation:	Essay exams on each psychologist.

COURSE PREVIEW

LITT 2301 EUROPEAN LITERATURE

FALL 1987

FACULTY: J. HOLLIS

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Course Content: A survey of major European authors from classicism to modernism.

Prerequisites: Intro to Lit. recommended.

Attendance: Expected.

Class Format: Discussion/Lecture.

Readings: Norton Anthology of European Literature

Papers: None.

Evaluation: Essays, exams.



GAH 2120 TOPICS IN WRITING: RITES OF PASSAGE

FALL 1987

Instructor: J. Hollis

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Course Content:	Consideration of the stages of life development indicating the perspectives of Literature, Anthropology, Psychology and Sociology.
Prerequisites:	None.
Attendance:	Expected.
Class Format:	Discussion/Lecture.
Readings:	TBA
Papers/Projects:	A series of bi-weekly papers.
Evaluation:	Based on student papers.

GAH1407 INTRODUCTION TO MYTH

Instructor: J. Hollis

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Course Content:           The goals of the course are to: clarify what myth is and is not; document the central significance of myth to every culture; demonstrate the function of myth as a mode of consciousness; illustrate the service of myth as the vehicle of personal and cultural values; examine representative human issues embodied in the myths of prior cultures; observe myths functioning consciously or unconsciously in contemporary culture; enhance the student's ability to recognize universal issues in the garb of local place or time; identify the recurrent, archetypal nature of certain mythic patterns; challenge the student's ability to "think mythically"; witness in myth a "language" for the expression of the ineffable.

Students are required to read a collection of myths from another culture (specifically classical Greece and Rome and Scandinavia), a range of speculations about the nature of myth, and the embodiment of mythic themes in an anthology of modern literature.

The requirements for the course are two exams which seek to evaluate the student's ability to interpret a myth or cycle of myths, that is, to identify the value conflict which the myth embodies and to see the ways in which that conflict is universal.

Prerequisites:           None.

Attendance:              Expected.

Class Format:             Discussion/Lecture

Readings:                TBA

Papers/Projects:        None.

Evaluation:              See above.

COURSE PREVIEW

LANG 1770 BEGINNING YIDDISH I

FACULTY: P. KLUKOFF

FALL

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Course Content: An introduction to spoken and written Yiddish for the student with little or no previous background in the language.

Prerequisites: POI card required.

Attendance: Required.

Class Format: Lecture/Discussion

Readings: Weinreich, College Yiddish

Papers/Projects: Short quizzes; mid term; final exam.

Evaluation: Based on above.



COURSE PREVIEW

LANG 1771 BEGINNING YIDDISH II

SPRING

FACULTY: P. KLUKOFF

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Course Content: A continuation of studies in basic  
written and spoken Yiddish.

Prerequisites: LANG 1770, POI card required.

Attendnace: Mandatory.

Class Format: Tutorial.

Readings: Uriel Weinreich, College Yiddish

Papers/Projects: To be assigned.

Evaluation: Quizzes, exam.

COURSE PREVIEW

GAH 1670 YIDDISH LANGUAGE & CULTURE FALL 1986

FACULTY: P. KLUKOFF

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Course Content: Reading, speaking, and writing the Yiddish language, as well as studying Yiddish literature in translation as it reflects and reveals the Yiddish Cultural Heritage.

Prerequisites: None.

Attendance: Mandatory.

Class Format: Lecture/group participation/discussion.

Readings: Uriel Weinreich, College Yiddish  
Greenberg & Howe, Yiddish Short Fiction

Papers/Projects: Periodic exams and quizzes, both oral and written.

Evaluation: Each student is evaluated on an individual basis, given his/her performance, effort, and mastery of the material.

COURSE PREVIEW

LITT 3701      LITERARY THEORY                      FALL 1986

FACULTY:        P. KLUKOFF

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Course Content:        Readings and discussions of major contributions to literary theory since Plato.

Prerequisites:        At least 2 LITT courses, including the Study of Literature

Attendance:            Mandatory.

Class Format:           Discussion.

Readings:             Hazard Adams, Critical Theory Since Plato

Papers/Projects:      3 critical essays.

Evaluation:            Based on quality of written work & discussion.



COURSE PREVIEW

LITT 1100      INTRODUCTION TO LIT.      FALL 1986

FACULTY NAME: P. KLUKOFF

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Course Content:      A general introduction to literature,  
devoted to the study of short fiction,  
poetry, and drama.

Prerequisites:      None.

Attendance:      Mandatory.

Class Format:      Lecture/Discussion.

Readings:      Heath Introduction to Fiction  
Heath Introduction to Drama  
Norton Introduction to Poetry

Papers/Projects:      Three exams and/or papers.

Evaluation:      Based on quality of written work and  
participation in class discussion.

COURSE PREVIEW

LITT 2203 SURVEY OF AMERICAN LITERATURE I FALL

FACULTY: P. KLUKOFF

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Course Content: A survey of the major authors and literary periods of American literature from the beginnings to Whitman.

Prerequisites: None.

Attendance: Required.

Class Format: Lecture/Discussion.

Readings: The Norton Survey of American Literature  
- Vols. I & II

Papers/Projects: 2 critical essays and 1 major exam.

Evaluation: Based on the above.

COURSE PREVIEW

LITT 2108 INTRODUCTION TO DRAMATIC LITERATURE FALL

FACULTY: P. KLUKOFF

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Course Content: An introduction to a wide spectrum of drama; from tragedy to comedy, and from ancient Greece to modern American, plus an analysis of the changing nature of the genre.

Prerequisites: None.

Attendance: Compulsory.

Class Format: Lecture/Discussion.

Readings: Readings in various modes and forms of drama from classical to modern.

Papers/Projects: 3 critical essays.

Evaluation:



COURSE PREVIEW

LANG 1705-1710 BASIC LATIN BY COMPUTER

ANY SEMESTER

INSTRUCTOR: F. MENCH

Course Content

F. Wheelock's COS series: Latin: An Introductory Course presents grammatical forms and their uses plus vocabulary, then utilizes them to translate Latin sentences which increase in complexity throughout the 40 lessons. The course starts at the very beginning but assumes that you fall into 1 of the following categories.

(1) You have not had Latin but you know some Romance language (probably French, Spanish or Italian) quite well.

(2) You have not had Latin but you are very bright or diligent or highly motivated (your boss will give you \$5,000 if you can translate the Latin tags in books he reads.)

You will work mainly from Latin to English (rather than vice-versa) and will do very little with pronunciation (though I will provide you with a tape to work on at home). What will make this course most unusual is that you will work almost exclusively on your own, either at home with the text or in the microlab, drilling with software packages from the University of Delaware and the University of California-Riverside, and keep an evaluation log on your experience.

Objectives:

1) To learn the basic grammar of Classical Latin and enough vocabulary to enable you to read, with some help from a dictionary, simple Latin prose.

2) To increase your command of English vocabulary through your memorization & application of Latin prefixes, bases and suffixes that form the building blocks of 50% of English vocabulary.

3) To acquaint you, however minimally, with some aspects of the Roman mind through readings taken from actual Roman writers.

4) To give you the chance to put to humanistic use the special capabilities of the personal computer.

Prerequisites

(1) My permission (POI card). (2) Your willingness to commit regular, steady, intensive effort to memorize forms and vocabulary. If you don't,

you will fail. (3) A certain degree of imagination or flair for language that will enable you to put that memorized material to use in translation.

Attendance:

You must report to me once a week on your progress. You may ask me questions then or other times.

Texts:

Frederick Wheelock, Latin: An Introductory Course Based on Ancient Authors. (B&N pb. in COS series)

Goldman and Szymanski: English Grammar for Students of Latin. (Olivia & Hill pb.)

Evaluation:

Short quizzes about every 4 chapters (=60%), final exam (=40%)

Credit:

The course is divided into 6 modules, each worth 1 hour of credit. You may sign up for 1 to 6 hours, in any semester, and complete the sequence in subsequent semesters. You need not complete the whole sequence to get part credit. A moderate pace would be two 3 credit semesters.

Post-scripta:

This is not an easy course, but it can be done if you want to do it and you have the minimum mental ability for it. The degree of accomplishment if you work hard & succeed will be very high. If you do well in this, you should be able to pass the Litt/Lang or Hist foreign language competency exam.

For all the compelling reasons why you should take Latin, ask for my "Latin: The Basic Language" handout. Anyone can learn Latin if he/she really wants to, though Lang 1101 Introduction to Latin I and Lang 1702 Introduction to Latin II might be a better vehicle if you have a busy schedule or are not linguistically gifted.

If you have had Latin before, you should normally take only Lang 1704 if you want a self-taught course.

Structure

This is a self-paced, individualized program for the first year of college Latin. It may be taken for variable credit, the minimum being 1 credit and the maximum, 6. The instructor plans to make the course available in any semester. Students may then repeat their enrollment in successive semesters until they have earned the maximum of 6 credits, the equivalent of a year of study in the traditional course. Under this system, it is possible for a student to take as many as 6 semesters to complete the program; other students may complete the whole year's work in a single semester. Successful completion of this program will qualify a student to enter the second-year level of Latin, Lang 2710. The course is intended for students who have had no previous Latin. No one will be admitted for the variable credit course if they have had Latin before. An arrangement is possible for students who have had Latin to take all of Lang 1704 for a total of 4 hours, but no splitting of credit will be allowed in such cases.

Students in Lang 1705-10 attend no formal classes; since they are working at different rates, this is necessarily true. Each student works through the textbook independently, carrying out the assignments given in the syllabus. Those assignments include exercises in the textbook, and work on the microcomputer; tests are given at frequent intervals. As difficulties arise, students may confer directly with the instructor. He will answer questions, provide explanations, grade tests, monitor progress, and provide aid and comfort to the extent possible. However, it should be clearly understood that the basic responsibility for pursuing the course of study rests with the student. Anyone who has difficulty managing his time or disciplining himself to study should enroll in the more structured Lang 1101-1702.

Tests and Grades

The course is divided into modules worth one credit each. There are two tests to be taken in each module--one at the halfway point, one at the end. Any test maybe repeated one time, with the second score replacing the first. It is recommended that students achieve a score of 70 or higher on the end-of-module test to guarantee that they are sufficiently prepared for the material which will follow. A minimum interval of one week is recommended between tests; a 24-hour interval is required. Tests may not be takden back-to-back.

TO PASS THE COURSE A STUDENT MUST:

1. Have an average score of at least 60 on all tests; and
2. Score at least 60 on a comprehensive test covering the entire program for which he is enrolled.



COURSE PREVIEW

LANG 2710, 3710 INTERMEDIATE & ADVANCED LATIN

INSTRUCTOR: F. MENCH

Spring 87

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Course Content: Readings in one or more Roman authors suited to the level of your Latin proficiency and your interests (prose vs. poetry, history, amatory verse, etc.). If two or more students are working at the same level, we'll try to work out an author or assortment of interest to all.

Prerequisites: See me for determination of level, but intermediate should have had at least 2 years high school or 1 of college Latin, advanced at least 2 years of College Latin. If your Latin is rusty or shaky, you may need to brush up before we start but I can build some reviews into the first portion of the intermediate term.

Attendance: Without regular attendance you will not pass.

Class Format: You read; I ask and answer question. We discuss the content and/or style of the material.

Readings: To be arranged. I have frequently used for Intermediate 2 texts edited by Balme, Millionaire's Dinner Party, from Petronius, and Cupid and Psyche from Apuleius, both of which start out heavily adapted and progress through increasing complexity to a close approximation of the original. These are both good review texts. Appropriate advanced readings include lyric poetry, Plautus (especially the Menaechmi and the Miles Gloriosus), but the whole range of Latin literature is available for choice, if there is an appropriate text.

Papers/Projects: To be arranged. Normally, none for intermediate, one critical paper for advanced.

Evaluation: Grade based on proficiency demonstrated in weekly readings and final exam. Interim quizzes as useful.

Note May be repeated for credit with different topics.

Individualized Instruction in LatinStructure

LANG 1704 is a self-paced, individualized course for the first year of college Latin. Successful completion of this program will qualify a student to enter the second-year level of Latin, LANG 2710. LANG 1704 is intended for students who have had previous Latin.

Students in Lang 1704 attend no formal classes; since they are working at different rates, this is necessarily true. Each student works through the textbook independently, carrying out the assignments given in the syllabus. Those assignments include exercises in the textbook and work on the microcomputer; tests are given at frequent intervals. As difficulties arise, students may confer directly with the instructor. He will answer questions, provide explanations, grade tests, monitor progress, and provide aid and comfort to the extent possible. However, it should be clearly understood that the basic responsibility for pursuing the course of study rests with the student. Anyone who has difficulty managing his time or disciplining himself to study should enroll in the more structured Lang 1101-1702.

Tests and Grades

The course is divided into modules. There are two tests to be taken in each module--one at the halfway point, one at the end. Any test may be repeated one time, with the second score replacing the first. It is recommended that students achieve a score of 70 or higher on the end-of-module test to guarantee that they are sufficiently prepared for the material which will follow. A minimum interval of one week is recommended between tests; a 24-hour interval is required. Tests may not be taken back-to-back.

To Pass the Course a Student Must

1. Have an average score of at least 60 on all tests; and
2. Score at least 60 on a comprehensive test covering the entire course.

The course grade will be determined by averaging all of the quizzes for 60% of the grade and the final for 40% of the grade with

90-100 = an A  
80-89 = a B  
70-79 = a C  
60-69 = a D  
Below 60 = a F

\*Read these opening pages before starting any work.

You are responsible for reading all the assignments and seeing all the visual material listed below unless specifically told to skip something. In class I will answer questions and comment on some of the readings, but I will not try to summarize the assigned readings. Much of our class time will involve visual material, which you cannot do at home. From time to time I will have you write in class or take part in discussions on material you were to have read for that day, so keep up to date or even a bit ahead on your readings. Dates given below are educated guesses; the management reserves the right to alter the timing on short notice. I do not expect you to memorize long lists of names, dates and places, but I do expect you to be familiar with major figures, historical sequence, location of states and, especially, important concepts (e.g., polis, underworld). You can probably assume that anything that comes up in both Nagle and Bailkey is important enough to be familiar with. If I comment on it too, that should be decisive.

N = Nagle chapter    B = Bailkey selection    VT,F,FS(K),AT = video  
tape, film, film strip (kit), audio tape    (n) = length in  
minutes

Topics and A-V materials are for the current unit. N & B assignments are for the next unit. Try to have the readings done by the time we start that unit. Journal entries should be made at the time of each reading. Entries for A-V materials are optional.

1. Introduction/Overview : Mon Jan 21 The Nature of History  
N 1; B 1-3

#### Section I: THE ANCIENT NEAR EAST

2. Wed Jan 23 The Scope of History / The Interpretation of Evidence  
The Political History of Sumeria & Early Egypt

F Archaeological Dating (18)    FS Egypt:Oldest Nation



Ancient Mesopotamia (11)

Egypt: Cradle of Civilization (15)

N 2; B 5-6, 8-9, 12

3. Mon Jan 28 Religion & Culture of Early Egypt

FSK 5,000 Years of Egyptian Civilization

F In the Beginning (60)

N 3; B 7, 15, 16 A-G Christie\_report\_due\_Mon\_Feb\_4

4. Mon Feb 4 Near East & Persia

F Ancient Palestine (14); Ancient Persia (11)

N 4; B 4, 10-14, 16 I & J

5. Mon Feb 11 Religion & Culture of Later Period

F Ancient Egypt: Sun & the River (60)

FSK Hatshepsut: First Woman in History

Treasures of King Tut

FIRST EXAM MON FEB 18 ANCIENT NEAR EAST

N 5; B 17-18

Section II GREECE

6. Wed Feb 20 Early Greece

F Ancient Greece (10)

FSK Origins of Greek Civilization

FS First European Civilization

Crete: Palace of Minos

N 6; B 19-22

7. Mon. Feb 25 Archaic Greece; Homer & Hesiod

VT The Greeks: The Greek Beginning (52)

Heroes & Men (52)

The Odyssey pts 1-3 (60)

N 7; B 23-25, 27 A,C,D

8. Fri Mar 1 Marathon to Leuctra (490-371): Political

VT The Greeks: The Classical Age (52)

N 8; B 26-29 Renault\_report\_due\_Mon\_Mar\_10

9. Fri Mar 8 Classical Athens - Cultural; How Democratic?

VT The Greeks: The Minds of Men (52)

Oedipus Rex: The Age of Sophocles (30) & Man & God (30)

The Trojan Women (131)

Ancient Comedy: Aristophanes - Ecclesiazusae (27)

N 9; B 32

SPRING VACATION March 18-22

10. Mon Mar 25 Philip to the Fall of the Hellenistic Monarchs

FSK The Search for Alexander

N 10; B 30-31,33-35

11. Fri Mar 29 The Hellenistic World - Cultural

SECOND EXAM WED APRIL 23 GREECE

N 11-12; B 36-38

PRECEPTORIAL ADVISING (No class) April 9-10

Section III ROME

12. Fri Apr 5 The Growth of Rome

FSK Roman Civilization

VT Classical Comedy: The Braggart Soldier (27)

N 13-14; B 39-46

13. Mon Apr 15 The Republic in Flux

F Julius Caesar & the Rise of Empire (22)

The Romans: Life, Laughter & Law (27)

AT Julius Caesar (Hightet) (28)

FS Julius Caesar

FSK Slaves in Ancient Rome

N 15; B 47-48, 51 Apuleius report due Fri April 26

14. Wed Apr 24 The Roman Empire: Augustus to Marcus Aurelius

F The Spirit of Rome (30)

FS Roman Circuses, Theaters & Naumachiae

FSK Greek & Roman Sports

Slide tour of Rome

N 16; B 49-50, 53, 54A, 55

15. Mon Apr 29 Pax Romana - Cultural

F Buried Cities (14)

Decline of the Roman Empire (14)

THIRD EXAM FRIDAY MAY 3 ROME

FINAL EXAM MONDAY MAY 6



Readings in Mertz and Casson are optional. See reserve desk.

A = Assignment      SS = Slide-sound set      F = Film

FS(k) = Film strip (kit)      Mz = Mertz      S = Simpson

C = Casson      Fr = Frankfort      Mt = Montet

VT = Videotape

1. Introduction

FS: Oldest Nation      Time-Line Pullout      SS Uses of the Past:  
Learning from History

F: Egypt: Cradle of Civilization (11)

A: Casson 1 & pp. 165-179 (Tut)

2. King Tut

SS: Treasures of Tut      VT: Tut's Treasures      Maxims

A: Mertz I; S 85-91 (Prince) & 159-179 (Max); Mt Intro and 5

3. People of Ancient Egypt - Stories and Maxims

Sources & Nature of Evidence

F: The Egyptologists (53)      VT: Ancient Lives 1 & 2

A: Mz II; C 2 & pp. 51-60; S 57-76; Mt 7 and 2, pp 31-34

4. Geography

FSK: 5000 Years of Egyptian Civilization  
The gift of the river  
Sinuhe the wanderer

A: Mz III; Mt 3

5. Family Life: Children & Pets; Growing Up

A: Mz IV; S 296-328

6. Egyptian women, love and sex      Hatsepsut

FS Hatsepsut      VT: Ancient Lives 5 & 6

A: Mz V; Mt 4

7. Clothing and ornament

A: Mz VI; S 1 and 2; Mt 1

8. Towns and Houses; Food, Entertainment and Games

A: C 5, Frankfort 2; Mt 8

9. Pharaoh and Nobles Tomb of Meket-Re  
Famous Pharaohs Historical Novels  
A: Mz VII; S 5; C 7; Mt 10
10. Scribes - education & bureaucracy & papyrus  
Christie, Death Comes as the End, Report due Wednesday February 18  
A: Mz VIII; C 61-69; Mt 9 Rosetta Stone Kit
11. The Army Dawn Falcon & The Hyksos  
FS: Egypt's Era of Splendor  
A: Mz IX; Fr 5; Mt 6
12. Art and Artists, Change and Permanence, Other Professions  
F: In the Beginning (58) FSK Understanding the Arts of Egypt (60)  
VT Ancient Lives 3  
A: Mz X; C 4; S pp. 15-30; Fr 1 & 3; Mt 11
13. Gods & Priests, Magic & Religion  
VT Ancient Lives 4  
MID TERM (Wednesday or Monday March 4 or 9)  
A: Mz XI; C 6
14. Applied Sciences; Building a Pyramid, Boats, Medicine, Math  
VT Pyramid (VT: Voyage of the Ra)  
(VT Secret of the Great Pyramid - In Search of Ancient Mysteries)  
A: Mz XII, S 4
15. Religion - official & popular, temples & rites, hymns  
F: Ancient Egypt (52) FSK: Mythology of Ancient Egypt  
A: Mz XIII; Fr 4; S pp. 201-209; Mt 12
- PRECEPTORIAL ADVISING: WEDNESDAY APRIL 8
16. The Dead, Heaven & the Soul - Egyptian Hopes  
A: Mz XIV Last day for turning in papers or report on Drury,  
Return to Thebes or clearing outline of class reports  
(April 13, Monday)
17. Mummies  
A: Mz XV

18. Tombs, Sarcophagi, Funerary Ritual

A: Mz XVI

19. Book of the Dead & Final Judgement

(VT Book of the Dead) VT: Ancient Lives 7 & 8

FINAL EXAM (Monday May 4 or Wednesday May 6)

No classes March 16-20 (Spring vacation) or April 8 (preceptorial advising).

Syllabus is a blueprint but subject to modification. Overall, however, we will cover pretty much what is down here in basically this order.



Readings in Mertz and Casson are optional. See reserve desk.

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1. Introduction

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2. King Tut

SS: Treasures of Tut      VT: Tut's Treasures      Maxims

A: Mertz I; S 85-91 (Prince) & 159-179 (Max); Mt Intro and 5

3. People of Ancient Egypt - Stories and Maxims

Sources & Nature of Evidence

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A: Mz II; C 2 & pp. 51-60; S 57-76; Mt 7 and 2, pp 31-34

4. Geography

FSK: 5000 Years of Egyptian Civilization  
The gift of the river  
Sinuhe the wanderer

A: Mz III; Mt 3

5. Family Life: Children & Pets; Growing Up

A: Mz IV; S 296-328

6. Egyptian women, love and sex      Hatsepsut

FS Hatsepsut      VT: Ancient Lives 5 & 6

A: Mz V; Mt 4

7. Clothing and ornament

A: Mz VI; S 1 and 2; Mt 1

8. Towns and Houses; Food, Entertainment and Games

A: C 5, Frankfort 2; Mt 8

GAH 1401 CLASSICAL MYTH & LEGEND SYLLABUS SUMMER 86

F. MENCH

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1. Myths & Legends: Mirror of Mankind (SS)  
Preliminary definitions, overview Morford Introduction
2. Creation of World  
Morford 1 Ovid pp 3-5 Film: The Greek Myth
3. Creation of Man & Flood  
Morford 2 Aeschylus Promethus Bound Ovid 5-16
4. The Major Divinities: Zeus & Hera Ovid 16-56  
Morford 3 & 4
5. Poseidon & The Sea  
Morford 5
6. Children of Zeus  
Morford 6-11 Euripides: Bacchae  
Ovid 133-143 Ovid 73-83
7. Demeter & Eleusis, Hades & Orpheus  
Morford 12-14 Film: Black Orpheus  
Ovid 234-261
8. Perseus  
Morford 19 Ovid 100-114
9. The Argonauts & The Calydonian Boar Film: Medea  
Morford 22 Ovid 153-167  
Ovid 190-198
10. Theseus Cycle  
Morford 21 Ovid 167-190, 291-301  
Renault King Must Die
11. Heracles & his Labors  
Morford 20 Ovid 209-219  
Euripides Alcestis
12. Theban Saga: Cadmus through Oedipus' children  
Morford 15 Ovid 50-73  
Sophocles Oedipus, Antigone  
Euripides: Supplants
13. Mycenae & Troy  
Morford 16 & 17 Ovid 265-267, 285-290  
Sophocles: Philoctetes 302-326  
Film: Trojan Women VT: In Search of the Trojan War

GAH 2155 Murder Will Out: The Life & Times of the Mystery Story

(A WAC Course)

Instructor: F. Mench

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Course Content:

The Mystery/Detective story and novel from Poe to the present. A sampler of 14 novels, 22 short stories & 10 critical essays introducing you to most of the major mystery writers and fictional sleuths of modern times. 8 movies plus other audio-visual aids will add more writers/sleuths to the coverage. Class discussions and lectures will consider the development and intrinsic nature of the mystery story, both locked-room puzzles and police procedurals, and the motives for reading detective stories. We will examine the morality and social ethic of this genre and consider the differences between the puzzler and thriller ends of the detective spectrum as well as differences between fictional and real crime. Guest lecturers will discuss the psychology and sociology of real life crime.

Prerequisites:

None except a willingness and ability to do extensive reading and write about those readings.

Readings:

14 novels (British and American), all paperback; about 30 stories/essays in handout form or in Allen & Chacko's Detective Fiction: Crime and Compromise.

Format:

Lecture on development of the genre and biography of sleuths and authors, and presentations and problem-solving exercises (a minute-mystery per meeting). Some in-class writings likely.

Attendance:

Attendance essential because of the mass of material to be covered in class (including films) and the regularity of required written reports.

Papers:

Term paper optional - of research or analytical type. Length varies with topic. For 13 of the 14 novels a short written report responding to a constant set of questions is required on the first class day after the novel is assigned. Late reports receive no positive credit, but missing reports reduce your grade.

Evaluation:

Grades will be based on 3 categories of activity: 1) three 45 minute quizzes (15% ea.) plus a final (20%), all short answer/essay type questions plus solution of some mystery problems; 2) 13 novel reports (25%) (see above); & 3) problem solving exercises of detective puzzler type, class participation & in-class writings (10%).



The following list is from 1982. Mystery stories go in & out of print unpredictably. What novels we will actually read will depend on availability but this should give you an idea of what to expect.

## Novels (all paperback)

1. Agatha Christie: And Then There Were None
2. Arthur Conan Doyle: Hound of the Baskervilles
3. Agatha Christie: Murder in Retrospect (5 Little Pigs)
4. Dorothy Sayers: Strong Poison
5. Josephine Tey: A Shilling for Candles
6. John Dickson Carr: The Case of the Constant Suicides
7. Rex Stout: Some Buried Caesar
8. Ngaio Marsh: Overture to Death
9. Nicholas Blake: Thou Shell of Death
10. Cyril Hare: Death is No Sportsman
11. Dashiell Hammett: The Maltese Falcon
12. Raymond Chandler: The Lady in the Lake
13. Ed McBain: Killer's Payoff
14. Robert Van Gulick: The Chinese Gold Murders

## Movies

1. And Then There Were None, 1945 (Barry Fitzgerald, 101 min.)
2. The Hound of the Baskervilles, 1939 (Basil Rathbone, 80 min.)
3. Father Brown, Detective, 1954 (Alec Guinness, 91 min.)
4. The Kennel Murder Case, 1933 (William Powell, 76 min.)
5. The Eye of the Beholder
6. Dial M for Murder, 1954 (Grace Kelly, 105 min.)
7. Green for Danger, 1947 (Alistair Sim, 93 min.)
8. The Big Sleep, 1946 (Humphrey Bogart, 114 min.)
9. Murder, My Sweet, 1944 (Dick Powell, 95 min.)

Short Stories & Essays HO=handout AD=Allen & Chacko \*=essay

1. Edgar Allen Poe: "Murders in the Rue Morgue" (HO)  
"The Purloined Letter" (AD)
2. Arthur Conan Doyle: "The Adventure of the Speckled Band" (AD)  
Robert Louis Stevenson: "Markheim" (AD)  
Shirley Jackson: "The Possibility of Evil" (AD)

3. Jacques Futrelle: "The Problem of Cell 13" (AD)  
G. K. Chesterton: "The Blue Cross" (AD)  
Agatha Christie: "Greenshaw's Folly" (HO)
4. G. K. Chesterton: "The Invisible Man" (HO)  
"The Arrow of Heaven" (HO)
5. Melville Davisson Post: "The Doomsday Mystery" (HO)  
R. Austin Freeman: "The Blue Sequin" (HO)
6. Ernest Bramah: "The Tragedy at Brookbend Cottage" (HO)  
Thomas Burke: "The Hands of Mr. Ottermole" (HO)  
\*John Dickson Carr: "The Locked Room Lecture" (HO)
7. T. R. Stribling: "The Mystery of the Chief of Police" (HO)  
Ellery Queen: "Diamonds in Paradise" (HO)  
"E=Murder" (HO)
8. A. A. Milne: "The Wine Glass" (HO)  
Lord Dunsany: "The Speech" (HO)
9. \*Dorothy Sayers: "The Omnibus of Crime" (AD)  
\*SS Van Dine: "20 Rules For Writing Detective Stories" (HO)  
\*Anonymous: "The Passing of the Detective in Literature" (HO)
10. \*Nicholas Blake: "The Detective Story-Why?" (HO)  
\*Denis Baly: "Poison in Jest" (HO)  
\*Raymond Chandler: "The Simple Art of Murder" (AD)
11. \*W. H. Auden: "The Guilty Vicarage" (AD)  
Georges Simenon: "Maigret Pursues" (AD)  
Raymond Chandler: "Red Wind" (HO)
12. Ross MacDonald: "from the Far Side of the Dollar" (AD)  
"Find the Woman" (AD)
13. \*George Grella: "Murder & the Mean Streets:  
The Hard Boiled Detective Novel" (AD)  
\*Robert Daley: "Police Report on TV Cop Shows" (AD)
14. Andrew Garve: "The Downshire Terror" (HO)  
Isaac Asimov: "The Singing Bell" (HO)

COURSE PREVIEW

LANG 1704 LATIN REVIEW BY COMPUTER ANY SEMESTER

INSTRUCTOR: F. MENCH

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Course Content: An intensive one semester condensation of a year's college work (2 years' High School) using a very traditional approach (in F. Wheelock's cos series Latin: An Introductory Course). The text presents grammatical forms and their uses plus vocabulary, then utilizes them to translate Latin sentences which increase in complexity throughout the 40 lessons. The course starts at the very beginning but assumes that you had 2-3 years HS Latin, probably some while back (5 or 10 years) so you've forgotten - but it will come back to you as you work through it.

You will work mainly from Latin to English (rather than vice-versa) and will do very little with pronunciation (though I will provide you with a pronunciation tape to work on at home). What will make this course most unusual is that you will work almost exclusively on your own, either at home with the text or in the microlab, drilling with software packages from the University of Delaware and the University of California-Riverside, and keep an evaluation log on your experience.

- Objectives:
- 1) To learn the basic grammar of Classical Latin and enough vocabulary to enable you to read simple Latin prose with some aid of a dictionary.
  - 2) To increase your command of English vocabulary through your memorization & application of Latin prefixes, bases and suffixes that form the building blocks of 50% of English vocabulary.
  - 3) To give you the chance to put to humanistic use the special capabilities of the personal computer.
  - 4) To acquaint you, however minimally, with some aspects of the Roman mind through readings taken from actual Roman writers.

Prerequisites: (1) My permission (POI card). (2) Your willingness to commit regular, steady, intensive effort to memorize forms and vocabulary. If you don't, you will fail. (3) A certain degree of imagination or flair for language that will



enable you to put that memorized material to use in translation.

Attendance: You must report to me once a week on your progress and with your questions.

Texts: Frederick Wheelock, Latin: An Introductory Course Based on Ancient Authors. (B&N pb. in COS series)

Goldman and Szymanski: English Grammar for Students of Latin. (Olivia & Hill pb.)

Evaluation: Short quizzes about every 4 chapters (=60%), final exam (=40%)

Post-scripta: This is not an easy course, but it can be done if you want to do it and you have the minimum mental ability for it. The degree of accomplishment if you work hard and succeed will be very high. If you do well in this, you should be able to pass the Litt/Lang or Hist foreign language competency exam.

For all the compelling reasons why you should take Latin, ask for my "Latin: The Basic Language". If your Latin is recent and in good shape, see me about Intermediate Latin; you may be able to go directly into reading.

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COURSE PREVIEW

LITT 3737 READINGS IN FRENCH LITERATURE Spring 1987

INSTRUCTOR: J. A. NELSON

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Course Content: An introduction to literary criticism through a study of selected French literary texts, fiction from Camus to Mallet-Joris. Readings, discussions in French.

Prerequisites: A good reading knowledge of French - speaking ability average to good.

Attendance: Required.

Readings: Contes et Nouvelles by G. Bree  
Le Rendez-vous by A. Robbe-Grillet

Papers: Weekly assignment.

Evaluation: Assignments & final paper  
Attendance & class participation

COURSE PREVIEW

GAH 1620 1 & 2 FRENCH LANGUAGE & CULTURE FALL

INSTRUCTOR: J. A. NELSON

\*\*\*\*\*

COURSE CONTENT: Essential aspects of French life and language - Emphasis on the acquisition of French vocabulary, and on meaningful communication in French.

PREREQUISITES: None.

ATTENDANCE: Required.

CLASS FORMAT: Lecture, conversations and drills.

READINGS: Decouverte et Creation - by Jian and Hester.

EVALUATION: Weekly quizzes - compositions. Homework (50%)  
MIDTERM - Final (50%)



COURSE PREVIEW

FALL 87

LITT 1101 INTRO TO FICTION

INSTRUCTOR: JEANNE-ANDREE NELSON

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Objectives: An introduction to the elements of fiction: characters, plots, point of view, narration/description, structure and meaningful patterns. Readings in the short stories and novels of European and American writers.

Attendance: Required.

Class Format: Lectures, discussions.

Readings: Elements of Fiction, R. Scholes (a collection of short stories and short novels)  
The Death of Ivan Illyich, L. Tolstoy  
The Stranger, A. Camus  
The Lover . M. Duras  
Less Than Zero, B. E. Ellis  
and the following hand-outs:  
Erostratus, J. P. Sartre  
The Expelled, S. Beckett  
The Secret Room , A. Robbe-Grillet  
The Garden of Forking Paths, J. L. Borges  
A Very Old Man With Enormous Wings,  
G. G. Marquez

Evaluation: A minimum of 8 quizzes  
Attendance and class participation  
Mid-term and final exam

Textbook: Structure and Meaning by Dubé & Franson

Pub. Houghton Mifflin

- Sept. 9 Introduction
- 11 The Catbird Seat. J. Thurber  
Read also: Plot p. 6
- 13 Preface to a twenty volume suicide note. Baraka p. 441  
Optical Illusion. Pearson p. 441  
When I have Fears. p. 442 Keats
- 16 Roman Fever. E. Wharton
- 18 The Chrysanthemums. J. Steinbeck
- 20 Sonnet 12, Shakespeare, p. 450  
She is Leaving Home. Lennon. Mc Cartney. p. 451  
Meeting at night. Browning. p. 453  
The White House. Mc Kay. p. 455
- 21 Out-Out... Frost, p. 442
- 23 The Artificial Nigger. Flannery O'Connor \*  
Read: Character. p. 47
- 25 The Colonel's Lady. S. Maugham
- 27 In my father's house. Vesey. p. 461  
The Living hand. Keats. p. 462  
Lost Love. Graves. p. 463  
The Song of Wandering Aengus. Yeats. p. 464
- 30 The Fall of the House of Usher. E. A. Poe
- Oct. 2 A tree a Rock a Cloud. C. McCullers  
Read: Point of View. p. 92
- 4 Are you still there. Harjo. p. 466  
Speech. Taylor. p. 475.  
The Windows. Herbert. P. 477  
San Antonio. Tafolla. p. 480
- 7 I Want to know why. S. Anderson
- 9 The Horse Dealer's Daughter. D. H. Lawrence

- Oct. 11      The Hand that signed a paper felled a city. Thomas. p. 481  
The weary blues. Hughes. p. 487  
If thy wilt mighty be. Wyatt p. 492  
The tide rises the tide falls. Longfellow. p. 499
- 14            Babylon Revisited. F. Scott Fitzgerald
- 16            The Lottery. S. Jackson      Film.  
Read: Theme of Meaning. p. 141
- 18            Do not go gentle into that good night. Thomas. p. 510  
Deer Hunting. Hobson. p. 516  
The waking. Roethke. p. 518  
A description of a city shower. Swift. 521
- 21            The Open Boat. S. Crane
- 23            Araby. J. Joyce
- 25            BluesBlack. McGraw. p. 525  
To his coy mistress. Marvell. p. 533  
The love song of J. Alfred Prufrock. Eliot. p. 535
- 28            Mid-Term
- 30            Six Beauties, R. Fontaine  
Doby's Gone. A. Petry
- Nov. 1        Daddy, Plath, p. 539  
Design. Frost. p. 547  
Sonnet 130. Shakespeare. p. 552  
The Sick Rose. Blake. p. 553
- 4            The Killers. E. Hemingway\*
- 6            Hills Like White Elephants. E. Hemingway  
Read: Style. p. 182
- 8            Piazza piece. Ransom. p. 554  
The rose. Williams. p. 555  
Beware: do not read this poem. Reed. p. 573  
Ah, are you digging on my grave? Hardy. p. 574
- 11            The Manned Missiles. K. Vonnegut
- 13            No Class - Advising period.
- 15            We real cool. Brooks. p. 577.  
Stopping by woods on a snowing evening. Frost p. 626  
Dream deferred. L. Hughes. p. 640  
I too sing America. Hughes. p. 640



- Nov. 18            The Shape of the Sword. J. L. Borges
- 20                Recuerdo. G. V. Fallis  
The Boatmen on Toneh River. W. Yamauchi
- 22                Ars poetica. MacLeish. p. 660  
You Andrew Marvell. MacLeish. p. 662
- 25                The Tree of Knowledge. H. James
- 27                Film: Under the Biltmore Clock  
an adaptation of Myra meets his family by Fitzgerald
- 29                THANKSGIVING RECESS
- Dec. 2            Story Teller. L. M. Silko
- 4                 There Will Come Soft Rains. R. Bradbury
- 6                 Richard Cory. Robinson. p. 688  
Boy with his hair cut short. Rukeyser. p. 695  
Indian school. Russell p. 696
- 9                 Rappaccini's Daughter. N. Hawthorne
- 11                "                    "  
Last Quiz
- 13                Sonnet 29. Shakespeare. p. 701  
The man from Washington. Welch. p. 717  
When I heard the learn'd astronomer. Whitman. p. 718
- 16                Take home exam. Paper due Dec. 18

- There will be several unannounced quizzes. You must have a minimum of 8.
- No make-up quiz.
- The mid-term will deal with prose only.
- The take home exam with poetry only.
- No make-up exam for mid-term.
- Final exam will not be accepted after Dec. 18.
- You are allowed up to 5 absences. (grade changes after that)
- There will be no end-of-the-term quick fix to improve grades. Come to class, be prepared for discussion and quizzes and turn in your final paper.

#### Evaluation

Class attendance, participation	40%
Quizzes	15%
Mid-term	15%
Final paper	30%

French 3230

Advanced French Composition and Conversation

Textbooks:

Ensemble: Grammaire by Comeau, Bustin, LamoureuxEnsemble: Litterature by Comeau, Bustin, Lamoureux

Sept. 8

Révision

10

G. Le Passé Simple

12

L. Un beau Mensonge. A. DaudetPréparer Intelligence du Texte et Appréciation du Texte

(The same assignment will be required for each reading selection)

15.

G. Chapitre 2. Exercices d'ensemble. pp. 44-45

17.

L. Rêveries Romantiques. G. Flaubert.

19.

L. Le Choix d'un Mari. S. de Beauvoir.

Composition: G: pp. 13-14

22

G. Chap. 3. Exercices. pp. 72-73

24

L. Demain Dès L'Aube. V. Hugo

26

L. Le Vieillard Rejeté. Bernier.

Composition. G: p.46

29

G. Chap. 4. Exercices. p. 97-99

Oct. 1

L. La Ville D'Oran. A. Camus

3

L. Ma Bohême. A. Rimbaud

Composition. G: P. 73

6

G. Chap. 5, Exercices. pp. 126-127

- Oct. 8 L. L'Instruction d'Un Parvenu. Molière
- 10 L. Les Epaules de la Marquise.. E. Zola  
Composition. G: P. 100.
- 13 G. Chap. 6. Exercices. pp. 153-154
- 15 L. L'Homme d'Affaires. A. de St. Exupéry
- 17 L. Les Troglodytes. Montesquieu
- Composition: G: p. 127
- 20 G. Chap. 7: Exercices. pp. 174-175
- 22 L. Candide à Paris. Voltaire
- 24 L. Le Francais Au Volant. P. Daninos  
Composition: G. p. 155.
- 27 EXAMEN
- 29,31 G: Chap. 8 Exercices pp. 202-203
- Nov. 3\_5 L: Le Diable et le Champignon. M. Trembley
- 7 L: Un Grand Conseil de Mariage. F. Bebey  
Composition: G. p. 175
- 10, 14 G: Chap. 9. Exercices. pp. 226-227
- 24 L. Les Martin. E. Ionesco
- 26 L. Les Yeux Des Pauvres. C. Baudelaire  
Composition. G: P. 204
- Dec. 1. G. Chap. 10. Exercices pp. 253-254
- Dec. 3 L: Un Geste d'Amour. J. Bédier
- 5 L. La Farce de Maitre Pathelin.  
Composition. G: P. 227



- Dec. 8 G. Chap. 11. Exercices. pp. 272-273
10. L. 'Chansons et Cinéma'. Brassens
- 12 L. Patrick pousse son pion. F. Truffaut  
Composition. P.255 (G)
- 15 Film: L'argent de Poche. F. Truffaut
- 17 EXAMEN FINAL.  
Composition. G: P.273

Evaluation:

Weekly quiz. You need a minimum of 6 No make-up for quizzes  
Weekly composition. You need a minimum of 8. Due on time.  
Class participation is very important. More than 6 absences will  
affect your grade.

No-make up exams for mid-term & final exams.

GAH 2320 20th Century French Lit. and Films

Instructor: Jeanne-Andrée Nelson

OBJECTIVE

To generate students' interest in French culture. The course will focus on contemporary France and the predominant place occupied by literature and cinema in that country.

Content

A study of the major intellectual and artistic movements in France since World War I as reflected in literature and films. An introduction to Surrealism, Existentialism, Avant-Garde Theater, the New Novel and the New Wave.

Readings

Poetry: André Breton Manifesto of Surrealism (selections)

Prevert (selected poems)

Aragon (selected poems)

Michaux (selected poems)

Fiction: Gide Theseus-  
Sartre The Wall Childhood of a Leader Erostratus  
Camus The Stranger  
Ionesco The Mud-  
Beckett The Expelled-  
Robbe-Grillet The Secret Room  
Sarraute Tropisms (selections)

Theater: Anouilh Antigone  
Sartre No Exit  
Ionesco The Rhinoceros  
Beckett Ohio Impromptu Not I

Instructor: Jeanne-Andrée Nelson

Films:	Cocteau	<u>Orphee</u>
	Buñuel	<u>Un Chien Andalou</u>
	Renoir	<u>Grand Illusion</u>
	Tati	<u>Mr. Hulot</u>
	Resnais	<u>Last Year at Marienbad</u>
	Marker	<u>The Pier</u>
	Truffaut	<u>Small Change</u> <u>Stolen Kisses</u>
	Godart	<u>Masculine Feminine</u>

Format

Lecture; discussions. French films with subtitles and some slide presentations.

Evaluation-

A mid-term and a final examination. Class attendance and participation required.





COURSE PREVIEW

LANG 2231 INTERMEDIATE FRENCH II

Instructor: STAFF

SPRING 1987

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COURSE CONTENT: A comprehensive review of basic French grammar. Classroom communication through transformational drills, oral situational exercises and creative activities.

PREREQUISITES: One year college French, 2 or 3 year High School French or equivalent experience. LANG 2230

ATTENDANCE: Required.

CLASS FORMAT: Readings & discussions of fiction & poetry in French, plus development of oral fluency & writing proficiency.

READINGS: Ensemble: Grammaire by R. Comeau & N. Lamoureux

PAPERS/PROJECTS: Written exercises & compositions.

EVALUATION: Homework, attendance, class participation  
Mid-term & Final Exams

Introduction to Literature  
Ken Tompkins

Spring 1987  
D008

JAN	21	The Worlds of Fiction
	23	Our Seat on the Action -- Narration
	26	Unreliable Narrators -- Don't Believe Everything You Hear
	28	The Pattern of Action -- Plot
	30	Characters
FEB	02	Setting the Scene
	04	Stories With a Frame, Stories With a Twist
	06	Symbols
	09	Other Worlds, Other Times -- Science Fiction
	11	Breaking the Pattern -- Experimental Fiction
	13	What Happens Between Stories
	16	The Novella
	18	Good and Great Fiction
	20	The Definition of Poetry
	23	Listening In on the Poem
	25	Narrative Poetry: The Poet as Storyteller
	27	Lyric Poetry: The Solitary Singer
MAR	02	Dramatic Poetry; The Poet as Actor
	04	Images: Seeing is Feeling
	06	The Dance of the Mind: Metaphor and Simile
	09	The Idea Dresses Up: Personification, Allegory, Symbol
	11	More Figures of Speech
	13	The Music of Poetry
	23	Tones of Voice
	25	The Poem's Shape



	27	Where Language is Everything
	30	The Well-Made Poem
APR	01	Literature on Stage
	03	The Script -- How To Read a Play
	06	Action
	10	Heroes and Heroines -- Dramatic Character
	13	Tragedy
	15	Tragedy
	17	Tragedy
	20	Comedy
	22	Comedy
	24	Comedy
	27	The Rise of Realism
	29	The Rise of Realism
MAY	01	The Rise of Realism
	04	New Directions
	06	New Directions

Medieval Literature  
Ken Tompkins

Spring 1987  
D008

JAN	21	<u>Beowulf</u>
	23	"
	26	"
	28	"
	30	.."
FEB	02	"
	04	"
	06	"
	09	"
	11	<u>The Canterbury Tales</u>
	13	"
	16	"
	18	"
	20	"
	23	"
	25	"
	27	"
MAR	02	"
	04	<u>Gawain and the Green Knight</u>
	06	"
	09	MIDTERM
	11	"
	13	"
	23	"
	25	<u>Other Writers</u>

	27	"
	30	"
APR	01	"
	03	"
	06	"
	10	"
	13	"
	15	"
	17	<u>Morte d'Arthur</u>
	20	"
	22	"
	24	"
	27	"
	29	"
MAY	01	"
	04	"
	06	FINAL



This new seminar will focus on the history and development of the English novel; I will not consider American novels.

Obviously, such a seminar has to be incredibly selective in its texts. The texts we will read have been chosen as representative of major phases in the novel's long history. I want to read the texts in the following order:

Defoe	ROBINSON CRUSOE
Fielding	TOM JONES
Sterne	TRISTRAM SHANDY
Austen	PRIDE & PREJUDICE
Dickens	HARD TIMES
Bronte	WUTHERING HEIGHTS
Conrad	LORD JIM
Wolff	TO THE LIGHTHOUSE
Forester	PASSAGE TO INDIA
Joyce	PORTRAIT OF THE ARTIST AS A YOUNG MAN

I've ordered inexpensive paperbacks; they should be available in the bookstore by the beginning of the Term.

I am considering -- but have not decided -- not having any exams. Instead, I will schedule a set of papers about every two weeks during the Term. Each paper will be written on a distinct facet of a novel we've read. The topics and their sequence will be as follows:

Setting  
Main Character  
Point of View  
Tone/Style  
Plot/Structure  
Critical Analysis

The last paper will be the result of your adopting a particular critical perspective and then analyzing a novel/part of a novel from that viewpoint. I will discuss this with each of you but you should be aware of this task early in the term.

I will also place a number of readings on reserve. My expectation is that each of you will read them when assigned.

LITT 2400  
INTRODUCTION TO SHAKESPEARE

FALL 1985  
KEN TOMPKINS

Sept	9	MIDSUMMER NIGHT'S DREAM
	11	MIDSUMMER NIGHT'S DREAM
	13	MIDSUMMER NIGHT'S DREAM
	15	ROMEO AND JULIET
	18	ROMEO AND JULIET
	20	ROMEO AND JULIET
	23	AS YOU LIKE IT
	25	AS YOU LIKE IT
	27	AS YOU LIKE IT
	30	RICHARD II
Oct.	2	RICHARD II
	4	RICHARD II
	7	HENRY IV, PT I -- First Paper Due
	9	HENRY IV, PT I
	11	HENRY IV, PT I
	14	HENRY IV, PT II
	16	HENRY IV, PT II
	18	HENRY IV, PT II
	21	HENRY V
	23	HENRY V
	25	HENRY V
	28	MEASURE FOR MEASURE -- Midterm Exam
	30	MEASURE FOR MEASURE
Nov.	1	MEASURE FOR MEASURE
	4	HAMLET

	6	HAMLET -- Second Paper Due
	8	HAMLET
	11	OTHELLO
	15	OTHELLO
	18	OTHELLO
	20	MACBETH
	22	MACBETH
	25	MACBETH
	27	WINTER'S TALE
Dec.	2	WINTER'S TALE
	4	WINTER'S TALE
	6	KING LEAR -- Third Paper Due
	9	KING LEAR
	11	KING LEAR
	13	THE TEMPEST
	16	THE TEMPEST
	18	THE TEMPEST -- Final Exam



LITT 3761  
Medieval Literature Seminar

K Tompkins  
Fall 1985

Primarily, this is a survey of Medieval Literature spanning the period from 800 AD to 1400 AD. I want to examine that literature by looking at the elements of "story". I will look at how medieval authors structured their work, common character types, plot elements, and what, if any, are the common didactic messages underlying these works. This should tell us something about the function of literature in Medieval English society.

I still have a few texts to order. I want us to read some saints' lives, some saga material some history and some material from Wales and, of course, some Arthurian tales. Depending on availability, I will either have you purchase some additional paperbacks or I will provide selected passages on reserve. Either way, the reading list is not yet complete.

The text available in the bookstore are:

Earliest English Poetry  
Beowulf  
Canterbury Tales  
Piers Plowman  
Four Moralities  
Gawain and the Green Knight

This is a fairly heavy reading course involving a literature which is sometimes difficult to read and understand. Because I don't have time to teach Old/Middle English the texts are translated from the originals. Be prepared to have fairly heavy assignments prepared for class. I may require you to read other cultural/historical materials or articles of note as the term progresses.

At present, I am planning on five papers and two exams. The papers will be on focussed topics having to do with the functioning of literary elements. I will describe them at the appropriate time. The exams will be essay type -- perhaps takehome -- and will cover the major works read during the term.

LITT 3761  
Medieval Literature Seminar

K Tompkins  
Fall 1985

Sept	9	Beowulf
	11	Beowulf
	13	Beowulf
	16	Anglo-Saxon Poetry
	18	Anglo-Saxon Poetry
	20	Anglo-Saxon Poetry
	23	Saints' Lives
	25	Saints' Lives
	27	Saints' Lives
	30	Mabinogian
Oct.	2	Mabinogian
	4	Mabinogian
	7	Medieval Drama
	9	Medieval Drama
	11	Medieval Drama
	14	Medieval Drama
	16	Medieval Lyrics
	18	Medieval Lyrics
	21	Chaucer
	23	Chaucer
	25	Chaucer
	28	Chaucer
	30	Chaucer
Nov.	1	Chaucer

	4	Piers Plowman
	6	Piers Plowman
	8	Piers Plowman
	11	Gawain and the Green Knight
	15	Gawain and the Green Knight
	18	Gawain and the Green Knight
	20	Medieval History
	22	Medieval History
	25	Malory
	27	Malory
Dec.	2	Malory
	4	
	6	
	9	
	11	
	13	
	16	
	18	



### A FEW WORDS ON THIS COURSE

First of all, this course is designed for Humanities majors. What I mean by that is that I expect you to have both knowledge and interest in the disciplines of the Humanities -- History, Literature, and Philosophy. Being interested in computers, while laudable, is not sufficient.

Secondly, this course is a new course and is, therefore, subject to all kinds of changes particularly in an area where there are no textbooks, no journals, no research or scholarship. There are a few schools which offer a course like this but very few. It is a whole new interest (I would be wrong to call it a discipline). Therefore, if you want a nice safe course which is all arranged, which never changes much, and which the teacher has a complete grasp of the material, you should consider something else.

There are far more questions here than answers, far more confusion than insight, far more change than stability, and, in the end (though I doubt it) there may be far more education in some other choice.

What I propose, then, is that we learn three types of knowledge this term. The first will be the skills of operating a microcomputer and those required to process words and collect and retrieve data. In other words, these skills by themselves have very little to do with the humanities except that humanities folk don't generally know them. These are important skills and they precede most other uses of the computer.

At this stage, we will be using commercial programs written (primarily) for the Apple IIe -- the main machine we have in the Microlab. Once you learn the skills required for comfortable word processing/data base management, I will assign you to do some of both. These will be projects -- individual or group -- to be handed in and evaluated.

The second phase of the course will involve itself in actual, though modest, text processing. We will use a set of programs written for the IBM-PC (which we have very limited numbers of) which perform limited work on texts. I will demonstrate how these work on some selected texts. You will then select text for a project and, when finished, will hand it in for evaluation.

The third part will involve learning the computer language PROLOG. I will demonstrate some fundamental aspects of the language and we will construct some programs together. I will work out some project for submission and evaluation.

There will be some problems. First of all, much of what we will want to do will not work on the Apple computer so we will have to work in groups and after class on the IBM compatible machines we do have. Not much, after the first part of the course, will have commercially proven programs. This means that we will have a considerable amount of "fussing" to get things done. It's at this point that you'll have to have both patience and curiosity to get through.

You will also have to "import" a good deal of material from your other humanities classes into the course. Text and data material will have to come from the library or from some

project you'd like to work on or from a suggestion by another humanities teacher. In other words, it's not all cut and dried.

The advantages? First, you'll be able to use a computer with skill and confidence. That is no small achievement. Second, you be on the cutting edge of what may well turn into a sub-field in the humanities. Few other undergraduates in the State will have the chance offered to them. Third, you have some special skills which will be important on your resume and may well open doors for you on the job market.

I look forward to spending the term with you if you're serious about the work at hand. If you aren't, go take Biology.

GAH 3201  
Computers and the Humanities

Ken Tompkins  
H244

- JAN 22 Introduction -- Word Processing and Data Bases  
24 Appleworks Environment  
27 Word Processing -- Entering Text  
29 Word Processing -- Correcting Text  
31 Word Processisng -- Printing Text
- Feb 3 Data Bases  
5 Data Base -- Setting Up  
7 Data Base -- Entering Data  
10 Data Base -- Search/Print  
12 Integrating Word Processing and Data Base  
14 Other Word Processing -- MACWRITE  
17 Other Data Bases -- SAVVY  
19 Other Data Bases -- SAVVY  
21 Using WP and DBMS in Humanities Courses  
24 Computer Programs for Literary Analysis  
26 Simple Search  
28 Collate
- Mar 3 Translate  
5 Text Form Program  
7 Index/Frequency  
10 Simple Concordance  
12 Text Criticism  
14 Text Criticism  
24 Morphological Analysis  
26 Group Projects



28 Group Projects

31 Group Projects

Apr 2 MAC Programs (if available)\_

4 Prewrite-type programs

7 PROLOG -- An Introduction

11 PROLOG Programming /

14 / This section of the

16 / course will look

18 / how PROLOG might be

21 / used in the

23 / Humanities -- in

25 / areas like natural

28 / language processors

30 / and expert systems

May 2 /

5 /

7 Final Exam

The attached schedule should give you a fairly clear idea about this section of INFO 2180. You'll notice that I begin with learning BASIC; other sections of this course do not begin with a language. Because they tend to teach BASIC all at the same time, the jam-up in the Computer Center is terrible. By teaching it first we avoid the rush later.

### TEXT

There is one text for the course:

Silver & Silver, Computers and Information Processing

This has a section on BASIC at the end.

### WORKLOAD

The textbook portion of this course involves considerable reading and, yes, even memorization. If you plan your work well you should have little difficulty with this part of the work. It tends to be straightforward and other students have done well in this part.

Where students fall down -- and they do fall -- is in the programming section. Each term I write this same part of the syllabus and each term more students than I like ignore my advice. Generally, they fail!

The way to learn programming is like learning a foreign language or how to sing -- you have to do it yourself. You can't learn programming by osmosis, by dreaming, by hoping, or by taking other folks' ideas. You learn it by doing it.

To do it, however, requires that you spend time on a computer terminal. The process is much like a science: you write the program and enter it, then you test it to see if it works (they seldom do!) and then you re-write -- sometimes for hours -- until you get it to work.

How much time am I talking about? Much more at the beginning of the course. I would suggest that you plan on a minimum of 5 hours per week. Oh, yes. I know all of the excuses -- I doubt that you'll be able to think of one I haven't heard.

It's up to you. If you want to learn programming -- by the way, a high grade in this course sometimes means a job or better job (talk to me about details) -- then do the work, knock off the excuses, and hand in the assignments.

If you don't want to learn programming, then why take the course? Why not enroll in Biology?

### EVALUATION

The primary means of evaluating work in this course are the three exams. These are short-answer essay exams with a BASIC programming problem in each of them. They take an hour and they're tough.

From time to time, I will schedule computer generated quizzes -- usually on a few chapters that we've just covered. These quizzes are made up with T/F, fill-in, and multiple choice questions.

The other type of material that I evaluate are your BASIC programming assignments. These are required and there will be 8-10 during the first four weeks of the term.

PLEASE NOTE: THERE ARE NO MAKEUPS OF ANY KIND SO DON'T ASK!

Ken Tompkins



JAN 22 Introduction  
24 BASIC Programming  
27 BASIC Programming  
29 BASIC Programming  
31 BASIC Programming  
Feb 3 BASIC Programming  
5 BASIC Programming  
7 BASIC Programming  
10 BASIC Programming  
12 BASIC Programming  
14 BASIC Programming  
17 BASIC Programming  
19 Chap 1 -- Computers: An Introduction  
21 Chap 2 -- Evolution of Computers  
24 Chap 3 -- Fundamental Computer Concepts  
26 Chap 3 -- Fundamental Computer Concepts  
28 Chap 4 -- Data Input  
Mar 3 Chap 5 -- CPU: Functions and Components  
5 Chap 5 -- CPU: Functions and Components  
7 Chap 6 -- Secondary Storage Systems  
10 Chap 6 -- Secondary Storage Systems  
12 First Exam  
14 Chap 7 -- Data Output  
24 Chap 10 -- Networks and Data Communications

26 Chap 10 -- Networks and Data Communications  
28 Chap 11 -- Data Base Management Systems  
31 Chap 11 -- Data Base Management Systems  
Apr 2 Chap 12 -- Program Planning and Development  
4 Chap 13 -- Program Design and Logic  
7 Chap 14 -- Programming Languages  
11 Chap 15 -- Microcomputer Hardware and Applications  
14 Chap 16 -- Microcomputer Software  
16 Second Exam  
18 Chap 19 -- Computers in Society  
21 Social Issues -- Invasion of Privacy  
23 Social Issues -- Security and Crime  
25 Social Issues -- Artificial Intelligence  
28 Social Issues -- Artificial Intelligence  
30 Social Issues -- Computer Assisted Instruction  
May 2 Social Issues -- Expert Systems  
5  
79 Final Exam

LITT 2400  
INTRODUCTION TO SHAKESPEARE

FALL 1986  
KEN TOMPKINS

September	8	Midsummer Night's Dream
	10	Midsummer Night's Dream
	12	Midsummer Night's Dream
	15	Romeo and Juliet
	17	Romeo and Juliet
	19	Romeo and Juliet
	22	As You Like It
	24	As You Like It
	26	As You Like It
	29	Richard II
October	1	Richard II
	3	Richard II
	6	Henry IV, Pt I -- <u>FIRST PAPER DUE</u>
	8	Henry IV, Pt I
	10	Henry IV, Pt I
	13	Henry IV, Pt II
	15	Henry IV, Pt II
	17	Henry IV, Pt II
	20	Henry V
	22	Henry V
	24	Henry V
	27	Measure For Measure -- <u>MIDTERM EXAM</u>
	29	Measure For Measure
	31	Measure For Measure
November	3	Hamlet



	5	Hamlet	
	7	Hamlet	
	10	Hamlet -- <u>SECOND PAPER DUE</u>	
	14	Othello	
	17	Othello	
	19	Othello	
	21	MacBeth	
	24	MacBeth	
	26	MacBeth	
December	1	Winter's Tale	
	3	Winter's Tale -- <u>THIRD PAPER DUE</u>	
	5	King Lear	
	8	King Lear	
	10	King Lear	
	12	The Tempest	
	15	The Tempest	
	17	The Tempest -- <u>FINAL EXAM</u>	