

S.87-48

SIMON FRASER UNIVERSITY

MEMORANDUM

TO: Senate

FROM: J.W.G. Ivany,
Chair, SCAP

SUBJECT: Faculty of Arts
Department of History
Reference: SCUS 87-28
SCAP 87-18

DATE: Nov.19, 1987

Action undertaken by the Senate Committee on Academic Planning/Senate Committee on Undergraduate Studies gives rise to the following motion:

MOTION: "That Senate approve and recommend approval to the Board of Governors, as set forth in S.87-48

New courses:

HIST 255-3 The Emergence of Modern China
HIST 381-3 The American Presidency
HIST 383-3 The American Dream in the Twentieth
Century
HIST 450-3 The Era of the American Civil War
HIST 451-3 Innocence and Corruption in Nineteenth
Century American Myth
HIST 452-3 The U.S. in the Progressive Era
HIST 453-3 The U.S. between the Wars

Deletion of:

HIST 447-3 The U.S. in the 19th Century
HIST 448-3 The U.S. in the 20th Century
HIST 449-3 Problems in U.S. History
HIST 480-3 Romantic Nationalism in the Operas
and Music Dramas of Verdi and Wagner

FOR INFORMATION

Acting under delegated authority, SCUS approved a number of changes to the prerequisites for HIST 231-3, HIST 344-3, HIST 346-3, HIST 482-3 and HIST 483-3 as set out in S.87-48

SIMON FRASER UNIVERSITY

FACC

MEMORANDUM

To.....Faculty of Arts.....	From...Edward Ingram, Chairman.....
.....Curriculum Committee.....Department of History.....
Subject...Course changes.....	Date...21 July 1987.....

The History Department wish to delete four of our present upper-level courses from the curriculum. In one (History 480-3: Romantic Nationalism in the Operas and Music Dramas of Verdi & Wagner) the instructor, Alan Aberbach, wishes to be assigned other duties. The other three:

- History 447-3: The United States in the 19th Century
- History 448-3: The United States in the 20th Century
- History 449-3: Problems in United States History

are to be replaced by other more specific courses in American History. They are:

- History 381-3: The American Presidency
- History 383-3: The American Dream
- History 450-3: The Era of the American Civil War
- History 451-3: The American Myth
- History 452-3: The United States in the Progressive Era
- History 453-3: The United States Between the Wars

The History Department believe that presenting these courses in this way will simplify course selection and provide student transcripts which reflect more clearly that which has actually been studied. In addition the Department wish to add to our offerings at the 300 level where it is thought that further courses, particularly in United States history, will benefit our students.

Finally, the Department wish to add a single course at the 200 level. This is History 255-3: The Emergence of Modern China. The Department have not offered such a course on a regular basis in the past, and we wish to remedy this oversight. Our students have frequently asked for a course in the modern history of China, and we believe that now is the time to make this addition.

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SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

1. Calendar Information

Department History

Abbreviation Code: HIST Course Number: 255 Credit Hours: 3 Vector: 2-1-0

Title of Course: The Emergence of Modern China

Calendar Description of Course: The course concentrates on the history of China from the late eighteenth century to the death of Mao. It will begin with a brief introduction to themes in traditional Chinese society and will conclude with an analysis of the major developments in the history of the People's Republic of China from its establishment in 1949 to the death of Mao in 1976.

Nature of Course Lecture, tutorial

Prerequisites (or special instructions):

none

What course (courses), if any, is being dropped from the calendar if this course is approved: none

2. Scheduling

How frequently will the course be offered? Once a year

Semester in which the course will first be offered? 88-3

Which of your present faculty would be available to make the proposed offering possible? none

3. Objectives of the Course

To introduce the students to the modern history of China.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty Sessional Instructor
Staff
Library
Audio Visual
Space
Equipment

} none

5. Approval

Date: 2/2/82

[Signature]
Department Chairman

Dean

[Signature]
Chairman, SCUS

SCUS 73-34b:- (When completing this form, for instructions see Memorandum SCUS 73-34a. Attach course outline).

HISTORY DEPARTMENT

HISTORY 255
FALL 1987

THE EMERGENCE OF MODERN CHINA

CONTENT:

The course concentrates on the history of China from the late eighteenth century to the death of Mao Tse-tung. It will begin with a brief introduction to themes in traditional Chinese society and will conclude with an analysis of the major developments in the history of the People's Republic of China from its establishment in 1949 to the death of Mao in 1976.

GRADING:

Mid-term examination	30%
Term essay	30%
Final Examination	40%

TEXTS:

Immanuel C. Y. Hsu, The Rise of Modern China. (3rd ed.)
Maurice Meisner, Mao's China

ASSIGNMENTS:

Week I	The Traditional Order and the Problem of Change
Week II	The Traditional Order in the Late 18th Century
Week III	Sino-Western Confrontation in the 19th Century
Week IV	The Origins and Results of the Chinese Revolution of 1911
Week V	The Development of Chinese Marxism
Week VI	The Chinese Revolution, 1921-1927
Week VII	a. Mid-term examination b. The Nanking Years
Week VIII	The Rise of the CCP: The Yen-an Way
Week IX	Civil War and Reconstruction
Week X	The Great Leap Forward and Its Aftermath
Week XI	The Chinese Foreign Policy
Week XII	The Cultural Revolution, 1966-1976
Week XIII	The Chinese Revolution in Comparative Perspective

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

1. Calendar Information

Department History

Abbreviation Code: HIST Course Number: 381 Credit Hours: 3 Vector: 2-1-0

Title of Course: The American Presidency

Calendar Description of Course:

This course will focus on the role of the presidency in U.S. history: examining the office as envisioned by those who wrote the Constitution; seeing the nature of the office as perceived by some who occupied it; and elaborating on the way some used, failed to use, or abused executive power.

Nature of Course

lecture, tutorial

Prerequisites (or special instructions):

Hist 212 or 213 recommended

What course (courses), if any, is being dropped from the calendar if this course is approved: Hist 447, 448, 449, 480

2. Scheduling

How frequently will the course be offered? once a year

Semester in which the course will first be offered? 88-3

Which of your present faculty would be available to make the proposed offering possible? Alan Aberbach

3. Objectives of the Course

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

none

Space

Equipment

5. Approval

Date: 2/2/87 10/15/87 _____

[Signature]
Department Chairman

[Signature]
Dean

[Signature]
Chairman, SCUS

SCUS 73-34b:- (When completing this form, for instructions see Memorandum SCUS 73-34a. Attach course outline).

HISTORY 381
FALL 1988

A. D. ABERBACH

THE AMERICAN PRESIDENCY

SCOPE:

This seminar will focus on the role of the presidency in U. S. history:
--examining the office as envisioned by those who wrote the Constitution;
--seeing the nature of the office as perceived by some who occupied it;
--and elaborating on the way some of them used, failed to use, or abused their power.

GRADING:	Seminar participation	20%
	Progress Reports	20%
	Final Research Paper	20%
	Final exam	40%

TEXT:

Morton Borden, America's Eleven Greatest Presidents; plus selected inaugural addresses available in the history department office.

ASSIGNMENTS:

Week 1	The nature of executive power
Week 2	George Washington
Week 3	John Adams
Week 4	Thomas Jefferson
Week 5	Andrew Jackson
Week 6	James Polk
Week 7	Abraham Lincoln
Week 8	Grover Cleveland
Week 9	Theodore Roosevelt
Week 10	Woodrow Wilson
Week 11	Franklin Delano Roosevelt
Week 12	Harry Truman
Week 13	Final synthesis and evaluation

PROCEDURE:

As this is an upper division course, most class time will be occupied by seminar discussion. Therefore, each one of us must individually and collectively assume a major responsibility for the intellectual content of the seminar.

Most of the chapters in the text are brief and somewhat generalized; nevertheless, they do provide a useful overview for each president to be examined. Additional assignments will be made during the informal mini-lecture near the close of the week preceding our discussion.

Part of each seminar will include progress reports on the president you have selected for your research paper from among the following:

James Madison
James Monroe
James Buchanan
Andrew Johnson
Ulysses Simpson Grant
William McKinley
William Howart Taft
Warren Gamaliel Harding
Herbert Hoover
Dwight Eisenhower
John F. Kennedy
Lyndon Johnson
Richard Nixon
Jimmy Carter
Ronald Regan

The central thrust of your paper should relate to their use, refusal to use, or abuse of presidential power. Through in-progress seminar reports you will have the opportunity to delimit the topic into manageable proportions.

Two typewritten copies of your paper are required. Only the original should be handed in on the due date. When graded and returned, you should hand in the copy.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

1. Calendar Information

Department History

Abbreviation Code: HIST Course Number: 383 Credit Hours: 3 Vector: 2-1-0

Title of Course: The American Dream in the Twentieth Century

Calendar Description of Course: A study of the abiding American belief that anyone who really tries can "make it" in America. Special attention will be given to the function of this myth, and to the shifting attitudes of 20th century social commentators (including novelists and playwrights) toward it.

Nature of Course lecture, \ tutorial

Prerequisites (or special instructions):

Hist 212 or 213 recommended

What course (courses), if any, is being dropped from the calendar if this course is approved: HIST 480, 447, 448, 449

2. Scheduling

How frequently will the course be offered? once a year

Semester in which the course will first be offered? 88-3

Which of your present faculty would be available to make the proposed offering possible? Don Kirschner

3. Objectives of the Course

To enable students to focus in depth on a central ideological problem in American History.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

Space

Equipment

none

5. Approval

Date: 2/2/87 10/15/87 _____

[Signature]
Department Chairman

[Signature]
Dean

[Signature]
Chairman, SCUS

SCUS 73-34b:- (When completing this form, for instructions see Memorandum SCUS 73-34a. Attach course outline).

HISTORY 383
FALL 1988

D. S. KIRSCHNER

THE AMERICAN DREAM IN THE TWENTIETH CENTURY

CONTENT: One of the guiding myths (we shall have to define that term) of American society is the "American Dream," although not all Americans agree on just what it is, on who has the right to dream it, or even on the degree to which it describes reality. Some praise it, some condemn it, many write novels and plays and screenplays about it, but nobody doubts that most Americans believe in it. And that alone gives it an awesome reality, one which is confirmed regularly (especially in the 1980s) with almost every presidential utterance.

In this course we shall be exploring some of the variations on this theme, from the easy optimism of the late nineteenth century to the often darker visions of the late twentieth. Each student will be asked to present an oral analysis of one of our sources, and to prepare a paper of 2000-2500 words on that source. There will be a final exam drawn from questions that will be distributed in advance.

<u>GRADING:</u>	Seminar participation	20%
	Oral report	20%
	Paper	20%
	Final exam	40%

REQUIRED TEXTS:

Edward Bellamy, Looking Backward
Jane Addams, Twenty Years at Hull House
Sinclair Lewis, Babbitt
Arthur Miller, Death of a Salesman
William H. Whyte, The Organization Man
Joseph Heller, Catch-22

FILMS:

The Grapes of Wrath
The Godfather -- Part II

There will also be a package of photocopied materials that will cost \$5.00.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

1. Calendar Information

Department History

Abbreviation Code: HIST Course Number: 450 Credit Hours: 3 Vector: 0-3-0

Title of Course: The Era of the American Civil War

Calendar Description of Course: This course examines the political, social, economic, and cultural elements that led to the break up of the American republic, the Civil War, and the problems involved in reconstructing the union.

Nature of Course seminar

Prerequisites (or special instructions):
Hist 212 or 213 recommended

What course (courses), if any, is being dropped from the calendar if this course is approved:
HIST 480, 447, 448, 449

2. Scheduling

How frequently will the course be offered? once a year

Semester in which the course will first be offered? 88-3

Which of your present faculty would be available to make the proposed offering possible? Michael Fellman

3. Objectives of the Course

To focus in depth on many aspects as the central event of American, 19th Century History. To explore problems in the social meanings of war.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff none

Library

Audio Visual

Space

Equipment

5. Approval

Date: 2/2/87 10/15/87 _____
[Signature] [Signature] [Signature]
Department Chairman Dean Chairman, SCUS

SCUS 73-34b:- (When completing this form, for instructions see Memorandum SCUS 73-34a. Attach course outline).

THE ERA OF THE AMERICAN CIVIL WAR

CONTENT: In this course we will focus on the disintegration of national institutions and shared values in the antebellum period; the cultural and political as well as the military significance of the war itself; and the main events of the Reconstruction era. We will discuss the impact of these events on ordinary people, black and white, as well as on leaders. Rather than a course for "war buffs", this will be an analysis of war and society, broadly construed.

During the first three weeks we will analyze antebellum America. In week 2 we will focus on slavery and in week 3 on anti-slavery. During weeks 4-9 we will deal with the war itself. Special topics will include the historiographical debate over the causes of the civil war; the social and personal impact of the war on common soldiers and civilians; wartime politics and diplomacy; and grand strategy and generalship. Week 10 and 11 will focus on the political and social history of reconstruction.

In addition to the weekly readings each student will prepare a 20 minute oral presentation for the seminar, to be given during the last four weeks. This report will be based on the term paper, which will be discussed first on September 22, and will be due on November 24. Finally, each student will write a take-home final exam.

GRADING: Grading will be based on:

Informed class participation	25%
Class presentation	15%
Term paper	30%
Take home final exam	30%

TEXT: McPherson, James M. , Ordeal by Fire: The Civil War and Reconstruction

Additional xeroxed readings will be available in the History Department General Office. More readings will be added during the course of the semester.

WEEKLY SEMINAR READINGS (partial list)

- September 8 Introduction
- September 15 Antebellum America
Text pp. 3-70; Elkins, Levine
- September 22 Pp. 71-145; Scott; Term paper topics discussed
- September 29 The Civil War
Pp. 147-205; Donald
- October 6 Pp. 207-279; Something different
- October 13 Holiday; no class
- October 20 Pp. 280-344; Dooley
- October 27 Pp. 345-408; Whitman
- November 3 Pp. 409-489; Fuller
- November 10 Reconstruction
Pp. 493-544; Student Reports Begin
- November 17 Pp. 555-619; Student Reports
- November 24 Student Reports; **TERM PAPERS DUE**
- December 1 Student Reports; Take-Home Final Distributed
- December 8 Take-Home Finals due in AQ 6040 by 3:30 p.m. Because of university grading policies, **NO EXTENSIONS** will be granted.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

1. Calendar Information

Department History

Abbreviation Code: HIST Course Number: 451 Credit Hours: 3 Vector: 0-3-0

Title of Course: Innocence & Corruption in Nineteenth Century American Myth

Calendar Description of Course: That America was a new and different land and that Americans were to be a new breed of purified men and women was a controlling myth in the 19th Century. This seminar will examine the social and intellectual origins of this myth, the manner in which it was played out in the American consciousness, and its tragic demise.

Nature of Course seminar

Prerequisites (or special instructions):

Hist 212 or 213 recommended

What course (courses), if any, is being dropped from the calendar if this course is approved:

Hist 447, 448, 449, 480

2. Scheduling

How frequently will the course be offered? once a year

Semester in which the course will first be offered? 88-3

Which of your present faculty would be available to make the proposed offering possible? Michael Fellman

3. Objectives of the Course

To encourage students to explore in depth the central "story" of 19th Century American culture. To explore the historical meanings of myth.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library none

Audio Visual

Space

Equipment

5. Approval

Date: 24/2/87 10/15/87 _____

[Signature] [Signature] [Signature]
Department Chairman Dean Chairman, SCUS

SCUS 73-34b:- (When completing this form, for instructions see Memorandum SCUS 73-34a. Attach course outline).

HISTORY 451
FALL 1988

MICHAEL FELLMAN

INNOCENCE AND CORRUPTION
IN NINETEENTH CENTURY AMERICAN MYTH

CONTENT: That America was a new and different land and that Americans were to be a new breed of purified men and women was a controlling myth in the nineteenth century. The social and intellectual origins of this myth, the manner in which it was played out in American consciousness, and its tragic demise is the subject of this course. Methodologically we will explore the meanings and uses of myth in history, and the uses of literature in historical analysis.

In addition to the readings which will form the basis of the weekly discussions, you will be expected to do serious work of your own, both in class and in writing. Requirements will be discussed more fully during the first week of classes. My office is AQ 6013, and the phone is 291-4400

GRADING:

Informed class participation	30%
Brief first paper	10%
In-class presentation	20%
Final paper	40%

TEXTS:

REQUIRED READINGS WILL BE READ IN THE FOLLOWING ORDER:

de Tocqueville, Alexis, Democracy in America. Vol. II only
Smith, Henry Nash, Virgin Land
Ward, John William, Andrew Jackson: Symbol for an Age
Thoreau, Henry Walden
Twain, Mark, Huckleberry Finn
James, Henry, The Americans
Dreiser, Theodore, Sister Carrie
Melville, Herman, Billy Budd
Fitzgerald, F. Scott, The Great Gatsby

NEW COURSE PROPOSAL FORM

1. Calendar Information

Department History

Abbreviation Code: HIST Course Number: 452 Credit Hours: 3 Vector: 0-3-0

Title of Course: The U.S. in the Progressive Era

Calendar Description of Course: The United States emerged as a modern industrial nation in the two decades before it entered World War I. This course will explore the implications of that development, focusing on such topics as the "city boss," the "new immigrants," the social justice movement, and the rise of organized labor.

Nature of Course seminar

Prerequisites (or special instructions):

Hist 212 or 213 recommended

What course (courses), if any, is being dropped from the calendar if this course is approved: HIST 480, 447, 448, 449

2. Scheduling

How frequently will the course be offered? once a year

Semester in which the course will first be offered? 88-3

Which of your present faculty would be available to make the proposed offering possible? Don Kirschner

3. Objectives of the Course

An in depth analysis of issues central to the formation of modern American society and government.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library none

Audio Visual

Space

Equipment

5. Approval

Date: 2/2/87 10/15/97

[Signature]
Department Chairman

[Signature]
Dean

[Signature]
Chairman, SCUS

SCUS 73-34b:- (When completing this form, for instructions see Memorandum SCUS 73-34a. Attach course outline).

THE UNITED STATES IN THE PROGRESSIVE ERA, 1890-1916

CONTENT: To put it bluntly, the United States was a mess in the late 19th century. Institutions that had been nurtured in a rural Protestant culture were collapsing under the weight of industrialization, urbanization, and waves of immigrants from non-Protestant nations in southern and eastern Europe. A nation of "island communities" was compelled to address the impulses of modernization. What followed until World War I, historians agree, was the Progressive era.

And there agreement ends. Some historians locate the source of progressivism in a declining old middle class; others, in a rising new middle class; some, in the immigrant working class; others, in monopoly capitalists. It follows that they present us with a very confusing array of "reforms" and reformers. One historian describes urban bosses corrupting the democratic process and urban reformers purifying it; the next describes urban bosses warmly aiding the poor over the steely opposition of elitist reforms. One historian sees the women's movement expressing the march of democracy; the next sees it as the source of a stifling moralism. One historian praises "social justice" reformers for their sympathy with the downtrodden; the next condemns them for their repression of the working class. One historian sees presidents who were stalwart reformers; the next sees them as ego-inflated bigots. Clearly this was a complicated era.

We shall meet once each week to discuss several key themes of this era. Each student will present an oral report on one of these subjects, and will prepare an extensive term paper (with annotated bibliography) related to his/her report. There will be no final exam.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

1. Calendar Information

Department History

Abbreviation Code: HIST Course Number: 453

Credit Hours: 3 Vector: 0-3-0

Title of Course: The U.S. Between the Wars

Calendar Description of Course: An examination of how the U.S. met the problems of prosperity in the 1920s and privation in the 1930s. Topics covered will include the emergence of a consumer society, prohibition, anti-evolutionism, economic collapse, the origins of the welfare state, and the rise of industrial unions.

Nature of Course

Prerequisites (or special instructions):

Hist 212 or 213 recommended

What course (courses), if any, is being dropped from the calendar if this course is approved:

HIST 480, 447, 448, 449

2. Scheduling

How frequently will the course be offered? once a year

Semester in which the course will first be offered? 88-3

Which of your present faculty would be available to make the proposed offering possible? Don Kirschner

3. Objectives of the Course

An indepth analysis of the longest crisis in 20th Century American History and of the social tension between plenty and want.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

none

Staff

Library

Audio Visual

Space

Equipment

5. Approval

Date:

2/2/87

10/15/87

[Signature]
Department Chairman

[Signature]
Dean

[Signature]
Chairman, SCUS

SCUS 73-34b:- (When completing this form, for instructions see Memorandum SCUS 73-34a. Attach course outline).

THE UNITED STATES BETWEEN THE WARS

CONTENTS: No two decades since the Civil War in America contrast more sharply in our minds than the 1920s and 1930s. The terms "Jazz Age," "Roaring 20s," and "New Era" evoke images of comatose presidents and greedy businessmen, of shoeshine boys making killings on Wall Street and Al Capone making killings of a different sort on Chicago streets, of rising skirts and plunging morals among the nation's "flaming youth," and of pinch-faced traditionalists trying to spoil all the fun.

Those images are followed by others less vivid but somehow more compelling: the Wall Street crash, speculators jumping off the tops of skyscrapers, sullen breadlines, and then a vibrant president at the helm of a benign federal government that was feeding the hungry, housing the poor, saving the farmers, and organizing the workers.

Unfortunately these images caricature the past more than they portray it. Our task in this course is to search out the complex realities behind these caricatures by exploring such subjects as the business culture of the "New Era," the sexual "liberation" of the middle class in the 1920s, the implications of prohibition, the inception of the welfare state, the organization of huge new industrial unions, and the New Deal's experiment in patronage of the arts.

We shall meet once each week as a seminar to discuss these and other topics. Each student will present an oral report on one of these subjects, and will prepare an extensive term paper (with annotated bibliography) related to his/her report. There will be no final exam.

<u>GRADING:</u>	Seminar participation	20%
	Oral report	30%
	Term paper	50%

TEXTS: Leuchtenburg, W. E., The Perils of Prosperity
_____, Franklin D. Roosevelt and the New Deal

In addition, each student will be required to purchase a package of photocopied primary sources. These readings will cost \$20 and will be the heart of the oral reports and seminar discussions during the semester.

GRADING:	Seminar participation	20%
	Oral report	30%
	Term paper	50%

TEXTS: Chambers, John W., The Tryanny of Change
Hofstader, Richard The Age of Reform

In addition, each student will be required to purchase a package of photocopied primary sources. These readings will cost \$20 and will be the heart of the oral reports and seminar discussions.

SIMON FRASER UNIVERSITY

MEMORANDUM

FOR INFORMATION

To..... Evan Alderson, Chairman
..... Faculty of Arts
..... Curriculum Committee
Subject..... Calendar Modification

From..... Edward Ingram, Chairman
..... Department of History
Date..... 11 February 1987

In 1983 when the Department of History changed the titles and descriptions of History 482-3 and 483-3 we also intended to drop the prerequisites for the two courses. When the appropriate forms were completed, however, an error in notation was made. As can be seen on the attached copies the word 'nil' was written following 'prerequisites'. By this we meant there was to be no prerequisite for either course. Unfortunately the notation was taken to mean that no change was to be made in the existing prerequisites. We would now like to correct this error and replace the existing prerequisites for History 482-3 and 483-3 with the notations given on the attached course revision forms.

In addition we submit three further course change forms for History 231-3, 344-3 and 346-3. In each case we wish the prerequisite line deleted entirely. The instructor, Professor Stigger, believes time has shown that the current notations serve no useful purpose and deter otherwise qualified students from enrolling in these courses.

OFFICE OF THE DEAN

FEB 11 1987

FACULTY OF ARTS

