

THE PRIMARY SOURCE

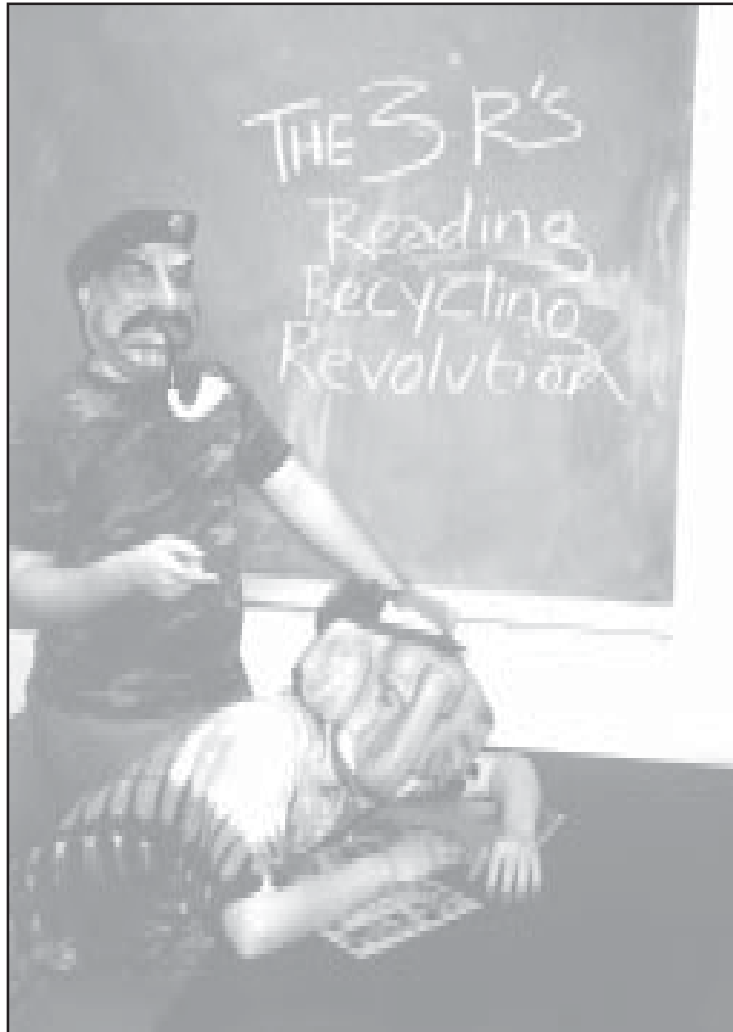
VERITAS SINE DOLO

DON'T KNOW MUCH ABOUT REALITY

The SOURCE examines Tufts' spring course offerings



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THE PRIMARY SOURCE

Vol. XVII • The Journal of Conservative Thought at Tufts University • No. 6

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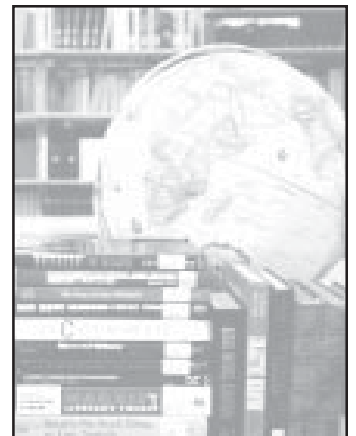
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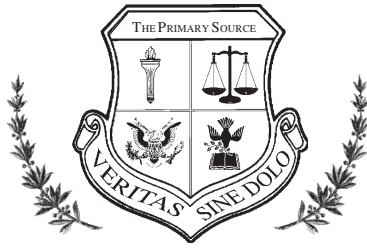
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THE JOURNAL OF CONSERVATIVE
THOUGHT AT TUFTS UNIVERSITY

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Letters

Bad Sector

The article about the anti-trust lawsuits against Microsoft ("Commentary," November 5, 1998) left out several key points that completely dispute *[sic]* your argument. Microsoft did not just provide Internet Explorer with Windows 98, it bundled it together, meaning that it is absolutely impossible to completely delete the web browser. There is a big difference there. You also didn't bother to mention the fact that Microsoft tried to illegally divide the browser market with Netscape ("We were set up!" as Microsoft claims now) and blackmailed Apple into only using Internet *[sic]* Explorer by threatening to stop making Macintosh versions of its key software, as well as bribing America Online to use Internet Explorer by providing an icon to AOL right on the desktop. Stop trying to argue that you are trying to uphold the freedom of business, because this goes far beyond that. And get your facts straight instead of grossly slanting your story without them.

—Alex Alexiou

The reason Microsoft now makes it impossible to delete Explorer from your computer is because the Justice Department has unfairly forced Microsoft to make the browser as much a part of Windows as the control panel or the "Start" button in order to refute the claim that it is a separate, "bundled" software package. Even so, the SOURCE's argument was not that Microsoft isn't guilty of violating some laws, but that the laws the company allegedly violated should not exist in the first place. —ed.

Sin of Omission

Psychologist *[sic]* say that the practice of omission, much like Freudian Slips, can be extremely revealing about a patient's innermost fears and concerns. In accordance with this diagnosis, the PRIMARY SOURCE, in its' *[sic]* desperate attempt to portray "Many Voices, Building Community" as a radical leftist joke, omitted key suggestions from the panel which the SOURCE itself in prior years has endorsed.

The key example of this was the first suggestion to come out of the panel: to open the World Civilizations and Culture Course requirements to include European cultures. This is an issue which the SOURCE and other

conservative voices on this campus have been clamoring about for years, but when the issue resurfaced under a liberal umbrella, the SOURCE pretended it didn't notice. Instead, the SOURCE chose to focus on one of the last and most periphery suggestions of the evening, the soapbox (which was only suggested for symbolic purposes and not intended to create significant social change).

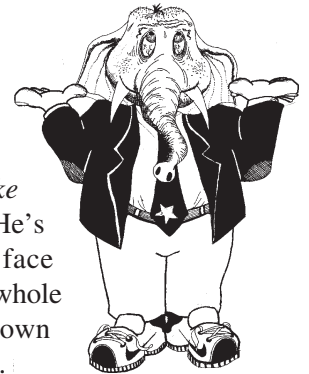
The SOURCE chose to ignore the issue of opening Culture Course requirements because it could not handle the idea of agreeing with liberals on campus, even on one issue. This agreement would mean having to recognize liberals as logical intellectuals with differing conclusions rather than scatter-brain idealist *[sic]*, as the SOURCE has always conceived of them. The SOURCE has always found security in the idea that it was the soul "source" of reason and pragmatic analysis on campus, thus making all of their *[sic]* conclusions inherently more valid than their *[sic]* liberal counterparts. Recognizing this intelligent liberal suggestion means recognizing the horrific possibility that other liberal thoughts might actually have some logical merit!

—Melissa Gray

In Joshua Martino's profile last issue of Tufts Republicans chairman Irene Zaki, who helped plan "Many Voices, Building Community," the PRIMARY SOURCE made due mention of the fact that the workshop integrated a handful of conservative ideas. Students who limit their reading of the SOURCE solely to the easy-to-digest humor pages, however, and not the articles, would surely have missed this bit of information. It is for good reason that the humorous features of the SOURCE focused only on those suggestions with which conservatives disagree: these are the ideas most worthy of mockery in a journal of conservative thought. As for the insinuation that the SOURCE is hypocritical for not dedicating more space to praising the few reasonable ideas brought up at "Many Voices, Building Community," one must conclude that any hypocrisy should be divided equally among the SOURCE and those attendees at the workshop who derided the SOURCE's ideas as racist for years but suddenly found some them palatable once discussed "under a liberal umbrella." —ed.

"From the Editor" will return next issue.

From the Elephant's Mouth



☞ Dateline P-Row (*Tufts Daily*, November 12, 1998): “**The Inter-Greek Council (IGC)**’s annual formal is taking on a new dimension this year, as it moves from being a Greek-community event to being a school-wide function.” Same article: “In the past, the IGC formal has drawn approximately 350 people. [Jeff] Steiner expects to draw upwards of 400 this year.” Great: fifty losers who couldn’t even get into **ZBT**.... Somerville’s **Ball Square** gets gentrified, with the addition of an Irish pub, **Mulligan’s** (“It’s kind of like a cross between **The Burren** and nothing”) and a gourmet chocolate truffle shoppe. But they haven’t zoned out **Mike Capuano**’s refrigerator box.... Friendly TCU senators coin nickname “**Double Stuff**” for president **Jack Schnirman**.... **Doug Burns**, for whom there isn’t enough room for his name, his ears, and his ego on a *Daily* page, becomes the latest sheep to decry “**apathy**” on campus. Same page, **Fool on the Hill** nominee **Larry Harris** does the same (keep reading). Okay, last time: it isn’t that we don’t care. We *disagree*.

☞ NAACP head honcho **Kweisi Mfume** descends on campus for a much publicized lecture, and countless campus holier-than-thous try to make students feel guilty for not wanting to go see it. After all, we hear **Sasha Baltins** say the same thing every damn day, and she’s a lot cuter.... Kweisi’s two-limousine entourage arrives at **Capen House** for a reception, complete with a duo of white chaffeurs. Somebody call the **Equal Employment Opportunity Commission**....

As if things weren’t already bad enough, **THE ELEPHANT** hears that **Kwanzaa** creator and race-baiter **Maulana Karenga** will visit the Tufts campus *again*. And folks continue to mull about idea of bringing over **Cornel West**. Another lesson in **diversity**, Tufts style.... We don’t know if the grand buffet sitting outside **Ballou Hall** (see photo) was for Kweisi or other esteemed speaker **George Mitchell**. Or

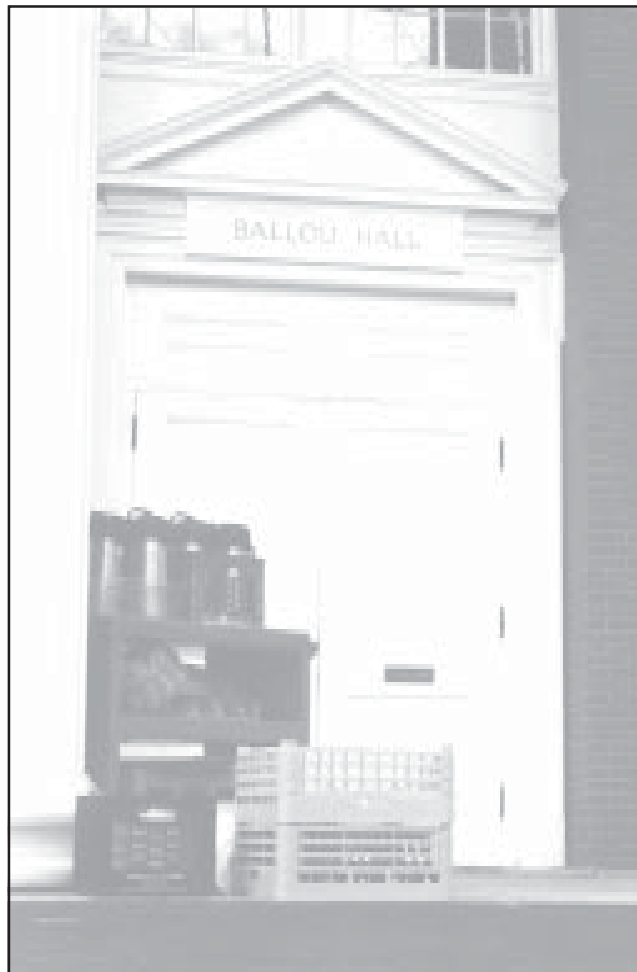
maybe local boss **Mike Capuano**, whose video biography, *See Mike Run*, debuts in Cabot Auditorium. He’s got a lot of nerve showing his face around here— you know, after that whole shooting-death thing— and this town ain’t big enough for the both of us.

☞ Tongue-tied TCU treasurer **Larry Harris** weighs in the affirmative-action debate with a fallacious and truth-challenged Viewpoint. **THE ELEPHANT** calls a foul. Quoth the quota apologist, “I truly believe that no member of the majority has truly been harmed by affirmative action,” in which case affirmative action truly wouldn’t exist. One recalls the logically barren syllogism of the quota crowd, which believes in **Orwellian doublethink** fashion that blacks and Hispanics should receive preferential treatment in college admissions *and* that blacks and Hispanics admitted to college are not the beneficiaries of preferential treatment.

☞ Lying Larry continues lefty litany with distorted anecdote about a private conversation with a **PRIMARY SOURCE** member, then proceeds to insult half the campus by belittling every other ethnic group’s struggle against prejudice, he then declares, “There are more than enough **qualified minority students** in this country to fill up classrooms in most colleges.” Too bad they’re not filling up classrooms in colleges for which they’re quali-

fied. Don’t believe us? It’s been 79 days since we asked the **Office of “Equal” Opportunity** in **Bendetson Hall** to tell us the truth about Tufts’ affirmative-action bean-counting game, and they’ve been keeping as quiet as a white extra in a **Spike Lee** flick.

☞ **THE ELEPHANT** never forgets.



Commentary

Voice for School Choice

This past week, the Supreme Court did a service to the nation by granting parents in Wisconsin the right to use vouchers to send their children to private school. Hopefully, the private sector can now begin to repair the havoc wreaked by government schools in concert with the corrupt and self-serving teachers' unions.

The dumbing down of American education must now be considered a reality. Students graduate from high school unable to read their diplomas, kids who wish to learn are chastised by their peers, and violence abounds in inner-city public schools. Many teachers are unqualified to teach their overcrowded classes. The biggest beneficiaries of choice and vouchers are children whose parents can't afford to send them to private school and don't have the luxury of living in rural areas with relatively decent public schools. It is time for the United States to give everybody the right to go to a good school. It is time to give students a chance at a good college and a fulfilling and meaningful career. School vouchers can accomplish this.

The opposition to vouchers comes from political groups like the National Education Association, which exist for the benefit of the teachers and act contrary to the interests of consumers (parents and students). It has managed to convince many people that public schools are implicitly worthy of support and that a given politician's commitment to education is directly proportional to the amount of money he favors funneling into federal education bureaucracies such as the Department of Education. The problem is that the unions are more interested in perpetuating the failed government-school system than they are in actually

educating the kids. A little competition will remind teachers whom they must serve, and the Supreme Court's decision signaled another step in a trend to start educating children well.

Wrestling with Politics

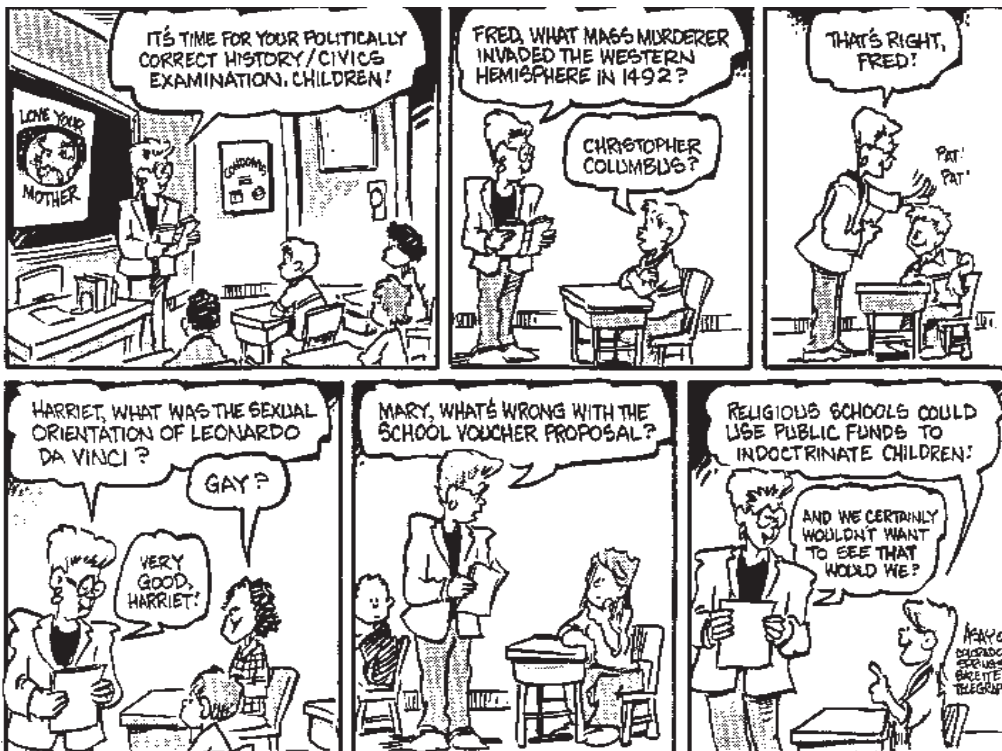
Recently, over 750,000 Minnesotans voted into office former RWWF wrestler and Navy SEAL Jesse "The Body" Ventura. After facing the likes of Hulk Hogan, Andre the Giant, and the Ultimate Warrior, Governor-elect Ventura now faces his most difficult adversary: the American Media. Thriving on nothing more than ignorant assumptions, the media have already deemed Ventura's term a joke, implying that he has no business in politics and lacks serious stances on political issues. In fact, Ventura's ideology and biography, available at www.jesseventura.org, are serious and sound.

Ventura served as Mayor of Brooklyn Park, Minnesota, from 1991 to 1995, giving him a foothold in state politics. He saw the government build up a surplus of over \$4 billion in four years. Unlike his opponents, Ventura made the logical conclusion: the government was larger than it should be and pushed for legislation that would automatically return surplus funds to the taxpayers. He wants to return Minnesota to a capitalist state in which government interference is limited to strengthening the education system and other necessary expenditures. Ventura's opponents consider him a farce, but he will protect the interests of Minnesota's citizens.

Above the Law

It will soon be time for a choice with major repercussions, but most Americans are terribly ignorant about it: the Clinton impeachment decision. Americans must ask themselves whether any man can be above the law.

Impeachment is a process that is rare and relatively unknown in our society. Only two presidents have ever faced this predicament (Andrew Jackson and Richard Nixon), and, whatever the final outcome may be, it is clear that things will never be the same for the federal government. If Clinton manages to stay in office, an idea favored in polls if not by the "silent majority," and Congress manages to move on, it will leave the road open for future Presidents to disregard the law of the country. It will certainly lower the status and esteem of the government. If Clinton is guilty of lying



under oath and obstructing justice—not to mention the myriad other possible crimes relating to non-Monica scandals which the public seems to have forgotten—he deserves official reproach. A President who does not respect the laws of the country he governs does not deserve the respect of its people.

Speaker Livingston, We Presume

Signaling the end of a political era, House Speaker Newt Gingrich resigned last week, surrendering his seat to his all but certain replacement Louisiana

Republican Bob Livingston. After disappointing results for the GOP in this month's congressional election, the Republican Party seems to be steaming toward a political iceberg. Since 1995, the Republicans have lost seven seats in the House of Representatives. After demanding President Clinton's resignation or impeachment, support for criminal proceedings against Clinton is waning among conservatives on Capitol Hill. Perhaps the time is right for a change in Republican leadership.

Although Newt Gingrich rallied the GOP to a stunning success in the 1994 elections, President Clinton outmaneuvered the former Speaker in budget negotiations. Gingrich's battle against big government had also been for the most part unsuccessful. The percentage of the gross domestic product spent on federal programs has remained roughly the same since the Republican victory of four years ago. Democratic initiatives have been met with remarkable public support. Even though conservatives attacked the Department of Education and sought severe cutbacks in that agency, the President successfully passed legislation to federally sponsor 100,000 new public school teachers. Four years ago, Democrats cringed at the portent of a Republican renaissance in Congress. Today the liberals hold their heads higher due to an Election Day comeback and a lying, womanizing President who remains untouchable and unaccountable.

Not to say that the conservative decline is totally the fault of Newt Gingrich. The former Speaker was the most prominent conservative leader since Ronald Reagan. He revived conservatism after four years of Bush malaise and two years of Clintonian tinkering with his well thought-out Contract for America (actually written by Frank Luntz). Yet Gingrich was unable to accomplish his major goals and was impeded by low public support. His successor, Bob Livingston, a straight-shooting and vivacious speaker, will most likely elude Gingrich's slick and insincere reputation. Indeed, Livingston, who has been known to play his harmonica during committee meetings, may breathe life into the GOP, remove the blemishes of Gingrich's shrewdness, and revive the Party of Lincoln. The party must now focus its attention on the big house on Pennsylvania Avenue.



Talk is Cheap

Iraqi dictator Saddam Hussein has consistently violated the terms of Iraq's Gulf War surrender, and each time the Clinton Administration threatens to use force only to have Hussein bluff compliance until his next transgression. So far he has gained more and more power each time the US has compromised. Tough talk is fine, but military force is the only power that can put Hussein in check. Too bad the Clinton administration cares more about lip service than action.

Bill Clinton, 11/19/97: "Iraq must comply with the unanimous will of the international community and let the weapons inspectors resume their work to prevent Iraq from developing an arsenal of nuclear, chemical and biological weapons." Madeleine Albright, 1/28/98: "The diplomatic string is running out." Bill Clinton, 1/29/98: "We know that Saddam has used weapons of mass destruction before. We again say he should comply with the UNSCOM regime and the will of the United Nations. But, regardless, we are determined to deny him the capacity to use weapons of mass destruction again." Defense Secretary Richard Cohen, 2/19/98: "We do not see the need to carry out a large land campaign in order to topple Saddam Hussein. Our mission is to get the inspectors back. If they can't get back, to make sure he can't constitute or reconstitute this threat." Bill Clinton, 2/19/98: "If diplomacy fails, we must be and we are prepared to act. The choice is Saddam Hussein's." Bill Clinton, 11/11/98: "I want every single American to understand what is at stake here. These inspectors, since 1991, have discovered and destroyed more weapons of mass destruction potential than were destroyed in Iraq in the entire Gulf War. They are doing what they should be doing. They must get back to work and the international community must demand it."

Talk is cheap. It's time to act.

*The Tufts Feminist Alliance stultifies
on the Tisch Library roof.*

What Is And What Should Never Be

by Lew Titterton

Before every last SOURCE (most importantly, me) gets crucified by the Tufts community, let it be stated that this publication does *not* support the murder of doctors who perform abortions. While I find these people misguided at best they don't deserve to die. I am pro-life in every sense of the word, including my stance against the death penalty. Now that that's out of the way, let it also be stated that the Tufts Feminists Alliance's recent vigil for murdered OB/GYN Dr. Barnett Slepian was both clichéd and idiotic. And cold, as it was held atop the library at nine on a chilly October night. Despite this, the event still drew about sixty or seventy people, which gradually expanded to over a hundred by the time it was over. Whether the extra people were late-comers or simply curious observers is unknown, but the TFA counted everyone as a supporter.

Before I address the evening's trite stupidity, I will mention that the vigil was surprisingly free of pro-life bashing. There were two notable exceptions, the first of which came courtesy of Amanda Hayman, who chose to read a Viewpoint she had written which at the time was awaiting *Daily* publication. The piece was riddled with the term "anti-choicers" and also contained a claim that many women from the Pope's country, as a result of the pontiff's policy against birth control, "have four or five abortions a year" as a "price... for being devout." I was a practicing Catholic until age sixteen, and unless I've forgotten some key Catholic tenets over the past three years, "devout Catholic" and "four or five abortions a year" fit in the same sentence about as well as "TFA" and "homemade porn."

The statistic is ridiculous, anyway: a woman would have to make quite an effort just to get pregnant that many times in a year, much less abort every time. Furthermore, Hayman failed to mention whether the pontiff's country is the Vatican, Italy, or

Poland. Her ludicrous claim became ironically humorous because in the same article Hayman criticized "anti-choicers" for their own "arbitrary, inflammatory statistics."

And what of Hayman's argument against the "adopt instead of abort" point of view? Writing in defense of inner-city, minority women who choose abortion, she states, "The little suburban twenty-something Ivy Leaguers aren't the ones giving up their children... making it undesirable in the eyes of many hopeful [white, middle-to-upper-class] couples." Even conceding the difficulties of interracial adoption (often made more difficult by racist social workers, but that's another story), what excuse do Tufonian women have for aborting? After all, so many of them are white, well-to-do, (almost) Ivy-Leaguers, whose babies, if allowed to be born, according to Hayman, would be the ones in demand for adoption. Neither Hayman, nor anyone else at the vigil, made any excuse or explanation for these young women's choice to terminate their pregnancies. Women from Tufts, Brown, Harvard, or even *devout* institutions like BC, have no excuse other than saving oneself and one's family the inconvenience and embarrassment of an illegitimate pregnancy. I feel a life is a bit more important than avoiding humiliation.

The evening's second moment of hammering the pro-life movement came when a girl told two tales of abortion within her family and then claimed most active pro-lifers are violent. This, too, was ironic since during the vigil two very non-violent pro-life activists spoke. One was from the Tufts Christian Fellowship, and the other from the Tufts Republicans. Each condemned Slepian's murder but condemned abortion as well (albeit in a nice, non-confrontational way). Still, credit must go to the TFA for inviting pro-life groups to speak at all.

The other TFA speakers rattled on with the same old rhetoric and said nothing that

hasn't been stated by millions of feminists billions of times before. And our old friends the Tufts Men Against Violence were there to give their support. Whether TMAV is just playing on the sensitive-guy thing to get women or its members actually believe the trite pro-choice words they spew, the group almost made me laugh out loud. On a night of such verbosity with so little said, what was the crowning achievement? A girl closing with feminist diva Tori Amos's "Silent All These Years," made better still by the fact it was like all other music at Tufts: *a capella*. I'd have figured they could've gotten a TMAV member to play piano, but maybe they thought a girl with a shaky voice stumbling through lyrics while reading them in the dark was good enough. I risked my life again by quietly chuckling.

In the end, the most stupid and heinous character in the whole story is the man who pulled the trigger and killed a doctor in front of his wife and kids. He is a murderer no matter what justification he may claim to have, and he only gave his opponents more ammunition of their own. The Tufts Feminist Alliance said nothing of note or interest, and their women's "week" lasted twelve days, but they did show courage and fairness in inviting two pro-life groups to speak. Yet this campus's most outspoken forum for pro-life ideas, namely the SOURCE, was *not* invited. Why? Instead of fawning over the TFA for inviting us, like the Republicans and Christian Fellowship did, we might have actually said something they'd have to think about. □

*Mr. Titterton is a sophomore
majoring in English.*



**Feminists play the same tired note
on the world's smallest violin.**

If you thought that mind conditioning existed only in 1940's Europe, take heed of the PC movement.

The Name Game

by Jacob Halbrooks

As liberals and conservatives clash in their political agendas, both sides attempt to characterize the other in the most insulting and debasing manner possible while still maintaining credibility. A key element in this characterization is the use of speech and ideas in an attempt to shape public opinion. The general notion is that if something is repeated often enough in a certain way, people will begin to believe it. Sometimes the result is laughable, other times more insidious, leading people to actually take seriously the new ideas forced through by words. The largest perpetrators of this crafty usage of words and ideas are liberals.

Through the politically correct movement, liberals have continuously attempted to force certain ideas into people's heads. Ostensibly in order to promote diversity, liberals created the PC movement to condition people to liberal ideas and make them more susceptible to them through the use of everyday language. One could easily compare these tactics to the Newspeak of George Orwell's *1984*. If promoted enough, the idea is that political correctness will be the only socially accepted philosophy.

Many ideas bombard us from society daily testifying to the effects of the PC movement. One area in which PC language has become the norm concerns the environment and the left-wing-created crisis regarding "global warming." This is the most recent of a line of such crises, including the extinction of trees earlier this century and the threat of global cooling in the 1970s. Global warming, with scant scientific evidence to support it, has been attributed to everything liberals wish to condemn from big business to big sport utility vehicles to the release of methane from farm-raised cows. As a result, many people accept without evidence global warming as a scientific fact and a problem that needs to be remedied immediately.

Liberals have a common utopian goal, and in order to impose their vision on everyone else, they reject what is traditionally acceptable and exchange it with their own ideology. In order to do this, ordinary ideas that trouble liberals are replaced by buzzwords which make objectionable ideas seem acceptable. The poor are now "economically disadvantaged," the stupid have become "intellectually challenged" or "special," and homosexuals have "alternate lifestyles." PC terms can also be used to portray people negatively, as liberals often do. How many times have we heard conservatives called "mean-spirited"?

On campus, we can see the effects of political correctness when people constantly inundate us with "diversity" and "awareness." In the classroom students are marked down for neglecting to write in gender-neutral form. Forums are constantly held to address conjured-up liberal crises, and every month seems to "celebrate" some group's heritage, except, of course, whites. Along with the anti-white and anti-American ideals found in the politically correct movement, we see people clamoring for a required class on prejudice and bigotry, and people attempt to associate America's his-

tory with oppression, genocide, and cruelty.

Though conservatives are by no means innocent of trying to persuade people to think as they do, their methods are far less hazardous to liberty. A few misguided conservatives attack liberals by appending "nazi" to a term that describes them, as evident in Rush Limbaugh's term "feminazis." This technique works with many groups. People who favor of censorship are thought-nazis, and liberals involved in Al Gore's jihad against "global warming" become environnazis. Though the groups have no actual connection to Nazis, the association itself makes them seem sinister and evil. The best tactic for conservatives to employ against the left, however, is to simply reveal the truth and use logic, honesty, and frankness in their arguments, rather than fighting PC with PC.

The very term "politically correct" implies some sort of monopoly held by the government on truth, and liberals wish to spread and force this self-proclaimed truth on everyone. By altering the speech of people and restricting the usage of words, the left hopes to enforce or expel certain ideas. It has taken the first step in reaching this end by rejecting all traditional American views about capitalism, freedom, and Western civilization. This introduces a new way of thinking, leaving people to look towards PC leaders for the correct words to express their thoughts. The problem comes when PC succeeds in diminishing the English language enough that the expression of certain thoughts becomes impossible.

Mr. Halbrooks is a freshman who has not yet declared a major.



Unfortunately for Tufts, a few thousand dollars can't buy ingenuity.

Still Kweisi After All These Years

by Alyssa Heumann

Last Thursday, Walnut Hill welcomed Kweisi Mfume, the current President and CEO of the National Association for the Advancement of Colored People. A truly distinguished individual, Mfume served ten years in the House of Representatives and as leader of the Congressional Black Caucus before assuming his role in the NAACP in 1996. His current agenda as head of this multi-national organization encompasses five major foci—civil rights, political empowerment, educational excellence, economic development, and youth outreach.

In his speech last Thursday, Kweisi Mfume offered inspiration to minority and non-minority communities alike. After pausing for a brief re-affirmation, the audience was incensed as Mfume spoke of our responsibility to “the America that we know, and that we love.” He provided a summary of the injustices visited upon the descendants of Africa in slavery, the Native Americans in destruction of their culture and capture of their homeland, and Hispanics in their annexation to the United States. He then went on to dissect the pledge of allegiance; indicating that America, as we know it, is hardly one nation, and that many feel that their existence is neither “due to, nor under the direction of God”. He encouraged all of us to live up to the tenets of the pledge, and to practice “liberty and justice for all.”

To this end, Mfume urged the blacks in the audience “to get beyond blame, to get beyond excuses, and to once again start doing for ourselves.” He went on to list a number of recent activities of the NAACP—among them a march on Atlanta by the Million Youth Movement and a protest of the Supreme Court due to the low employment of minority clerks. He also mentioned the concern of the black community with regard to “how it is disproportionately affecting people of color.”

Ultimately, though, Mfume’s speech concentrated on the merits and necessity of

affirmative action. Contending that “discrimination... is not an article of the past, it is an article of the present,” Mfume spoke of the dangers that legislation has on the existence of affirmative action, particularly Ward Connerly’s Proposition 209 in California, and the case of *Hopwood vs. University of Texas*. He spoke of the need to be more “pro-active” in the employment and acceptance of minorities and of the fact that affirmative action is not based on quotas but on “real merit.” Mfume then closed on a patriotic note, encouraging all of us to take action in pursuit of our goals in order to serve our nation and the world.

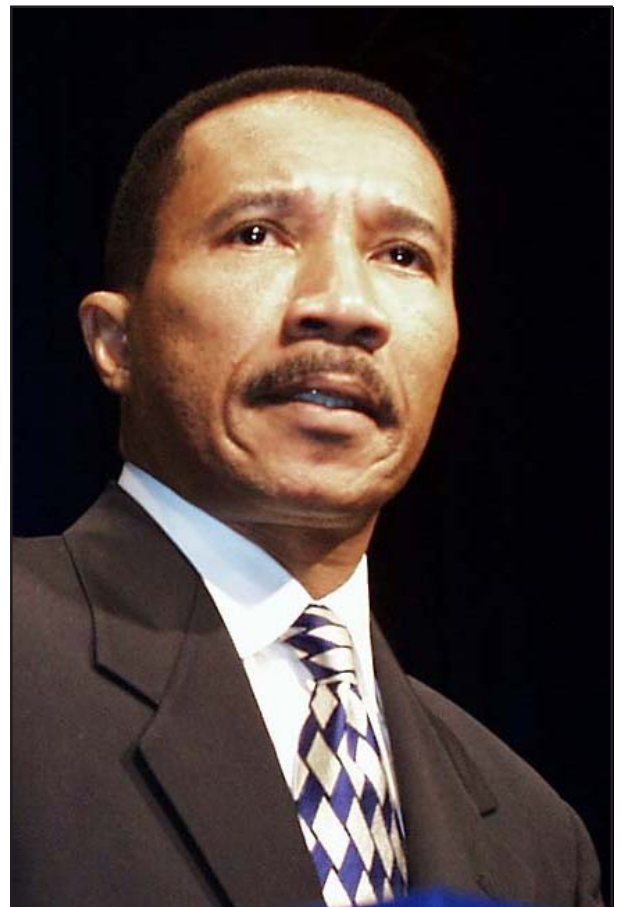
The question and answer session that followed provided opportunity for liberal-minded Jumbos to grandstand in support of the proposed racism and bigotry course requirement and need-blind admissions. The time also seemed right to dredge up the continuing plight of the ex-UNICCO workers. Mfume answered student concerns as best he could, encouraging protests and continuing dialogue with the administration as means to reaching a solution. Also addressed were concerns regarding the relations between the Democratic Party and the black community. Mfume commented that the Democrats have begun to take the black vote for granted, but that the Republicans refuse to cater to minority interests.

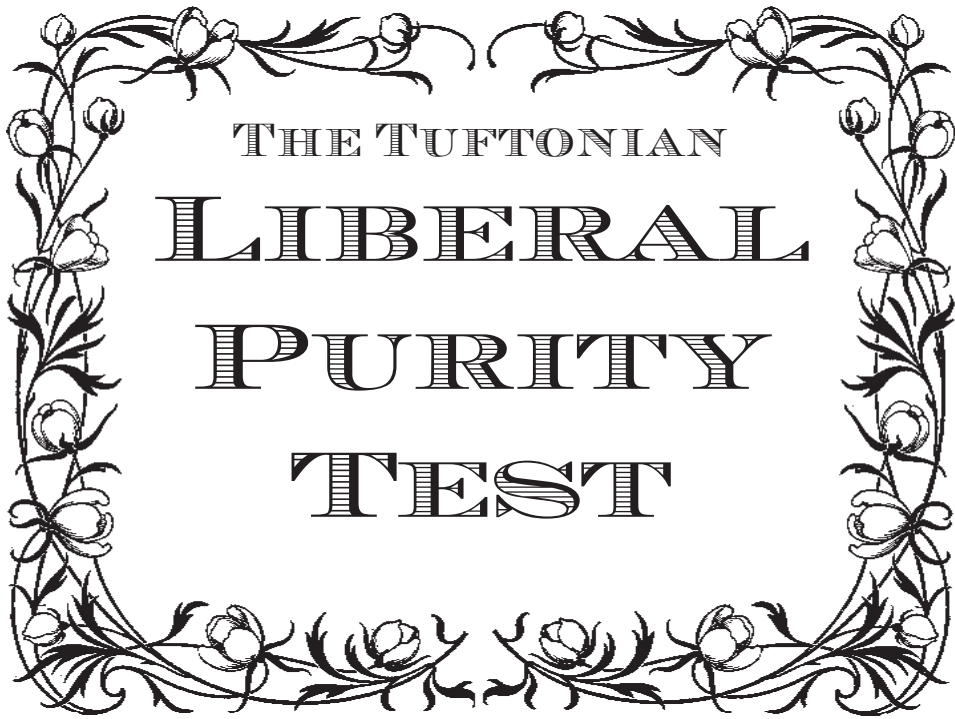
The utility and validity of programs such as affirmative action can indeed be questioned, as well as the purported “hypocrisy” of the nation’s highest court. However, the disappointing aspect of Mr.

Mfume’s lecture was not a lack of enthusiasm, nor the widespread recognition and respect for the speaker. In his one and a half hours of impassioned speech, Mr. Mfume failed to introduce one new insight to the topic of racial relations. Although many left the lecture re-affirmed and re-energized, one must sincerely question what, if any, valuable additions have been made to the ongoing campus dialogue.

Of further concern to the TCU should be the fiscal responsibility of bringing a speaker such as Kweisi Mfume to campus. His feel-good lecture was no doubt beneficial in some respects, providing motivation for continuing social change and activism. However, this same message has been delivered time and time again by activist groups such as the Coalition for Social Justice, in *Daily* viewpoints too numerous to mention, and in programs such as “Many Voices, No Community.” Several thousand dollars is a bit of a large price-tag, considering that the man’s arguments for affirmative action were no more innovative or compelling than those of our own TCU treasurer. □

Miss Heumann is a sophomore majoring in Psychology and Child Development.





THE TUFTONIAN
**LIBERAL
 PURITY
 TEST**

1.) Have you ever volunteered for a political campaign?

- 1. No
- 2. Yes ...out of a deep sense of social responsibility?
- 3. Yes

2.) Have you ever cast a vote "to send a message"?

- 1. No
- 2. Yes ...ever cast a vote?
- 3. Yes ...out of a deep sense of social responsibility?
- 4. Yes ...out of a deep affection for Tabitha Soren?
- 5. Yes

3.) Do you pay attention to Norman Daniels?

- 1. Never
- 2. Almost never

4.) Have you ever argued that something should exist because every European country has it?

- 1. No
- 2. Yes

3. I have to use the bidet

5.) Have you ever used the expression, "What the President does in his private life is his own business"?

- 1. No
- 2. Yes

6.) Have you ever chained yourself to an inanimate object?

- 1. No
- 2. Yes ...to a tree?
- 3. Yes ...not for sexual pleasure?
- 4. Yes

7.) Have you ever attended a pro-

test/rally?

- 1. No
- 2. Yes ...in Washington?
- 3. Yes ...in Washington State?
- 4. Yes ...or the Million _____ March?
- 5. Yes

8.) Have you ever pledged to not rape?

- 1. No
- 2. Yes
- 3. Yes, and I signed my frat's letters after it

9.) Have you ever engaged in a sexual act solely to make a political statement?

- 1. No
- 2. Yes ...in the Oval Office?
- 3. Yes

10.) Are you or have you ever been a *New Republic* subscriber?

- 1. No
- 2. Yes ...*The Nation*?
- 3. Yes ...*Z Magazine*?
- 4. Yes

11.) Did you attend the premiere of Mike Capuano's rockumentary?

- 1. No
- 2. Yes ...did you tape it?
- 3. Yes



12.) Have you ever seen Kweisi Mfume live?

1. No
2. Yes
3. I am his chauffeur

13.) Do you consider the TCU Treasury Procedures Manual "erotic literature"?

1. No
2. Yes

14.) Do you consider Jack Schirman a "public servant"?

1. No
2. Yes

15.) What's your favorite Guns n' Roses song?

1. "Get in the Ring"
2. "You Light Up My Life"



16.) Have you ever traveled more than fifty miles to clean up an oiled seagull ("eco-nookie-run")?

1. No
2. Yes
- ...on a plane?
3. Yes
- ...first class?
4. Yes

17.) Have you ever worked for someone on Capitol Hill "to make a difference"?

1. No
2. Yes

18.) Have you ever attended a concert for Tibetan freedom?

- O. Where's Tibet?
1. No
 2. Yes
 - ...with Richard Gere present?
 3. Yes

19.) Did you actually go to "Many

Stories, One Community"?

1. No
2. Yes
- ... "Many Voices, No Community"?
3. Yes
- ... "Many Voices, Building Community"?
4. Yes
- ...the Au Bon Pain in Harvard Square?
5. Yes

20.) Do you think Robert Plant should be arrested for statutory rape?

1. No
2. Yes

21.) Do you think we should free Mumia Abu-Jamal?

1. No
2. Yes
- ...Leonard Peltier?
3. Yes
- ...Colin Ferguson?
4. Yes

22.) Do you think the CIA created AIDS to wipe out the black man?

1. No
2. Yes

23.) Did OJ kill Nicole?

1. Yes
2. No

24.) Do you drive a VW Beetle?

1. No
2. Yes

25.) Have you ever decried "apathy"?

- O. I don't care
1. No
 2. Yes

26.) Have you ever read Maya

Angelou?

1. No
2. Yes
- ...audio-book version?
3. Yes

27.) Did you sign the Womyn's Studies major petition?

1. No
2. Yes
- ...with your own name?
3. Yes

28.) Do you own a closet poster of...

1. Fiona Apple?
2. Tori Amos?
3. Dan Lerner?
4. Barbra Streisand?
5. Bill Clinton?
6. Hillary Clinton?
7. Chelsea Clinton?
8. Socks?
9. Kweisi Mfume?
10. Allen Ginsberg?
11. Khalid Abdul-Muhammad?
12. Ralph Nader?
13. Stanley Fish?

29.) Have you ever been the CEO of Ben & Jerry's?

1. No
2. Yes

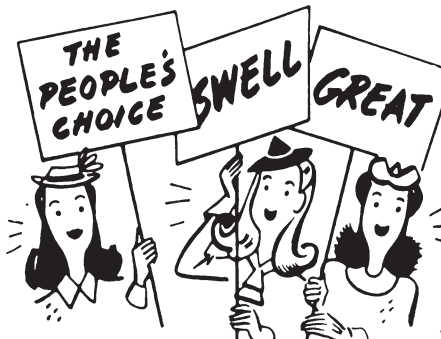
30.) Did you ever pay a whole dollar for *Spare Change*?

1. No
2. Yes

31.) Do you deny watching porn to appease feminists?

1. No
2. Yes
- ...actually not watch porn to appease feminists?
3. Yes

32.) Do you actually take notice



of...

1. Race?
2. Class?
3. Classes about race?

33.) Should the UNICCO workers get their jobs back?

O. They're cleaning my pool right now

1. No
 2. Yes
- ...for a living wage?
3. Yes

34.) Have you ever wondered what the child of Alex Shalom and Sasha Baltins would look like?

1. No
2. Yes
3. I *wish* I were the child of Alex Shalom and Sasha Baltins
4. I *am* the child of Alex Shalom and Sasha Baltins

35.) Have you ever hugged your fireman?

1. No
2. Yes

36.) Have you ever argued that monopolies are bad if it's Microsoft but good if it's the Post Office?

1. No
2. Yes

37.) Have you ever wanted to be a Smurf?

1. No
2. Yes

38.) Are you taking "A Search for Justice: Social Revolution in the 20th Century"?

1. No
2. Yes

39.) Have you ever faked being gay just to bag a member of the opposite sex?

1. No
2. Yes

...faked being straight just to bag a member of the same sex?

1. No
2. Yes

40.) Do you scream "Campaign finance reform!" during sex?

1. No
2. Yes

41.) Do you refer to TCU members as:

2. Senators
1. "The Help"

42.) The Coalition for Social Justice and Non-Violence is:

1. Eight words
2. My social life
3. The new world order

43.) THE PRIMARY SOURCE is

1. The journal of conservative thought at Tufts University
2. That thing I always put in the recycle bin

44.) You went to homecoming:

1. Incredibly hammered
2. Kinda drunk
3. Sober—but full of school spirit

45.) When you last voted you:

- O. Took a literacy test
1. Almost voted for Capuano—and then shot yourself
2. Voted Capuano
3. Wrote in Joe Kennedy
4. Wrote in John Kennedy

5. Wrote in Larry Harris

46.) When did you last chalk the campus?

1. To support the block of wood
2. To support Josh Goldenberg
3. To protest the abuse of chalk factory workers

47.) Who is your role model?

- O. Ronald Wilson Reagan
1. Alex P. Keaton
2. Jim Glaser
3. Leila Fawaz
4. Jaime Roth
5. Anyone, as long as it's somebody of my race

48.) Before taking any action, you say to yourself:

- O. What would Ragnar Danneskjold do?
1. What would Steve Forbes do?
2. What would Alex Shalom and Sasha Baltins do?
3. What would the child of Alex Shalom and Sasha Baltins do?
4. What would OJ do?

49.) Was race a factor in your admission to Tufts?

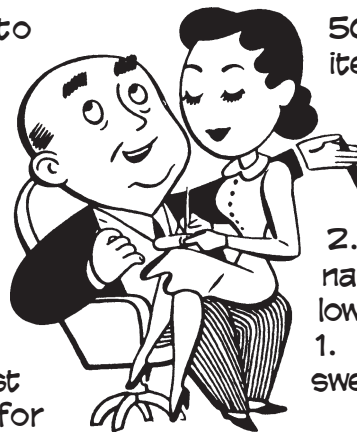
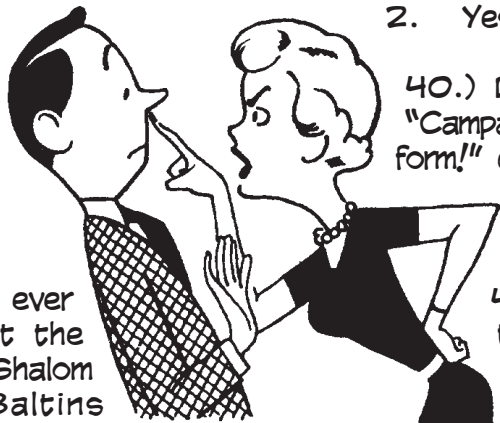
1. Yes

50.) What's your favorite Surgeon General's warning?

3. "Cigarette smoke contains carbon monoxide"
2. "Smoking by pregnant women results in low fetal birth weight"
1. "We don't answer... LIES"

51.) What is your nickname on campus?

1. People respect me enough to call me by my real name
2. "Double Stuff"



52.) What is the most pressing social problem?

1. The turbid ebb and flow of human misery
2. Kenneth Starr

53.) What should the next large senate expenditure be?

1. Please, no more patio jokes
2. Anonymous AIDS testing
3. Anonymous AIDS testing for Combat Zone hookers



54.) What is the Observer?

1. A perverse freshman perched on a ladder outside Richardson House
2. Tufts' voice of bad grammar until the *Daily* coined the phrase "unity"
3. My only opportunity to read *The Compleat Works of Marla Schiff*
4. Reading material in Oxfam Café
5. Reading material on the throne at Oxfam Café

55.) TUPD is...

1. Here
2. Here to help

56.) What does pornography mean to you?

1. Agent Scully nekkid
2. Janet Reno nekkid

57.) Where do you want to go today?

1. 1776
2. Court
3. *The People's Court*

58.) Does it disgust you that the

community does not understand the precise technical difference between repression and oppression?

1. No
2. Yes
3. ...between Bolsheviks and Mensheviks?

59.) When was the last time you saw a member of the opposite sex naked?

1. Sarah Gore's hotel room
2. Al Gore's hotel room

60.) Does the fact that a Harvard professor endorses an opinion make you more likely to endorse it?

1. No
2. Yes

61.) Have you ever participated in Tufts Polls?

1. No
2. Yes
3. Anything to make Mike Weissman happy

62.) Eating disorders are:

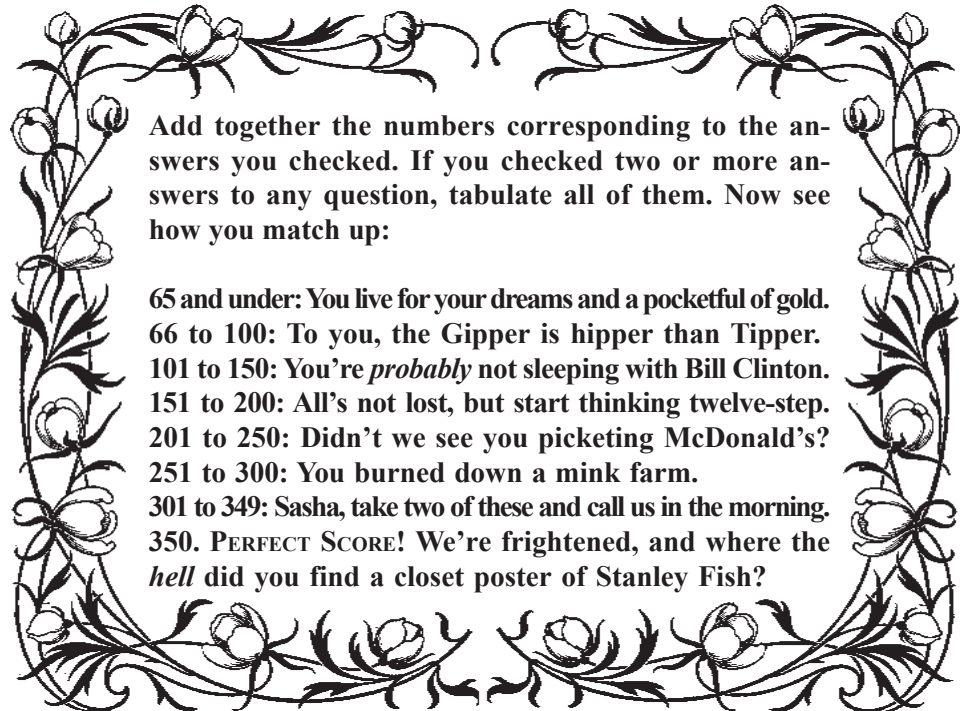
1. Sexy
2. A vast, right-wing conspiracy

63.) The Tufts campus can best be summed up as:

1. A communist cesspool
2. One giant ultimate Frisbee course, complete with Dave Matthews soundtrack
3. Besieged by the 22 members of the PRIMARY SOURCE

Now tally your score!

SCORING



Add together the numbers corresponding to the answers you checked. If you checked two or more answers to any question, tabulate all of them. Now see how you match up:

- 65 and under: You live for your dreams and a pocketful of gold.
- 66 to 100: To you, the Gipper is hipper than Tipper.
- 101 to 150: You're *probably* not sleeping with Bill Clinton.
- 151 to 200: All's not lost, but start thinking twelve-step.
- 201 to 250: Didn't we see you picketing McDonald's?
- 251 to 300: You burned down a mink farm.
- 301 to 349: Sasha, take two of these and call us in the morning.
- 350. PERFECT SCORE! We're frightened, and where the hell did you find a closet poster of Stanley Fish?

Friends, Jumbos, countrymen.... We come not to brown-nose our professors, but to evaluate them fairly.

THE PRIMARY SOURCE

Course Reviews 1998

You've just spent the last two weeks putting more toil and tears into creating a perfect spring course schedule than into actually studying for your midterms. Or maybe you've put in an all-nighter flipping through the course guide and the various departmental booklets. Now the stress begins, as you take note of the long line curling out of Eaton Lab as the closed course list takes more and more of your choice selections captive. In a panic, students spend the few precious minutes before their time is called desperately flipping through the list for a hitherto unnoticed course, afraid that they'll wind up with a dreaded 8:05 or even a 37 block. For underclassmen, classes with interesting material, esteemed professors, or that simply satisfy a distribution requirement without a torturous workload are hard to come by. Fortunately, there are a number of undiscovered gems that enable students to get the most out of their thirty thousand dollars. Word of mouth spreads the news to many, but Tufts isn't exactly cooperative in enabling students to get the lowdown on the best and worst the university offers. The unhelpful sen-

ate-produced evaluations give numerical ratings for professors but don't answer the really important questions: Which teachers will grade you down for speaking your mind? Who cares more about educating students than putting on a performance? And who's likely to assign books that you actually won't mind reading? With this in mind, the Primary Source is proud to present its 1998 Course Evaluation Guide, complete with an expanded section for student-submitted reviews (published without regard to their ideological congruency with the Source), articles about such pressing academic issues as course requirements and the state of Tufts' technology, and a shocking hodge-podge of some of the more outrageous politicized courses in the university. We wish our readers the best of luck come pre-registration, and, for those unfortunate enough to be stuck with a selection like



“Class, Race, and Gender in the History of US Education,” there's always the add-drop form, by far the most lifesaving service the university offers. After all, very few things at Tufts University are written in stone—most of them aren't even written on paper.

Anthropology

Teacher to 250 students each semester, **Anthropology** professor **Stephen Bailey** concerns himself more with fostering personal popularity among undergraduates and useless TAs than actual instruction. He commands a well known 'someone-here-has-AIDS-and-doesn't-know-it' lecture— but never starts on time and often ends class well beyond the official limit. His exams include questions not covered in lectures, and "**Physical Anthropology**" has neither focus nor an organizing principle. Avoid his classes like the plague; they are not even worth suffering to satisfy the **natural-sciences requirement**.

Child Development

Though requiring a hefty time commitment, "**The Social and Personal Development of the Young Child**" is an excellent investment in one's education. Professor **Donald Wertlieb** is reticent to use class time as a regurgitation of text-based concepts, so keeping on top of the required reading is a must. Instead, he invests heavily in applying concepts to real-life situations and uses the two allotted extended blocks as opportunity to share ideas and opinions. Though students will notice his clear affection for the "stress and coping paradigm" and the concept of "developmental lines," Wertlieb provides a holistic and eclectic approach to development. Instead of supplying his own opinions on child-rearing, he encourages students to come up with their own creative solutions to problems; everything from dealing with a pair of ram-bunctious twelve-year-olds to facilitating mother-child attachment. Weekly recitations are of limited usefulness, but time spent outside of class with one's small group will help to solidify concepts and identities from the text. For any student interested in children, or planning on someday becoming a parent, **Child Development 61** provides an excellent foundation.

Computer Science

Known for his abundant energy, **Alva Couch** is truly a great professor. Not for the weak-of-heart, **CS 15** uniquely challenges students— not only must Couch's pupils

compete against their peers, but also against the professor himself. Despite the difficult course material and limited time, Professor Couch shows exceptional concern for student progress. He has a distinctive if unusual teaching style which sets the programming guru several tiers above the rest. Couch also is the creator of **Computer Science 20**, "**Multimedia Programming**," for which there exists two sections offered in the spring, and, tellingly, only Couch's is classified as "high demand."

Electrical Engineering/Computer Science department head **Robert Gonsalves** brings a cheerful, upbeat attitude to every class. Easy to understand and eager to demonstrate required course material with helpful examples, Gonsalves also makes himself available to students, even conducting his own review sessions for exams.

Professor **David Krumme**'s "**Computing on the Internet**" proves to be much more than your average **mathematical-sciences requirement**. Lauded for years as an easy "A," a recent curricular overhaul has resulted in vast improvements. The course encompasses not only HTML and other web-publishing tools but also explores the UNIX timesharing system and many of the tools accessible through Emerald. For many students at Tufts, **CS 6** provides the much-needed "everything you needed to know about computers but were afraid to ask." Professor Krumme's offbeat sense of humor spices up the potentially sleep-inducing lecture material, and his use of a laptop in class provides many interesting examples of the subject matter. Though the large class size tends to be limiting, Professor Krumme carries on, Scantron test forms in hand. Weekly labs afford an opportunity for individual computer use, and all class communiqués are sent via e-mail. Though not the easy "A" it used to be, **CS 6** provides an interesting first look at the Internet and its capabilities.

Economics

If Tufts is to require any courses, surely an offering in Economics should be on the list. Although the unhelpful teaching assistants to **EC 1** and **EC 2** seldom speak English, the Economics department is one of

few on campus that has the majority of its staff teach the less-than-desired introductory classes. Basic understanding of markets and capitalism is integral to a student's survival in the real world. On a blindly liberal campus, economic effects of social programs go unexplored and unconsidered. A basic knowledge of how our decisions will effect our pocketbooks is necessary for success, both in the present and the future.

Marcelo Bianconi is certainly a SOURCE favorite. Prof. Bianconi displays a tremendous concern for his students and is extremely accessible. Although he is perhaps too generous a grader, he understands the most important aspect of the job— making sure his pupils learn. He delivers his lectures with clarity, presents many perspectives, and always ensures that the truth prevails.

Economics 30, "**Environmental Economics**," taught by Professor **Thomas Downes**, is a phenomenal course. Prof. Downes shows, in easy to understand terms, how we can rationally use markets, emissions fees, and strict property rights to improve our environment while being fair to polluters and their financial needs. There are many problems with becoming 100% Earth-friendly when not taking into consideration how these changes will affect our market structure, and Downes brings these into the limelight in a fair, unbiased way.

Anna Hardman cannot quite handle the art of teaching a large lecture class. The Oxford-educated scholar often proves too boring to handle, and various inane requirements— such as her demand for multiple drafts of a paper— result in treatment that reminds students of high school. Avoid.

Criticized by some for delving into the vocational by incorporating business issues into his lectures, **George Norman**'s perspective and course material provide an invaluable foundation for those heading to Wall Street despite their four years in the liberal arts. Professor Norman also takes a particular interest in developing students' writing skills— a necessity too often ignored. Always accessible, fair, and practical, Norman's intermediate micro and upper-level courses are well worth the effort.

Kasirim Nwuke is a good lecturer, but don't ask him to explain his grading system, because he will elevate himself above the issue and avoid it in an uncouth, unprofessional manner.

Known for their marathon final exams and lengthy problem sets, **Jeffrey Zabel**'s

*F*or any student interested in children, or planning on someday becoming a parent, **Donald Wertlieb's Child Development 61** provides an excellent foundation.

statistics class and its follow-up, econometrics, rank among the toughest classes students ever love. Zabel himself possesses a profound wealth of knowledge in both theoretical and applied principles, and imparts on his students a solid balance of the two with an engaging method of delivery. Both accessible and approachable, he shows great concern for his students' comprehension of difficult mathematical concepts. Not surprisingly, his students leave possessing more practical knowledge than they would have obtained from perhaps any other course in the traditional social-science curriculum.

English

One of Tufts' finest "**Creative Writing: Poetry**" instructors, **Peter Richards'** approach to teaching is especially refreshing in light of some of the horror stories that surface about other writing courses. Refreshing because, like studio art, it is sometimes difficult to critique students' compositions without hurting feelings, and too many creative-writing professors succumb to the temptation to lavish endless praise without giving any particularly useful

feedback. Richards, on the other hand, manages to identify the strengths in every student's work without caring more about feeding egos than improving skills. His criticism is sometimes biting but always helpful. Richards also possesses the somewhat amazing ability to foster a lively exchange while workshoping students' poems, assisted by his uncanny knack for always knowing when someone has something valuable to say. And any assessment of Richards' teaching would be incomplete without stressing the relationships he manages to build both with and among his students. In a university environment where classes meet at most three times a week, it is almost unheard of for students to form any kind of friendships with peers solely through classroom contact. But Peter Richards' courses somehow manage to create a classroom environment which, by the end of the semester, solidifies a camaraderie which enriches the learning process while going well beyond it.

PC warriors beware: **Jonathan Wilson's**

"**Contemporary Jewish Fiction**" provides no comfortable safe haven for bleeding hearts. He's bold, he's frank, and he makes a point of using the word *erection* in almost every lecture. But beyond his initial shock value, Wilson is insightful and challenging, refusing to grant significant discussion time to English majors' over-analyzed misinterpretations of the course material. He delves into sensitive issues such as sexism and racism but only when appropriate and without dancing around the forbidden topics or pointing fingers as do too many of his colleagues. It is disconcerting that **ENG 192** de facto caters to the liberal school of breaking down disciplines by ethnic categories, but such is standard fare these days, and Wilson does his best to ensure that debate does not degenerate into feelings sessions about oppression and marginalization. Although Wilson includes a few lesser-known Jewish literati friends of his in the curriculum, he covers some of the

most important contributors to contemporary fiction as a whole, not just the course title's ethnic group. From **Malamud** to **Bellow** to **Roth**, Wilson does an excellent job of guiding his students through the assigned material. That and the inclusion of a guest lecture from comedian brother-in-law **Jonathan Katz** earn Prof. Wilson a strong recommendation.

History

Gerald Gill is unquestionably a liberal, but one who appreciates that his job is to instruct, not indoctrinate. His treatment of American history is uncompromisingly fair; he presents both sides of all major debates and does not penalize students for holding opinions that contradict his own (unlike too many others in his department). He is a first-class orator, and his assigned readings are usually interesting and always informative. He is one of Tufts' most popular professors, and for good reason. Despite his professional objectivity, however, students who sign up for Gill's class may find themselves in unsavory company: the premiere issue of the radical left-wing *Submerge* this year told its readers that they should all be required to take at least one

The People Speak

For whatever reason, Tufts refuses to release the substantive comments students write on course-evaluation forms. With this in mind, the Source invited students to submit any opinions on their fall classes they might wish to make known. The SOURCE does not vouch for any of the claims made herein but publishes them in the interest of giving students a voice. Without further ado, here we go:

"Introduction to Child Development" (CD001) taught spring semester by Prof. **Maryanne Wolf** rises above all expectations of the typical intro class and reaches the par of excellence in all respects. To begin with, Prof. Wolf has a rare and distinct ability to inspire her students, teaching them to relate it to themselves and to develop an understanding and interest in the subjects she covers. Her absolute zest for the course permeates the classroom on every occasion she has to share it, and even her straight lectures prove to be enrapturing. Rather than losing the purpose of the role a teacher should optimally possess, Prof. Wolf embraces the love of her work, shows her students that she is not out to get them, but rather wants to help them in any way she can. Whether it is by giving them more time on an exam, meeting for lunch to expand on topics covered in lecture, or offering her limited time for giving advice she shows that she cares. Her students leave the course with a thorough knowledge of the stages of development of children, the theories behind the developments including those of Piaget and Erikson, the neurobiological basis of growth, and in effect, how the experiences each of her students has been through has contributed to his or her identity and personality. Enough cannot be said about the value of this class thanks to its professor, and especially because it is what learning should be about.... *Somebody has to educate us:* **Steve Cohen** in the **Education department** is one of the best teachers I have encountered. He is fair, thought provoking, and incredibly dynamic in the classroom. He is one of the few professors at Tufts that I consider both a great profes-

Please see "The People Speak," continued in the sidebar on page 18.

The People Speak

...sor and a great teacher.... *Post-post-modern angst*: Everyone, including aspiring Tuftonian left-wing agitators, should beware of Prof. **Jay Cantor**'s waste of classroom space entitled "**The Modern Mind**." You will finish this course knowing as much about Nietzsche, Marx, Freud and Marcuse as you did when you were a fetus. Cantor's lectures are infected with self-obsessed rants, aimless diversions and shallow interpretations of history's most influential texts. As for grading, when this critic took the course, Cantor lazily called off the final exam, thus turning the required twenty-page paper "on any topic" into the sole basis for evaluation in the course. What's more, after canceling the final, he specifically instructed the class "not to tell anyone." Oops.... *The law of supply and demand finally reaches Walnut Hill*: **English 141**, "**American Literature, 1620-1815**" with **Jesper Rosenmeier**. When two people besides yourself show up to the class, take it as a sign. Don't register if you want to keep your brain intact.... *Even a few lefties submitted course reviews*: **Gerald Gill**'s command of his subject matter is beyond compare, as is his concern with students' learning and students' lives. Additionally, he does a wonderful job at incorporating the perspectives of traditionally disempowered groups into his classes. It is refreshing to take a course on American history that includes perspectives of people other than rich, white men.... *Speaking of which*: **Gary Leupp** in the **History** department teaches great courses on Japanese history. He is fair and receptive to viewpoints that differ from his own, but he does not shy away from making his perspective known. I appreciate his incorporation of themes like Western imperialism and the role of gender and sexuality into the course.... *Less is more*: **Beatrice Manz** in the **History** department is boring and repeats herself and says things more than once.... *We the people speak*: In anticipation of my first "**Constitutional Law**" (**Political Science 105**) class, I excitedly told many of my friends of my intention to take the class.

Continued on the next page.

class with Prof. Gill, no doubt due to his fondness for multiculturalism. Even so, unlike other Jumbo multiculturalists, Gill possesses a great knowledge of and appreciation for the other side; a matriculation address of his a few years back on the subject made due mention of the conservative point of view, even going so far as to discuss SOURCE favorite **Dinesh D'Souza**.

George Marcopoulos exemplifies what it means to be a professor. Possessing an unfathomable amount of knowledge, Professor Marcopoulos teaches history eloquently. He presents the past with remarkable objectivity and displays a genuine concern for his students. Marcopoulos makes a concerted effort to know his upper-level students well and his intro-level students at least by name. And while certainly not an easy grader, he executes his evaluations with noteworthy fairness. Similarly, the history giant assigns a reasonable amount of material, most of which is well worth reading. Tufts is fortunate to have him.

Judaic Studies

Joel Rosenberg's class on the "**Roots of the Jewish Imagination**" is an intriguing compendium of some of the more off-beat contributions to Jewish thought which one would be less likely to encounter in a traditional Jewish education or even a typical Judaic Studies class. Some of the noteworthy texts featured in the course are **Julius Lester**'s *Lovesong*, a page-turner of a memoir about a black man's conversion to Judaism, which also includes a scathing indictment of the often anti-Semitic excesses of PC black militancy in academia; **Art Spiegelman**'s *Maus*, an impressive story of the Holocaust which changed the graphic novel forever; as well as stories of Jewish mysticism such as *The Golem* and *The Dybbuk*. Rosenberg's immense knowledge of the material makes for informative lectures which don't dominate the 2+ hour time block, as he dedicates the second half of each class to student-led discussion. (Unfortunately, the quality of the discussion depends greatly on the students who sign up for the class.) Rosenberg is quite tolerant of

a wide range of views and is extraordinarily eager to help students find appropriate reading for their papers, of which his evaluations are in-depth, informative, honest, and usually right on the mark.

Latin

Susan Setnick leads fast-paced classes in elementary Latin. Students learn a tremendous amount of vocabulary, grammar, and culture in her classes, which place heavy emphasis on derivatives—good preparation for any graduate-school entrance exam. She has a genuine interest in seeing her students learn and is receptive to all students' questions in class, during numerous extra sessions, and in office hours. While her classes are not easy, her exams and quizzes are fair, and she pulls no surprises.

Mathematics

Richard Stone is certainly a valuable asset to the university. Each day of class he displays boundless energy and zeal for the material and his discipline. He is also quite an understandable lecturer from whom to take notes, explicitly explaining the material instead of just scrawling it on the chalk board. Although not always concise, his explanations are always very clear. If you are considering taking a math course for any reason, do your best to study under Stone.

Christopher Thomas must be complimented for standing apart from the other **Math 5** teachers. He actually makes the subject somewhat amusing through the use of unorthodox but legitimate teaching methods, and is always more than willing to make appointments with students who need extra help.

Philosophy Hugo

Bedau exercises considerable caution in keeping his courses objective and his politics out of the classroom. Simply agreeing with Bedau while failing to display mastery of the course materials earns a student no brownie points. Nor is his objectivity the only quality that distinguishes him from typical Tufts fare—his regard for writing skill is a dying art, and his refusal to allow students to back their opinions with weak or faulty reasoning is

One of the noteworthy books featured in Joel Rosenberg's Judaic Studies 126 is Julius Lester's Lovesong, a memoir about a black man's conversion to Judaism which also features a scathing indictment of anti-Semitic black militancy in academia.

certainly an asset at a university where few professors challenge students to rigorously think over their convictions. This spring Bedau will teach **PHIL 123, “Philosophy of Law,”** and **PHIL 128, “Human Rights,”** both excellent opportunities for in-depth study of the philosophical issues at hand, even if the latter features a bit too much material on the United Nations. “Philosophy of Law,” whose strengths include lengthy sections on affirmative action, freedom of speech, the nature of responsibility, and many other thought-provoking issues, instills in students an appreciation for a just legal system, while “Human Rights” forces students to think long and hard about what they mean when they assert that something is a “right.” Both require students to read important philosophical texts from the likes of **Thomas Hobbes, John Locke, Thomas Aquinas, and John Stuart Mill** as well as contemporary thinkers, and both earn high recommendations from the PRIMARY SOURCE.

Norman Daniels takes the SOURCE’s negative reviews of his classes and his teaching very personally.

Recipient of the prestigious **Liebner Award** for excellence in teaching and advising, **George Smith** stands in a class of his own. Unabashedly opposed to grade inflation, he still manages to draw the admiration of many students. Of course, Smith doesn’t have to ingratiate himself to his pupils; the amount of individual attention he offers speaks for itself. It isn’t uncommon for him to return papers with more pages of his own critical analysis attached to them than were originally submitted— or to hear him in his office long after hours, engaged in a deep discussion with a student on any number of philosophical topics. Whether he’s lecturing on **Plato, Quine, or Newton**, Professor Smith carries you back to the real Academy.

Jacqueline Taylor is one of the best actual teachers at Tufts. Always well-prepared for each lecture, never afraid to engage a question, and wonderfully mysterious about her own politics or biases, her

classes never fail to please or challenge. Her comments on papers are always copious, and she remains accessible even to students with only a passing interest in philosophy.

Political Science

Robert Devigne has a reputation for giving hip, energetic lectures. The reality is a Howard Stern-esque pastiche of meaning-

One cannot know whether ‘tis better to be graded by the sycophantic groupies Rob Devigne calls teaching assistants, wherein any deviation from the dogma outlined in class results in massive grading penalties, or by the man himself, for whom “compare and contrast” constitutes the pinnacle of expository analysis.

less platitudes and four-letter words, full of spurious arguments and half-baked comparisons between aging rock icons and the great philosophers. One cannot know whether ‘tis better to be graded by the sycophantic groupies Devigne calls teaching assistants, wherein any deviation from the dogma outlined in class results in massive grading penalties, or by the man himself, for whom “compare and contrast” constitutes the pinnacle of expository analysis. Now that he has somehow achieved tenure, expect his classes to become even more “unplugged.”

Although new prof **Jeffrey Taliaferro** does not hide his left-wing political ideology, he welcomes alternative points of view in class— which is becoming increasingly rare at Tufts. His knowledge and expertise in the area of foreign policy are superb, and his intellect and wry sense of humor make his classes a good choice despite the often dry subject matter of the lectures.

Studio Art

In these self-esteem-conscious days it is rare to find an art instructor who actually evaluates students according to their artistic abilities. But **Paul Stopforth**’s rigorous drawing classes are not typical Tufts material; with about equal time accorded to composition and critique, Stopforth manages, with British frankness, to pinpoint the strengths and weaknesses of each work, often in a way that is brutally honest but nevertheless always providing useful feedback. After a semester with Stopforth there is not a single person in his class who cannot compare his new work with his old and see considerable improvement. □

The People Speak

To my dismay, the most common response I heard was, “Drop it. it’s supposed to be so hard! I bet you’ll hate it!” I am writing this to combat all of the misinformed opinions that might cause someone to back away from this excellent class. **Marilyn Glater**’s soft wit is unique and enjoyable and the class material is interesting. I must admit that the work load is moderate or even heavy at times and that the rumors of a term paper are not unsubstantiated. However, the term paper is assigned early in the term and Glater decreases the reading to provide ample time to complete the necessary research. This class is a must for anyone contemplating entering the field of law. The course allows you to sample case law and even watch a case be tried in court. I thoroughly recommend it. . . . *Pax et lux*: **Malik Mufti**’s “**Arab-Israeli Conflict**” is one of the best courses offered at Tufts. He presents information in a clear, well-organized, and fair fashion. He does a fantastic job at dispelling common myths that crowd the debate over the region. Any student who wants to have a serious debate about the fate of Israel and Palestine should first understand the historical basis for the conflict; this class is a great place to begin. . . . *Psych flunks out*: Beware of **Psychology 1**, the introductory class that tests your abilities to be tested. This class is not recommended to be taken for “fun” unless the student has intentions of pursuing other classes in the department. Granted there are many interesting pieces of information (after all, this is psychology), but the interest must be imparted by the student, because it sure isn’t coming from the professors. Much of the last exam failed to address the concepts covered and studied, and instead tested the students’ abilities to decipher the questions and answers. Being that this test also covered the techniques of checking for test efficacy, the professors failed to abide by their own rules, suggesting that perhaps they need to read up on what the students read in preparation for the exam. □

Missed the boat? You can still send reviews to the SOURCE for publication in a future issue. E-mail source@sardonyx.tufts.edu with reviews or comments.

*You are a racist.
Tufts will tell you why.*

Race Back To Where We Started

by James Lubin

Imagine for a moment that you are once again a matriculating freshman. After suffering through the guilt-inducing "Many Stories, One Community" and learning about phallocentrism at "Why No Means No," you figure that your sensitivity training is finally over. Relieved, you step into your first economics lecture only to discover a professor ranting about the inherent racism of the white man's culture.

Unfortunately for the Jumbos of tomorrow, this scenario is not too far from becoming a reality. After a seemingly endless series of articles and one-sided forums, the lefty activist community has made clear its vision for the future. Professor Daniel Brown has proposed the addition of a mandatory class on bigotry to the already lengthy list of requirements Tuftonians must fulfill. Opines Brown, "I think that a course on bigotry would make it clear that there's something wrong when we oppress or treat people badly regardless of what it is we don't like about them." According to Brown, the requirement could be fulfilled by taking bigotry-related classes offered through a number of departments.

The thought of yet another requirement is no doubt unpleasant, but even more worrisome is the prospect of the actual course itself. This type of subject matter demands the willingness of the instructor to investigate all viewpoints. At a left-wing institution such as Tufts, however, the chance that this would be achieved is nil. As evidenced by existing courses dealing with race issues, there is very often a tendency to blame whites while simultaneously exculpating minorities of any reverse-racism. It is unrealistic to expect any open discussion in a classroom in which the professor makes his point of view the only acceptable one. Nonetheless, some opt to take such courses, and they have the right to do so. But to *force* a student into this type of politically charged situation is unfair and makes a mockery of

the educational process. Under the present conditions, a class on bigotry would paradoxically become a one-sided exercise in parroting the accepted definitions of racism.

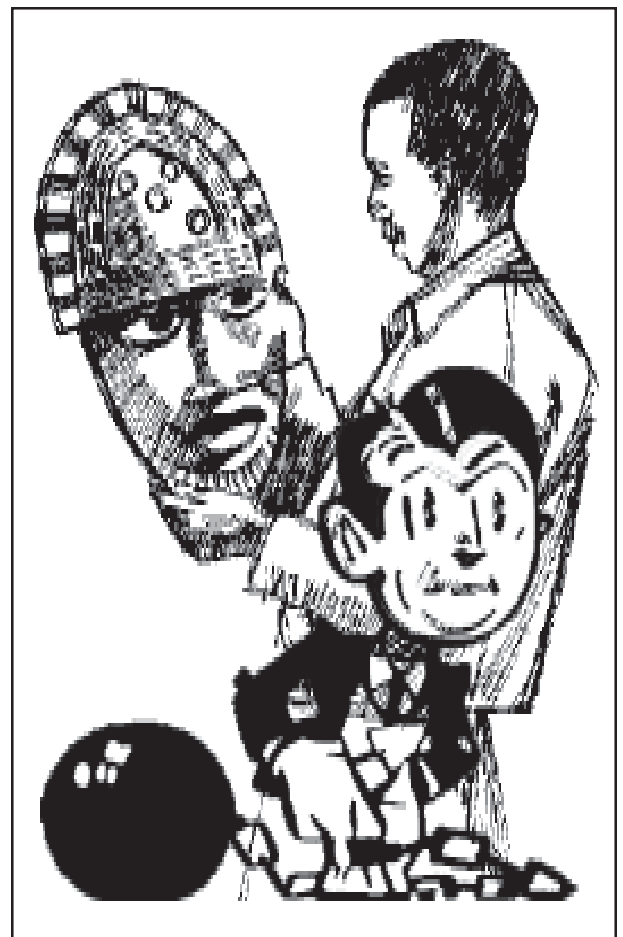
The idea that this type of course would become mandatory for all Jumbos is alarming. Indeed, one of the primary assumptions that the existence of such a requirement would make is that Tufts students are not intelligent enough to seek out the opportunities available to them. There is already in existence a slew of courses dealing with race and ethnicity in all forms. Lectures by pundits such as Billy Johnston and Kweisi Mfume are frequent and accessible to everyone. In addition, there is a plethora of information on every ethnic, cultural, and sexual group available to every single member of the community. And, contrary to what the Coalition for Social Justice and Non-Violence and others have been screaming in *Daily* headlines, the vast majority of Tuftonians do take advantage of such opportunities. Are we to be told that we are not capable of making such a choice? It seems as though such a requirement would belittle not only students but also our many cultural groups as well.

Says Brown, "In higher education, we're training the leaders for tomorrow. If they can come through a four year college and not have to address...the issues of bigotry and racism, we haven't done our job." Nor have we done our job if a student can pass through college without ever cracking open a single work

of Shakespeare. Much like the ill-conceived World Civilizations requirement, it is impossible to give such a demand precedence when we continue to ignore fundamental aspects of the traditional university education. How can we possibly justify this provision when more important courses go unrequired? One would expect the faculty to decry the rapidly decreasing quality of a Tufts education, but they are clearly more interested in their own political agendas.

The notion that a course on bigotry should be required for students is absurd. To mandate that students be graded on their acceptance of a particular viewpoint undermines not only the integrity of the University but the very idea of a liberal-arts education as well. If we allow this type of politically motivated demand to come to fruition, who knows what other courses shall be forcefully foisted upon Tuftonians in the future? While communication may indeed need to improve between groups on campus and in the world in general, a totalitarian decree is certainly not the way to achieve it. □

*Mr. Lubin is a sophomore
majoring in Political Science.*



Tufts once again comes up with too little too late in its quest to upgrade student information technology services.

Connected to the Future?

by Jeff Bettencourt

Welcome to Tufts, where charade is paramount over substance. Always eager to showcase its technical might, Tufts eagerly brags about resources like Eaton lab, Halligan Hall, Nelson Auditorium, and Anderson's Engineering Project Design Center. However, once prospective students have been lured in with promises of state-of-the-art classrooms and "online" conveniences, Tufts rarely delivers. Such is the case with the SIS Online system.

This summer, through the introduction of SIS Online, the Registrar's office has taken a small, first step towards a truly useful student service. The system allows students to view their address(es), current schedule, transcript, final grades, aid status, and account balance. Unfortunately, as is typical with Tufts' computer services, truly useful features are notably absent. While SIS Online will reduce the number of trips students must take to the registrar's office, features such as online course registration, adds and drops, and course applicability to degree requirements are lacking. Without online registration capabilities, Tufts must look up to schools like Vassar College, which already offer the convenience to students.

The current registration process is a bastion of inefficiency. While students congregate outside Eaton lab, some instead of attending crucial end-of-semester classes, the flock of registration gnomes busily enter students' course registration information. Not only is this inefficient for students waiting to register, but students who normally use Eaton lab for class work are forced to fight over the few remaining terminals.

Registration would not only be much simpler for students if online course registration were implemented, but it would also eliminate the need for printing registration forms, collecting and filing the forms at registration time, and hiring the Eaton workers, all of which would make the Registrar's job much easier. The current system is hor-

ribly outdated and poorly designed. Not only does it ignore class prerequisites, allowing students who have not completed the necessary course requirements to enroll in upper-level courses, it also requires students who are closed out of courses to come prepared with a list of alternates, ready to redesign their entire schedule at a moment's notice. One of the reasons the registration process is much slower for underclassmen is because as more classes are closed out, each student takes more time at the terminal, holding up the entire line. With an online system, the lines, headaches, and needless paperwork are eliminated in favor of a simple, easy-to-use web-based system.

Imagine the following. About a week before registration, you are e-mailed by the registrar informing you of your registration time. You meet with your advisor to review your course selections. At the end of your meeting, he logs into the online registration system and informs the registration system that he has met with you and approved your course selections, thereby allowing you to register. At your appointed registration time, you log in to the system from any computer on campus and enter your course information. As you select courses, you click on the course title(s) to obtain more information about the class. After submitting your choices, the system responds with a list of successfully enrolled courses. After selecting alternates (without the pressure of the registration worker), your schedule would be displayed, complete with meeting times, room information, and professor.

Unfortunately, Jumbos will probably never see such conveniences. The SIS Online system is something the Registrar and administrators can point to as being "cutting edge" and an added convenience to students. While there may be "long range" plans to move towards online course registration, one has to wonder how serious Tufts really is.

As a prospective student, this author was wowed during a campus tour by the "state-of-the-art" Nelson Auditorium located in Anderson Hall. The auditorium had just been remodeled, complete with a laser-whiteboard which would, according to Engineering Dean Ioannis Miaoulis, allow a student to download whatever the professor wrote on the whiteboard into his laptop via a hookup port which, although not present at the time (April 1995), would be installed in each chair "shortly." To date, nearly 4 years later, the ports have yet to be installed and the laser board has rarely, if ever, been used. Undoubtedly, the dean still points to Nelson auditorium's state-of-the-art capabilities to lure in perspective students.

Tufts realizes that it is falling behind other schools as is evident in the "Report of the Information Technology Task Force." Sadly, there is only one reference to "course registration" in the entire document. If the task force were truly interested in recommending methods for Tufts to upgrade its information technology services, online course registration would be near, if not on top of the list. Undoubtedly, Tufts will continue to brag incessantly about its new technology initiative, while continuing to provide sub-par services to students. □

Mr. Bettencourt is a senior majoring in Engineering Computer Science.



Student services may be lacking, but the Registrar had no problem shelling out for some pretty extravagant equipment.

*Philosophy teaches students about
the things that matter most.*

A Sense of Life

by *Keith Levenberg*

While Tufts' administrators strive in vain to discover the meaning of a liberal-arts education for the twenty-first century, the solution is a short hike down the hill from their plush Ballou offices. The Philosophy department, housed in the historic yellow-bricked Miner Hall, is one of Tufts' finest, boasting a number of the university's most esteemed professors as well as courses on subject matter all but banished from the politically correct academy. Topics like the nature of knowledge, the art of sound argument, and the concept of human rights often make for uncomfortable discourse in an age when relativists and "modernists" offended by the very idea of truth all but dominate American intellectual life. It isn't surprising, then, that Tufts requires some nineteen courses of its students—including such lefty favorites as the anything-but-the-West World Civ requirement—but doesn't require the study of philosophy, which in some sense is the world's first true academic discipline.

Ayn Rand asked her readers a rhetorical question in the title of her book *Philosophy: Who Needs It*, and then dedicated eighteen chapters to her concise answer: "Everybody." "Trouble," Rand writes, "comes from the three unanswered questions [Where am I? How do I know it? What should I do?]"—and there is only one science that can answer them: *philosophy*." The questions concern metaphysics, epistemology, and ethics, the three cornerstones of philosophy, but their stuffy names disguise their true significance. These things are not just the tools of the trade of self-righteous academics generating text in academic journals just to get their name around, although there's quite a bit of that, too. They are prerequisites to human survival. Rand continues the theme in John Galt's speech at the conclusion of *Atlas Shrugged*: "You who prattle that morality is social and that man would need no morality on a desert island—it is on a desert island that he would need it most. Let him try to claim,

when there are no victims to pay for it, that a rock is a house, that sand is clothing, that food will drop into his mouth without cause or effort, that he will collect a harvest tomorrow by devouring his stock seed today—and reality will wipe him out, as he deserves; reality will show him that life is a value to be bought and that thinking is the only coin noble enough to buy it."

Unfortunately, colleges that graduate students without any kind of a background in philosophy end up unleashing moral idiots on the world. It is a sad and paradoxical corollary to this axiom that many of the academics who contribute to contemporary philosophy are moral idiots themselves. As such, the best way to define a proposed distribution requirement in the discipline is to return to its fundamentals. Many other colleges whose lead Tufts often attempts to follow have requirements which work to this end.

Princeton University's "Ethical Thought and Moral Values" requirement "is designed to engage students in disciplined reflection on human conduct, character, and ways of life... and introduce [them] to ways of making reasoned moral judgments." The description continues, "Every society draws distinctions between good and evil, right and wrong, noble and ignoble." Harvard University has a "Moral Reasoning" requirement whose courses "discuss significant and recurrent questions of choice and value that arise in human experience.... The courses are intended to show that it is possible to reflect reasonably about such matters as justice, obligation, citizenship, loyalty, courage, and personal responsibility."

Other Ivy League schools such as the University of Pennsylvania and Columbia University don't require students to take

courses related to moral judgment but do feature course curricula that integrate other areas of philosophy. Columbia's "Logic and Rhetoric" requirement serves as part of a student's basic writing foundation, but it attempts to teach students "exposition and argumentation" in addition to elementary writing skills. Columbia supplements its students' education in the art of constructing arguments with its "Contemporary Civilization" requirement, which focuses "on selected European traditions of moral, political, religious, and social thought" and "asks students to construct arguments of their own, both in speech and in writing, about some of the explicit and implicit issues these texts raise." Similarly, U Penn's "Formal Reasoning and Analysis" requirement encourages students to think technically while doing so in a way that enhances the liberal-arts aspect of university education. Encompassing formal logic in the university's Philosophy department, courses in computer science, calculus, and statistics also satisfy the requirement, which aims to teach students "the formal structure of human thought, including its linguistic, logical, and mathematical constituents."

The need to study philosophy is now more pressing than ever. Five years ago conservative pundits began pointing out that the world was presently divided into two groups of people: those alarmed at the direction in which our culture was headed, and those still asking in befuddlement, "What moral decline?" No longer is this a point of contention, as key players on the left begin to realize that many of the issues which they hold most dear are ultimately moral issues. Or, as the politically complicated cultural conservative Neil Postman once wrote, "If a nuclear holocaust should occur, if children are starving, if crime terrorizes our cities, marriages are breaking up, mental disorders are increasing, and children are being abused, none of this happens because of lack of information. It happens because we lack something else. It is the 'something else' that is now the business of schools." And it is Postman's "something else" that has always been the business of philosophy. □

Colleges that graduate students without any kind of a background in philosophy end up unleashing moral idiots on the world.

Mr. Levenberg is a senior majoring in Philosophy.

WE SWEAR WE ARE NOT MAKING THIS UP

It's no secret that some professors would rather teach their opinions than the facts. These are actual courses that have been offered or are being offered at Tufts University....

History 181 HS: "Homophobia, Anti-Semitism, and Conspiracy Fantasies: Themes in the History of Stereotyping." When right-wing fundamentalists identify lesbians and gay men exclusively in terms of physical appearance or sexual behavior, or as tools of manipulative Washington politicians, Hollywood media, and Madison Avenue advertisers, their homophobic stereotypes draw deeply upon elements that we also see in anti-Semitic stereotypes. These images are as old as Medieval myths of Jews and lepers poisoning wells, Nazi theories of Jewish degeneracy, and Cold War fears of international Communism; they are as contemporary as radical militia fantasies about the approaching Millennium as well. Examining the historical roots of these stereotypes, this seminar will focus on the relationship of conspiracy fantasies to homophobia and anti-Semitism in Western culture.... We shall look at several 19th-20th-century topics (*The Protocols of the Elders of Zion*, Nazi propaganda, opposition to recent gay rights legislation, etc.)...

Sociology 30: "Sex and Gender in Society." This course explores differences and inequalities between women and men in the contemporary United States, and begins to explain why and how they occur. Understanding gender as it relates to race, class, and sexual orientation is an important organizing framework in the course. Gendered arrangements in work life and the economy, families, and sexual politics receive special attention. Social change and the place of feminism in that change are of central concern. The major goal is to provide students with sociological ways of thinking about gender, and to move beyond the outdated concepts of "sex roles" or "gender roles." The analysis of gender is located in patterned social arrangements and structured systems of inequality. For many students, the shift in thinking to a sociological level of analysis is especially challenging....

English 80: "Hitchcock: Cinema, Gender, Ideology." Studies in the major films of Hitchcock with particular attention to the relations among popular culture, narrative cinema, and the social constructions of gender, sexuality, and cultural authority. Emphasis on various theories of cinema and spectatorial relations (feminist, psychoanalytic, queer) and close examination of the representational practices that "naturalize" heterosexual romance in relation to the narrative of "suspense."

Education 161: "Sociology of the School." Educational institutions as social systems and the various external and internal social forces that shape them. Representative ethnographic studies of schooling with an emphasis on ethnicity, class, and gender as organizing categories of student experience and school social organization.

Sociology 120: "Sociology of War and Peace." Analysis of the military-industrial complex, the military as a large-scale organization, and influence channels between the military and civil society.... Theories of deterrence and the nuclear arms race. Definition and requirements for stable peace. Impact of peace movements. Possibility of converting defense plants to civilian use. Prospects for disarmament and creating a culture of peace.

German 50: "Feminist Analysis: Women's Voices, Women's Bodies." The construction of difference in European culture; symmetry/asymmetry; the problem of essentialism; the social construction of femininity and masculinities; gynophobia/mysogyny; idealization/demonization; strategies for reading and looking designed to facilitate feminist interpretations of culture and the capacity to recognize those from other orientations. Images and texts from the dominant and popular culture. CE 500 to the present day.

English 92F: "Medieval Women." This is a search for the voices of dissent, subversion, and rebellion in the most notoriously antifeminist period in Western history. We will hear from those who, officially, had no voice, yet who manage to speak to us, powerfully, from a remote and often fascinatingly bizarre period. We will seek out women authors, such as Christine de Pizan (*The City of Women*), who fought back against the misogyny of the time, and Margery Kempe, who wrote "the earliest known autobiography of an English person," and who berated bishops in their own palaces in a period when lay women were being burned alive for unauthorized religious activities.... We'll look at Chaucer's complex and remarkably persistent attempts to construct feminine perspectives outside the standard misogynist conventions. We'll encounter devils. Witchcraft. Heresy. Erotic fantasies about Jesus.

NOTABLE AND QUOTABLE

I want to know God's thoughts; the rest are details.
—Albert Einstein

Even paranoids have real enemies.
—Delmore Schwartz

At fifty a man can be an ass without being an optimist but not an optimist without being an ass.
—Mark Twain

Brigands demand your money or your life; women require both.
—Nicholas Murray Butler

A government is the only known vessel that leaks from the top.
—James Reston

We laugh at honor and are shocked to find traitors in our midst.
—C. S. Lewis

After all, what is your hosts' purpose in having a party? Surely not for you to enjoy yourself; if that were their sole purpose, they'd have simply sent champagne and women over to your place by taxi.
—P. J. O'Rourke

Jury: a group of twelve men who, having lied to the judge about their hearing, health and business engagements, have failed to fool him.
—H. L. Mencken

It is a capital mistake to theorize before one has data. Insensibly one begins to twist facts to suit theories, instead of theories to suit facts.
—Arthur Conan Doyle

Sin can be forgiven, but stupidity is forever.
—Fritz Hollings

Ninety percent of the politicians give the other ten percent a bad reputation.
—Henry Kissinger

Certainly there are things in life that money can't buy, but it's very funny— did you ever try buying them without money?
—Ogden Nash

History fails to record a single precedent in which nations subject to moral decay have not passed into political and economic decline.
—Douglas MacArthur

A liberal is a man too broadminded to take his own side in a quarrel.
—Robert Frost

There is a terrible war coming, and these young men who have never seen war cannot wait for it to happen, but I tell you, I wish that I owned every slave in the South, for I would free them all to avoid this war.
—Robert E. Lee

The first half of our lives is ruined by our parents, and the second half by our children.
—Clarence Darrow

Wit is educated insolence.
—Aristotle

Give me chastity and continence, but not yet.
—Saint Augustine

All modern American literature comes from one book by Mark Twain called *Huckleberry Finn*.
—Ernest Hemingway

God grants liberty only to those who love it, and are always ready to guard and defend it.
—Daniel Webster

I can think of 675 million good reasons not to run against John Kerry.
—Mitt Romney

Usually briefs.
—William Jefferson Clinton

Liberal: a power worshipper without the power.
—George Orwell

Living with a saint is more grueling than being one.
—Robert Neville

One man with courage makes a majority.
—Andrew Jackson

Our struggle today is not to have a female Einstein get appointed as an assistant professor. It is for a woman schlemiel to get as quickly promoted as a male schlemiel.
—Bella Abzug

The most valuable of all talents is that of never using two words when one will do.
—Thomas Jefferson

The opinion of the intelligent is better than the certainty of the ignorant.
—Egyptian proverb

Early to rise, early to bed, makes a man healthy but socially dead.
—*Anímaníacs*

I haven't committed a crime. What I did was fail to comply with the law.
—David Dinkins

A man who is not a Liberal at sixteen has no heart; a man who is not a Conservative at sixty has no head.
—Benjamin Disraeli

A state is better governed which has but few laws, and those laws strictly observed.
—René Descartes

I have seen fellow-prisoners in Communist prisons beaten, tortured, with 50 pounds of chains on their legs praying for America.
—Richard Wurmbrand

America is great because America is good, and if America ever ceases to be good, it will cease to be great.
—Alexis de Tocqueville

Statistics are like a bikini. What they reveal is suggestive, but what they conceal is vital.
—Aaron Levenstein

It is absurd to have a hard-and-fast rule about what one should read and what one shouldn't. More than half of modern culture depends on what one shouldn't read.
—Oscar Wilde

Convictions are more dangerous enemies of truth than lies.
—Friedrich Nietzsche

The men of Normandy had faith that they were doing what was right, faith that they fought for all humanity, faith that a just God would grant them mercy on this beachhead or the next. It was the deep knowledge— and pray God we have not lost it— that there is a profound moral difference between the use of force for liberation and the use of force for conquest.
—Ronald Reagan