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Safety glasses:

In accordance with the provisions of the state law (i.e. amended Sections 3313.643, 3743.52 and 3743.99 of the Revised Code of the State of Ohio (file No. 225, effective June 22, 1972):

ALL students enrolled in specified laboratory and studio courses in Art, Biology, Chemistry, Geology, Physical Education, Physics, and Theatre and Film MUST wear industrial quality eye protective devices at all times while participating or observing any of the laboratory or studio work.

The Ohio law (a copy of which is on file in the departments named above) is written in such a way that "industrial quality eye protective devices" means devices meeting the standards of the American National Standard Practice for Occupational and Educational Eye and Face Protection (Z87 1-1968) approved by the American National Standards Institute Inc., and subsequent revisions thereof, provided such revisions are approved and adopted by the State of Ohio Industrial Commission. In particular, the law specifies that "all impact resistant lenses must be capable of withstanding an impact test in which a five-eighths inch steel ball weighing approximately fifty-six hundredths of an ounce is dropped from a height of fifty inches upon the horizontal upper surface of the lens in the manner prescribed under the code of federal regulations, Title 21, Section 3.84."

Please note that eyeglasses normally supplied by your optician, optometrist, or ophthalmologist may be specified to be "impact resistant," and still not meet the precise specifications of the Ohio law as quoted above.

Accordingly, students enrolled in the above departmental courses and who do not ordinarily wear glasses will, without exception, be required to purchase a pair of safety glasses meeting the above specifications. Such glasses will ordinarily be available in the Denison bookstore, but may be purchased elsewhere. Students who already wear prescription lenses (either contact or otherwise) will also be required to wear safety glasses when in the laboratory, studio, or work areas. These may be of a variety which cover their ordinary glasses or they may be a pair prepared according to the student’s prescription and meeting the safety standards.

The University has arrangements with a local supplier to furnish both kinds at prices which are both fair and competitive.

Breakage fees:

Although a record is kept of all breakage of glassware and equipment, students are not ordinarily charged for breakage amounting to less than $3 per laboratory course per semester. However, when the breakage in any one laboratory-semester is $3 or more, students will be billed directly by the Cashier’s Office for the total amount of all breakage, including the first three dollars.

Additionally, students who fail to check-out of a laboratory properly (either when dropping a course during a semester or at the regular check-out time at the end of a semester) will be charged a fee of $10, plus billing for all breakage, regardless of the amount.

The policy on breakage fees applies to all laboratory courses in chemistry, including directed studies, senior research, and individual work for honors.
Black Studies

The Black Studies major is a unique curriculum which invites students to locate the Black Experience at the center of their educational careers here at Denison. Since Black Studies is interdisciplinary in approach and international in scope, the design of the major includes depth as well as breadth. Each major is expected to develop a special master of a subject matter and methodology by concentrating on a particular topic or problem, within a particular academic department or division, or in a particular area studies field. The Black Studies major is designed for all students.

Although the optimum and/or maximum number of courses constituting the Black Studies major is left to the discretion of each individual student, a minimum of 32 credit hours, which includes five core courses and a culminating learning experience, is required.

The core curriculum consists of:
- Black Studies 235 — The Nature of Black Studies
- English 354 — Imagination and the Black Experience in America
- History 215 — The History of Blacks in America
- Black Studies 385 — Senior Project

In addition to the core courses, the Black Studies major requires the choice of one of the four educational models listed below and a culminating learning experience. This experience is designed to encourage the student to confront, in a substantial manner, the breadth and depth of knowledge in the field. The educational models are:

THE DEPARTMENTAL STUDIES MODEL — offers the major the opportunity to develop an educational plan of concentration of courses within a selected academic department.

THE DIVISIONAL STUDIES MODEL — offers the major the opportunity to develop an educational plan of concentration of courses within a selected academic subdivision(s).

THE AREA STUDIES MODEL — offers the major the opportunity to develop an educational plan of concentration of courses within a selected geographical area or location which the student might examine through courses in several academic departments.
THE TOPICAL STUDIES MODEL offers the major the opportunity to develop an educational plan dealing with a topic or problem which the student might pursue through courses ranging over the entire curriculum of the college.

The Black Studies major is administered by a faculty committee and the Director of the Center for Black Studies. This committee reviews and approves the educational plans developed by majors in consultation with their faculty advisers, as well as coordinates and evaluates the Black Studies curriculum.

New courses are being developed by the Center for Black Studies in conjunction with various departments and divisions.

BLACK STUDIES 235 - THE NATURE OF BLACK STUDIES. Multi-discipline course covering the various disciplines and fields relevant to the Black experience. There will be an attempt to discuss the theories, controversies, and assumptions of the various disciplines as they are examined and challenged by contemporary Black thought. Zebbs and Faculty. 4

BLACK STUDIES 385 - SENIOR PROJECT. Staff. 3-6

ART 313 - AFRICAN ART. A series of coordinated lectures. Staff. 3

DANCE 225 - JAZZ AND ETHNIC FORMS (AFRICAN DANCE). An experience in dance forms other than modern and ballet. The course may encompass a wide range of styles or it may focus on one area, for example, contemporary jazz or African dance, depending on the instructor for the semester. Benissan. 3

ENGLISH 310 - STUDIES IN LITERATURE: WEST AFRICAN CULTURE THROUGH LITERATURE. An introduction to the culture of Africa through the study of literary selections from representative African writers. Readings will consist of poetry, novels, and dramas chosen for their literary value as well as for their portrayal of cultural elements. While interest will center primarily on post-colonial independent Africa, works depicting traditional and colonial life will be read in order to gain a better understanding of the present. Our attention will focus mainly on the West Coast, though one or two works from East Africa will be studied for cultural comparisons. One 200 level course or consent required. Garrett. 4

ENGLISH 354 - IMAGINATION AND BLACK EXPERIENCE IN AMERICA. An ethnic American literature course designed to acquaint students with the unique vision and voice of America’s minorities. The Native American, the African American, the Latin American, the Asian American, the Jewish American, and the European American each provides us with a special exposure and perspective on the American Experience, the American Personality, and the American Dream. And each demonstrates the creative possibilities of language and imagination applied to culture and tradition. Staff. 4

ENGLISH 355 - THE HARLEM RENAISSANCE. Pending Academic Affairs Council approval. Staff. 4

ENGLISH 356 - THE NARRATIVE AND POETRY OF BLACK AMERICA. A literary study of representative samples of the slave narrative, black biography and autobiography, as well as fiction. Staff. 4
ENGLISH 357 – RENDEZVOUS WITH THE THIRD WORLD. A survey of the literature of Latin America, South America, Africa, and the Caribbean organized under the rubric of the “Black Aesthetic,” and illustrative of both the particularity and universality of the human condition. Staff. 4

ENGLISH 359 – ORAL TRADITION AND FOLK IMAGINATION (BLACK). An inquiry into the methodology of folklore study and an examination of the folk idiom and datum of the Afro-American experience. Its tragedy and comedy, pathos and humor, blues and soul. Staff. 4

HISTORY 215 - A HISTORY OF BLACKS IN AMERICA. A study of the experience of Blacks in America with emphasis on the African heritage, slavery, Civil War and Reconstruction, the policies of discrimination, the shift to urban life, the rise of the ghetto, and the age of protest and change. (Should ordinarily be taken in freshman year if used to fulfill GE requirement.) Kirby, Zebbs. 4

HISTORY 316 – TOPICS IN BLACK HISTORY. Analysis of the development of Black American ideologies, institutions, leaders, and culture based around topical themes with an emphasis on the interrelationship of historical and contemporary Black thought and activity in American life. Prerequisite: History 215. Zebbs. 4

HISTORY 381 – AFRICA: DYNAMIC AND DIVERSIFIED CONTINENT. A study of major problems and issues in African history with an emphasis on the recent past. Schilling. 4

LATIN AMERICAN 401 – SEMINARS IN PROBLEMS IN LATIN AMERICA. Two seminars. Seminars in the different areas and/or problems in Latin America and developed by the different departments participating in the program. 6

MUSIC 111 – AFRICAN MUSIC. Benissian. 3

MUSIC 206 – EARLY AMERICAN BLACK MUSIC. This course will review the sociological, historical, and musical aspects of the development of Black American music focusing particularly on the period of 1895 to 1930. Waldo. 3

SOCIOLOGY 345 – PEOPLES AND CULTURES OF AFRICA. The ethnography of Africa, South of the Sahara, with special emphasis on social change and modernization. Geiger. 3

RELIGION 312 – BLACK RELIGION AND BLACK THEOLOGY. This course will explore the phenomenon in the Black experience of trust in God and confidence in the future, with special attention given to the Theology of Hope. Consideration will be given to the issues of the Secular vs the Religious, Black Life Style, the Black Church, Responses to Oppression, and New Age theme. The Black religious experience would be illustrated by such materials as Black music (spirituals, etc.), Black poems, and Black theological writings by such men as Bill Jones, Major Jones, L. V. Thomas, and Dr. James H. Cone. Jackson. 4

Additional Black Studies-oriented courses in the departments of Economics (the Economics of the Black Community), Psychology (the Psychology of the Black Community with an emphasis on childhood and family life), and Sociology and being developed.

A Black Studies Practicum, offering exposure to the economic, social, and political life of the Black Community, is established. Opportunities for students may include liaison work with various institutions that serve the Black Community, which include the Urban League, The Bedford-Stuyvesant D & S Corporation, and the Dartmouth College.
Jersey City Program Students through the Center for Black Studies have taken part in individual projects in congressional offices in Washington, D.C.

The major in Black Studies qualifies for the Bachelor of Arts degree upon completion of his or her educational career at Denison.

Arthur A. Zebbs, Director of the Center for Black Studies and Assistant Professor of Black Studies.

Benjamin F. McKeever, Assistant Professor of English.

Dr. Larry Ledebur, Associate Professor of Economics.

Dr. Claiburne Thorpe, Professor of Sociology.

Dr. John Kirby, Assistant Professor of History.

Dr. Naomi Garrett, Visiting Professor.

Dr. William Nichols, Associate Professor of English.

John Jackson, Instructor of Religion.

Dr. Emmett Buell, Assistant Professor of Political Science.

Dr. Joseph de Armas, Associate Professor of Modern Languages.

Russell Geiger, Visiting Assistant Professor of Sociology and Anthropology.

John Benissan, Visiting Lecturer.
Classical Studies

Classical Studies, which explore the rich literature, ideas, and artistry of Greek and Roman civilization, illuminate the origins of our own culture.

The classics — in translation or in the Greek and Latin languages — provide a helpful supplement to work in modern languages, philosophy and religion, history, and the arts, or in preparation for law and medicine.

Courses in Greek Language

GREEK 111-112 - BEGINNING GREEK. Introduction to the fundamentals of the Greek language and practice in reading selections of classical texts and the New Testament. Open to all without prerequisite.

Thompson. 4

GREEK 211-212 - INTRODUCTION TO GREEK LITERATURE. The curriculum will depend on students' interest.

Thompson. 4

GREEK 361-362 - DIRECTED STUDY. Advanced work in Greek.

Thompson. 3

Courses in Latin Language

LATIN 111-112 - BEGINNING LATIN. The aim of the course is that students should acquire a knowledge of Latin painlessly. Designed so that students will approach significant materials as soon as possible, the course provides that students shall use their knowledge of the language as they acquire it to learn about ancient Rome — its history, thought, values and private life. For students with no previous knowledge of Latin.

McNaughton. 4

LATIN 211 - INTRODUCTION TO LATIN LITERATURE. Reading in Latin is to be developed by careful analysis of Vergil's Aeneid as representative of the Augustan Age. Prerequisite: Latin 111-112 or equivalent.

Thompson. 4

LATIN 361-362 - DIRECTED STUDY. Advanced work in Latin.

Thompson, McNaughton. 3

Courses in Classical Civilization

CLASSICAL CIVILIZATION 101 - ATHENIAN CLASSICISM. A study of the cultural and political life of ancient Athens during the fifth and fourth centuries B.C. Developments will be traced through Greek writings of the period — including history, tragedy and comedy, philosophy and oratory, and through archaeological remains, particularly the sanctuaries on the Acropolis and monuments associated with drama. All readings are in English. No prerequisites.

Thompson. 4

CLASSICAL CIVILIZATION 103 - GREEK MYTHOLOGY. A study of Greek myths, their function in ancient culture and their continuing importance. Readings in translation will be drawn from Homer, Hesiod, Greek drama, Apollonius, and Ovid. Some attention will be given to myths of creation, the spectrum of gods and goddesses and heroic models of human experience. No prerequisites. Readings in English.

Thompson. 4

CLASSICAL CIVILIZATION 361-362 - DIRECTED STUDY. Thompson. 3
East European and Soviet Studies

This Major is intended to confront the student with a value system different from the one in which he or she grew up. Students will take Soviet Studies 115, The Soviet Union as a Way of Life, and in addition courses in Russian Language, Russian Literature, Russian or Soviet History, Soviet Politics, Geography of the Soviet Union, and Comparative Economic Systems. The total number of required courses is eight, or about 30 credit hours. Among the courses related to this major are:

SOVIET STUDIES 115 — THE SOVIET UNION AS A WAY OF LIFE. This course, through the use of literature, film discussion and general interaction among the instructors and between the instructors and the students will introduce the land and the peoples of the Soviet Union and Eastern Europe. The course will present the cultural, political, and social heritage of the area of the world and create an awareness of the Weltanschauung of the peoples of these countries in our present day. Bigelow, Bishop, Wowk. 4.

HISTORY 347—HISTORY OF RUSSIA TO 1917. Development of the Russian people and state from their earliest origins to 1917. Political, economic, and social relations and foreign policy. Bigelow. 4.

HISTORY 348—HISTORY OF THE SOVIET UNION. Political, economic, social, and diplomatic evolution of Soviet Russia and the Republics of the USSR from about 1917 to the present. Bigelow. 4.

HISTORY 360—EASTERN EUROPE: THE CULTURAL BATTLEGROUND OF EUROPE. Bigelow. 3.

RUSSIAN 111-112—BEGINNING RUSSIAN. Drill in sentence patterns with special attention to pronunciation and oral work. Composition and reading. Work in the language laboratory is required. No credit is given for 111 unless 112 is completed. A student with one year of credit in high school Russian may register for 112. 3.

RUSSIAN 211-212—INTERMEDIATE RUSSIAN. Review of structure, conversation, reading, and composition. Drill in language laboratory is required. Prerequisite: 111-112 or two years of high school Russian. 4.

RUSSIAN 305—ADVANCED RUSSIAN GRAMMAR AND COMPOSITION. Intensive grammar, review, reading, and composition. Conducted in Russian. Prerequisite: 211-212 or 4 years of high school Russian. 4.

RUSSIAN 316—19th CENTURY LITERATURE IN TRANSLATION FROM PUSHKIN TO TURGENEVI. Major literary movements and figures with emphasis on works of Pushkin, Gogol, Lermontov, Goncharov, and Turgenev. Conducted in English. 4.

RUSSIAN 317—19th-CENTURY RUSSIAN LITERATURE IN TRANSLATION FROM DOSTOEVSKY TO BLOK. Major literary movements and figures with emphasis on works of Dostoevsky, Tolstoy, Aksakov, Leskov, Chekhov, Bunin, Andreev, and Blok. Conducted in English. 4.

RUSSIAN 318—RUSSIAN SOVIET LITERATURE. Major literary movements and figures with emphasis on works of Mayakovsky, Gorky, Fadeev, Leonov, Fedun, Sholokhov, and Pasternak. Conducted in English. 4.
POLITICAL SCIENCE 322 - THE POLITICS OF THE SOVIET UNION AND EASTERN EUROPE. Designed to introduce the politics of the Soviet Union and eight East European states. Considered will be physical environment language of Soviet politics (Marxism - Leninism), as well as some brief attention to Russian history and the history of working class movements. The Soviet Union will be considered in some detail as a political model. The Eastern European states of Albania, Bulgaria, Czechoslovakia, East Germany, Hungary, Poland, Romania, and Yugoslavia will subsequently be analyzed in terms of the transference of the Soviet model. In the course two themes will be emphasized: the developmental-modernization aspects of politics in the Soviet Union and Eastern Europe and the organizational bureaucratic aspects.  

Bishop. 4

POLITICAL SCIENCE 339 - COMPARATIVE FOREIGN POLICY: THE SOVIET UNION AND THE UNITED STATES. This course will be a comparative analysis of the sources, institution, and conduct of foreign policy in the contemporary international arena. Emphasis will fall upon the ways in which the major international powers define their foreign policy goals and attempt to research them.  

Bishop. 4

POLITICAL SCIENCE 402 - SEMINAR: VARIOUS TOPICS ON SOVIET ELITE AND SOVIET FOREIGN POLICY.  

Bishop. 4

ECONOMICS 312 - COMPARATIVE ECONOMIC SYSTEMS. A study of alternate economic systems as conceived by theoreticians and a comparative study of economic systems as they exist in reality. The course emphasizes the development and current performance of the economic systems of the United States, England and the Soviet Union. Prerequisite: 200.  

Henderson. 4

A geography Course GEOGRAPHY OF THE USSR AND EASTERN EUROPE to be developed.  

Mahard. 3

GEOGRAPHY 240 - GEOGRAPHY OF THE SOVIET UNION.  

Mahard. 3
French Area Studies

The subjects taken for the Area Study major on France are chosen from Modern Languages, Geography, History, Political Science, Economics, Philosophy, Sociology, and English.

A student begins an Area Study of France by taking the introductory course, French 201-202. The course includes the cultural background and significant contemporary political, sociological, and economic problems of France — its position in the affairs of the world today and its relation to the United States. A directed study course in the area is taken during the senior year, giving the student an opportunity for independent study on any phase of the area which best satisfies his or her interests.

The Area Study program attempts to provide the background necessary for students who are planning to enter foreign service, business enterprises dealing with foreign countries, teaching, journalism, international relations work, or related activities. Its ultimate objective is to bring about a better understanding among peoples of various races and nations. It is valuable also as a cultural major, providing an understanding of the present-day characteristics and problems of the world outside the United States, leading to a better comprehension of our relationships with the foreign area.

French Area Studies

FRENCH 201-202 — AREA STUDY: FRANCE. The cultural background and significant contemporary political, sociological, and economic problems of France — its position in the affairs of the world today, and its relation to the United States. Conducted in English. O’Keefe. 3

FRENCH 401-402 — PROBLEMS IN AREA STUDY. A terminal integrating course of independent study to be taken in the senior year by the student majoring in the transdepartmental sequence, AREA STUDY: FRANCE. O’Keefe. 3

Language and literature 12 hours at the 311 level or above, must include:

FRENCH 415 — ADVANCED FRENCH GRAMMAR AND WRITING. Intensive grammar review and composition on the advanced level. Offered both semesters. First semester limited to seniors; second semester, juniors. Prerequisites: 311 and 312 or equivalent. Emont. 4
Economics

ECONOMICS 200 - PRINCIPLES AND PROBLEMS. An examination of the economic system to provide the knowledge of fundamental principles and working tools prerequisite for economic analysis. Student may fulfill the requirements either by a modular or self-paced program. The following represent some of the specific topics considered in the modular program:

- Growth and Change
- Business Firms and Consumers
- Political Economy - the Government's Role
- Urban Problems
- Environmental Problems
- Work and Leisure
- Emphasis on the Black Community
- Economies of the World

Staff. 4


Lucier. 4

Geography

GEOGRAPHY 232 - GEOGRAPHY OF EUROPE. Environmental factors and their significance in the affairs of Europe; emphasis is placed upon geographic factors which play a role in current events in Europe.

Mahard. 3

History

HISTORY 211 - MODERN EUROPE. An examination of European society from the French Revolution to the present in the light of the forces which mold its attitudes and institutions.

Staff. 4

HISTORY 351 - EUROPEAN DIPLOMATIC HISTORY: 1815-1914. A study of European international relations from the Napoleonic period to the First World War.

Schilling. 4

HISTORY 353 - WAR AND REVOLUTION IN THE 20th CENTURY. An examination of how the twin forces of war and revolution have shaped the character of the contemporary world. Geographically, the course will focus primarily on Europe.

Schilling. 4

HISTORY 356 - INTELLECTUAL AND CULTURAL HISTORY OF MODERN EUROPE (19th and 20th CENTURIES). The main currents of Western European thought examined as responses to scientific, economic, social, and political developments in eras of profound change.

Watson. 3

Political Science

POLITICAL SCIENCE 221 - COMPARATIVE POLITICS. A conceptual introduction to the comparative study of politics. The course will present basic social science concepts as tools to analyze politics and political change in modern industrial societies. The course will include a data analysis project utilizing Denison's computer.

Bishop. 4
POLITICAL SCIENCE 341 – INTERNATIONAL POLITICAL SYSTEMS AND PROCESSES. Designed to examine the various modes of analyzing the international political systems and the major political processes supporting it. Among the topics of concern will be the past, present, and prospective patterns of international action and the relevance to each of such factors as domestic and international violence and threats of violence; bargaining, technology, and the various forms of transnational competition and cooperation.

Electives

ENGLISH 349 – READINGS IN EUROPEAN LITERATURE Selected complete works in translation from Dante through Cervantes, Moliere, Goethe to Ibsen and Tolstoy. Downs. 4

ENGLISH 350 – MODERN EUROPEAN LITERATURE Selected major 20th Century works in translations, including such writers as Proust, Kafka, Pirandello, Unamuno, Lorca, Rilke, Gide, Kazantzakis, Camus, and Thomas Mann. Downs. 4

INTERDEPARTMENTAL 271-272 – GENERAL LINGUISTICS The study of the analytical (phonology, morphology, syntax) and cultural comparative and anthropological linguistics, aspects of language, respectively. Goodman. 4


ART 407-408 – MODERN ART. First semester covers from the end of the French Revolution, i.e. ca. 1795-1880's painting, sculpture and architecture, and the developments usually classified under Romanticism, Classicism and Eclecticism. Second semester covers from the late or post impressionistic to, and including the contemporary scene. May be taken separately. Hirshler, Bogdanovitch. 3

The France Area Study major is coordinated by Dr. Charles O'Keeffe.

Faculty on the France Area Study staff are Dr. O'Keeffe, Dr. Richard Lucier, Assistant Professor of Economics, Dr. Lenthil Downs, Professor of English, George Bogdanovitch and Dr. Eric Hirshler, Professors of Art, and Steven W. Rosen, Assistant Professor of Art; Dr. Richard Mahard, Professor of Geology and Geography; Dr. Felicitas D. Goodman, Assistant Professor of Sociology and Anthropology; Dr. David Watson, Professor of History, and Dr. Donald Schilling, Assistant Professor of History; and Dr. William Bishop, Associate Professor of Political Science.

A student interested in this program should contact Dr. O’Keeffe.
Latin American Studies

With the emergence of Latin America to an important position in world affairs, as well as in the Third World, with the increasing interest of North Americans in hemispheric events, and in light of the current political and economic situation in some of the countries south of our border, Denison University is offering an interdisciplinary major which affords both broad preparation and specialized training in the field of Latin America.

The studies are inter-disciplinary in their approach and are designed to develop competence relevant to employment in governmental agencies, private enterprise, and teaching as well as a good and broader preparation for graduate work.

Although the designed program is a flexible one, offering some options to the students, a minimum of 30 hours is required. Nevertheless, special consideration could be given by the Committee of Latin American Studies to individual needs and interests.

The Latin American Studies curriculum consists of:

Language — Proficiency in Spanish or Portuguese (four years in high school or its equivalent in college) and one of the following courses: Spanish 216, 217, or 378 unless waived.

Latin America — One course, Introduction to Latin American Studies, Spanish 201.

History — Two courses, from 391, 392, 393, 394.

Economics — One course, 316 or 350

Geography — One course, 230.

Sociology — One course, 319

Latin America 401 — Two courses (seminars) in any area or field.

Study abroad or at other universities:

Students are strongly suggested to engage in a program of studies in a Latin American country—Brazil, Colombia, Costa Rica, etc.—or at a North American university which is outstanding in the field of the individual student’s interest.

The Latin American Studies major is organized and administered by a faculty committee and a coordinator. The committee, acting as a department, coordinates, reviews, and changes the program according to economic, political
historical and sociological events of modern Latin America. Updating the program is a major objective of the committee and staff.

Staff:

Dr. Joseph R. de Armas — Coordinator, Latin American Studies Program and Associate Professor of Modern Languages.

Dr. Donald M. Valdes — Professor of Sociology and Anthropology.

Dr. Charles W. Steele — Professor of Spanish.

Dr. Richard H. Mahard — Professor of Geography.

Dr. Larry Laird — Assistant Professor of History.

Dr. Robert B. Toplin — Assistant Professor of History.

Dr. Paul G. King — Associate Professor of Economics.

Dr. Felicitas D. Goodman — Assistant Professor of Sociology and Anthropology.

For information, contact Mr. de Armas.

**Latin American Studies**

**SPANISH 201 — INTRODUCTION TO LATIN AMERICAN AREA STUDIES.** An introduction to the nature and problems of Latin American Civilization. A study of the land, the people, their culture, and its place in the contemporary world. Conducted in English. Armas. 4

**Language and Literature (one course)**

**SPANISH 216 — CONVERSATION.** Intensive practice in audio-lingual skills on the intermediate level. Prerequisite: 215 or consent of instructor. Armas, Proano. 3

**SPANISH 217 — MASTERPIECES OF SPANISH AMERICAN LITERATURE.** The study of examples of the various genres: novel, short story, drama, essay, poetry, and non-literary articles on the fourth-semester intermediate level. Steele. 3

**INTERDEPARTMENTAL 378 — A STUDY OF SELECTED WORKS IN TRANSLATION OF SPANISH-AMERICAN WRITERS.** These writers are living symbols of the ideological and social struggle of Latin America and the Third World. While the outstanding literary value of their works will be examined and established, the emphasis of the course will be on examining them as interpretations of a culture. As statements of problems, values, and hopes of Latin Americans, they are in turn expressions of universal man. Staff. 3

**History (two courses)**

**HISTORY 391 — INTRODUCTION TO LATIN AMERICA.** A survey of the colonial period and an introduction to the problems of Mexico, Central America, and the Caribbean in modern times. Special emphasis is given to a study of the Mexican and Cuban revolutions. Staff. 4

**HISTORY 392 — MODERN SOUTH AMERICA.** A survey of South America in the 19th and 20th centuries and a study of the problems of economic and social change. Staff. 4
HISTORY 393 - MODERN LATIN AMERICA: EVOLUTION OR REVOLUTION. An examination of contemporary Latin American history, focusing on topics such as models for economic change, United States diplomacy, Marxism, guerrilla activities, the Cuban Revolution, and the role of the military. Staff. 4

HISTORY 394 - HISTORY OF BRAZIL. A study of the social, political, and economic history of Brazil from Colonial times to the present. Staff. 4

Sociology and Anthropology (one course)

SOCIOLOGY 319 - SOUTH AMERICAN INDIANS. Ethnography of Indians south of the Rio Grande with special emphasis on culture contact and culture change. No prerequisites. Offered first semester. Goodman. 3

Economics (one course)

ECONOMICS 316 - ECONOMIC DEVELOPMENT. A survey of the structure and problems of the underdeveloped economies with particular emphasis on the major determinants of economic growth. Prerequisite: 200. King. 3

ECONOMICS 350 - LATIN AMERICAN ECONOMIC DEVELOPMENT. Open to advanced students with the consent of the instructor. Staff. 4

Geography (one course)

GEOGRAPHY 230 - GEOGRAPHY OF LATIN AMERICA. Environmental factors and their significance in the affairs of South America. Mahard. 3

Seminars

INTERDEPARTMENTAL 341 - CARIBBEAN STUDIES. A seminar designed for students who wish to combine a study of some aspects of the Caribbean area. The course offers a broad perspective of the ethnic, social, political, and economic problems of the so-called Caribbean area, which encompasses black as well as white countries. The focus of the seminar will be on the troublesome spots of the Caribbean: Cuba, Puerto Rico, Haiti, Barbados, Martinique, etc., and their relationship to the United States. Armas. 3

LATIN AMERICAN 401 - SEMINARS IN PROBLEMS IN LATIN AMERICA. Two seminars. Seminars in the different areas and/or problems in Latin America and developed by the different departments participating in the program. Armas. 6

INTERDEPARTMENTAL 407 - CASTROISM AND THE PROCESS OF THE CUBAN REVOLUTION. A seminar on present-day Latin American trends with an analytical and comparative study of the Cuban Revolution; emphasis will be on the social, political, economic, cultural, and historical circumstances prevailing in Cuba before and after 1959. Armas. 3
Urban Studies

The Urban Studies major is a trans-departmental approach to the study of urban life.

The student is given a variety of social scientific views of the nature of urban existence in the six-course core curriculum. In addition, the student may pursue his or her particular interests by selecting from a list of appropriate cognate courses.

Alternatively, a range of experiential options available in urban areas may be chosen by students who desire to increase their first-hand knowledge of the city.

Up to 8 credit hours from this experience may be applied toward the major. Satisfactory completion of 32 credit hours is required for the major.

Core Courses

Basic courses required of all majors include the following:

INTERDEPARTMENTAL 211 – THE STUDY OF URBANIZATION. Deals with the origins of the cities, the role of cities in the social, political, cultural, and economic development of areas. Major theories are discussed in a critical comparison of the contributions of the different social sciences to urban studies.

INTERDEPARTMENTAL 456 – REFLECTIONS ON URBAN STUDIES. A seminar for senior majors in the spring semester. Prospects and problems for the future city will be the topic for reading, reports, and discussions.

HISTORY 312 – THE CITY IN AMERICA. The pattern of American urban growth from colonial times to the present will be examined, with somewhat more attention being given to the post-Civil War period. Intellectual and cultural aspects will be considered along with the economic, social, and political.

SOCIOLOGY 307 – URBAN SOCIOLOGY. The social structure of the metropolis, including its class structure, behavioral patterns, and cultural framework are explored. An institutional and cross-cultural approach will be utilized whenever possible. Prerequisite: Sociology 207, 330, or interdepartmental 211.

ECONOMICS 320 – URBAN ECONOMICS. An examination of the economic problems and remedial alternatives in urban areas. This includes analysis of such problems as the declining environmental quality of urban areas, urban sprawl, urban blight, the declining inner city, maldistribution of incomes and job opportunities, air and water pollution, waste disposal, urban transportation systems, and racial enclaves. The casual factors creating these urban dilemmas and the policy alternatives available for the improvement of quality of urban life are examined and remedial policy measures evaluated. Prerequisite: Economics 200.
POLITICAL SCIENCE 333 – URBAN POLITICS. Each spring semester, Urban 204 focuses on some specific problem areas of public policy confronting the nation's cities. This term the focus will be on poverty. The course will deal with definitions of poverty and their consequences; the difference between urban and rural poverty, the concentration of the poor; the antipoverty programs of the Kennedys, Johnson, and Nixon administrations; the role of policy-making institutions in dealing with poverty, and proposed solutions.

Possible Cognate Courses

Additional credits which may be applied toward the major may be obtained in cognate courses. Selection of appropriate courses will be made in consultation with the major advisor and in accordance with the student's special interests. These courses may include such offerings as the following:

- Black Studies 231-232
- Black Studies 235
- Interdepartmental 441-442
- Interdepartmental 441A-442A
- History 215
- History 305
- History 314
- History 343
- History 352
- History 356
- Economics 300
- Economics 302
- Economics 310
- Economics 316
- Economics 318
- Political Science 211 (section 2 U)
- Sociology 208
- Sociology 209
- Sociology 313
- Sociology 340
- Art 312
- English 255
- Psychology 338

Black Culture in America
The Nature of Black Studies
Environmental Studies
Environmental Studies Seminar
History of Blacks in America
Recent American History
American Social History Since 1660
Modern Britain
Social History of Modern Europe
Intellectual and Cultural History of Modern Europe
Contemporary Economic Issues and Policy
Micro Economics
Public Finance
Economic Development
Economic Development of the United States
American Political Behavior and Institutions (Urban emphasis)
Human Ecology
Social Problems and Social Policy
The Family
Collective Behavior
History of Contemporary Architecture
Imagination and Black Experience in Literature
Social Psychology

Descriptions of the above cognate courses may be found in their respective departmental sections of this book.

A description of available experiential options is available through the Office of the Urban Studies Director, Mr. Potter. Included among these options is an interdepartmental field/study seminar to be offered regularly by members of the Urban Studies Coordinating Committee. This seminar is devoted to research projects focused on nearby urban areas.

Students interest in the Urban Studies program should see Dr. Potter.
Interdepartmental Courses

GENERAL EDUCATION 18 - INTRODUCTION TO PHILOSOPHY AND THEOLOGY. A study of selected philosophical issues including freedom and determinism, ethical relativism, the objectivity of knowledge, the possibility of knowledge of God, and the purpose of human existence. Students read and critically analyze representative essays from a variety of historical periods. They are encouraged to express their own judgment on the issues through class discussion, papers, and essay exams. Scott, Gibbons. 4

INTERDEPARTMENTAL 130 - PSYCHOLOGY OF EFFECTIVE STUDY. This seminar is intended primarily for students who feel that academic difficulty, either present or anticipated, may result from inefficient methods of study. The course will focus on those skills related to efficient processing of information. This will include a brief introduction to basic concepts related to the memory system - that is, how information is stored and retrieved from memory. The emphasis of the course will be on effective strategies and procedures related to the acquisition and retrieval of information. Among topics to be covered are: Understanding and Comprehension, Organization and Memorization, Examination Skills, and Basic Reading Skills. In addition, some time will be devoted to motivational variables and effective budgeting of time. Limited enrollment. Graded on satisfactory/unsatisfactory basis. Thios. 2

INTERDEPARTMENTAL 140 - CAREER PLANNING. An examination of the basic techniques and resources available for developing a career plan, determining the employment requirements and the current and prospective demand for persons engaged in particular occupations and in specific sectors of the economy, and in locating and securing employment which provides an opportunity to use one's talents to the fullest. Students develop their ability to use these resources and to apply these techniques effectively themselves through a planned program of reading and exercises designed for this purpose. Satisfactory/Unsatisfactory grading. Prerequisites: junior or senior standing. Huff. 3

INTERDEPARTMENTAL 246 - WOMEN'S STUDIES. A survey course by and about women presenting content which belongs to various academic disciplines but which is often omitted from courses offered within university departments. Topics are selected from social sciences, life sciences, humanities, and fine arts, utilizing the competence of faculty and other women as participant-lecturers wherever possible. Equal emphasis is placed upon developing mastery of content, self-awareness of sex roles, and community responsibility. Instruction is by means of required and suggested readings, lectures by local and visiting experts, films, small group discussions, individual and group projects, and student writing. Evaluation is on the basis of Satisfactory/Unsatisfactory. Letter grading is possible by petition in advance. Open to women and men. Staff. 3

INTERDEPARTMENTAL 271-272 - GENERAL LINGUISTICS. The study of the analytical phonology, morphology, syntax, and cultural comparative and anthropological linguistics aspects of language, respectively. Goodman. 4

INTERDEPARTMENTAL 320 - ASIAN LITERATURE IN ENGLISH TRANSLATION. A sampling, chronological within each culture, of drama, epistle, essay, fiction (long and short), and poetry (epic, ode, lyric) from Babylon, China, India, Japan, Persia, and other Asian countries. Stoneburner. 4
INTERDEPARTMENTAL 324 - RELIGION AND PSYCHOLOGY. An exploration of the religious phenomenon from the perspective of psychology. In reading works by C. G. Jung, Sigmund Freud, Erich Fromm, and others, attention will be given to their operative understanding of religion and the appropriateness of their methodology to the subject matter. Analyses will be made of psychological and theological statements on a common religious theme. Some attention will be given to efforts at correlating the two disciplines. Same as Religion 324. Woodyard. 4

INTERDEPARTMENTAL 341 - CARIBBEAN STUDIES A seminar designed for students who wish to combine a study of some aspects of the Caribbean area. The course offers a broad perspective of the ethnic, social, political, and economic problems of the so-called Caribbean area, which encompasses black as well as white countries. The focus of the seminar will be on the troublesome spots of the Caribbean: Cuba, Puerto Rico, Haiti, Barbados, Martinique, etc., and their relationship to the United States. Armas. 3

INTERDEPARTMENTAL 349 - JEWISH CULTURAL AND INTELLECTUAL HISTORY. The fall semester covers post-Biblical to the Enlightenment periods. The spring semester covers the Enlightenment to modern times. A student may enroll for either segment or both. Three credits each semester.

INTERDEPARTMENTAL 372 - SUMMER PROGRAM IN CROSS-CULTURAL PSYCHOLOGY. The intent of this month-long, off-campus summer program is to allow for your learning on two interrelated topics: 1. the ways one's own cultural background affects perceiving and behaving; and 2. the ways learned conceptions of self affect one's perceptions and behavior in a new culture. In order to do this effectively, it is necessary to be intensively involved in a contrasting culture and to develop a special quality of communication with a small learning group. By perceiving and behaving within a contrasting culture, it is expected you will learn not only about that culture but also about you—about you in relation to your home culture, about you in relation to a mutually interdependent learning group, and about you in relation to the physical challenges of living in that new culture. Course format includes a homestay living arrangement, presentations in the history, folklore, and customs of the new culture, presentation of discussion topics in the area of cross-cultural psychology, and beginning language instruction. In 1973 the group lived for two weeks in a small Swiss village and backpacked for two weeks in the high Alps. Each participant desiring credit will be expected to: a) select a particular psychological variable upon which to focus study; b) pursue, prior to the overseas expedition phase, readings on the variable chosen; c) prior to departure, pre-test his/her method of study; d) present not later than six weeks after the expedition an integrative paper or film. Accompanying the group will be two faculty members: a psychologist/program director and a bilingual native chosen for his ability to articulate psychological variables of the contrasting culture. Depending on the student's work, it will be possible to earn up to four hours of academic credit. The grading system will be a Credit/No Entry. Trit. 1-4

INTERDEPARTMENTAL 441-442 - ENVIRONMENTAL STUDIES. The course includes a seminar and problem-oriented experience integrated into a closely coordinated senior program. This program is conceived of as an in-depth investigation of one significant environmental problem, ideally of local community concern, which will focus the attention of all students and faculty upon relevant factors and their implications for solutions. In this manner each participant will contribute from his or her special area of emphasis while experiencing the integration needed for a comprehensive approach to a problem with inherent complexity. The teaching staff consists of eight faculty members, one from each of the following departments: Economics, Political Science, Sociology, Psychology, Biology, Chemistry, Geology, and Physics. Prerequisites: Senior standing, taking concentration in Environmental Studies. Staff. 6
INTERDEPARTMENTAL 441A-442A - ENVIRONMENTAL STUDIES SEMINAR. This program is designed to confront students from diverse disciplines with the complexities associated with those problems centering on environmental quality and its determination. By seminars, field trips, and participation in hearings, conferences, or meetings, students and faculty will come to grips with actual problems found in Central Ohio. This will involve, in addition to attendance, preliminary preparation and follow-up discussions.

Staff. 2

Experimental Courses

These are new courses planned to be taught only once or twice. They have been developed by members of the faculty, frequently working as a team, who are excited about trying out some new ways of putting subject matter together.

INTERDEPARTMENTAL 225 - AMERICAN LITERATURE AND HISTORY. An interdisciplinary study of the issues and the reading normally taught in American Literature. English 230I and American Civilization: History 221. Particular attention will be given to the impact of technology on American culture, using that theme as a way of exploring relationships among American literature and history and our lives in 1975. Kirby, Nichols. 6

INTERDEPARTMENTAL 305 - DENISON CHALLENGE. A course with an off-campus wilderness phase and an on-campus project phase to be offered each semester during the 1975-76 academic year. The Fall course begins August 1975 at Seneca Rocks, W. Va. The Spring course begins January 1976 at Big Bend National Park, Texas. WILDERNESS PHASE. During this portion, students will receive instruction in outdoor skills such as backpacking, rock climbing, caving, expedition planning, and first aid. They will participate in a variety of expeditions, a three-day solo experience, and a final expedition run without instructors. Students will also have the opportunity to meet, backpack and learn with a number of Denison faculty who will be on the course. In addition, students will keep a journal and complete certain readings while in the field. ON-CAMPUS PHASE. Once back at Denison, students will complete an individually-designed course project related to questions raised in the field. The nature and scope of these projects will be the responsibility of each individual with emphasis placed on integrity, initiative, and excellence. A report based upon the project will be presented toward the end of the course. In addition, students will be confronted, as a group, with problem solving modules from a number of academic disciplines. The group must decide on a structure and strategy suitable to the solution of each problem. Cooperation, in addition to integrity, initiative, and excellence, will be demanded by these problems. The cost of the course, above and beyond usual tuition, will be between $400 and $500, depending on the number of students enrolled. Graded Credit-No Entry. Parchem. 4

INTERDEPARTMENTAL 313-314 - CLASSICAL EAST ASIAN THOUGHT. A study of the classic values and ideas of East Asian Civilization - China and Japan. Confucianism, Taoism, and Shinto will be studied not only in themselves, but in comparison to Western values and ideas. Ethics, politics, aesthetics, poetics, metaphysics, and economics will be among the areas studied. The first semester will consider the evolution of these concepts in the Classical Period. The second semester will consider the evolution of classical form up to and including modern times. Each semester course may be taken independently of the other. Offered in 1975-76 only. McNaughton. 4

INTERDEPARTMENTAL 401 - CASTROISM AND THE PROCESSES OF THE CUBAN REVOLUTION. Armas. 3
Art

All courses (studio and art history) will satisfy the Three-Hour Basic Requirement in the Arts. Art 103 does not count toward the minimum hours for an Art Major.

**Major in Art**

The Art Department offers courses for two degrees — Bachelor of Arts and a Bachelor of Fine Arts.

The candidate for the Bachelor of Arts degree may take up to 52 semester-hours of credit. The minimum requirement in Art is 30 semester-hours.

The candidate for a Bachelor of Fine Arts degree may take a greater number of semester-hours of credit in the Studio, Art History, and related fields. For this degree the candidate is privileged, with the consent of the departmental chairperson, and adviser, to substitute for Specified Requirements. The minimum requirement in Art is 40 semester-hours. No less than 12 hours of Art History are required.

Prospective students who apply for admission for the B.F.A. degree are invited to submit a portfolio for evaluation and recommendation to the Admissions Committee between the middle and end of February.

The student may elect to work toward either degree in the following programs:

**Art History** offers two kinds of majors. There is the professional major for a student who wishes to pursue his or her studies later at a graduate school and the major who is looking for a career in connoisseurship, conservation (care and restoration of works of art), teaching art history at the secondary school level or working in museums or civil service. The B.A. is the typical degree in this program although under certain circumstances a B.F.A. may be recommended in consultation with advisers and the chairperson. In addition to meeting the departmental minimum semester-hours, an Art History major is advised to take two courses in the Studio field and to take foreign languages.

**Studio Major** is offered for the student who plans a career as an artist or as an artist working as a college or high school teacher of Art. Areas of studio concentration offered in this program are Ceramics, Graphics, Painting, Sculpture, and Photography. The B.F.A. is typical of this major, although it is possible to major in the Studio field as a B.A. candidate. Students planning to take the B.F.A. degree must elect this
program no later than the first semester of the sophomore year. Any student whose interest lies in the Studio area should enroll in the Principles of Art courses in the freshman year.

Senior art students hoping to complete a Bachelor of Arts degree in Studio Art will present a group show of their work each year. This work will be evaluated by the art staff as a whole with all the concerned students present.

Beginning with the 1973-74 academic year, any student wishing to complete a Bachelor of Arts degree in Studio Art must have a minimum of nine hours of three courses in one particular studio area (Painting, Prints, Sculpture, Ceramics, Drawing, or Photography).

A candidate for the Bachelor of Fine Arts degree is required to take a minimum of 40 credit hours in his or her major. A student may design a joint or combined major involving more than one Fine Arts Department.

In addition, a student will take a minimum of 15 credit hours in any of the following areas, other than the major area of concentration: art history, dance, music, theatre, film, photography, studio art.

A Bachelor of Fine Arts degree candidate in studio art must take no less than 12 credits in art history. This can be used to help satisfy the related arts fields requirement of the B.F.A. degree.

| Studio Art | B A | B F A |
| Min. Hrs. | 30 | 40 |
| Art Hist. Requirement | 12 | 12* |
| Related Arts Area | | 15 |

*May be used to satisfy the related arts requirement

| Art History | B A | B F A |
| Min. Hrs. | 24 | 40 |
| Art Hist. Requirement | | 24 |
| Studio Requirement | 2 courses encouraged |

Certain courses in this department require the use of safety glasses. These courses are designated with the words "Safety Glasses Required at the end of their descriptions. A full statement on the use of safety glasses appears on page two.
History of Art Courses

ART 101 - FORMS OF VISUAL ARTS. Illustrated lectures dealing with a topical survey of the visual arts including architecture, sculpture, painting, and the minor arts. Staff. 3

ART 121 - FIELD TRIP. Spring vacation field trip to metropolitan museums, galleries, and other art centers, preceded by studies of collections and followed by written reports. Staff. 3

ART 205-206 - HISTORY OF ART SURVEY. General survey of the Arts of the Western World. Ancient and Medieval (first semester); Renaissance and Modern (second semester). May be taken separately. Rosen, Hirshler. 3

ART 301 - ANCIENT ART. A survey of the ancient arts of the valleys of the Nile, and the Tigris-Euphrates. The development of ancient Greek architecture, sculpture, and vase painting from Minoan through Hellenistic times; the contribution of archeology to the knowledge of Greek Art. Rosen. 3

ART 303 - MEDIEVAL ART. A selective survey of Early Christian, Byzantine, Romanesque, and Gothic Arts considered in their social and cultural context. Rosen, Hirshler. 3

ART 304 - ITALIAN RENAISSANCE ART. Study of architecture, sculpture, and painting of the Italian-centered Renaissance beginning with the Humanism of Giotto in the Trecento and through the Mannerist crisis of the early 1600's. Rosen. 3

ART 305 - NORTHERN RENAISSANCE ART. Study of architecture, sculpture, and painting in Northern and Central Europe. France, the Low Countries, Germany, etc.) from the 14th Century (Van Eyck) through the age of Reformation (Durer and his contemporaries). Hirshler. 3

ART 307 - INDIAN ART. The Art of India, beginning with the Indus Valley Civilization through the Moghul era. A foundation of architecture, sculpture, and painting of Hindu, Buddhist, and Muslim India designed as a beginning for all of Asia. Davis. 3

ART 308 - ART OF CHINA AND JAPAN. The Art of Northern Asia as exemplified by Chinese and Japanese sculpture, painting, and ceramics. A fundamental study, beginning with prehistoric times up to the 20th century. Also, an opportunity to work with the Dye collection of Chinese art. Davis. 3

ART 309 - ISLAMIC ART. The Art of the Middle East under Muslim rule, a study ranging from the 7th century A.D. until the 18th century in Spain, Egypt, Syria, Turkey, and Persia. Architecture, painting, rugs, and ceramics of the most important Muslim art centers. Davis. 3

ART 310 - BURMESE ART. The Art of Southern Asia as seen in Burma, Thailand, and Cambodia. Studied as an outgrowth of Indian culture redefined in each of the three countries and how each differs from India and each other. Opportunity to work with Denison's Burmese collection directly thus learning some problems of museology and curatorship. Davis. 3

ART 311 - ART AND SOCIAL PROTEST. A study of artists as social critics in prints, drawings, and paintings: the art of social and political propaganda, reform, and revolution. Hirshler. 3

ART 312 - HISTORY OF CONTEMPORARY ARCHITECTURE. An international survey of building types, materials, design, and structure from the cast iron age to the present day. The course will cover the making of the international style and America's contribution. Major figures such as the work of Gropius, Corbusier, Sullivan, Wright will be discussed. Bogdanovitch, Rosen. 3
ART 313 - AFRICAN ART. A series of coordinated lectures. Staff. 3

ART 403 - MUSEOLOGY. This course will place special emphasis on the scholarly and professional aspects of formal museum operation. The offering will explore the functions and responsibilities of the curator, research, attribution, publication, the registrar, maintenance of and the production of an archive and general catalogue, accessioning, numerical organization of the collection, reception of objects, and the conservator, restoration, preservation.

Rosen. 2

ART 405 - NORTHERN BAROQUE 1600-1750. The Art of 17th Century Holland, Belgium, Germany, and France. Among the outstanding artists studied will be Hals, Rembrandt, Ver Meer and the Dutch Stillife and Landscape painters, Rubens, van Dyck, Jordaan, Snyders, Teniers, Possin, Claude Lorrain, Georges de la Tour, Philippe de Champagne, the Le Nain brothers, LeBrun and the French Academy. Troger, the Asam brothers, and aspects of architecture and sculpture in these countries.

Hirshler. 3

ART 406 - SOUTHERN BAROQUE 1600-1750. The Art of Italy and Spain during the 17th Century. Roman and regional baroque schools. Among the outstanding artists studied will be the Caracci brothers, Reni, Domenichino, Pietro da Cortona, Lanfranco, Caravaggio and his followers, Bernini, Borromini, and others. In Spain, the study will concentrate on Velasquez, Zurbaran, Ribera, Murillo and developments in sculpture and architecture.

Hirshler. 3

ART 407-408 - MODERN ART. First semester covers from the end of the French Revolution i.e. ca. 1795-1880's painting, sculpture and architecture and the developments usually classified under Romanticism, Classicism, and Eclecticism. Second semester covers from the late or post impressionism to and including the contemporary scene. May be taken separately.

Hirshler, Bogdanovitch. 3

ART 425 - ART IN AMERICA. A survey of the Arts in America from the colonization and settlement to the contemporary scene with emphasis on contemporary American art since 1945.

Bogdanovitch. 3

Studio Courses

ART 103 - ELEMENTS OF VISUAL ARTS (Sections One and Two). Studio Art appreciation. Problems in two- and three-dimensional design to acquaint the student with the contemporary design's visual vocabulary of form and to test the student's interest and range of ability in the Visual Arts.

Campbell. 3

ART 115 - PRINCIPLES OF PAINTING. An exposure to several philosophic approaches to painting with emphasis on traditional and non-traditional techniques.

Bogdanovitch, Jung. 4

ART 131 - PRINCIPLES OF PRINTMAKING. A drawing design, setting up equipment, tools, materials, work methods, printing, registration, the edition protection of prints, c. direct involvement with relief silk-screen intaglio. A one semester course offered every semester. Safety glasses required.

Campbell. 4

ART 141 - PRINCIPLES OF SCULPTURE. This course is based in three areas of concentration. A student will be led to the sculptural idea through a strong grounding in drawing, a historical and contemporary approach to sculptural philosophy through readings and discussion and finally through a confrontation of materials and sculptural process. These will not be approached as separate units but as a total experience. Safety glasses required.

Hook. 4

ART 211-212 - LIFE DRAWING. Study from the human figure in charcoal and other media with emphasis on structure in line, value and color.

Bogdanovitch, Jung. 3
ART 213-214 – LIFE DRAWING WORKSHOP. Advanced study in figure drawing, emphasizing individualized interpretations of the figure in relation to painting, sculpture and graphics. Prerequisite: 211-212 or consent. Bogdanovitch, Jung. 3

ART 215-216 – INTERMEDIATE PAINTING. Continued painting experience with emphasis on developing individual concepts. Jung, Bogdanovitch. 4

ART 217-218 – INTRODUCTION TO STILL PHOTOGRAPHY. Function of cameras, films, developers, and lenses. Taking pictures, developing of negatives and printing, elementary problems of light, form, texture, and composition; historic overview of the camera. Offered both Semesters. Jung, Hook. 3

ART 221-222 – CERAMICS. Basic techniques of building ceramic forms by hand and by wheel as well as by glaze formula, decorative techniques, and the firing process. Bunge. 3

ART 231-232 – GRAPHICS. The several media of printmaking include woodcut, linoleum, and etching in black and white and in color. Campbell. 4

ART 241-242 – SCULPTURE. Experiments in three-dimensional design in various media including clay, casting in plaster, direct work in wood and plastics. Prerequisite: 141 beginning second semester. Safety glasses required. Hook. 3

ART 315-316 – ADVANCED PAINTING. Prerequisite 215. Bogdanovitch, Jung. 3

ART 317-318 – ADVANCED PHOTOGRAPHY. Building on previous acquisition of skill and mechanical knowledge, the student is expected to develop a high degree of competence and independent style in the use of the camera. Students will be expected to participate in photography exhibits. Prerequisites: 217-218 and consent. Will not be offered 1975-76. Staff. 3

ART 321-322 – INTERMEDIATE CERAMICS. Prerequisite: 221-222. Bunge. 3

ART 341-342 – INTERMEDIATE AND ADVANCED SCULPTURE. Prerequisite: 241-242. Safety glasses required. Hook. 3

ART 361-362 – DIRECTED STUDY. For the student of marked creative ability who wishes to pursue advanced subjects not otherwise listed, such as design, drawing, graphics, ceramics, or history and criticism. 3

ART 401 – VISUAL ARTS PRACTICUM. Theory and creative practice in selected areas of the visual arts for the talented and superior student. As registration warrants, the areas listed below will be offered. No more than 18 semester-hours of credit will be counted toward graduation.

- Figure and Portrait Painting
- Design
- Historic Methods and Materials of Painting and Drawing
- Ceramics
- Sculpture
- Graphics
- Commercial Art
- Fashion Illustration
- Seminar in Art Theory
- Assemblage
- Watercolor
- Photography

ART 451-452 – SENIOR RESEARCH. Staff. 4

ART 461-462 – INDIVIDUAL WORK FOR HONORS. Staff. 4

TEACHING OF PUBLIC SCHOOL ART (See EDUCATION 341).
Astronomy

Astronomy 100a and Astronomy 100b are two separate courses in Descriptive Astronomy each covering the whole of Astronomy with somewhat different emphases. Either may be used to satisfy one course of the science requirement. The student who desires preparation for graduate work in Astronomy, Astrophysics, or Space Physics should pursue a modified major in Physics. This program normally will include one or more year courses in Astronomy. See Courses of Study in Physics.

ASTRONOMY 100a - EXPLORATION OF THE GALAXY This course stresses the region of space near the sun. Topics include time, observational techniques, the planets, space travel, the sun as a star, other stars, the galaxy and the origin of the solar system. three lectures and one 2-hour laboratory period each week. No previous training in Physics or College Mathematics is required. Offered each semester. Staff. 3

ASTRONOMY 100b - EVOLUTION OF STARS AND GALAXIES. This course stresses the vast regions of space of which the whole solar system is a minute part. Topics include optical and radio observational techniques, stellar classifications and their evolutions, models of stars, interstellar material, galaxies, cosmology and cosmogony. three lectures and one 2-hour laboratory period each week. No previous training in Physics or College Mathematics is required. Offered each semester. Staff. 3

ASTRONOMY 311-312 - SPECIAL TOPICS IN ASTRONOMY. This course is to provide qualified students with the opportunity to pursue experimental and theoretical work in one or more of the areas of Modern Astronomy. Prerequisites. Junior standing and consent. Staff. 3 or 4

ASTRONOMY 361-362 - DIRECTED STUDY. Prerequisite: Consent of chairperson. Staff. 3

ASTRONOMY 451-452 - SENIOR RESEARCH. Staff. 4

ASTRONOMY 461-462 - INDIVIDUAL WORK FOR HONORS. Staff. 4

Biology

Three basic concerns of this department are graduate and professional school preparation of students, research contributions of the faculty shared, in principle at least, with students, and the expression of empathy between man and the rest of the living state.

The biology curriculum includes prerequisite courses for professional training in Medicine, Dentistry, Medical
Technology, Nursing, and Forestry. It supplies training for the teacher and the laboratory technician and provides basic preparation for graduate study.

Each student's sequence is arranged in consultation with the staff members with whom the student chooses to do his or her advanced work, or with the chairperson of the department.

Major in Biology

A student majoring in Biology (B.A. or B.S.) must elect a minimum of 32 semester hours of credit in Biology, and many not elect more than 40 hours credit. Senior Research (451-452) and Honors Research (461-462) do not count towards the minimum or maximum number of hours for a major. General Zoology (110), General Botany (111), Molecular Biology (112), and Senior Seminar (400) are required of all majors.

Requirements for the Bachelor of Arts degree in Biology include, in addition to the above, one year of Chemistry (excluding Chemistry 100 or 108), or one year of Physics (excluding Physics 100), or one year of Geology (excluding Geology 105) and at least one course from each of the four groupings (A,B,C,D) noted below.

Requirements for the Bachelor of Science in Biology include, in addition to the above, the following: two years of Chemistry, one year of Physics, one semester of Geology, a year of a Denison foreign language at the intermediate level (French, German, or Russian are recommended) or a year of Mathematical Sciences including statistics-Data Analysis (Mathematical Sciences 102) and Computer Science (Mathematical Sciences 101, 101H or 251), and at least one course from each of the four groupings (A,B,C,D) noted below.

Biology course groupings are as follows: Group A — 216, 225, 226, 233, 236, 250, 302; Group B — 201, 211, 215, 223, 224, 234; Group C — 216, 220, 221, 232; Group D — 210, 213, 214, 222, 227, 240, 326.

Major in Biology (Environmental Studies Concentration)

See ENVIRONMENTAL STUDIES

General Education Offerings

The department offers four courses (100, 110, 111, 112) any one of which may satisfy a part of the science requirement in the General Education requirement of the college.

Biology 110, 111, and 112 serve as prerequisites for courses in the department and may be taken in any order. They are in no sense prerequisites for each other, and they
need not all be completed before the student enters advanced courses. It is suggested, however, that students entering 112 (Molecular Biology) have some experience in high school Chemistry. Any one of the above courses may be taken to meet a part of the science requirement.

BIOLOGY 100 (A-E) - GENERAL BIOLOGY A series of courses primarily for the non-major student. The courses are designed to deal with selected principles of the science of the living state. One or more of these courses will be offered each semester but may not be counted toward the requirement for the major.  

Staff. 3

BIOLOGY 110- GENERAL ZOOLOGY. The animal kingdom is studied with emphasis upon concepts of evolution as expressed in genetics, development, problems of phylogeny, and comparative physiology-morphology. Laboratory work includes dissections, problems in genetics, physiology, and observations of living animals. Offered to both majors and non-majors.  

Staff. 3

BIOLOGY II - GENERAL BOTANY. The fundamental biological principles of metabolism, growth and reproduction as expressed in the plant kingdom. Recognition of major plant groups and field identification of common trees or spring flora according to the season.  

Staff. 3

BIOLOGY 112 - MOLECULAR BIOLOGY. A study of the living state at the molecular level. Such topics as the basic morphology of cells, the nature of macromolecules, respiration and energetics and permeability theories are considered. The basic nature of genetic information in cells and viruses, its duplication, its role in protein syntheses and molecular control mechanisms are also discussed.  

Staff. 3

BIOLOGY 201 - HUMAN ANATOMY AND PHYSIOLOGY. A study of human anatomy and physiology. Laboratory is based upon the consideration of a mammal, including both dissection and experimentation. No student who takes 201 will be allowed to register for Biology 234. Prerequisite 110 and consent of the instructor.  

Pettegrew. 4

BIOLOGY 210 - INVERTEBRATE ZOOLOGY. Comparative anatomy, development, and physiology of non-chordate animals. Theories of phyletic origins and relationships are considered along with elements of natural history, behavior, and physiology of individuals. Certain principles of
Limnology and Marine Biology are studied in the context of the above material. Prerequisite: 1 semester of Biology. Haubrich. 4

**BIOLOGY 211 — COMPARATIVE ANATOMY.** A comparative study of the anatomy and physiology of chordate animals with a study of function and its possible relevance as an indicator of selective forces applied in the evolution of structures. Laboratory work is chiefly detailed dissection and study of certain protochordates: the lamprey, the shark, and the cat. Prerequisite: 110 or consent of instructor. Haubrich. 4

**BIOLOGY 213 — FIELD ZOOLOGY.** The biology and identification of local organisms, emphasizing techniques of collection, preservation, preparation, and identification. Prerequisite: 110. Alrutz. 3.4

**BIOLOGY 214 — ENVIRONMENTAL BIOLOGY.** An introduction to the principles of environmental Biology by lectures, field problems, and individual projects. Extensive use is made of the Denison University Biological Reserve. Students registering for 4 credits will do a field problem. Prerequisite: 1 year of Biology or consent of instructor. Alrutz. 3.4

**BIOLOGY 215 — GENERAL MICROBIOLOGY.** An introductory course in microbiology emphasizing the general structure, occurrence and types of bacteria, molds and viruses, as well as their cultivation in the laboratory. Mechanisms of pathogenicity and host defense mechanisms are also discussed. Laboratory emphasis is on the fundamental techniques of isolating, culturing and staining of bacteria with identification of unknown organisms an integral part of the lab. Prerequisites: 110, 111 or 112 or consent of the instructor. Stukus. 4

**BIOLOGY 216 — ADVANCED MICROBIOLOGY.** An advanced topics course in microbiology. Subjects considered include bacterial physiology, environmental microbiology, pathogenic microbiology, virology and immunology. Prerequisites: 215 or consent of the instructor. Stukus. 4

**BIOLOGY 218 — PLANT MORPHOLOGY.** Designed to emphasize the morphology and morphogenesis of plants. To this end examples from all plant groups will be discussed with concentration on the algae, fungi, and seed plants. Where applicable, embryology and developmental anatomy will be stressed as they relate to environmental control systems. Laboratories include tissue culturing, demonstration of various environmental parameters on morphogenesis, and the study of structures. Prerequisite: III or consent of the instructor. Loats. 4

**BIOLOGY 220 — SYSTEMATICS.** A study of taxonomic principles and techniques and their application to the vascular plants. Laboratory and field emphasis is on the local spring flora. Prerequisite: III or consent of the instructor. Reubuck. 4

**BIOLOGY 221 — COMMUNITY ECOLOGY.** An analysis of biological organization of the population, community, and ecosystem levels. Field studies include observation of local communities and investigation of methods of measuring and sampling communities. Laboratory and greenhouse experiments are designed to study species interactions. Prerequisites: 110, 161 or consent of the instructor. Reubuck. 4

**BIOLOGY 222 — PARASITOLOGY.** An introduction to the biology of animal parasitism with special consideration of those organisms affecting man. Lectures and associated visual aids emphasize the interrelatedness of human ecology and parasitic adaptations. Laboratory studies lead to an understanding of structure and facility in identification. Prerequisite: 1 year of Biology or consent of instructor. Alrutz. 3

**BIOLOGY 223 — HISTOLOGY.** Microscopic anatomy of vertebrates, chiefly mammals, including the making of microscopic preparations. Prerequisite: 160 or consent of the instructor. Norris. 4
BIOLOGY 224 - DEVELOPMENTAL BIOLOGY. A course to present development as a single science in which the descriptive morphological approach and the experimental-physiological and biochemical-genetical approaches are integrated, since all of these contribute to a more comprehensive understanding of the development of organisms. The laboratory work is based primarily upon a study of the comparative development of the vertebrate body. Certain invertebrates and the lower chordates, fish, frog, chick, mouse, and pig, with some experimental work are included. Prerequisites: 110 and 162 or consent of the instructor. Gerdy. 4

BIOLOGY 225 - GENETICS. A basic course in the principles of heredity, dealing with classical, neo-classical, and modern biochemical aspects of the subject, and concerned with both human and non-human material, as well as the genetic basis of variation as it bears on evolutionary theory. Prerequisites: 110 and 112 or consent of the instructor. Gerdy. 4

BIOLOGY 226 - MICROBIAL GENETICS. A course emphasizing the genetics of bacteria. Topics considered include mutation theory, mutagenic agents, the structure and replication of genetic material, recombinations, and known regulatory mechanisms found in bacteria. Laboratory experiments demonstrate the nature of variations and recombinations in bacterial cells. Prerequisites: 112, 215 or consent of instructor. Stukus. 4

BIOLOGY 227 - ENTOMOLOGY. Introductory study of insects, utilizing field and laboratory experiences. Prerequisite: 1 year of Biology or consent of instructor. On demand. Airutz. 3

BIOLOGY 232 - PLANT PHYSIOLOGY. A lecture and laboratory study of the functional relationships of the plant body in which absorption and transfer of materials, photosynthesis, respiration and transpiration are treated with special attention to the problems of plant growth and development. Prerequisites: 111 and 162 or consent of instructor. Loats. 4

BIOLOGY 233 - GENERAL PHYSIOLOGY. This is a lecture and laboratory study of some of the physical factors influencing physiological function on both the cellular and organ levels in invertebrate and vertebrate animals, and of the comparative physiology of major organ systems. Considerable attention is given to specialized cell types such as nerve and contractile cells, and to systems dealing with functional solutions to common problems of water-balance, acid-base balance, and temperature regulation. A year of chemistry is suggested, but not required. Prerequisites: 110 and consent. Pettigrew. 4,5

BIOLOGY 234 - ANIMAL PHYSIOLOGY. The concept of organismic homeostasis and control employed as a unifying theme in investigation of the major mammalian organ systems using the human as the basis for comparison. Primary topics considered are the physiology of nerve tissue particularly the autonomic system; muscle respiratory, cardiovascular, renal, digestive, and reproductive systems. Laboratory experience revolves around the use of living animals in investigating the principles and affective parameters involved in some of these systems. One year of chemistry is suggested but not required. No student who takes 234 will be allowed to register for Biology 201. Prerequisite: 110 and consent. Pettigrew. 4,5

BIOLOGY 236 - RADIATION BIOLOGY. A study of radiation its interaction with matter, and its application to biological systems. Concepts relative to unstable nuclei, units of measurement, detectors, and statistics of counting will be applied to tracer work of plant and animal processes and metabolic pathways. Prerequisites: 110, one year of chemistry, and junior standing or consent of instructor. Norris. 4
BIOLOGY 240 - BEHAVIOR. Analysis of individual behavior patterns and patterns of group behavior in organisms with consideration of relations between population size, behavior, and physiology of individuals. The possible significance of behavioral factors as selective forces is also considered along with certain aspects of behavioral evolution. Prerequisites: 110 or consent of instructor. Haubrich. 4

BIOLOGY 250 - LABORATORY TECHNIQUES OF CELL BIOLOGY. The primary purpose of this course is to introduce analytical techniques of cell biology. Topics such as tracer techniques, electrophoresis, cell culture, enzymology, centrifugation, chromatography, and polarography. In addition, special attention is paid to the design of cell biology experiments. Prerequisites: 112 or Chemistry 201-202 or consent. Klatt. 4

BIOLOGY 302 - BIOCHEMISTRY. A study of the chemical and physi- ochemical properties of living organisms. Concepts will be developed through a study of the physical and chemical properties of biological compounds and integration of various metabolic pathways in an attempt to understand the dynamics of living systems. The laboratory will include the isolation and study of properties of biological compounds. Prerequisites: 112 and Chemistry 224 and 226 or 228. (Same as Chemistry 302). Klatt. 3 or 4

BIOLOGY 326 - EVOLUTION AND BIOLOGICAL THEORY. A seminar course dealing with the relations of living organisms, the probable origin of life and of existing species, and the impact of the theories and ideas of organic evolution on man's thinking as they have progressed during the development of the science of Biology. Prerequisites: 2 semesters of introductory Biology 225 and junior/senior standing or consent. Staff. 3

BIOLOGY 350 - MINOR PROBLEMS. A research problem library or laboratory of limited scope which provides the opportunity for the qualified student to extend his or her interest beyond the limits of particular course offerings. A student may take Biology 350 only once. Staff. 1-2

BIOLOGY 361-362 - DIRECTED STUDY. A research problem library or laboratory which provides the opportunity for the qualified student to extend his or her interest beyond the limits of particular course offerings. Staff. 3

BIOLOGY 400 - SENIOR SEMINAR. Special considerations within the Science of Biology. A discussion-type seminar with students and faculty. Required of all majors during their senior year. Prerequisites: Senior standing. Biology major. Staff. 2

BIOLOGY 451-452 - SENIOR RESEARCH. For seniors desiring work on an advanced research problem. Approval of student petitions is at the departmental level. Three copies of the research report are presented to the adviser of the project, one for the department files, one for the adviser, and one for the student. The grade is determined by the adviser in consultation with one other reader. In certain cases this course may become individual work for Honors. (does not count minimal departmental requirements.) Staff. 4

BIOLOGY 461-462 - INDIVIDUAL WORK FOR HONORS. Senior research which serves as a partial fulfillment for Honors. (Does not count toward minimal departmental requirements.) Staff. 4

TEACHING OF SCIENCE (See EDUCATION 311).
Chemistry

The Chemistry Department is among those approved by the Committee on Professional Training of the American Chemical Society to offer a Certificate of Professional Training in Chemistry to students who satisfy certain minimal requirements.

In addition to providing a general cultural background, courses in chemistry also provide basic preparation for entering chemical industry, for undertaking graduate study in chemistry, biochemistry or chemical engineering, and for continuing professional study in fields such as medicine, dentistry, geology, physics or engineering.

Students who plan to teach chemistry in a secondary school are advised to consult closely with the Department of Education early in the freshman year regarding the various combinations of chemistry courses needed to meet the requirements for teaching certification at the secondary school level.

All laboratory courses in chemistry are governed by a policy of breakage fees described on page two.

Approved safety glasses are required for all those courses specified by the Safety glasses required designation appearing in the last line of a catalog description. The general policy regarding safety glasses is explained in detail on page two.

The names of instructors accompanying individual course descriptions are the names of the persons expected to teach those courses during the 1975-76 academic year. The word "Staff," is used to denote equivocal situations.

MAJOR IN CHEMISTRY

The department provides two routes to the bachelor's degree: a Bachelor of Science program for students wishing an intensive study of chemistry and related sciences in preparation for professional careers or graduate work; and a Bachelor of Arts program for students intending to pursue fields such as dentistry, medicine, secondary school teaching or other areas requiring a strong chemical background. Earning a B.A. degree does not preclude a professional scientific career, although an additional year of undergraduate study may be required for admission to some graduate programs.

A student may graduate with a B.A. degree on fulfillment of general graduation requirements and the successful completion of the following courses: Chem 201-202; 223-224; 225-226; 341-342; 351; 250 or 300; and 471. Also: Phys 121-122 or 221-222; Math Sci 123-124 (recom-
mended) or 121-122 or 125-126. A student electing to receive a B.S. degree must also complete Chem 317, and any two courses from among Chem 302, 421, 431, and 441 OR complete Chem 317 and any one course from among Chem 302, 421, 431, and 441, in addition to at least one semester of laboratory research taken either as Chem 361 or 362 or Chem 451/452, or 461-462. A major who elects German to meet the language requirement and who takes certain advanced courses will be certified to the American Chemical Society.

**Major in Chemistry (Environmental Studies Concentration)**

See ENVIRONMENTAL STUDIES

Certain courses in this department require the use of safety glasses. These courses are designated with the words "Safety Glasses Required" at the end of their descriptions. A full statement on the use of safety glasses appears on page two.

**CHEMISTRY 100 — CONTEMPORARY CHEMISTRY.** Designed to impart some understanding of the methods of chemistry to the non-science major by using an approach different from that used in Chem 201-202. Topics vary with the instructor but usually include: fundamentals of chemical language; nomenclature and structure of selected organic molecules; certain aspects of the chemistry of plastics, agricultural chemicals, pesticides, food additives, narcotics, drugs and oral contraceptives; the chemistry of air and water; and general considerations related to radiation and nuclear power. This course is not open to students with previous background in college chemistry and is not recommended for science majors. Offered both semesters. Three class periods and one laboratory period weekly — Safety glasses required.

**CHEMISTRY 106 — INTRODUCTION TO COLLEGE CHEMISTRY.** A course designed to meet the needs of those students who either have not had chemistry previously or who feel sufficiently underprepared to enter directly into Chem 201. It consists of an introductory and less intensive treatment of the subject matter covered in Chem 201-202 with particular emphasis on improving the student's ability to solve arithmetic and algebraic problems as they arise in chemistry. Does not meet the science requirement. Three class periods weekly.

**CHEMISTRY 201 — GENERAL COLLEGE CHEMISTRY.** An introductory study of basic chemical principles. Topics include: fundamental language and nomenclature; stoichiometry; chemical bonding; molecular geometry; periodicity of chemical properties; comparison of states of matter; and an introduction to chemical equilibrium. Laboratory experiments are designed to introduce quantitative and/or synthetic techniques and are selected to illustrate and reinforce material discussed in lecture and recitation. Prerequisite: High school chemistry or Chem 108. Offered both semesters. Four class periods and one laboratory period weekly — Safety glasses required.

**CHEMISTRY 202 — GENERAL COLLEGE CHEMISTRY.** General principles developed in Chemistry 201 are extended to the subject of solution equilibria and to the chemistries of biologically and industrially important elements. Topics include acid-base chemistry, fundamentals of chemical kinetics and thermodynamics, and electrochemistry. Lab work is almost exclusively quantitative and includes a study of systems involving precipitations, neutralizations, oxidation-reduction and complex ion forma-
Special emphasis is given to understanding the meaning and reliability of data. Prerequisite: Chem 201 or equivalent. Offered both semesters. Four class periods and one laboratory period weekly — Safety glasses required.

Gilbert and Galloway.

CHEMISTRY 223-224 — ORGANIC CHEMISTRY (MAJORS AND NON—MAJORS). A study of the aliphatic, aromatic, and heterocyclic compounds of carbon. Both sections (majors and non-majors) study the chemistry and stereochemistry of most of the principal classes or organic compounds. Sec 01, for chemistry majors, emphasizes synthesis, reaction mechanisms, other theoretical concepts, and the analysis (especially spectroscopic) of compounds. Some work the second semester deals with biologically important compounds. The laboratory course, Chem 225 or 226, as appropriate, must accompany enrollment in Sec 01. Sec 02 for non-majors, places more emphasis on biologically important compounds and reactions in addition to structure, isomorphism and analysis. The laboratory course, Chem 227 or 228, as appropriate, must accompany enrollment in Sec 02. Prerequisites: For Chem 223, Chem 201, for Chem 224, Chem 223. Four class periods weekly.

Evans and Doyle.

CHEMISTRY 225-226 — ORGANIC CHEMISTRY LABORATORY (MAJORS). Techniques of organic laboratory practice taken concurrently with Chem 223 and 224, respectively, by students intending to major in chemistry. Experiments are selected to demonstrate the preparation and behavior of typical organic compounds, and to introduce the techniques of qualitative organic analysis. The laboratory provides an experimental basis for illustrating aspects of the chemistry discussed in Chem 223-224. Two laboratory periods weekly — Safety glasses required.

Evans.

CHEMISTRY 227-228 — ORGANIC CHEMISTRY LABORATORY (NON—MAJORS). Laboratory work in organic chemistry similar to that offered in Chem 225-226, but taken concurrently with Chem 223-224, respectively, by students not intending to major in chemistry. One laboratory period weekly — Safety glasses required.

Doyle.

CHEMISTRY 250 — INTRODUCTION TO RESEARCH. Required of all chemistry majors who plan to undertake a laboratory directed study or senior research project and open to other interested students. Included will be a study of the chemical literature most commonly used by the chemist, an introduction to general methods of approaching various research problems, and instruction and practice in scientific writing and the interpretation of data. Staff members will discuss their own research areas as well. This course will normally be taken in the sophomore or junior year, but is offered in the fall semester only. Prerequisite: Chem 223 or consent. Two class periods weekly.

Staff.

CHEMISTRY 300 — IMPACT OF CHEMICAL SCIENCE. An examination of the explanations and ethics resulting from the activities of chemistry in particular and science in general as they relate to man’s past, present, and future. Topics representative of the content of this course include: chemical evolution, drugs in society, chemistry in the economy, chemistry and the environment, science and human values, science and health care, and the notion of progress. Offered in fall semester only. Prerequisite: Chem 201, 202, 223, 224 or consent. Two class periods weekly.

Evans.

CHEMISTRY 302 — BIOCHEMISTRY. A study of the chemical and physiological properties of living organisms. Concepts will be developed through a study of the physical and chemical properties of biological compounds and integration of various metabolic pathways in an attempt to understand the dynamics of living systems. The laboratory (when elected) will include the isolation and study of properties of biological compounds. Prerequisites: Chem 224 and 226 or 228 and Biol 112. Offered each year in the spring semester, but taught alternately by the Chemistry Department.
and the Biology Department (as Biol 302) in successive biennia. Next Chemistry offering: 1976. Four class periods weekly, safety glasses required if laboratory is elected. Doyle and Klatt. 3 or 4

CHEMISTRY 317 — INORGANIC CHEMISTRY. A study of inorganic chemistry well beyond that encountered in Chem 202. Topics treated include: chemical bonding; theory, structure, and reactivity of coordination compounds; acid-base concepts, and descriptive chemistry and its relationship to periodic properties. Offered in the spring semester only. Prerequisites: Chem 224 and 342 (taken previously or concurrently.) Four class periods weekly. Galloway. 4

CHEMISTRY 341-342 — PHYSICAL CHEMISTRY. An extension of concepts introduced in Chem 201-202. The course is best characterized as the study of chemical systems from macroscopic and microscopic points of view. Topics include: ideal gases and the kinetic-molecular theory; thermodynamics and thermochemistry, chemical equilibria, electrochemistry, chemical kinetics; chemical bonding; and introduction to statistical mechanics. Prerequisites: Chem 202, Phys 122, Math Sci 122 or 124. Co-requisite: Chem 351. Four class periods weekly. Winner. 4

CHEMISTRY 351 — TOPICS IN EXPERIMENTAL CHEMISTRY. Draws upon the student's background in general and organic chemistry while introducing modern applications of theory and practice in the laboratory. The work is organized as a series of projects, all of which involve elements of synthesis, analysis, and a study of chemical dynamics. Class meetings are used to introduce important general topics, e.g., chromatography, chemical kinetics, and to discuss student progress and problems. Prerequisites: Chem 224 and 226 or consent. Offered in fall semester only. One class period and two laboratory periods weekly — Safety glasses required. Spessard and Wismer. 3

CHEMISTRY 351-362 — DIRECTED STUDY. Laboratory (or library) research, in consultation with a member of the chemistry faculty. Offered to juniors and seniors. Prerequisites: Chem 250 and 224 plus 342 or consent. Hours arranged — Safety glasses required. Staff. 3

CHEMISTRY 421 — INTERMEDIATE ORGANIC CHEMISTRY. A study of certain theoretical aspects of organic chemistry and specially selected topics. The latter include some of the more complex compounds of the aliphatic, aromatic, and heterocyclic series, including compounds of biological significance. Offered in the fall semester only in alternate years beginning 1974-75. Prerequisites: Chem 224 & 226. Three class periods weekly. Spessard. 3

CHEMISTRY 431 — CHEMICAL ANALYSIS. An examination of the theoretical basis for certain aspects of absorption spectroscopy, electrochemistry, and a variety of partition processes. Particular emphasis will be devoted to quantitative considerations. The laboratory will include exposure to a number of analytical techniques, and will emphasize the uses of instruments, including computers, for solving chemical problems. Offered in spring semester only. Prerequisite: Chem 351. Three class periods and one laboratory period weekly — Safety glasses required. Wismer. 4

CHEMISTRY 441 — TOPICS IN PHYSICAL CHEMISTRY. A selection of topics from the areas of crystal structure, emission spectroscopy, atomic and molecular structure, wave mechanics, statistical mechanics, and colloid chemistry. Offered in the fall semester only in alternate years beginning 1975-76. Prerequisites: Chem 342 and Math Sci 351. Three class periods weekly. Brown. 3

CHEMISTRY 451-452 — SENIOR RESEARCH. Laboratory research for qualified seniors working under faculty supervision. Students who wish to qualify for graduation with honors must first enroll in these courses. Prerequisites: Chem 250, 351, and staff approval. Hours arranged — Safety glasses required. Staff. 4
CHEMISTRY 461-462 — INDIVIDUAL WORK FOR HONORS. Laboratory research for qualified seniors working under faculty supervision. A thesis is required. Registration is affected only by petitioning the Academic Affairs Council for permission to "convert" an initial registration in Chem 451-452 to a registration in Chem 461-462. Prerequisite: Staff approval. Hours arranged — Safety glasses required. Staff. 4

CHEMISTRY 471 — CHEMISTRY SEMINAR. Required of all chemistry majors. Senior students prepare a major paper on a single topic of their choosing. The paper is submitted in written form and is also presented orally before an audience consisting of other senior chemistry majors and the chemistry faculty. Offered in the fall semester only. One class period weekly. Staff. 1

Teaching of Science (See Education 311)

Dance

The Department of Dance is designed to explore the principles of the art form through the medium of movement with opportunity for application in all media. Its function is to enable the student to become independently productive in the use of these choreographic principles through a total experience in technique of movement, composition, and theoretical studies.

A student who majors in dance may earn a Bachelor of Arts or Bachelor of Fine Arts degree within the stated curriculum and in consultation with the department chairperson.

Major in Dance

The Dance major prepares the student for the teaching of dance, choreography - performance or dance therapy. Course emphases may be adapted to individual needs. Required courses are Dance 141-151, 205, 206, 323, 425, and 361-362. Optional courses are Dance 324, 353-354, 361-362, 440-441. Strongly recommended courses in related areas include Psychology 101 and 411; Theatre 101 and 317; Philosophy 405; Art 103; and Biology 201.

A candidate for the BFA degree should take 40-60 hours in dance while a BA candidate should enroll in 40 hours.

DANCE 131-141-151 — TECHNIQUES OF MOVEMENT. Beginning intermediate, and advanced sections in Modern Dance and Ballet Classes may be repeated in consultation with department. Staff. 1-16
DANCE 205-206 - COMPOSITION FOR DANCE. An exploration of dance choreography including problems in time, space, dynamics, design; analysis and critique of original compositions. The course may be repeated in consultation with the department staff.

DANCE 225 - JAZZ AND ETHNIC FORMS. An experience in dance forms other than modern and ballet. The course may encompass a wide range of styles or it may focus on one area, for example, contemporary jazz or African dance, depending on the instructor for the semester.

DANCE 323-324 - THE ART FORM AS EXPLORED THROUGH DANCE. Historical and philosophical concepts from the primitive to the contemporary period.

DANCE 353-354 - APPLIED ANATOMY AND KINESIOLOGY FOR DANCERS. A study of the structure and function of the human body as it applies to dancers. To be taught in alternative years.

DANCE 361-362 - DIRECTED STUDY. Special problems in composition, theory, kinesiology, or the teaching of Dance on various levels.

DANCE 425 - PERFORMANCE WORKSHOP. Planning and producing various dance performances.

DANCE 440-441 - DANCE NOTATION. A comprehensive system of structural movement analysis and notation, dealing with elements of time and space, support, gesture, and the translation of notation symbols into movement. To be taught once every three years.

DANCE 451-452 - SENIOR RESEARCH.

DANCE 461-462 - INDIVIDUAL WORK FOR HONORS.

Economics

Major in Economics

The courses offered by the Department of Economics deal with fundamental problems involved in the social process of utilizing scarce resources to satisfy human wants. The primary goals of this department are threefold:

First, to promote an understanding of basic economic aspects of society and to provide a base for intelligent and effective participation in modern society. Whatever one's interest or career plans, intellectual curiosity about the functioning of the economy and a willingness to engage in analysis are prime requisites for success. Second, the department provides essential background in Economics for students considering careers in business and government and for graduate study leading to careers in business and business economics, government and international
affairs, high school and college teaching, industrial relations, and law.

Third, the department attempts to furnish a basic foundation in Economics for students planning to pursue graduate studies in Economics.

**Combined Major in Mathematics and Economics**

A student interested in quantitative aspects of Economics who wishes to work for advanced degrees in Business or Economics with a strong Mathematics background may elect this combined major. Requirements are Mathematics 101 or 251, 307, 308, and 351, and Economics 200, 301, 302, 350 (Mathematics - Economics Seminar), and one additional Economics course at the 300 level.

**Major in Economics (Environmental Studies Concentration)**

See Environmental Studies

**Departmental Requirements**

While the department will advise each student on the composition of his or her program in consideration of his or her personal objectives, all Economics majors are required to take Economics 200, 301, and 302. Majors must have a minimum of 24 credit hours in the department, including 200.

The student will find it desirable to take 200 in the first two years. Students who have had an introduction to Economics in their secondary education should arrange with the department to take the proficiency examination in 200. Those who are successful will be given credit according to the practice of the University.

Recognizing a rapidly growing need for skills in quantitative analysis and attempting to provide the necessary background for rigorous investigation of the available wealth of business and economic data, the department strongly recommends that all majors take at least Mathematics 102 and 121. Students are encouraged to enroll in these courses in their freshman and sophomore years, in order to apply their Mathematics to advanced Economics courses. Students who have strong interest in both Mathematics and Economics - Business are encouraged to enroll in the combined Mathematics - Economics Major.

In recent years increasing numbers of graduates planning careers in Business continue their formal education in graduate schools of business. A student pursuing this objective may major in any one of a large number of fields with Economics as one possibility. However, the student
planning to attend a graduate school of business is advised to take 200, and 313, as well as Mathematics 102 and 121.

**Hunsberger Memorial Investment Fund**

A fund of more than $10,000 was established in 1966 in honor of Harry A. Hunsberger, Jr., an Economics major in the Class of 1966, by the Hunsberger family and friends. This memorial fund was initiated to provide practical investment experience for Denison University students. The fund is designed to be operated by students and to serve as a learning experience. Investment decisions made by student members of the Hunsberger Investment Club may be made in stocks, bonds, debentures, warrants, rights, and similar securities. The fund is administered by the staff of the Department of Economics but the operation of the fund is managed exclusively by students. There is no stipulation limiting the number or majors of students who can participate in this program.

**ECONOMICS 200 — PRINCIPLES AND PROBLEMS.** An examination of the economic system to provide the knowledge of fundamental principles and working tools prerequisite for economic analysis. Students may fulfill the requirements either by a modular or self-paced program. The following represent some of the specific topics considered in the modular program:

- a. Growth and Change
- b. Business Firms and Consumers
- c. Political Economy: the Government's Role
- d. Urban Problems
- e. Environmental Problems
- f. Work and Leisure
- g. Emphasis on the Black Community
- h. Economies of the World

**Staff. 4**

**ECONOMICS 249 — ACCOUNTING SURVEY.** A survey designed specifically for liberal arts students interested in Business, Economics, Law, and Government. Introduction to the principles of financial statements, costs and revenues, cost accounting, consolidated statements, and analysis of financial statements. This course is taught on self-paced basis. Course credit may not be counted toward a major in Economics.

**Staff. 4**

**ECONOMICS 300 — CONTEMPORARY ECONOMIC ISSUES AND POLICY.** A survey of current economic problems with special emphasis on the causative factors and the policies adopted or available to bring about solutions. Problems will be selected to reflect current issues. Not open to those with credit for 200. Recommended for General Education. Prerequisite: Junior or senior standing.

**Staff. 4**

**ECONOMICS 301 — MACRO ECONOMIC ANALYSIS.** An examination of the determinants of national income, employment, and the price level in the economics system, including analysis of consumption and saving, private investment, government fiscal policy, business fluctuations, and the interactions between money and national income. Prerequisite: 200.

**Huff, King. 4**

**ECONOMICS 302 — MICRO ECONOMIC ANALYSIS.** An examination of the basic assumptions and methods of analysis employed in micro economic theory, including demand analysis, production and cost relationships, market structures, distribution theory, general equilibrium, and welfare economics. Special emphasis is given to showing how theoretical analysis
is applied to business problems through the use of calculus and statistics. 

Fletcher, Lucier. 4

ECONOMICS 310 — PUBLIC FINANCE. Public revenues, expenditures, debt, and financial administration, with emphasis on theory and practice of taxation and problems of fiscal policy. Prerequisite 200. 

Henderson. 4

ECONOMICS 311 — HISTORY OF ECONOMIC THOUGHT. The development of significant economic doctrines, their content and methodology, their application and influence, and their relation to the mainstream of current economic thought. Prerequisite 200. 

Lucier. 4

ECONOMICS 312 — COMPARATIVE ECONOMIC SYSTEMS. A study of alternate economic systems as conceived by theoreticians and a comparative study of economic systems as they exist in reality. The course emphasizes the development and current performance of the economic systems of the United States, England and the Soviet Union. Prerequisite 200. 

Henderson. 4

ECONOMICS 313 — INDUSTRIAL ORGANIZATION AND THE PUBLIC CONTROL OF BUSINESS. An evaluation of governmental policies to encourage or restrain competition in view of: (1) the general problem of economic power in a capitalist society, and (2) the modern industrial structure and the types of business behavior and performance which it implies. Prerequisite: 200. 

Fletcher. 4


Lucier. 4

ECONOMICS 315 — MONEY AND BANKING. Principles of money, credit, and banking, including a study of the influence of money on levels of national income, prices, and employment. Development of modern monetary and banking practices and policies. Prerequisite: 200. 

Bartlett, Huff. 4

ECONOMICS 316 — ECONOMIC DEVELOPMENT. A survey of the structure and problem of the underdeveloped economies with particular emphasis on the major determinants of economic growth. Prerequisite: 200. 

King. 4

ECONOMICS 317 — LABOR ECONOMICS. The economics of the labor market: the assumptions upon which divergent theories about and policies in regard to the labor market rest, and an analysis of significant empirical studies. The union movement is viewed as an outgrowth of the problems the worker faces from the supply side of the market. Schemes for minimizing economic insecurity are also analyzed. Prerequisite: 200. 

Huff. 4

ECONOMICS 318 — ECONOMIC DEVELOPMENT OF THE UNITED STATES. Analysis of the determinants of American economic growth and development, and the evolution of American economic institutions with emphasis on the interpretation of these factors in the light of contemporary economic theory. Prerequisite: 200. 

Fletcher. 4

ECONOMICS 320 — URBAN ECONOMICS. An examination of the economic problems and remedial alternatives in urban areas. This includes analysis of such problems as the declining environmental quality of urban areas, urban sprawl, urban blight, the declining inner city, mal-distribution of incomes and job opportunities, air and water pollution, waste disposal, urban transportation systems, and racial enclaves. The casual factors creating these urban dilemmas and the policy alternatives available for the improvement of the quality of urban life are examined and remedial policy measures evaluated. Prerequisite: 200. 

Ledebur. 4
ECONOMICS 323 – MANAGERIAL ECONOMICS. Theoretical analysis of management decision making with emphasis on production and profit problems for the firm. Prerequisite: 200. Staff 4

ECONOMICS 350 – SEMINARS. Open to advanced students with the consent of the instructor. These courses will involve the preparation of a research paper and be offered as registration warrants in the following fields.

a. Econometrics
b. Financial Analysis of the Firm
c. Modern Economic Analysis
d. Economic Research
e. Applied Economic Analysis.
f. Other (Advanced material in all of the areas of specialization offered by the department) Staff 4

ECONOMICS 361-362 – DIRECTED STUDY. Staff 3

ECONOMICS 451-452 – SENIOR RESEARCH. Staff 4

ECONOMICS 461-462 – INDIVIDUAL WORK FOR HONORS Staff 4

TEACHING OF SOCIAL STUDIES (See EDUCATION 320.)

Education

Teacher Preparation

Denison University is accredited by the State of Ohio Department of Education in the teacher preparation field of Secondary education, including junior and senior high schools. A Special Certificate in Music (See Music Curriculum in catalog) may be obtained on completion of the required courses of this curriculum.

It is also possible for the student interested in elementary education or some area of special education to take appropriate work at some other institution and transfer up to 31 semester hours for application toward a Denison degree. The work proposed must represent a purposeful pattern of preparation for certification in one of those fields and must be approved in advance by the Committee on Teacher Education. It should be clearly understood that total fulfillment of certification requirements in elementary education or special education probably could not be achieved in the normal four year period. Efforts to become certified must be undertaken independently by the student since Denison has no comparable programs for this purpose and is not so chartered by the state.
Persons seeking teacher certification may be expected to demonstrate at least mean performance on a nationally standardized achievement test, demonstrate competence in oral and written English, and in handwriting and vocabulary. The student may be required to submit to a speech test given by the Department of Speech Communication and, if found deficient, must register for appropriate courses.

It is important for a prospective teacher or coach of athletics to confer with the members of the Department of Education as early as possible for planning an effective four-year schedule.

A student who takes student-teaching must meet the requirements for teacher certificates in the State of Ohio. A student who plans to meet the certification requirements of other states should confer with the members of the Department of Education as early as possible in order to elect the proper courses.

Student-teaching assignments are made in the various schools in Granville, Heath, Newark, Mt. Vernon, and Licking County. These assignments are made by the Department of Education but responsibility for transportation to the school rests with the student.

**Certification for Teaching in Secondary Schools**

Requirements for Certification to teach in the secondary schools (grades 7-12) of Ohio, and in most other states, may be met by completing course work in the following three categories.

**Professional education (24 semester hours):** Education 217, 213, 420, a course in methods of teaching either in the major teaching field or Education 326, and student teaching (Education 415). See also the alternate plan, the Undergraduate Internship in Education.

**General Education (30 semester hours):** The student who meets Denison's general education program will fulfill the state requirement.

**Teaching fields:** The semester hours required varies for different fields. This information may be obtained at the Department of Education office.

A student interested in teaching should consult with a member of the Department of Education. Early planning will help him or her to meet the requirements for certification in any state in which he or she may wish to teach. Enrollment in the teacher education program must be approved by the Committee on Teacher Education. Applications should be made as soon as possible after the first semester of the freshman year.
The Undergraduate Internship in Education

This program provides an alternate plan for fulfilling the professional education requirements for teacher certification and places heavy emphasis on school-based experience.

Eligibility for Application: (1) Previous course work in professional education limited to Psychology/Education 217; and (2) Demonstrated interest in, and aptitude for, the profession of teaching.

Interested students may obtain more information from the Department of Education.

PHASE 1: PSYCHOLOGY/EDUCATION 217-CHILD AND ADOLESCENT DEVELOPMENT

PHASE 2: EDUCATION 345 or 346 - SPECIAL PROBLEMS (FIELD EXPERIENCE.) During a semester prior to the internship, the student will visit local schools to observe different levels of Education and various styles of teaching. He or she will have the opportunity of talking with teachers and other educators for the purpose of expanding and diversifying his or her perspective of Education. The entire experience will be designed to orient the prospective teacher to the goals as well as realities of teaching and to give him or her a limited occasion to work with children and youth before entering the internship semester.

PHASE 3: EDUCATION 417 - INTERNSHIP. (See course description in regular listing)

Departmental Major and Degree

A student preparing for teacher certification may qualify for any of the degrees described in Plan of Study section in the catalog. With certain exceptions, the departmental major can be utilized as one of the teaching fields. Students do not major in Education.

EDUCATION 213 - CURRICULUM AND THE SOCIAL ORDER. (See CLINICAL SEMESTER below)

EDUCATION 217 - CHILD AND ADOLESCENT DEVELOPMENT. Psychological development especially during early periods of growth. (same as PSYCHOLOGY 217) Prerequisite: General Psychology

EDUCATION 345-346 - SPECIAL PROBLEMS. Independent work on selected topics under the guidance of staff members. Prerequisite: Consent of chairperson.

METHODS. Methods courses investigate the objectives, materials, resources, and special methodologies applicable to their respective teaching fields. In each course the participant is enjoined to assess his or her own personal characteristics and relate these to the style of teaching most appropriate for him or her under various circumstances and conditions. In addition to the classroom work, all students are scheduled for a weekly three-hour observation-participation "laboratory" in area schools. Prerequisite: 217.
EDUCATION 311 – TEACHING OF SCIENCE. (Offered in 1974-75 and in alternate years.) Staff. 4

EDUCATION 315 – TEACHING OF MUSIC IN THE ELEMENTARY SCHOOL. Alternates with 316. (Offered in 1974-75 and in alternate years.) Hunter. 3

EDUCATION 316 – TEACHING OF MUSIC IN THE SECONDARY SCHOOL. Alternates with 315. (Offered in 1974-75 and in alternate years.) Hunter. 3

EDUCATION 320 – TEACHING OF SOCIAL STUDIES. (Offered in 1974-75 and in alternate years.) Gallant. 4

EDUCATION 326 – GENERAL AND SPECIAL METHODS OF TEACHING. Gallant. 4

PHYSICAL EDUCATION 329 – METHODS AND MATERIALS OF PHYSICAL EDUCATION. See Physical Education section for full description. Staff. 2

EDUCATION 331 – TEACHING OF ENGLISH. (Offered in 1974-75 and in alternate years.) Staff. 4

EDUCATION 339 – TEACHING OF SPEECH. (Offered in 1974-75 and in alternate years.) Staff. 4

EDUCATION 341 – TEACHING OF ART. (Offered in 1974-75 in alternate years.) Staff. 4

EDUCATION 343 – TEACHING OF MODERN LANGUAGES. (Offered in 1974-75 and in alternate years.) Staff. 4

EDUCATION 345-346 – SPECIAL PROBLEMS. Independent work on selected topics under the guidance of staff members. Prerequisite: Consent of chairperson. Staff. 2-4

EDUCATION 361-362 – DIRECTED STUDY Staff. 3

EDUCATION 373 – ISSUES IN HIGHER EDUCATION. An examination of American higher education in both its contemporary and historical contexts. Special emphasis will be given to such issues as governance, curriculum, academic freedom, admissions, and student self-determination. Ample opportunity and encouragement will be provided for students to pursue individual interests, and considerable time will be devoted to independent investigations and projects. Extensive use will be made of the Denison community as a laboratory for such work. Teaching responsibilities will be shared by various Denison professors and administrators serving cooperatively with a course coordinator. Gallant, Coordinator. 4

CLINICAL SEMESTER

The Clinical Semester normally is taken during the Senior year and represents a culminating experience for students seeking certification. Major emphasis is given to professional education work. While an elective in any department may be taken during the semester (e.g. Honors, Senior Research, Directed Study), it must not conflict with the student's full-time commitment to a school where he or she will be assigned for student teaching the last 10 weeks. The professional education components of the Clinical Semester are as follows:
EDUCATION 213 - CURRICULUM AND THE SOCIAL ORDER (first four weeks of semester) A general orientation to the school and curriculum with special emphasis on secondary education. Relationships between the curriculum and society will be examined from both historical and contemporary perspectives. Included will be financial, political, and legal considerations. An analysis will also be made of current criticisms of education as well as promising innovations and trends in curricular content and organization. Gallant. 3

EDUCATION 415 - STUDENT TEACHING (last 10 weeks of semester). Eligibility: cumulative grade-point average of 2.5, grade-point average of 3.0 in major teaching field, approval of the Committee on Teacher Education, and acceptance by the school to which assigned. A full-time commitment to the school will be expected, during which the student will teach several classes and perform other duties normally associated with the teaching profession. A seminar is held each week for all student teachers. Prerequisites: 213, 217, and Methods course.

EDUCATION 417 - INTERNSHIP. Eligibility: See Education 415. An integrated program containing the following components: methods of instruction (2 sem hrs), society, school, and curriculum (4 sem hrs), practicum in teaching (10 sem hrs). The internship is designed to give the student a full-time off-campus experience. Academic work is structured into the program, with the initial portion of the student's involvement being devoted to extensive on-the-job observation, reading, and study. During the early weeks, regular seminars will be held with University and school personnel. This aspect of the work will gradually phase out as the student assumes more and more classroom responsibilities, culminating in a period of several weeks of full time teaching and extra-curricular duties. Prerequisites: Phase 1 and 2 and second semester junior status.

EDUCATION 420 - PHILOSOPHY OF EDUCATION. An inquiry into the nature, aims, and presuppositions of education. A confrontation with practical problems of education and an attempt to relate them to underlying philosophical issues. A critical evaluation of the educational philosophies of idealism, realism, experimentalism, and existentialism. Prerequisite: Junior Standing or consent. Same as Philosophy 420. Santoni. 4

English

The English curriculum, intended to serve the general needs of the liberal arts student, is at the same time structured to provide coherent programs for the more specialized needs of students who wish to major in literature or in writing. For descriptions of the literature major, the writing major, and the requirements for teacher certification in English, see the program descriptions below. Of interest to students in all categories are the opportunities made possible by the endowed Harriet Beck lectureship in English, which adds to the department staff for varying
periods of residence each year such writers as Eudora Welty, Jon Silkin, William Stafford, Howard Nemerov, Joyce Carol Oates, Ernest Gaines, Denise Levertov, and Adrienne Rich.

Composition

ENGLISH 101 – WRITING: THOUGHT AND LANGUAGE A course intended to help students improve their expository writing as a vehicle for expressing their own feelings and ideas and for constructing clear forceful arguments. Readings in the course will focus on language and contemporary issues, thus providing a stimulus for careful reading and for critical creative thinking. Staff. 4

The Literature Program

THE MAJOR IN LITERATURE: A minimum of twenty-nine semester hours of credit in English, to include English 300. Literature majors are asked to take at least one course from each of the context categories described below.

Introductory Courses

The first courses in literature are designed to provide a perspective on our own culture. Readings in these courses allow for an examination of the theory that we, as contemporary beings, are both a part of and apart from the past. Attention will be given to the skills involved in reading literature closely and sensitively. A student may elect two of these courses or may move to an intermediate course after completing one of them.

ENGLISH 210 – MAJOR ENGLISH WRITERS. Selected works by eight to twelve English writers, including Chaucer, Donne or Milton, Pope or Swift, Wordsworth or Keats, Tennyson or Browning, and a novelist Staff. 4

ENGLISH 212 – RECURRENCES AND RENOVATIONS Examination of a literary theme as it is developed in the literature of different periods and perhaps of different cultures. Each of the several sections of this course may focus on a different theme, but students in all sections will read certain texts in common during the semester. Staff. 4

ENGLISH 220 – 20TH CENTURY BRITISH AND AMERICAN FICTION. Selected works by Conrad, Joyce, Lawrence, Hemingway, Faulkner, and several other 20th century writers of fiction. Staff. 4

ENGLISH 230 – AMERICAN LITERATURE: TRADITION AND INNOVATION. Selected works by American writers, principally of the 19th century. Attention will be given to the way various themes and attitudes arise in the literature of our own national culture and to the way these themes and attitudes change. Each of the several sections of the course will have different readings; though several texts will be common to all sections. Staff. 4

Intermediate and Advanced Courses

ENGLISH 300 – CONTEXTS FOR LITERATURE. A course for newly declared and prospective English majors. Exemplification and discussion of different contexts in which literature is studied (e.g., genre, theme, national
or ethnic tradition, a major author, period) with some focus on terms and concepts that constitute the vocabulary for literary discourse. Contributing lectures by each member of the English Staff. Required for English majors.

Staff. 4

ENGLISH 310 - STUDIES IN LITERATURE. An intensive study of selected writers, works, literary genres, or themes. May be taken more than once for credit.

Staff. 4


Staff. 3

ENGLISH 410 - LITERARY CRITICISM. The theory of literature, its criticism and scholarship.

Staff. 4

Context Categories

In the intermediate courses students have the opportunity to examine literature in these contexts: I Genre or Mode, II Cultural Perspective, III Period or Movement, IV Major Writers. In each of these categories there are several second level courses which may be taken by any student who has completed one or two of the 200 level courses, or who (because of special interests or abilities) has received permission from the instructor. The focus in these courses, as in all courses in the program, is on the literature itself and the way it communicates with the reader. Each intermediate course, however, has a principle of organization based on the distinguishing major objective indicated below in the category description.

I. GENRE OR MODE COURSES: The distinguishing major characteristic of these courses is their attempt to show how form interacts with content to contribute to over-all meaning. In each course, special attention will be given to the genre itself — its definition and its development. Each genre course will normally be offered at least once a year.

ENGLISH 340 - MODERN DRAMA AND ITS ORIGINS. A study of the genre with emphasis on Modern British and American playwrights.

Staff. 4

ENGLISH 341 - STUDIES IN THE ENGLISH NOVEL. Selected works by such writers as Defoe, Richardson, Fielding, Sterne, Austen, Emily Bronte, Dickens, Thackeray, Eliot and Hardy.

Staff. 4

ENGLISH 342 - STUDIES IN THE MODERN NOVEL. Selected works by some major writers of the 30's and 40's and contemporary novelists such as Graham Greene, John Hawkes, John Updike, John Barth, John Fowles, Doris Lessing, Saul Bellow.

Staff. 4

ENGLISH 347 - POETRY: 20TH CENTURY POETS OF BRITAIN AND AMERICA. Reading in the works of such writers as Hardy, Yeats, Eliot, Stevens, Williams. Selections from earlier poets to illustrate development of the genre.

Staff. 4

II. CULTURAL PERSPECTIVE: The distinguishing major characteristic of these courses is their attempt 1) to show how literature produced in a culture different from one's own provides a new way of seeing oneself, and 2) to help overcome cultural bias by providing an insight into another way of living. Because of the number of courses in this
certain courses may be offered no more often than once in two years.

ENGLISH 349 - STUDIES IN EUROPEAN LITERATURE. Selected complete works in translation from Dante through Cervantes, Moliere, Goethe to Ibsen and Tolstoy. Staff. 4

ENGLISH 350 - MODERN EUROPEAN LITERATURE. Selected major 20th century works in translation including such writers as Proust, Kafka, Pirandello, Unamuno, Lorca, Rilke, Gide, Kazantzakis, Camus, and Thomas Mann. Staff. 4

ENGLISH 351 - ASIAN LITERATURE IN ENGLISH TRANSLATION. A sampling chronological within each culture of drama, epistle, essay, fiction, long and short, and poetry, epic, ode, lyric from Babylon, China, India, Japan, and other Asian countries. Same as ID 320. Staff. 4

ENGLISH 352 - THE BIBLE AS LITERATURE. A comparative literature approach to about half of the books of the Old and New Testaments in a modern reader's form of the King James translation with emphasis on story content and poetic idioms. Staff. 4

ENGLISH 354 - IMAGINATION AND BLACK EXPERIENCE IN AMERICA. An ethnic American literature course designed to acquaint students with the unique vision and voice of America's minorities. The Native American, the African American, the Latin American, the Asian American, the Jewish American, and the European American each provides us with a special exposure and perspective on the American Experience, the American Personality, and the American Dream. And each demonstrates the creative possibilities of language and imagination applied to culture and tradition. Staff. 4

ENGLISH 355 - THE NARRATIVE AND POETRY OF BLACK AMERICA. A literary study of representative samples of the slave narrative, black biography and autobiography, as well as fiction. Staff. 4

ENGLISH 357 - RENDEZVOUS WITH THE THIRD WORLD. A survey of the literature of Latin America, South America, Africa, and the Caribbean, organized under the rubric of the Black Aesthetic, and illustrative of both the particularity and universality of the human condition. Staff. 4

ENGLISH 359 - ORAL TRADITION AND FOLK IMAGINATION (BLACK). An introduction to the methodology of folklore study and an examination of the folk idiom and datum of the Afro-American experience: its tragedy and comedy, pathos and humor, blues and soul. Staff. 4

III. PERIOD OR MOVEMENT: The distinguishing major characteristic of these courses is their emphasis on the way in which works of an era interact with each other to reflect the nature of man and his creative endeavor in a given period of time. The literature will be seen in the context of social and political history and of the literary movements of the age. Period courses will normally be offered once each year.

ENGLISH 365 - MEDIEVAL AND RENAISSANCE LITERATURE. The course traces the transformations of poetry and prose from the High Middle Ages to the English Civil War. It indicates some historical changes (religious, political, economic, philosophical, and linguistic) correlate with the literary transformations through three centuries. Staff. 4

ENGLISH 366 - SEVENTEENTH AND EIGHTEENTH CENTURY BRITISH LITERATURE. The poetry, prose, and drama of the Restoration from the Civil War through the end of the 18th century. Staff. 4
ENGLISH 367 - ROMANTIC AND VICTORIAN LITERATURE. Selected works from the writings of Romantic and Victorian authors. Emphasis on poetry and non-fictional prose. Staff. 4

ENGLISH 368 - STUDIES IN NINETEENTH CENTURY AMERICAN LITERATURE. This course will focus intensively on works from the American Literary Renaissance, as well as later American works in the nineteenth century. There will be an emphasis on close reading and on relating the literary works to important cultural developments of the period. Staff. 4

IV MAJOR WRITERS: The distinguishing major characteristic of these courses is their emphasis on the way in which a writer's experience interacts with his or her work and the way in which works of a given writer relate to each other. Henry James, Nathaniel Hawthorne, Ernest Hemingway and others are possible subjects for major writer courses which will be offered from time to time as English 310. Normally two major writer courses will be offered each semester, one of which will be English 372.

ENGLISH 371 - CHAUCER. The central concerns of the course are Troilus and Criseyde and The Canterbury Tales. Staff. 4

ENGLISH 372 - SHAKESPEARE. A study of the principal plays. Staff. 4

ENGLISH 374 - MILTON. A study of Paradise Lost and selected shorter poems. Staff. 4

The Writing Program

The writing program encourages students to become skilled in one or more forms of writing, depending upon personal abilities, interests, and vocational objectives. A student majoring in writing is expected to include English 300 and at least 12 semester hours in writing courses as part of the minimum 29 semester hours in English required for a major. To demonstrate writing competency, each senior writing major is expected to complete a year's project (English 351-352 or 451-452 or 481-482) under the guidance of a member of the writing staff. (This project may count toward the minimum 12 semester hours required in writing courses.)

All writing courses conducted as workshops assume that each student will participate both as a writer and as a responsible critic of the writing of others. Each major in writing is expected to utilize his or her electives in English to gain a hold on the great body of American, English, and world literature as well as contemporary literature. Except in unusual circumstances, a major in writing should not enroll for more than one writing course in a semester.

ENGLISH 377 - ADVANCED COMPOSITION. Theory and practice in writing expository and narrative prose and lyric poetry. May be taken more than once for credit with a different instructor. Staff. 3
ENGLISH 238 – THE ART AND CRAFT OF JOURNALISM. A course in writing and the literature of journalism, offered in cooperation with The Denisonian.

Staff. 3

Specialized Courses

ENGLISH 383 – NARRATIVE WRITING. A workshop course in fiction writing. Requires wide reading in contemporary fiction and approximately 15,000 words of prose.

Staff. 3

ENGLISH 384 – ESSAY AND ARTICLE WRITING. A workshop course in expository writing. Requires wide reading in essays and articles and approximately 15,000 words of exposition.

Staff. 3

ENGLISH 385 – POETRY WRITING. A workshop course in poetry writing. Requires wide reading in poetry and the writing of 15 to 20 finished poems.

Staff. 3

Individual Work for Literature and Writing Majors

ENGLISH 361-362 – DIRECTED STUDY. Offers the student an opportunity to develop, with the help of an interested professor, a special program of study in a given topic for one semester.

Staff. 3-4

ENGLISH 451-452 – SENIOR RESEARCH. Senior students may work on an individually designed project for as much as two full semesters. A student whose project seems likely to result in distinguished work and who satisfies other requirements for honors may petition to have his or her senior research transferred to English 462.

Staff. 4

ENGLISH 462 – INDIVIDUAL WORK FOR HONORS. A student may register for individual work for honors only after a senior research project is in progress and has been judged by the advisor to be of distinguished quality.

Staff. 4

Special Courses For Teacher Certification in English

A student who is preparing to teach English in secondary schools should include in his or her courses for certification: 200, 230, 237, 346 (or approved equivalent), 210 (or equivalent in advanced courses in English Literature), and Education 331.

ENGLISH 200 – CORRECTIVE AND DEVELOPMENTAL READING. Designed for prospective secondary school English teachers. Its purpose is to develop an understanding of the techniques by which the reading skills of secondary students can be enhanced through instruction in English classes. Emphasis will be placed on the nature of the reading process, the identification and diagnosis of reading problems, and approaches and procedures for assisting students in improving their reading competencies.

Staff. 2

TEACHING OF ENGLISH. (See Education 331)
Geology

The Geology and Geography curriculum is designed to provide courses for the student interested in becoming acquainted with the earth as a planet, the earth's oceans and atmosphere, and the solid earth. These subjects are covered in Physical Geology and Fundamentals of Earth Environment. Either one of these courses may be used to fulfill one of the three basic science requirements.

The curriculum also provides training for the teacher in a first or second teaching field. Additionally, students planning for professional training in urban planning, geography, or geology will find the curriculum sufficiently well-rounded to be acceptable to graduate schools of the leading universities. Each student's sequence is carefully arranged in consultation with his or her adviser.

Major in Earth Science

A student may major in Earth Science, combining courses in Geology and Geography with other science offerings and work towards a Bachelor of Arts degree. In addition to Geology 105, 111, 113; Geography 225 and 226, he or she would take 12 additional hours in Geology. Additional courses in Geography and in the other sciences would be expected, depending upon the interests and goals of the student.

Major in Geology (Environmental Studies Concentration)

See Environmental Studies

Major in Geology

A student majoring in Geology will normally be working toward a Bachelor of Science degree in anticipation of going on for graduate work in Geology. He or she will take eight courses in Geology in addition to Geology 400 and Geography 225 and 226. A minimum of 30 semester-hours is expected in Mathematics, Chemistry, Physics and Biology.

SAFETY GLASSES WILL BE REQUIRED FOR FIELD WORK AND GEOCHEMICAL LABORATORY WORK.

GEOLOGY 105 – FUNDAMENTALS OF EARTH ENVIRONMENT. The principles of map reading, meteorology, climatology and geomorphology learned by the self paced instruction method. Tutors assist at scheduled hours and help the participant measure comprehension at his or her own discretion. Satisfactory completion of modules prepares the student for lectures on environmental problems and related subjects. Laboratory consists primarily of outdoor excursions.
GEOLOGY 111 - PHYSICAL GEOLOGY. This course is designed as the introductory course in geology for non-science and science majors alike. The composition and structure of the earth, evolution of surface features, geologic processes, the scope of geologic time, and aspects of the history of science are the topics emphasized. The laboratory is supplemental and deals with mineral and rock identification and study of topographic and geologic maps. Field investigations are emphasized as much as possible.

Staff. 4

GEOLOGY 113 - HISTORICAL GEOLOGY. A study of geologic history, concentrating on North America, as synthesized from sequences of rock strata and from fossils. Emphasis is placed on the history of stratigraphy and evolution, methods of interpreting past environments, and the interaction of the geologic and biologic realms through time. Lab deals with field work, interpretation of geologic maps, and investigations of various periods in the history of the Earth. Prerequisite: 111.

Bork. 4

GEOGRAPHY 201 - WEATHER FORECASTING AND WEATHER PHENOMENA. An introductory laboratory course in weather and climate of a very practical nature. The course is for those who are consciously observing weather changes and weather extremes and wonder why, as well as those who wonder why weather forecasts don't always work out. Atmospheric properties and their measurement are learned as a basis for the discussion of the dynamics of the atmosphere in motion. The challenge problems and future trends of weather forecasting are also discussed.

Graham. 4

GEOLOGY 216 - ENVIRONMENTAL GEOLOGY. A broad survey of the geological aspects of environmental studies. The major topics to be covered will be those relating to man's interaction with the natural geological environment. Topics include the study of geological hazards (earthquakes, volcanic eruptions, landslides, etc.), water quality and supplies, waste disposal, and the environmental aspects of mineral resource development. Prerequisites: 105 or 111 or consent of instructor.

Malcuit. 4

GEOLOGY 211 - MINERALOGY. Basic crystallography and crystal chemistry. Variations in physical properties of hand specimens are studied in laboratory. Polarizing microscope is used for optical studies, and x-ray powder techniques for elementary structural analysis and identification. Prerequisite: 111.

Malcuit. 4

GEOLOGY 212 - PETROLOGY. Physico-chemical basis of petrogenesis, hand specimen and microscopic identification and interpretation, igneous classification and simple binary and ternary systems, sedimentary rock classification and diageneis, metamorphic rocks and processes. Prerequisite: 211.

Malcuit. 4

GEOLOGY 213 - PALEONTOLOGY. An introduction to fossil invertebrates with emphasis on theory of classification, form and function significance, paleoecological interpretation, evolutionary mechanisms, application of fossils to biostratigraphy, and the history of paleontology. Major invertebrate phyla of paleontological significance are surveyed. Prerequisite: 113.

Bork. 4

GEOLOGY 214 - SEDIMENTATION AND STRATIGRAPHY. Study of the processes of sedimentation and the resultant sedimentary rock record. Environments of deposition, facies, stratigraphic nomenclature, strata in the subsurface, and principles of correlation are among topics treated. Field work is a major facet of the laboratory. Prerequisite: 113.

Bork. 4

GEOLOGY 215 - GEOLOGY OF NATURAL RESOURCES. A broad survey of the occurrence, global distribution, and abundance of natural resources of Earth as well as consideration of the methods of exploration, exploitation, and processing of these resources for the benefit of man. Prerequisite: 105 or 111 or consent of instructor.

Malcuit. 4
GEOLOGY 216 — ENVIRONMENTAL GEOLOGY. Malcuit. 4

GEOLOGY 311 — STRUCTURAL GEOLOGY. Study of movements of solid rock and molten rock and their effect upon crustal features of the earth. Prerequisites: Geology 111 and Geography 226, or consent. Graham. 4

GEOLOGY 312 — ADVANCED PHYSICAL GEOLOGY AND GEOMORPHOLOGY. Intensive study of dynamic earth processes, both constructive and destructive, which determine nature of earth's crustal features both large and small: topographic and geological map interpretation. Field work. Seminar format. Prerequisite 311 or consent. Staff. 4

GEOLOGY 320 — GEOLOGICAL INVESTIGATION IN THE FIELD. Study of geologic field methods, maps, and aerial photos as well as pre-trip preparation for the spring vacation field trip constitute a 3-hour course. Preparation and participation in the field trip constitute a 2-hour course. A student who has had Geology 111 may apply for permission to participate in the field trip for one semester-hour of credit. Staff. 1-2

GEOLOGY 361-362 — DIRECTED STUDIES. Individual reading and laboratory work in a student's field of interest within Geology. Work in Petroleum Geology is included. Staff. 3

GEOLOGY 400 — FIELD COURSE. A major in Geology must register for a summer field course offered by any one of a number of approved universities. Upon the successful completion of the course he or she receives credit transferable to his or her record at Denison. 4-8

GEOLOGY 401 — SELECTED TOPICS IN GEOLOGY. An advanced seminar or problem-oriented course which involves a semester-long investigation of such topics as geochemistry, environmental geology, or the history of geology. Staff. 3

GEOLOGY 451-452 — SENIOR RESEARCH. Staff. 4

GEOLOGY 466-462 — INDIVIDUAL WORK FOR HONORS. 4

TEACHING OF SCIENCE (See EDUCATION 311)

Geography

Geography is a non-major field at Denison, but the student who may wish to pursue this discipline at the graduate level might major in Earth Science, Economics, Sociology, or History. Such a student should elect 12-15 hours in Geography at Denison and should choose Geology as one of his or her years of science. Having completed such a program, a student will normally have little difficulty gaining admission to a graduate program in Geography at a high-ranking university.

GEOGRAPHY 201 — WEATHER FORECASTING AND WEATHER PHENOMENA. Graham. 4

GEOGRAPHY 225 — GEOGRAPHY OF THE EASTERN UNITED STATES. Geomorphic provinces, their rocks, and terrain development. Emphasis on historical geography and continuing influence of environment upon the nation's development. (Fall semester.) Mahard. 4

GEOGRAPHY 226 — GEOGRAPHY OF THE WESTERN UNITED STATES. Geomorphic provinces, their rocks, and terrain development. Emphasis placed on appreciation and understanding of scenery, relationships between development of the West and environmental considerations. (Spring semester.) Mahard. 4
History

Major in History

Although only 24 hours are required for a major, a student majoring in History usually takes from 30 to 40 hours of course work in the department. The department believes it necessary for a major to achieve some competence in the following five areas of history: Ancient-Medieval, American, European from the Renaissance to the French Revolution, European from the French Revolution to the present, and Non-Western. Working together, the student and his or her adviser should determine the best way to approach each area. Students may demonstrate competence in an area in one or more of the following ways: Advanced Placement, superior High School training, proficiency examination, or by taking one or more courses in an area.

During the student's junior year he or she should consult with his or her adviser for the purpose of establishing an individualized senior history project. Numerous options are open as possible forms for the project including creative writing on historical themes, the development of innovative teaching techniques or aids and the preparation of a more traditional research paper. The project chosen should depend upon the needs and abilities of the student and the adviser's belief that such a project can be fulfilled. Ideally this project should allow the student to develop his or her learning in history and other disciplines in a way that makes the history major particularly meaningful. Although
the student is expected to be preparing his or her project throughout the senior year. In the last semester he or she will normally register for four hours credit in History 456: Senior History Project.

At some point in his or her career in the department the student is also expected to write a major research paper.

A working knowledge of a foreign language is normally expected of all majors; those planning on graduate school should start a second language if possible. (Graduate schools usually require a reading knowledge of French and German or one of those plus another language such as Spanish or Russian, depending on the research needs of the candidate).

**Introductory Courses**

**HISTORY 201 - THE INDIVIDUAL AND THE SOCIAL ORDER IN ANCIENT AND MEDIEVAL TIMES.** A study of the search for a viable political and social order during the ancient and medieval periods. This course will not attempt to survey ancient and medieval history but will concentrate upon three periods, late 5th-century Athens, Rome during the last century of the Republic and the first century of the Empire, and the European high middle ages from the 11th to the 13th century. The intervening years will be considered only to the degree necessary to understand the developments of these three periods or as evidence of the success or failure of the search for social and political order. (Should ordinarily be taken in the freshman year if used to fulfill GE requirement.)  

**HISTORY 202 - THE INDIVIDUAL AND THE SOCIAL ORDER IN MODERN TIMES.** This course will follow in theme, organization, and sequence History 201. The Individual and the Social Order in Ancient and Medieval Times. History 202 will examine three periods within the scope of Modern history. In each, the emphasis will be upon (1) political, economic, and social structures and the place of classes and individuals within these structures, (2) the force of change in reshaping these structures by revolutionary or evolutionary means, and (3) the birth of new attitudes towards man and society. (Should ordinarily be taken in the freshman year if used to fulfill the GE requirement.)  

**HISTORY 205 - EARLY MODERN EUROPE.** A survey of the major developments in European social, economic, and political history from the Renaissance to the French Revolution. M. Gordon.  

**HISTORY 211 - MODERN EUROPE.** An examination of European society from the French Revolution to the present in the light of the forces which mold its attitudes and institutions.  

**HISTORY 215 - A HISTORY OF BLACKS IN AMERICA.** A study of the experience of Blacks in America with emphasis on the African heritage, slavery, Civil War and Reconstruction, the policies of discrimination, the shift to urban life, the rise of the ghetto, and the age of protest and change. (Should ordinarily be taken in freshman year if used to fulfill GE requirement.)  

**HISTORY 221 - AMERICAN CIVILIZATION.** A survey of the History of America from 1776 to the present. Political, diplomatic, social, economic, and intellectual themes and topics will be included. (Should ordinarily be taken in freshman year if used to fulfill GE requirement.)
### American History

**HISTORY 301 — THE COLONIAL BACKGROUND TO THE AMERICAN REVOLUTION.** A study of the economic, social and political aspects of American History during the 17th and 18th centuries.  
G. Dennis.  4

**HISTORY 302 — THE IDEA OF AMERICAN UNION: THE EARLY NATIONAL PERIOD.** A study of the growth of American nationalism and the American character from the Constitution to the Civil War. Political thought and primary sources are emphasized.  
G. Dennis.  4

**HISTORY 303 — THE AMERICAN FRONTIER.** The frontier in American economic, political and cultural development.  
J. Wilhelm.  3

**HISTORY 305 — RECENT AMERICAN HISTORY.** Study of American society from the 1920s through the Depression, New Deal, Cold War, and the 60s and 70s. Emphasis is directed to the social, economic, political, and cultural changes and continuities manifested in American life since World War II.  
M. Klutzy.  4

**HISTORY 307 — AMERICAN DIPLOMATIC HISTORY.** A survey of American Diplomatic History emphasizing the rise to world power in the 20th Century.  
J. Wilhelm.  4

**HISTORY 311 — AMERICAN INTELLECTUAL HISTORY.** A study of selected problems in American intellectual development.  
J. Chessman.  3

**HISTORY 312 — THE CITY IN AMERICA.** The pattern of American urban growth from colonial times to the present will be examined, with somewhat more attention being given to the post-Civil War period. Intellectual and cultural aspects will be considered along with the economic, social and political.  
J. Chessman.  4

**HISTORY 314 — AMERICAN SOCIAL HISTORY SINCE 1860.** A survey of development of American social history since the Civil War, emphasizing urban and industrial growth and its effects upon social classes, institutions, and cultural life.  
J. Chessman.  3

**HISTORY 316 — TOPICS IN BLACK HISTORY.** Analysis of the development of Black American ideologies, institutions, leaders and culture based around topical themes with an emphasis on the interrelationship of historical and contemporary black thought and activity in American life. Prerequisite: History 215.  
M. Kirby, M. Zebbs.  3

### Ancient and Medieval History

**HISTORY 333 — THE MIDDLE AGES.** A seminar in the development of European ideas and institutions from the High Middle Ages to the Renaissance.  
M. Gordon.  3

**HISTORY 335 — ENGLAND IN THE MIDDLE AGES.** English constitutional and social history from the Norman Conquest to 1485. Prerequisite: History 201 or consent.  
Staff.  3

### Modern European History

**HISTORY 337 — THE AGE OF THE RENAISSANCE.** An examination of European history in the 14th and 15th centuries. Emphasis will be placed on intellectual developments and on the social and political context which shaped these developments.  
M. Gordon.  4

**HISTORY 338 — THE AGE OF THE REFORMATION.** An examination of European history in the 16th and early 17th centuries. Emphasis will be placed on political and intellectual developments and on the social context which shaped these developments.  
M. Gordon.  4
HISTORY 342 – ENGLAND UNDER THE TUDORS AND STUARTS. A study of English social and cultural history and of the development of the English constitution against the background of the political history of the 16th and 17th Centuries. A. Gordon. 3

HISTORY 343 – MODERN BRITAIN. A political, social, and cultural history of Great Britain from 1715 to the present. Watson. 3

HISTORY 347 – HISTORY OF RUSSIA TO 1917. Development of the Russian people and state from their earliest origins to 1917; political, economic, and social relations, and foreign policy. Bigelow. 4

HISTORY 348 – HISTORY OF THE SOVIET UNION. Political, economic, social and diplomatic evolution of Soviet Russia and the Republics of the USSR from about 1917 to the present. Bigelow. 4

HISTORY 351 – EUROPEAN DIPLOMATIC HISTORY: 1815-1914. A study of European international relations from the Napoleonic period to the First World War. Schilling. 4

HISTORY 352 – SOCIAL HISTORY OF MODERN EUROPE (19th and 20th CENTURIES). An analysis of the development of European society since the French Revolution with an emphasis on class structure, class interaction, and the processes of social change. Schilling. 4

HISTORY 353 – WAR AND REVOLUTION IN THE 20th CENTURY. An examination of how the twin forces of war and revolution have shaped the character of our contemporary world. Geographically, the course will focus primarily on Europe. Schilling. 4

HISTORY 356 – INTELLECTUAL AND CULTURAL HISTORY OF MODERN EUROPE (19th and 20th CENTURIES). The main currents of Western European thought examined as responses to scientific, economic, social, and political developments in eras of profound change. Watson. 3

African and Asian History

HISTORY 371 – CHINA IN REVOLUTION. This course will focus on the last of the triple revolutions which have swept across China since 1840; the rise of Mao and the evolution of Communist China with analysis of current trends. Stratton. 4

HISTORY 373 – HISTORY OF JAPAN. A survey of the history of Japan, with about equal emphasis on traditional and modern Japan. Stratton. 4

HISTORY 375 – DEVELOPMENT OF THE MODERN MIDDLE EAST. Study of peoples of the Islamic world with particular emphasis on cultural aspects of Islamic civilization, political and social history of Islamic states, and special conflict area of the Middle East. Bigelow. 4

HISTORY 381 – AFRICA: DYNAMIC AND DIVERSIFIED CONTINENT. A study of major problems and issues in African history with an emphasis on the recent past. Schilling. 4

Latin American History

HISTORY 391 – INTRODUCTION TO LATIN AMERICA. A survey of the colonial period and an introduction to the problems of Mexico, Central America, and the Caribbean in modern times. Special emphasis is given to a study of the Mexican and Cuban revolutions. Staff. 4

HISTORY 392 – MODERN SOUTH AMERICA. A survey of South America in the 19th and 20th Centuries and a study of the problems of economic and social change. Staff. 4
HISTORY 393 - MODERN LATIN AMERICA: EVOLUTION OR REVOLUTION? An examination of contemporary Latin American history, focusing on topics such as models for economic change, United States diplomacy, Marxism, guerilla activities, the Cuban Revolution and the role of the military. Staff. 4

HISTORY 394 - HISTORY OF BRAZIL. A study of the social, political and economic history of Brazil from colonial times to the present. Staff. 4

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HISTORY 360 - STUDIES IN HISTORY. Intensive study by the class of selected periods or topics in History. May be taken more than once for credit. Prerequisite: Consent of instructor. Staff. 3

HISTORY 361-362 - DIRECTED STUDY. Staff. 3

HISTORY 431-432 - SEMINARS. Open to superior students with consent of the instructor. These courses will involve the preparation of a research paper, and if registration warrants, will be offered in the following fields: Staff. 3

a. Early American History
b. American Frontier
c. American Diplomatic History
d. American Social and Intellectual History
e. American Political and Economic History
f. Renaissance and Reformation
g. Tudor England
h. Modern England
i. Far Eastern History
j. Africa: South of the Sahara Desert
k. Latin America
l. Modern European Intellectual History
m. European Diplomatic History
n. Russian History
o. The Middle East

HISTORY 451-452 - SENIOR RESEARCH. Research in selected topics of History. Staff. 4

HISTORY 456 - SENIOR HISTORY PROJECT. Staff. 4

HISTORY 461-462 - INDIVIDUAL WORK FOR HONORS. Staff. 4

TEACHING OF SOCIAL STUDIES. (see EDUCATION 320)
Mathematical Sciences

Students interested in Mathematics or the natural sciences should take either 121-122 or 123-124, followed by 221 and 222.

Students interested in mathematical economics or computer science should take 121-122 or 123-124, followed by 221 and 251 (or 101).

Students entering with calculus should take either 122 or 124 and 221 (in either order) followed by 251 (or 101) and 222.

Students interested in taking one or two courses only in Mathematics should choose 101, 102, 105 or 123. They may then follow with one of the programs outlined below, if they so desire.

Major in Mathematical Sciences

Minimum requirements for a major in Mathematical Sciences for a B.A degree are four semester courses at the 300 level or above (in addition to any directed studies, senior research, or honors project credits), two of which must be from the list 307, 308, 321, 322, 365, 366, and 375.

Minimum requirements for a major in Mathematical Sciences for a B.S. degree are eight semester courses at the 300 level or above (with at most one directed study and an honors project being substituted for one or more of the eight courses.)

A student desiring recommendation for graduate study in mathematics should take a B.S. major. A reading knowledge of at least one foreign language — French, German, or Russian — is also recommended.

A student who plans to teach in secondary schools is advised to include 307, 321, 365, and 375 in his or her program.

Major in Mathematical Sciences
(Computer Science Concentration)

Minimum requirements for a major in this area for a B.A. degree are four courses at the 300 level, two of which must be from the list 353, 354, and 355, and two must be from the list 307, 308, 321, 322, 365, 366, 375, 351, and 352.

Minimum requirements for a major in this area for a B.S. degree are eight semester courses at the 300 level or above, four of which must be from the list 351, 352, 353, 354, 355 (With not more than one directed study and an
honors project being substituted for one or more of the eight courses).

All majors in the department are required to take two credits in 399.

**Combined Major in Mathematical Sciences and Economics**

A student interested in quantitative aspects of economics who wishes to work for advanced degrees in Business or Economics with a strong Mathematical Sciences background may elect this combined major. Requirements are Mathematical Sciences 251 or 101, 307, 308, 351; and one credit in 399, and Economics 200, 301, 302, 350a or 350c, and one additional Economics course at the 300 level.

**MATHEMATICAL SCIENCES 100 - MATHEMATICS - ART AND SCIENCE.** Offered for the non-scientific student who is more interested in the methods of Mathematics than its technique. Topics chosen to convey the spirit of the sort may include logic, set theory, finite mathematics, number systems, geometry, and topology. Staff. 4

**MATHEMATICAL SCIENCES 101 - INTRODUCTORY COMPUTER SCIENCE.** Introduction to computer science and information theory and the relation between information and computation. Algorithms, flow charts, Turing machines, and computer programming. Investigation of the technological and social impact of computers and possible future consequences. Accompanied by a lab designed to illustrate principles from the lectures. Includes hands-on experience operating and programming a real computer — first using a simple machine language and then progressing to Fortran, a universally-used computer language. Staff. 4

**MATHEMATICAL SCIENCES 101H (HONORS) - INTRODUCTORY COMPUTER SCIENCE.** Same topics as 101 but covered with a little more rigor and depth. Strongly recommended for students planning to continue with higher level computer science courses. Staff. 4

**MATHEMATICAL SCIENCES 102 - STATISTICS - DATA ANALYSIS.** This course includes topics from statistical inference such as estimation, testing hypotheses, regression and analysis of variance and contingency tables. This course is concerned with experimental and data gathering methods in addition to developing some statistical skills. There will be a laboratory for computer use. Not open for credit to those who have taken Psychology 313. Staff. 4

**MATHEMATICAL SCIENCES 105 - INTRODUCTORY MATHEMATICS.** This course is designed for the student who wishes to take calculus but lacks certain background material in algebra, trigonometry and/or analytic geometry. Staff. 4

**MATHEMATICAL SCIENCES 121-122 - INTRODUCTORY CALCULUS.** A two-semester introduction to calculus, including differential and integral calculus of elementary functions of one variable, followed by partial differentiation and multiple integration. The course may include an introduction to a problem-oriented language such as Fortran. Not open to those students with credit in 123-124. Staff. 4

**MATHEMATICAL SCIENCES 123-124 - INTRODUCTORY APPLIED CALCULUS.** A two-semester intuitive calculus with emphasis on application for student in the sciences. Topics include elementary functions and their graphs, basic vector analysis techniques of differentiation, and integration for functions of one and two variables. Techniques include determination of maxima, minima and graphing of functions, elements of calculus of variations, and differential equations. Applications will be taken from Physics.
Chemistry, Geology, and Biology. The course may include an introduction to a problem-oriented language such as Fortran. Not open to those students with credit in 121-122.

**MATHEMATICAL SCIENCES 125-126 — HONORS CALCULUS.** Similar to 121-122 but with considerable emphasis on rigor. Enrollment is by invitation only.

**MATHEMATICAL SCIENCES 221 — ELEMENTARY LINEAR ALGEBRA.** Emphasis on topics such as matrix algebra, systems of linear equations, linear transformations, and computational techniques. Prerequisite 121 or 123 or consent.

**MATHEMATICAL SCIENCES 222 — ANALYSIS.** A rigorous review of calculus. Prerequisite 122, 124, or 126.

**MATHEMATICAL SCIENCES 225 — COMPUTER PROGRAMMING AND PROBLEM SOLVING.** An introduction to computational models and problem solving with the aid of a computer. The course will stress the construction and interpretation of computational models from various disciplines. The student will be expected to write programs in areas such as statistical calculations, simulation of random processes, simulation of nonrandom processes, searching, sorting, and text editing. Previous knowledge of Fortran is not required. Prerequisite: Mathematics maturity comparable with successful completion of Mathematical Sciences 101 or 121 or 123 or 125.

**MATHEMATICAL SCIENCES 226 — ASSEMBLY LANGUAGE.** The central objective of this course is to have the student develop a firm understanding of assembly language and operating system. The study will center mainly around the university's computer system, but other systems may be studied as well. In addition, considerable emphasis will be placed on computer architecture and input/output interrupt processing.

**MATHEMATICAL SCIENCES 307-308 — PROBABILITY AND MATHEMATICAL STATISTICS.** Probability models, generating functions, limit theorems, stochastic processes, estimation of parameters, tests of hypotheses, regression. Prerequisites: 222 or consent.

**MATHEMATICAL SCIENCES 321 — ADVANCED ANALYSIS.** Limits, infinite series, and integration. Prerequisite: 221, 222.

**MATHEMATICAL SCIENCES 322 — ADVANCED ANALYSIS.** Vector calculus and differential geometry. Prerequisite: 221, 222.

**MATHEMATICAL SCIENCES 326 — FILE ORGANIZATION AND DATA STRUCTURES.** Concepts and practice in the manipulation of files large enough to require peripheral storage. Theory of non-numerical algorithms such as sorting, searching and indexing. Prerequisite: 101 or 251.

**MATHEMATICAL SCIENCES 351 — DIFFERENTIAL EQUATIONS.** Topics from the theory of linear and nonlinear differential equations. Prerequisites: 221, 222.

**MATHEMATICAL SCIENCES 352 — NUMERICAL ANALYSIS.** Topics from numerical quadrature, numerical integration of differential equations, matrix manipulations, and continuous modeling programs. Prerequisite: 221, 222.

**MATHEMATICAL SCIENCES 353 — PROGRAMMING LANGUAGES AND DATA STRUCTURES.** A systematic study of computer programming languages starting with machine language and a brief examination of its hardware implementation. Progressing through assembly language to higher languages embodying numerical and non-numerical computation. Throughout the development, the underlying structure of the languages and their implementation on computers will be stressed. This includes...
syntax analysis. Backus-Naur Form (BNF) specification of languages. Polish post-fix notation implemented by push down stacks, and design of assemblers and compilers. Prerequisite: 101H or consent. Staff. 4

MATHEMATICAL SCIENCES 354 - COMPUTABILITY AND FORMAL LANGUAGES. Definition of formal languages and their relation to abstract computing machines (automata), algorithms and the equivalence of various systems of expressing them. Recursive functions, register machines, Turing machines, universality of the preceding in solving problems algorithmically, existence of algorithmically unsolvable problems (e.g., halting problem for Turing machines, Gödel's theorem), implementation of Boolean functions with switching circuits, applications to computer design, cellular automata and parallel computers. No lab. Prerequisite: 101H or consent. Staff. 4

MATHEMATICAL SCIENCES 355 - COMPUTER ORGANIZATION AND SYSTEMS PROGRAMMING. In-depth study of a computer system, with emphasis on the operating aspects of the system rather than applications or theory of its programming languages. Machine architecture of central processor with input/output devices such as disk, tape, plotter, printer, card reader, etc. Lab includes systems programming applying lecture material. Prerequisite: Staff. 4

MATHEMATICAL SCIENCES 361-362 - DIRECTED STUDY. Staff. 3

MATHEMATICAL SCIENCES 365 - ABSTRACT ALGEBRA. Topis from elementary number theory, group theory, ring theory, and field theory. Prerequisite: Consent and 221. Staff. 4

MATHEMATICAL SCIENCES 366 - LINEAR ALGEBRA. Topics from vector space theory, linear transformations, modules and multilinear algebra. Prerequisite: 365. Staff. 4

MATHEMATICAL SCIENCES 375 - MODERN GEOMETRY. An introduction to modern geometries. Staff. 3

MATHEMATICAL SCIENCES 399 - MATHEMATICS SEMINAR. This seminar is required of all majors. It must be taken for a total of two credits during the junior and senior years. Graded as pass/fail. Staff. 3

MATHEMATICAL SCIENCES 400-401 - ADVANCED MATHEMATICAL TOPICS. a: Topology b: Number Theory c: Complex Variables d: Real Variables e: Functional Analysis f: Geometry g: Applied Mathematics Staff. 4

MATHEMATICAL SCIENCES 402-403 - ADVANCED TOPICS IN COMPUTER SCIENCE. a: Logic b: Automata c: Models of Grammar d: Artificial Intelligence Staff. 4

MATHEMATICAL SCIENCES 451-452 - SENIOR RESEARCH. Staff.

MATHEMATICAL SCIENCES 461-462 - INDIVIDUAL WORK FOR HONORS. Staff.

TEACHING OF MATHEMATICAL SCIENCES. (See EDUCATION 335.)
Modern Languages

The chief aim of the courses offered by the department is to give the student a firm command of the spoken and written foreign language through which he or she can gain a greater appreciation of the literature, art, science, and other achievements of Western culture. In addition to excellent library facilities at the disposal of students, a modern, automatic electronic language laboratory supplements work in the classroom by offering further opportunity for audio-lingual practice and drill.

A student wishing to spend a summer, a semester, or the junior year abroad with officially sponsored and supervised programs should consult members of the department. See Off Campus Programs in catalog. Opportunities to perfect the student’s command of the language are provided on the campus by the language tables, foreign movies, club meetings, field trips, and similar activities supervised by the department. January Term experiences on campus and abroad offer an added dimension to the program.

Certification by the Department of Education of the State of Ohio requires a minimum of 30 semester-hours of credit in one language.

General Departmental Regulations

A student planning to major in the Department or to receive a teaching certificate is advised to begin his or her course work in the freshman year. A student wishing to fulfill the basic requirement in Language by continuing the one begun in secondary school will find it advantageous to begin his or her course work in the freshman year. The language requirement must be completed by the end of the junior year. (For details concerning the alternatives for fulfilling the Language requirement, see Plan of Study in catalog or the language requirement listing at the end of this departmental section. The basic requirement in Literature (3 hours) may be fulfilled by successfully completing a literature course offered by the Department at the 300 level.)
French

A student majoring in French must take the following course above the 211-212 level: 311-312. 415; a minimum of one seminar. 418, and at least three of the following: 317. 318. 319. 320. 322. Recommended courses: 313. I.D. 271-272. Required related courses: 201-202.

FRENCH 111-112 — BEGINNING FRENCH. Drill in sentence patterns. Special attention to pronunciation and oral work. Composition and reading. Work in the language laboratory is required. Does not count as credit toward a major. No credit is given for 111 unless 112 is completed. A student with one year of credit in high school French may register for 112. Staff. 4

FRENCH 201-202 — AREA STUDY: FRANCE. The cultural background and significant contemporary political, sociological, and economic problems of France, its position in the affairs of the world today, and its relation to the United States. Conducted in English. O'Keefe. 3

FRENCH 211 — READINGS IN INTERMEDIATE FRENCH. Reading of selected texts in literature and civilization with oral discussion and writing in the language. Work in the language laboratory is required. Prerequisite: 111-112 or two years of high school French. Staff. 3

FRENCH 212 — FRENCH CONVERSATION AND COMPOSITION. Intensive practice in audio-lingual skills on the intermediate level combined with a brief review of grammar. Work in the language laboratory is required. Prerequisite: 211 or the equivalent. Staff. 3

FRENCH 250 — INTERMEDIATE CONVERSATION. Intensive practice in audio-lingual skills on the intermediate level. Language laboratory work required. This course does not count as a substitute for 212 to satisfy the basic language requirement. Not open to students who have taken 212 or more than one advanced literature course. Staff. 3

FRENCH 311 — INTRODUCTION TO FRENCH LITERATURE (Middle Ages Through the 17th Century). Introduction to major literary movements and figures with readings from representative authors. Conducted in French. Prerequisites: 212 or four years of high-school French. Staff. 4

FRENCH 312 — INTRODUCTION TO FRENCH LITERATURE (18th Century to the Present). Introduction to major literary movements and figures with reading from representative authors. Conducted in French. Prerequisites: 212 or four years of high-school French. Staff. 4

FRENCH 313 — EXPLICATIONS DE TEXTES. Advanced oral training using explication de textes techniques, stressing text analysis and interpretation, vocabulary, and syntax. Conducted in French. Prerequisites: 311 and 312 or equivalent. Joseph. 3

FRENCH 317 — 17th CENTURY LITERATURE. The development of French classicism with emphasis on the theatre. Representative works of Corneille. Molière. Racine. Pascal. La Fontaine. Sevigne. La Bruyère and others. Conducted in French. Prerequisites: 311 and 312 or equivalent. Offered 1975-76. Eumont. 4

FRENCH 318 — 18th CENTURY LITERATURE. Voltaire. Rousseau. Montesquieu. Diderot. and the leading playwrights and novelists of the century. Conducted in French. Prerequisites: 311 and 312 or equivalent. Offered 1975-76. Preston. 4

Romanticists through the Symbolists. Conducted in French. Prerequisites: 311 and 312 or equivalent. Offered 1974-75. O'Keefe. 4

FRENCH 320 – 20th CENTURY THEATRE. A study of the development of the theatre of the 20th Century with emphasis upon Giraudoux, Cocteau, Montherlant, Anouilh, Claudel, Sartre and the Experimental Theatre of Ionesco and Beckett. Conducted in French. Prerequisites: 311 and 312. Offered 1976-77. O'Keefe. 4

FRENCH 322 – THEMES AND PERSPECTIVES OF THE 20th CENTURY NOVEL IN FRANCE. Concepts of freedom, authenticity, alienation and perception of reality. Gide to present. Conducted in French. Prerequisites: 311 and 312 or equivalent. Offered 1974-75. Joseph. 4

FRENCH 361-362 – DIRECTED STUDY. Staff. 3

FRENCH 401-402 – PROBLEMS IN AREA STUDY. A terminal integrating course of independent study to be taken in the senior year by the student majoring in the transdepartmental sequence: AREA STUDY FRANCE. O'Keefe. 3

FRENCH 415 – ADVANCED FRENCH GRAMMAR AND WRITING. Intensive grammar review and composition on the advanced level. Offered both semesters. First semester limited to seniors; second semester, juniors. Prerequisites: 311 and 312 or equivalent. Staff. 4

FRENCH 416 – SEMINAR. Advanced study of special problems in language or literature. One seminar is usually offered each semester. Majors are required to take a minimum of one seminar, but may elect more. Prerequisites: 311, 312 and a semester of an advanced literature course or equivalent. Staff. 3

FRENCH 451-452 – SENIOR RESEARCH. Staff. 4

FRENCH 461-462 – INDIVIDUAL WORK FOR HONORS. Staff. 4

TEACHING OF MODERN LANGUAGES. (See EDUCATION 343.)

German

A student majoring in German and concentrating in Literature must take the following courses above the 211-212 level: 311 or 312, 313, 317, 321, 322, 416, and 361 or 362. For a concentration in German Civilization, the student must take the following courses above the 211-212 level: 311 or 312, 313, 301, 302, 416, 361 or 362 and one of the following courses: 317, 321, 322, 414, 415, as well as a course in European History. Recommended courses: 415, 213. Recommended related courses: I.D. 271-272.

GERMAN 111-112 – BEGINNING GERMAN. Drill in sentence patterns. Special attention to pronunciation and oral work. Composition and reading. Work is required in the language laboratory. Does not count as credit toward a major. No credit is granted for 111 unless 112 is completed. A student with one year of credit in high school German may register for 112. Staff. 4

GERMAN 211-212 – INTERMEDIATE GERMAN. A review of grammar, improvement of conversational skills and readings in German culture will be stressed. Special provisions may be made for students desiring reading in scientific German literature. Prerequisite: 111-112 or appropriate score on placement test. Staff. 3
GERMAN 213 — INTERMEDIATE CONVERSATION. Intensive practice in audio-lingual skills on the intermediate level. Work in the language laboratory and composition will constitute a part of the course. Prerequisite: 211 or 212 or consent. Winter. 4

GERMAN 301 — INTRODUCTION TO GERMAN CIVILIZATION. A study of major historical events and forces that shaped the institutions, attitudes, and life-style of modern Germany. Conducted in English and German. Prerequisite: 211, 212 or 213. Kessler. 4

GERMAN 311-312 — INTRODUCTION TO GERMAN LITERATURE. Experience in analytical reading of major types of literature and literary techniques. The emphasis is on representative works of the 20th Century. Th. Mann, Kafka, Hesse, Brecht. Boll, Grass. Prerequisite: 212, 213. 215, or four years of high school German. Staff. 4

GERMAN 313 — ADVANCED CONVERSATION AND COMPOSITION. Intensive practice in audio-lingual skills on the advanced level. Composition is needed. Conducted in German. Prerequisite: 213 or 211-212 or consent of instructor. Winter. 4

GERMAN 317 — GERMAN CLASSICS. Selected works of Goethe, Schiller, Lessing. Prerequisite 311, 312, or consent of instructor. Winter. 4

GERMAN 321 — THE ROMANTIC PERIOD IN GERMANY. A study of the works of Novalis, Tieck, Brentano, Eichendorff, Hoffman, Heine. Prerequisites: 312, 311, or consent of instructor. Winter. 4

GERMAN 322 — 19th CENTURY PROSE AND DRAMA. Kleist, Buchner, Hebbel, Keller, Meyer, Storm, Fontane, Hauptmann, and others. Prerequisites: 212, 213, or four years of high school German. Kessler. 4

GERMAN 361-362 — DIRECTED STUDY. Staff. 3

GERMAN 401-402 — PROBLEMS IN AREA STUDY. A terminal integrating course of independent study to be taken in the senior year by the student majoring in the transdepartmental sequence: AREA STUDY: GERMANY. Staff. 3

GERMAN 413 — ADVANCED COMPOSITION AND GRAMMAR. Intensive grammar review and composition on the advanced level. Prerequisite: 312. Kessler. 3

GERMAN 414 — THE GERMAN LYRIC. A representative sampling of early German poetry followed by more concentrated study of the lyrics of the 19th and 20th century poets including Rilke, Hofmannsthal, George, Krolow, Celan, Gottfried Benn and others. Prerequisite: German 311 or 312. Kessler. 4

GERMAN 415 — SURVEY OF GERMAN LITERATURE BEFORE 1700. Prerequisite: any 300 course or consent of instructor. Kessler. 4

GERMAN 416 — SEMINAR. Prerequisite: same as 415. Staff. 3

GERMAN 451-452 — SENIOR RESEARCH. Staff. 4

GERMAN 461-462 — INDIVIDUAL WORK FOR HONORS. Staff. 4

TEACHING OF MODERN LANGUAGES. (See EDUCATION 343)
Russian

A student majoring in Russian must take the following courses above the 211-212 level: 305, 306, 311-312, 316, 317 and 318.

RUSSIAN 111-112 - BEGINNING RUSSIAN. Drill in sentence patterns, with special attention to pronunciation and oral work; composition and reading. Work in the language laboratory is required. No credit is given for 111 unless 112 is completed. A student with one year of credit in high school Russian may register for 112.

RUSSIAN 211-212 - INTERMEDIATE RUSSIAN. Review of structure, conversation, reading, and composition. Drill in language laboratory is required. Prerequisite: 111-112 or two years of high school Russian.

RUSSIAN 305 - ADVANCED RUSSIAN GRAMMAR AND COMPOSITION. Intensive grammar review, reading, and composition. Conducted in Russian. Prerequisite: 211-212 or 4 years of high school Russian.

RUSSIAN 306 - ADVANCED RUSSIAN CONVERSATION. Intensive practice in audio-lingual skills. Conducted in Russian. Prerequisite: 305.

RUSSIAN 311-312 - INTRODUCTION TO RUSSIAN LITERATURE. Readings from representative authors. Conducted in Russian. Prerequisite: 306.

RUSSIAN 316 - 19th CENTURY RUSSIAN LITERATURE IN TRANSLATION FROM PUSKIN TO TURGENEV. Major literary movements and figures with emphasis on works of Pushkin, Gogol, Lermontov, Goncharov, and Turgenev. Conducted in English.

RUSSIAN 317 - 19th CENTURY RUSSIAN LITERATURE IN TRANSLATION FROM DOSTOEVSKY TO BLOK. Major literary movements and figures with emphasis on works of Dostoevsky, Tolstoy, Aksakov, Leskov, Chekhov, Bunin, Andreev, and Blok. Conducted in English.

RUSSIAN 318 - RUSSIAN SOVIET LITERATURE. Major literary movements and figures with emphasis on works of Mayakovsky, Gorky, Fadeev, Leonov, Fedin, Sholokhov, and Pasternak. Conducted in English.

Spanish

The student majoring in Spanish has these options:


2. The Spanish Language (216, 217, or 218, 313, 314, 412, and 413 or 414)

Indicated course numbers represent the requisites for each major. A Language major is urged to take courses in linguistics, the English language, and so forth. Attention is called to the third option, the interdepartmental major in Latin American Area Studies. Spanish 324, "Ideology and Tradition in the Spanish-Speaking World," is highly recommended for all three majors.

SPANISH 111-112 - BEGINNING SPANISH. Drill in sentence patterns. Special attention to pronunciation and oral work. Composition and reading. Two or three hours each week are required in the language.
laboratory. Does not count as credit toward major. No credit in granted for 111 unless 112 is completed. A student with one year of Spanish in high school may register for 112.

SPANISH 215 – INTERMEDIATE SPANISH. A third-semester intermediate course intended to broaden the basic proficiency of Spanish 111-112.

Armam, Steele. 3

SPANISH 216 – CONVERSATION. Intensive practice in audio-lingual skills on the fourth-semester intermediate level. Prerequisite: 215.

Armam, Proano. 3

SPANISH 217 – MASTERPIECES OF SPANISH AMERICAN LITERATURE. The study of examples of the various genres: novel, short story, drama, essay, poetry, and non-literary articles, on the fourth-semester intermediate level.

Steele. 3

SPANISH 218 – MASTERPIECES OF SPANISH LITERATURE. Reading in and about selected major works of Spain with reference to the civilization they represent. Included are "El Cid", "La Celestina", "Don Quixote", a comedia, a novel of Galdós, and selection from Unamuno. Prerequisite: 215.

Proano. 3

Literature

SPANISH 315 – SPANISH AMERICAN LITERATURE. Study of literary genres, periods or movements in Spanish America. Emphases to be determined each semester course is taught. Conducted in Spanish. Prerequisite: 217 or equivalent.

Armam, Steele. 3

SPANISH 316 – SPANISH LITERATURE. Study of literary genres, periods of movements in Spain. Emphases to be determined each semester course is taught. Conducted in SPANISH. Prerequisite: 217 or equivalent.

Staff. 3

SPANISH 415 – SEMINAR IN SPANISH AMERICAN LITERATURE. Study and discussion in depth of a selected topic, writer or work from Spanish American literature. Conducted in Spanish. Prerequisite: 315 or consent.

Armam, Steele. 3

SPANISH 416 – SEMINAR IN SPANISH LITERATURE. Study and discussion in depth of a selected topic, writer or work from Spanish literature. Conducted in Spanish. Prerequisite: 316 or consent.

Armam, Steele. 3

Civilization and Culture

SPANISH 324 – IDEOLOGY AND TRADITION IN THE SPANISH-SPEAKING WORLD. The motivation of the Spaniard and Spanish American seen through their attitudes, values, beliefs, and artistic expression.

Staff. 3

Language

SPANISH 313 – ADVANCED CONVERSATION. Intensive practice in oral Spanish on the advanced level. Reports, discussions, speeches, dramatizations, etc. Conducted in Spanish. Prerequisite: 216 and 217.

Armam. 3

SPANISH 314 – ADVANCED GRAMMAR. Prerequisite: 217.

Armam. 3

SPANISH 412 – PHONETICS AND PRONUNCIATION. Prerequisite: 217.

Steele. 3

SPANISH 413 – COMPOSITION AND STYLISTICS. Composition on the advanced level with special attention given to modern Spanish creative writing. Prerequisite: 217 and 314 or consent.

Proano. 3
SPANISH 414 – ADVANCED READING AND TRANSLATION. Prerequisite: 217 and 314 or consent.

Latin American Area Studies
(Conducted in English)

SPANISH 201 – AREA STUDY: LATIN AMERICA. An introduction to the nature and problems of Latin American Civilization. A study of the land, the people, their culture, and its place in the contemporary world. Conducted in English. Armas. 4

SPANISH 341 – CARIBBEAN STUDIES. A seminar designed for students who wish to combine study of some aspects of the Caribbean area. The course offers a broad perspective of the ethnic, social political and economic problems of the so-called Caribbean area, which encompasses black as well as white countries. The focus of the seminar will be on the troublesome spots of the Caribbean: Cuba, Puerto Rico, Haiti, Barbados, Martinique, etc. and their relationship to the United States. Armas. 3

SPANISH 401 – PROBLEMS IN AREA STUDY. A seminar intended to integrate student perspectives through selected topics. Primarily for students in the transdepartmental sequence AREA STUDY LATIN AMERICA. Armas. 3

Other

SPANISH 361-362 – DIRECTED STUDY. Staff. 3

SPANISH 451-452 – SENIOR RESEARCH. Staff. 4

SPANISH 461-462 – INDIVIDUAL WORK FOR HONORS. Staff. 4

Foreign Language Requirement. This requirement may be satisfied (A) by the submission of proof of proficiency or (B) by taking language courses.

A. Entering students will be given credit and/or waiver by meeting the following conditions:

− Credit and waiver for a score of 700 on a College Board Achievement Examination.

− Credit and/or waiver for adequate performance on a CEEB Advanced Placement Test. (See Advanced Placement in Catalog)

− Credit and/or waiver for successful completion of Proficiency Examination given each year in September before classes begin by the Department of Modern Languages (See Proficiency Examinations in Catalog)

− Waiver for four or more years of one high school language submitted for entrance to Denison.

B. A year of high-school language is usually considered equivalent to a college semester (111). 2 years of high-school language to a college year (111-112) etc. If the student continues his or her high-school language, the...
appropriate intermediate course is considered the basic measure of acceptable proficiency. An exception is made when the student begins a new language.

The following programs exist for completing the language requirement through course work.

If the student presents no language or does not wish to continue the one begun in high school, he or she may take a 111-112 course to fulfill the requirement (8 hours).

If the student continues his or her high-school language, he or she may fulfill the language requirement through one of the following alternatives: French 212 (3 hours), 211-212 (6 hours), German 212 (3 hours), or 213 (4 hours), 211-212 (6 hours), Russian 211-212 (6 hours), Spanish 216 or 217 or 218 (3 hours), or 215 plus 216 or 217 or 218 (6 hours).

When the score on the placement examination indicates that remedial work is necessary before the student continues the high-school language at the intermediate level, the first-year courses may either be audited or taken for credit.

Music

Major in Applied Music (B. Mus. Degree)

Requirements: Music (78 hours) — Music 115-116, 201-202, 203-204, 215-216, 311-312, and Ensemble (4 hours); Applied Music (28-32 hours); Electives (9-13 hours); and a Graduating Recital in the major field.

Major in Music Education (B. Mus. Degree)


This major enables the candidate to undertake the regular undergraduate plan in preparation for public school music teaching, leading to both the Bachelor of Music (Music Education) degree and the Ohio Provisional Special Certificate (Music) which provides certification grades K-12.
**Major in Theory and Composition (B. Mus. Degree)**

Requirements: Music (79 hours) — Music 115-116, 141-142, 151-152, 201-202, 203-204, 215-216, 307-308, 311-312, 341-342, 401-h, 441-442; Applied Music (16 hours); and Ensemble (4 hours). In addition, the student will have three compositions ready for performance at the end of the junior year and will compose a work of major proportions during the senior year.

**Major in Music (B.A Degree)**

Requirements: Music (40 hours) including Music 115-116, 215-216, 311-312, Ensemble (4 hours), and Applied Music (14 hours). In Related Areas (20 hours) including Music 201-202, 203-204, and 8 additional hours to be prescribed by the major adviser.

**Major in Music (B.F.A Degree)**

Requirements: Music (40 hours) which is expected to include Music 115-116, 215-216, history and literature (6 hours), ensemble (2 hours), and applied music (8 hours). Additionally required for the degree is 15 hours in arts other than in music, and 16 hours in general education requirements.

Any student anticipating music as a possible major should enroll in Music 115-116 during the freshman year. Admission to the Bachelor of Fine Arts degree and to any Bachelor of Music degree program requires permission of the Faculty of the Department of Music. At the end of the sophomore year each student is reviewed in terms of permission to continue in these degree programs.

General Education requirements for the Bachelor of Music degrees in Applied Music and Theory-Composition must be taken from the following areas of the present general education distribution system: one course in English, one in History, one in Fine Arts (other than in music), one in Philosophy & Religion, one in Social Sciences, and one in Science or Math. In addition the student must satisfy the present foreign language requirement. (A minimum of 3 hours credit must be taken in each area.)

**MUSIC 101 - FORMS OF MUSIC.** A course designed to develop the listener's understanding of music in the concert repertoire (Baroque through the Contemporary Periods). The lectures will illustrate forms and general stylistic concepts of each period in relation to the social and historical background. 

**MUSIC 103b - CONCERT BAND.** Hunter, 1/2

**MUSIC 103c - CONCERT CHOIR.** Osborne, 1/2

**MUSIC 103e - WOMEN'S CHORALE.** Osborne, 1/2

Six semesters of participation will constitute fulfillment of the recommended Fine Arts requirement. (See Summary of Basic Requirements in Courses of Study.)
MUSIC 105 - OPERA WORKSHOP. A course which involves the preparation and performance of an opera or scenes from opera. Lectures will be given concerning the history of opera, and one opera will be studied in depth. Larson. 1-2

MUSIC 107 - CHAMBER MUSIC WORKSHOP. A course which involves actual performance in a chamber music ensemble. Emphasis will be placed on style, ensemble technique and musical details. Staff. 1-2

MUSIC 108 - PRIVATE LESSONS IN PIANO, JAZZ PIANO, ORGAN, HARP, SCHORD, VOICE, VIOLIN, VIOLA, VIOLONCELLO, STRING BASS, VIOLA d' amore, GUITAR, FLUTE, CLARINET, OBOE, BASSOON, SAXOPHONE, TRUMPET, FRENCH HORN, TROMBONE, AND PERCUSSION. Instruction is in private lessons and the need of the individual student at any level of instruction is met. Credit in Applied Music to a total of eight semester-hours may be obtained toward the B.A. degree by a major in any department, other than Music. One credit is given for one half-hour lesson per week and one hour of practice daily. (For costs, see Department of Music Fee under College Costs in catalog.)

MUSIC 109 - CONTEMPORARY MUSIC. A survey of the music of today, including jazz, classical, rock, and electronic, designed for the general student. Emphasis will be placed upon the maximum involvement of each student in a single aspect of music of the last decade. Offered second semester, 1976-77, and alternate years. Bostian. 3

MUSIC 111-112 - AFRICAN MUSIC. Form, structure, style, and instrumentation; intensive study of rhythm and the use of percussive instruments; and techniques of improvisation in African music. Studies in music, poetry, and dance, as well as the language of drums, song texts, recitals of praise, poetry, and dirges. Benissan. 2

MUSIC 114 - ELEMENTARY MUSIC THEORY AND SIGHT SINGING. A course for the general student in the basic fundamentals of music, designed to facilitate the reading of single line music. Larson. 3

MUSIC 115-116 - MUSIC THEORY I, II. A course in the harmonic structure of tonal Music plus aural and keyboard training. Borshansky. 4

MUSIC 141 - WOODWIND INSTRUMENTS CLASS. Class instruction for the students majoring in Music Education. Hunter. 1

MUSIC 142 - BRASS INSTRUMENTS CLASS. Class instruction for the students majoring in Music Education. Hunter. 1

MUSIC 151-152 - STRING INSTRUMENTS CLASS. Class instruction for the students majoring in Music Education. 151: violin and viola, Bellino. 152: cello and bass, Chan. Bellino, Chan. 1

MUSIC 161-162 - VOICE CLASS. Recommended for beginners in voice and stressing fundamentals of voice production and basic techniques of singing. Larson. 1

MUSIC 171 - PERCUSSION CLASS. Class instruction for the students majoring in Music Education. Zubrod. 1

MUSIC 201-202 - HISTORY AND LITERATURE OF MUSIC I, II. An historical survey of the evolution of musical style in Western Europe from Classical Greece to the Classical Period. Offered in 1976-77 and in alternate years. Osborne. 3

MUSIC 203-204 - HISTORY AND LITERATURE OF MUSIC III, IV. An historical survey of the evolution of musical style in Western Europe from the Classical Period to the present. Offered in 1975-76 and in alternate years. Fischer, Bostian. 3

MUSIC 206 - EARLY AMERICAN BLACK MUSIC. This course will review the sociological, historical, and musical aspects of the development of
Black American music focusing particularly on the period of 1895 to 1930. Offered in 1975-76 and in alternate years.

**MUSIC 207 — MUSIC IN AMERICA.** A survey of music-making in our land from the Psalm tunes of the Puritans, to the 18th-century Yankee tunesmiths, the minstrel shows, the development of jazz. John Knowles Paine, George Gershwin, Aaron Copland, and John Cage. Music 101 or permission of instructor.

**Osborne. 3**

**MUSIC 208 — PIANO LITERATURE.** A survey of the literature for solo pianoforte from the late Baroque period through the twentieth century. Prerequisite: Music 101 or consent of the instructor. (Offered in 1975-76 and in alternate years.)

**Fischer. 3**

**MUSIC 215-216 — MUSIC THEORY III, IV.** A continuation of Music 116, including chromatic harmony and investigation into 20th Century harmony and style. Prerequisite: 115-116

**Borishansky. 4**

**MUSIC 307-308 — ORCHESTRATION AND CONDUCTING.** Basic course in scorereading and conducting combined with a study of the Orchestra and Band and in arranging for these organizations. (Offered in 1975-76 and in alternate years.)

**Hunter. 3**

**MUSIC 311-312 — STYLISTIC ANALYSIS.** Analysis of rhythm, melody, harmony, form, and other stylistic features of representative works from the 18th through the 20th Centuries. (Offered in 1976-77 and in alternate years.)

**Fischer. 3**

**METHODS IN MUSIC EDUCATION.** (See Education 315-316.)

**MUSIC 341 — COMPOSITION.** Basic compositional techniques including composition in 20th century idioms progressing to atonal chromatic writing. Project in the student's individual style. Prerequisite: 215.

**Borishansky. 3**

**MUSIC 342 — COMPOSITION.** Composition using serialism and exploration of improvisatory-aleatoric techniques. Composing in the student's individual style. Prerequisite: 215.

**Borishansky. 3**

**MUSIC 361-362 — DIRECTED STUDY.**

**Staff. 3**

**MUSIC 441 — COMPOSITION.** Practice in conceptualization. Study of extended and innovative uses of instruments and voice. Composing in the student's respective style. Prerequisite: 342.

**Borishansky. 3**

**MUSIC 442 — COMPOSITION.** Composition for the multi-media; the integration of music with another art to produce a synthesized whole. Composition primarily in the student's individual style. Prerequisite: 441.

**Borishansky. 3**

**MUSIC 451-452 — SENIOR RESEARCH.**

**Staff. 4**

**MUSIC 461-462 — INDIVIDUAL WORK FOR HONORS.**

**Staff. 4**
Philosophy

Philosophical thought involves the activity of critical, creative, and evaluative thinking in respect to questions and assumptions central to human existence. The Department strives to engage the student in problematic areas which are often at the foundations of human "knowledge" and action. The Department hopes to move the student from the point of being unaware or naive about his or her world to the point of being sophisticated enough to recognize problem and impasse, and then to work toward constructive confrontation with them. Members of the Department cooperatively study these concerns from diverse perspectives, not only through the works of major philosophers but through their own creative activity. Similarly, the student is encouraged both to engage in this joint inquiry and to philosophize creatively on his or her own. The courses and seminars in the Department are intended to develop this type of activity.

The Philosophy Department recommends that students wishing to take Philosophy in order to meet the Philosophy/Religion requirement enroll in Philosophy 101 during their freshman year. Upperclassmen may elect Philosophy 201. However, students may petition the Registrar's Advisory Committee for permission to substitute any Philosophy course with the exception of 105 for Philosophy 101.

Major in Philosophy

A major in Philosophy requires nine semester-courses to be selected by the student in consultation with his or her major adviser. Two semesters of the departmental seminar (431 or 432) must be included. Two courses in the History of Philosophy are recommended. Through a broad choice of elective courses outside the department, a student majoring in Philosophy should acquire a well-rounded acquaintance with the basic areas of human experience and investigation.

To avoid possible scheduling problems, a student considering a major in Philosophy should consult the department early in his or her college career.

A student preparing for graduate study in Philosophy should have a reading knowledge of French or German by the beginning of the senior year and at least an elementary knowledge of a second foreign language before graduation.
PHILOSOPHY 101 - BASIC ISSUES IN PHILOSOPHY. An understanding of the nature and function of Philosophy and of its relations to other fundamental human interests is sought through a consideration of representative philosophical problems as treated in selected writings of leading philosophers of the past and present. This course satisfies the basic requirement in Philosophy or Religion. Offered both semesters. Open to freshmen only.

Lisska, Straumanis, Friedman, Goldblatt, Santoni, Staff. 4

PHILOSOPHY 101-E - VALUES AND CRITICAL COMMUNICATION. The content of this section of 101 will cover philosophical areas where the concept of value plays a significant role. However, the methodology of the course will concentrate on the role of the oral tradition in philosophy. During the first eight weeks of the course, reading material other than exercise information sheets will not be used. Philosophy will be practiced in groups of five or six through the use of various philosophical exercises discussing the problems faced by the masters of the philosophical tradition without the aid of or dependence upon their work. To be offered during first semester, 1975-76.

Goldblatt. 4

PHILOSOPHY 105 - LOGIC. A study of reasoning in ordinary language and in contemporary symbolic languages with emphasis on the connections between the two. Attention is also given to informal fallacies, paradox, ambiguities of ordinary speech, the problems of definition, and the general characteristics of deductive arguments. Offered both semesters.

Straumanis. 4

PHILOSOPHY 201 - PROBLEMS IN PHILOSOPHY. A basic consideration for upperclassmen of the nature and scope of philosophical activity. Following a discussion of the nature of philosophy, an in-depth treatment of select problems in philosophy will be undertaken, such as the mind-body problem, the nature of moral judgments, the scope of knowledge, the existence of God, and the nature of Existentialism. Prerequisite: Sophomore Standing. Not open to students having taken Philosophy 101. To be offered in spring semester, 1975-76.

Friedman. 4

PHILOSOPHY 212 - CURRENT TOPICS IN PHILOSOPHY. (FRESHMAN/SOPHOMORE SEMINAR). An inquiry into philosophical issues and problems at the center of present attention. The topics examined vary from year to year in accordance with current interests and emphases. Open to freshmen and sophomores only. Prerequisite: 101 or consent. Topic for first semester, “Decadence, Pessimism and Irrationality,” Goldblatt and Bogdanovitch. Topic for second semester: to be selected.

Staff. 4

PHILOSOPHY 221 - ETHICS. Analysis of ethical language and the concepts right, good and ought. Methods of justifying ethical decisions and types of ethical value systems. Emphasis on the practical applications of ethical theories in terms of personal and social morality.

Goldblatt. 4

PHILOSOPHY 226 - SOCIAL AND POLITICAL PHILOSOPHY. Critical inquiry into the nature of freedom, justice, equality and human rights, individual autonomy versus needs of the community, differing conceptions of the role of government and the limitations upon its legitimate authority. Prerequisite: sophomore standing or consent.

Friedman. 4

PHILOSOPHY 305 - METAPHYSICS: PERSPECTIVES ON REALITY. An analysis of the problems unique to metaphysics both from a historical and a contemporary perspective. An in-depth inquiry into the legitimacy of metaphysics, the problem of universals, the issue of substance, freedom versus determinism, the synthetic a priori, the realism-idealism issue, the internal-external relation distinction, and the problem of individuation. Prerequisites: Junior Standing or consent Philosophy 101 preferred but not required. (Not offered in 1974-75, to be offered in alternate years.)

Staff. 4
<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Instructor</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PHILOSOPHY 306</td>
<td>THEORIES OF KNOWLEDGE</td>
<td>A seminar dealing with important contemporary problems in theory of knowledge with emphasis upon individual student contributions in the formulation and solutions and dissolutions of those problems. Prerequisites: Junior Standing or consent Philosophy 101 preferred but not required. Not offered in 1974-75, to be offered in alternate years.</td>
<td>Friedman</td>
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<tr>
<td>PHILOSOPHY 312</td>
<td>ADVANCED SYMBOLIC LOGIC</td>
<td>A topic-centered continuation of study in the symbolic languages introduced in Philosophy 105. According to student interest, topics might include modal logic, deontic logic, alternative systems of notation and proof, or foundations of mathematical logic. (Not offered in 1974-75).</td>
<td>Straumanis</td>
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<tr>
<td>PHILOSOPHY 327</td>
<td>PHILOSOPHY OF CIVILIZATION</td>
<td>A seminar dealing with the sources of Western civilization and recent philosophies of civilization. Emphasis is placed on both critical and speculative philosophy of history. Prerequisites: Sophomore standing and consent of instructor. (Not offered in 1974-75).</td>
<td>Lisska</td>
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<td>PHILOSOPHY 331</td>
<td>GREEK AND MEDIEVAL PHILOSOPHY</td>
<td>A systematic analysis of the structural development of Western Philosophy from the origins of Greek Philosophy with Thales (Sixth Century B.C.) to the breakdown of the medieval syntheses with Nicholas of Cusa (Fifteenth Century). Emphasis is placed on the philosophical problems confronted and analyzed by Plato, Aristotle, Plotinus, Augustine, Thomas Aquinas and Duns Scotus. Prerequisite: junior standing or consent. (To be offered in 1975-76 and in alternate years).</td>
<td>Lisska</td>
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<tr>
<td>PHILOSOPHY 332</td>
<td>MODERN PHILOSOPHY: DESCARTES THROUGH HEGEL</td>
<td>A study of Philosophical classics from the Age of Reason and the Enlightenment (Sixteenth through early Nineteenth Centuries) which have shaped the contemporary mind. Prerequisite: junior standing or consent. (To be offered in 1975-76 and in alternate years).</td>
<td>Friedman</td>
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<tr>
<td>PHILOSOPHY 334</td>
<td>CONTEMPORARY PHILOSOPHY: 1900 TO PRESENT</td>
<td>A structural analysis of the principal problems confronted during the development of Anglo-American philosophy in the 20th Century. Analysis of Early Realism, Logical Atomism, Logical Positivism, and Ordinary Language Philosophy, as set forth by philosophers like G. E. Moore, Bertrand Russell, Ludwig Wittgenstein, Gilbert Ryle, and Peter Strawson. In addition, a consideration of the origin and development of Existentialism and Phenomenology as illustrated by Jean-Paul Sartre, Albert Camus, Franz Brentano, and Edmund Husserl. Prerequisite: Junior Standing or consent. (Not offered in 1975-76, to be offered in alternate years).</td>
<td>Lisska</td>
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<tr>
<td>PHILOSOPHY 343</td>
<td>CHINESE PHILOSOPHY</td>
<td>Philosophies of China from ancient to modern times. Study of representative philosophical literature in translation and analysis of brief selections in Chinese. The course assumes no prior acquaintance with the Chinese Language. Prerequisite: Junior Standing or consent. (Not offered in 1974-75).</td>
<td>Lisska</td>
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<tr>
<td>PHILOSOPHY 344</td>
<td>CLASSICAL CHINESE LANGUAGE AND THOUGHT</td>
<td>A philosophical and linguistic introduction to Chinese classical written language as a medium for the analysis of experience and for the expression of basic attitudes toward man, life, and nature. Readings in Chinese in the philosophical classics and poetry. The course assumes no prior acquaintance with Chinese Language or Philosophy and may be elected independently of 343. Prerequisite: Consent of instructor. (Not offered in 1974-75).</td>
<td>Lisska</td>
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<tr>
<td>PHILOSOPHY 361-362</td>
<td>DIRECTED STUDY</td>
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<tr>
<td>PHILOSOPHY 363</td>
<td>INDEPENDENT STUDY</td>
<td>Staff. 4</td>
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PHILOSOPHY 401 – PHILOSOPHY OF RELIGION. An examination of the basic traditional argumentation in respect to God's existence and an inquiry into the contemporary problems of religious knowledge and religious language. Prerequisite: 101 or consent. Santoni. 4

PHILOSOPHY 403 – HISTORY AND PHILOSOPHY OF SCIENCE. An examination of the philosophical issues involved in empirical inquiry, using examples from both the natural and social sciences. Scientific objectivity and progress are major topics. Prerequisite: 103 or consent. Straumanis. 4

PHILOSOPHY 405 – PHILOSOPHY OF THE ARTS. A seminar dealing with the nature of the various arts, of the creative process, and of aesthetic experience; the types of critical terminology, the nature and locus of aesthetic value, the ontology of art objects. Readings from representative aesthetic theorists in conjunction with examples from the various arts. Prerequisite: Junior standing or consent. Goldblatt. 4

PHILOSOPHY 420 – PHILOSOPHY OF EDUCATION. An inquiry into the nature, aims, and presuppositions of education. A confrontation with practical problems of education and an attempt to relate them to underlying philosophical issues. A critical evaluation of the educational philosophies of idealism, realism, experimentalism, and existentialism. Prerequisite: Junior Standing or consent. Same as Education 420. Santoni. 4

STUDENTS PLEASE NOTE: Two sections of Philosophy/Education 421 are scheduled to be offered during the first semester, 1975-76; only one section will be offered during the second semester.

PHILOSOPHY 431-432 – SEMINAR IN PHILOSOPHY (JUNIOR/SENIOR SEMINAR). Specialized study in some restricted field of philosophic thought is undertaken, the specific subject varying from semester to semester depending upon the needs of the students and the interests of the group. The course may be repeated with credit. Prerequisites: Second-semester junior standing and Philosophy major or consent. Topic for first semester: Philosophical and Physiological Theories of Mind and Brain. Straumanis and Snyder. Topic for second semester: Wittgenstein and Social Concepts. Goldblatt. 4

PHILOSOPHY 451-452 – SENIOR RESEARCH. Staff. 4

PHILOSOPHY 461-462 – INDIVIDUAL WORK FOR HONORS. Staff. 4.

Additional information about Philosophy courses — and, in particular, extended course descriptions — may be obtained from the chairperson of the Philosophy Department.
Physical Education

Major in Health and Physical Education

State Certification in Physical Education involves the following course plan.

PHYSICAL EDUCATION 329 — METHODS AND MATERIALS OF PHYSICAL EDUCATION. This course is designed to investigate the objectives, materials, resources and special methodologies applicable to teaching Physical Education in Secondary Schools. Ross, Staff.


PHYSICAL EDUCATION 340 — ATHLETIC TRAINING AND FIRST AID. This course is designed to train students in the prevention and care of athletic injuries and to qualify for the National First Aid Instructors Certificate. Geogins.

PHYSICAL EDUCATION 429 — HISTORY, PHILOSOPHY AND PRINCIPLES OF PHYSICAL EDUCATION. This course is designed (1) to present the foundation of Physical Education and Athletics through a study of the history of each (2) to study the relationships and the cultural, educational, economic, and philosophical factors influencing the growth and development of Physical Education and Athletics (3) to study the source and data of principles of Physical Education and Athletics. Van Horn.

PHYSICAL EDUCATION 430 — ORGANIZATION AND ADMINISTRATION OF PHYSICAL EDUCATION. This course is designed to study the organization and administration of the school programs devised for each area and to consider future directions which are probable, desirable and achievable. Physical Education and Athletics. Sella, Stall.

PHYSICAL EDUCATION 318 — BASEBALL AND TRACK (men and women). Includes instruction, supervised practice and teaching techniques in the fundamentals and advanced skills, conditioning activities, purchase and care of equipment, public relations, organization, pre-season and in-season planning and practice, scouting, ethics and conduct. Prerequisite to Physical Education 329. Scott, Shannon.

PHYSICAL EDUCATION 319 — THEORY AND PRACTICE OF BASKETBALL COACHING (men and women). Includes instruction and supervised practice and techniques of teaching in the fundamental and advanced skills, offensive and defensive tactics, conditioning activities, purchase and care of equipment, public relations, organization, pre-season and in-season planning and practice, scouting, ethics, and conduct. Prerequisite: Physical Education 329. Scott, Staff.

PHYSICAL EDUCATION 320 — THEORY AND PRACTICE OF FOOTBALL COACHING. Includes instruction and supervised practice and techniques of teaching in the fundamental and advanced skills, offensive and defensive tactics, conditioning activities, purchase and care of equipment, public relations, organization, pre-season and in-season planning and practice, scouting, ethics, and conduct. Prerequisite Physical Education 329. Piper, Staff.

PHYSICAL EDUCATION 321 — POWER VOLLEYBALL (men and women), FIELD HOCKEY (women) WRESTLING (men). Includes instruction and supervised practice in techniques of teaching in the fundamentals and
advanced skills, offensive and defensive tactics, conditioning activities, purchase and care of equipment, public relations, organization, pre-season and in-season planning and practice, scouting, ethics and conduct.

Prerequisite to Physical Education 329: Shepherd, ThomMn. 2

PHYSICAL EDUCATION 370 — AQUATIC EDUCATION (men and women). Coverage of all areas for the aquatics specialist as recommended by the Aquatic Council of the American Association of Health, Physical Education, and Recreation — instructional program, competitive swimming (men and women), swimming for the handicapped, skin and scuba diving, small craft, diving, synchronized swimming, water polo, and survival swimming.

Barclay. 2

PHYSICAL EDUCATION 371 — ARCHERY, BADMINTON AND BOWLING (men and women). Includes the methods and techniques of teaching these sports with emphasis on fundamentals and advanced skills, conditioning activities, purchase and care of equipment and organization of tournaments.

Ross, ThomMn. 2

PHYSICAL EDUCATION 372 — GOLF AND TENNIS. Includes the methods and techniques of teaching golf and tennis with emphasis on fundamentals and advanced skills, conditioning activities, purchase and care of equipment, and organization of tournaments.

Sells, Shepherd. 2

PHYSICAL EDUCATION 373 — GYMNASTICS AND TUMBLING. Includes the methods and techniques of teaching beginning and intermediate skills, conditioning activities, purchase and care of equipment and safety procedures.

Schweizer. 2

Electives for Majors

PHYSICAL EDUCATION 124 — CAMPING AND OUTDOOR EDUCATION. The summer camp as an educational and recreational agency. Designed to prepare students for counselorship.

Thomsen, Ross. 2

PHYSICAL EDUCATION 235-236 — SPORTS OFFICIATING. Methods and techniques of officiating both interscholastic and intramural athletic contests. Football and basketball units are designed to prepare students for the State of Ohio officials examination. Two hours each of theory and of laboratory are given. Prerequisite: Sophomore standing.

Scott. 2

PHYSICAL EDUCATION 439 — SCHOOL AND COMMUNITY RECREATION. A study of the cultural, educational, economic, and philosophical factors influencing the growth and development of leisure and recreational pursuits in American life.

Barclay, Ross. 3

PHYSICAL EDUCATION 440 — PERSONAL AND COMMUNITY HEALTH. A study and survey of the biological, psychological, and sociological data underlying sound modern health practices.

Sells. 3

PHYSICAL EDUCATION 441 — SENIOR SEMINAR. A study of contemporary issues and problems in Physical Education and Athletics with guidance for the production of a senior thesis on a topic of the student's choice.

Sells, Staff. 2

PHYSICAL EDUCATION 451-452 — SENIOR RESEARCH. Staff. 4

PHYSICAL EDUCATION 461-462 — INDIVIDUAL WORK FOR HONORS. Staff. 4

There is no physical education activities requirement at Denison. Registration for course credit is entirely voluntary. Courses are granted one half credit when completed within a seasonal quarter (e.g. Fall, Winter I, Winter II, Spring) and one credit when pursued for the full semester. All Varsity Sports for men and for women are given one credit for the
sport season. A ceiling of six credit hours in Physical Education may be applied toward the 127 credit requirement for graduation. There is a three point grading structure for all courses. **No entry** for students who fail to achieve the stated standards. **Credit** for all who meet the course requirements. A *letter grade* of "A" for recognition of outstanding performance and excellence, which grade is included in the student's grade point ratio. Registration is quarterly except for full semester courses.

**Physical Education Activity Program 1975-76**

101-A SWIMMING STROKES (Co-Educational)
1. Offered Fall & Spring
2. 1/2 hour credit
3. Skills in Nine Basic Strokes
4. Turns
5. Basic Diving
6. Red Cross Certification
7. 30-minute swim.

102-A AMERICAN RED CROSS - SR. LIFESAVING (Co-Educational)
1. Offered 1st Semester
2. 1 hour credit
3. Certification with A.R.C.
   Qualifies for Water Safety Employment with pools, beaches, summer camps
4. Prerequisites: Above average swimming skills. Ability to pass the preliminary swimming test
   1. 440 Yard Swim using 4 styles.
   2. Tread water - surface dive
   3. Recover 10 lb. object - deep water
   4. Underwater swim 15 yards.

103-A BASIC SKIN AND SCUBA DIVING (Co-Educational)
1. First and Second Semesters
2. 2 hours credit
3. All equipment furnished
4. Pre-Requisites:
   Good physical condition, free of chronic sinus or ear conditions. Above average swimming skills.
5. Successful completion will lead to certification as Sport Diver familiar with the principles of diving safety, diving Physics and Physiology. Instruction in the operation and use of self-contained, compressed air underwater breathing apparatus.

104-A AMERICAN RED CROSS - WATER SAFETY INSTRUCTOR (Co-Educational)
1. Offered 1st and 2nd Semesters
2. 2 hours credit
3. Successful completion leads to National Certification as W.S.I.
4. Pre-Requisite: Red Cross Senior Lifesaving or Equivalent.
5. PART I: Comprehensive Review of Lifesaving, Swimming, Diving and Survival Skills
6. PART II: Methods of Teaching Aquatics and Practice Teaching with Faculty Children (Poolside First-Aid and Resuscitation)

101-D DIVING (Co-Educational)
1. Offered 2nd Semester
2. 1/2 hour credit
3. Fundamental Skills on 1 and 3 Meter Boards
4. Opportunity and Training for Competition
101-C ARCHERY – TARGET AND FIELD (Co-Educational)
1. Offered Fall, Spring
2. 1/2 hour credit
3. Fundamental-Advanced Skills
4. Novelty Shoots and Competitive Tournaments

101-B BADMINTON (Co-Educational)
1. Offered Winter I, Winter II
2. 1/2 hour credit
3. Safety and Etiquette
4. Rules and Scoring
5. Fundamental Skills and Drills
6. Strategy and Competition

101-W BODY SHAPING AND WEIGHT CONTROL (women)
1. Offered Winter I, Winter II
2. 1/2 hour credit
3. Fundamentals of Diet and Exercise to Control Weight
4. Programs designed for Individual Needs

102 AND 3-B BOWLING (Co-Educational)
1. Offered Fall, Winter I, Winter II
2. 1/2 hour credit
3. Fundamental Skills and Etiquette
4. Equipment Selection and Care
5. Required 115 avg for Beg - 135 avg for Intermediate

104-F FENCING (Co-Educational)
1. Offered Winter I, Winter II
2. 1/2 hour credit
3. Basic Skill Technique of Foil Fencing and Bout Experience
4. History, Safety Fundamentals
5. Equipment Selection and Care
6. Etiquette and Terminology

101-F FOLK AND SQUARE DANCING (Co-Educational)
1. Offered Winter I, Winter II
2. 1/2 hour credit
3. Folk and Square Dance Technique
4. Dancing and Calling

101-G BEGINNING GOLF (Co-Educational)
1. Offered Fall and Spring
2. 1/2 hour Credit
3. Fundamental skills and grip, stance, and swing
4. Technique practice with woods, long, mid and approach irons, putting
5. Rules, etiquette and terminology
6. No Fee

102-G INTERMEDIATE GOLF (Co-Educational)
1. Offered Fall and Spring
2. 1/2 hour credit
3. Reviewing Skills
4. Practice Each Club
5. Match and Medal Play
6. Play at Granville Golf Course
7. Fee: Green Fees

105-G GYMNASTICS AND TUMBLING
1. Offered Winter I and Winter II
2. 1/2 hour credit
3. Beginning and Intermediate Skills
4. Trampoline and All Apparatus Work
5. Floor Exercises and Basic Tumbling
<table>
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<th>Course</th>
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| **106-H HANDBALL (Co-Educational)** | Offered Fall, Winter I, Winter II, Spring  
  1. 1/2 hour credit  
  3. Handball Gloves Required  
  5. Drills for Skill Improvement  
  6. Round Robin Competition |
| **108-R RACKETBALL (Co-Educational)** | Offered Fall, Winter I, Winter II, Spring  
  1. 1/2 hour credit  
  3. Safety and Etiquette  
  5. Fundamental Skills  
  6. Drills  
  7. Strategy and Competition |
| **101-J JOGGING – KPRFYL (Co-Educational)** | Offered 1st and 2nd Semesters  
  1. 1 hour credit  
  3. Cardio-Vascular Instruction and Development  
  4. Program Running  
  5. Class Time is Flexible |
| **101-S SPORTS SURVEY (Co-Educational)** | Offered 1st Semester Thursday, 10:30-12:30  
  1. 1 hour credit  
  3. Field Instruction  
  1st Semester - Soccer, Football, Basketball  
  5. Varsity defense, offense and game plan  
  6. Soccer or football shoes are required |
| **101-T BEGINNING TENNIS (Co-Educational)** | Offered Fall and Spring  
  1. 1/2 hour Credit  
  3. Fundamental skills  
  5. Rules, scoring, etiquette, strategy and terminology |
| **102-T INTERMEDIATE TENNIS (Co-Educational)** | Offered Fall and Spring  
  1. 1/2 hour Credit  
  3. Review of skills  
  5. Double strategy  
  6. Tournaments |
| **109-T TRAMPOLINE (Co-Educational)** | Offered Winter I, Winter II  
  1. 1/2 hour Credit  
  3. Fundamental Skills  
  5. Up to advanced skills |
| **101-M WEIGHT TRAINING (men)** | Offered 1st and 2nd Semester  
  1. 1 hour credit  
  3. Fundamentals of Nautilus Weight Training  
  4. Program Designed to Individual Needs  
  5. Introduction to Various Types of Lifting Programs |
| **101-B BACK PACKING & HIKING (Co-Educational)** | Offered Fall and Spring  
  1. 1 credit  
  3. Equipment and Gear  
  4. Map Reading  
  5. Food Preparation  
  6. Safety Skills and Technique  
  7. Weekend Hike  
  8. Fee $20.00 to $30.00 - will depend upon activities of course |
103-C CANOEING (Co-Educational)
1. Offered Fall and Spring
2. 1/2 hour Credit
3. Rules of safety and conduct
4. Care of Canoe
5. Stroke technique in lakes
6. Launching, landing, and disembarking
7. 10-20 mile trip of river
8. $5.00 to $10.00 Fee will depend upon activities of course
   (transportation, lodging and meals)

101-O OUTING AND CAMPCRAFT (Co-Educational)
For Camp Counselors
1. Offered 1st and 2nd Semester
2. 1 hour Credit
3. Dealing with children
4. Tent Camping
5. Outdoor cooking and fire building
6. Lashing and knot tying
7. Crafts activities
8. Overnight
9. Fee: $5.00 to $10.00 — will depend upon activities of course
   (transportation, lodging and meals.)

Physics
The study of Physics is a challenging and intellectually rewarding activity elected by those who seek to sharpen and broaden their appreciation and understanding of the physical world and of their relationship to it. To this end courses offered by the Department of Physics are designed to bring the student to an increasingly independent level of investigation in experimental and theoretical Physics, and to a level of sophistication commensurate with his or her motivation, goals, and abilities.

A major in Physics, in addition to preparing students for professional work including secondary school teaching, has proven desirable for those preparing for careers in medicine, business, computer science, law, and industrial management. Sufficient flexibility exists in the major program to suit the needs and goals of the individual.

Major in Physics
The entering student desiring to major in Physics, Physics with a concentration in Astronomy, or related fields should consult early with a member of the department. In general, the minimum requirements for the major in Physics beyond
the introductory course (121-122 or 221-222) are completion of 123, 211, 305, 306, 312, 320 and two credits of 400, taken in the junior and/or senior years. Physics majors normally become proficient in computer programming and data processing. Majors are required to complete at least four courses at the introductory calculus level and above (exclusive of computer science courses) in the Department of Mathematical Sciences.

Students preparing for graduate work in Physics, Astronomy, Astrophysics, Space Physics, or related fields are advised to take additional courses in physics, including 405 and 406, and a total of at least six courses in the Department of Mathematical Sciences. Two or more courses taken in other science departments are desirable as is a reading knowledge of at least one Modern Language (French, German, or Russian).

Certain courses in this department require the use of safety glasses. These courses are designated with the words 'Safety Glasses Required' at the end of their descriptions. A full statement on the use of safety glasses appears on page two.

**Major in Physics (Environmental Studies Concentration)**

See Environmental Studies

**PHYSICS 100 - CURRENT TOPICS IN PHYSICS.** Designed principally for students not contemplating a major in the sciences, but who nevertheless wish exposure to areas of current investigation in Physics. Topics will be chosen at the beginning of the semester for thorough investigation within the framework of contemporary Physics. The laboratory, an intimate part of this course, will be used to introduce the student to many discovery-experiments and to techniques of research. Open to seniors by consent only. Mathematical preparation is assumed to include high school algebra and geometry. (This satisfies one course of the science requirement.) Staff. 4

**PHYSICS 110 - MEDICAL PHYSICS.** Applications of physics to medicine, the workings of the human body as a physical system, mechanics of skeletal structure, energy use by the body, use of radiation, etc. Offered in 1976-77 and in alternate years. Prerequisite: 122 or 122 concurrent. Staff. 2

**PHYSICS 121-122 - GENERAL PHYSICS.** This course is designed to provide a thorough quantitative coverage of the foundations and concepts of Physics and its approach toward an understanding of natural phenomena. The course includes a significant introduction to the Physics of the 20th Century. Four lectures and one two-hour laboratory each week. Mathematics 121-122 must be taken concurrently unless the chairperson gives consent to enroll without it. Staff. 4

**PHYSICS 121H-122H - GENERAL PHYSICS, HONORS SECTION.** Same description as Physics 121-122. General Physics, but open to students with some prior experience with calculus. Primarily for physics, chemistry, and mathematics majors. Staff. 4

**PHYSICS 221-222 - MODERN ANALYTICAL PHYSICS.** A course in General Physics with emphasis on an analytical formulation of the concepts and
methods of Physics and with applications drawn from the active fields of modern Physics. Five lectures and one two-hour laboratory each week. Open to freshmen with strong high school Mathematics. Prerequisite: Math 121-122 or 221-222 or concurrent registration. (Not offered in 1975-76)

Staff. 4

PHYSICS 123 - INTRODUCTORY MODERN PHYSICS. A survey of topics from present day physics, such as special theory of relativity, basic quantum theory, atomic structure and spectra, X-rays, and the nucleus. Prerequisite: 122

Staff. 4

PHYSICS 211 - SOLID STATE ELECTRONICS. A course in circuit design which emphasizes the use of linear and digital integrated circuits, transistors, and other solid state devices. Prerequisite: 122 or Chemistry 201

Staff. 3

PHYSICS 305 - CLASSICAL MECHANICS. A course in classical mathematical Physics designed to provide the student with a basic understanding of the methods and procedures of physical analysis. Prerequisite: 122 or 222

Staff. 4

PHYSICS 306 - ELECTRICITY AND MAGNETISM. A course in the theory of electromagnetic interactions, including the sources and descriptions of electric and magnetic fields. Maxwell’s equations and electromagnetic radiation. Prerequisite: 122 or 222

Staff. 4

PHYSICS 312 - EXPERIMENTAL PHYSICS. A course in the theory and practice of physical research with emphasis on the understanding and use of present-day research instrumentation. Prerequisite: 122 or 222. May be repeated once for credit.

Staff. 3

PHYSICS 320 - MODERN PHYSICS. An intensive quantitative discussion of topics from atomic, molecular, nuclear, and solid state physics. Prerequisite: 305.

Staff. 4

PHYSICS 321a - GEOMETRICAL OPTICS. A study of the laws of reflection and refraction, and their application to lenses and mirrors. Prerequisite: 122

Staff. 2

PHYSICS 321b - THERMODYNAMICS. Covers selected topics from thermodynamics, kinetic theory, and statistical methods. Prerequisite 122 or 222.

Staff. 3

PHYSICS 322a - PHYSICAL OPTICS. A study of diffraction, interference, polarization, and related phenomena. Prerequisite: 321a or consent.

Staff. 2

PHYSICS 322b - INTRODUCTORY QUANTUM MECHANICS. A first course including solutions of the Schroedinger Equation for some elementary systems, followed by an introduction to the more abstract methods of Quantum Mechanics. Prerequisites: 305 or consent.

Staff. 3

PHYSICS 340 - ADVANCED TOPICS. Independent work on selected topics at the advance level under the guidance of individual staff members. May be taken for a maximum of four semester hours of credit. Prerequisites: Junior standing and consent of chairperson.

Staff. 1-2

PHYSICS 361-362 - DIRECTED STUDY. Prerequisite: Consent of chairperson.

Staff. 3

PHYSICS 400 - SEMINAR. Required of all majors. Must be taken for a total of two credits during the junior and/or senior years.

Staff. 1

PHYSICS 405 - ADVANCED DYNAMICS. A course extending the work of 305 to include the more general formulations of classical dynamics and to relate these to modern theoretical Physics. Prerequisites: 305 or consent.

Staff. 3
PHYSICS 406 – ELECTROMAGNETIC THEORY. A course extending the work of 306 to include more general boundary value problems, additional implications of Maxwell's equations, and the wave aspects of electromagnetic radiation, including topics in modern physical optics. Prerequisite: 306 or consent.

Staff. 3

PHYSICS 451-452 – SENIOR RESEARCH.

Staff. 4

PHYSICS 461-462 – INDIVIDUAL WORK FOR HONORS.

Staff. 4

TEACHING OF SCIENCE (See Education 311)

Political Science

Major in Political Science

A student majoring in Political Science must take a minimum of nine courses in the department. Included in this minimum must be Introduction to Theory in Political Science (209) or Introduction to the Methods of Political Science (212) and one of the following: American Political Behavior and Institutions (202) or Comparative Politics (221). In addition a student is required to elect a third introductory course (200 level) from departmental offerings. A student completes a political science major by taking any six additional courses in the Department.

The Department highly recommends Mathematical Sciences 251, Computer Programming for the Social Sciences and Mathematical Sciences 102, Statistics for the Social Science. A political science major expecting to enter the foreign service or pursue an internationally oriented career should have a reading knowledge of a modern foreign language by the beginning of the senior year.

Major in Political Science (International Relations Concentration)

The International Relations Concentration exists within the Political science major. Students electing the Concentration must therefore fulfill the requirements of the major as described above. After completing successfully the three 200-level courses in Political Science, students may take their remaining six Political Science courses entirely in the areas of International Relations and Foreign Policy. The total number of courses required for the International Relations Concentration is 15. In addition to Political Science courses which may be applied toward meeting the Concentration requirement, some combination of courses
should be taken in History, Economics, and Modern Languages. These courses should emphasize international concerns. Strongly recommended are Economics 316 (also Political Science 308, may be taken for credit in either department), Economics 200, 301, or 302, History 307, 351, 353, and history courses concentrating on Asia, Africa, and Latin America. Interdepartmental courses with distinct international orientations are also acceptable.

A particular interest not covered in existing course offerings may be pursued in depth through a directed study. One such project may be applied to the Concentration, but will not count toward the Political Science major. Participation in a semester or year abroad program is especially recommended for students electing the International Relations Concentration. This concentration is particularly designed for students interested in careers in public services, business, journalism, or other internationally focused occupations.

Major in Political Science (Environmental Studies Concentration) See Environmental Studies.

Major in Political Science (East European and Soviet Studies Concentration) See East European and Soviet Studies

Introductory Courses

POLITICAL SCIENCE 202 - AMERICAN POLITICAL BEHAVIOR AND INSTITUTIONS. Introduction to the study of American politics. Course is divided into several segments in which selected questions of American politics will be examined in depth, with special emphasis on how the political scientist approaches the study of American political behavior. Open to freshmen and sophomores only. Staff. 3

POLITICAL SCIENCE 209 - INTRODUCTION TO THEORY IN POLITICAL SCIENCE. The basic objective of this course is to introduce majors in Political Science to the important theoretical approaches of the discipline, with primary emphasis on the behavioral and empirical approaches to political theory. As such, this course is designed as a survey course intended to provide majors with a sufficient understanding of the current state of theory in political science, as well as to provide majors with a common theoretical and conceptual foundation that would be applicable to all sub-areas of political science. The attempt will be made to enable students to understand the meaning and basic assumptions of a variety of different theoretical approaches to political science, as a way of introducing students to the study of politics from a scientific perspective. Steinberg. 4

POLITICAL SCIENCE 212 - INTRODUCTION TO THE METHODS OF POLITICAL SCIENCE. Designed to introduce the methods, approaches, and central questions of political analysis. After an introductory segment given over to general topics, a specific problem area will be selected in order to involve students in analysis of political behavior. (Open only to freshmen and sophomores). Buell. 4
POLITICAL SCIENCE 221 — COMPARATIVE POLITICS. An introduction to the comparative study of politics. The course will emphasize the development and use of key concepts for the purpose of political analysis. Analysis will focus upon politics in the four most populous states of western Europe: the United Kingdom, France, the Federal Republic of Germany, and Italy. The first 9 or 10 weeks of the course will be devoted to discussing the major features of politics in each country, and the last 4 or 5 weeks will concentrate on analyzing similarities and differences in politics in the various countries.

Bishop. 4

POLITICAL SCIENCE 242 — INTRODUCTION TO INTERNATIONAL POLITICS. This course introduces basic concepts and methods of analysis of the international political environment and international interaction. It takes up such concepts as power, national objectives, instruments of policy, and the international political system. This course is recommended for advanced study in the areas of international relations and foreign policy. Open only to freshmen and sophomores.

Staff. 4

POLITICAL SCIENCE 252 — INTRODUCTION TO NORMATIVE POLITICAL THEORY. This course is designed to introduce students to normative political theory, by teaching students how to do normative political theory, rather than by studying the ideas of different political theorists. Emphasis will be placed on an understanding of important moral and political concepts, and on the problems involved in providing a moral justification of political conduct in terms of diverse sets of value perspectives. The objective of the course is to introduce students to normative political argument and as such, to create an understanding of precisely what is involved in reasoning and arguing about politics from a normative philosophical foundation.

Steinberg. 4

POLITICAL SCIENCE 262 — INTRODUCTION TO LEGAL AND JUDICIAL STUDIES. An introduction to the role of law in politics. Subjects to be covered include common and statutory legal systems, the structures and procedures of courts, methods of case and statutory analysis, the adversary system, judicial review, and the interplay between judicial, legislative, and administrative branches.

Clark. 4

Upper-Division Courses

POLITICAL SCIENCE 304a — THE DEVELOPMENT OF POLITICAL THOUGHT (ANCIENT AND MEDIEVAL). Basic political ideas from Plato to Machiavelli will be considered. The course will emphasize both the understanding of particular thinkers and the relationship of ideas to contemporary problems and issues.

Steinberg. 4

POLITICAL SCIENCE 304b — THE DEVELOPMENT OF MODERN POLITICAL THOUGHT — FROM MACHIAVELLI TO MILL. An examination of the development of normative political thought and speculation, beginning with Machiavelli and ending with Mill. Emphasis will be placed on the critical importance of the thought of Hobbes, Locke, and Rousseau.

Steinberg. 4

POLITICAL SCIENCE 304c — CONTEMPORARY POLITICAL THOUGHT — MARX TO THE PRESENT. The basic purposes of this course is to examine the impact of Marx and Freud on the development of contemporary political thought. While not a prerequisite, the student is strongly encouraged to have had Political Science 304b before taking this course.

Steinberg. 4

POLITICAL SCIENCE 306 — ISSUES OF POLITICAL THOUGHT. Analytical and critical examination of theories of politics and the purposes of government; the problems of political obligation deriving from these, with special attention to the meaning of important political concepts and the moral justification of a variety of different kinds of political action.

Steinberg. 4
POLITICAL SCIENCE 306 – POLITICS OF DEVELOPING NATIONS.
Taught jointly with Economics 316. It is an interdepartmental and
interdisciplinary investigation of social-political-economic change and
development. Emphasized will be the cultural, political, and economic
barriers to modernization. In addition to historical examples, contem-
porary cases of development will be considered. The course will be
particularly concerned with the dynamics of the transition from
traditional to modern worlds. (Offered in alternate years). Bishop. 4.

POLITICAL SCIENCE 314 – THE NATIONAL POLITICAL PROCESS. A
study of the American national political process through an examination
of the making of public policy. How issues are placed on the agenda of
government, how they are processed, and how they are applied.
Special emphasis will be placed upon alternative methods of decision-
making and congressional-executive relations. Although there are no
prerequisites for this course, previous course work in Political Science
would be helpful. G. Clayton. 4

POLITICAL SCIENCE 319 – THE LEGISLATIVE PROCESS. An analysis of
legislative behavior and process with emphasis on the U.S. Congress.
Topics to be considered include the development of legislative institu-
tions, the committee system, leadership, voting, and the roles of other
participants in the legislative process. Consideration will be given to state
legislatures and legislatures in other political systems. G. Clayton. 4

POLITICAL SCIENCE 320 – THE EXECUTIVE PROCESS. An analysis of
the recruitment and behavior of political chief executives with primary
emphasis on the U.S. Presidency. Among the topics of concern will be
presidential nominations and elections, the development of the modern
presidency, relationships with the bureaucracy and Congress, and the
effects of incumbents on the office from F.D.R. to date. Some attention
will be given to prime ministerial government and governors in the
American states. G. Clayton. 4

POLITICAL SCIENCE 321 – STATE GOVERNMENT AND POLITICS. A
comparative study of the varieties of government and politics in the
American states. Particular attention will be paid to political parties,
interest groups, legislatures, governors, and the changing position of
the states in the federal system. Spring semester. D. Clayton. 4

POLITICAL SCIENCE 322 – SOVIET POLITICS. A study of the political
structure and political dynamics of the Soviet Union. The course will
emphasize the basis of conflict and consensus within the Soviet Union and
policies of the Soviet state and the Communist Party. Specific problems
such as dissent and deviance, nationalities, and political change will be
addressed. No Freshmen. Bishop. 4

POLITICAL SCIENCE 331 – AMERICAN POLITICAL PARTIES AND ELEC-
TORAL BEHAVIOR. This course focuses entirely on the political parties of
the United States. Considered are the role of political parties in govern-
ment, the structure of party organization, and the involvement of segments
of the electorate as party supporters. Historical party systems will be
identified and discussed with the purpose of uncovering the dynamics by
which party fortunes change and stabilize. Particular emphasis will be
placed on the concepts of party realignment and critical elections in an
attempt to discover what is currently taking place in the United States.
Much of the course will be devoted to explanations of why voters act as
they do in elections, and considerable attention will be given to the
assumptions involved in modern campaigning. Claims made for the new
technology of political campaigning will be critically examined. Although
no prerequisite exists for this course, previous coursework in Political
Science would be helpful. Buell. 4

POLITICAL SCIENCE 333 – TOPICS IN URBAN POLITICS. This course is
designed to provide extensive in-depth analysis of a specific subject in
urban politics. Multiple offerings listed as 333 (a), (b), or (c) afford the
student several opportunities to investigate a variety of questions throughout the four years at Denison. Examples of past offerings are 333 (a) Community Power Structure, 333 (b) Anti-Poverty Policy for the City, 333 (c) Crime and Justice in the City, and 333 (a) Race, Residence and Housing Policy in Urban America. The offering for Fall 1975-76 is 333 (b) Urban Ethics and the Politics of City Machines. Major research papers and/or class research projects are generally required.

POLITICAL SCIENCE 339 - COMPARATIVE FOREIGN POLICY: THE SOVIET UNION AND THE UNITED STATES. This course will be a comparative analysis of the sources, institution, and conduct of foreign policy in the contemporary international arena. Emphasis will fall upon the ways in which the major international powers define their foreign policy goals and attempt to research them. 

Buell. 4

POLITICAL SCIENCE 341 - INTERNATIONAL POLITICAL SYSTEMS AND PROCESSES. Designed to examine the various modes of analyzing the international political systems and the major political processes supporting it. Among the topics of concern will be the past, present, and prospective patterns of international action and the relevance to each of such factors as domestic and international violence and threats of violence, bargaining, technology, and the various forms of transnational competition and cooperation.

Bishop. 4

POLITICAL SCIENCE 345 - INTERNATIONAL LEGAL PROCESSES AND ORGANIZATION. This course consists of two basic portions. The first section comprising about five weeks, involves the analysis of the concept of international organization. Such topics as the process of economic integration, regionalism, and the functionalism of international organization vis-a-vis the international political system will be covered. The U.N. will also be examined, but from the perspective of system analysis and not just structure. The second portion includes a social scientific approach to the body of international law. Overall, our perspective will begin with studying the role of international law in the international system, and then move into a case study of the body of international law.

Staff. 4

POLITICAL SCIENCE 347 - JUDICIAL PROCESS. The process of judicial decision-making in state and federal courts. The course focuses upon such topics as judicial organization and staffing, the sources and instruments of judicial power, access to courts, legal reasoning, the decisional process, and the impact of judicial decisions. A major research paper is required for this seminar. (Offered in alternate years)

Clark. 4

POLITICAL SCIENCE 350 - LAW AND POLITICS. Political Science 350 (a) deals with different and significant aspects of political jurisprudence. Topics will be drawn from constitutional law, civil liberties, administrative regulation, and other aspects of public law and judicial studies. Students may enroll for multiple offerings. In the spring, Political Science 350 (a) will deal with Criminal Justice. In the fall, Political Science 350 (b) will focus on the Warren Court.

Clark. 4

POLITICAL SCIENCE 354 - LAW AND SOCIETY. An interdisciplinary seminar focusing upon the role of law in society. The reading material is drawn about equally from the disciplines of anthropology, sociology, and political science. While no special prerequisites are specified, the student should have taken some previous courses in the social sciences.

Clark. 4

POLITICAL SCIENCE 355 - INTRODUCTION TO JURISPRUDENCE: AN INQUIRY INTO THE NATURE OF LAW AND JUSTICE. The evolution of legal philosophy from the ancients to the present covering such topics as natural law, the pure theory of law, sociological jurisprudence, legal realism, and contemporary legal theories.

Clark. 4

POLITICAL SCIENCE 357 - SOVIET FOREIGN AND MILITARY POLICY. The subject of the course is the behavior of the Soviet Union in world politics. The period from World War II to the present will be emphasized. Analysis
POLITICAL SCIENCE 359 - THE CONDUCT OF AMERICAN FOREIGN AFFAIRS. A descriptive analysis of the major actors and their roles in the development and determination of American foreign and military policy. It seeks to investigate and explore the underlying assumptions and rationale of America's view of the world, and consequent goal formations.

Staff. 4

POLITICAL SCIENCE 360 - PROBLEMS IN AMERICAN FOREIGN AND MILITARY POLICY. An examination of persistent problems facing the United States in its search for national security and international stability in the age of limited wars and nuclear weapons. The primary focus is the cold war politics of defense and deterrence.

Staff. 4

POLITICAL SCIENCE 361-362 - DIRECTED STUDY. Directed studies are undertaken at the initiative of the student and may involve any topic acceptable to the student and an instructor.

Staff. 3

POLITICAL SCIENCE 402 - SEMINAR. Open to juniors and seniors from all departments with the consent of the instructor. Preference will be given to Political Science majors.

Staff. 3 or 4

POLITICAL SCIENCE 451-452 - SENIOR RESEARCH. Staff. 4

POLITICAL SCIENCE 461-462 - INDIVIDUAL WORK FOR HONORS. Staff. 4

Psychology

Major in Psychology

A major requires a minimum of 30 semester hours of credit in Psychology, including General Psychology (101) and Research Methods (201). In addition, majors are required to take a minimum of 8 semester hours of laboratory-related courses (Psychology 315, 316, 317, 318, 319), including at least one lecture-laboratory combination, a minimum of 6 semester hours of non-laboratory courses (Psychology 217, 226, 338, 411, 417), and either Psychology 415 or Psychology 441.

The student may select electives from regular offerings in Psychology to complete the 30 hour minimum requirement. No more than four semester hours of seminar credit (Psychology 402) may be counted toward the minimum requirement. Ordinarily, Senior Research (451-452), Hon-
ors (461-462), and Directed Studies (361-362) will not be counted toward the requirement.

Majors are required to take the Undergraduate Record Examination in Psychology during the Spring of their junior year. During the senior year they must take (and pass with a score of 500 or the national mean, whichever is lower) the Graduate Record Examination in Psychology. Students who wish to be considered for high or highest honors in Psychology must take Senior Research (451-452) and participate in the Senior Research Seminar.

The flexibility of these requirements places maximal responsibility upon the student to select a course of study most compatible with future goals. For example, Statistics and Experimental Design is helpful for many upper division courses and is required for admission into most graduate schools. Those students contemplating graduate work also should consider courses in the natural sciences, computer programming, and foreign languages. Students are encouraged to work closely with their advisers in developing an appropriate program in the major.

Some students will be interested in Personnel Administration to obtain an understanding of personnel policies and practices applicable in business and industry and in the field of education. For such a concentration, students will take the required courses listed above and will be advised regarding the appropriate electives in Psychology and courses in some of the following areas: Economics, Education, Political Science, Sociology, and Speech.

Major in Psychology (Environmental Studies Concentration)

See Environmental Studies

PSYCHOLOGY 101 - GENERAL PSYCHOLOGY. A survey of topics in Psychology, with emphasis on the scientific study of human and animal behavior. The course includes the topics of motivation, learning, sensation and perception, personality, individual differences, and abnormal behavior. Lecture, laboratory, demonstration, and outside reading are integrated to study behavior ranging from conditioned reflexes to creative and social behavior. As part of the course experience, students are required to participate as subjects in experiments conducted by the staff and advanced students or to complete an equivalent assignment. Psychology 101 is a prerequisite for all other courses in the department. (Offered each semester.)

Staff. 4

PSYCHOLOGY 201 - RESEARCH METHODS IN PSYCHOLOGY. An introduction to the principles of psychological research and elementary statistical analysis. Psychology 201 is a prerequisite for all laboratory courses. (Offered each semester.)

Staff. 2

PSYCHOLOGY 202 - FIELD EXPERIENCE IN PSYCHOLOGY. This course provides the opportunity to gain practical experience working with various agencies within a course for which opportunities have been identified by the instructor.

Staff. 2
PSYCHOLOGY 217 – CHILD AND ADOLESCENT DEVELOPMENT. Psychological development especially during the school years. (Same as Education 217. Offered each semester.)
   Auge, G. Hammerle, Thios, Thorson. 3

PSYCHOLOGY 225 – THEORIES OF PERSONALITY. Covers major theories of personality with intensive study of at least one theory. In Ms. Hammerle’s and Mr. Lichtenstein’s sections, a variety of personality theories are surveyed and the student is expected to select a particular theory for special study in Mr. Tritt’s section. Readings in the phenomenological and existential theories of personality and behavior are emphasized while class meetings are an opportunity for intensive group discussion.
   Lichtenstein, Tritt, J. Hammerle. 3

PSYCHOLOGY 313 – STATISTICS AND EXPERIMENTAL DESIGN. An introduction to techniques of measurement. Special emphasis is placed on probability and sampling theory, tests of significance, analysis of variance, and principles of statistical control in experimentation. Not open to those with credit in Mathematical Sciences 102.
   Parchem, Snyder. 4

PSYCHOLOGY 315a – LEARNING AND MOTIVATION: LECTURE. Experimental approach to problems of human and animal learning and motivation.
   Morris, Auge. 2

PSYCHOLOGY 315b – LEARNING AND MOTIVATION: LABORATORY. Offers the student actual research experience in a variety of experimental situations. Must be taken concurrently with 315a.
   Morris, Auge. 2

PSYCHOLOGY 316a – COGNITIVE PSYCHOLOGY: LECTURE. How people process information. The course will focus on theoretical concepts and major variables relevant to human learning, memory, and utilization of symbolic processes. Among topics to be covered are memory systems, attention, problem solving, concept formation, basic language processes, and developmental aspects of learning and memory.
   Thios. 2

PSYCHOLOGY 316b – COGNITIVE PSYCHOLOGY: LABORATORY. Provides the student with research experience on problems of current interest in cognitive psychology. Must be taken concurrently with 316a.
   Thios. 2

PSYCHOLOGY 317a – SENSATION AND PERCEPTION: LECTURE. Covers current theory and research in sensation and perception.
   Thorson. 2

PSYCHOLOGY 317b – SENSATION AND PERCEPTION: LABORATORY. Application of research techniques to problems in sensation and perception. Must be taken concurrently with 317a.
   Thorson. 2

PSYCHOLOGY 318a – COMPARATIVE PSYCHOLOGY. A survey and analysis of theory and research pertaining to species specific or characteristic forms of psychological function (behavior) stressing the comparative method of analysis.
   Kimbrell. 2

PSYCHOLOGY 318b – COMPARATIVE PSYCHOLOGY: LABORATORY. Illustration of the comparative method through study of closely related species and application of modern experimental techniques in the analysis of species characteristic forms of behavior. Must be taken concurrently with 318a.
   Kimbrell. 2

PSYCHOLOGY 319a – PHYSIOLOGICAL PSYCHOLOGY: LECTURE. Covers current theory and research in physiological psychology with special emphasis on the physiological bases of motivation, learning and sensation.
   Snyder. 2

PSYCHOLOGY 338 – SOCIAL PSYCHOLOGY. The study of individual behavior as it is influenced by the behavior of others within a variety of social contexts. Topics typically covered include affiliation, attitude and behavior change, interpersonal attraction, social influence, prosocial behavior, and aggression.
   G. Hammerle. 3
PSYCHOLOGY 361-362 - DIRECTED STUDY.  Staff. 3

PSYCHOLOGY 402 - SEMINARS. Seminars in special areas within Psychology. Content will vary with staff and student interest. Designed for both majors and non-majors. Staff. 2

PSYCHOLOGY 411 - ABNORMAL PSYCHOLOGY. Psychopathology. Its development, course, and treatment with emphasis upon prevention and cure. Wolf. 4

PSYCHOLOGY 415 - HISTORY AND SYSTEMS OF PSYCHOLOGY. A survey and analysis of major historical developments and contemporary theories in Psychology. Lichtenstein, Parchem. 4

PSYCHOLOGY 417 - INDUSTRIAL PSYCHOLOGY. Psychological principles and methods as they contribute to the solution of industrial problems. Parchem. 4

PSYCHOLOGY 441 - ADVANCED GENERAL PSYCHOLOGY. Designed to integrate the student's knowledge of Psychology. Wolf. 3

PSYCHOLOGY 451-452 - SENIOR RESEARCH. Staff. 4

PSYCHOLOGY 461-462 - INDIVIDUAL WORK FOR HONORS. Staff. 4

Religion

The Department of Religion perceives religion to be an important part of humanistic studies in a liberal arts education. The study of religion is one way to establish a focus for the achievement of a view of reality, and more specifically a way to achieve a view of the meaning of human existence: man as an individual and a social being in relation to ultimate reality.

The goals of the Department are to familiarize the student with the nature of religion, to give him or her an understanding of both Western and non-Western religious traditions, to help the student develop critical and analytical skills for examining the various religious systems offered in a pluralistic society, and to examine his or her own religious perceptions.

The major in religion seeks to give the student a focus which will enable him or her to integrate the study of a variety of fields into a cohesive world-view. The courses for the achievement of these objectives will be chosen in consultation with the Department Chairperson.

Eight courses are required for the major, of which not more than one may be at the 100 level, plus the one-hour senior seminar.
RELIGION 100 - INTRODUCTION TO THEOLOGY. Theology is something you do. It is the process of formulating religious experiences in intellectual terms. Intrinsic credibility is its aim. But all ideas and beliefs have consequences. At this point theology becomes the art of applying basic insights to issue of conscience. In the first context, several theologians will be considered to determine the viability of their statements in our contemporary setting. In the second context, the course will deal with such issues as liberation movements, civil disobedience, violence, sex ethics and genetic surgery. The method of instruction will be class discussion with an emphasis upon written analysis of the issues.

Scott, Woodyard. 4

RELIGION 103 - WORLD RELIGIONS: MAN'S LIVING RELIGIONS. An introductory study of major systems of religion practiced today. The course examines primitive religions, the major Western religions (Judaism, Christianity and Islam), and the major Eastern religions (Hinduism, Buddhism and Chinese religions). Each religious system is explored in terms of its development, its contemporary teaching and practice, and its relation to culture.

Martin. 4

RELIGION 210 - THE NATURE OF RELIGION. The course will have as its subject matter the phenomenology of religion: the study of the common structural elements of all religions. The various manifestations of the Sacred: seen in all religions as the transcendent ground of reality and truth is considered both as a way of understanding the various religions and as having a bearing upon man's understanding of himself.

Eisenbeis. 4

RELIGION 211 - INTRODUCTION TO THE OLD TESTAMENT. This course introduces into the major areas of Old Testament studies: the history of Israel and early Judaism, the literature (authorship and authenticity of text, origin and development of genres), religious phenomena and the main themes of Old Testament literature (theology). All the materials will be studied from the viewpoint of biblical scholarship. Instruction will be by means of the dialogical method.

Eisenbeis. 4

RELIGION 212 - INTRODUCTION TO THE NEW TESTAMENT AND THE APOSTOLIC AGE. This course introduces into the major areas of New Testament studies: the history, culture, and religious background of the New Testament community, the New Testament literature (authorship and authenticity of text, origin and development of genres), religious phenomena and main themes of New Testament literature (theology), the history of the development of thought during the early centuries of the church, leading to the council of Nicaea. All materials will be studied from the viewpoint of biblical scholarship. Instruction will be by means of the dialogical method.

Eisenbeis. 4

RELIGION 213 - HISTORY OF CHRISTIAN THOUGHT. A survey of the development of Christian teachings from the early Middle Ages to the 19th Century. The origin and development of the principal doctrines of the church, the changing concepts of the church, and its approach to human problems are studied.

Martin. 4

RELIGION 214 - THE NATURE OF MAN. The course is an inquiry into the nature of man in contemporary theologians. The intent is to see theology at work upon current problems which raise issues for our understanding of what it means to be human. Problems like abortion and tyrannicide will provide the matrix for theological reflection upon man. The form of instruction will be class discussion with an emphasis upon written analysis.

Woodyard. 4

RELIGION 224 - CHRISTIAN ETHICS. An inquiry into the life-styles based on biblical presuppositions and theological convictions. The course deals with both theory and practice. Issues in theory include: the nature of Agape, the dialogic character of human existence and whether Christian
ethics is a form of situational ethics. Practical applications vary but usually include the control of birth and death, exploitation of nature and the ethics of liberation movements.

**REligion 303 - Contemporary Religious Thought.** Three ways of doing theology: a comparative study of three current theological models: Existential Theology, Political Theology, and Process Theology. These belief systems are examined by reference to their methodology, doctrine of God, the nature of man, concept of the Person of Christ and interpretation of the religious community.

Scott. 4

**Religion 304 - Existentialist Theology.** A study in depth of a major contemporary theologian. The writer's major works will be read and analyzed.

Scott. 4

**Religion 308 - New Testament Studies.** Study in depth of specific problems in New Testament research. Due to the nature of the course, its contents vary from semester to semester. Concentration will always be on one topic. Examples are: one gospel or one epistle; the historical views of the Christ of faith, the kerygma, revelation and the Christ event; the theology of Rudolf Bultmann; key concepts of New Testament literature, etc. All materials will be studied from the viewpoint of biblical scholarship. Instruction will be by means of the dialogical method.

Scott. 4

**Religion 309 - Old Testament Studies.** Study in depth of specific problems in Old Testament research. Due to the nature of the course, the contents vary from semester to semester. Concentration will always be on one topic. Examples are: one Old Testament writing, for instance, Genesis, Isaiah, Psalms, Job; key concepts of Old Testament theology, the theology of Martin Buber or of Abraham Heschel; problems of Old Testament literature; Hebrew poetry, the Israelite prophets, Israelite culture and its relation to the ancient Near East; biblical archaeology. All materials will be studied from the viewpoint of biblical scholarship. Instruction will be by means of the dialogical method.

Scott. 4

**Religion 311 - Kierkegaard Seminar.** Selected writings from Soren Kierkegaard's aesthetic, ethical, and religious works are read and discussed, and special projects related to Kierkegaard's thought are undertaken by individual students.

Martin. 4

**Religion 312 - Black Religion and Black Theology.** An introductory course in the study of Black religion and Black theology. It is an interdisciplinary examination of the various aspects and expressions of Black religion, including religious sects, the Black Muslims, mutual aid societies, etc. for the purpose of extracting and validating the data and norm of Black theology. The sociological and theological issues surrounding the construction and analysis of the norm for Black theology will be critically discussed.

Martin. 4

**Religion 320 - Hinduism.** A study of modern Hindu belief and practice as related to traditional sources. The development of Hinduism from the Vedic Period to the present day is studied by reading and discussion of selected translation of the Vedas, the Upanishads, the Epics, and representative modern interpreters of Hindu cults and movements.

Martin. 4

**Religion 321 - Buddhism.** A study of modern Buddhism in relation to traditional Buddhist sources. Selected texts of early Buddhism are used as a basis for understanding in the Theravada Buddhism of Southeast Asia. Approximately half of the semester is given to Buddhist Mahayana sects in China, Japan, and Tibet. Representative contemporary interpreters of Buddhism are read and discussed.

Martin. 4

**Religion 324 - Religion and Psychology.** An exploration of the religious phenomenon from the perspective of psychology. In reading works by C. G. Jung, Sigmund Freud, Erich Fromm, and others, attention will be given to their operative understanding of religion and the
appropriate use of their methodology to the subject matter. Analyses will be made of psychological and theological statements on a common religious theme. Some attention will be given to efforts at correlating the two disciplines.

RELIGION 336 - COMPARATIVE RELIGIOUS MYTHOLOGY. The course will investigate the nature of religious myth and its place in man's religious experience in a variety of traditions. Primitive, Western, and Oriental mythologies will be included in the study.

RELIGION 340 - SEMINAR. Topic to be announced.

RELIGION 350 - SENIOR SEMINAR.

RELIGION 361-362 - DIRECTED STUDY.

RELIGION 451-452 - DIRECTED RESEARCH.

RELIGION 461-462 - INDIVIDUAL WORK FOR HONORS.

Sociology and Anthropology

Major in Sociology

The major in the Sociology and Anthropology Department is designed to meet the educational needs of three kinds of students: (1) Those whose interests are primarily in a liberal education and who wish to use the discipline to understand social institutions and social change as well as insight into cross-cultural patterns; (2) Those who wish to use sociology as a background for certain occupations such as the law, the ministry, social work, government service or business; and (3) Those who expect to pursue graduate study in sociology - anthropology, leading to a teaching, administrative, or research career. Off campus experiences through the GLCA Philadelphia Urban Semester and the Merrill - Palmer Institute Program in Detroit, which focus on contemporary urban problems, are available to the student. In addition, a student in consultation with the department and the off-campus study committee, may design his or her own off-campus program.

A major in Sociology must earn a minimum of 28 semester-hours of credit in Sociology, including Sociology 207, 301, 416, and 420, and one course each in the areas of social problems, social institutions, and advanced general Sociology. No more than 6 hours of Anthropology (314, 319, 320, 321, 322, and 330) may be counted toward the minimum major requirement of 28 hours in Sociology.

Major in Sociology: Concentrations in Anthropology or Urban Studies
Special concentrations in Anthropology and Urban Studies are offered by the department. For their specific requirements, consult with the Chairperson.

**Major in Sociology (Environmental Studies Concentration)**

See Environmental Studies

**SOCIOMETRY 207 - FOUNDATIONS OF SOCIAL LIFE.** An introduction to the science of group relationships, with emphasis on the topics of culture, society, personality, role, social class, ecology, community organization, social institutions, social control, and deviance. Offered both semesters.

**SOCIOMETRY 208 - HUMAN ECOLOGY.** Population distribution, composition and growth, and its bearing on current economic, political, and social problems.

**SOCIOMETRY 209 - SOCIAL PROBLEMS AND SOCIAL POLICY.** A critical analysis of selected current social problems, such as mental health, automation, and civil rights, within the framework of certain sociological approaches such as conflict of values. Not open to those with 10 or more hours of Sociology. Prerequisite: 207 or 330 or consent of instructor. Offered first semester.

**SOCIOMETRY 213 - EDUCATION FOR MARRIAGE AND FAMILY LIFE.** An analysis of marriage and the family within the framework of sociological theory, together with a discussion of such practical topics as courtship, parenthood, family finances, in-law relationships, aging, and the family in the larger community. Offered both semesters.

**SOCIOMETRY 301 - SOCIAL RESEARCH METHODS.** Experience in the design and implementation of social research, current techniques of collecting, analyzing, interpreting, and reporting data. Required of Sociology majors. Prerequisites: Consent of instructor and 207 or 330 and Mathematics 102 or Psychology 313. Offered both semesters.

**SOCIOMETRY 302 - GENERAL SOCIOLOGY.** The sociological perspective applied to the issues of modern society. This course assumes a familiarity with the scientific method. Not recommended for potential majors. Restricted to juniors and seniors. See 207.

**SOCIOMETRY 307 - URBAN SOCIOLOGY.** The social structure of the metropolis including its class structure, behavioral patterns, and cultural framework are explored. An institutional and cross-cultural approach will be utilized whenever possible. Prerequisite: 207, 330, or I.D. 21.

**SOCIOMETRY 308 - INTRODUCTION TO SOCIAL WORK.** A survey course including a history of social welfare, an analysis of public welfare administration, private agencies, and a descriptive comparison of the methods of social work, casework, group work, and community organization. Prerequisite: 207 or 350. Offered first semester.

**SOCIOMETRY 309 - SOCIAL CASEWORK.** An introduction to the principles of casework. Lectures and discussions regarding the development of social casework, relationship theory, the case study method, interviewing methods, and the study and use of social process. Case materials and field trips will be used. Prerequisite: 308 or consent of instructor. Offered second semester.

**SOCIOMETRY 311 - CRIMINOLOGY.** A study of the phenomenon of crime in American society as to amount, the varying rates in terms of area of residence, age, social class, and occupational group, and the causes and the treatment of criminal behavior. Prerequisite: 207 or 330. Offered first semester.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Prerequisite(s)</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SOCIOLOGY 312</td>
<td>MINORITY GROUPS. Anthropological, social psychological and sociological interpretations of racial and ethnic prejudice and discrimination.</td>
<td>Prerequisite: 207 or 330. Offered both semesters.</td>
<td>Mitchell. 4</td>
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<td>SOCIOLOGY 313</td>
<td>THE FAMILY. The structural-functional analysis of the family as an institution, its inter-relationships with other social institutions, and the changing economic and social functions of the family as seen in historical and cultural perspective.</td>
<td>Prerequisite: 207, or 330. Offered both semesters.</td>
<td>Mitchell. 4</td>
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<tr>
<td>SOCIOLOGY 314</td>
<td>AMERICAN INDIANS. This course explores the history and development of the American Indians from prehistoric times to the present, concentrating primarily on the Indians of North America.</td>
<td>This survey course will cover many aspects of Indian culture. Prerequisite: 207, or 330. Offered second semester.</td>
<td>Cole. 3</td>
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<tr>
<td>SOCIOLOGY 315</td>
<td>SOCIAL ORGANIZATION. A comparative analysis of the major institutional components of societies and an exploration of the social processes whereby these institutions are maintained, coordinated, and changed.</td>
<td>Prerequisite: 207, or 330. Offered alternate years.</td>
<td>Rice. 4</td>
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<tr>
<td>SOCIOLOGY 316</td>
<td>AMERICAN INDIANS. This course explores the history of the American Indians from prehistoric times to the present, concentrating primarily on the Indians of North America.</td>
<td>This survey course will cover many aspects of Indian culture. Prerequisite: 207, or 330. Offered second semester.</td>
<td>Cole. 3</td>
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<tr>
<td>SOCIOLOGY 317</td>
<td>THE SOCIOLOGY OF RELIGION. A study of the structure and function of religious behavior and the relationship of religion with other institutional areas in a society.</td>
<td>Offered alternate years.</td>
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<tr>
<td>SOCIOLOGY 318</td>
<td>SOCIOLOGY OF EDUCATION. A study of educational institutions, their social functions, and their inter-relationships with other social institutions.</td>
<td>Offered alternate years.</td>
<td>Staff. 4</td>
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<tr>
<td>SOCIOLOGY 319</td>
<td>SOUTH AMERICAN INDIANS. Ethnography of Indians south of the Rio Grande with special emphasis on culture contact and culture change.</td>
<td>No prerequisites. Offered first semester.</td>
<td>Goodman. 3</td>
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<tr>
<td>SOCIOLOGY 320</td>
<td>WORLD ETHNOGRAPHY. Review of the culture areas of the world outside the western hemisphere on the basis of representative ethnographic studies.</td>
<td>No prerequisites. Offered second semester.</td>
<td>Goodman. 3</td>
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<tr>
<td>SOCIOLOGY 321</td>
<td>CULTURE CHANGE. Theory of innovation, diffusion, and change, consequences for native societies of contact with Euro-American Culture.</td>
<td>Offered first semester.</td>
<td>Goodman. 3</td>
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<tr>
<td>SOCIOLOGY 332</td>
<td>PEASANT CULTURE. Rural vs. urban and tribal societies; social organization, personality structure, life view, adaptations to random and directed change.</td>
<td>Prerequisite: 207, or 330. Offered second semester.</td>
<td>Goodman. 3</td>
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<tr>
<td>SOCIOLOGY 330</td>
<td>GENERAL ANTHROPOLOGY. A descriptive, comparative, and generalizing study of man and his culture.</td>
<td>Offered both semesters.</td>
<td>Valdes, Staff. 4</td>
<td>4</td>
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<td>SOCIOLOGY 340</td>
<td>COLLECTIVE BEHAVIOR. This course explores the social processes which give rise to crowds, cults, publics, and social movements. Collective behavior is viewed as a primary means of social change and an attempt is made to understand the conditions which precede, accompany, and follow collective action.</td>
<td>Prerequisite: 207,330. Offered first semester.</td>
<td>Cole. 3</td>
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<td>SOCIOLOGY 345-346</td>
<td>SPECIAL PROBLEMS. Special offerings will be made from time to time in topics not covered in regular courses. Examples: Sociology of Science, Military Sociology, Medical Sociology, Revolution, Mass Society, Social Stratification, Sociolinguistics.</td>
<td>Prerequisites: Sociology 207, or 330 and consent.</td>
<td>Staff. 3</td>
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</table>
**SOCIOMETRY 361-362 — DIRECTED STUDY.** Credit earned will be determined by departmental evaluation. 

**SOCIOMETRY 405 — SOCIETY OF THE PRESCHOOL CHILD.** Introduction to principles and theories underlying education for the preschool child and to techniques of observing young children and working with them as individuals and in groups. Two hours each week will be spent in the Granville Nursery School. Offered second semester. Watson, 3

**SOCIOMETRY 415 — HUMAN RELATIONS IN INDUSTRY.** A study of the organization and characteristics of modern industrial societies; of the effects of technology on industrial environments; and of the behavior of formal and informal groups in industry. The methodology of social research for analyzing and resolving group tensions in industry. Prerequisite: 207 or 330. Offered second semester. Mitchell, 3

**SOCIOMETRY 416 — SOCIOMETRIC THEORY.** Analyses of central theoretical questions of Sociology, drawing upon the theories of major sociologists from Comte to the present. Open only to majors or by consent of instructor. Offered first semester. Rice, 3

**SOCIOMETRY 420 — SEMINAR.** Advanced study of special problems suggested by courses already taken. Open only to majors. Offered first semester. Valdes, 3

**SOCIOMETRY 451-452 — SENIOR RESEARCH.** Staff.

**SOCIOMETRY 461-462 — INDIVIDUAL WORK FOR HONORS.** Staff. 4

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**Speech Communication**

**Major in Speech Communication**

A student majoring in Speech Communication must elect a minimum of 29 semester-hours of credit in the department. A student who chooses a general speech communication emphasis must take either Speech Communication 221 or 222, 304, 311 or 312, and 409. A student who elects a communications concentration must take Speech Communication 223, 225, 304, 327, and 409. Students who are interested in secondary school teaching must elect Education 339.

Attention is called to the value of training in speech communication for students aiming toward careers in law, government, business, administration, broadcasting, teaching, the ministry, industrial communication, public relations, advertising, sales, personnel, and mass communication.

**SPEECH COMMUNICATION 101 — PUBLIC SPEAKING.** A discussion-recitation approach to the oral communication of ideas. Students deliver informative and persuasive speeches that are individually reviewed. The course is intended to assist students in becoming more effective communicators, regardless of their major. Offered both semesters. Staff, 2
SPEECH COMMUNICATION 110 - DIMENSIONS OF SPEECH COMMUNICATION. An overview of the speech communication process, including broadcasting (its impact and responsibilities), dialogue in dyads and groups, use of language, nonverbal communication, theory and practice, political communication, artistic communication, and issues of freedom of speech. Lecture - discussion, guest lecturers, student projects. Markgraf. 4

SPEECH COMMUNICATION 113 - READING ALOUD LITERATURE. Emphasis is upon the study of literature from the viewpoint of the oral reader. Principles of critical and aesthetic theory and of voice and delivery prepare the student for the re-creative art of oral interpretation of verse, drama, and prose. Markgraf. 3

SPEECH COMMUNICATION 218 - SPEECH COMPOSITION. A study of principles governing the development, organization, and communication of ideas in formal speeches. Students will compose a limited number of speeches seeking to apply principles derived from theoretical materials and from an examination of famous speeches. Dresser. 3

SPEECH COMMUNICATION 221 - GROUP DISCUSSION. A study of oral communication in small problem-solving groups. Students will seek to synthesize the traditional logical and psychological approaches to the study of group behavior. Dresser. 3

SPEECH COMMUNICATION 222 - ARGUMENTATION AND DEBATE; CONTEMPORARY SOCIAL ISSUES. A course in the study of argumentation and of rhetorical techniques essential to the law court and the legislative assembly. Students will explore social problems and advocate solutions within the frameworks of panel discussions, argumentative and rebuttal speeches, direct examination and cross-examination, parliamentary procedure, and debate. Markgraf. 3

SPEECH COMMUNICATION 223 - PERSUASION. An introduction to the theory and practice of persuasion and an appraisal of its influences upon modern society. Emphasis is placed upon mass persuasion (advertising, propaganda, etc.) and persuasion in speaker-audience, dyadic and group entered situations. Students will prepare and deliver original persuasive speeches. Markgraf. 3

SPEECH COMMUNICATION 225 - RADIO AND TELEVISION IN SOCIETY. The history of radio and television development: a study of the structure of broadcasting, comparative study of broadcasting practices in other countries, the objectives of radio and television as a social force and cultural influence; a study of program types; and the analysis of existing programs aimed toward the development of acceptable standards for broadcasting. Staff. 3

SPEECH COMMUNICATION 227 - RADIO PRODUCTION PROCEDURES. (BCture - laboratory course in the production of complex program types; study of production problems, techniques, and procedures. This course covers actual production from initiation to airing. Prerequisites: Consent of instructor. Staff. 3

SPEECH COMMUNICATION 230 - CONTEMPORARY TELEVISION. Spring application trip to major television networks in New York City and observation of station operations, studio arrangements, and the productions of various types of programs from rehearsal through performance. An intensive study of network operational policies and procedures precedes the trip; a written report of the trip is required. Estimated cost of trip, exclusive of tuition, is $100. Prerequisite: Consent of instructor. Staff. 2

SPEECH COMMUNICATION 244 - FREEDOM OF SPEECH. A critical analysis of theories and justifications of freedom of expression and of factors which determine the scope and practical exercise of free speech. Political, legal, ethical, and artistic aspects will be examined. Markgraf. 3
SPEECH COMMUNICATION 247 — GENERAL SEMANTICS. A study of the impact of the structure of language on the individual's evaluation of the nonverbal world. Attention is concentrated on specific types of misevaluation which result when one assumes that the world possesses certain characteristics implied by the structure of language. Dresser.

SPEECH COMMUNICATION 250 — PSYCHOLOGY OF SPEECH. A study of the psychological factors involved in interpersonal and group communication with special reference given to the application of these principles to public speaking, radio and television, group discussion, and speech correction. Attention is given to the speech personality and the verbal behavior of the disturbed personality. Staff.

SPEECH COMMUNICATION 304 — INTERPERSONAL COMMUNICATION. A seminar course investigating factors affecting communication between individuals. Students undertake projects concerned with such aspects of the communication process as the effect of social roles, semantic barriers, to understanding the effects of feedback on communication, and nonverbal communication. Dresser.

SPEECH COMMUNICATION 308 — COMMUNICATION, MAN AND SOCIETY. A study of language as instrumental in shaping man's personality and in structuring his culture. Typical topics studied are the relationship of communication to thought, to social perception, to ethical and aesthetic judgments, to mysticism, and to social values. Dresser.

SPEECH COMMUNICATION 311 — AGITATORS, ADVOCATES, AND SOCIAL REFORM. An historical approach to current issues and methods of social reform, especially concerning the racial question. The values, objectives, and rhetorical techniques of advocates and agitators are studied by analyzing the premises, arguments, appeals, and persuasive strategies imbedded in speeches, debates, campaigns, and organized reform movements. Dresser.

SPEECH COMMUNICATION 312 — COMMUNICATION THEORY AND CRITICISM. A survey of theories and methodologies used in understanding and appraising the practice of communication. Classical and humanistic theories and standards are compared with those derived from the technological and empirical sciences. i.e. Platonism, Aristotelianism, Burkean, etc. Communication theories are compared with models and standards derived from semantics, cybernetics, S.R. behaviorism, etc. Dresser.

SPEECH COMMUNICATION 327 — SEMINAR IN ADVERTISING COMMUNICATION. A seminar covering the principles of communication used by advertisers. Individual projects will be required of all students in the various communications media such as newspapers, radio, television, etc. Guest lectures in the field of advertising. Staff.

SPEECH COMMUNICATION 329 — APPLIED PHONETICS. A study of significant speech sounds and the application of phonetic concepts both normal and aberrant speech for evaluative purposes. Staff.

SPEECH COMMUNICATION 330 — VOICE AND DICTION. A lecture-laboratory course designed to further the student's mastery of English speech. Staff.

SPEECH COMMUNICATION 331 — INTRODUCTION TO SPEECH CORRECTION. The relations of speech to mental hygiene; the study of speech disorders and defects, diagnosis and therapeutic theories. Staff.

SPEECH COMMUNICATION 332 — DIALECTS. A study of foreign dialects for radio, television, and theater with special emphasis on phonetic changes and intonational patterns. Staff.

SPEECH COMMUNICATION 361-362 — DIRECTED STUDY. Staff.

SPEECH COMMUNICATION 409 — SEMINAR IN SPEECH COMMUNICATION. Readings and reports on special topics. Markgraf.
Theatre and Film

PLEASE NOTE: THE CURRICULUM OF THE THEATRE AND FILM DEPARTMENT WAS BEING REVISED AT THE TIME OF THE PRINTING OF THIS BOOK. PLEASE CONSULT THE CHAIRPERSON FOR A REVISED CURRICULUM LISTING.

The three-hour basic requirement in the Arts may be satisfied by taking 103, 105, 111, 215, 323, 324, or 325.

Major in Theatre and Film

A candidate for the Bachelor of Arts degree in Theatre and Film shall elect 30-40 semester hours of credit. Students whose primary interest is in film should take 219, 301, 312, 324, 325, 326, 410, and one or more directed studies dealing with their particular interests in the field.

The candidate for the Bachelor of Fine Arts degree in Theatre and Film shall elect at least 40 hours in Theatre and Film, 15 hours in related art fields, and 16 hours in General Education.

In the freshman year the Bachelor of Fine Arts candidate should carry the second year of the foreign language carried in high school or French 111-112. Theatre courses should be 111, 113, 215, and 229.

Certain courses in this department require the use of safety glasses. These courses are designated with the words "Safety Glasses Required" at the end of their descriptions. A full statement on the use of safety glasses appears on page two.

THEATRE AND FILM 101 - BEGINNING ACTING. Designed for the non-major and dealing with the fundamentals of actor training from both a practical and theoretical base. Through exercise and improvisation the student is introduced to the actor's vocabulary and practice. Fulfills Oral Communication requirement. Staff. 2

THEATRE AND FILM 103 - FORMS OF THEATRE ARTS. Follows study of the form, function, and history of the performing arts — theatre, film, and television. Brasmer. 3

THEATRE AND FILM 105 - FORMS OF THEATRE ARTS. Follows study plan of 103, but substitutes active participation in theatre production for the writing of critical reports and outside reading. Brasmer. 3

THEATRE AND FILM 111 - INTRODUCTION TO THE THEATRE. Intensive introduction to the study and practice of the arts and the literature of the theatre. Safety glasses required. Staff. 4
THEATRE AND FILM 113 - VOICE FOR THE STAGE. An intensive practicum in voice and speech training for the actor. The Lessac system of structural, tonal, and consonant action is studied and applied to the dramatic interpretation of literature. Fulfills Oral Communication requirement. Ryan. 3

THEATRE AND FILM 115, 116, 117 - THEATRE PARTICIPATION. Theatre activity is open to all students in the University, who may, if they wish, receive credit toward their undergraduate degree by participation in the productions of the University Theatre and the Experimental Theatre. A student may enroll up to the eighth week of any semester on written permission of the departmental chairperson. No student may enroll in the last semester of his or her senior year. These courses may fulfill three hours of the Fine Arts requirements. Staff. 1

THEATRE AND FILM 215 - PRODUCTION FOR NON-COMMERCIAL THEATRE. Play selection, analysis, organization, management, direction, and technical design of plays for non-commercial theatre. Meets teacher certification for theatre. Safety glasses required. Morgan, Brasmer. 4

THEATRE AND FILM 219 - ELEMENTARY CINEMATOGRAPHY. An introductory course exploring the nature of the cinematic medium from the point of view of production and technique, with an emphasis upon cinema as an aesthetic and narrative medium. Each student is expected to complete a series of film projects in 8mm or 16 mm format. A student is required to share the expenses involved in his or her film production. Stout. 4

THEATRE AND FILM 225 - CONTEMPORARY THEATRE. Attendance at productions in New York during spring vacation, preceded by study of contemporary theatre and followed by a written report. Estimated cost of trip, exclusive of tuition, is $250. Brasmer. 2

THEATRE AND FILM 229 - ACTING PHYSICAL TECHNIQUE. The beginning course for majors interested in performance. Use of pantomime, improvisation, and gymnastics to develop a controlled flexibility in the use of the bodily mechanism. Prerequisite. Consent of instructor. Course repeatable for one credit. Ryan. 3

THEATRE AND FILM 230 - ACTING SCENE STUDY. The scene as a unit of theatrical form approached in terms of focus and interaction between characters. Offered each semester. Prerequisite. Consent of instructor. Course repeatable for one credit. Staff. 3

THEATRE AND FILM 231 - ACTING CHARACTERIZATION. The factors in the script which determine characterization and the creation of these factors in specific roles. Offered each semester. Prerequisite. Consent of instructor. Course repeatable for one credit. Staff. 3

THEATRE AND FILM 232 - ACTING PERSONAL STYLE. The developing of a personal point of view in approaching the creation of a vital presence on the stage. Offered each semester. Entrance by audition. Repeatable once for one credit. Staff. 3

THEATRE AND FILM 240 - CHILDREN'S THEATRE. Recommended for Education as well as Theatre majors, this course explores the uses and practices of drama with the child. Creative Dramatics and drama for the child. Children's Theatre through lecture, discussion and practice teaching. Ryan. 3

THEATRE AND FILM 301 - SCENIC DESIGN AND STAGE LIGHTING. Theory and practice of scenic and lighting design through intensive analysis of the dramatic structure in plays. Morgan. 4

THEATRE AND FILM 312 - SEMINAR IN FILM. The subject for the seminar will vary from year to year but this seminar treats Film in both a technical and an academic manner. The seminar is repeatable. Staff. 4
<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
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<tbody>
<tr>
<td>317</td>
<td>THEATRE AND FILM 317 - TECHNICAL THEATRE</td>
<td>Lecture and laboratory in scenery construction and painting, sound, stage management, and lighting. May include costuming under some circumstances. Class work with all productions. Safety glasses required. Morgan. 4</td>
</tr>
<tr>
<td>323</td>
<td>THEATRE AND FILM 323 - THEATRE HISTORY</td>
<td>Survey of World Theatre from the Greeks to 1880, exclusive of America. Emphasizes influences—cultural, social, and political—as well as personalities, methods of production, and development of drama. Stout. 4</td>
</tr>
<tr>
<td>324</td>
<td>THEATRE AND FILM 324 - HISTORY OF AMERICAN THEATRE</td>
<td>The derivation of American Theatre in the patterns of colonial culture and the development of the Theatre from the 18th Century to the present. A strong emphasis is placed upon the development of drama in the 19th and 20th Centuries. Brasmer. 4</td>
</tr>
<tr>
<td>325</td>
<td>THEATRE AND FILM 325 - THE HISTORY OF THE MODERN THEATRE</td>
<td>Survey of World Theatre History from 1880 to the present day, exclusive of America. Particular emphasis is placed on the various revolutionary movements of the continental and British Theatre in the first four decades of the 20th Century. Stout. 4</td>
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<tr>
<td>326</td>
<td>THEATRE AND FILM 326 - HISTORY AND AESTHETICS OF FILM</td>
<td>A survey of the social and aesthetic history of the film from its beginnings as a record of historical reality to the emergence of the filmic reality in the contemporary film. Stout. 4</td>
</tr>
<tr>
<td>361-362</td>
<td>THEATRE AND FILM 361-362 - DIRECTED STUDY</td>
<td>Staff. 3</td>
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<tr>
<td>401</td>
<td>THEATRE AND FILM 401 - THEATRE PRACTICUM</td>
<td>Theory and creative practice in selected areas of theatre arts of the talented and superior student. As registration warrants, the areas listed below will be offered. No more than 15 credit hours in these areas will be counted toward graduation.</td>
</tr>
<tr>
<td>a</td>
<td>Problems in Costuming</td>
<td></td>
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<td>b</td>
<td>Problems in Styles of Stage Direction</td>
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<td>c</td>
<td>Special Studies in Drama</td>
<td></td>
</tr>
<tr>
<td>d</td>
<td>Problems in Theatre Management</td>
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<td>e</td>
<td>Advanced Problems in Scenic and/or Lighting Design</td>
<td></td>
</tr>
<tr>
<td>f</td>
<td>Problems in Theatre Design</td>
<td></td>
</tr>
<tr>
<td>410</td>
<td>THEATRE AND FILM 410 - ADVANCED CINEMATOGRAPHY</td>
<td>An advanced course which explores several approaches to the graphic and narrative properties of films. The student will be required to complete two films in 16mm format and will share the expenses involved in his or her film production. Stout. 4</td>
</tr>
<tr>
<td>415</td>
<td>THEATRE AND FILM 415 - PLAY DIRECTION</td>
<td>Theory and practical work in direction. Each student is responsible for selecting, casting, rehearsing, and producing one-act or longer plays presented in the Experimental Theatre. Prerequisites: 15 hours of Theatre and Film and consent of instructor. Brasmer. 3</td>
</tr>
<tr>
<td>426</td>
<td>THEATRE AND FILM 426 - THEORY OF THE THEATRE</td>
<td>The analysis and comparison of dramatic theories from Aristotle to the present, with emphasis on recent and current issues in theatrical theory, criticism, and scholarship. Prerequisite: Junior standing. Brasmer. 4</td>
</tr>
<tr>
<td>451-452</td>
<td>THEATRE AND FILM 451-452 - SENIOR RESEARCH</td>
<td>Staff. 4</td>
</tr>
<tr>
<td>456</td>
<td>THEATRE AND FILM 456 - SENIOR COMPREHENSIVE PROJECT</td>
<td>A practical project in performance, design, theatre management, or film with work accomplished in the University Theatre or the Experimental Theatre. Course can be elected to satisfy a comp experience in the department by BFA majors only. The course is offered both semesters but it can be taken only once. Staff. 3</td>
</tr>
<tr>
<td>461-462</td>
<td>THEATRE AND FILM 461-462 - INDIVIDUAL WORK FOR HONORS</td>
<td>Staff. 4</td>
</tr>
</tbody>
</table>
Denison University aspires to be a pluralistic community which makes possible a wide range of learning and living experiences.

For approximately 150 years, Denison has been known as a community of intellectual excellence and high ideals. The learning experience which Denison students encounter is intended to be a joint effort on the part of students with the aid of the faculty.

As a college, Denison encourages students to shape educational programs that meet their special needs, interests, and plans. A Denison education attempts to balance depth and breadth — to combine the special competence and mastery of methodology and subject matter that are part of a major or concentration with an exploration of the varied resources available throughout the college.

Learning at Denison is in part a search for relationships among various kinds of knowledge and experience. It is an attempt, ultimately, to place education in the context of the crucial value questions facing society today.

The college's statement of objectives cites Denison's tradition of considering its students as "men and women who are becoming free." Denison places maximum responsibility on the student while providing support through concern and counseling.
in a personalized atmosphere.

Since Denison's founding in 1831, persons of all races, creeds, and national origins have been eligible for admission.

There are approximately 2,100 full-time students at Denison — 1,100 men and 1,000 women. Full-time faculty members number 142, with about three-fourths of the faculty holding the Ph.D. degree. Student-faculty ratio in 1975-76 was 13.83 to 1.

Denison is an independent liberal arts college offering four degrees: Bachelor of Arts, Bachelor of Science, Bachelor of Fine Arts, and Bachelor of Music. There are departmental, interdepartmental, concentration, and individually-designed majors available within these degree programs.

Denison is governed by a board of trustees, which is made up of 36 members, six of whom are nominated by the alumni. Many decisions regarding the programs of the college are made by the University Senate, which includes persons from the student body, the faculty, and the administration.
Statement of Objectives

Denison aspires to be a community of intellectual excellence and religious ideals.

Denison intends that its students educate themselves with the aid of a faculty devoted to teaching and engaged in advanced scholarship and research.

In addition to providing students with a proficiency in a single discipline, Denison hopes to give them a broad knowledge of the major forms of intellectual activity and to assist them in attaining an integrated conception of their own intellectual, moral, and religious life.

Denison considers its students as men and women who are becoming free. It envisions their future as a life based upon rational choice, a firm belief in the dignity of man, and charity and compassion unlimited by racial, cultural, religious, or economic barriers.

Throughout the Catalog are 24 full-Page statements written by these persons.

The unedited statements express each student's opinions about Denison.

By printing them, we hope to give you a more complete and honest picture about life as a student at Denison. Individual photographs of each of the writers follow each group of statements. Addresses of each person accompany the photographs.

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Accreditation

Denison is accredited by the North Central Association of Colleges and Secondary Schools, which was formed in 1913 and had Denison on its original list. Other agencies recognizing and approving Denison are the Ohio College Association, the Ohio State Department of Education, American Association of University Women, Great Lakes Colleges Association, American Chemical Society, and the American Association of Colleges for Teacher Education.

Denison's pre-medical program is recognized by all medical schools accredited by the Association of American Medical Colleges.

The Department of Music is a liberal arts member of the National Association of Schools of Music.

Denison admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the college. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other college-administered programs.
Plan of Study

The faculty at Denison attempts to help students to become self-generating learners, affirms the central importance of intellectual achievement, expects students to achieve some understanding of the broad forms of intellectual activity through a program of general education and to achieve proficiency in some particular area of knowledge.

To these ends a graduate of Denison will have done at least the following:

- earned 127 semester hours of credit;
- earned a cumulative grade-point average of at least 2.0, both overall and in the major field;
- taken approximately 13 courses from a variety of areas of knowledge as a part of the general education program;
- majored in some area — either in a department or an individually-designed area;
- successfully completed a comprehensive experience in the major field;
- successfully participated in at least two January Terms;
- resided at Denison for at least six semesters.

Please note that qualifications and further clarification of these requirements appear in various following sections. These requirements apply to all students, unless otherwise noted in the following sections. Note exceptions, in particular, for Bachelor of Fine Arts and Bachelor of Music candidates.

Degrees Available at Denison

Bachelor of Arts

A candidate for the Bachelor of Arts Degree who majors in one department must successfully complete a minimum of 24 semester-hours of work. The maximum number of credit hours which may be taken in the major by the end of the junior year is 32. Hours in excess of 32 will not count toward the degree.

These maximums do not apply to an interdepartmental or individually designed major. Maximums in these cases are to be worked out with the student's adviser and others.

Bachelor of Arts candidates shall be free to plan their senior program, in consultation with their adviser, to suit individual needs as to depth and breadth of study.

Bachelor of Science

A candidate for the Bachelor of Science Degree may concentrate in any of the following fields: Biology (Botany or Zoology), Chemistry, Earth Science or Geology, Mathematical Sciences, Physics (Astronomy), and Psychology.

A candidate for the Bachelor of Science degree may earn a maximum of 70 semester-hours in the major field and specified related area requirements. At least 24 hours must be earned in the major field.

A student who wishes to concentrate in a general field, rather than one department, shall take a minimum of 36 semester-hours from two or three closely related departments with not less than 15 semester-hours, ordinarily in sequence, in one of these departments. A student who wishes to concentrate in a general area must make his or her choice not later than the beginning of the junior year. Ordinarily the choice of a major in a single department is also made not later than the beginning of the junior year.

Bachelor of Fine Arts

A candidate for the Bachelor of Fine Arts Degree will major in art, dance, music or theatre and film and is required to take a minimum of 40 credit hours in that major. The program will be planned with a departmental adviser.
A student may design a joint or combined major involving more than one Fine Arts Department. In addition, a student will take a minimum of 15 credit hours in any of the following areas, other than the major area of concentration: art history, dance, music, theatre, film, photography, studio art.

Each student will take a minimum of 16 hours credit from the courses listed as a part of the general education program outside the fine arts. Special procedures may apply to students who seek admission as BFA candidates.

### Bachelor of Music

A candidate for the Bachelor of Music Degree should make this decision known, if possible, when he or she is admitted to Denison, and certainly not later than the end of the freshman year.

General Education requirements for the Bachelor of Music degrees in Applied Music, Theory-Composition, and Music Education must be taken from the following areas of the present General Education distribution system: one course in English, one in History, one in Fine Arts (other than music), one in Philosophy or Religion, one in Social Sciences, and one in Science or Mathematical Sciences. In addition, the student must satisfy the present foreign language requirement, excluding linguistics. A minimum of three hours credit must be taken in each area. For the Bachelor of Music Education degree, students must take at least 30 credit hours.

A student planning to teach Music in the public schools will elect Education 213, 217, 315-316, 415, and 420. (See Music departmental section of catalog and course description book.)

### Graduation With Honors

A student who meets the general college requirements and the particular requirements for any one of the above degrees may graduate with Honors. There are three levels of Honors.

#### Highest Honors

This highest distinction is accorded to students who earn a cumulative grade point average of 3.8 and receive an A grade on their honors project and the recommendation of their major department or appropriate committee in the case of an interdepartmental major.

#### High Honors

This second highest distinction is accorded to students who earn a cumulative grade point average of 3.6 and receive an A grade on their honors project and the recommendation of their major department or appropriate committee in the case of an interdepartmental major.

#### Honors

This third distinction is accorded to students who earn a cumulative grade point average of 3.6 and receive the recommendation of their
major department or appropriate committee in the case of an interdepartmental major or earn a cumulative grade point average of 3.4 and receive an A or B on their honors project and the recommendation of their department or appropriate committee.

Please note: The grade point average is computed on the last six or eight semesters, whichever is higher. Departments will explicitly state, late in the second semester of the senior year, that the student is recommended for honors with no qualifications. This recommendation will be based in part upon the student's performance in departmental and related courses, and in part on his or her having exhibited an outstanding breadth and depth of understanding in the field of study. An Honors Project is a distinct and separate part of Honors and may not itself satisfy the requirement, nor be the factor on which the department makes its recommendation.

General Education

A life based on rational and humane self-determination, to which all liberal education aspires, requires those skills and understandings of ideas, principles, and methods most common to the major realms of modern knowledge.

In recognition of this need, Denison offers a program of General Education, usually fulfilled in the freshman and sophomore years. Students must take certain courses from this program regardless of major field. It is designed to expose the student to broad areas of knowledge that should contribute to the dual goals of vocational success and a happier, more intelligent mode of living.

In consultation with their advisers, students should devise an educational plan designed to bring together their own interests, the expectations of the faculty in the area of general education, courses related to the chosen major and additional elective courses.

In some cases courses from the general education area must be taken in the freshman or sophomore years. Furthermore, since we are eager to build on the academic work students have done before coming to Denison, students may either waive and/or receive credit in these areas by Advanced Placement or Proficiency Testing.

To fulfill faculty expectations in general education a student must choose from the specified courses in each of the following areas:

- **Fine Arts**

  Choice of one course from Music 101, 115-116, 201, 202, 203, 204, 207, 208. Theatre and Film 103, 105, 111, 215, 323, 324, or 325. Art — any studio or art history course; Dance — any combination of 3 or 4 movement technique courses 131, 141, 151, or one of Dance 205, 206, 225, 323, 324.

- **Foreign Language**

  Proficiency at a certain level is required. It may be demonstrated in a variety of ways: successful completion of an advanced placement or proficiency test; at least four years of one foreign language in high school; various combinations of courses at Denison, depending on background and competence — from a three-credit course to two four-credit courses. The Foreign Language Requirement may be satisfied with a classical or modern language. (for details see Foreign Language Requirement in Modern Languages departmental section of catalog) OR by petition, a two semester course in Linguistics.

- **Philosophy and Religion**

  One course chosen from Interdepartmental 18; or Philosophy 101, to be taken in freshman year, or any other Philosophy course except 105; or Religion 101, 102, 103, 211, 212, to be taken in the freshman or sophomore year.

- **English and Literature**

  English 101 and one literature course offered by the departments or Modern Languages or in the Classic Program.
Three introductory one-semester courses in three different departments chosen from Astronomy 100A, 100B, or 100C; Biology 100, 110, 111, or 112; Chemistry 100 or 201; Geology 105 or 111; Mathematical Sciences 101 or 102; Physics 100 or 121; Psychology 101.

Two courses chosen from Economics 200, any Political Science course, or Sociology 207, 330. (From two different disciplines.)

One course chosen from History 201, 202, 221, or 215.

Proficiency in Oral Communication is required. This may be demonstrated through a special test during the freshman or sophomore year. If this is not done, one course must be chosen from the following: Speech Communication 101, 110, 113, 218, 221, 222, 223, 227, or 304, or Theatre and Film 101, 113, 229, 230, 231, or 232.

In addition, a student must elect at least one 3- or 4-credit course from the following group but in a different discipline than that used to fulfill the other general education requirements:
- Fine Arts — any of the above listed courses
- Mathematical Sciences 123 or Philosophy 105 or 312
- Philosophy and Religion — any course at the 200 level or above to be taken in the junior or senior year
- Social Sciences — any of the above listed courses

The Denison faculty believes the achievement of some competence within a particular field or in combined fields or some study of a particular issue or problem in depth is essential for an educated person. In discussions with their advisers, students should look ahead to possible majors and make their choices before entering the junior year.

Four options are available: the Departmental Major, the Interdepartmental Major, the Individually Designed Major, and the Concentration.

The following departmental majors are offered:
- Art
- Biology
- Chemistry
- Dance
- Earth Science (see Geology)
- Economics
- English — Literature or Writing
- Geology
- History
- Mathematical Sciences
- Computer Science
- Modern Languages — French, German, Russian, or Spanish
- Music — Applied Music, Music Education, or Theory and Composition
- Philosophy
- Physical Education
- Physics
- Political Science
- Psychology
- Religion
- Sociology
- Speech Communication
- Theatre and Film

The particular requirements are described in the departmental section of the Catalog and in the College Course Description Book.

A course as referred to above may be for either 3 or 4 credit hours. These requirements vary for the BFA and BMus degrees. It may be that successful completion of a freshman or sophomore seminar may also meet some of the above requirements.

There are seven developing interdepartmental majors. Some of these are fully developed. Others are in the process of being developed and a
A student may major in:
Black Studies
Classical Studies
East European and Soviet Studies
Latin American Area Studies
Literature
French Area Studies
Urban Studies

Courses available in each of these majors are outlined in the departmental section of the Catalog.

The Individually Designed Major

Approval of a proposal for a major will be based on the following criteria:

☐ At least 20% of the total number of hours taken by the student must be in the program declared as a major.
☐ While there is no upper limit on the total number of courses which may be taken in an individually designed major, a student may take no more than 40 hours in one department for the BA and BS degree.
☐ The choice of the individually designed major is subject to the approval of the adviser and the appropriate committee of the Academic Affairs Council. The student should be sponsored by an adviser and other faculty consultants as they deem necessary.
☐ The major should include at least five courses which are other than directed or independent studies. The major should also include at least one directed or independent study suitable to the area of the proposed program.

Individually Designed Majors approved in the last two years include the following titles:
- "The Psychology of Speech."
- "Communication, Man, and Society."
- "Science and Human Values."
- "American Subcultures."
- "Human Relations and Pre-Medical Science."
- "Morality and Patterns of Social Interaction."
- "American Studies."
- "Biology and Studio Art."
- "Japanese Studies."
- "America and Europe — History and the Literary Imagination."

International Relations Concentration

The International Relations concentration exists within the Political Science major. Students electing this concentration must therefore fulfill the requirements of the Political Science major detailed in the college Course Description Book.

After completing successfully the three 200-level courses in Political Science, students may take their remaining six courses entirely in the areas of International Relations and Foreign Policy. The total number of courses required for the International Relations concentration is 15. In addition to Political Science courses which may be applied toward meeting the concentration requirement, some combination of courses should be taken in History, Economics, and Modern Languages. These courses should emphasize international concerns.

Strongly recommended are Economics 316 (also Political Science 308, may be taken for credit in either department), Economics 200, 301, or 302, History 307, History 351, History 353, and History courses concentrating on Asia, Africa, and Latin America. Interdepartmental courses with distinct international orientations are also acceptable.

A particular interest not covered in existing course offerings may be pursued in depth through a directed study. One such project may be applied to the concentration, but will not count toward the Political Science major. Participation in a semester or year abroad program is especially recommended for students electing the International Relations concentration. This concentration is particularly designed for students interested in careers in public service, business, journalism, or other internationally focused occupations.
Environmental Studies Concentration

For the first time in history, man is being brought to face the real possibility that we are endangering our own future on earth.

It can be said that this threat results at least in part by man’s increased feeling of isolation from the natural systems of the earth. The following program is an attempt to bring the student to see man as part of the living world, the one part most capable of significantly changing the whole ecosphere. It is not conceived of as a program emphasizing “pollution,” but rather an attempt to convey the scope of ecological relationships. When man’s place in these is considered, it is imperative that the bases of our value judgments be explored as well as those psychological, social, religious, and economic factors leading to population growth. Though pollution is not the theme, its control must be sought, hence it is mandatory that students become cognizant of the economic, political, and social significance of environmental change or environmental engineering. What is implied is a broadening of the liberal arts experience with a focus upon the relationship of the human population as a real part of the natural systems of the earth.

A student taking a concentration in Environmental Studies must satisfy the following requirements:

- In so far as possible, the student should choose courses related to Environmental Studies for satisfying the G.E. requirements.

A list of those recommended is available from the Environmental Studies coordinator.

- The student will complete a major in one department chosen: Economics, Political Science, Sociology, Psychology, Biology, Chemistry, Geology, or Physics. A major in another department may be possible with the approval of that department and the Environmental Studies committee.

- A minimum of 20 hours in addition to those courses needed to satisfy the G.E. or major requirements should be selected from among those courses recommended for this concentration. This list is also available from the coordinator.

- During the senior year students taking the concentration must enroll in Interdepartmental 441-442, Environmental Studies, a senior experience combining an independent project and a seminar. For students majoring in departments which require a senior seminar, these courses will replace the departmental seminar.

The program is flexible and can accommodate students with nearly any specific interest in the environment. Each individual program is planned by the student, the faculty representative of the Environmental Studies committee from the student’s major department who serves as his or her adviser, and the Environmental Studies coordinator. Students planning to pursue a concentration in Environmental Studies should consult the coordinator as early as possible.
Educational Planning

Each incoming student is assigned a faculty adviser who counsels the student in planning his or her academic program.

During the first year of residence, a student is responsible for designing his or her own program of study. This program should be suited to the student's particular needs, interests, life aspirations, and career plans. A two-day period in the spring is set aside for the student to review his or her plan with the faculty adviser.

The plan, based on Denison's tradition of liberal education, should include a statement of educational objectives relating to career plans and personal developmental goals, an analysis of high school and first semester Denison experiences and discoveries, a projection of course work and off-campus programs being considered, and a tentative choice of major.

Since education is an evolutionary process, students are encouraged to explore the breadth of opportunity at Denison in their early years on campus. Modification of academic goals, vocational plans, and prospective majors is common so students should not preclude from consideration any particular range of educational alternatives.

The student then updates his or her educational plan annually and reviews it with the faculty adviser prior to May pre-registration.

The Comprehensive

The completion of a major shall normally include some experience designed to encourage the student to confront, in a substantial manner, the broad range of learning within his or her field.

Academic departments may, on the approval of their plans by the Academic Affairs Council, require majors to participate in this experience. A department requesting permission to require such an experience shall demonstrate how the proposed plans serve as a valuable part of the total educational program. Those departments not wishing to offer such an experience must justify this decision to the Academic Affairs Council and gain its approval. In developing these plans, the faculty associated with the particular major field shall systematically consult with students majoring in that field.

The means of evaluation of this experience shall be at the discretion of the department, although if the experience is required the faculty shall indicate the basis of the evaluation to the Council and to students participating.

If a department chooses a plan which requires a period of special study, followed by an exam or presentation, it may request permission from the Academic Affairs Council to have its students excused from final exams in that particular semester, with the exam period then coming immediately after the announced final examination period of the semester.

Pre-Professional Programs

A limited number of opportunities are available for students to combine time at Denison with time at certain professional schools. Generally this would mean entering such a school at the end of the Junior year at Denison. The details of these possibilities are available from the Registrar.

Many graduates of Denison go on to Medical and Dental School, Law School and Graduate Business School.

Strong counseling services exist in each of these areas. Committees made up of interested faculty and the Professional School Adviser meet with students interested in these professions. Representatives from professional schools come to Denison regularly. Data centers provide material for students.

The curriculum is a strong and diverse one in each of these areas. Medical and Dental schools do not require any particular major but certain courses are required. They are the following: Biology — a year, courses 110, 112; Chemistry — inorganic and organic, courses 201-202, 223-224 and either 225-226 or 227-228; Physics — a year, courses 121-122; Mathematics — some medical schools require a year. Medical and dental schools expect that the record be a strong one in these required courses. The present student takes the Medical College Admission Test near the end of the junior year.

Law Schools do not require any particular major or set of courses. There are strong departments and courses at Denison from which the pre-law student may choose. Courses in Economics, Political Science, Sociology, History, Mathematics, English are recommended. The intellectual capability of the student is of primary significance in Law School admissions. During the January Term special projects, including law-related internships, may be arranged. Through the Philadelphia and Washington semester plans, longer internships are possible. The Law School Admissions Test is given in the fall of the senior year.

An undergraduate program in liberal arts is considered to be one of the most satisfactory preparations for graduate study in business administration and management. While no particular major is required, the student is expected to be familiar with history, mathematics, and the social, natural and behavioral sciences. A strong academic record including leadership experiences is desired. The student takes the Graduate Management Admission Test in the fall of the senior year.

Cooperative programs exist in the following areas:

- **Forestry**

  A student may, under certain conditions, secure in five years a degree from Denison and a Master of Forestry from Duke University.

- **Engineering**

  A somewhat similar program is available in various engineering programs leading to a BS degree and an engineering degree at Rensselaer Polytechnic Institute, the University of Rochester, Washington University, and other approved colleges of engineering.
Physical Therapy

After completing certain requirements at Denison, a student may earn a bachelor's degree on successful completion of a year or more of work at various universities offering programs in physical therapy.

Medical Technology

A program combining liberal arts education and specialized training in medical technology is available through cooperation with accredited programs offered at selected hospitals and universities. Students enter the program after three years at Denison. At the end of the fourth year a student may obtain a bachelor's degree and certification in medical technology.

Additional Opportunities

Advanced Placement

A program to give recognition to the student who takes college-level courses in secondary school is Advanced Placement. Denison welcomes such a student who may be excused from certain college requirements by satisfactorily passing the Advanced Placement Examinations of the College Entrance Examination Board in any of the following: English Composition and Literature, Foreign Languages, American History, European History, Biology, Chemistry, Physics, and Mathematics.

Credit will be given to a student who completes Advanced Placement Examinations with scores of 4 or 5. Credit and/or waiver may be given for a score of 3 or 2 upon recommendation of the department concerned and/or the Registrar.

Proficiency Examinations

These examinations are regularly scheduled at the beginning of each academic year at Denison. When an entering student passes an examination covering a course in general education, he or she will be excused from taking that course. If he or she passes the examination with a grade of A or B, the student will receive the corresponding academic credit.

Any student may take a proficiency examination in any Denison course provided that the student has not completed an equivalent — or a more advanced — course in the same area. If the examination is passed with a grade of A or B, the student will receive the corresponding course credit toward graduation. The credit hours and an S grade are recorded. If the examination is passed with a grade of C, no credit will be given but, if the course is required, it may be waived with the approval of the departmental chairman concerned and the Registrar.

Proficiency examinations taken other than at the beginning of the freshman year (1) may not be given where class participation as such is the basis for credit, and (2) such examinations must be taken not later than the middle of any semester and the student shall make application at least three weeks in advance of the examination. Applications may be obtained from the Registrar and must receive approval of the department involved.

Special Academic Projects

Students have the opportunity to undertake Directed Studies, Senior Research, Honors Projects, and Independent Studies. These are explained below and specific examples of such recent work are listed in each academic department's section of the Catalog.

Directed Study

A student in good standing is permitted to work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when a student wishes to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not duplicate a course that is regularly offered. A student who wishes to elect a Directed Study must submit a written proposal no later than the close of the Registration day to an appropriate faculty member, who will review the proposal in consultation with his or her department. A proposal for Directed Study must be approved by the end of the first week of the semester in which it is to be undertaken. Directed Studies are to be taken for 3 or 4 credits.

Senior Research

A student may enroll for Senior Research in his or her final year at Denison provided he or she has not enrolled for Individual Work for Honors. Senior Research requires a major thesis, report or project in the student's field of concentration and carries eight semester hours of credit for the year. It may be converted to Individual Work for Honors if application is made at least five weeks before the end of classes in the spring semester. Semester hours of credit for Senior Research shall not be counted toward the maximum hours allowed in the student's major.

Honors Project

Any senior whose record during the four or six semesters preceding application shows at least a 3.4 grade-point average with the recommendation of his or her department may undertake a
two-semester Honors Project in a specific topic related to his or her major field. Such a study must be recommended by the student's academic adviser and the departmental chairperson and approved by the Academic Affairs Council. If completed successfully, an Honors Project earns eight credit-hours towards graduation and the possibility of graduation with Honors.

Independent Study

Independent Study involves relatively undirected student effort in the pursuit of some clearly defined goals. In this effort a student may employ skills and information developed in previous course experiences or may develop some mastery of new skills.

A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project adviser. The approval must be submitted on the appropriate form to the Registrar at the time of registration and meet certain criteria.

The chief distinction between this option and the other three options for individual study is that an individual faculty member works with the student only prior to the initiation of the study or at its very beginning and at the completion of the study. Because one major goal of a liberal arts education should be to encourage and make possible independent study after the college experience, every Denison student will be encouraged to undertake at least one Independent Study project before graduation. A student may propose an extensive independent project up to the equivalent of a full semester's work. An Independent Study project which constitutes a student's total academic load in a given semester may be done either on or off the campus. Any proposal or combination of proposals to do independent work carrying more than four credit hours must be submitted to the Dean of the College and requires the advance approval of the special Independent Study committee of the Academic Affairs Council.

Examples of Independent Studies approved recently include:

- "An Internship at the Tyrone Guthrie Theatre."
- "Bedford-Stuyvesant: A Ghetto Enrichment Internship."
- "The Realization of a Dream: An Encounter with Solitude, Loneliness, Creativity, and Strangers in Small Communities through Historical Study, Photography, Reading, and Writing while Backpacking."

And Other Opportunities

Experimental College

In keeping with the belief that students should have a hand in educating themselves and one another, Denison offers an entirely student-organized, student-taught parallel curriculum called the Experimental College. Any student may propose and teach a course of special interest on an informally-structured basis for which credit may be given. New Experimental College subject offerings are announced at the beginning of each semester.

Teaching Opportunities

In addition to the Experimental College and the formal teacher training offered by the Education Department, opportunities exist at Denison for the student to engage in varied teaching experiences, whether as a departmental fellow, in tutorial or student advisory programs, or in special courses designed by faculty to include instruction on the part of students. Students may gain valuable insights through working closely and sharing with faculty in the academic experience.

Dean's List

A student earning a superior academic average is placed on the Dean's List and notice of this accomplishment is sent to the student's hometown newspaper(s).

Academic qualifications for inclusion on the Dean's List require that a 3.500 academic average be maintained for each semester of an academic year with no D's, F's, U's, I's, and that a minimum of 12 academic hours be completed each term for a grade.

Honorary Societies

Several honorary societies exist at Denison including Phi Beta Kappa, the Phi Society, and many departmental groups. Each year new members are elected to Phi Beta Kappa from students in the senior and junior classes ranking highest in scholarship. The Phi Society is a means of giving recognition to high scholastic attainment by freshmen.

Graduate Record Examinations

These examinations, while no longer required for graduation, are available to students through national administrations at designated times. The aptitude test and the advanced test in the major field are generally necessary for the student who is applying for admission to graduate study in his or her undergraduate discipline. Consult the Graduate School Adviser.

Convocation and Chapel Attendance

One or one-half credit-hour may be earned each semester, providing the record shows the student has met the appropriate attendance requirements. Many lectures, recitals, concerts, and other cultural and educational events are offered for supplementary convocation credit in addition to the all-college convocations.
Off-Campus Programs

Denison participates in various off-campus programs officially sponsored and supervised by recognized American colleges and universities and the Great Lakes Colleges Association. These programs are open to any Denison student who meets certain requirements. Details are available from Associate Dean of Students David Gibbons.

International Programs

Great Lakes Colleges Association programs are available in Tokyo, Japan, Hong Kong, various locations in Africa, and in Bogota, Colombia. Requirements vary as to language competence, but generally, instruction is in English. A semester program in comparative urban studies is also available. Summer programs are available in many countries. In addition, the GLCA program at the University of Aberdeen in Scotland offers a limited number of places for Denison students. A brochure describing these programs is available through Associate Dean of Students David Gibbons.

Other recognized programs in which Denison students have participated are located in London, Paris, Florence, Madrid, Copenhagen, Munich, Rome, and other European cities. Additional opportunities also exist for study in Latin America, the Far East, and Africa.

Domestic Programs

The Washington Semester

This program is a means of introducing superior students to the source materials and governmental institutions in Washington, D.C. This study includes regular courses, a seminar, and a directed, independent investigation on a subject of particular interest to the student.

The Urban Semester in Philadelphia

The Great Lakes Colleges Association and the Philadelphia Board of Education sponsor jointly this urban semester for students in member colleges of GLCA. The program is designed to give students direct participation in the social changes that are occurring in urban areas. In large measure, the city itself is classroom, textbook, and curriculum. Students in the program are assigned to professionals engaged in improving the qualities of urban living. These people — educators, religious leaders, community leaders, urban administrators, lawyers — help supervise student work on individual urban projects. Students follow a directed course of relevant academic studies, including seminars, research reports, and discussion groups. Students receive a full semester of academic credit for successful participation.

The New York City Art Program

The Great Lakes Colleges Association sponsors an Art Program in New York City for students in member colleges. Students in the program serve apprenticeships in museums, theatres, and studios in the New York City area. They also follow a directed course of academic study, receiving a full semester of academic credit for successful participation.

The Merrill-Palmer School

Merrill-Palmer School in Detroit, Michigan, offers an opportunity for a limited number of superior Denison students interested in work in the areas of human development and human relations with particular emphasis on family life. The student should plan to take one semester in residence in Detroit during the junior year.

Black College Student Exchange Program

A Student Exchange Program with Black Colleges, usually for one semester, is in effect with Howard University, Fisk University, Morehouse College, and other predominantly black universities. Any Denison student may apply for this program of intergroup relations which awards full credit toward a degree at Denison.

The Oak Ridge Science and Social Sciences Semester

The Great Lakes Colleges Association, the Oak Ridge National Laboratory, and the Oak Ridge Associated Universities sponsor a Science Semester for students in the physical and biological sciences and students in the social sciences with quantitative skills. The program is held at the Oak Ridge National Laboratory in Oak Ridge, Tennessee, and provides opportunities for a limited number of advanced students to study and work directly on research projects with scientists and social scientists involved in intensive investigations.

Newberry Library

This program offers students in the humanities the opportunity for a semester of directed study and seminars. The staff and visiting scholars at Newberry Library, Chicago, assist students in their research.
The January Term

Structure

The January Term of 4-1-4 scheduling pattern is both a calendar and a curricular plan. A fall semester is completed before Christmas vacation; a single project is elected upon which the student will concentrate during the month of January; and a second semester begins early in February. The academic year is divided into terms of four, one, and four months. Denison retains the basic advantages of operating on a two-semester calendar system with the added bonus of the January Term's in-depth concentration.

Under the structure of the January Term, topics not normally offered within the regular curriculum are explored; seminars in small groups and independent study are encouraged; and opportunities for off-campus study, both in this country and abroad, are made available. Freedom exists for the scientist to become immersed in artistic endeavor or for the artist to become acquainted with topics in contemporary science without the sanction of letter grades or examination pressures.

The flexible structuring of the program offers the advantages of being able to revise curricular content annually as the interests and needs of students change. Student participation in the formulation of the curriculum and in the generation of new topics for study and investigation is invited. The faculty is challenged to respond to those specific interest areas evolved by the students and to the exciting prospects of working and learning with students in innovative projects.

Guidelines

Guidelines, as recommended by the January Term Committee and adopted by the faculty, are as follows:

- The completion of two January Terms will be required of all students for graduation.
- Courses taken during the year may not be used to satisfy January Term requirement, nor may extra January Terms be used to meet other graduation requirements. Projects offered in January should not duplicate courses offered in the regular curriculum.
- Participation in projects shall be reported to the Registrar by the faculty sponsor, but no formal grading evaluation is assumed by "participation."

There will be a board charge for students who live on campus during January but there will not be an additional charge for room or tuition. Books, travel, and off-campus living expenses will be the responsibility of the participant.

Students interested in Independent Study may choose a faculty member from a list of Independent Study sponsors. Instructors not assigned to the pool of Independent Study sponsors may also serve in that capacity. The student and sponsor collaborate in the detailed planning of the project which is then submitted to the January Term Office. Evaluation is the responsibility of the faculty sponsor.

Projects will be listed annually in the January Term catalog prepared by the January Term Office.

January Term Options and Opportunities

On-Campus

The student can choose from among a broad range of projects utilizing varying educational formats. All library resources are available and use of specific research aids such as scientific equipment or college collections can be arranged. In addition to the more formal phase of the Term, a student is invited to become involved in numerous intellectual, cultural and social events programmed for January. A series of speakers present views and challenges individuals to develop their own. Student-faculty forums and discussion groups are free to investigate topics of mutual concern. An extensive film program designed to include a broad spectrum of cinematographic art and commentary is presented. Music, theatre, and art occupy a prime place in the month's activities. An informal sports program provides recreational relief. And a social program, designed by students, enlivens the January scene.

Off-Campus, U.S.A.

New York as a Cultural Center and the Denison Challenge in the Big Bend National Park, Texas, were among the topics Denison students and faculty investigated on a first hand basis in January, 1976. In 1975, students were enrolled in an ecological camping trip to Florida, study of atoms at Oak Ridge, Tennessee. Evangelical Theology in Philadelphia, and Amtrak and trains in Mexico. Students work on Independent Study projects in many cities.

Abroad

London, Paris, Munich, Rome, and Athens offer the mature student infinitely more than the romance of travel. Serious study of the theatre.
Psychic Phenomenon Class: above.
Student Volunteer Fundraising & Racquetball Class: left. Dance Repertory Class: below.
Firefighting Class: below.
art, music, literature, languages, politics, and customs is an opportunity inherent in a number of existing projects. Not only is a student able to develop his or her own insights into another culture, but the lack of tourists and guidance of a faculty member expert in the areas being studied add to the depth of the experience.

Independent Study

Denison's January Term has as one of its prime options the potential for a student to develop an independent project which is of interest or concern to that individual. Concrete answers to a research problem may be found; month-long concentration by a poet may produce a significant collection of poems; or profound insight may follow intensive study of a philosophical question. A list of recent independent studies and formal courses follow.

Internships

Students are urged to seek exposure to professional activities in internships arranged by the January Term Office or self-initiated. This aspect of January Term is growing rapidly. Internships now account for 25 per cent of enrollment during January, and have become an integral part of many student's career planning efforts, as well as a valuable component of their resumes after graduation.

Exchanges

There are opportunities for Denison students to participate in courses at any college on a 4-1-4 calendar.

Examples of January Term Experiences

Formal Courses


Independent Studies

Registration &
Academic
Regulations

Registration
Registration is the formal enrollment in the college, and in registering, the student subscribes to all the regulations, terms, and conditions — academic and financial — set forth in this Catalog. A student must, therefore, register in person during the scheduled registration period each semester.

Normal Registration
A normal load is set at 16 semester-hours of credit per semester. This total should include the appropriate requirements. The normal academic load enables a student to meet the graduation requirements within eight semesters. A student who pays regular tuition charges is permitted to audit, without additional cost, one course a semester for which no credit may be claimed.

Reduced Registration
This classification is recommended for a student who for any reason cannot carry a normal schedule satisfactorily. If reduced registration is advisable, a student may be required to carry a schedule of 12 to 14 credit hours and be asked to devote an extra semester to fulfill the graduation requirements. Without special permission from the appropriate Dean of Students, 12 hours shall be minimum registration for any regular student. With special permission a regular student may register for 9 to 11 credit hours.

Excess Registration
The payment of tuition for fall and spring semesters of any given academic year entitles a full-time regular Denison student to 35 credit hours (exclusive of chapel, convocation, and Experimental College credit) in that year. Students who enroll in courses that involve more than 35 hours for the two semesters of the academic year will be billed for excess hours early in the spring semester. Hours of WP or WF are included in the total hours for the year. Averaging is permitted only over the two semesters of an academic year. Students who are enrolled on a full-time basis for one semester only of an academic year will be billed for hours in excess of 17. (See College Cost section of catalog for the fee.)

Additional credit
With the consent of the instructor and fulfilling of the required grade-point average a student may register for an additional hour of credit in a course beyond the introductory level. The instructor will specify the nature of the extra work required by the additional hour.

Partial Registration
A regular student, with the permission of the appropriate Dean of Students, may take a part-time schedule of eight or fewer academic semester-hours of credit.

Special Registration
Persons living within commuting distance of the campus, certain foreign students who wish to take for credit or to audit certain courses of special interest but who are not degree candidates, and to certain graduates wishing to take post-graduate work special registration is open. A special student may not register for more than 8 credit-hours of academic work except by permission from the Registrar's Advisory Committee. A special student desiring credit must submit appropriate credentials to the Office of Admissions. If after two semesters a special student has failed to maintain a 2.0 average, his or her special standing shall be terminated.

Changes in Registration
A student may change his or her registration during the first two weeks of a semester only with the consent of his or her academic counselor and proper notification to the Registrar.

Late Registration
Failure to complete registration at the time scheduled entails payment of a special fee of $10. Advance registration not completed at time scheduled is subject to late fee of $10. The student who has not completed his or her advance registration or by the deposit refund deadline in the second semester shall forfeit his or her deposit(s). (See College Costs.)

Transcript Fees
Fees for transcripts of a student's record are: The first transcript shall
be issued without charge. Each additional copy is $1 for currently enrolled students at Denison; $2 for former students.

Student Classification

Classification of students is determined by the amount of academic credit earned:
- **Freshman Standing** — A student is classed as a freshman unless he or she is deficient in more than one unit of preparatory work.
- **Sophomore Standing** — A student must have 26 semester-hours of credit.
- **Junior Standing** — A student must have 60 semester-hours of credit.
- **Senior Standing** — A student must have 94 semester-hours of credit.

Eligibility Rule

A regularly enrolled student registered on a full-time basis (normally 12 semester-hours or more) shall be eligible to participate in all college and intercollegiate activities. The student whose scholastic record falls below a 2.0 average shall participate only after consultation with and approval by his or her counselor, the director of the activity, and the appropriate Dean of Students, regarding the extent of his or her participation in extracurricular activities.

By rule of the Ohio Conference freshmen are eligible to participate in intercollegiate athletics.

Recognition of Credit Earned Elsewhere

Resident Transfer Credit will be honored only if taken at an accredited college or university and only if the student submits an official transcript prior to or at the time of the next succeeding registration at Denison. (This applies also to summer school credits earned elsewhere.) If a student achieves an over-all average of less than 2.0 for courses taken in summer school, credit for courses passed with a grade of C or better shall be given only at the discretion of the Registrar's Advisory Committee.

Grades Earned Elsewhere

Grades received at another institution shall not be computed into the Denison quality-point average, or be used to remove Denison quality-point deficiencies except by petition to and favorable action by the Registrar's Advisory Committee. Denison will not accept below C grade work on transfer from another institution.

Extension or Correspondence Study

Courses taken by extension (in an officially designated extension center of an accredited college or university) are credited on the same basis as resident transfer credit (see above). Courses taken by correspondence are not accepted for credit at Denison.

Withdrawal From Courses

To withdraw from a course a formal report must be signed by the student's adviser and presented to the Registrar. A student who withdraws from a course without official permission will receive a grade of F (failure) on his or her permanent record. (See following Special Academic Requirements section for grades recorded upon withdrawal from courses.)

Withdrawal From the College

A student who finds it necessary to leave Denison before the close of the semester must, in order to receive an honorable dismissal, report to the appropriate Dean of Students and arrange for an official withdrawal. Except in cases of illness and/or by permission of the Registrar's Advisory Committee, grades of WP or WF with Fail penalty will be entered on the permanent record of the student who withdraws from Denison after the mid-term of classes.

The college may, whenever in its judgment such action is for the best interest either of the student or of the student body, dismiss or refuse to enroll any student.

Registration Procedure

A student must complete his or her advanced registration and also final registration at the times scheduled to avoid payment of a fee for late compliance.

No student will be admitted to any class later than the second week of the semester.

Advance Registration

All enrolled students prepare a detailed schedule of courses with the assistance of a departmental chairperson or faculty counselor during a designated week in the preceding semester. Freshmen register early by personal conference on campus or by mail in the summer preceding entrance to Denison.

Registration

On Registration Day a copy of the final detailed schedule of classes as described above is deposited with the Registrar's Office providing payment of the prescribed fees has been made that day or earlier at the Cashier's Office.
Special Academic Regulations

Grading System

Beginning with the fall semester of the 1976-77 academic year, plus and minus grades will carry the following weights in the computation of grade point averages:

- **A+**: 4.0 for each credit-hour.
- **A**: (Excellent) 4.0 for each credit-hour.
- **A-**: 3.7 for each credit-hour.
- **B+**: 3.3 for each credit-hour.
- **B**: (Good) 3.0 for each credit-hour.
- **B-**: 2.7 for each credit-hour.
- **C+**: 2.3 for each credit-hour.
- **C**: (Fair) 2.0 for each credit-hour.
- **C-**: 1.7 for each credit-hour.
- **D+**: 1.3 for each credit-hour.
- **D**: (Passing) 1.0 for each credit-hour.
- **D-**: .7 for each credit-hour.
- **F**: (Failure) 0 for each credit-hour.
- **I**: (Incomplete)
- **S**: (Satisfactory) 0 for each credit-hour.
- **U**: (Unsatisfactory) 0 for each credit-hour.
- **WF**: (Withdrawn Failing)
- **WP**: (Withdrawn Passing)
- **CR**: (Credit) 0 for each credit-hour.
- **NG**: (No Grade Reported).

Grade point averages will not be recommended on the basis of plus or minus grades given before the fall semester, 1976-77.

Incomplete

An incomplete is recorded at the discretion of the instructor. At the time an incomplete is filed it must be accompanied by a letter grade which the Registrar shall record as the official grade for the course unless the instructor changes that grade by the end of the sixth week of the following semester. Any further extension of time to complete the course requirements necessitates a petition to and the approval of the Registrar prior to the date for recording the official grade.

Withdrawn Failing or Withdrawn Passing

Withdrawn Failing or Withdrawn Passing is recorded when a student officially withdraws from a course after the fifth week of a semester. A WF shall count as a Failure. A WP shall not count in the grade point average. No grade will be recorded if a student receives permission to withdraw from a course before the end of the fifth week of classes. However, if a student withdraws from the College before the end of the mid-term of classes, no courses are entered on his or her permanent record. (See Withdrawal from the College under Registration.)

Satisfactory/Unsatisfactory Evaluation

Juniors and seniors may elect to take one course per semester, not in their major field, on a Satisfactory-Unsatisfactory basis with the mutual agreement of the instructor and department involved. A few courses are offered to everyone on a S/U basis and such courses are not included in this restriction.

Academic Probation

If a student’s cumulative grade-point average is less than 2.0 at the end of any semester, he or she will be on academic probation. The student will be continued on academic probation until his or her cumulative grade-point average is 2.0 or above.

Sophomore and junior students on academic probation at the end of the academic year shall be readmitted for the fall semester only through petition to — and favorable action by — the Registrar’s Advisory Committee. (This includes the student who is on probation at the end of his or her fourth semester of college but does not qualify for junior standing on the basis of credit-hours earned, but does not include the student who completes his or her third semester of college at the end of the academic year). These policies apply also to the student of the same classification who wishes to return to Denison after having withdrawn while on probation.
Residence Requirement

To be a candidate for a Denison degree a student who enters Denison as a freshman must complete six semesters at Denison, and a transfer student must complete the last two full years (or the last four semesters) at Denison. Generally, all students, except those enrolled in recognized pre-professional 3-2 programs, must complete the last two semesters at Denison, although exceptions may be made by the Registrar's Advisory Committee.

Special Student

A special student may not register for more than 8 credit-hours of academic work except by permission from the Registrar's Advisory Committee. A special student desiring credit must submit appropriate credentials to the Office of Admissions. If after two semesters a special student has failed to maintain a 2.0 average, his or her special standing shall be terminated.

Academic Suspension

A student failing to make a C average while on academic probation will be suspended. At the end of the first semester the student may petition the Registrar for deferment of his or her suspension until June and request permission to enroll for the second semester. If the suspension is deferred by the Registrar, the student must, during the second semester, reduce his or her point deficiency by one-half to be eligible for return in the fall. Any student who falls below a 1.0 grade-point average in any semester will be suspended.

Eligibility for Re-Enrollment

A student on academic suspension who has shown marked improvement over his or her Denison record in work taken at some other accredited college or university or can present evidence of a maturing nonacademic experience may petition the Registrar for reinstatement, this petition to be submitted through the Office of the appropriate Dean of Students.

A former student, who was in good academic and social standing when he or she left the College, may be readmitted to Denison by writing to the appropriate Dean of Students and by repayment of the $25 registration deposit.
As I look back on my first year at Denison I wonder how it went so quickly when May looked so far away as I moved into my empty room in September. The blue paint was chipping off the walls, it was 90° inside, and the closet door fell off the track when I opened it. I think it has been the challenges that have enlarged my experience very quickly here and that have made time slip quickly by. Denison has offered me the chance to meet people from different backgrounds and with different outlooks on life.

In the classroom it has meant discovering that I have to ask for help from profs, but it is given generously; that college courses aren't all stimulating, and that all professors aren't inspiring. But at the same time many teach because they are anxious to challenge students to think for themselves and to thoughtfully question the world around them.

Denison mixes the challenge of tradition with the chance for innovation. The distribution requirements have channeled me into some areas such as philosophy that I hadn't been exposed to. The individually designed major offers me a chance to define how my courses here at Denison will complement my post Denison plans. Socially it has given me a chance to interact and get to know other students at parties, in sororities and fraternities, on my dormitory floor, in passing, and in student organizations and sports. Most importantly Denison has offered me the chance to continue to discover and to test who I am socially, intellectually, and spiritually.

Lynn Hoyle
No matter how prepared you think you are for college, it's not going to be what you expect. It's going to throw surprises at you, and I for one responded very negatively at first. A bit scared, insecure in my ability to relate to a new environment and new people, and overwhelmed to discover that I now had to work for my education, I hated Denison my freshman year.

Well, I'll be a senior soon, and I'm still here. I guarantee I haven't loved every minute of it and I'll be more than ready to move on when the year is over. But Denison has offered me what I deem most important - a chance to educate myself. I like to think that I've utilized that opportunity... My interests are diverse, and I found it impossible to confine myself to a traditional major. In biology, I felt restricted. In English, I felt I was abandoning an important aspect of my interests. So using an option available here, I designed my own major in "Science & Writing." A self-designed major allows me to plan my own course of study, set my own goals, and evaluate my success in obtaining those goals. There's a committee that oversees the whole process, and faculty advisors who work with me, but basically, I work best on my own, and that's what I'm doing. If I get a bit of here and one dissatisfied with my education, it's nobody's fault but my own.

I've been frustrated by a lot of things, but then everybody gets down on something or it breeds or student apathy. So instead, there's something I'd like to plug - the Denison Challenge. It's an Outward Bound type wilderness program, with academics added, which in my case took me backpacking a month down in Texas. I don't know of any better way to learn about yourself, which is the basis of all learning than to have to live with yourself through a month of physical effort and tremendous beauty, and watch how you meet the obstacles and face the responsibilities. It might just be the hardest thing I've done in my life so far, and the most rewarding. I guess that's how I work.

- Chris Effingay
If, indeed, a purpose of liberal arts is to show one how much he doesn't know, and to set one on a perennial quest for knowledge that will, hopefully, continue to result in new revelations and awakenings throughout life, then Denison is dedicated to at least this aspect of liberal arts. The success, however, of the Denison experience depends entirely on the individual. There is an academic atmosphere available for those who want it, but it is easy to fall into the pattern of non-academic pursuits that is so prevalent. The opportunity exists, because of Denison's beautiful physical plant and location, to close one's eyes to the real world and live a sterile life in our largely homogeneous community of upper-middle class, white, relatively conservative students, who, to a great extent, certainly do not manifest their thoughts nor their actions in concern for affairs external to Denison. Some do not even express desire to become involved internally. The student is completely free to structure his own existence here, both in terms of present activities and in preparation for the future. We have an excellent faculty who sincerely care about students. The administration is more than willing to involve students extensively in the decision making process and students do play a major role in university governance. The rub lies in that since people are in the process of finding themselves here, an act of growing up, that sometimes their level of maturity does not enable them to meet the challenge Denison offers. Hence, we have a relatively large number of socially oriented, naive students who don't substantially contribute to our community. I would challenge students to rise above the prevailing norm of mediocrity and discover the mind. There is no better time to do it, and no better place than an academic setting.

Signature

"We shall not cease from our exploration... and the end of our exploring... will be to arrive where we started and know the place for the first time."  T.S. Eliot
The eternal optimists and general believers in the maxim that every cloud has a silver lining survive the day to day frustrations of Denison by telling themselves that there is, in fact, potential to be found and developed here, if one is willing to look hard enough. This is probably the truth, but sadly is not usually realized until after the first years are suffered through. As a senior, I have been made stronger and wiser for the experiences Denison has taken me through - wise enough to now know that given the chance to choose all over again, I would not be blindly applying to Denison on an early decision basis, eagerly awaiting these best years of my life to passively unfold within this "pleasant under glass" atmosphere. The fact that Denison is a rather isolated community has its positive and negative aspects. There is a special quality to the campus because we are so self-contained, and therefore a potential exists to be a true, concentrated center of learning. Note that word "potential" again. However, it is all too easy to make Denison the center of the world, as well. An individual effort must be exerted to keep up with the news outside of us through magazines and hard to locate newspapers in the library. Most students are not likely to find out about real world happenings around campus, where conversations tend to revolve around more immediate concerns like how to ace a bio exam based on attendance at only one third of the lectures.

How then does one find this elusive potential so often mentioned in defense of Denison? The faculty here is excellent for the most part and professors are usually more willing than students to meet and talk. Options for independent or directed study allow students to delve into areas of special interest. The best option, I believe, is the chance to study away from campus in an urban center or a foreign country. I spent my Junior year in England, and while this was not an intensely academic year, living in a different culture with extensive travel by sitting in classrooms here, this also enabled me to take a surprisingly more relaxed attitude to me, while ignoring the mainstream of slush that continually flows. Attempts to change racist, administration and student apathy alike. However, while the school obviously can not be altered greatly, strengthening the individuals involved, creative people do exist at Denison, hidden by layers of easy stereotypes. The potential does exist, and for many is not realized until after periods of confusion and readjustment. The central dilemma, though, is why so many others at Denison the only potential that is tapped into is found in a keg of beer.

Connie Hume
Denison has academic programs that can do many things so you can do many things. The academic program has served as the central part of my college career, although perhaps not the most integral part. Determining what that academic program consists of is not an easy job because it consists of so many things: Major areas, courses of study, and departments, special programs away from Denison, course offerings, independent studies, guest lecturers, professors, peers, and friends to mention several. The most important component is the individual outlook toward that program and how to get out of it what you want. Expect to spend some of your early time mastering this outlook and determining your goals. It took me a little while to discover a fine point about Denison - You can make the program fit you rather than you having to conform to it. Understand that you can't just float through 4 years (or 3 or 5 years) and expect to get peak results. When you fit the program to yourself you are the one who is responsible for its success. Denison does a good job providing the tools and the guidance. The depth, expertise, and emphasis come from you.

Denison strives to dispel the confused notion that liberal arts is unspecific or a general education. Some courses are required in order to bring you into contact with a variety of academic areas but that by no means precludes specificity. For example, you can't graduate from here with a degree in architecture or business administration but you can graduate from Denison being even more skilled in and knowledgeable of those areas than someone who has a degree in that field. Certainly the words on the diploma have importance but the thought in your head is of far greater use and value. Part of that product is the value of your program.

Look closely at the academic program. In addition to gaining knowledge of it, you will gain other insights into what Denison is really like, as well as what and perhaps even who you are likely to find here.

Cheryl Balsisetti
What is Denison University? It is a small liberal arts college located in the small town of Granville, Ohio (about twenty-five minutes from Columbus Airport); it is a place of learning and "intellectual excellence"; it is a beautiful campus; it is Wednesday night chapel; it is a night at the Bandersnatch; it is a Saturday hockey, football, basketball, lacrosse, tennis, or baseball game; it is a Friday or Saturday night movie in the Union; it is drinking at the Stein; it is a frat party; it is a game of frisbee in the quad. In other words, Denison is exactly what the individual wants it to be. The administration believes that a college student should be able to make his/her own decisions, and therefore individualism and independence are emphasized within the Denison community.

Two things attracted me to Denison. The first was the January Term. J-Term is a time to specialize in one subject, travel abroad, take a course not offered during the academic year, gain first-hand experience as an intern in a field of vocational interest, or go home to relax or work. J-Term is a great time to explore old interests, or find new interests. Furthermore, it is a time to have fun! The second thing that attracted me to Denison was the Experimental College, which permits any student to teach a course of special interest to members of the Denison community; courses range from needlepoint to auto mechanics to card playing to bartending.

Now that I am here, I find the most important aspect of Denison is the people. In general, the people at Denison (students and faculty) are friendly and cheerful. Friends are to be found everywhere, but the student must be willing to look for them and seek friendship; if the student sits around in his/her room all day long, he/she will probably be very lonely; but if the student takes the initiative to get to know people, he/she will be very happy at Denison. The faculty at Denison follow the same philosophy of seek and ye shall find; if the student seeks the friendship of a faculty member, he/she will find a worthwhile relationship.

Peggy Bardeos
After three years at Denison, I've come to appreciate many of the things that this midwestern college provides. I attended Denison for the liberal arts education, and that's exactly what I've gotten—the diversity of courses is a strong attribute of the college. Because I'm going into the field of broadcasting, I've had the golden opportunity of taking advantage of the Campus Radio Station as a truly learning experience. The Station has given me the chance to develop valuable skills which have worked as a stepping stone for my career. Also Denison's January Term has given many students the chance to visit many countries throughout the world, along with internships in various fields of business. In my case it offered an internship in the field of television, and once again the experience was priceless. But more importantly, Denison is of the size that enables a close interaction to exist between the students and professors. You're not just a number, but rather, you're an individual free to do what you want when you want to do it. Denison provides an atmosphere conducive to both academics and the social/partying scene. Because of this, I was able to develop self-discipline—deciding what my priorities were and sticking to them. But like most colleges, the social/partying scene takes its toll. This College definitely has a lot to offer, but one can only get out what one puts in, and that's totally up to the individual.....

Dave Cruse
Little-Known Facts Concerning Denison Univ.: not everyone owns a yellow Porsche (some are green); not everyone wears Lacoste tennis shirts and Topsters (although the James Store is trying); not everyone goes drinking four nights a week; not everyone is Greek; not everyone comes from a prestigious suburb of (check one) — Chicago, — Cleveland, — N.Y.C., — Cincinnati, not everyone is content to merely go to class, take notes, pass tests, graduate (one student, back in ´63, was actually caught in the act of thinking).

NOW, tongue removed momentarily from cheek (a sense of humor is more essential for survival at D.U. than a Swiss Army Knife), the reason that the above facts are little-known is that the opposite is more or less the case. Denison is a homogeneous place to an aggravating extent. There are a few poor kids, a few black kids, a few feminists, one or two political activists, some intellectuals, a handful of foreign students, and three (3) eccentrics— but you have to look hard because they're drowning in a morass of upperclass-WASP-partiers. Consequently, cliques abound (as much in the minority groups as in the majority) and, while trans-group intercourse (quit snickering) is a theoretical possibility, the usual tendency is to find your niche at Denison early, and perch there tenaciously throughout your undergraduate career.

For most—the roost is secure: "cruising" is a common occupation, synonymous with "coasting" in all but a social sense. For some—it's a precarious position: creators are often frustrated (it's easier to get money out of the student government for beer than for a student literary magazine); thinkers often lonely (private dialogues with the prof. in a 20-member class??); innovators get met with a hail of Rolling Rock cans.

*But*: put up with a little shit from the larger Denison community and you'll find underneath a core (small but talented) that will support, tax, challenge, excite, and stimulate most (but not all) of those lonely thinkers, frustrated creators, and bruised innovators. Things are going on here. The question being then: IS IT WORTH THE SHIT?

**MAYBE**: put on your raggiest jeans, tuck your poetry under your arm, sit under a tree on the quad and chant mantras—defying the multitudes can be a rush in itself! (Of course you might get run down by a Porsche— but think of the insurance benefits).

[Signature]
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A Guide to Student Living

At Denison it is assumed that each student will exercise a high level of personal maturity, integrity, and self-discipline, and that a respect for the rights and privileges of others in the community will be of paramount concern in such self-government.

Corresponding to such expectations, Denison maintains a minimum of institutional regulations over student life, but strives to provide a maximum of guiding support for student self-determination through concern and advising on the part of faculty, administration, and fellow students.

Denison is a residential college, and as such provides many living options within certain regulating guidelines. There are both men's and women's dormitories on each of the two residential quadrangles. All students (including freshmen) must live in the dormitories and all dormitory residents dine in one of the two College dining halls.

Freshmen room with their first-year classmates but live in the company of upperclassmen, some of whom are specially selected to provide advising to freshmen.

Freshmen are not allowed to maintain cars on campus, and no pets (other than fish) are permitted in any dormitory.

Because Denison is a residential college, students are expected to reside in college housing (residence halls and fraternity housing). There is a limited option for both men and women to live in off-campus housing. Students must obtain approval of the Office of Student Personnel to live off-campus.

Each living unit is self-governing and functions on a basis of cooperation among students and mutual respect between students and administration. Each living unit determines its own policies and regulations concerning conditions for study, hours for coed visitation, and internal governance. In the case of infractions, students are first judged and counseled by their peers under existing House Council provisions.

Generally, then, guidelines for living at Denison are characterized by broad freedoms of self-governance bounded by adherence to state and local law, and by deep respect for the rights of others. A fully detailed explanation of college regulations may be found in "The Undergraduate" which is distributed to all students.

To facilitate the student's decision-making concerning his or her personal mode of living, Denison offers many counseling, guidance, and placement services to which all members of the community have ready access. Denison's counseling and advising programs function to help the student make his or her adjustment to college life as easy and fulfilling as possible. In the dormitories, selected students are given the responsibility of assisting freshmen. In the classroom, faculty members and students share the learning process with a closeness possible only in a small college. Outside the classroom, every student may benefit from a variety of counseling services.

Office of Student Personnel

The Deans of Students have as their primary concerns the adjustment, development, and well-being of the individual student and the administration of policies which relate to student personnel services. The Deans are available to individual students to discuss personal problems that are normal to all college students and to assist the student in finding and making use of the resources of the College to his or her best advantage as an individual and as a member of the campus community. In addition, the Deans of Students serve in an advisory capacity to student organizations.

Psychological Counseling

In line with the belief that one central aspect of learning is a developing awareness of one's own self and one's relationship to others, Denison provides for the services of a professionally qualified Clinical Psychologist. On a confidential basis, the Director of the Psychological Clinic is available and directly accessible to students for conferences of
a highly individualized and personal nature. In addition, he assists faculty, student personnel staff, and student advisers in their advising roles.

**Academic Advising of Freshmen**

A freshman is assigned to a selected faculty adviser, who will advise him or her through the first two years or until a major field is chosen. During the spring of the freshman year, the faculty adviser works closely with each advisee in a process of long range goal setting and academic planning. After choosing a major field, the student is assigned to a faculty adviser in the department in which he or she has chosen to major. The faculty adviser helps the student plan an academic program consistent with the aims and obligations of a liberal arts education, and a program which is in keeping with the student's abilities, aptitudes, and aspirations.

**Student Advisers**

In the residence halls student advisers, a selected group of upperclass students, help freshmen and upperclassmen to understand many aspects of college life. Two Assistant Deans of Students serve as residence advisers. The head residents in each hall also advise students.

**Center for Black Studies**

The Center for Black Studies provides counseling for the particular needs or problems of black students. The Center is staffed by the Director and his Assistant. A reference library is coordinated through this office. Information of particular interest to black students is available in the Center Office.

**Special Education Services**

Several extra-classroom services are available through the Office of Student Personnel to students for the enhancement of their academic performance. These services are available to any student wishing to improve his or her study skills and reading efficiency or comprehension. They include:

- **Diagnostic and Skill-Building Lab** — A staff member, a self-instruction lab, and other services designed to help students assess their learning skills are available. Self-instruction materials are prescribed for students wishing to strengthen their skills.

- **Tutoring** — Tutoring for students having academic difficulty in introductory courses is available free of charge for students on financial aid. All other students will be expected to pay the student tutor the established hourly rate.

**Career Counseling and Placement Services**

The Office of Student Personnel/Educational Services, in cooperation with faculty advisers, provides counseling services for students on the various career and life options throughout the student's years at Denison. Testing for personal interest and aptitude, special seminars and discussion groups, as well as a variety of off-campus study options, provide opportunities to the student to better understand his or her interests and personal capacities, as a guide to thoughtful career choice.

Students seeking employment in business, industry, or government service upon graduation may make arrangements through the office to interview college recruiters. An employment reference file for each student is maintained in the office upon request.

As a participant in the GRAD computerized placement service operated by the College Placement Council, the office can effectively serve alumni seeking employment.

**Teacher Placement**

Denison's Department of Education maintains a separate placement service to assist graduates seeking first teaching positions and in transferring to better positions upon evidence of successful experience.

**Student Health Service**

Denison recognizes its responsibility for the health and well-being of its students by providing medical service, adequate health instruction, and the efficient administration of dining halls and residence halls. A College Physician and four registered nurses comprise the staff of Whisler Memorial Hospital. Prompt medical attention is available and an up-to-date clinic is maintained. A trained nurse is on duty at all times.

**Veterans Services**

Students who have been in a branch of the military service or those who are sons or daughters of deceased veterans may secure assistance through the Office of Student Personnel/Educational Services.

**Graduate School Advising**

A majority of Denison students seek additional training in professional and graduate schools after being graduated from the College. The Registrar has been selected to give guidance to these students, in addition to counsel given by the departmental adviser. The Registrar’s help includes advising on educational and vocational problems, information about advanced programs of study in graduate and professional schools, and the opportunities for scholarships, fellowships, and assistantships.
Parents Talking with Students about Careers during Parents’ Weekend

African Drum Group

Black Arts Festival
Parents' Weekend, above, right & below

Procter & Gamble Women in Business Seminar

June Orientation
Activities

A Personalized Education

A Denison education is a personalized education which fosters intelligent and responsible living both within and outside the classroom. The College seeks to maximize the opportunities for individual choice within the broad outlines of College policy. This personalized approach is made possible through the availability of advisers and counselors, flexibility in design of curriculum, and self-government in nonclassroom activities.

The curriculum offers a variety of approaches to learning as well as a broad range of subject matter in the liberal arts. Adjunct programs provide opportunities for study in many settings in the United States and abroad where educational experiences are offered which supplement those available at Denison.

The Fine Arts

Art

Numerous art exhibits, gleaned from the College's art collections, are held throughout each year. Student art work is frequently exhibited. The College's art collections include a definitive Burmese collection, several other Oriental art pieces, Italian Baroque drawings, and a collection of art and artifacts of the Central American Cuna Indians. Valuable tapestries, paintings, vases, and other art work are on display in the new Burke Hall of Music and Art. Students enrolled in art history courses have access to the collections for study.

Dance

The Department of Dance presents at least two major productions each year. In addition, Dances We Dance, the Inner City Dance Company, members of the Jan Wodanyksi Dance Company, Lynne Kothera, Richard Gain, Richard Kimmel, Dancentral, Gus Solomons, Jr., Santa Aloi, and the Utah Repertory Dance Theatre recently performed and/or been in residence on the Denison campus.

Music

Opportunities to hear and to participate in the production of music are provided by students, faculty, guest artists, and Denison choral and instrumental groups (explained below). Prominent musicians brought to the campus for concerts in recent years include: Music for Awhile, The Fine Arts Quartet, the Aeolian Chamber Players, pianists Earl Wild, David Burge, Francis Walker, Peter Lang, and Nicolas Constantinidis, sopranos Mary Costa and Phyllis Bryn-Julson, violinist Arturo Delmoni, the Pro Arte Quartet, and viola d'amore artist, Karl Stumpf.

Theatre

Dramatic productions are presented by the Department of Theatre and Film as University Theatre, Experimental Theatre, and Children's Theatre productions. In recent years the following plays have been staged:


Speakers, Films, and Concerts

Convocations with speakers representing a range of thought are held about every week each semester. In the past few years, the following persons have been on the Denison campus as convocation speakers:

Former Israeli defense minister Moshe Dayan, economists Milton Friedman, Paul Samuelson, and Walter Heller, a genetic debate between William Shockley and Jerry Hirsch, National Urban League Director Vernon E. Jordan, Jr., psychiatrist Elisabeth Kubler-Ross, psychotherapist Albert Ellis, educators C. Eric Lincoln, Jonathan Kozol, and Robert Bellah, theologians Jacob Neusner, RosemaryRuether, the late G. Ernest Wright, and the late Abraham Heschel. Feminists Mary Daly, Betty Friedan, Germaine Greer, and Susan Brownmiller, writers Joseph Heller and John Barth, choreographer Agnes De Mille, philosophers Huston Smith and Paul Ricoeur, journalists Tom Wicker, Max Lerner, Seymour Topping, and Seymour Hersh, West German chancellor Helmut Schmidt, former president of Peru Fernando Baeza-Terry, Berkeley mayor Warren Widener, attorney William Kunstler, film critic Paul Zimmerman, evangelist Tom Skinner, and food crisis writer Frances Lappe.

Current and former government officials William Ruckelshaus, Ramsey Clark, John Tower, Mark Hatfield, Fred Harris, George Romney and Robert Weaver, actresses Ruby Dee and Lillian Gish, physicist Philip Morrison, publisher Katharine Graham, actor and playwright Ossie Davis, Indian activist Vine Deloria, black educator Charles G. Hurst, Jr., classicist William Arrowsmith, poet Leroi Jones, and Allard Lowenstein and Reid Buckley in a liberal-conservative debate.
9 a.m.-5 p.m. Recycling Center open, South Main Street in Granville
3:30 p.m. Psi Chi Lecture, Dr. Duane Rumbaugh, Dept. of Psychology, Georgia State U., "Chimpanzee Language Skills," Knapp 402
3:30 p.m. Film, "Oedipus Rex," sponsored by Classics Program, Knapp 108
4:00 p.m. Jewish Sabbath Service, Bandersnatch
5:00 p.m. WDUB Old Gold Weekend begins, continuous broadcasting all weekend, to 1 a.m. Monday, 90.9 fm
6:30-8:10, 10:30 pm Denison Film Society, "Chinatown," Slayter Auditorium ($1)
7:00 p.m. Film, "Oedipus Rex," sponsored by Classics Program, Knapp Amphitheatre
8:00 p.m. DCGA Concert, with Weather Report, a five-man jazz-rock group, Livingston Gym (students $3.50 — tickets available Slayter Lounge)
8:15 p.m. Experimental Theatre Production of "The Maids" by Jean Genet, directed by Tony Forman '79, College Warehouse, South Main Street in Granville
10 p.m.-2 a.m. Sock Hop, kicking off Old Gold Weekend, sponsored by WDUB/DCGA, Slayter Hall

ANNOUNCEMENTS

TODAY:
WDUB OLD GOLD WEEKEND BEGINS, 5 p.m., 90.9 fm
WEATHER REPORT CONCERT, 8 p.m., Livingston Gym
SOCK HOP, 10 p.m.-2 a.m., Slayter Hall
"The Maids," 8:15 p.m., College Warehouse, South Main Street
Pre-Registration forms DUE in Doane 106 for off-campus study for Fall or Spring Semester 1976-77.

NO SWIMMING SUNDAY AFTERNOON because of the Scuba Underwater Olympics. Swimming will be as usual
7-10 p.m. Sunday evening in Gregory Pool.
Manager & Assistant Manager POSITIONS for the Bandersnatch are open for 1976-77. If interested, place a note in Slayter Box 818.

ADMISSIONS COUNSELOR, job beginning July 1976: to apply, graduating seniors should complete a
placement file at the Vocational Services Office, Beth Eden 2nd Floor, BEFORE April 10.
Denison is an Equal Opportunity/Affirmative Action Employer.

ALL JUNIORS who plan to student-teach either Semester of next year MUST BE ENROLLED in the Teacher
Education Program and approved by the Committee on Teacher Education this spring. Application material for enrollment in the Program are available in the Education Dept. Office, Knapp 107. They must be completed by April 8.

WOMEN'S SPECIAL INTEREST LIVING UNITS: This is the final chance for women to apply for special
Interest living units for next year. See Julie Panchura, Shorney Room 155/Ext. 397, NEXT FRIDAY, April 9, to firm up your plans and submit your final petitions. She'll help you
with any questions you may have.

WOMEN'S LIMITED VISITATION FLOOR, in the basement of Shorney, will not be available through the
lottery system. If you are interested in living in this area next year, contact Pia Crandell, Ext. 271, before Friday, April 16. (Limited visitation hours: no male visitors are allowed
on the floor or in the rooms past midnight on weekdays and 2 a.m. Fri. & Sat. nights).

COMING EVENTS

SATURDAY
11:00 a.m. MEN'S OUTDOOR TRACK INVITATIONAL at Mt. Union, Alliance
1:00 p.m. MEN'S BASEBALL vs. Wittenberg, Baseball Field (doubleheader)
1:00 p.m. MEN'S TENNIS vs. Otterbein, Tennis Courts
2:00 p.m. MEN'S LACROSSE vs. Michigan State University, Lacrosse Field
6:30 & 8:30 p.m. DENISON FILM SOCIETY, "Chinatown," Slayter Auditorium ($1)
7:00 p.m. FILM, "Oedipus Rex," sponsored by Classics Program, Knapp Amphitheatre
8:15 p.m. EXPERIMENTAL THEATRE PLAY, "The Maids," directed by Tony Forman '79, College
Warehouse, South Main Street ($1)

SUNDAY
4:00 p.m. CATHOLIC SERVICE, Bandersnatch
8:00 p.m. FILM, "Diet for a Small Planet," sponsored by Peace Committee (based on the
book by Frances Moore Lappe), Slayter Auditorium
8:15 p.m. JUNIOR RECITAL, Tom Riffe, guitarist, Burke Recital Hall
Films

The Denison Film Society, a student organization, shows high quality films each week during the academic year. Most films do not have an admission charge. During the spring semester of 1976, the following films were shown:


Scheduled to be screened during the first semester of the 1976-77 academic year are the following films:


Spring films were shown under the direction of Tom MacKenzie, former president of the Denison Film Society. Fall films are under the direction of Dave Bowman, current president.

In addition to these films, others are screened by the Inter-Fraternity Council, the Panhellenic Council, the Black Student Union, and various fraternities and sororities. Examples of these films, which have a small admission price, include:

Mystic River, Butch Cassidy and the Sundance Kid, Summer of '42, Candy, and Harry and Tonto.

Bill Graham in Granville, Ohio?

Almost each semester a number of concerts are staged by the student government's social committee. Current student social chairpersons Mel Smith and Susan Pioch and past chairpersons Jim McGreevey, Anne Rathmell, Pete Vanderploeg, and Jim Rowe have staged the following concerts on campus:

Pure Prairie League, Weather Report, Maria Muldaur, Tom Rush, the Dave Bromberg Band, Dave Mason, John Mehegan, the Earl Scruggs Revue, the Paul Winter Consort, Eric Anderson, Herbie Mann and the Family of Mann, John Sebastian, the Byrds, Rick Roberts, John Prine, Leo Kottke, the J. Geils Band (twice), the Steve Miller Band, Two Generations of Brubeck, the McCoy Tyner Quartet, the Mark-Almond Band, Little Feat, the James Gang, B.B. King, and John Denver-Mike Johnson-Dave Boise.

Campus Musical Organizations

Concert Choir

This organization of 100 mixed voices presents a major choral work each semester with orchestra and guest soloists. Recent performances have included Bach's "St. John Passion," The Mozart "Requiem," Schubert's "Mass in E-Flat," Brahms' "Requiem," The Stravinsky "Symphony of Psalms," and Vaughan Williams' "Hodie."

Concert Band

The band concentrates on the performance of band and wind instrument literature, presenting a concert each semester.

The Chapel Choir

This group of 25 voices sings at student chapel services.

The Black Student Choir

Organized by black students, the choir performs both on campus and in churches and schools in nearby cities in addition to Black Arts Festivals at Denison.

The Denison Singers

This small chamber ensemble presents a large variety of appropriate literature throughout the year and makes an annual tour.

The Licking County Symphony Orchestra

The orchestra is made up of Denison students, faculty, and community musicians. It presents four major concerts per year which often feature major artists. Past artists include Leonard Rose, Mary Costa, and Franco Gulli. Programs typically include compositions such as Brahms' Symphony No. 2 and Berlioz's "Roman Carnival Overture."

Student Media

The major student media on campus are "The Denisonian," the weekly newspaper; WDUB, fm radio station; "The Adytum," the yearbook; and "The Exile," the semi-annual literary magazine.

Founded in 1857, "The Denisonian" is a completely student staffed and controlled newspaper. Editorial, reporting, and business positions are open every year. The newspaper and members of its staff have won awards in national competitions, most recently an "All-American" rating in 1973-74.

WDUB has a six-room studio complex in the basement of Blair Knapp Hall. The fm student station, on-the-air more than 120 hours a week, broadcasts most every type of music with a strong emphasis on progressive rock music, on-the-spot sports broadcasts, campus and local reporting, and community service work. Auditions for disc jockies, engineers, reporters, and other staff positions are held twice each year, in addition to a special January Term station internship.
"The Adytum" yearbook is published each year. Editorial, photography, and business posts are open to interested students. "The Exile" publishes student fiction, non-fiction, poetry, and photography. Editorial positions are also open.

A limited number of students also submit papers to the College's "Journal of the Scientific Laboratories," "The Journal of Biological Sciences," and other publications of an academic nature.

**Student Government**

Student Government at Denison places a great deal of freedom and responsibility with the students.

Through the Denison Campus Government Association (DCGA), students budget and direct the main organizations on campus such as the Student Senate, the WDUB radio station, the Denison Film Society, the "Denisonian" newspaper, and the "Adytum" yearbook.

Representation on the University Senate, the Campus Affairs Council, the Academic Affairs Council, the Admissions and Financial Aid Council, and the Priorities Council gives students a voice in directing the College as a whole.

Each college-operated residence hall is run with the aid of student House Councils, student advisers, and the University Residence Council, which is composed of student head residents. The activities and programs of Denison's ten fraternities and six sororities are coordinated through the student-composed Inter-Fraternity Council and Panhellenic Council.

Under this system of government, each student can enjoy broad freedom within the limits of respect for the rights of others and is offered a variety of opportunities in which he or she can express individual interests and responsibilities.

**Special Interest Clubs**

Departmental clubs exist in almost every field of study, ranging from foreign languages and humanities to sciences and debating.

**Religious Activities**

Denison encourages religious pluralism and the participation of students and faculty in religious programs.

The College provides an opportunity for worship on Thursday evenings in Swasey Chapel under the direction of the Dean of the Chapel and a student committee. These services are non-denominational and often experimental in nature. They encourage persons to experience and reflect upon the religious dimension of human existence. Attendance is voluntary.

Catholic Mass is offered each Sunday afternoon in the Student Coffee House; the priest is also on the campus several days during the week.

The Jewish Community, a campus organization sponsored by Jewish students and faculty, promotes their cultural experience and participation in worship. A Jewish Rabbi is on campus during each week.

The churches in Granville offer students the opportunity for participation in student fellowships and other aspects of the church and church school programs.

The Denison Community Association (DCA) sponsors a variety of programs for the expression of social concerns through community service projects, field trips, and discussions. DCA assists students of various persuasions in organizing groups to foster their own nurture in values and religious expression.

Academically, Denison provides instruction in Christian and non-Christian religions on an elective basis.

**Sports Activities**

The Athletic Program at Denison is an integral part of the physical education curriculum. Each student is encouraged to participate as fully in intramural and intercollegiate athletics as his or her academic program permits. The College provides professional coaching, excellent training facilities, and athletic equipment and supplies. It carefully supervises all intramural and intercollegiate sports.

In its intercollegiate program for both men and women, the College seeks to compete with institutions of similar size and similar educational and athletic standards.

For men, Denison fields intercollegiate teams in football, soccer, basketball, swimming, track, cross-country, baseball, tennis, golf, lacrosse, and wrestling. It also has Ice Hockey, Rugby, and Sailing clubs (coeducational), and an intercollegiate Bowling Club.

Denison women compete in intercollegiate basketball, bowling, golf, field hockey, swimming (both speed and synchronized club), tennis, and volleyball, as well as in gymnastics, lacrosse, and softball on a more limited basis.

Denison is a member in good standing of the National Collegiate Athletic Association, the Ohio Athletic Conference, and is a district member of the Midwest Association for Intercollegiate Sports for Women.

The athletic policy of Denison University is controlled in its entirety by the faculty. The Department of Physical Education operates within the academic budget, and all receipts from and expenditures for intercollegiate contests are handled by the College controller.

Denison's intramural athletic competition is one of the most extensive in the nation. Contest areas for men are football, speedball, basketball, track, wrestling, volleyball, softball, swimming, tennis, golf,
handball, paddleball, table tennis, and bowling. Women's intramurals include tennis, racketball, volleyball, and swimming. Coeducational recreation sports include volleyball, tag football, racketball, innertube water polo, volleyball, slow-pitch softball, and tennis.

Outdoor facilities include playing fields for hockey, lacrosse, soccer, speedball, football, softball, baseball, rugby, archery, 13 tennis courts, and an unusually fine area within the Biological Reserve for outdoor education activities.

Indoor facilities include Livingston Gymnasium and Field House for indoor track, tennis, volleyball, and basketball. Gregory Swimming Pool and Lamson Lodge.

Deeds Field. This area was named for the donor, Colonel Edward A. Deeds of the Class of 1897. It utilizes the natural amphitheatre on the slope to the north of the Chapel. The football field and stadium were built in 1922.
Smith resigns, search for new president begins

A trustee search committee has begun looking for a new president following the surprise resignation of Pres. Joel P. Smith last Thursday. Smith's unexpected decision to step down effective May 29, 1976, shocked the campus.

Smith, 45, has decided to pursue a career in university development. He has accepted a job as a development consultant at Stanford University. Smith was assistant to the president and dean of students at Stanford prior to his election as Denison's president in 1970.

A trustee search committee, assisted by an advisory committee of seven faculty and three students, has been appointed to find Smith's successor. The committee is composed of nine members of the Board of Trustees who will seek faculty, student and alumni advice in its search.

Smith assumed office as Denison's fifteenth president in September 1970 and was inaugurated Oct. 10, 1970.

Persuaded to reconsider

Smith notified the officers of the Board of Trustees early in September about his plans to resign. They persuaded him to reconsider, which he did until mid-September. He held the entire board of his decision at its Thursday morning meeting.

The first public announcement of Smith's resignation came on WORU at 12:30 p.m. Thursday. Dutts Dining Hall fell silent as the news came over the air.

Although the announcement initially surprised nearly all, many understood the decision and thought it not wholly unexpected.

Chip Andrews, a junior, was shocked but not surprised. "Smith had his problems handling the position. He suffered two flashes: a closed personality which did not reach out to people on campus and that the position of president makes him unpopular."

"I was surprised," said Janet Wright, a senior. "As far as administration and fund raising for the college go, I think he has done a good job. As far as the student problems on campus, I think he would have done better."

"I did not feel I was a great surprise. It's just a part of academic life," said Charles Martz, director of the library. "Given the circumstances Smith worked hard to do a good job. If he wasn't always successful, the fault lay with many people, not just him."

Bert Bethany was shocked by the resignation. He felt that although Smith was difficult to know because he was very intense inside, he had done a good job as president.

Fighting conficts

Larry Weber, a junior, said he was not surprised by Smith's announcement. "I'm just glad he did it. First for him and then for the school."

William Bishop, associate professor of political science, believed that "Smith has been caught up in conflicts and has never really recovered. Fighting these conflicts limited his effectiveness."

Fighting these conflicts limited his effectiveness. Continued on page 4.

Trusting in Smith's successor

Board seeks Smith's successor

by Geoff Cooper, Ray Spitzy

The search for a new Denison University president has begun and the procedure for finding one should be similar to the one used six years ago when Joel P. Smith was elected. The one important difference now is the student input in the search. Three students and seven faculty members will be elected to the advisory committee.

Mary Jane McDonald, executive secretary for the nine-member search committee, and Tom Quinn, President of the DGC, both feel that this year the three student members of the Student-Faculty Advisory committee will be much more actively involved in the search. "We'll be able to make recommendations about potential candidates for the position. The only thing we won't do is participate in the final decision," Quinn said.

Process just starting

"The search committee is only beginning to develop a process for finding a new president," McDonald said. But it is likely that the general procedures will be similar to the ones used six years ago.

McDonald said that a notice will be placed in larger education journals within a few weeks asking for applications and nominations. Alumni and administration officials from other private liberal arts institutions will also be contacted for suggestions and nominations. But the search will not exclude those in the Denison administration. "We will welcome applications from anyone within the university," McDonald said.

Tentative timetable

A tentative timetable has been set up for the search. The first meeting of the search committee and advisory committee is scheduled for Nov. 18 and the deadline for applications and nominations is Dec. 15.

Six years ago, there were two separate advisory committees assisting the search committee, one consisting of students and one of faculty. At that time the students did little more than add nodding approval to the nominations.

Students who are interested in serving on the advisory committee must submit a petition with signatures to Tom Quinn by Nov. 4. Students must also prepare a statement of 350-500 words that outlines the student's qualifications and opinions of a president's role in the community. All candidates will be notified by Dec. 15.

The trustees who make up the search committee are of a fairly diverse background, at least occupationally. The chairman, Robert Stanberry, (who is also the board chairman) is an executive with the Dayton-based Kohlman Group - U.S.A., Inc. He is also a former president of National Cash Register Co. A board member since 1969, he is a graduate of the University of Pennsylvania, later receiving his M.B.A. from Harvard.

The chairman of the search committee who chooses President Smith, John E.F. Wood, also serves on this committee which will determine Smith's successor. Mr. Wood, one of Denison's two Rhodes Scholars, practices law with the New York firm of Davis, Ballow, Burney, Palmer and Wood. He has been a trustee since 1947, and was chairman of the board from 1965-1972.

Continued on page 8.

Mary Jane MacDonald is executive secretary of the presidential search committee.

Greer appears here

by Suzanne Case

Germaine Greer, the dynamic and provocative feminist who stepped into the spotlight in 1970 with the publishing of her bestseller The Female Eunuch, will speak Oct. 30 at 6:15 p.m. in Smayre auditorium.

Germaine Greer

Germaine Greer, one of the feminist movement's most noted advocates, is considered a radical about everything—especially women. She believes in women's liberation but finds it a weak compromise; a full-fledged women's revolution is what is really needed.

Greer is a spirited individual. Her conversations in interviews, lectures, panels, and talk shows are handled with a mesmeric wit, charm, curiosity and intelligence. She expresses herself in a positive and wild manner jumping from one topic to another. And she provokes strong reactions from her audience—praise as well as criticism.

Germaine's writing exemplifies the same flair. The Female Eunuch was her first book and a runaway bestseller. "The main purpose of my book was to ask in a proper way some of the questions that female liberation asks," she explained. "They concern women's liberation in explaining the whole phenomenon an unlateral oppression of women by men is misleading and leads nowhere."

She believes it is important for women to realize they can play and conform to a submissive role. "It seems to me if you go about shrinking, men must give us freedom; then you mirror your mastery. What you have to shrink is 'Your time is up' announced Greer.

Greer believes women should refuse to marry. She feels "marriage is a joke, it won't do any more. And if a woman has her own pride and dignity at heart, she will go into it."

Greer believes marriage in a dead tradition. "People change enormously. That is recognized by the institution of divorce and the comparative rarity of getting a divorce. Yet we still, in this totally ideological, yet married forever." Greer was married once— for three weeks. No one knows exactly what happened but she describes her marriage as "a farce."" In 1964, she attended Cambridge University in England as a Commonwealth Scholar. During this time she worked as a scriptwriter for a British TV series. In three years she obtained her Ph.D. in Shakespeare. Her first job was teaching at Warwick University as well as working with television and journalism.
Robert C. Good to assume Denison presidency

Dr. Robert C. Good of Denver, Colorado, has been appointed the sixteenth president of the university. R. Stanley Laing, chairman of the college board of trustees, announced the appointment May 6.

Good, dean of the graduate school of international studies at the University of Denver and former ambassador to Zambia, will begin his presidency in September.

Prior to going to Granville to be introduced to the community and present a short address in Swasey Chapel. After a comic interplay by three Wingless Angels parading around the podium carrying signs. Laing introduced Good to the audience. Laing voiced his satisfaction with the outcome of the search and added "The presidential search had brought in many strong candidates who had been successful in maintaining good lines of communication and attracting financial support for the university.

"Bring the world to Denison"

Good said he was favorably impressed with Denison students, faculty and trustees and was "deeply touched" by his appointment. "I think Denison is to be congratulated on the student body," he said. "You work hard and take yourselves seriously, perhaps too seriously at times." Good said he sensed an eagerness "to bring the world to Denison and to bring Denison more effectively into the world."

Good, 52, has a broad range of academic and government experience and a cultivated interest in world affairs.

Since 1976 he has been dean of the University of Denver's graduate school of international studies, an institution of about 60 students and 17 faculty members. Good is also director of the social science foundation at the University of Denver, a position where he has been successful in maintaining good lines of communication and attracting financial support for the university.

U.S. ambassador

Good's life reflects convictions. He has written one book, "The International Politics of the Rhodesian Rebellion," one monograph, and co-authored a treatise on international relations. He has written one book, "The International Politics of the Rhodesian Rebellion," one monograph, and co-authored a treatise on international relations. He has written one book, "The International Politics of the Rhodesian Rebellion," one monograph, and co-authored a treatise on international relations.

"Bring the world to Denison" has been the mission of the university. Good's presidency will be an opportunity to continue that mission.

"Grand jury to question Straumanis about rapes"

by B. Scott McCay

Dr. Joan Straumanis, assistant professor of philosophy, was scheduled to appear before a Newark grand jury today to answer questions about two Denison women who accused him of raping her. Straumanis has said she will not divulge the victim's identities. If she refuses to answer the grand jury's questions, she may be held in contempt of court.

Straumanis will be represented by three lawyers from the American Civil Liberties Union (ACLU), though the university offered her a lower fee. Straumanis said she accepted the ACLU's offer because she has been in contact with them since January when two students in her January term class began working on legislation to be submitted to the Ohio legislature.
Play Lists of Selected WDUB Disc Jockeys

John Berton, May 5, 1976, 8 to 10 pm

Sympathy For The Devil — Rolling Stones
Thelonious — Jeff Beck
Do It Again — Steely Dan
Bloody Well Right — Supertramp
The Raven — The Alan Parsons Project
Guinevere — Rick Wakeman
Eastern Intrigue — Todd Rundgren
Spirits Of Ancient Egypt — Paul McCartney & Wings
It's Not A Crime — Nils Lofgren
Something’s Happening — Peter Frampton
War Barn Thank You Mama — Steve Marriott
Time Waits For No One — Ambrosia
Born To Run — Bruce Springsteen
I've Seen All People — Yes
Mister Kingdom — Electric Light Orchestra
Take It To The Limit — The Eagles
Midnight Prowl — J. D. Souther
Shinin' On — Grand Funk
Stay — David Bowie
Sandalphon — Jefferson Starship

Jim McGreevey, May 6, 1976, 10 pm to 1 am

Southern Nights — Allen Toussaint
Positive Vibrations — Bob Marley and The Wailers
Pressure Drop — Toots and The Maytals
Sailing Shoes/Julia/Sneaking Sally Through The Alley — Robert Palmer
Confessions Of A Male Chauvinist Pig — Artie Kaplan
Where Am I Going — Gino Vanelli
Home Is The Hatred Is — Esther Phillips
Hercules — Boz Scaggs
Cause We've Ended Now As Lovers — Jeff Beck
Morning Star — Passport
Battle Of The Tyrant And The Jester — Return To Forever
Magical Shepard — Miroslav Vitous
Suite Cassandra — David Sancious
American Tango — Weather Report
Gitano — Santana
Joy (part 1) — John McLaughlin
Silence Of A Candle — Oregon
African Funeral Song — Paul Horn & Nexus
Jungle Book — Weather Report

Mel Smith, May 3, 1976, 12:30 to 2:30 pm

Tater Tate & Allen Mundy — John Hartford
Foggy Mountain Breakdown — Lester Flatt
Instrumental In D Minor — Early Scruggs Revue
If You Touch Me — Tanya Tucker
I Don't Want To Play — Ellen McIlwaine
Knocking On Your Door — Old & In The Way
Redbone Hound — Dillards
She Belongs To Me — Rick Nelson
I'll Be Movin' On — Mother Earth
Louie The Hook vs The Preacher — Danny O'Keefe
And I Don't Love Jesus — Jimmy Buffett
Hot Burrito Breakdown — Country Gazette
After The Fire Is Gone — Tracy Nelson
Watching The River Flow — Anne Murray
Fly Away — Steve Goodman
Desert Cowboy — Lenny LeBlanc
Two Hangmen — Mason Profit
Rock Me On The Water — Linda Ronstadt
We've Been Together On This Earth — Willie Nelson
The Baptist — Tom Rapp
It Doesn't Matter — Firefall
I'll Be Your Baby Tonight — Emmy Lou Harris
Banging My Head Against The Moon — J. D. Souther
Great Dreams From Heaven — Ry Cooder
I'm Gonna Farm You Off My Mind — Dave Loggins
I Wasn't Born To Follow — The Byrds
Journey Of The Sorcerer — The Eagles

Hunter Nickell, May 6, 1976, 5 to 7:30 pm

Something In The Air — Thunderclap Newman
What Does It Take — Pablo Cruise
Get Closer — Seals and Crofts
Mexico — James Taylor
Take The Money And Run — David Crosby and Graham Nash
Believe Me — Fleetwood Mac
I'm Gonna Love You — Michael Stanley Band
Fallin' In Love — Souther-Hillman-Furey
Takin' It To The Streets — Doobie Brothers
Can't Keep It In — Cat Stevens
Turn Back The Pages — Stephen Stills
When The Morning Comes — Daryl Hall and John Oates
Home Is Where I'll Be — Buscuit Davis
And Settin' Down — Poco
The Road And The Sky — Jackson Browne
Just Too Many People — Melissa Manchester
I'm Looking Through You — The Beatles
California Dreamin' — Mamas and Papas
Signs — Five Man Electrical Band
Blinded By The Light — Bruce Springsteen
Cry No More — The Outlaws
Sarah Anderson, May 6, 1976, 7:30 to 10 pm

Isis — Bob Dylan
Catfish John — Jerry Garcia
Southern Woman — Marshall Tucker Band
Breakaway — Art Garfunkle
Bohemian Rhapsody — Queen
Disney Girls — Beach Boys
Golden Lady — Stevie Wonder
Entangled — Genesis
The March To The Eternal City — Triumvirat
Art For Art’s Sake — 10 CC
Prelude 12/Suite Madam Blue — Styx
Caroline — Jefferson Starship
Stay — David Bowie
Crossroads — Cream
Ride My See-Saw — Moody Blues
Dreaming From The Waist — The Who
1985 — Paul McCartney & Wings
Glad — Traffic
My Old School — Steely Dan
I Saw The Light — Todd Rundgren
Rocks Off — Rolling Stones
LA Woman — The Doors
Livin’ In The USA — Steve Miller Band
Walk This Way — Aerosmith
Call Me The Breeze — Lynyrd Skynyrd
DCA Students with Granville Senior Citizens

DCA Muscular Dystrophy Dance Marathon, above & right

Jewish Community Yom Kippur Service

Clown Mime Chapel Service
John Sebastian
Paul Winter
Maria Muldaur

Concert in Livingston Gym
National Lampoon Show
The Campus

Denison’s campus, which consists of 1,000 acres on College Hill and adjacent land in both the valleys to the north and south of the hill, provides ample space for expansion.

On the horseshoe-shaped ridge the major academic buildings are at the center — the library, classroom buildings, laboratories, the college union, and the chapel. At the east end are eight residence halls — one incorporating a dining hall, and the college hospital. To the west are three residence halls, a dining hall, and ten fraternity chapter houses.

In the valley directly north of the ridge lie the extensive athletic and recreation fields and the buildings providing facilities for various sports.

On the Lower Campus to the south of the ridge are the buildings used for the Fine Arts and five sorority chapter houses. The other sorority chapter home is in the next block.

Sororities maintaining chapters at Denison are Kappa Alpha Theta, Delta Delta Delta, Kappa Kappa Gamma, Alpha Phi, Delta Gamma, and Pi Beta Phi. Their chapter homes are used for social purposes only, not as residences for students. Fraternity chapters at Denison are listed below.

Living Units

Denison recognizes the experience of group living as an important part of a college education. To that end the College operates residence halls and provides food service for both women and men students. Most of the rooms accommodate two students each, but many of the upper-class women live in suites for three or four students. Upper-class men may live in one of 10 fraternity chapter houses. Both upper-class men and women may elect to live off-campus through a quota system.

East Quadrangle of Student Residences

Located on College Hill, at the eastern end of the ridge, it consists of eight residence halls, accommodating approximately 545 women and 405 men. Women live in Shaw, Beaver, Sawyer, Huffman, and Shepardson halls and Gilpatrick House, and men reside in East and Crawford Halls.

West Quadrangle of Student Residences

Located on College Hill, at the western end of the ridge, it consists of four residence halls, accommodating approximately 350 women and 225 men. Women live in Curtis West and Shorney Halls while men reside in Curtis East and Smith Halls.

Lower Campus Student Residences

Housing units on the Lower Campus are Monomy Cottage and King Hall.

Fraternity Housing

Fraternities with chapters at Denison are Sigma Chi, Beta Theta Pi, Phi Gamma Delta, Kappa Sigma, Phi Delta Theta, Delta Chi, Lambda Chi Alpha, Sigma Alpha Epsilon, Delta Upsilon, and Alpha Tau Omega. The 10 chapter homes house upperclass men.

Buildings

- Swasey Chapel with its stately tower dominating the Denison campus, serves as a landmark to travelers approaching Granville.
- Swasey Observatory, built in 1910, stands directly east of the Chapel.
- Beth Eden House is the large, white house just west of Swasey Chapel. It houses the Admissions and Financial Aid offices. Parking is available in the lot east of the Chapel.
- William Howard Doane Library — This structure stands at the west end of the Academic Quadrangle. The library has in excess of 200,000 volumes plus government publications, which bring the total to 360,000 volumes. Periodicals received exceed 1,200 and an extensive collection of phonograph records is maintained. In order that the library may best serve the total needs of the student, the general book collection in the stacks is open to every student. Study space is provided for more than 550 persons, including 250 individual tables or carrels.
- Doane Administration Building — The one-time academy building contains most College offices.
- Life Science Building is used by the Department of Biology.
- Barney Science Hall — It is used by the Departments of Geology and Geography, Mathematical Sciences, and Physics.
- Ebaugh Laboratories and Herrick Hall — This complex, opened for use during the 1966–67 academic year, houses the Chemistry department. It contains a three-story laboratory block, offices, classrooms, library, and the 292-seat auditorium section.
□ Denison Fellows Hall — The Departments of English, History, and Modern Languages are housed in this unit. In addition, the Computer Center is located in this building. The unit is directly south of the Life Science Building.

□ Blair Knapp Hall — Provided in this facility are classrooms and office space for the Departments of Education, Sociology and Anthropology, Economics, Speech Communication, Political Science, Religion, Philosophy, and Psychology.

□ Slayter Hall — This College Union building contains the Bookstore, mail room and individual boxes for all students, lounges, bowling lanes and other recreational facilities, the college Snack Bar, offices for student organizations and the Dean of the Chapel, meeting rooms, and a 300-seat auditorium equipped for motion pictures.

□ Whisler Hospital — Located near the East Quadrangle of student residences.

□ Colwell House — This Building houses the Alumni, Development, and News Services and Publications offices and the Bandersnatch, student-operated coffee house. It is located west of the East Quadrangle.

□ Cleveland Hall — Located on the south slope of College Hill near the Lower Campus, this building accommodates studio art courses.

□ Cleveland Hall Annex — This facility houses the offices of a number of the faculty in the Art Department, instrumental space of Art History, and the slide collection.

□ Theatre Arts Building — On College Street on the Lower Campus, it contains the workshop for building scenery and making costumes with ample space for storing both scenery and costumes, and a 200-seat auditorium, the Ace Morgan Studio Theatre. Its library contains the Ethel R. Outland Theatre Collection.

□ Burke Hall of Music and Art — This new facility, completed and dedicated in the fall of 1973, houses a new recital hall, workshop theatre, and art gallery with related seminar and storage areas.

□ Other Lower Campus Buildings — are the Doane Dance Building; Burton Hall, which houses the Department of Music; the Arts Annex; King Hall, a residence hall; and Stone Hall, apartments for faculty, staff, married students, and women students.

□ Physical Education Center — Located just east of Deeds Field, it serves a variety of College and community uses. The only section named when the building was erected was the Alumni Memorial Field House. This portion contains the newly-surfaced, rubberized asphalt indoor track and the undercover practice area for football, baseball, tennis, and other teams.

The remainder of the building, Livingston Gymnasium, contains a completely modern gymnasium with apparatus and equipment rooms, classrooms, offices, and a spacious basketball court capable of seating 3,000 spectators.

In 1962 the Gregory Swimming Pool was completed. It serves the needs of both men and women.

On the north campus at the center of the women's athletic grounds is Lamson Lodge. It serves as a shelter house and recreation classroom.

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**Affiliations & Resources**

**Special Affiliations and Resources**

**The Biological Reserve**

The Denison University Biological Reserve is a 350-acre Laboratory of the Environmental Sciences that comprises the northeast corner of the campus. Divided into three sections — the 170-acre Environmental Laboratories, the 50-acre Norpell Woods, and the Taylor-Ochs Tract — the Reserve offers students and faculty of any department the opportunity to study, teach, or do research in the out-of-doors. The basic program is dedicated to the inherently complex study of the effect of human activity on the ecology of natural systems. Facilities include an office, laboratory-shop, meteorological station, a comparative psychology field laboratory, and plots for the long-term study of plant succession, fire ecology, animal behavior, and an outdoor education area. Work at the Reserve is under the administration of a Director, an Advisory Board, and a Student Committee.

**The Computer Center**

The Computer Center was established in 1964 to meet the growing research needs of students and faculty. The Computer Center is located in a separately air-conditioned area in Denison Fellows Hall. The Center houses a powerful PDP 11 model 45 time-sharing system with 10 administrative terminals, and 16 terminals for student and faculty use, a line printer, card reader, five magnetic tape drives, and 80 million characters of on-line disk storage. Ten terminals are centralized in Denison Fellows Hall and others are in Blair Knapp, Life Science, Barney Science, and Ebaugh Laboratories. All academic and business data processing is performed on this system.

Student assistants play a large role in maintaining the day-to-day operation of the system. In this capacity, students receive training in all facets of computing activities ranging from key punching to system design. Formal courses and degrees in Computer Science are offered by the Department of Mathematical Sciences.

From the initial use in research areas, computing activities have grown to include many applications in academic courses in the Natural and Social Sciences. Many administrative systems are also in use. There is currently a heavy investment of effort in exploring the
expansion of teaching opportunities that may be obtained from computing facilities.

The Center is active 24 hours a day and may be used by any member of the Denison Community. All students wishing to do so may obtain account numbers for the system. Current policy on allocation of system resources may be obtained from the Director.

The Great Lakes Colleges Association

This association was formed in 1961 as a cooperative venture for the improvement of higher education in its member colleges. Denison is one of the original 12 private liberal arts colleges which comprise the GLCA. Since its inception, the GLCA has established numerous programs, including several off-campus study centers within the United States and overseas. An extensive effort at improving college teaching is currently being undertaken through a Faculty Development program financed by the individual colleges and the Lilly Endowment, Inc.

The Inter-University Consortium for Political Research

This consortium is a part of the Survey Research Center of the University of Michigan — the largest political data archive of its type in the world. Members of the Denison faculty may receive material through the Consortium for use in class projects and individual research.

The Denison Scientific Association

Established in 1887, the association issued the “Journal of the Scientific Laboratories” and meets for the presentation of scientific papers by faculty and students. The “Journal,” founded by Professor Clarence Luther Herrick in 1885, is circulated internationally.

Campus Periodicals

Periodicals published at Denison include the “Journal of the Scientific Laboratories” (1885); the “Psychological Record” (1959), quarterly journal dealing with theoretical and experimental psychology, and the “Journal of Biological Sciences” (1964), research, attitudes, and book reviews.

A monthly publication, “denison” was established in 1941. Enlarged in 1953, it circulates free of charge among alumni, trustees, faculty, students, parents of students, Baptist ministers of Ohio, principals, headmasters, and guidance officers of secondary schools, and a host of other friends of Denison.


Assets and Finances

As recorded June 30, 1975, the total market value of Denison’s endowment fund assets was $17,443,000. The stated value of Denison’s land, buildings, books, and equipment is $27,864,000. This, however, is a conservative figure. It is based on actual building cost. The balance sheet shows total assets of $51,454,000 at book value.

Endowment has been acquired through gifts and bequests. Several modern buildings have been financed through capital-gifts campaigns. Endowment income plus gifts and grants are necessary to underwrite the educational budget to the extent of approximately $750 per student per year. Nationwide solicitation called The Annual Support Program, which involves both alumni and parents of current and former students, has helped to raise these funds. This source approaches $500,000 annually, about 50 per cent coming from parents. No college in the nation has, as yet, claimed comparable parental support.

In the college year 1974-75, educational and general expenses, excluding auxiliary enterprises, amounted to $7,744,640. Income from tuition and fees totaled $6,029,000. The difference of $1,715,640 between student income and educational and general expenses comes from endowment, gifts, and grants.

The increase in the total budget over the past six years is an indication of Denison’s growth since 1970. In that year, the total budget, auxiliary enterprises included, was $7,826,000. The total budget for 1975-76 was slightly over $11,000,000.

During 1974-75, $879,000 was expended for scholarship assistance. The corresponding figure was $682,000 in 1970. In addition to this aid, there was substantial amounts of student loans and a significant student employment program. Neither of these latter two forms of student aid is included in these figures.
Downtown Granville

Countryside Around Granville

Parts of 350-acre Biological Reserve, above & left
Admission

Denison University believes the aims of a liberal arts education are best attained within a heterogeneous community. The College encourages applications from members of all cultural, racial, religious, and ethnic groups.

An applicant to Denison may be admitted as either a freshman or a student with advanced standing.

Visiting the Campus

Prospective students and their families are cordially invited to visit the Denison campus and the Admissions Office, located in Beth Eden House. Office hours are from 8:30 to noon and from 1:00 to 4:30 p.m. during the week and on Saturdays until noon. From Commencement until Labor Day the office is closed on Saturday mornings, and at 4:00 p.m. during the week.

Admission Requirements

The following minimum standards are required of every person applying to Denison:

How to Apply

You can obtain an application by writing to the Admissions Office, Denison University, Box H, Granville, Ohio 43023. Your application should be completed and returned to the College not later than March 1. If you apply after March 1, you will be considered for admission on the basis of dormitory space still available.

In evaluating your application, the Admissions Committee takes into consideration the quality of your academic record, recommendations, school and community activities, aptitude test scores, and personal potential. While not a requirement, a personal interview is considered highly desirable.

Your need, if any, for financial assistance is not considered in the admissions process. The fact that you may seek financial aid by filing the Parents’ Confidential Statement of the College Scholarship Service (see Financial Assistance section) is not taken into account by the Admissions Committee in its evaluation of your qualifications for admission.

Graduation and College Certification

These must be furnished by an accredited high school or preparatory school showing at least 15 acceptable units of credit as follows:

- 4 units of college preparatory English
- 2 units of college preparatory Mathematics (3 units are highly recommended, especially if you plan to major in science)
- 2 units in one Foreign Language
- 1 unit of History
- 2 units of Science
- 4 remaining units (at least 2 units should be in areas named above or in related subjects)

Exceptions to these requirements may be made by the Admissions Committee. You will be given special consideration if you plan to earn either the Bachelor of Fine Arts or the Bachelor of Music degree. Special requirements for admission into these two degree programs are explained later in this section.
Entrance Examination

You must take either the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board (preferred) or the ACT Assessment Test of the American College Testing Program. Either test should be taken no later than December of the senior year. CEEB Achievement Tests are optional, but scores are welcomed.

Other Requirements

In the Formal Application, four other admissions requirements are cited:

- recommendation by your high school principal, headmaster, or guidance officer
- personal information including a listing of school and community activities
- personal statement of your educational and career goals
- application fee — a nonrefundable fee of $15 must accompany the Formal Application

Special Degree Programs/
Fine Arts and Music Applicants

A limited number of students are admitted each year to Denison to pursue the special degree programs of Bachelor of Fine Arts (in Art, Dance, Music, or Theatre and Film) and Bachelor of Music. In applying for one of these programs, you must meet the minimum requirements listed above. In addition, you may submit evidence (a portfolio, an audition tape, a personal audition) of your skills and/or talents to the appropriate department.

If you want to enter a Fine Arts or Music program leading to one of these special degrees, you should correspond early with the departmental chairperson concerned.

Different Types of Admission

Aside from the standard admission process explained above, three other options exist at Denison: Early Consideration of Freshmen, Early Admission, and Deferred Admission. These options are discussed in detail below.

Early Consideration of Freshmen

A freshman applicant is generally admitted on the basis of grades for seven semesters of secondary school work, and the completion of the requirements listed above. Special Consideration for acceptance on the basis of six semesters is given if you are a top-ranking applicant who has taken the SAT or the ACT not later than December of your senior year. As an early applicant, you may apply to other colleges and universities. You are not required to commit yourself to enroll at Denison.

Early Admission

A limited number of outstanding students may be admitted for enrollment at the end of their junior year in high school. You must have the recommendation of your secondary school and have taken the SAT or the ACT to be considered for early admission.

Deferred Admission

Upon being accepted at Denison, you have the option of delaying your entrance into the College for a year if you provide the Admissions Committee with an appropriate rationale for doing so. You have until May 1 of the year you are accepted to inform the Admissions Office of your decision to postpone your entrance. You must pay a $100 deposit by that date.

While on deferred admission, you must reconfirm your intention to enroll by March 1 of the following year. If you fail to do this, your deposit is forfeited and your acceptance is withdrawn.

Should you desire to enroll in the College at the beginning of the second semester, instead of at the end of the year, you would be admitted on a space-available basis. Should you decide to delay your entrance more than a year, an extension of your deferred admission would be at the discretion of the Admissions and Financial Aid Council.

Dates of Acceptance

If you are a regular candidate for admission, the Admissions Committee will notify you of its action on your application by April 15. If you are a candidate who has applied for early consideration, you will be notified on or about January 15, and you must reply by March 1.
Waiting List

Qualified applicants who cannot be offered acceptance by April 15, owing to limitations on dormitory space, are placed on a waiting list. Such applicants are given later consideration for any openings which may occur between late April and early September. Candidates are not ranked numerically on the waiting list, but all who wish to remain active are carefully reconsidered for available openings.

Fees and Deposits

The following fees and deposits are required:
- a registration deposit of $25
- a room reservation deposit of $25 (except for a local student who will commute from home)
- an advance payment of $50 toward tuition for the first semester

If you are accepted for admission, in April, these deposits, totaling $100, must be paid on or before May 1 and are nonrefundable after that date. Early acceptees must make deposits by March 1.

If you are accepted for admission, in April, these deposits totaling $100, must be paid on or before May 1 and are nonrefundable after that date. Early acceptees must make deposits by March 1.

For further information, see Refund of Deposits section. An applicant from the waiting list, or a transfer student accepted after May 1, usually is allowed two weeks to make the payment of deposits.

Advanced Placement

This program of the CEEB was developed to give recognition to a person who takes college-level courses in secondary school. You may be excused from certain college requirements by satisfactorily passing the Advanced Placement examinations in English, Foreign Languages, American History, European History, Biology, Chemistry, Physics, Mathematics, Art History, and Music. Credit and waiver will be given if you score a 5 or a 4 on any of these examinations. Credit and/or waiver may be given for a score of 3 upon recommendation of the department concerned and the Registrar.

For information on Proficiency Examinations in all subjects and other methods of satisfying Denison's Foreign Language requirement, see the Plan of Study section of the catalog.

Advanced Standing

Upon Advanced Standing admission, you will be allowed credit without examination for liberal arts subjects taken at a college accredited by the North Central Association of Colleges and Secondary Schools or an accrediting body of similar rank.

Class standing at Denison is based on the number and quality of credits accepted for transfer. In addition to the two-year residence requirement, you must earn at least a C average at Denison to qualify for a degree. Any requirements for graduation from Denison not satisfactorily completed at the college previously attended must be taken in normal sequence.

Good Standing

The Admissions Committee expects transfer students to be in good academic and disciplinary standing at the college previously attended. Semester-hours of credit — but not actual grades — are transferable for all liberal arts and science courses similar to those offered at Denison. Courses bearing below C grades are not accepted for transfer.

Transfers

Denison welcomes applications from transfer students. A limited number of transfer students are admitted each semester.
Annual Costs

<table>
<thead>
<tr>
<th></th>
<th>Actual 1976-77</th>
<th>Projected 1977-78</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tuition</strong></td>
<td>$3,375</td>
<td>$3,625</td>
</tr>
<tr>
<td><strong>Activity fee</strong></td>
<td>$225</td>
<td>$240</td>
</tr>
<tr>
<td><strong>Board</strong></td>
<td>$750</td>
<td>$750</td>
</tr>
<tr>
<td><strong>Room</strong></td>
<td>$690-795</td>
<td>$730-840</td>
</tr>
</tbody>
</table>

Each student on full tuition pays about $882 less than his or her actual educational expenses. Gifts from alumni, parents, and friends supplement endowment and other income to enable the College to meet this difference. How long Denison and similar colleges and universities seeking to provide an education of high quality can postpone additional charges for tuition is clearly dependent upon the increasingly generous support of alumni, parents of present students, and other friends.

The College reserves the right to make changes in costs at the beginning of any semester by publication of the new rates for tuition and activity fee three months in advance, and for board and room one month in advance of their effective date.

**Tuition**

The $3,375 annual tuition permits a student to take from 9 to 17 hours each semester. An additional charge of $105 is made for each registered hour in excess of 17 hours for one semester or 35 hours over two semesters in the same academic year. A student must petition the Registrar's Advisory Committee to take more than 17 hours of credit in a semester. A part-time student is charged $105 for each semester-hour of credit. The semester tuition covers the January Term if the student is enrolled for the fall semester or the ensuing spring semester at Denison.

**Activity Fee**

The $225 activity fee provides basic support to the Student Health Service, the College Union, and the Denison Campus Government Association (student government at Denison) and student organizations DCGA sponsors. It also enables through partial support the offering of student programs such as concerts, plays, guest lectures, other activities of a social and recreational nature, and athletics. Payment of this fee entitles a student to receive the campus weekly newspaper and the literary magazine.

**Board**

Meals are served in the college dining halls throughout the academic year except during vacations. The charge for board is $750 a year. A five-day board plan is also available at $700 a year. There is an additional board charge for students living on campus during the January Term. Saga Food Service, Inc., the largest collegiate food operator in the nation, assumed responsibility for the operation of Denison's food service in 1967.

**Room Rent**

If two or more students room together, the rent for each student is $690 a year. The price of a single room is $795 a year. There is no additional room charge for residing on campus during the January Term if a student is a dormitory resident for the fall semester or the ensuing spring semester at Denison. No room is rented for a shorter period than one semester. Students will be charged for any damage to the furniture or the room beyond ordinary wear.

**Other Fees**

**Auditing Classes**

The privilege may be granted to any student. A regularly-enrolled full-time student may be permitted to audit one course each semester without additional fee and without academic credit. In all other cases, an auditor shall pay a sum equal to one-half the tuition rate paid by a part-time student.

**Off-Campus Programs**

An administrative fee of $105 per semester is charged to each student participating in an off-campus program.

**Freshman Orientation**

In June, Denison sponsors an orientation program for incoming students and their parents. Nine identical sessions, each lasting about one-and-a-half days, are held to provide counseling for students on course selection for the fall, placement tests, campus tours, and discussion of student life. A charge (including room and board) is made to students and their parents.

**Books and Supplies**

The cost of books and supplies is estimated at $75 a semester. Cash or check payments are required for all purchases at the Bookstore. Credit is not extended.
Department of Music Fees

Music fees are required of a student taking private lessons in Applied Music, unless the student is majoring in music. On the basis of one private lesson a week including the necessary practice-time, the charge is $105 a semester.

Any student paying regular tuition may attend classes (not private lessons) in voice or instrumental music without extra charge.

Any student who has played an instrument in band or orchestra for four semesters may take private lessons on that instrument without charge.

Special Fees

A materials fee of $15 per semester is charged for courses such as ceramics, sculpture, printmaking, and photography where the student becomes the owner of tangible items created.

Special fees for certain activities not normally included in the curriculum, such as karate, horseback riding, etc., are charged to participating students.

Health Service

This service includes hospitalization up to three days a semester (exclusive of medical and surgical costs such as X-ray, services of special nurses and consultants, doctor’s or nurse’s calls to a student’s room, special medicines, or the use of special appliances). A charge of $20 a day is made for hospitalization in excess of three days. A group accident and sickness plan is also available to students. The Cashier mails details of this plan to students in the summer.

Damages Deposit

Each student living in a residence hall is required to pay a deposit of $15. These deposits are used to cover on a prorata basis charges for damages to public areas and furniture and furnishings therein, loss of College property in these areas, and uncollected toll telephone calls.

The unexpended balance is refunded to the student upon graduation or withdrawal from the college. Bills are sent to students for amounts required to maintain their deposits at the $15 level.

Payment of Bills

All bills are payable in the Cashier’s office. To help develop a sense of responsibility and a greater appreciation of the educational opportunity, the College has a policy of collecting bills from the student rather than from his or her parents.

Semester bills are due August 10 for the first semester and January 10 for the second semester. Bills may be paid in advance. All other bills are due within 10 days from the date presented. Bills past due are subject to a late payment fee of $2. This fee is waived for sufficient cause explained to the Cashier before the payment due date. On request, a receipted bill is issued when the statement is returned.

A student is ineligible to attend classes unless his or her bills are paid when due. A student will be denied an honorable separation, an official record of credits, or a diploma until all college bills are paid in full.

Deferment

Deferred payment of one-half of the net amount due for the first semester is permitted until November 1, and for the second semester until April 1, provided the request is made to the Cashier on or before the due date. A service charge of $10 per semester is made in event of deferment.

A monthly pre-payment plan and an extended repayment plan are available to parents of Denison students. Both plans also provide insurance for continued payment of educational expenses in case of death or disability of the insured parent. Details of these plans are sent to students as soon as they are accepted for admission.

Anyone wishing information in advance of this time should write to Insured Tuition Payment Plan, 6 St. James Avenue, Boston, Mass. 02116.

Refund of Deposits

Withdrawal from the College at any time is official only upon written notice to the appropriate Associate Dean of Students. A request to the Registrar for a transcript of credits shall neither be considered a notice of withdrawal from the College nor a cancellation of a Room and/or Board reservation.

Cancellation of room reservation or registration for the fall semester by a student enrolled at Denison during the previous spring semester must be made prior to May 1. Both the Registration Deposit of $25 and the Room Deposit of $25 are forfeited if the time limit is not observed.

If a student does not preregister or indicate withdrawal by the cancellation date, both deposits shall be forfeited.

An entering student should read the Fees and Deposit section in the previous Admission part of the Catalog for regulations pertaining to other deposits.

A student withdrawing or dismissed from the College during the academic year shall forfeit the Registration and Room Deposits, except in the case of a withdrawal which results in no refund of second semester charges or for illness. A student granted permission to move into off-campus apartments or into a fraternity prior to the start of the
second semester will not forfeit the Room Deposit.

If a student withdraws because of illness, does not attend another college, and plans to register for a subsequent semester, the deposits are to be held. If the student does not register during the following two semesters, the deposits will be forfeited.

The Room Deposit of a student who cancels his or her room reservation within the time limit indicated above or is permitted to live off-campus or in a fraternity will be credited to his or her bill for the fall semester. In the case of a senior, or a withdrawing student entitled to a refund, Room and/or Registration deposits will normally be refunded in June.

**Refund of Tuition, Activity Fee, Room and Board**

Withdrawal after the due date of semester bills, but before Registration Day. Except in cases of illness confirmed by a physician, the charges for withdrawal from the College or cancellation of a dining hall or residence hall reservation after August 10 for the fall semester or January 10 for the spring semester shall be **25 percent of the semester tuition**, 25 percent of the semester board charge, and full semester rent for the residence hall room. In no case shall the activity fee be **refundable**. These policies apply to both the returning and entering student.

Withdrawal during a semester: After Registration Day there shall be no refund of room rent or board charge, except in the case of a student withdrawing from the College because of illness. Such a student shall be charged **10 percent of the semester room rent and board charge** for each week or part thereof (not to exceed the semester rates).

A student voluntarily withdrawing or dismissed for disciplinary reasons from the College during a semester will be charged **25 percent of tuition** (not to exceed the semester charge) for each week or part thereof enrolled (enrollment begins the first day of classes).

A student withdrawing from the College during a semester because of illness shall be charged **10 percent of tuition** (not to exceed the semester charge) for each week or part thereof enrolled. In no case shall there be a refund of the activity fee.

(1) Higher education organizations and the U.S. Office of Education are currently reviewing refund policies for colleges and universities, the results of which could have an impact on the above refund policies during the 1976-77 academic year.

**Financial Assistance**

Denison University supports the conviction that every student accepted for admission should be able to attend the College regardless of financial circumstances. The financial aid program at Denison is designed to assist students to overcome so far as is possible the cost barrier often associated with private education. In order to assist the largest number of students, financial assistance is awarded under a need based system.

**Financial Need**

Denison utilizes the Parents' Confidential Statement (PCS) of the College Scholarship Service (CSS) to determine your financial need. CSS is an affiliate of the College Entrance Examination Board (CEEB). CSS calculates your need by starting with your yearly Denison budget (which includes tuition, fees, room, board and incidental expenses) and subtracting from that figure the amount you and your family can be expected to contribute to your education. This calculation is made each year in order to reflect changes in cost, income, and changed circumstances. Your secondary school guidance office will have information about need-based financial aid programs and how you may qualify. No financial aid will be awarded unless your need is established by these procedures.

**Awards**

Awards normally consist of a "package" designed to meet your financial need as established by CSS. The package contains 1) a grant-in-aid, 2) a loan, 3) a job. If your secondary school academic performance is outstanding, the grant-in-aid may be an increased percentage of the total award, but in no case will it be 100 per cent. Your award is subject to an annual review, based on a new PCS.
Grants-in-Aid

A grant-in-aid constitutes an outright gift to you based on need. A grant is not automatically continued from one academic year to the next and will be adjusted as your need changes. Each year you must resubmit an appropriate financial statement to CSS. For a continuation of a grant, you must (a) have need as determined by CSS, (b) be permitted to register and attend classes, and (c) be making satisfactory progress towards a degree. In response to recommendations by governing bodies of the College, special categories of aid can exist subject to alternative guidelines.

Loans

Denison has participated in the federally appropriated and controlled National Direct Student Loan (NDSL) Program. The college also has established eligibility as a Guaranteed Loan lender. Depending upon federal funding, loans will be made to you under one of the two programs if you qualify for financial aid. You can obtain current information on student loans from the Office of Financial Aid.

Jobs

On-campus employment opportunities are available to you if you wish to contribute toward your college expenses. Work opportunities are offered first to students with financial need, but any student may apply. Work available covers a wide variety of assignments, including dining hall, library, and other auxiliary services. Under the College Work-Study Program, academically-related jobs are made available to students coming from disadvantaged backgrounds.

Other Sources

Federal and State educational grants are available through the appropriate agencies to eligible students. To determine your eligibility under these programs, you should consult your guidance counselor or write the Office of Financial Aid.

Upperclass Awards

Various departmental scholarships and special stipends are available to you as an enrolled student. Information concerning these scholarships can be obtained from the department concerned or from the Office of Financial Aid. Those awards are usually made for outstanding performance in and contributions to programs on campus.

Graduate Honor Scholarships

Graduate scholarships and fellowships are handled through the Office of the Graduate School Counselor and the Dean of Students. You should contact these offices for information on graduate scholarships and fellowships.

How to Apply

Your parents should submit the Parents' Confidential Statement form to the College Scholarship Service by December 15 if you request Early Consideration and by March 1 for any other case. You should designate Denison (1164) as one of the colleges to which your information should be sent. Denison's costs will be on file with CSS FILE EARLY. Denison does not require a separate application form. Notice of your financial award is sent within two weeks after the date of official notification of your acceptance to the College.
The overall impact of Denison can be very misleading for those who refuse to scratch the surface. In spite of its efforts tocorrect this, Denison still smacks of a neatly defined socio-economic flavor. In the society in which we live, any private institution will have difficulty in injecting those elements that might create a totally heterogeneous community. There exists a common ground at Denison upon which a great portion of the student body stands when organizing value systems. Yet, this is obvious to anyone. It involves no effort or insight to recognize this.

Unless one takes time to search beyond this prevailing attitude and examine individuals, he may never get to see the stuff of which people are made. After all, this prevailing attitude is only a conglomeration of parts of individuals. There are sides to every person at Denison to which few people have been exposed. The subtlety of these unknown sides can erupt to a roar for those who care to take time to listen.

To shun and turn away, hoping to find a different type of people elsewhere will bring only frustration. These “new” people will be discovered only by he who takes the challenge by looking and listening, and finally finding them inside of the figures which surround him. Four years at a school like Denison where people have time to be human and are not caught up in the machine-like environment provides one with the time to learn how to discover people.

Janet Livingston
Picture it. Beautiful. Some old—some new buildings, redbrick paths, dogwood trees, way up on a hill, far from the big city, but still within reach. One thousand acres of College Hill and adjacent lands to choose from to study, write a paper, throw a frisbee, have a leaf fight. Sound too good to be true? Sometimes I wonder.

Don't get me wrong, Denison has an awful lot to offer— if you are willing to look for it. Things aren't just handed to you on a silver platter; you have to work for them. But there are always people around to help look—it's an extremely personal school. Professors will ask you home to dinner, and are willing to sponsor any crazy January term or directed study—as long as you can justify it.

Considerers claim it is too small, to traditional socially for one to get a good heterogeneous experience. But the smallness encourages new friendships, and you find that if you really listen, a lot of different people have some pretty interesting ideas. As for the traditional social life, i.e. the Greek system, it does at least provide some social activities, although they aren't always as conducive to making friends as they are to getting drunk and rowdy. And some of the traditional aspects aren't all bad. Huge water fights to cool off and relieve studied-out brains, putting up money so a professor will swallow a goldfish for muscular dystrophy—these don't need phasing out—who wants to grow up all at once?

Denison's major problem is its isolation from the outside world, a lack of awareness on the students' parts to look beyond the academic and social life. But if you recognize this problem, you're halfway to the solution. Come down off the hill—even if it's just for a little while. Take an active part, in the Denison Community Association—work with blind children, rake leaves or shovel snow for the Granville elderly (usually receiving home-made goodies and home-made talk for your efforts), and you can really round out an excellent liberal arts education in the rolling hills of Ohio.

Pam Schmidt
Before I transferred to Denison I was aware that it, like most private liberal arts colleges scattered throughout the rural Midwest, provided the perfect setting for an idyllic hill-top existence. Desiring a contrasting scenery against the traditional Southern backdrop of my nineteen years, I romanticized that such isolation would be conducive to a creative and innovative education.

But after I circled the brick pathways that lead to Denison's manicured campus for the first time, I began to understand the possible inhibitors of free thought within a secluded environment. My naivete expectations were shattered by an atmosphere reminiscent of the high school cheerleader enthusiasm for the all-American, ask-only-the-right-questions-and-you'll-get-asked-to-the-prom mentality. I observed that "old-gold" weekend was not only the highlight of campus life, but that it occurred every weekend in the guise of socializers and stag lines. Denison's mainstream life seemed to have isolated itself in the decade of the fifties.

Despite the parochial security found in organized brotherhood, single-sex housing, and sorority pinned identity, I discovered creative lifestyles and independent thinking at Denison. In the academic arena, especially, labels are erased and individual ideas are encouraged. And through one of Denison's many off-campus programs my theoretical education was enhanced with practical experience.

By avoiding aspects of Denison life that are stifling to building natural relationships, I have tried to take advantage of activities and occasions which allow me to peek inside of boxed images others have created for themselves. And very often I am refreshed to see individuality ripping through.
The key to Denison's personality is possibility. Options are there. In fact, in exploring all these options, I've made my share of mistakes. But there has always been another channel through which I could discover my possibilities.

At first I felt the need to conform to the overbearing social scene here - a la "Frat Row". It took a while, but I discovered the other half of Denison - the hidden half that doesn't need to shout over a keg of beer. The social scene doesn't oppress me any more. I've found that there is room for individuality at Denison. Possibility.

We have a unique microcosmic quality here. And just like any community, we have friction. But international students, black students, and white students all have a chance to grow together and learn through their involvement in student theater productions, government, newspaper publications, athletics, musical concerts, classrooms. Possibility.

The intellectual exchange is another hidden feature. The faculty is eager for such exchange, and often disheartened by the seeming apathy. But beyond that sheath of apathy are students, silent and strong, and just as eager to explore their interests. Denison allows great freedom in this pursuit, through individually designed majors and off-campus programs. My best experience at Denison has been the thoughtful encouragement and stimulation from my close contacts with faculty and administration. Possibility.

Some say the atmosphere is stifling. We are protected from the world outside as we sit atop this hill. I say that we are simply being given the time to explore ourselves and our relationships to others. We are given the time to grow, through possibility.

Betsy Sloan
Four years ago, Denison appeared to be the perfect school for me. Now four years later, I reflect back without regret on my choice of colleges. It is incredible — even to my optimistic self that Denison has provided for all of my needs through a period of tremendous growth, re-evaluation, and four years of a strong liberal arts education.

Denison is often accused of being homogeneous, and isolated (though picturesque) high atop one of Ohio’s few hills. It is homogeneous in the fact that both students and faculty are talented and energetic. But here Denison also shows its diversity — artistically, musically, and experientially. The energy is not only creative. It is seen at a weekend-long Musical Dystrophy Dance Marathon — which netted far in excess of its goal, Isolation? Granted, Granville is not a booming metropolis, but that testifies to the multitude of different on-campus events.

If the student feels the need to leave campus, Columbus offers many opportunities. The Denison Community Association sponsors endless chances for volunteer work with juvenile delinquents, the Mental Hospital, Blind School, tutoring ... The experiences and rewards are right there for the students who look beyond themselves.

The most meaningful feature of Denison for me has been its treatment of students as individuals. Even individually-designed majors are possible for those whose interests extend beyond one field. And I’m sure that very few schools have the close student-teacher contact that I have experienced here. Classes may occur in the Stein, or in a professor’s home. The faculty exudes the same energy and enthusiasm as the students. They are always available, helpful and responsive. Personal attention even extends itself into the administration. I am still amazed that the Dean of the Chapel recalls my name four years after eating one lunch with him, or the Dean of Students taking passing on the quad, or the Registrar’s enormous help and sympathy with my grad school applications. The list is endless.

My time has come to leave; it seems it has passed too quickly. Good times with my sorority, Jan. Terms, volunteer work in Columbus, my semester in Austria, rowdy times and hard times. Denison has prepared me to meet the world. I expected a lot from Denison four years ago, but I am leaving with the memory of much more.

Dale L. Zioncheck
Every institution has its flaws as well as its advantages. Denison is no different, but it impresses me as a place which appears to be trying to correct its flaws. Although at times it seems very difficult, I try to overlook the flaws and concentrate my efforts toward utilizing the positive aspects of this institution, of which I've found many.

The academic life here is a challenge to me. I think that it is quite demanding, all things being considered. The reputation Denison has can be very beneficial and useful once you leave. Although the value of a liberal arts education is questionable at times, I feel that Denison has excellent resources for furthering your education.

The social life here is lacking and unless you're into a Greek life, there are few alternatives. You learn to mold and create your own lifestyle which is what it's all about anyway. It makes you humble and realize the things you have in life, but it can be lonely sometimes too. I feel that all these things make Denison a unique experience.

Vincent Vaughters
The first thing I want to do is explore the novice illusion that Denison is a unique university. What makes Denison unique for many people are superficial elements: blooming, beautiful landscapes, drinking binges, blowing-off, Greeks, flexible regulations, heart aches, frustrations, Anxieties— you name it, baby, and we've got it, got it just like everyone else. Try stripping away the facts and frills and you'll see Denison standing naked in a row of universities like it, stripped to the essentials that plainly distinguish a good academic institution from a bad one.

Protest All you like. But what sort of justice would I be doing to the place and myself if I merely claimed Denison to be unique for all the obvious reasons used by most everyone? That popular cliche—Denison is what you make it—is a half-truth. It forgets the other side of the coin, which is: Denison is only what you make of yourself. You see, I hate to give credit where it's not entirely due.

Sure, Denison offered me all sorts of opportunities, both academic and extracurricular, which affected my thinking and "changed" me considerably. What Denison offered that interested me, I took. I became editor of the college newspaper mid-way through my freshman year; I met all kinds of people—faculty, students, trustees, prominent people because of the newspaper. No doubt they all had some effect upon me.

But I think I reached a point of saturation: I was taking all I could from these people and opportunities, but was failing to reverse the process, failing to create opportunities for myself by using my own creativity and individuality. I think the value to an undergrad. Education ultimately rests upon the individual's ability to recognize that the institution has limits, and in order to expand one's knowledge one must transcend those limits.

This is not to imply that an undergrad. education is valueless. That has certainly not been true of my Denison experience. It just further demonstrates that it's not so much what you make of Denison, but what you make of yourself, regardless of the institution.

Cathy Horyn
Transferred to Barnard College
Umbrellas lined up in front of the Student Union on a rainy day, 
pledges from a frat singing on the library steps, frisbee on the quad, a 
light in a science lab burning all night... these are what my im-
pressions of Denison are made of. Without them, it is difficult to know 
Denison, because they are what make the campus unique.

Since my arrival from Colorado, I have been asked many times what made 
me come so far to go to college. I came for many reasons—and almost 
all of them have been realized this year. At this small school, hidden 
in the Welsh Hills of Ohio, I have been given the chance to be 
myself, every minute of every day. People here are all individuals, 
and yet the lacrosse player, the volunteer fireman, and the philosophy 
major all share a common, caring bond because of the physical 
closeness of the school. Professors, administrators, and students, 
all here for different reasons, pursue their goals without losing 
the unity found in a casual conversation, over a cup of coffee in 
the union, or in the mutual interest in each other's goals and 
thoughts.

The classes here reflect the community, being small and personal 
without seeming limited. I have never felt programmed into absorbing 
a certain number of facts in a class, but I usually feel comfortable 
expanding on, or challenging, a line of thought. I think I 
take my classes more seriously than most; I "blow off" more than 
some... but I never feel wrong either way.

I can, of course, see where problems can arise through this 
unity. Isolation is definitely a factor. To some, it is just too 
confining to become a part of another world up here when they are 
physically and socially separated from the rest of society. Denison 
becomes your whole life for four years and demands you commit-
ment to it.

For me, Denison's isolation is perfect. It brings out my individuality 
and creativity while it brings focus to my life. I have found 
what I was searching for, and I feel that I am truly getting 
an education that will enrich my academic and social lives.

-Dey Bate
Interdepartmental Majors

Black Studies

Black Studies is interdisciplinary in approach and international in scope. It involves an attempt to understand the richness and complexity of the Afro-American experience within the context of American life and institutions past and present. It further attempts to comprehend the meaning of that experience by analyzing the relationship of Afro-American history and culture to other African peoples, in Africa, the Caribbean and Latin America.

The Black Studies curriculum includes both interdisciplinary courses and regular departmental courses. The Black Studies committee, chaired by the Director of the Center for Black Studies, coordinates and evaluates the curriculum. In addition, the Black Studies committee works with various departments to develop new courses.

The Center for Black Studies coordinates field work opportunities with various institutions that serve the Black Community, including the Urban League, the Bedford-Stuyvesant D & S Corporation and the Dartmouth College Jersey City Program.

Along with participating in regularly scheduled courses, students interested in Black Studies are encouraged to engage in interdisciplinary research under faculty direction. Academic credit for such work is offered by way of directed studies, independent studies, senior research and honors projects.

Course Offerings

Black Studies

235 — The Nature of Black Studies
385 — Senior Project

English

310 — Studies in Literature: West African Culture
354 — Imagination and Black Experience in America
355 — The Harlem Renaissance (pending approval)
356 — The Narrative and Poetry of Black America
357 — Rendezvous with the Third World
359 — Oral Tradition and Folk Imagination (Black)

History

215 — A History of Blacks in America
316 — Topics in Black History
381 — Africa: Dynamic and Diversified Continent

Latin American Studies

401 — Seminars In Latin American Studies

Religion

228 — Black Religion and Black Theology

Sociology

345 — Peoples and Culture of Africa

The Faculty

Charles P. Henry
Director, Center for Black Studies, and Assistant Professor of Political Science
A.B., Denison U.; M.A., Ph.D., U. of Chicago
Artist In Residence
All Year: Olu Makinde
B.A., U. of Ibadan (Nigeria); M.A., Ohio State U.

Other faculty who teach Black Studies courses are Dr. Valerie Gray, Assistant Professor of English; Dr. John Kirby, Associate Professor of History; Dr. Naomi Garrett, Visiting Lecturer; Dr. William Nichols, Associate Professor of English; Rev. John L. Jackson, Assistant Professor of Religion; Dr. Joseph de Armas, Associate Professor of Modern Languages; Russell Geiger, Assistant Professor of Sociology and Anthropology; Dr. Donald Schilling, Assistant Professor of History.

Classical Studies

Study of the world of ancient Greece and Rome offers insight into a foreign culture and knowledge of the origins of our own. Students may explore this ancient civilization primarily through literature in both modern English translations and in the Greek and Latin languages. Various purposes can be served by classics courses: (1) developing an understanding of outstanding examples of thought and artistry; (2) constituting a background for many other fields (such as modern literature, religion, philosophy, history and arts, as well as the professions of law, theology, and medicine); and (3) preparing a specialty in the classics for enjoyment or teaching.

In classics students may emphasize various methods. They may explore literary history and trace the development of literary genres such as epic poetry, drama, history, and oratory. They can learn the structure and content of the classical languages: how they function and what characteristic concepts they express. Students may discern the interplay of mythic and conceptual thinking and note the creation of a philosophic and religious vocabulary. Thought, literature, and art can be related to their historical context and studied in terms of the societies which produced them.

Classics provide scope and method for appreciating some of the best achievements of humanity. Yet the fragmentary state of the evidence requires honesty and imagination to judge what can be known. Because the meaning of the classics changes with each period and for each person, it is valuable to learn their significance for the present and their past importance to generations of thinkers trained in the classical tradition.

Course Offerings
Greek Language
Greek
111-112 — Beginning Greek

211-212 — Introduction to Greek Literature
361-362 — Directed Study

Latin Language
Latin
111-112 — Beginning Latin
211 — Introduction to Latin Literature
361-362 — Directed Study

Classical Civilization
101 — Life and Thought in Athens
102 — Roman Life and Thought
103 — Greek Mythology
104 — Greek and Roman Drama
361-362 — Directed Study

The Faculty

Cynthia Thompson
Assistant Professor (1975- )
B.A., Wellesley College; M.A., Ph.D., Yale U.

Dr. Thompson enjoys reading classics from the standpoint of ancient religion and exploring its archeological side, which she studied at the American School in Athens, Greece. Her particular interests are in the history of interpretations of Homer’s myths and the goddesses of the ancient Mediterranean.

East Europe and Soviet Studies

This major is intended to confront the student with a value system different from the one in which he or she grew up. With the rapid growth of cultural, economic, and scientific exchanges of ideas and resources between the U.S.S.R. and U.S.A., it becomes more and more important for Americans to learn about Russia. This major attempts to fulfill this task.

Students will take Soviet Studies 115, The Soviet Union as a Way of Life, and in addition courses distributed among Russian Language, Russian Literature, Russian or Soviet History, Soviet Politics, Geography of the Soviet Union, and Comparative Economic Systems. The total number of required courses is eight, or about 30 credit hours.
Course Offerings

Soviet Studies

115 — The Soviet Union as a Way of Life

Economics

312 — Comparative Economic Systems

Geography

240 — Geography of the Soviet Union

History

347 — Russia to 1917
348 — Soviet History
360 — Eastern Europe: The Cultural Battleground of Europe
360a — The Cold War

Political Science

322 — Soviet Politics
339 — Comparative Foreign Policy: The Soviet Union and the United States
357 — Soviet Foreign and Military Policy
402 — Various Topics on Soviet Elite and Soviet Foreign Policy

Russian

111-112 — Beginning Russian
211-212 — Intermediate Russian
305 — Advanced Russian Conversation and Composition
311-312 — Introduction to Russian Literature
322 — The Age of Pushkin and the Romantics
323 — Dostoevsky and the Naturalists
324 — Turgenev and Chekhov
325 — The Age of Tolstoy
326 — Russian Soviet Novel from Sholokhov to Solzhenitsyn

The East Europe and Soviet Studies major is coordinated by Mr. Michal Barszap, Instructor of Russian.

Faculty on the East Europe and Soviet Studies staff are Mr. Barszap; Dr. Bruce E. Bigelow, Assistant Professor of History; Dr. William J. Bishop, Associate Professor of Political Science; Dr. William L. Henderson, Professor of Economics; and Dr. Richard H. Mahard, Professor of Geology and Geography.

A student interested in the East Europe and Soviet Studies major should contact Mr. Barszap.

French Area Studies

The subjects taken for the Area Study major on France are chosen from Modern Languages, Geography, History, Political Science, Economics, Philosophy, Sociology, and English.

Students begin an Area Study of France by taking the introductory course, French 201-202. The course considers several ways of answering the question: What makes France French? Students examine various aspects of French culture (art, slang, history, attitudes toward the past, etc.) that pertain to the problem of identifying a French national character. A directed study in the area, French 401-402, is taken during the senior year, offering students an opportunity for independent study on any phase of the area that best satisfies their interests.

The Area Study program attempts to provide the background necessary for students who are planning to enter foreign service, business enterprises dealing with foreign countries, teaching, international relations work, or related activities. Its ultimate objective is to bring about a better understanding among peoples of various races and nations. It is valuable also as a cultural major, providing an understanding of the present-day characteristics and problems of the world outside the United States, leading to a better comprehension of our relationships with the foreign area.

Course Offerings

French Area Studies

French 201-202 — Area Study: France
French 401-402 — Problems in Area Study

Language and Literature

12 hours at the 311 level or above; must include French 415 — Advanced French Grammar and Writing

Economics

Economics 200 — Principles and Problems
Economics 314 — International Economics

Geography

Geography 232 — Geography of Western Europe

History

History 211 — Modern Europe
History 351 — European Diplomatic History, 1815-1914
History 353 — War and Revolution in the 20th Century
History 356 — Intellectual and Cultural History of Modern Europe
Political Science

Poli. Sci. 221 — Comparative Politics
Poli. Sci. 341 — International Political Systems and Processes

Electives

English 349 — Readings in European Literature
English 350 — Modern European Literature
ID. 271-272 — Linguistics
Art 205-206 — History of Art Survey
Art 407-408 — Modern Art

The France Area Study major is coordinated by Dr. Charles O’Keefe.
Faculty on the France Area Study staff are Dr. O’Keefe; Dr. Richard Lucier, Assistant Professor of Economics; Dr. Lenthil Downs, Professor of English; George Bogdanovitch and Dr. Eric Hirshler, Professors of Art; and Steven W. Rosen, Assistant Professor of Art; Dr. Richard Mahard, Professor of Geology and Geography; Dr. Felicitas D. Goodman, Associate Professor of Sociology and Anthropology; Dr. David Watson, Professor of History; and Dr. William Bishop, Associate Professor of Political Science.

A student interested in this program should contact Dr. O’Keefe.

Latin American Studies

With the emergence of Latin America to an important position in world affairs, as well as in the Third World, with the increasing interest of North Americans in hemispheric events, and in the light of the current political and economic situation in some of the countries south of our border, Denison University is offering an interdisciplinary major which affords both broad preparation and specialized training in the field of Latin America.

The studies are inter-disciplinary in their approach and are designed to developed competence relevant to employment in governmental agencies, private enterprise, and teaching, as well as a good and broader preparation for graduate work.

Although the designed program is a flexible one, offering some options to the students, a minimum of 30 hours is required. Nevertheless, special consideration would be given by the Committee of Latin American Studies to individual needs and interests.

Course Offerings

Latin American Studies

Spanish 201 — Introduction to Latin American Area Studies

Seminars

Two of the following:
ID. 341 — Caribbean Studies
Latin American 401 — Two Seminars in Problems in Latin America
ID. 407 — Castroism and the Process of the Cuban Revolution

Language and Literature

Proficiency in Spanish or Portuguese and one of the following:
Spanish 313 — Advanced Conversation
314 — Advanced Grammar
315 — Spanish American Literature

Economics

One of the following:
Economics 316 — Economic Development
Economics 350 — Latin American Economic Development

Geography

Geography 230 — Geography of Latin America

History

Two of the Following:
History 391 — Introduction to Latin America
History 392 — Modern South America
History 393 — Modern Latin America: Evolution or Revolution
History 394 — History of Brazil

Sociology and Anthropology

Sociology 319 — South American Indians

The Latin American Studies major is organized and administered by a faculty committee and a coordinator.

Dr. Joseph R. de Armas, Professor of Spanish, is coordinator of the Latin American Studies Program. Faculty committee members are Drs. Donald M. Valdes, Professor of Sociology and Anthropology; Charles W. Steele, Professor of Spanish; Richard H. Mahard, Professor of Geography; Robert B. Toplin, Associate Professor of History; Paul G. King, Associate Professor of Economics; and Felicitas D. Goodman, Associate Professor of Sociology and Anthropology.

A student interested in the Latin American Studies major should contact Dr. de Armas.
Literature

This interdepartmental program coordinates courses presently available in the departments of English, Modern Languages, and Classical Studies, as well as literature courses sometimes offered in other departments such as History, Religion, or Philosophy.

Majors are required to take a minimum of nine courses, to be chosen from the following areas:

- 20th Century English and American Literature, a minimum of two courses.
- Pre-20th Century English and American Literature, a minimum of two courses.
- Literature of cultures other than English and American. These courses may be in translation and this area includes: Classics, European Literature, and Third World and Non-western Literature, a minimum of four courses; at least two courses must be taken from each of two of the three divisions.
- Proficiency in a foreign language. A major must take one advanced literature course in a foreign language or translate a literary text under the direction of a faculty member.

A Literature committee will be established to administer this major. The committee will determine which existing courses relate to this major during the 1976-77 academic year.

Urban Studies

The Trans-departmental Urban Studies major is designed to confront the student with the broad range of urban life and problems. The major represents a cooperative effort among various departments at the college to take a comprehensive look at urban existence.

The complex and multi-dimensional nature of cities requires a contribution from several disciplines for full understanding. Denison faculty members who share interest and experience in urban areas have developed a coordinated approach to the major that includes a core of courses. The core is intended to provide the foundation upon which a student can build further knowledge, according to his or her individual interests.

Denison's geographical location precludes direct contact with urban life. However, we believe that for most students first hand exposure to cities is essential and has educational merit. For this reason, the student may include off-campus experiential studies as part of his or her major. A number of experiential options are available through Denison's participation in various GLCA programs. Individual students who desire may establish relationships with agencies serving urban functions in the Newark or Columbus area. Alternately, the Urban Studies faculty offers research opportunities in joint endeavors to investigate urban life in nearby cities. In specific instances, some students may prefer to limit their undergraduate courses to those available within the regular course curriculum.

A concerted effort to explore urban phenomena necessitates integration and unification. We hope to achieve this goal through students' exposure to several perspectives and experiences. Additionally, a formal coordinating effort will culminate the student's career at Denison.

Course Offerings

Core Courses

- I.D. 211 — The Study of Urbanization
- Hist. 312 — The City in America
- Soc. 307 — Urban Sociology
- Econ. 202 — Urban Economics
- Poli. Sci. 333 — Topics in Urban Politics
- I.D. 456 — Reflections on Urban Studies

Possible Cognate Courses

Art

- 255 — History of Western Architecture

Black Studies

- 235 — The Nature of Black Studies

Economics

- 300 — Contemporary Economic Issues and Policy
- 302 — Micro Economics
- 310 — Public Finance
- 316 — Economic Development
- 318 — Economic Development of the United States

English

- 255 — Imagination and Black Experience in Literature
- 355 — The Harlem Renaissance

History

- 215 — History of Blacks in America
- 305 — Recent American History
- 314 — American Social History Since 1860
- 343 — Modern Britain
- 352 — Social History of Modern Europe
- 356 — Intellectual and Cultural History of Modern Europe

Interdepartmental

- 441-442 — Environmental Studies
- 441A-442A — Environmental Studies Seminar
A good program in the visual arts provides more than training. It is an education that leads to a vast body of knowledge established since the Renaissance. To study and practice art requires a command of processes (i.e., experimentation, definition, selection, reduction, isolation, presentation) similar to many fields of inquiry. Producing art is to comment directly or indirectly on man and his environment, his place in the world, his relationship to his God and cosmos. An artist examines past and present theories, confirming ideas, modifying some, rejecting others, discovering new possibilities.

We are experiencing another great age of experimentation comparable to that of 15th century Italy, where the arts, literature and philosophy flourished. Today, the visual arts embrace philosophical inquiry as an artistic method to investigate human experience. Artists are searching to confirm realities with more powerful tools provided by our new technology. The complex face of contemporary art is confusing to many who see chaos rather than clear trends. By pointing to the protean complexity of art in this year, critics unwittingly underline the scope and the vitality of the arts.

The Art Department offers an extensive undergraduate curriculum in Painting, Sculpture, Graphics, Ceramics, Photography and nineteen courses in the History of Eastern, Western, and Primitive Art. Other programs such as museum exhibitions, museology, off-campus study, and independent work serve to enlarge the program further.

Course Offerings

History of Art

205—206 — History of Art Survey
255 — History of Western Architecture
301 — Ancient Art
303 — Medieval Art
304 — Italian Renaissance Art
305 — Northern Renaissance
306 — Baroque Art
307 — Indian Art
308 — Art of China and Japan
309 — Islamic Art
310 — Burmese Art
311 — Art and Social Protest
313 — African Art
405 — Northern Baroque
406 — Southern Baroque
407-408 — Modern Art
425 — Art in America

Studio

103 — Elements of Visual Arts (Sections One and Two)
115 — Painting I
131 — Printmaking I
141 — Sculpture I
211-212 — Life Drawing
213-214 — Life Drawing Workshop
215-216 — Painting II
217-218 — Introduction to Still Photography
221-222 — Ceramics I
231-232 — Graphics
241-242 — Sculpture
315-316 — Painting III
317-318 — Advanced Photography
321-322 — Ceramics II
341-342 — Intermediate and Advanced Sculpture
361-362 — Directed Study
401 — Visual Arts Practicum
  a. Figure and Portrait Painting
  b. Design
  c. Historic Methods and Materials of Painting and Drawing
  d. Ceramics
  e. Sculpture
  f. Graphics
  g. Commercial Art
  h. Fashion Illustration
  i. Seminar in Art Theory
  j. Assemblage
  k. Watercolor
403 — Museology
421-422 — Ceramics III
451-452 — Senior Research
461-462 — Individual Work for Honors
Teaching of Public School Art (see Education 341)

Recent Student Projects

Art of Assemblage — Tom Nye
Paintings of Mothers, Sisters, and Daughters (an honors project) — Lyn McKenna
Medieval Manuscripts (an honors project) — Julia Houpt
Warren Davis, Printmaker (an honors project) — Susan Webb
Drawing Landscape and Light — Pam Monroe
Screen Printing on Canvas — Sarah Voorhees
Ten Paintings — Louisa Hall

The Faculty

George J. Bogdanovich
Professor and Chairperson and Coordinator of the Arts (1972-)
B.A. Rutgers U.; M.F.A., U. of Iowa
Born in Dunellen, N.J., 1933. Received his B.A. in philosophy at Rutgers; studied art history at Oberlin College, 1956-58; M.F.A., U. of Iowa, 1964. Studied painting with Hans Hofmann and Allan Kaprow. Was on the staff of the Albright-Knox Gallery, Buffalo, N.Y., 1958; taught art history, U. of Arkansas, 1959-61; assistant curator and director of exhibitions, U. of Iowa, 1962-64; chairperson of art department, Cedar Crest College (Pa.), 1964-66; assistant professor of painting and art history, Bowling Green (O.) State U., 1966-68; associate professor of painting and art history, graduate school faculty, Washington State U., 1968-72. Bogdanovich has had 17 one-man shows and was included in over 60 invitationals. He has been an art consultant, visiting artist, and lecturer at several universities and colleges during the past three years.

Eric E. Hirshler
Professor (1959-)
B.A., Bowdoin College; M.A., Ph.D., Yale U.
Dr. Hirshler has traveled and studied extensively in Europe, the United States, and in Canada. For several years he has been principal investigator and administrative director of the Smithsonian supported archeological excavations undertaken by Denison in Sirmium, Yugoslavia. He has received several grants for further research in his main fields of interest — Baroque, Medieval, and Modern Art, and has published articles and reviews in major periodicals in these fields. He is on the editorial board of "Sirmium."

Michael Jung
Associate Professor (1967-)
B.A., Denison U.; M.S., M.F.A., U. of Wisconsin
The recipient of Ford Foundation and Denison Research Foundation grants, Mr. Jung teaches painting, drawing, and photography. His paintings have appeared in 13 one-man shows at various universities and he has received numerous awards for his work. Among his interests is film-making, having judged a recent campus film festival and taken January Term students to London for a documentary film study. He has done documentary film work in Yugoslavia, Great Britain, the United States, and Panama. Mr. Jung, who has traveled in 35 foreign countries, was acting director of Denison's Yugoslav excavations in 1970. He and several art students recently completed extensive courtroom ceiling mural restoration in Newark, N.J. In spring 1973, he headed a Cuna Indian Research expedition to the San Bias Islands, off the coast of Colombia.

Christopher Bunge
Assistant Professor (1975-)
B.S., M.A., M.F.A., U. of Iowa

Marilyn Hook
Assistant Professor (1975-)

Steven W. Rosen**
Assistant Professor, Director and Chief Curator of the Denison Collections (1970-)

Mr. Rosen has administered a Samuel H. Kress Foundation grant that enhanced the study of art history in a four college consortium. He has participated in the college's Surminian excavations as a Smithsonian fellow.
Mr. Rosen's major interests are urban aesthetics, collection of prints, drawings, and contemporary sculpture.

Mary Kay Campbell
Lecturer (1956-)
Mrs. Campbell's teaching areas span printmaking, design, drawing, watercolor, fabric printing. Other interests are stained glass, travel, yellow, Balenciaga, enthusiastic people, and an appreciation of wholeness.

Astronomy

Astronomy 100a and 100b are two separate courses in Descriptive Astronomy, each covering the whole of Astronomy with somewhat different emphases. Either may be used to satisfy one course of the science requirement. The student who desires preparation for graduate work in Astronomy, Astrophysics, or Space Physics should pursue a modified major in Physics. This program normally will include one or more year courses in Astronomy. See Courses of Study in Physics.

Course Offerings

**Astronomy**

- 100a — Exploration of the Galaxy
- 100b — Evolution of Stars and Galaxies
- 311-312 — Special Topics in Astronomy
- 361-362 — Directed Study
- 451-452 — Senior Research
- 461-462 — Individual Work for Honors

**Biology**

The Biology Department recognizes the unique nature of its subject matter — the life sciences — not only as a field of substantive knowledge applicable to scientific pursuits, but also as a natural amalgamative area of intrinsic worth and beauty joining the other natural sciences to the concerns of the humanities. To this end, the department aspires to imbue all of its course content and presentation for both majors and nonmajors with a sense of the inherent worth and the aesthetic unity present in the complexities of all life forms. The substantive content is seen to be enhanced by this philosophy since a genuine understanding of interdisciplinary relationships requires a considerable depth of knowledge.

Within this overall framework the department concerns itself with four primary but not mutually exclusive areas: preparation of pre-professional students, including those interested in medicine, dentistry, nursing, other paramedical areas, and forestry; preparation of graduate school candidates who wish more advanced and specialized training in biology for careers in research, teaching, or directly in such fields as agriculture, environmental relations, or industrial areas; preparation of students for teaching life sciences or for immediate job entry into less specialized careers in some of those areas named above; perhaps most important, the introduction and exposure of non-major as well as major students to the nature, philosophy, and practice in science in general and to life science in particular, especially to the questions of ethics, aesthetics, and the role of biology in today's society and world.

For the major there is a considerable flexibility of choice in preparing for himself or herself a personal curriculum. Further, by careful selection of courses from correlated disciplines, a student may develop a program leading to further work in interdisciplinary endeavors.

Independent investigation at many levels is a vital aspect of the departmental offerings. Many courses integrate laboratory experience with individual projects which often lead to more involved research programs. The student may continue his or her investigations through the senior year, possibly leading to graduation with honors.

### Course Offerings

**Biology**

- 100 — General Biology
- 110 — General Zoology
- 111 — General Botany
- 112 — Molecular Biology
- 201 — Human Anatomy and Physiology
- 210 — Invertebrate Zoology
- 211 — Comparative Anatomy
- 213 — Field Zoology
- 214 — Environmental Biology
- 215 — General Microbiology
- 216 — Advanced Microbiology
- 218 — Plant Morphology
- 220 — Systematics
- 221 — Community Ecology
- 222 — Parasitology (on demand)
- 223 — Histology
- 224 — Developmental Biology
- 225 — Genetics
- 226 — Microbial Genetics
- 227 — Entomology (on demand)
- 232 — Plant Physiology
Recent Student Projects

Examination of Microbial Flora in an Industrial Waste Water System — John Singer
Transplantation of Pancreatic Tissue in Diabetic Rats — George Williams
Response of the Lichen Parmelia Caperata to Short Duration, Low Level Sulfur Dioxide Pollution — Richard D. Noyes
Humoral Immune Response to Bacterial and Fungal Antigens — Carol Hirai
The Effect of Copper Sulfate on Two Species of Green Algae — Marian Ross

The Faculty

Philip E. Stukus
Associate Professor and Chairperson (1968-)
B.A., St. Vincent College; M.S., Ph.D., Catholic U. of America
Dr. Stukus is a microbiologist whose research interests are in the area of microbial physiology, particularly the metabolism of hydrogen-oxidizing bacteria and the survival of microorganisms under extreme environmental conditions. He carries on an active research program at Denison and other laboratories. Recently, he received a National Science Foundation grant to conduct research at the National Aeronautics and Space Administration's Ames Research Center in Mountain View, Ca. He has served as a member of the university senate and the teacher education committee.

Robert W. Alrutz
Professor and Director of the Biological Reserve (1952-)
B.S., U. of Pittsburgh; M.S., Ph.D., U. of Illinois
Dr. Alrutz is director of the Denison Biological Reserve and Environmental Studies coordinator. He has served as chairperson of the biology department and head of the Summer Institute in Ecological Studies. A visiting scientist with the Ohio Academy of Science. Dr. Alrutz's current research centers on behavioral biology of wild populations of small Mammals.

Robert R. Hrubrich
Professor (1962-)
B.S., M.S., Michigan State U.; Ph.D., U. of Florida
"I was born in Claremont, N.H. (1923) and attended the U. of New Hampshire (no degree), Michigan State U. (B.S. — forestry, wildlife option; M.S. — zoology, botany), and the U. of Florida (Ph.D. — biology, psychology). I worked in Arctic Limnology (summer 1952) at Pt. Barrow, Alaska; invertebrate zoology (summer 1953) Marine Biological Laboratory, Woods Hole, Mass., studied in library at M.B.L. (1969, 1973, 1976); attended a Comparative Anatomy Institute at Harvard U. (summer 1962); and worked at the Earlham College Biological Station (research and/or teaching), 1967-75. I taught at East Carolina U. and Oberlin College before coming to Denison in 1962. Teaching areas at Denison include general zoology (Bio. 110), invertebrate zoology (Bio. 219), comparative anatomy (Bio. 211), and behavior (Bio. 240). Research interests include studies of aggression and hierarchical behavior in amphibians (S. African frogs) and behavior, population, and development of the star-headed topminnow."

Gay R. Norris
Professor (1949-51, 59-)
B.S., Ohio U.; M.S., Ph.D., Ohio State U.
Dr. Norris is a fellow in the American Nuclear Society and serves as a spokesperson for the GLCA's Oak Ridge National Laboratory off-campus program. He is the pre-med advisor for Alpha Epsilon Delta, the honorary pre-medical group here, and counsels students interested in paramedical fields. Active in the local Methodist church, Dr. Norris serves as a Denison representative on the GLCA Council and is interested in the stock market and table tennis.

Kenneth P. Klatt
Associate Professor (1969-)
B.S., Ohio State U.; Ph.D., U. of Minnesota
Since he has been at Denison, Dr. Klatt has received grants from the Research Corporation and the National Science Foundation to support his research. In the past, he has been interested in the metabolism and physiology of fungi. At the present time, he is spending his sabbatical leave studying the cellular basis of the immune response in animals.

Ken V. Loats
Associate Professor (1968-)
B.A., Central College, M.S., State U. of Iowa; Ph.D., Ohio State U.
Dr. Loats' research interests are primarily in the area of plant physiology. While on sabbatical leave in the Southwest during 1975, he worked in plant propagation and desert botany and plans to incorporate these interests into January Term offerings. Hobbies include basketball, hiking, and fishing.

Raleigh K. Pettigrew
Associate Professor (1968-)
B.A., Baldwin-Wallace College; Ph.D., Kent State U.
Dr. Pettigrew, who is interested in the history of medicine, is involved in NINDS-funded research on central nerve cord regeneration. Dr. Pettigrew is also interested in the physiology of aging, medical ethics, and pre-medical advising.

Allen L. Rebuck
Associate Professor (1966-)
B.S., Franklin and Marshall College; M.S., Pennsylvania State U.; Ph.D., Duke U.
James Gerdy
Assistant Professor (1975-     )
B.A., Lake Forest College; M.S., Northern Illinois U.; Ph.D., Southern
Illinois U.
A member of Sigma Xi, the Denison Scientific Association, and professional
societies in biology. Dr. Gerdy teaches courses in molecular biology (Bio
112), Genetics (Bio. 225), Developmental Biology (Bio. 224), and evolution
(Bio. 326). Prior to Denison, he held appointments at the College of Saint
Francis and Valparaiso U. and also participated in a Radiobiology Summer
Institute at Argonne National Laboratory. Dr. Gerdy's master's degree is in
biology, with a thesis exploring an aspect of transmission genetics in
Drosophila. His doctorate is in zoology, with a dissertation investigating cell
surface changes during early development in Xenopus, the South African
clawed toad. In a related effort, Dr. Gerdy presented a paper to the Society of
Developmental Biologists entitled "Comparative Studies on the Cell Surface.
Current research centers on the development of eukaryotic genetic systems and
the biology of differentiation. Peripheral areas of interest include cosmogeny,
cybernetics, and human values. Dr. Gerdy also enjoys music and photography.

Thomas H. Shafer
Assistant Professor (1976-     )
B.S., Duke U.; M.S., Ph.D., Ohio State U.

Chemistry

The Chemistry Department offers strong pre-professional background
for students interested in careers in chemistry. It also affords
opportunities for the chemical education needed by students in allied
disciplines such as medicine and the other sciences. A few courses
are offered exclusively for the non-science student.

The department's program is approved by the American Chemical
Society, and our graduates readily find jobs or gain admission to
graduate and professional schools of high quality. A large percentage of
majors attend medical or dental school; some do so after only three
years at Denison. A number pursue graduate work in chemistry or
biochemistry leading to the M.S. and/or Ph.D. degrees. Some enter the
business world; some become secondary school teachers; others are
employed as chemists by chemical companies or research foundations.

The chemistry curriculum was modified early in 1974. Students may
elect a program which leads either to a B.A. or a B.S. degree,
depending on their interests. The comprehensive exam is incorporated
in the Chemistry Seminar in the spring semester of the senior year.

An important facet of an undergraduate chemistry program is the
need for learning to make competent and critical judgments in the area
of independent laboratory research. The department has a strong
tradition of student participation in programs related to this general
goal. Many of our majors undertake laboratory investigations (of
variable duration) under the supervision of a faculty member. These
investigations are frequently made even more productive through the

Course Offerings

Chemistry

100 — Contemporary Chemistry
108 — Introduction to College Chemistry
201-202 — General College Chemistry
223-224 — Organic Chemistry
225-226 — Organic Chemistry Laboratory (Majors)
227-228 — Organic Chemistry Laboratory (Non-majors)
250 — Introduction to Research
300 — Impact of Chemical Science
302 — Biochemistry
317 — Inorganic Chemistry
341-342 — Physical Chemistry
351 — Topics in Experimental Chemistry
361-362 — Directed Study
421 — Topics in Organic Chemistry
431 — Chemical Analysis
441 — Topics in Physical Chemistry
451-452 — Senior Research
461-462 — Individual Work for Honors
472 — Chemistry Seminar

Recent Student Projects

Amino Acid Compositions of Blue-Green Algal Ferredoxins (an honors
project) — Thomas Anderson
A Spectroscopic Study of Ferrocenyl Carbonium Ions (an honors
project) — Ruthanne Detrick
Preparation of Dibenzyl Chloromethylphosphonate and its Reaction
with Morpholine (an honors project) — Catherine J Harris
Synthesis and Reactions of Allyl Isopropyl Chloromethylphosphonate
(an honors project) — E. Wilson Griffin
A Study of the Interaction of Trifluoromethyl Iodide and Xenon Difluoride (an honors project) — Robert Mannino
Nitric Oxide and Nitrosyl Chloride Reactions with Rhodium Ligands (an honors project) — James Miller
The synthesis of Azocyclopentane, Azocyclohexane, and Azocycloheptane (an honors project) — Edward Monie
Reactions of IrCl(CO)(PPh3)3 with Nitric Oxide Ligands (an honors project) — John Snyder
The Role of Adenosine 3'-5'-Monophosphate and Guanosine 3'-5'-Monophosphate in Cell Differentiation (an honors project) — Margaret Terpenning

The Faculty

Richard R. Doyle
Associate Professor and Chairperson (1967-)
B.S., Drexel Inst. of Technology; M.S., Ph.D., U. of Michigan
Dr. Doyle was a member of the Registrar's Advisory Committee in 1974-76. Dr. Doyle is interested in the chemistry of mushrooms and offered a course in furniture refinishing during the 1972 and 1973 January Terms. He is presently serving as a career counselor for the Chemistry Department and heads the Denison health and safety committee.

John D. Brown
Professor (1952-)
B.S., U. of Kentucky; Ph.D., Northwestern U.
A certified professional chemist, Dr. Brown has been, while on various leaves from Denison, a visiting scientist in the laboratories of the Swedish Institute for Surface Chemistry (Stockholm), Atlas Chemical Industries, the Boeing Company, and Battelle Memorial Institute. Dr. Brown's research interests concern the solubilation abilities of surfactant solutions.

Gordon L. Galloway
Professor (1967-)
B.S., Franklin and Marshall College; Ph.D., Michigan State U.
Dr. Galloway is an organic chemist. He has served as a member of the editorial board of the "Journal of Chemical Education" since 1970, was editor of Volume II of Collected Readings in Inorganic Chemistry, and is a member of the general chemistry subcommittee of the Division of Chemical Education of the American Chemical Society. The co-author of a number of scientific articles has been interested actively in (and has taught in the area of) the relationship of science to human values and is nearing the completion of the writing of a textbook of general chemistry. Dr. Galloway relaxes by what he calls "almost compulsive" exercise which takes the form either of one mile of swimming or a good match in racquetball or squash.

William A. Hoffman, Jr.
Professor and Dean of Admissions and Financial Aid (1960-)
B.S., Missouri Valley College; M.S., Ph.D., Purdue U.
Dr. Hoffman was appointed dean of admissions and financial aid in 1973. He is a councilor of the Columbus, O. section of the American Chemical Society, is interested in solution chemistry, and has participated in studies of the local water supply. Dr. Hoffman is dean of resident campus doodlers and is an apostrophe for the F.D.A. He has explored both areas in January Term courses.

Dwight R. Spessard
Professor, Wickenden Chair of Chemistry (1953-)
B.S., Otterbein College; Ph.D., Case Western Reserve U.
Dr. Spessard has received numerous research grants from the National Cancer Institute of the National Institutes of Health to support his work in synthesizing potential anti-cancer drugs. Dr. Spessard has been active in the American Chemical Society and is a member of the pre-medical committee on campus.

Thomas A. Evans
Associate Professor (1968-)
A.B., Grinnell College; Ph.D., Michigan State U.
Dr. Evans is the department's representative on the environmental studies committee (interested mainly in water quality, energy, and land use problems). His research, currently supported by a grant from the Petroleum Research Fund of the American Chemical Society, involves mechanism studies of iron metabolism and the reactions of epoxides and ferrocenes. He enjoys backpacking, handball, and golf.

George L. Gilbert
Associate Professor (1964-)
B.S., Antioch College; Ph.D., Michigan State U.
Dr. Gilbert, an inveterate paronomastic, has served on various campus committees, as chemistry chairperson, and coordinator of the sciences. His chemical interests range from educational innovation to anti-tumor drugs. As editor of a column on chemical demonstrations and consultant to science museums, he shares his enthusiasm for chemistry. Through January Terms in glassblowing, he has combined the creative and scientific aspects of glass. He relaxes by camping and dabbling in creative cookery.
Dance

The dance major is designed with the following goals in view for the individual student:
- To develop the body as a flexible technical instrument.
- To acquire a full range of compositional skills and to experience a variety of choreographic challenges.
- To develop an understanding of rhythm and music as accompaniment to dance.
- To understand the principles of anatomy and kinesiology essential to the dancer and the dance teacher.
- To understand and be able to articulate the theoretical aspects of movement as dance and dance as an art form.
- To assimilate the historical and cultural development of the dance and to use that understanding in an informed, critical approach to current trends in dance performance.
- To understand and experience the dance performance process as a synthesis of choreography and technical theatre production.
- To develop a mature sensitivity in group interaction for the purpose of effective teaching, choreographing, and performing.

Susan Alexander
Assistant Professor and Chairperson (1971-     )
B.A., U. of California, Santa Barbara; M.A., Mills College
Professionally trained with Merce Cunningham and Viola Farber in New York and with Margaret Jenkins and David Wood in California. Currently a soloist with Dancentral modern dance company in Columbus.

Anne Andersen
Assistant Professor (1975-    )
B.A., Carleton College; M.F.A., U. of Wisconsin — Madison

Course Offerings

Dance
131, 141, 151 — Techniques of Movement
205 — Beginning Composition
206 — Intermediate Composition
225 — Jazz and Ethnic Forms
323-324 — The Art Form as Explored Through Dance
347 — Rhythmic Analysis of Movement
353 — Applied Anatomy and Kinesiology for Dancers
361-362 — Directed Study
425 — Performance Workshop
440-441 — Dance Notation
451-452 — Senior Research
461-462 — Individual Work for Honors

Recent Student Projects

Advanced Choreography for Production — Jonathan Barns, Beth Bratches, Barbara Harris, Marjorie Kemp, Susan LeMieux, Diane McKallip, Peggy Wettig
Costuming for Dance — Diane McKallip
Lighting Design for Dance — Tracy Hyde, William Taylor
Nutrition and Personal Health — Richard Downs, Peggy Wettig

Economics

The courses offered by the Department of Economics deal with fundamental problems involved in the social process of utilizing scarce resources to satisfy human wants. The primary goals are threefold.

First, to promote an understanding of basic economic aspects of society and to provide a base for intelligent and effective participation in modern society. Whatever one’s interests or career plans, intellectual curiosity about the functioning of the economy and a willingness to engage in analysis are prime requisites for success.

Second, to provide essential background in economics for students considering careers in business or government and for graduate study leading to careers in business, business economics, government, international affairs, high school and college teaching, industrial relations, and law. The combined major in mathematics and economics is especially useful for students contemplating graduate work at major schools of business. While not professional, the department’s program provides a basic grounding in the materials needed in many careers, especially business.

Third, to furnish a basic foundation in economics for students planning to pursue graduate studies in economics. All majors take a full year of intermediate theory and are encouraged to take mathematics as their ability allows. Those interested in economics as a career should
consider the joint mathematics-economics major.
    The department encourages all students to be flexible in designing
    their own sequence of courses, including interdepartmental and joint
    majors, depending on their career objectives. At least six seminars are
    offered each academic year on assorted topics, many of these at
    student request. In addition, senior research, honors work, January
    business internships and directed studies give economics majors a wide
    variety of experiences.

Course Offerings

Economics

200 — Principles and Problems
249 — Accounting Survey
300 — Contemporary Economic Issues and Policy
301 — Macro Economic Analysis
302 — Micro Economic Analysis
310 — Public Finance
311 — History of Economic Thought
312 — Comparative Economic Systems
313 — Industrial Organization and the Public Control of Business
314 — International Economics
315 — Money and Banking
316 — Economic Development
317 — Labor Economics
318 — Economic Development of the United States
320 — Urban Economics
323 — Managerial Economics
350 — Seminars
361-362 — Directed Study
451-452 — Senior Research
461-462 — Individual Work for Honors
Teaching of Social Studies (See Education 320)

Recent Student Projects

The Multinational Corporation: An Analysis of Licensing and Nationalism (an honors project) — Christine Amsler
Provision of Social Services in the United States and the Soviet Union: A Comparative Study — Tony Trezziak
Simulation Model of the Retail Florist Industry (an honors project) — Robin Symes
The Economic Philosophy of John Kenneth Galbraith (an honors project) — Robert Knuepfer
The Role of Motivation in Job Situations: Its Relationship to Satisfaction, Performance, and Pay (an honors project) — Carl Moellenberg
An Examination of Computer Games and Models in Economics — Dave Huddelson
An Economic Framework for the Analysis of Land Use Planning (an honors project) — Jeff Nelson
Entrepreneurial Activity: The First Years of Operation of a Firm — Philip Rudolph
Wage Determination and the Phillips Curve (an honors project) — John Oest
Regression Analysis of Sports Economics — Kenneth J. Peters
Gold Standard: Irrelevant Relic or Competent Device — Kevin J. McNemara
The Effects of the Celler-Kefauver Act on Grocery Chains — Andrew S. Hanen
Property Rights and Externalities — Kevin J. Wolff
Numismatic Speculation — Wayne A. Jenkins

The Faculty

Paul G. King
Associate Professor and Chairperson (1967—)
A.B., M.A., of Detroit; Ph.D., of Illinois
Dr. King is a specialist in economic policy and economic development. His current research interests involve the development of computer assisted instruction in economics and the building of simulation models which relate the economic system to environmental quality.

Daniel O. Fletcher
Professor (1966—)
A.B., Oberlin College; M.A., Ph.D., of Michigan
Dr. Fletcher is specifically interested in government and business relations. He has taught this subject on four campuses and worked in Washington, D.C., getting practical experience. Dr. Fletcher is the author of articles dealing with American economic history.

William L. Henderson
John E. Harris Professor (1960-63, 65—)
B.S., A.M., Ph. D., of Ohio State U
Dr. Henderson has a continuing interest in economic policies. His research interests are in the areas of Black economic development programs and cities as economic sub-systems. He is the co-author of several books in these areas and is currently doing research on the potential impact of recent urban outmigration patterns. He has served as a consultant to the U.S. Commission on Civil Rights, several college presidents, and educational organizations.

Stanley W. Huff
Associate Professor (1967—)
B.A., Kenyon College; M.A., Ph.D., Princeton U.
Dr. Huff’s major research and teaching interests lie in the areas of labor and manpower policy. He has developed and currently teaches an interdepartmental course in career planning and is doing research in this area. Outside the classroom, his major avocation is long-distance running. He has run several marathons, including the 1975 Boston Marathon, as well as in various races of 3-18 miles throughout Ohio. He also coaches the college’s cross-country team.

Larry C. Ledebur
Associate Professor (1967—)
B.A., Austin College; M.A., Ph.D., of Florida State U.
Dr. Ledebur served as Associate Dean of Students (in charge of upperclassmen) for three years before returning to full-time teaching in the fall of 1973.
He is co-author of two books: Economic Disparity and Urban Economic Problems and Prospects, and has written a number of articles. His current research interests are leadership dynamics, creative critical thinking, "future" studies, and urban and regional economics. He served as director of the Denison Program on Learning through Simulations in 1974-75.

Robin L. Bartlet
Assistant Professor (1973-1)
A.B., Western College; M.A., Ph.D., Michigan State U.
Dr. Bartlet is particularly interested in money and banking and domestic financial institutions. Her experience as an economist for the Board of Governors in Washington gives her first hand knowledge of the inner workings of the Federal Reserve. In addition, Dr. Bartlet has presented several papers at professional meetings on the topic of women as workers. Her dissertation concerns the impact of women on the distribution of family earnings. For entertainment and relaxation she enjoys sports, particularly golf.

Craig Bolton
Assistant Professor (1976-1)
B.A., U. of Arizona

Lloyd R. Cohen
Assistant Professor (1976-1)
B.A., Harpur College; M.A., Ph.D., State U. of New York

Dilip K. Ghosh
Assistant Professor (1976-1)

Richard L. Lucier
Assistant Professor (1971-1)
B.A., Beloit College; M.S., Purdue U.; Ph.D., Claremont Graduate School
Dr. Lucier served as a university senator and chaired the academic affairs council. His research interest include multinational corporations, foreign direct investment in the United States, U.S. Government gold auctions, and analysis of the French economy. He was on leave during the 1975-76 academic year as an Economic Policy Fellow at the Brookings Institution working at the Department of the Treasury on questions of international economic policy.

Jon Palmer
Assistant Professor (1975-1)
B.A., U. of Michigan; M.A., Ph.D., Michigan State U.

Charles Poulton-Collahan
Instructor (1976-1)
B.A., Otterbein College; M.A. U. of Illinois

Education

The Education Department has two basic goals.

One such goal is to develop persons who are sufficiently knowledgeable about the education process and the institutional framework within which formal education presently takes place that they can make intelligent value judgments and decisions about current and future educational issues.

The second goal is to prepare professionals who possess the characteristics described above, and who in addition, possess the understandings, skills, and attitudes necessary to effectively and significantly facilitate the desirable growth and learning of young people.

In relation to that proportion of those parts of the teacher certification program which a student completes, he or she will be able to:

— Describe the physiological, emotional, and intellectual growth patterns which characterize human beings from infancy through adolescence, and relate the significance of these patterns to theories of learning.

— Describe the major characteristics and problems of American education, both past and present, and critically evaluate several of the most important educational trends in relation to their potential for meeting these problems.

— Philosophize concerning some of the crucial issues and presuppositions of education and relate prominent educational philosophies to basic practical problems of contemporary education.

— Select, from a wide variety of materials, resources, and teaching approaches, those which are most appropriate to his or her teaching field(s), his or her own personality, the nature of individual learners, and the occasion at hand, and utilize them in such a way as to motivate learning and promote desirable growth in young people.

Course Offerings

Education

213 — Curriculum and the Social Order
217 — Child and Adolescent Development
311 — Teaching of Science
315 — Teaching of Music in the Elementary School
316 — Teaching of Music in the Secondary School
320 — Teaching of Social Studies
326 — General and Special Methods of Teaching
329 — Methods and Materials of Physical Education
331 — Teaching of English
339 — Teaching of Speech
341 — Teaching of Art
343 — Teaching of Modern Languages
345-346 — Special Problems
351-362 — Directed Study
373 — Issues in Higher Education
415 — Student Teaching
417 — Internship
420 — Philosophy of Education

A book containing descriptions of courses offered this year at Denison is available by writing Denison University, Office of Publications, P.O. Drawer A, Granville, O. 43023.
Recent Student Projects

Montessori Methodology in Pre-school Education — Nancy Anderson
Field Experience in Elementary Education — Molly Messick
Alternative Education — Fred Ribet
Teaching Children With Learning Disabilities — Randi Rotwein
Interrelationships of Public School Administrators, Teachers, and Students — Ron Rope

The Faculty

Thomas F. Gallant
Professor and Chairperson (1965- )
B.A., Ohio Wesleyan U.; M.Ed., U. of Maryland; Ed.D., Case Western Reserve U.

Dr. Gallant has served as a member of several university committees and boards and is a past-chairperson of the university senate and the university judicial board. As head of the Education department, he also fills the position as chairperson of the faculty-student committee on teacher education. His 1975 election to the Granville village council ensures his involvement in municipal affairs. He has published several articles exploring the Progressive Education movement of the 1920's-40's and its parallels in higher education today. Dr. Gallant's hobbies are reading, handball, and family camping.

Samuel D. Schaff
Professor and Registrar (1948- )
B.A., Denison U.; M.A., Ohio State U.; Ed.D., Columbia U.

Dr. Schaff, a member of the administration and faculty since 1948, was appointed registrar in 1965. He serves students as registrar and advises upperclassmen as Denison's graduate and professional school adviser. Dr. Schaff serves as chairperson of three university committees: the registrar's advisory committee and the faculty premedical and prelaw committees.

Sonya Evans
Assistant Professor (1975- )
B.S., Otterbein College; M.A., Ohio State U.

English

The English department at Denison brings to the study of language and literature a wide diversity of viewpoint and method. As a department we believe that literature is a serious expression of human capabilities and inadequacies, aspirations and disappointments. We believe, further, that people can learn to deal with their inadequacies and disappointments by increasing their ability to function symbolically in their environment. We wish to share these beliefs with our students, exploring with them the possibilities for becoming actively creative human beings.

We urge our students to range widely in quest of their purposes — in the literature of the past as well as the present, of cultures foreign as well as familiar. We encourage them, moreover, to participate in the process of improving our tools and methods of symbolization, both in writing and in related media.

We especially value an increased sensitivity to uses and misuses of the English language; its multiple potentialities for expressiveness and for banality or degradation; its social conventions or implications and its manifestations of distinctive human personality; its existence as a symbol-system and its relationship to other symbol-systems of human thought and imagination.

For those students who wish to major in English, to develop a special competence in literature and/or writing, the department offers programs of study intended to foster such development. Our offerings in writing are extensive and varied; our courses in literature present the subject matter from many diverse viewpoints and in numerous patterns of organization — by historical era, by genre, by nationality or culture, and by theme or subject matter.

We do not, however, view writing and literary study as the exclusive prerogatives or responsibilities of a single department. Our objectives relate closely to those of other disciplines and departments within a liberal arts college. We and our students hope to pursue our work in English as a development, in part, of this inter-relationship among the various academic disciplines which exist at Denison.

Course Offerings

English

101 — Writing: Thought and Language
200 — Corrective and Developmental Reading
210 — Major English Writers
212 — Recurrences and Renovations
220 — 20th Century British and American Fiction
230 — American Literature: Tradition and Innovation
237 — Advanced Composition
238 — The Art and Craft of Journalism
300 — Contexts for Literature
310 — Studies in Literature
340 — Modern Drama and Its Origins
341 — Studies in the English Novel
343 — Studies in the Modern Novel
346 — The English Language
347 — Poetry, 20th Century Poets of Britain and America
349 — Studies in European Literature
350 — Modern European Literature
351 — Asian Literature in English Translation
352 — The Bible as Literature
354 — Imagination and Black Experience in America
355 — The Harlem Renaissance
356 — The Narrative and Poetry of Black America
357 — Rendezvous with the Third World
359 — Oral Tradition and Folk Imagination (Black)
361-362 — Directed Study
365 — Medieval and Renaissance Literature
366 — Seventeenth and Eighteenth Century British Literature
367 — Romantic and Victorian Literature
368 — Studies in Nineteenth Century American Literature
371 — Chaucer
372 — Shakespeare
374 — Milton
383 — Narrative Writing
384 — Essay and Article Writing
385 — Poetry Writing
410 — Literary Criticism
451-452 — Senior Research
461-462 — Individual Work for Honors
Teaching of English (See Education 331)

Recent Student Projects
Short Story Writing and Analysis (an honors project) —
Kenneth C. Johnson
Rites of Passage (six original short stories) (an honors project) —
Kimberly McMullen
Chiaroscuro: A Collection of Six Short Stories (an honors project) —
Heather Johnson
Woman and Women in Lawrence’s Fiction (an honors project) —
Barbara Bennett
Beowulf and the Twentieth Century — John Vogt
The Second Reading: Ezra Pound’s Eleven New Cantos — Suzi Harriss
Twenty Poems by Hagiwara Sakutaro — Suzanne Olton
Think Piece: Essays on Selected Works of Jane Austen and Charles
Dickens (an honors project) — Katherine Kremer Neumann
T. S. Eliot “Four Quartets” (an honors project) — Sue Anne Payne

The Faculty
Tommy R. Burkett
Associate Professor and Chairperson (1963- )
B.A., M.A., Rice U.; Ph.D., U. of Kansas

Paul L. Bennett
Professor (1947- )
B.A., Ohio U.; M.A., Harvard U.
Paul Bennett is a student of modern and American literature. He has written
film scripts for colleges and industry, and his interests range from gardening to
investing, rope-jumping to house-building. In 1973-74, he was awarded a
writing fellowship by the National Endowment for the Arts. In 1975 he
published a novel, The Living Things, and a poetry collection, A Strange
Affinity.

Dominick P. Consolo
Professor (1958- )
B.A., M.A., Miami U.; Ph.D., U. of Iowa
A former professional jazz trumpet player, Dr. Consolo recently was a
Fulbright-Hays Lecturer in literature at Tel-Aviv U. in Israel.

Leno H. Downs
Professor (1947- )
B.A., Tusculum College; M.A., Ph.D., U. of Iowa
Dr. Downs has served a term as chairperson of the English department. In
recent years, he has co-authored two books: A Primer for Playgoers and
Contemporary Literature of the Western World.

Quentin G. Kraft
Professor (1961- )
A.B., Brown U.; M.A., Ph.D., Duke U.

Richard Kraus
Professor (1966- )
A.B., A.M., U. of Michigan; Ph.D., Stanford U.
Winner of three Avery Hopwood Literary Prizes, Breadloaf Writing Fellow,
Stanford Writing Fellow. Previously taught at U. of Michigan, U. of Minnesota,

Kenneth B. Marshall
Professor (1953- )
A.B., M.A., Ph.D., U. of Michigan

John N. Miller
Professor (1962- )
A.B., Denison U.; A.M., Ph.D., Stanford U.
A sports and fishing enthusiast, he edited A World of Her Own: Writers and the
Feminist Controversy, a volume examining various writers’ views toward
women. Over 100 of Dr. Miller’s poems have appeared in various publications.
Dr. Miller has been vice-chairperson of Denison’s teaching faculty.

William W. Nichols
Associate Professor (1966- )
B.A., Park College; M.A., Johns Hopkins U.; Ph.D., U. of Missouri
William Nichols brings to Denison a touch of the Pacific Northwest, where he
grew up. His special interests are autobiography, Afro-American literature, and
the impact of technology on literature and history in the 19th and 20th
centuries.

Charles J. Stoneburner
Associate Professor (1966- )
A.B., DePauw U.; B.D., Drew U.; M.A., Ph.D., U. of Michigan
Descendant of early wasp farmers & clergymen in the region, who has lost his
sting, former pastoral & campus minister, who is still grass-stained from that
idyll, bookworm without backbone but with belly-laughter, the guffaws of
which are structural & the giggles ornamental, balloon of bafflement, clooth-
newp plower among grasshoppers, dumpy, round, pedantic & otherwi-
Stodgy, bearded, blackclad, red-thermos-bearing, Tony Stoneburner is a
would-be master & servant of language in which human word doubles as
divine Word, an interlinear & marginal interpreter of text & context, & a victim
of two oxidations — the bright quick fire of Methodist enthusiasm & the slow,
dull rust of postromantic modernist irony.

Faculty on Leave
*First Semester  **Second Semester  ***All Year
Ann K. Fitzgerald  
Assistant Professor of English and Women's Studies and Affirmative Action Officer (1972-73, 74- )  
B.A., Mt. Holyoke College; M.A., U. of Wisconsin  
Ms. Fitzgerald is a candidate for the Ph.D. degree in medieval literature at the U. of Wisconsin.

Valerie B. Gray  
Assistant Professor (1976- )  
B.A., Atlantic Union College; M.A., Andrews U.

Alexis Levitin  
Assistant Professor (1976- )  
B.A., M.A., Ph.D., Columbia U.

Joan C. Marx  
Assistant Professor (1976- )  
B.A., Wellesley College; M.A., Ph.D., U. of California at Berkeley

Nancy A. Nowik  
Assistant Professor (1972- )  
A.B., Mundelein College; M.A., Stanford U.; Ph.D., Ohio State U.  
Dr. Nowik taught at Ohio State U. before joining the Denison faculty. She taught at the U. of Santa Clara before going to Ohio State in 1968 to work on a Henry James dissertation for her doctorate degree. She has held Woodrow Wilson and NDEA fellowships. Dr. Nowik holds a GLCA Faculty Development grant for investigating the problems of the reticent students.

Anne Shaver**  
Assistant Professor (1973- )  
A.B., U. of Kentucky; M.A., Northwestern U.; Ph.D., Ohio U.

Geology and Geography  
The objective of the Department of Geology and Geography is a three-fold one: first, to teach courses which enable Denison students to become acquainted with earth science, particularly those aspects related to environmental problems and aspects involving concepts of time and scale and the interrelatedness of geology with other sciences—astronomy, chemistry, physics, and biology; secondly, to prepare majors to enter graduate school equipped with basic information, skills, and understanding, leading, after University training, to a career as a professional geologist or geographer; and thirdly, to equip young men and women with the necessary information and skills to enter upon a career as teacher of earth science in the secondary schools.

Course Offerings

Geology

105 — Fundamentals of Earth Environment  
111 — Physical Geology  
113 — Historical Geology  
211 — Mineralogy  
212 — Petrology  
213 — Paleontology  
214 — Sedimentation and Stratigraphy  
215 — Geology of Natural Resources  
216 — Environmental Geology  
311 — Structural Geology  
312 — Advanced Physical Geology  
320 — Geological Investigation in the Field  
361-362 — Directed Studies  
400 — Summer Geology Field Camp  
401 — Selected Topics in Geology  
461-462 — Individual Work for Honors

Geography

201 — Weather Forecasting and Weather Phenomena  
225 — Geography of Eastern United States  
226 — Geography of Western United States  
230 — Geography of Latin America  
232 — Geography of Western Europe  
240 — Geography of Soviet Union  
261 — World Political Geography  
361-362 — Directed Studies

Recent Student Projects

Victorian England and Modern America: A Geopolitical Comparison of Two Nations During Their Eras of World Leadership — Peter Acker  
Readings in Environmental Geology — Michael Beck  
The Petrographic Study of Flint from Aboriginal Quarrying Sites in Southeastern Ohio (an honors project) — Jeff Carskadden  
Oceanography: Selected Topics — John Charley  
A Study of Three Scottish Geologists in the Intellectual Climate of the Early 19th Century — Emily Cline  
The Primitive Earth — David Horning  
Subsurface Mapping (a project in petroleum geology) — Keith Niskanen  
A Non-scientist's Science Course — Elizabeth Phillips  
Depositional Parameters of the Berne Conglomerate and the Geologic Significance of Factor Analysis (an honors project) — Robert Rice  
Terrain Analysis and Land-use Planning in the Granville Area — Susan Specht  
The Occurrence of Sediment Collapse Sinkholes — Sallie Beeghly  
Ancient and Modern-day Carbonate Sediments: Field Phase in the Virgin Islands — John Bair

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The Faculty

Kennard D. Bork
Associate Professor and Chairperson (1966-1971)
B.A. DePauw U.; M.A., Ph.D., Indiana U.
Dr. Bork directed the first two January Terms at Denison in 1971 and 1972. He is the author of articles on invertebrate paleontology, reconstruction of ancient environments, and the history of geology. His current research focuses upon the history of French geology and depositional environments in central Ohio about 350 million years ago. Two January Terms have been spent investigating the nature of time. He enjoys reading, art history, opera, and baroque music.

Charles E. Graham
Professor (1953-1971)
B.S., M.S., Washington State U.; Ph.D., U. of Iowa
In addition to advanced geology courses, Dr. Graham teaches a self-paced course in earth environment with the help of student proctors. His interests in hiking, skin diving, canoeing, and back packing bring off-campus January Term offerings such as skin diving and hiking and sailing in the Virgin Islands. An introductory weather forecasting and climatology course was offered for the first time in 1976 and is being developed into a discussion course. Other activities include a governor appointed position on Ohio Oil and Gas Board, research on the Berne Conglomerate (a rock unit found in Central Ohio), and a continuing search for a life style which recognizes and minimizes the rapid depletion of natural resources.

Richard H. Mahard
Professor (1941-1974)
A.B., Eastern Michigan U.; M.A., Ph.D., Columbia U.
Dr. Mahard has served as secretary, vice-president, and chairperson of the geology and geography section of the American Association for the Advancement of Science. Dr. Mahard recently served seven years as an elected member of the Granville village council. Dr. Mahard’s particular concern as one Denison’s longer-tenured faculty members is the problem of town-college relationships.

Robert J. Malcuit
Assistant Professor (1972-1976)
B.S., M.S., Kent State U.; Ph.D., Michigan State U.
Dr. Malcuit has broad interests in the geological sciences. Currently his research is centered on deciphering geological evidence relating to the history of the lunar orbit (an extension of his doctoral thesis research) and to the petrologic evolution of the primitive earth and moon.

Senior Fellows

Alan Rolph, Victoria, Australia
Constance Soja, Parkersburg, W. Va.

History

The Department of History seeks to advance historical studies and humane learning along a broad front.

We believe that our introductory surveys provide students with invaluable perspectives upon the problems and prospects of their own times. Our advanced courses, in more systematic and intensive ways, pursue the same objective; they also reveal more of the rigor, the wonder, the wide possibilities of the discipline. Most of our majors do not go on into graduate work in the field, but our aim is that all will find the historical approach vital to their enjoyment of life.

Though every field of learning has its historical dimension, the professional possibilities for persons trained in history are most obvious in teaching, the law, the foreign service, libraries, museums, editing, and news research.

Course Offerings

History

201 — The Individual and the Social Order in Ancient and Medieval Times
202 — The Individual and the Social Order in Modern Times
205 — Early Modern Europe
211 — Modern Europe
215 — The History of Blacks in America
221 — American Civilization
301 — The Colonial Background to the American Revolution
302 — The Idea of American Union: The Early National Period
303 — The American Frontier
305 — Recent American History
307 — American Diplomatic History
311 — American Intellectual History
312 — The City in America
314 — American Social History since 1860
316 — Topics in Black History
333 — The Middle Ages
335 — England in the Middle Ages
337 — The Age of the Renaissance
338 — The Age of the Reformation
342 — England under the Tudors and Stuarts
343 — Modern Britain
347 — History of Russia to 1917
348 — History of the Soviet Union
351 — European Diplomatic History: 1815-1914
352 — Social History of Modern Europe (19th and 20th Centuries)
353 — War and Revolution in the 20th Century
356 — Intellectual and Cultural History of Modern Europe (19th and 20th Centuries)
360 — Studies in History
361-362 — Directed Study
371 — China in Revolution
373 — History of Japan
375 — Development of the Modern Middle East
391 — Introduction to Latin America
392 — Modern South America
393 — Modern Latin America: Evolution or Revolution?
394 — History of Brazil
431 — Seminars
451-452 — Senior Research
456 — Senior History Project
461-462 — Individual Work for Honors

Recent Student Projects

The Causes of the Great Depression from a Historical and Economic Perspective and the Hoover Response (an honors project) — William Goldsmith
Hitler’s Henchmen: A Study in Empire Building — David Hughes
Soviet Russia in the 1920’s through Literature (an honors project) — Carolyn Lown
The California Goldrush: An Individual Perspective — Sarah Lynn
The Effect of Stable Government on Economic Development in Mexico and Cuba — Pamela Miller
Harry S. Truman: The First Year (an honors project) — Robert Riley

The Faculty

Clarke L. Wilhelm**
Professor and Chairperson (1962- )
B.A., U. of Minnesota; M.A., Ph.D., Johns Hopkins U.
Dr. Wilhelm’s prime areas of interest are American diplomatic and frontier history. He is, however, an admitted dilettante — he also likes to teach such subjects as the historical novel, history of popular culture, and America in the 1920’s.

G. Wallace Chessman
Professor, Alumni Chair (1950-51, 53- )
B.A., M.A., Ph.D., Harvard U.
Except for two years of service with the State Department, Dr. Chessman has taught at Denison since 1950. Dr. Chessman specializes in Theodore Roosevelt, and the Progressive Movement. He has written two books on Roosevelt, the latest being Theodore Roosevelt and the Politics of Power. He also wrote Denison, The Story of an Ohio College, and now serves as the college’s Archivist.

David S. Watson
Professor (1954- )
B.A., Illinois College; Ph.D., U. of Chicago
Dr. Watson’s academic interests are modern British history and European intellectual history. He enjoys reading, dogs, and traveling on freighters. A staunch Yank, he confesses to a severe case of Anglophilia.

William C. Dennis
Associate Professor (1968- )
A.B., Earlham College; M.A., Ph.D., Yale U.
“I think it would be very wicked indeed to do anything to fit a boy for the modern world.”
“It’s a short-sighted view, Scott-King.”
“There, headmaster, with all respect, I differ from you profoundly. I think it the most long-sighted view it is possible to take.”
— Evelyn Waugh, Scott-King’s Modern Europe

Dr. Dennis’ interests include American puritanism, Jacksonian democracy, conservative political theory, and mountain climbing.

Michael D. Gordon
Associate Professor (1968- )
B.A., M.A., Ph.D., U. of Chicago
Dr. Gordon offers courses in Medieval and Early Modern European history. His particular specialties are Spanish history and Renaissance political thought. He is currently developing an interest in comparative European legal history.

John B. Kirby
Associate Professor (1971- )
B.A., U. of Wisconsin; M.A., U. of Michigan; Ph.D., U. of Illinois
“As an undergraduate at the U. of Wisconsin, I came to believe that history was the most meaningful way to learn who we are as a people and what we should do. After too many years of graduate school and various community involvements, I still believe in that premise but with far less certainty.”

Robert D. Toplin
Associate Professor (1968- )
B.A., Pennsylvania State U.; M.A., Ph.D., Rutgers U.
Dr. Toplin recently completed three books: a study of the abolition of slavery in Brazil, an examination of slavery and race relations in Latin America, and an investigation into the origins of violence in contemporary American Life. Work for these and other studies has been supported by grants from the Ford Foundation, the Denison U. Research Foundation, the American Philosophical Society, and the National Endowment for the Humanities. A Latin American specialist, Dr. Toplin enjoys teaching a variety of courses on contemporary developments in South America. He has also been working on a new course offering in American history: Psychohistory.

Bruce E. Bigelow
Assistant Professor (1971- )
B.A., College of Wooster; M.A., Ph.D., U. of Chicago
Dr. Bigelow is a specialist in Russian, Balkan and Middle Eastern history. He has been the recipient of NDEA foreign language and Fulbright-Hays foreign study fellowships. Dr. Bigelow served as assistant director of the GLCA urban studies seminar in Yugoslavia during the summers of 1970 and 1972 and directed Colgate U.’s Yugoslav study program in 1975. He is also interested in making historical films.
Amy Gordon
Assistant Professor (1968-69, 1970-72, 1975- )  
B.A., Connecticut College; M.A., Ph.D., U. of Chicago
Dr. Gordon offers courses in Early Modern Europe and Tudor-Stuart England.  
Her current interest is in French historical thought and the contact between  
European and non-European cultures in the Early Modern period.

Barry C. Keenan
Assistant Professor (1976- )  
B.A., Yale U.; M.A., Ph.D., Claremont Graduate School
Dr. Keenan came to Denison from Mount Holyoke College where he had  
taught since 1970. His specialty is East Asian history, although Dr. Keenan is  
also trained in American history.

Donald G. Schilling
Assistant Professor (1971- )  
B.A., DePauw U.; M.A., Ph.D., U. of Wisconsin
In 1969-70, Dr. Schilling was a Charles K. Adams Fellow and spent the year  
doing research in Great Britain on British educational policy in Kenya from  
1894 to 1939. He continues to work and write on this topic. His academic  
interests, however, are varied, including modern European history,  
nationalism, African history, and the interaction of Europe with the Third  
World. The development and use of new teaching techniques such as  
simulation/gaming also intrigue him. For relaxation and exercise he turns  
avidly to tennis.

Senior Fellows
James Estabrook, Annandale, N. J.
Thomas Gleason, Birmingham, Mich.
Jerry Hogenmiller, Pittsburgh, Pa.
Karen Robbins, Greencastle, Ind.
Randall Rowe, Scarsdale, N. Y.

Mathematical Sciences

The Department of Mathematical Sciences has designed a program that  
aims at meeting the educational needs of the following groups: 1)  
those students interested in a professional career in mathematics  
(including computer science); 2) those students in other disciplines  
which use mathematics as a tool; and 3) those students who want to  
gain some understanding of mathematics as an art and science (see  
Mathematics 100, 101, 102). Those students majoring in the  
department can concentrate in areas of particular interest such as pure  
mathematics, applied mathematics or computer science. Students have  
access to the computer center which is equipped with a PDP 11  
model 45 time-sharing system with 16 terminals available for academic  
work on a 24 hour per day basis.

The department also offers a program in cooperation with the  
Economics Department which emphasizes the uses of mathematics as it  
relates to business management and economic theory. A student  
interested in quantitative aspects of Economics who wishes a strong  

Course Offerings

Mathematical Sciences

100 — Mathematics — Art and Science  
101 — Introductory Computer Science  
102 — Statistics — Data Analysis  
105 — Introductory Mathematics  
121-122 — Introductory Calculus  
123-124 — Introductory Applied Calculus  
125-126 — Honors Calculus  
211 — Introduction to Discrete Structures  
221 — Elementary Linear Algebra  
222 — Intermediate Analysis  
251 — Computer Programming and Problem Solving  
252 — COBOL and its Applications  
253 — Assembly Language  
307-308 — Probability and Mathematical Statistics  
315 — Modeling and Simulation  
316 — Information Systems Analysis  
321-322 — Advanced Analysis  
325 — Computer Organization and Systems Programming  
326 — File Organization and Data Structures  
335 — Programming Languages  
345 — Systems Design  
346 — Software Design  
351 — Differential Equations  
352 — Numerical Analysis  
354 — Computability and Formal Languages  
361-362 — Directed Study  
365 — Abstract Algebra  
366 — Linear Algebra  
375 — Modern Geometry  
399 — Mathematics Seminar  
400-401 — Advanced Mathematical Topics  
402-403 — Advanced Topics in Computer Science  
451-452 — Senior Research  
461-462 — Individual Work for Honors
Recent Student Projects

Simulation Models in Industry — Barbara Moss
Statistical Applications in Psychological Testing — David Damschroder and Susan Randolph
Abstract Algebra and Applications to Computer Science — Cathy Brooks
Special Topics in Modern Geometry — Terry Jensen
Number Theory — Ruth Dover
Electrical Impedance Plethysmography — John Morgan
Mathematical Models of Biological Systems — John Dolbee
A Computer Plotter Program Package for Non-programmers (Applications Users) — Scott Glickfield
Data File for Computer Storing and Sorting of Library Card-File Information in COBOL — Sharon Watts
Dynamo — A Simulation and Modeling Tool — Frank Marinaro, Jr.
Measure and Integration (an honors project) — Gregory Hudak
Topics in Complex Analysis — Susan Woelfel and Cynthia Fidao
Topics in Analysis — Kevin Avery
Theory of Regression Analysis — Sarah Williams
Selected Topics in Advanced Calculus and Analysis — Woodward C. Hoffman
Mathematical Applications in Economics — Jane Taft
Software Performance Evaluation — Bill Wernet
Introduction to Statistical Applications in Psychological Testing — David Damschroder.

The Faculty

Daniel D. Bonar
Associate Professor and Chairperson (1965-68, 69-)
B.S. Chem. Eng., M.S., West Virginia U.; Ph.D., Ohio State U.
Dr. Bonar is listed in American Men of Science and is the author of On Annular Functions, a volume distributed worldwide, as well as several journal articles, all in the area of mathematics. He is a past member of the university senate, the priorities council, and the admissions and financial aid council. Dr. Bonar serves in the community as vice president of the Granville School Board and as member of the Licking County Joint Vocational School Board.

Arnold Grudin**
Professor (1953-)
B.A., New York U.; M.A., Columbia U.; Ph.D., U. of Colorado

W. Neil Prentice
Professor (1957-)
A.B. Middlebury College; A.M. Brown U.; Ph.D., Syracuse U.
Dr. Prentice served as director of the computer center here in 1964-71. During the winter of the 1971-72 academic year, he was a visiting fellow in the department of computer and information science at Ohio State U.

Marion Wetzel
Professor, Benjamin Barney Chair of Mathematics (1946-)
A.B., Cornell College; M.A., Ph.D., Northwestern U.

Zaven A. Karian
Associate Professor (1964-)
B.A., American International College; M.A., U. of Illinois; Ph.D., Ohio State U.

Michael Bowling
Assistant Professor (1976-)
B.A., Florida State U.; M.A., U. of Tennessee; Ph.D., Ohio State U.

James Cameron
Assistant Professor (1975-)
B.S., Ohio State U.; M.S., Stanford U.; Ph.D., Ohio State U.

Ronald W. De Gray
Assistant Professor (1975-)
B.A., M.A., U. of Tennessee; Ph.D., Syracuse U.

Wayne E. Carlson
Instructor (1976-)
B.S., M.S., Idaho State U.; M.S., Ohio State U.

Senior Fellows

Jill Gensemer, Medina, O.
William Kuebler, Euclid, O.
David Kuehl, Milwaukee, Wis.
Frank Marinaro, Sea Girt, N.J.
Jeff Sweetland, Edina, Minn.
William Wernet, Granville, O.

Junior Fellows

Russell Dooman, Summit, N.J.
Larry Ratcliffe, Terre Haute, Ind.
Chris Vitale, Canton, O.

Modern Languages

The chief aim of the courses offered by the department is to give the student a command of the spoken and written foreign language through which he or she can gain a greater appreciation of the literature, art, science, and other achievements of Western culture. In addition to excellent library facilities at the disposal of the students, a language laboratory supplements work in the classroom by offering further opportunity for audio-lingual practice and drill.

A student wishing to spend a summer, a semester, or the junior year abroad with officially sponsored and supervised programs should consult members of the department. See Off-Campus Programs. Opportunities to perfect the student's command of the language are
provided on the campus by the language tables, foreign movies, club meetings, field trips, and similar activities supervised by the department. January Term experiences on campus and abroad offer an added dimension to the program.

Certification by the Department of Education of the State of Ohio requires a minimum of 30 semester-hours of credit in one language.

Course Offerings

French

111-112 — Beginning French
201-202 — Area Study: France
211 — Readings in Intermediate French
212 — French Conversation and Composition
250 — Intermediate Conversation
311 — Introduction to French Literature I
312 — Introduction to French Literature II
313 — Explication de Textes
317 — 17th Century Literature
318 — 18th Century Literature
319 — 19th Century Literature
320 — 20th Century Theatre
322 — Themes and Perspectives of the 20th Century Novel in France
361-362 — Directed Study
401-402 — Problems in Area Study
415 — Advanced French Grammar and Writing
418 — Seminar
451-452 — Senior Research
461-462 — Individual Work for Honors

Teaching of Modern Languages (see Education 343)

German

111-112 — Beginning German
211-212 — Intermediate German
213 — Intermediate Conversation
301 — Introduction to German Civilization
302 — Contemporary German Culture
311-312 — Introduction to German Literature
313 — Advanced Conversation and Composition
317 — German Classics
321 — The Romantic Period in Germany
322 — 19th Century Prose and Drama
361-362 — Directed Study
401-402 — Problems in Area Study
415 — Advanced Composition and Grammar
414 — The German Lyric
415 — Survey of German Literature before 1700
416 — Seminar
451-452 — Senior Research
461-462 — Individual Work for Honors

Teaching of Modern Languages (See Education 343)

Russian

111-112 — Beginning Russian
211-212 — Intermediate Russian
305 — Advanced Russian Conversation and Composition
311-312 — Introduction to Russian Literature
322 — The Age of Pushkin and the Romantics
323 — Dostoevsky and the Naturalists
324 — Turgenev and Chekhov
325 — The Age of Tolstoy
326 — Russian Soviet Novel from Sholokhov to Solzhenitsyn

Spanish

111-112 — Beginning Spanish
201 — Area Study: Latin America
215 — Intermediate Spanish
216 — Conversation
217 — Masterpieces of Spanish American Literature
218 — Masterpieces of Spanish Literature
313 — Advanced Conversation
314 — Advanced Grammar
315 — Spanish American Literature
316 — Spanish Literature
324 — Ideology and Tradition in the Spanish Speaking World
341 — Caribbean Studies
361-362 — Directed Study
401 — Problems in Area Study
412 — Phonetics and Pronunciation
413 — Composition and Stylistics
414 — Advanced Reading and Translation
415 — Seminar in Spanish American Literature
416 — Seminar in Spanish Literature
451-452 — Senior Research
461-462 — Individual Work for Honors

Chinese

111-112 — Beginning Chinese

Recent Student Projects

Dostoevsky’s Idiots: The Evolution of the “Positively Beautiful Individual” (an honors project) — Douglas Turnbull
The Religious Anguish of Don Miguel de Unamuno in His Life and Selected Works (an honors project) — Martha Williams
Ibsen’s Influence on Selected Realistic Plays of Gerhart Hauptmann (an honors project) — Colleen Coughlin
Translation and Interpretation of a Selected List of Contemporary Spanish Short Stories (an honors project) — Diane Kent
Women in Eluard’s Poetry (an honors project) — Sandra Davis
The Evolution of Victor Hugo’s Political Ideas During His Exile (an honors project) — Kristine Karsten
The Problem of Disaffection in Selected Novels of Francois Mauriac
(an honors project) — Catherine Richman
Satire in the Short Stories of Heinrich Boll (an honors project) —
Karim Schluss
Two Nobel Prize Winners in Search of an Ethic (an honors project) —
Diane Shoos

The Faculty

Charles W. Steele
Professor and Chairperson (1949- )
B.A., U. of Missouri; M.A., U. of California; Ph.D., Ohio State U.
Dr. Steele recently returned from Cali, Colombia, where he spent a year teaching English at the Universidad del Valle. In the past, he has led student groups abroad under the Experiment in International Living program, coordinated the language part of Peace Corps summer programs at Denison and Stanford U., studied in Bogota, Colombia, with the aid of a GLCA summer grant, and in Madrid, Spain. He is past president of the Ohio Association of Teachers of Spanish and Portuguese.

Milton D. Emont
Professor of French (1954-)
B.A., New Jersey State College, Montclair; M.A., Middlebury College; Ph.D., U. of Wisconsin

F. L. (Ted) Preston
Professor of French (1949-)
A.B., Ohio U.; A.M., Harvard U.; Ph.D., Ohio State U.
Dr. Preston teaches French and supervises the language laboratory. He serves as secretary of Phi Beta Kappa and Omicron Delta Kappa, upperclass men’s leadership honorary society, and as faculty advisor of Phi Delta Theta fraternity. Dr. Preston, who enjoys traveling, gardening, and photography, is Denison’s faculty representative to the Ohio Athletic Conference. His academic interests lie in the fields of the methods of teaching modern languages and the eighteenth century age of French elegance.

Joseph R. de Armas
Associate Professor of Spanish (1966-)
Teacher’s Diploma, Havana Normal School; Ed.D., Ph.D., U. of Havana
Dr. de Armas teaches Spanish and Latin American Studies. His fields of specialization are Spanish American Literature (contemporary) and Caribbean Studies with emphasis on Puerto Rico and Cuba. Dr. de Armas taught for 15 years in Havana and directed the "Frank País" School of the Cuban Rebel Army before coming to this country in 1961. He serves as coordinator of the committee for Latin American Studies and has taught courses in the Experimental College in the dynamics of student revolutions in Latin America.

Arnold Joseph***
Associate Professor of French (1963-)
B.S., M.A., Ph.D., Ohio State U.
In addition to teaching French, Dr. Joseph directed the 1973 and 1974 January Terms. In 1969-70, he was resident director of the Sweet Briar Junior Year in France program, a post he was re-appointed to for 1976-77.

John D. Kessler**
Associate Professor of German (1969-)
B.A., Ohio Wesleyan U.; M.A., Ph.D., U. of Texas
Dr. Kessler has been a university senator, and member of the academic affairs council. A specialist in German literature, Dr. Kessler received a Ford Foundation grant in the summer of 1971 to study in Nuremberg, Germany. Dr. Kessler will return to Germany in the spring of 1977 to continue research on the Nuremberg Fastnachtspiele and the school drama. He enjoys music of many sorts and a work he translated has been published in "Dimension," a journal of contemporary German arts and letters. An academic advisor to the international students at Denison, he is a member of the Academic Affairs Council. He is also interested in linguistics and medieval studies.

Charles O’Keefe
Assistant Professor of French (1975-)
B.A., St. Peter’s College; Ph.D., Duke U.
Dr. O’Keefe specializes in 19th Century French Literature.

Elias A. Ramos
Assistant Professor of Spanish (1976-)
B.A., Union U.; A.A., North Greenville Junior College; M.A., Ph.D., U. of Missouri

Míchal Barszap
Instructor of Russian (1975-)
B.A., St. Peter’s College; M.A., Ohio State U.
Born in Poland, Mr. Barszap spent 16 years in Poland and Russia where he completed most of his secondary education. After emigrating to the United States in 1964, he chose to make teaching his career. His interests are varied, ranging from Russian culture, art, music, history and politics, to the studies concentrating on the literature and language of the Soviet Union. He is particularly interested in promoting exchange of cultural, scientific and political ideas and information between the peoples of the U.S.S.R. and the U.S. Mr. Barszap, coordinator of Denison’s East European and Russian Studies program, was selected to participate in the 1976 Summer Exchange of Language Teachers with the Soviet Union as a part of the U.S.-U.S.S.R. Intergovernmental Cultural Exchanges Agreement.

Josette F. Wilburn
Instructor of French (1976-)
B.A., U. of Minnesota; M.A., Ohio State U.

Senior Fellows

French
Peggy Jo Reynolds, Glenview, Ill.

Latin American Area Studies
Nancy Rhodes, Bethesda, Md.

Russian
Morgan Wills, New Concord, O.

Spanish
Pamela Harbaugh, Pittsburgh, Pa.
Foreign Language Requirement

This requirement may be satisfied (A) by the submission of proof of proficiency or (B) by taking language courses.

A. Entering students will be given credit and/or waiver by meeting the following conditions:
   - Credit and waiver for a score of 700 on a College Board Achievement Examination.
   - Credit and/or waiver for adequate performance on a CEEB Advanced Placement Test. (see Advanced Placement.)
   - Credit and/or waiver for successful completion of the Proficiency Examination given each year in September before classes begin by the Department of Modern Languages. (See Proficiency Examinations.)
   - Waiver for four or more years of one high school language submitted for entrance to Denison.

B. A year of high-school language is usually considered equivalent to a college semester (111). 2 years of a high-school language to a college year (111-112) etc. If the student continues his or her high-school language, the appropriate intermediate course is considered the basic measure of acceptable proficiency. An exception is made when the student begins a new language.

The following programs exist for completing the language requirements through course work:

If the student presents no language or does not wish to continue the one begun in high school he or she may take a 111-112 course to fulfill the requirement (8 hours).

If the high school language is continued, he or she may fulfill the language requirement through one of the following alternatives: French 212 (3 hours), 211-212 (6 hours); German 212 (3 hours) or 213 (4 hours), 211-212 (6 hours); Russian 211-212 (6 hours); Spanish 216 or 217 or 218 (3 hours) or 215 plus 216 or 217 or 218 (6 hours).

When the score on the placement examination indicates that remedial work is necessary before the student continues the high school language at the intermediate level, the first-year course may be audited.

Music

The Department of Music is concerned with providing an environment of participatory opportunities in music for the academic community as a whole. Within this aspect of being a service department to the college the Music Department provides courses for the general student, instrumental and vocal ensembles and applied music lessons.

Additionally the Department produces or sponsors about forty programs during the academic year in an effort to make music an important part of educational life at Denison.

Even so, the music major at Denison is regarded as an irreplaceable element in the total musical life. Without the nucleus which majors provide in the music program, through their highly developed musical skills and serious commitment to the art of music-making, there would be a reduction in the quality and in the extent of the musical environment at Denison. Students are encouraged to major in any one of several well conceived and implemented major curricula while participating in the liberal arts spirit of this academic community. Several degree programs are offered so that each student may be educated musically in a way which is personally and professionally appropriate.

The music program at Denison is concerned above all else with the students themselves. The nourishment of each student as a creative individual is the central compulsion from which the program is conceived and implemented.

Course Offerings

Music

101 — Forms of Music
103b — Concert Band
103s — Orchestra
103c — Concert Choir
103w — Women’s Chorale
105 — Opera Workshop
107 — Chamber Music Workshop
109 — Contemporary Music
115-116 — Music Theory I, II
141 — Woodwind Instruments Class
142 — Brass Instruments Class
151 — String Instrument Class: Violin and Viola
152 — String Instrument Class: Cello and Bass
161-162 — Voice Class
171 — Percussion Class
201 — History and Literature of Music I
202 — History and Literature of Music II
203 — History and Literature of Music III
206 — Early American Black Music
207 — Music in America
208 — Piano Literature
215-216 — Music Theory III, IV
307-308 — Orchestration and Conducting
309 — Conducting
311-312 — Stylistic Analysis
341-342 — Composition
361-362 — Directed Study
363-364 — Independent Study
441-442 — Composition
451-452 — Senior Research
461-462 — Individual Work for Honors
The Faculty

R. Lee Bosnan
Professor and Chairperson (1966- )
B.A., M.A., Ph.D., U. of North Carolina

Dr. Bosnan has headed the department of music since coming to Denison. An
educator with special interest in 18th century Italian opera and symphony
and in 20th century music. Dr. Bosnan has taught courses for the general
student in contemporary music and in interdepartmental studies (Creativity
and Madness). He was coordinator of the arts in 1970-72 and directed the
forming of the Events in the Arts series.

Frank J. Bellino
Professor (1958- )
B.F.A., Ohio U.; M.S., Eastman School of Music

Mr. Bellino teaches violin, viola, chamber music, conducting, and is principal
violinist with the Columbus Symphony Orchestra. He directs the Denison String
Orchestra and the Licking County Symphony Orchestra. He has also played
with the Minneapolis Symphony, the Rochester Philharmonic, and the Houston
Symphony. Mr. Bellino, who was a Fulbright scholar at St. Cecilia
Conservatory in Rome, specializes in the research and performance of the viola
d'amore.

Egbert W. Fischer
Professor (1961- )
A.B., Harvard U., M.A., Case Western Reserve U.

Mr. Fischer, whose main interest is in performance, studied piano with
Leonard Shure in Boston, New York, and Cleveland, where he was his
assistant for two years. His other interests include musical analysis, the
aesthetics of music, psycho-acoustics, psycho-physics, psycho-phiology, and
the physiology of piano technique. In addition to being a faithful jogger, Mr.
Fischer has a passion for camping, snorkeling, mountain hiking, and river
floating in northwestern Montana, his native state.

George R. Hunter
Professor (1954- )

Mr. Hunter teaches brass instruments. A member of the Licking County
Symphony Orchestra, he has composed a number of choral and band pieces
and conducts the Denison Concert Band. Among Mr. Hunter's interests are
Germanic Culture, 18th Century Pennsylvania History, and World War I
aircraft. He served as chairman of the music department in 1964-66.

William Osborne
Professor (1961- )

Dr. Osborne is the university organist and director of choral organizations.

Elliot D. Borishansky
Associate Professor (1968- )
B.A., Queens College; M.A., Columbia U.; A.Mus.D., U. of Michigan

The winner of numerous grants and awards for music composition, Dr.
Borishansky has won national recognition for his theatrical pieces. His works
have been performed by such organizations as the Chamber Brass Players, the
Corpus Christi Symphony, and the New York Philharmonic. Several of his
works have been published by Media Press and one has been recorded on
Advance Records.

Marjorie Chan
Associate Professor (1968- )
B.Mus., Oberlin College; M.Mus., Indiana U.; D.M.A., U. of Southern
California.

William Stevens
Instructor (1976- )
B.A., U. of North Carolina; M.S., Catholic U. of America

Part-time Instructors

Eileen Bellino, voice
B.Mus., Eastman School of Music

Elizabeth Borishansky, piano

Glenn Harriman, trombone
B.S. Ed., M.A., Ohio State U.

Martha Hunter, piano

Jayne Latiolais, piano
B.A., Southwestern Louisiana Institute; M.M., Louisiana State U.

Joseph Lord, woodwinds
B.Mus., Ohio State U.; M.A., Columbia U.

John McCormick, classical guitar
B.Mus., Capital U.

Eric Ohlsson, oboe
B.Mus. Ed., Madison College; B.Mus., Ohio State U.

Robert Raker, bassoon
B.A., M.D., Ohio State U.

Gwendolyn Shrader, piano
B.Mus., M.M., Ohio State U.

John Ulrich, jazz piano
B.Mus., Capital U.

James Westbrook, flute
D.M.A., U. of Wisconsin

Paul Zubrod, percussion
B.Mus., Ohio State U.

Faculty on Leave

*First Semester
**Second Semester
***All Year

A book containing descriptions of courses offered this year at Denison is available by writing Denison University, Office of
Publications, P.O. Drawer A, Granville, O. 43023.
Philosophy

Philosophical thought involves the activity of critical, creative and evaluative thinking in respect to questions and assumptions central to human existence. The Department strives to engage the student in problematic areas which are often at the foundations of human "knowledge" and action. The Department hopes to move the student from the point of being unaware or naive about his or her world to the point of being sophisticated enough to recognize problem and impasse, and then to work toward constructive confrontation with them. Members of the Department cooperatively study these concerns from diverse perspectives, not only through the works of major philosophers but through their own creative activity. Similarly the student is encouraged both to engage in this joint inquiry and to philosophize creatively on his or her own. The courses and seminars in the Department are intended to develop this type of activity.

Recent Student Projects

Existentialism — Louise Tate, Paul Brown, and Rick Brunk
Philosophy of Humor — Tom Coulter
Marxism — Debbie Furlan
Norman Mailer — Chester English and Betty Barton
Foundations of Mathematics — Linda Newman
Legal Reasoning — Web Templeton
Women in History of Church — Lyn McKenna
Advanced Symbolic Logic — Paul Belazis, Nancy Ritter, and Jay Callander
Natural Law and Jurisprudence — Leslie Oweida, Marvin Mills, and Oren Henry
Themes in Medieval Philosophy — Dianne Pfeiffenberger and Eric Miller
Contemporary Ethical Naturalism — John Bye
Topics in Analytic Philosophy — Les Lewis
Topics in the Philosophy of Law — George Tetler
The Cognivity of Language (an honors project) — Daniel Tate
The Philosophy of Quantum Mechanics — Sami Oweida
Recent Work on the Mind-Body Problem — David Williams

Course Offerings

Philosophy

101 — Basic Issues in Philosophy (Freshman Only)
105 — Logic
201 — Problems in Philosophy (Sophomore, Junior, and Senior)
212 — Current Topics in Philosophy (Freshman/Sophomore Seminar)
221 — Ethics
226 — Social and Political Philosophy
305 — Metaphysics: Perspectives on Reality
306 — Theories of Knowledge
312 — Advanced Symbolic Logic
327 — Philosophy of Civilization
331 — Greek and Medieval Philosophy
332 — Modern Philosophy: Descartes to Hegel
334 — Contemporary Philosophy: 1900 to Present
343 — Chinese Philosophy
344 — Classical Chinese Language and Thought
361-362 — Directed Study
363 — Independent Study
401 — Philosophy of Religion
403 — History and Philosophy of Science
405 — Philosophy of the Arts
420 — Philosophy of Education
431-432 — Senior Seminar (Junior/Senior Seminar)
451-452 — Senior Research
461-462 — Individual work for honors

The Faculty

Anthony J. Lisska
Associate Professor and Chairperson (1969—)
A.B., Providence College; M.A., St. Stephen's College; Ph.D., Ohio State U.

A person who has studied formally both medieval philosophy and contemporary Anglo-American philosophy, Dr. Lisska's principal academic interests revolve around those issues found in medieval philosophy which have significance for contemporary philosophy. A recipient of grants from the Ford Foundation and the National Endowment for the Humanities, Dr. Lisska is presently working on projects in the structural history of philosophy centering on issues in perceptual theory and ethical naturalism exemplified in the writings of the medieval philosopher, Thomas Aquinas. A member of various college committees, he is a past president of the East Central Division of the American Catholic Philosophical Association. A regular book reviewer for "The Thomist," Dr. Lisska has published articles and critical reviews in professional journals of philosophy and psychology and has read papers on medieval philosophy at various meetings of philosophical associations and conferences in medieval studies.

Ronald E. Santoni
Professor (1964—)
B.A., Bishop's U.; M.A., Brown U.; Ph.D., Boston U.

Dr. Santoni is a frequent contributor to professional journals. During the past two years, he has been preoccupied with problems posed by Jean-Paul Sartre's philosophy. A pacifist, he has taught an experimental, multidisciplinary course on violence and was one of the invited scholars participating in the spring 1974 "Justification of Violence" colloquium at SUNY, Buffalo. His philosophical interests focus on the philosophy of religion, existentialism, and social and political philosophy. In addition to editing and co-editing two books and contributing to another, he has had published more than 70 articles and book reviews. On two occasions he has been appointed postdoctoral research fellow...
The Faculty

R. Lee Bostian
Professor and Chairperson (1966-)
B.A., M.A., Ph.D., U. of North Carolina

Dr. Bostian has headed the department of music since coming to Denison. A musicologist with special interest in 18th century Italian opera and symphony and in 20th century music, Dr. Bostian has taught courses for the general student in contemporary music and in interdepartmental studies (Creativity and Madness). He was coordinator of the arts in 1970-72 and directed the forming of the Events in the Arts series.

Frank J. Bellino
Professor (1958-)
B.F.A., Ohio U., Mus. M. Eastman School of Music

Mr. Bellino teaches violin, viola, chamber music, conducting, and is principal violist with the Columbus Symphony Orchestra. He directs the Denison String Orchestra and the Licking County Symphony Orchestra. He has also played with the Minneapolis Symphony, the Rochester Philharmonic, and the Houston Symphony. Mr. Bellino, who was a Fulbright scholar at St. Cecilia Conservatory in Rome, specializes in the research and performance of the viola d’amore.

Egbert W. Fischer
Professor (1961-)
A.B., Harvard U., M.A., Case Western Reserve U.

Mr. Fischer, whose main interest is in performance, studied piano with Leonard Shure in Boston, New York, and Cleveland, where he was his assistant for two years. His other interests include musical analysis, the aesthetics of music, psycho-acoustics, psycho-physics, psycho-physiology, and the physiology of piano technique. In addition to being a faithful jogger, Mr. Fischer has a passion for camping, snorkeling, mountain hiking, and river floating in northwestern Montana, his native state.

George R. Hunter
Professor (1954-)

Mr. Hunter teaches brass instruments. A member of the Licking County Symphony Orchestra, he has composed a number of choral and band pieces and conducts the Denison Concert Band. Among Mr. Hunter’s interests are Germanic Culture, 18th Century Pennsylvania History, and World War I aircraft. He served as chairperson of the music department in 1964-66.

William Osborne
Professor (1961-)

Dr. Osborne is the university organist and director of choral organizations.

Elliot D. Borishansky
Associate Professor (1968-)
B.A., Queens College, M.A., Columbia U.; A.Mus. D., U. of Michigan

The winner of numerous grants and awards for music composition, Dr. Borishansky has won national recognition for his theatre pieces. His works have been performed by such organizations as the Chamber Brass Players, the Corpus Christi Symphony, and the New York Philharmonic. Several of his works have been published by Media Press and one has been recorded on Advance Records.

Marjorie Chan
Associate Professor (1968-)
B. Mus. Oberlin College; M.Mus. Indiana U.; D.M.A., U. of Southern California

William Stevens
Instructor (1976-)
B.A., U. of North Carolina; M.S., Catholic U. of America

Part-time Instructors

Eileen Bellino, voice
B. Mus., Eastman School of Music

Elizabeth Borishansky, piano

Glenn Harriman, trombone
B.S. Ed., M.A., Ohio State U.

Martha Hunter, piano

Jayne Latiolais, piano
B.A., Southwestern Louisiana Institute; M.M., Louisiana State U.

Joseph Lord, woodwinds
B. Mus., Ohio State U.; M.A., Columbia U.

John McCormick, classical guitar
B. Mus., Capital U.

Eric Ohlsson, oboe
B. Mus. Ed., Madison College; B. Mus., Ohio State U.

Robert Raker, bassoon
B.A., M.D., Ohio State U.

Gwendolyn Shrader, piano
B. Mus., M.M., Ohio State U.

John Ulrich, jazz piano
B. Mus., Capital U.

James Westbrook, flute

Paul Zubrod, percussion
B. Mus., Ohio State U.

Faculty on Leave

*First Semester  **Second Semester  ***All Year

A book containing descriptions of courses offered this year at Denison is available by writing Denison University, Office of Publications, P.O. Drawer A, Granville, O. 43023.
Philosophy

Philosophical thought involves the activity of critical, creative and evaluative thinking in respect to questions and assumptions central to human existence. The Department strives to engage the student in problematic areas which are often at the foundations of human “knowledge” and action. The Department hopes to move the student from the point of being unaware or naive about his or her world to the point of being sophisticated enough to recognize problem and impasse, and then to work toward constructive confrontation with them. Members of the Department cooperatively study these concerns from diverse perspectives, not only through the works of major philosophers but through their own creative activity. Similarly the student is encouraged both to engage in this joint inquiry and to philosophize creatively on his or her own. The courses and seminars in the Department are intended to develop this type of activity.

Recent Student Projects

Existentialism — Louise Tate, Paul Brown, and Rick Brunk
Philosophy of Humor — Tom Coulter
Marxism — Debbie Furlan
Norman Mailer — Chester English and Betty Barton
Foundations of Mathematics — Linda Newman
Legal Reasoning — Web Templeton
Women in History of Church — Lyn McKenna
Advanced Symbolic Logic — Paul Belazis, Nancy Ritter, and Jay Callander
Natural Law and Jurisprudence — Leslie Oweida, Marvin Mills, and Oren Henry
Themes in Medieval Philosophy — Dianne Pfeiffenberger and Eric Miller
Contemporary Ethical Naturalism — John Bye
Topics in Analytic Philosophy — Les Lewis
Topics in the Philosophy of Law — George Tetler
The Cognitivity of Language (an honors project) — Daniel Tate
The Philosophy of Quantum Mechanics — Sami Oweida
Recent Work on the Mind-Body Problem — David Williams

Course Offerings

Philosophy

101 — Basic Issues in Philosophy (Freshman Only)
105 — Logic
201 — Problems in Philosophy (Sophomore, Junior, and Senior)
212 — Current Topics in Philosophy (Freshman/Sophomore Seminar)
221 — Ethics
226 — Social and Political Philosophy
305 — Metaphysics: Perspectives on Reality
306 — Theories of Knowledge
312 — Advanced Symbolic Logic
327 — Philosophy of Civilization
331 — Greek and Medieval Philosophy
332 — Modern Philosophy: Descartes to Hegel
334 — Contemporary Philosophy: 1900 to Present
343 — Chinese Philosophy
344 — Classical Chinese Language and Thought
361-362 — Directed Study
363 — Independent Study
401 — Philosophy of Religion
403 — History and Philosophy of Science
405 — Philosophy of the Arts
420 — Philosophy of Education
431-432 — Senior Seminar (Junior/Senior Seminar)
451-452 — Senior Research
461-462 — Individual work for honors

The Faculty

Anthony J. Lisska
Associate Professor and Chairperson (1969-    )
A.B., Providence College; M.A., St. Stephen’s College; Ph.D., Ohio State U.
A person who has studied formally both medieval philosophy and contemporary Anglo-American philosophy. Dr. Lisska’s principal academic interests revolve around those issues found in medieval philosophy which have significance for contemporary philosophy. A recipient of grants from the Ford Foundation and the National Endowment for the Humanities, Dr. Lisska is presently working on projects in the structural history of philosophy centering on issues in perceptual theory and ethical naturalism exemplified in the writings of the medieval philosopher, Thomas Aquinas. A member of various college committees, he is a past president of the East Central Division of the American Catholic Philosophical Association. A regular book reviewer for “The Thomist,” Dr. Lisska has published articles and critical reviews in professional journals of philosophy and psychology and has read papers on medieval philosophy at various meetings of philosophical associations and conferences in medieval studies.

Ronald E. Santoni
Professor (1964-    )
B.A., Bishop’s U.; M.A., Brown U.; Ph.D., Boston U.
Dr. Santoni is a frequent contributor to professional journals. During the past two years, he has been preoccupied with problems posed by Jean-Paul Sartre’s philosophy. A pacifist, he has taught an experimental, multidisciplinary course on violence and was one of the invited scholars participating in the spring, 1974 “Justification of Violence” colloquium at SUNY, Buffalo. His philosophical interests focus on the philosophy of religion, existentialism, and social and political philosophy. In addition to editing and co-editing two books and contributing to another, he has had published more than 70 articles and book reviews. On two occasions he has been appointed postdoctoral research fellow
at Yale U. and, in 1971, was elected a fellow of the Society for Values in Higher Education. Active in human rights, peace and anti-war activities, Dr. Santoni is on the National Executive Committee of the Episcopal Peace Fellowship. The father of five daughters and a son, he says he spends a lot of time “chasing girls.”

David A. Goldbar
Associate Professor (1968-71)
B.A., Brooklyn College; Ph.D., U. of Pennsylvania
Dr. Goldblatt studied architecture at Pratt Institute and taught at the U. of Pennsylvania before coming to Denison.

Joan Staumonis
Associate Professor (1971-79)
B.A., Antioch College; Ph.D., U. of Maryland
With ties to both mathematics and philosophy, Dr. Staumonis likes to think of herself as a messenger between the “two cultures,” the sciences and the humanities. Her special pitch is to defend the compatibility of rationality and passionate concern to those who are losing faith in one or the other. Being a woman, married, and mother of three children, she devotes much attention in her personal and professional life to the problems of women, and advocates analysis and revision of the social roles of both men and women. She was a university senator in 1972-75.

Marilyn Friedman
Assistant Professor (1973-79)
A.B., Washington U.; Ph.D., U. of Western Ontario
Dr. Friedman’s philosophical interests include philosophy of mind and the history of modern philosophy. Her undergraduate degree is in political science and she maintains a strong interest in the philosophical relevance of contemporary work in social science.

Physical Education

The primary purpose of physical education is to provide an opportunity for each student to encounter, through participation in selected sport and recreational activities, a satisfying self-identity, self-expression and self-adjustment experience. With this “totality” of person in mind the general objectives of Physical Education need to be of a total nature, that is, not only physical but sociopsychologic and philosophic as well. Within this context we seek the following objectives:

— To provide the opportunity for students to discover a sense of identity — to know one’s self.
— To assist students to discover the meaningfulness of individual persons in contrast to “things.”
— To provide a fertile situation for students to have practice in making value judgments.
— To provide as many opportunities as possible within the program for students to make meaningful value choices.
— To provide the situation for students to develop a sense of freedom with an accompanying and corresponding sense of responsibility.
— To awaken in students a sense of “caring” not only for the self but also other selves.

Such objectives represent both the immediate and the ultimate teacher concerns. Physical education classes provide important and unique opportunities for the realization of such goals. In addition, the individual student may encounter in theory and/or practice in the immediate present or in the long range future the following experiences:

— Maintenance and development of the process of “valuing” or making ethical judgments, which is basically a question of conduct. Both moral and aesthetic considerations are imbedded in every sport situation and thus this situation is ideal for assisting young adults in the development of a sense of values.
— Promotion and accomplishment of physical health. (i.e. strength, agility, endurance, vigor, flexibility, vitality, neuro-motor skills, coordination, health knowledge, habits and attitudes.)
— Accomplishment and growth in the development of social competencies. (i.e. cooperation, tolerance, competitiveness, consideration, empathy and forebearance.)
— Development and growth in emotional responses in regard to self, others, and inanimate “things” (space, time) and circumstances. The basic emotions such as love, fear, anger, etc. are inherent aspects of the sport situation and more importantly an individual engaging in a sport situation is totally “involved” and there is no “phonyness.”
— Discovery and development of recreational interests not only for the moment but actually laying the groundwork for the future and thus having the interest and ability to make worthy use of future leisure time.
— Promotion and development of creative thinking and concomitant action as used in sports, games and recreational activities.
— Development and promotion of a perspective toward life in knowing the ingredients of daily life in relation to work, play, rest and relaxation.

Course Offerings

Physical Education

Activity Courses

Aquatics

101A — Swimming Strokes
101D — Diving
102A — Senior Life Saving
104A — Water Safety Instructors
103A — Basic Skin & Scuba
Individual & Dual Sports
101C — Archery — Target & Field
101B — Badminton
101W — Body Shaping & Weight Control
102B — Beginning Bowling
103B — Intermediate Bowling
104F — Fencing
101F — Folk & Square Dancing
101G — Beginning Golf
102G — Intermediate Golf
105G — Gymnastics
106H — Handball
108R — Racketball
101J — Run for Your Life
101S — Sports Survey
101T — Beginning Tennis
102T — Intermediate Tennis
109T — Trampoline
101M — Weight Training (men)
101E — Self Defense (women)

Team Sports
101C — Mountain Climbing (co-ed)
101L — Beginning Lacrosse (co-ed)
101K — Beginning Soccer (co-ed)
101V — Power Volleyball (co-ed)

Outdoor Education
101B — Backpacking
103C — Canoeing
101O — Outing & Campcraft

Women's Intercollegiate Sports
101X — Basketball
102X — Bowling
103X — Golf
104X — Field Hockey
105X — Speed Swimming
106X — Synchronized Swimming
107X — Tennis
108X — Volleyball
109X — Lacrosse

Men's Intercollegiate Athletics
101Y — Baseball
102Y — Basketball
103Y — Cross Country
104Y — Football
105Y — Golf
106Y — Lacrosse
107Y — Soccer

108Y — Swimming
109Y — Tennis
1012 — Track

Major Courses: Physical Education
339 — Kinesiology & Physiology of Exercise
340 — Athletic Training & First Aid
429 — History, Philosophy & Principles of P.E.
430 — Organization & Administration of P.E.
318 to 322 — Techniques & Theory of Team Sports
(Select 3 of 5 courses)
318 — Baseball & Track (men and women)
319 — Basketball (men and women)
320 — Football
321 — Field Hockey, Volleyball and Soccer
370 to 373 — Techniques & Theory of Individual Sports
(select 2 of the 4 courses)
370 — Aquatics
371 — Archery, Badminton & Bowling
372 — Golf & Tennis
373 — Gymnastics

Electives for Majors and Non-Majors
124 — Camping & Outdoor Education
235 — Sports Officiating
236 — Sports Officiating
439 — School & Community Recreation
440 — Personal & Community Health
361-362 — Directed Study
451-452 — Senior Research
461-462 — Individual Works for Honors

Recent Student Projects
Considerations for a Competitive Swimming Program (an honors project) — Andrea McMakin
Basics of Football’s Wishbone Offense — Tom Davis
Lacrosse and Esoteric Cogitations Thereof (an honors project) — Ted Haynie
Research on Year-Round Training Program for High Jumper — Charles Lihn
Historical Study of Track at Denison University — Paul Mitchell
Research on Year-Round Training Program for Pole Vaulting (an honors project) — Charles Best
Athletic Training (an honors project) — Gary Lake
Recent Trends in Physical Education — Cheryl Holt
Evolution of Golf Clubs — Ernest Tatham

A book containing descriptions of courses offered this year at Denison is available by writing Denison University, Office of Publications, P.O. Drawer A, Granville, O. 43023.
The Faculty

Matti E. Ross
Professor, Director of the Off-campus Experience, and Chairperson (1952-)
B.S., Ed., Central Missouri State College; Ed.M., U. of Missouri; Ph.D., Ohio State U.
Dr. Ross, a past university senator, is an avid camper and white water canoeist. During the 1971 and 1974 January Terms, she accompanied groups of students on "Southeastern Safaris" through the southeast section of the country.

Roy Sells
Professor and Director of Intercollegiate Athletics for Men (1963-)
Dr. Sells coaches Denison's golf team in addition to being athletic director. He is a member of the NCAA and NACDA. Currently he is president of the Ohio Athletic Conference. He has directed Peace Corps training programs and was division director at the U. of Texas at El Paso before returning to his alma mater.

Elizabeth C. Van Horn
Associate Professor and Director of Intercollegiate Sports for Women (1953-
B.S.Ed., Miami U.; M.S., Wellesley College; Ph.D., Ohio State U.
In addition to serving as director of the intercollegiate sports program for women, Dr. Van Horn specializes in teaching individual sports including fencing. Presently she coaches the intercollegiate swimming and tennis teams. Traveling and reading are two of her favorite pastimes and she hopes to eventually visit most countries in the world. Penny has served as chairperson of the AAUP Committee W (Status of Women) for the past two years. She is active in church and other religion related concerns.

Carl Angelo
Assistant Professor (1975-)

Theodore H. Barclay
Assistant Professor and Director of the Major Program (1962-)
B.S.Ed., Ohio State U.; Ed.M., Kent State U.
Mr. Barclay is varsity swimming and soccer coach and administrator of Gregory Pool. He teaches mainly aquatic courses such as scuba diving and water safety instruction. His soccer teams have won the NCAA Midwest Regional Championship three times since 1962 and his swimming teams have finished not lower than third place in the OAC since 1965. He holds the rank of Commander in the Naval Air Reserve and claims to be the third best handball player at Denison.

Dale S. Googins
Assistant Professor (1962-)
B.S., M.Ed., Bowling Green State U.
Mr. Googins is the trainer for all athletic teams at Denison. A guest lecturer at several coach and trainer clinics, Mr. Googins is currently president of the Great Lakes Athletic Trainers Association, after having served as secretary-treasurer and vice-president of that group. The recipient of a Denison University research grant, he was a 1968 national winner in a protective equipment design contest.

Keith W. Piper
Assistant Professor and Director of the Activity Courses (1951-)
A.B., Baldwin-Wallace College; M.A., Case Western Reserve U.
Mr. Piper is head football coach and assistant track coach.

Joanne Rosenberger
Assistant Professor (1976-)
B.S., Ohio State U.; M.A., Case Western Reserve

Richard S. Scott
Assistant Professor and Co-Director of the Recreation Program (1958-)
B.S., Pennsylvania Military College; Ed.M., U. of Pittsburgh
Mr. Scott is head coach of Denison's basketball and tennis teams and serves as director of intramurals. He is past president of the Ohio Athletic Conference's basketball coaches association.

Robert L. Shannon
Assistant Professor (1954-)
B.A., Denison U.; M.A., Ohio State U.
Mr. Shannon is head track coach and assistant football coach. He is dean of the Ohio Athletic Conference's track coaches and chairperson of that group's track committee. He has held a Fulbright lectureship at the U. of Baghdad, Iraq. He was referee at the NCAA College Division Track and field championship in 1974 and was chairperson of the NCAA Division III games committee at the 1975 track and field championship.

Ferris Thomsen, Jr.
Assistant Professor (1965-)
B.S., U. of Pennsylvania
Mr. Thomsen is head coach of Denison's lacrosse and wrestling teams. He is currently the faculty adviser to Omicron Delta Kappa and the Fellowship of Christian Athletes. During the 1972 and 1976 January Terms, he took the lacrosse team to England where they faced an impressive slate of British teams.

Lynn Schweizer
Instructor (1973-)
B.S., Ohio U.

Physics

The study of physics is a challenging and intellectually rewarding activity elected by those who seek to sharpen and broaden their appreciation and understanding of the physical world and of their relationship to it. To this end, courses offered by the Department of Physics are designed to bring the student to an increasingly independent level of investigation in experimental and theoretical Physics, and to a level of sophistication commensurate with his or her motivations, goals, and abilities.

A major in physics, in addition to preparing a student for professional
work including secondary school teaching, has proven desirable for those preparing for careers in medicine, business, computer science, law, and industrial management. Sufficient flexibility exists in the major program to suit the needs and goals of the individual. A brochure describing the program and department is available from the chairperson.

A major in physics, with a concentration in geophysics is also offered. This program consists of a slightly modified major in physics, interdisciplinary laboratory experience and comprehensive project, and several specified courses from the Department of Geology and Geography.

**Course Offerings**

**Physics**

- 100 — Current Topics in Physics
- 110 — Medical Physics
- 121-122 — General Physics
- 121H-122H — General Physics, Honors Section
- 123 — Introductory Modern Physics
- 211 — Solid State Electronics
- 221-222 — Modern Analytical Physics
- 305 — Classical Mechanics
- 306 — Electricity and Magnetism
- 312 — Experimental Physics
- 320 — Modern Physics
- 321a — Geometrical Optics
- 321b — Thermodynamics
- 322a — Physical Optics
- 322b — Quantum Mechanics
- 335 — Geophysics Laboratory
- 340 — Advanced Topics
- 361-362 — Directed Study
- 400 — Seminar
- 405 — Advanced Dynamics
- 406 — Electromagnetic Theory
- 451-452 — Senior Research
- 461-462 — Individual Work for Honors

Teaching of Science (see Education 311)

**Recent Student Projects**

- Construction and Evaluation of Solar Heating Panels — A Team of Students
- Stellar Evolution, Model Building (an honors project) — Clifford Thomas
- Magnetic Fluids: A Possible Method for Separating Sulfur from Coal (an honors project) — Dexter Tight
- A Slowing of the Rotation Rate of Venus — James Terry

Construction of a Long Path High Resolution Infrared Spectrograph — Andrew St. James

A Comparison of the Theories of Language of Benjamin Whorf and Noam Chomsky, with Comments on their Import for Science (an honors project) — Leigh Coen

An Investigation of the Second Overtone of the Unsymmetric Stretching Mode of C2H2 (an honors project) — David Curry

Separation and Interpretation of Thermoluminescence Glow Curves — Gwynne Roshon

**The Faculty**

**Samuel C. Wheeler, Jr.**
Professor, Henry Chisholm Chair of Physics (1948-)
A.B., Miami U.; M.S., U. of Illinois; Ph.D., Ohio State U.

Dr. Wheeler presently serves on the advisory board and the orientation committee of the college. Dr. Wheeler held a science faculty fellowship from the National Science Foundation, later served as one of its program directors and continues to serve as consultant to the foundation. A member of Phi Beta Kappa, Sigma Xi, as well as professional societies in physics and astronomy, he was chairperson of the department of physics and astronomy in 1960-70 and is currently an examiner for the North Central Association’s Commission on Higher Education, an educational accreditation agency.

**F. Trevor Gamble**
Professor and Dean of Students (1963-)
A.B., Colgate U.; M.A., Ph.D., U. of Connecticut

Dr. Gamble’s research has centered on solid state physics and electron spin resonance which has provided the basis for four scientific publications. He served as a consultant to the Columbus Laboratories, Battelle Memorial Institute for a number of years and is presently a consultant-evaluator with the North Central Association of Colleges and Schools.

**Roderick M. Grant**
Associate Professor (1965-)
B.S., Denison U.; M.S., Ph.D., U. of Wisconsin

Dr. Grant’s research centers on solid state physics with applications in such areas as medical physics, geology, and archeology. He is actively interested in removing any artificial barriers between the arts, humanities, social sciences, and sciences by involving himself with interdisciplinary studies of cooperative programs both on and off campus. An avid amateur photographer, he enjoys handball and tennis for recreation, and interaction with people for constant stimulation.

**Jeffry S. Jobert**
Associate Professor and Director of Computer Center (1967-)
B.S. Fairfield U.; Ph.D., Virginia Polytechnic Institute

**Lee E. Larson**
Associate Professor (1966-)
B.S., Bates College; M.A., Dartmouth College; Ph.D., U. of New Hampshire

Teacher, physicist, farmer, and fireman. Physics, astronomy, environmental studies, outward bound program, and students are part of his work day. At home Dr. Larson raises chickens, lambs, pigs, bees, garden and orchard, and
makes maple syrup. In his "spare" time, he is assistant chief of the Granville Volunteer Fire Department. He enjoys hiking, canoeing, tinkering with machinery and old clocks, and "fixing things."

Michael E. Mickelson  
Associate Professor (1969—)  
B.S., Ph.D., Ohio State U.
Dr. Mickelson received a $22,000 grant from the Research Corporation in 1971 for research in molecular spectroscopy, a renewal grant of $17,000 in 1974, and in 1975, he was awarded an NSF Aeronomy grant totaling $22,100 to investigate the spectra of deuterium bearing molecules present in the atmospheres of the outer planets. He is presently doing research in molecular structure relating to astrophysical, environmental, and theoretical problems. He has served as director of several NSF Summer Undergraduate Research Participation Grants in Physics and regularly directs student research during the summer and academic year. He heads the editorial board of the "Journal of the Scientific Laboratories." A sailboat racing enthusiast, he is a member of the United States Yacht Racing Union and is adviser to the Denison Sailing Club.

Ronald R. Winters  
Associate Professor (1966—)  
A.B., King College; Ph.D., Virginia Polytechnic Institute
Dr. Winters' research interests are neutron capture cross sections, nucleosynthesis, and lunar origin. The cross section measurements are made at the Oak Ridge National Laboratory. Current research includes a collaborative effort with scientists at ORNL and at both the Canadian and Australian atomic energy commissions.

Senior Fellow  
Harry Wrench, Manitowoc, Wis.

Junior Fellow  
Thomas Scibiur, Warren, O.

Political Science

The Political Science Department views its general purpose in terms of three general objectives. These objectives are fundamental to the concept of a liberal arts education and to the beginnings of a sophisticated understanding of the political process.

The primary objective of the Department is to convey to students the complexity of politics and the assumptions and methods of social science by which this complexity may be unraveled and analyzed systematically. In this connection, the Department seeks to equip students with a basic understanding of the operations by which social science defines basic terms and analyzes data.

A second objective of the Department is to provide students with a fund of theories and information about politics. Courses offered by the Department seek to describe and explain the activities of political individuals, groups, and institutions. Much emphasis is placed upon the process of public policy formulation in a diversity of national settings.

Finally, through its coursework and counseling the Department hopes to contribute to the education of Denison students as well-informed and responsible members of society. An awareness of social science assumptions, methods, plus the basic information acquired in Political Science courses, we feel, will prove valuable to students in their future careers.

Course Offerings

Political Science

202 — American Political Behavior and Institutions  
202u — American Political Behavior and Institutions (Urban Emphasis)  
212 — Introduction to the Methods of Political Science  
221 — Comparative Politics  
242 — Introduction to International Politics  
252 — Introduction to Normative Political Theory  
262 — Introduction to Legal and Judicial Studies  
301 — Public Policy Analysis  
304a — The Development of Political Thought (Ancient and Medieval)  
304b — The Development of Political Thought (Machiavelli to Mill)  
304c — Contemporary Political Thought (Marx to Present)  
306 — Issues of Political Thought  
308 — Politics of Developing Nations  
314 — The National Political Process  
319 — Congress and the Legislative Process  
320 — The Modern Presidency  
321 — State Government and Politics  
322 — Soviet Politics  
331 — American Political Parties and Electoral Behavior  
333A,B,C — Topics in Urban Politics  
339 — Comparative Foreign Policy: The Soviet Union and the United States  
341 — International Political Systems and Processes  
346 — International Legal Processes and Organizations  
347 — Judicial Behavior  
350A,B,C — Law and Politics  
354 — Law and Society  
355 — Introduction to Jurisprudence  
357 — Soviet Foreign and Military Policy  
359 — The Conduct of American Foreign Policy  
360 — Problems in American Military Policy  
361-362 — Directed Study  
401-402 — Seminars  
451-452 — Senior Research  
461-462 — Individual Work for Honors
Recent Student Projects

The Press and the Presidency: Trials of the Nixon Administration (an Honors project) — Dave Abbott
The Codification Movement: A Study in the Legal Thought of Story and Field — Joe Potts
The Conservative Coalition: A Preliminary Examination (an honors project) — Frank Steinberg
The Legal Philosophy of Roscoe Pound — Gary Tober
Theories of Social Change — Jim Sivon
The Independent Voter: A Critical and Empirical Look at an Important Concept of Voting Behavior (an honors project) — James Giffin
The Inadequacy of Pluralism as a Theory of Public Policy Making: An Emphasis on Environmental Policy (an honors project) — Barbara Novak
Marxism — Alemneh DeJene
The Ostvertrage: Treaties with Moscow and Warsaw — in the Context of West German Domestic and Foreign Policy (an honors project) — Janet Ridenour
The Codification of an International Space Law Code: Precedents and Problems (an honors project) — Gary Grant
The Role of Bureaucratic Politics and Organizational Processes in American Foreign Policy Making — Jim Russick
The Dignity of Sisyphus: The Works of Albert Camus (an honors project) — Fred Corbin
Readings on the Congress — David Spetka

The Faculty

William J. Bishop
Associate Professor and Chairperson (1967-)
B.A., M.A., Ph.D., Northwestern U.

Dr. Bishop's major academic interests are comparative politics, political elites in industrial societies, the Soviet Union, and East Central Europe. He is currently completing sabbatical year research on Soviet-American relations and change in Soviet leadership.

Emmett H. Buell, Jr.
Associate Professor (1969-)
B.A., M.A., Louisiana State U.; Ph.D., Vanderbilt U.

Dr. Buell offers coursework in the areas of urban politics, American political behavior, and urban studies. He spent the spring semester of 1975-76 on sabbatical leave in South Boston doing research on opposition to school busing and court-ordered school desegregation. He has contributed to several political science journals and is presently editing a collection of readings on urban political machines, ethnic groups, and municipal reformers.

Richard A. Drisbin, Jr.
Assistant Professor (1975-)
B.A., West Virginia Wesleyan College; M.A., Ph.D., Johns Hopkins U.

Dr. Drisbin's academic interest is in American legal politics. He has published or presented several articles and papers on prosecutors, rural courts, and the political role of the legal profession. Also, he has studied at the Inter-University Consortium for Political Research at the U. of Michigan. His current project is an analysis of the political role of the American legal profession.

Dorothy H. Clayton
Assistant Professor (1974-)
B.A., M.A., U. of Florida

Ms. Clayton's academic interests are in American government and political behavior at both the national and state level. A member of Phi Beta Kappa, she has engaged in an extensive data codification project in connection with a study of comparative state legislatures. Ms. Clayton was a Woodrow Wilson Fellow in 1964-65 and a Ford Foundation Fellow in 1965. She is currently completing the Ph.D. degree at the U. of California, Berkeley.

Gerald L. Clayton
Assistant Professor (1974-)

Mr. Clayton's academic interests are American national politics with an emphasis on Congress and the President. He was an American Political Science Association Congressional Fellow in 1970-71. A member of Phi Beta Kappa, he was a Woodrow Wilson Fellow in 1964-65. He previously taught at the College of William and Mary and San Jose State U. before coming to Denison. Mr. Clayton is a candidate for the Ph.D. degree at the U. of California, Berkeley.

Jules Steinberg
Assistant Professor (1972-)
A.B., U. of California, Berkeley; M.A., Ph.D., U. of Wisconsin

Dr. Steinberg's major academic interests lie in the area of normative political philosophy, in terms of both the history of Western political thought and the critical analysis of contemporary political thought and experience.

David Sorenson
Instructor (1975-)
B.A., M.A., California State U. at Long Beach

Mr. Sorenson's academic interests are in the areas of international relations, American foreign and defense policy, public policy analysis, and politics in China. He currently coordinates the international relations concentration and the Model UN program at Denison. He was a Ford Foundation fellow and has published research on decision-making in the Vietnam War. Mr. Sorenson is a candidate for the Ph.D. degree at the Graduate School of International Studies, U. of Denver.

Senior Fellows

Kent Daiber, Euclid, O.
Joseph Durney, York, Pa.
Barbara Longley, Short Hills, N.J.
Clifford Sethness, Kenilworth, Ill.

Faculty on Leave

* First Semester  ** Second Semester  *** All Year

A book containing descriptions of courses offered this year at Denison is available by writing Denison University, Office of Publications, P.O. Drawer A, Granville, O. 43023.
Psychology

The Psychology Department seeks to aid students in achieving an understanding of their own behavior and experiencing in relation not only to themselves but to others and to the physical environment. We strive to do this by development of a continued curiosity about behavior and by familiarizing the student with the research tools, techniques, and strategies of investigation which may be employed in seeking answers to the many questions which arise in the study of the behavior of humans and other organisms.

Our department is founded on a firm belief in the scientific study of behavior. We expect students to become familiar with the various modes of inquiry within the science of psychology and to be able to evaluate contrasting views of behavior. Students are also expected to develop proficiency in analysis of psychological issues and to be able to apply scientific psychological techniques of analysis to appropriate problems in other fields.

Modern psychology is a broad, diverse and expanding field. By providing a sound program of basic courses and individual study and research opportunities, the department is able to provide the interested student with both breadth and depth in the study of behavior, and to prepare him or her to deal with future developments in psychology. By concentrating on basic psychology, our program is designed to provide thorough fundamental training for the student desiring to prepare for post-graduate study or work in psychology or related fields, and at the same time it is also broad and flexible enough to provide the interested student (non-majors included) with significant opportunities in the study of behavior.

Course Offerings

Psychology

101 — General Psychology
201 — Research Methods
202 — Field Experience
217 — Child and Adolescent Development
226 — Theories of Personality
313 — Statistics and Experimental Design
315a — Learning and Motivation: Lecture
315b — Learning and Motivation: Laboratory
316a — Cognitive Psychology: Lecture
316b — Cognitive Psychology: Laboratory
317a — Sensation and Perception: Lecture
317b — Sensation and Perception: Laboratory
318a — Comparative Psychology: Lecture
318b — Comparative Psychology: Laboratory
319a — Physiological Psychology: Lecture
319b — Physiological Psychology: Laboratory
338 — Social Psychology
361-362 — Directed Study
402 — Seminars
411 — Abnormal Psychology
415 — History and Systems of Psychology
417 — Industrial Psychology
441 — Advanced General Psychology
451-452 — Senior Research
461-462 — Individual Work for Honors

Recent Student Projects

Differential Effects of Cognitive and Motor Strategies on the Ability to Delay Gratification in Impulsive and Reflective Children (an honors project) — Nanette Frautschi
Simulated Jury Verdicts as a Function of Inadmissible Courtroom Evidence With An Analysis of Structural Realism in Mock Jury Research (an honors project) — Larry Giordano
Cue Dependence in Problem Solving as a Function of Field Independence/Independence and Sex (an honors project) — Kristie Thomas
Interactive Effects in Visual Perception: A Feedback Model (an honors project) — David Williams
Effects of Repetition on Memory: Variable Encoding or Retrieval Practice? — Janis Hakola

The Faculty

Gordon M. Kimbrell
Associate Professor and Chairperson (1967– )
A.B., Ph.D., U. of Tennessee
The author of numerous articles, Dr. Kimbrell is currently writing and conducting clinical research in the following areas: emotional factors associated with weight loss, behavior therapy for obese children, the prediction of success in weight loss, and cognitive therapy for depression.

Charles J. Morris
Associate Professor (1969– )
B.S., Denison U.; M.A., Ph.D., U. of Missouri

Robert J. Auge
Assistant Professor (1972– )
B.A., U. of Colorado; Ph.D., Arizona State U.
"My primary academic interest is behavior theory. Within this broad area, I am especially interested in conditioned reinforcement, stimulus control and schedule-induced and schedule-dependent phenomena. Research using an observing response paradigm, has investigated contextual factors in the establishment and measurement of conditioned reinforcement, and the tendency to terminate stimuli after fixed or variable work requirements or relatively long intervals to food. In addition I am interested in ethology, particularly research has focused on the ethological study of child behavior, sex-role socialization and aggression. A continuing interest concerns behavior therapy and, especially, the methods and theories of self-management of self-control. A
special interest concerns student research, a topic I can always find time to discuss. Science fiction, chess, skiing, and almost anything relating to nature consumes what remains of my time.

Dene S. Berman
Assistant Professor (1976- )
B.A., Wright State U.; M.S., Illinois State U.; Ph.D., Kansas State U.

James E. Freeman
Assistant Professor (1976- )
B.A., California State U.; M.A., Bowling Green State U.

Harry Heft
Assistant Professor (1976- )
B.S., U. of Maryland; M.S., U. of Bridgeport

Allen L. Parchem
Assistant Professor (1972- )
B.A., Macalester College; M.A., Ph.D., U. of Vermont

"My primary departmental responsibilities are in the areas of social psychology and historical development of psychology. My research and theoretical interests include the areas of negotiation processes, organizational behavior, and the nonviolent resolution of conflict. My philosophical interests lead me to examine the roots of psychology. Since coming to Denison, I have been involved in two Outward Bound courses and am interested in combining the Outward Bound experiential learning model with the more traditional form of higher education."

Rita E. Snyder
Assistant Professor (1973- )
B.A., U. of Michigan; Ph.D., Indiana U.

Dr. Snyder joined the psychology faculty in the fall of 1973.

Samuel J. Thios
Assistant Professor (1972- )
B.A., Wake Forest U.; M.A., U. of Richmond; Ph.D., U. of Virginia

Dr. Thios specializes in human learning, memory, and cognitive processes. He has a special interest in methods for improving learning and memory efficiency.

Esther Thorson
Assistant Professor (1971- )
B.A., Macalester College; Ph.D., U. of Minnesota

Dr. Thorson teaches developmental and perceptual psychology. She is currently doing research in the development of colorfully socialized behaviors in children and in perceptual processing differences in good and poor readers. Dr. Thorson is also interested in the possibilities for mathematical or other types of formal modeling in psychology.

Senior Fellows
Edward King, Indianapolis, Ind.
Albert Lintel, Syracuse, N.Y.
Steven Rolnick, Cleveland Heights, O.
Holly Williams, Webster Groves, Mo.
Lynne Wilson, Topeka, Ks.

Religion
The Department of Religion perceives religion to be an important part of humanistic studies in a liberal arts education. The study of religion is one way to establish a focus for the achievement of a view of reality, and more specifically a way to achieve a view of the meaning of human existence, man as an individual and a social being in relation to ultimate reality.

The goals of the Department are to familiarize the student with the nature of religion, to give him or her an understanding of both Western and non-Western religious traditions, to help the student develop critical and analytical skills for examining the various religious systems offered in a pluralistic society, and to examine his or her own religious perceptions.

The major in religion seeks to give students a focus which will enable them to integrate their study of a variety of fields into a cohesive world-view. The courses for the achievement of these objectives will be chosen in consultation with the Department Chairperson.

Course Offerings

Religion
101 — Introduction to Theology
103 — World Religions: Man's Living Religions
210 — Nature of Religion
211 — Introduction to the Old Testament
212 — Introduction to the New Testament
213 — History of Christian Thought
214 — The Nature of Man
224 — Christian Ethics
303 — Contemporary Religious Thought
304 — Existentialist Theology
Recent Student Projects

Teilhard and Purposeful Human Existence (an honors project) — Robert Fuller
The Problem of Religious Knowledge (an honors project) — Mary Ellen Trahan
The Nature and Scope of Non-violence — Peter Porteous
The Christology of Paul Tillich — Kathy Keogh
The Life and Teachings of Ramanuja (an honors project) — Jill Parker
Critical Study of the Teachings of Sri Aurobindo (an honors project) — Sally Dilgart
The Thought of Thomas Merton — Mary Juno Patton
Understanding of Time in the New Testament Writings (an honors project) — Wayne Peck
Concept of Peace in Hebrew Thought with Special Stress on Old Testament Writings (an honors project) — Dean Hansell
The Parables and the Teachings of Jesus (an honors project) — David Betz

The Faculty

Parker E. Lichtenstein
University Professor and Chairperson (1949- )
B.S., M.S., U. of Massachusetts; Ph. D., Indiana U.

Walter Eisenbeis**
Professor (1961- )
Staatsexamen, Paedagogische Akademie Wuppertal (Germany); Ph. D., U. of Chicago
Dr. Eisenbeis concentrates in Biblical studies, Semitic languages, hermeneutics, and the philosophy of existence, and is a member of the international Organization of Septuagint and Cognate Studies, the Society of Biblical Literature, the American Oriental Society, and other learned societies. He is the author of "Die Wurzel shalem im Alten Testament." He enjoys travel, archaeology, and music.

James L. Martin
Professor (1957- )
B.A., Oklahoma City U.; B.D., Ph.D., Yale U.
Dr. Martin, a member of the president's advisory council, is a former member and chairperson of the University Senate. He spent a post-doctoral year at Cambridge U. in England, studying under a Ford Foundation grant. Dr. Martin, who has a special interest in South Indian Hinduism, has visited that country twice on sabbatical leaves to do field research on Hindu temples, festivals, and practices. Last January he directed a study tour of India.

Leo O. Scott
Professor (1952- )
B.A., Occidental College; B.D., Union Theological Seminary; Ph.D., Yale U.
Religious ethics, contemporary religious thought and contemporary theology comprise Dr. Scott's academic field. He has done post-doctoral work in Scotland and Japan. During his 1975-76 sabbatical leave, he was a Research Fellow in medical ethics in the Harvard Medical School.

David A. Gibbons
Assistant Professor and Associate Dean of Students (1961- )
A.B., Oberlin College; B.D., S.T.M., Yale U.
A member of the faculty since 1961, Rev. Gibbons is Associate Dean of Students. His responsibilities include career counseling, orientation, academic advising, off-campus study and work with international students. He is on the allocations board and the campaign cabinet for the University of Licking County (Ohio) and is president of the Licking County Big Brother/Big Sister Association. His main academic interest is philosophical theology. His leisure activities include tennis, racquetball, and travel.

David O. Woodyard
Assistant Professor and Dean of the Chapel (1960- )
B.A., Denison U.; M.Div., Union Theological Seminary; D.Min., Vanderbilt U. School of Theology
In addition to teaching, Dean Woodyard is responsible for the convocation and chapel programs offered on the campus. He is available for personal counseling as well as discussions of political and social issues. Dean Woodyard is the author of five books, one of the more recent being a consideration of political theology entitled Beyond Cynicism: The Practice of Hope.

John L. Jackson
Instructor and Associate Dean of the Chapel (1974- )
B.S., Miles College; M.Div., Harvard Divinity School
Rev. Jackson assisted at the Union United Methodist Church, Boston, Mass., before coming to Denison in the fall of 1974. He is faculty adviser to DCA and is presently serving on the board of directors of Licking County's Big Brother Association and the Family Service Association. His main academic interest is Liberation Theology.

Senior Fellow

Richard Wagner, Lakewood, Ohio.
Sociology and Anthropology

The major in the Sociology and Anthropology Department is designed to meet the educational needs of three kinds of students: (1) Those whose interests are primarily in liberal education and wish to use the discipline to understand the social institutions and social change as well as insight into cross-cultural patterns; (2) Those who wish to use sociology as a background for certain occupations such as the law, the ministry, social work, government service or business, and (3) Those who expect to pursue graduate study in sociology-anthropology, leading to a teaching, administrative or research career. Off-campus experiences through the GLCA Philadelphia Urban Semester and the Merrill Palmer Institute Program in Detroit, which focus on contemporary urban problems, are available to the student. In addition, a student in consultation with the department and the off-campus study committee, may design his or her own off-campus program.

Course Offerings

Sociology and Anthropology

207 — Foundations of Social Life
208 — Human Ecology
209 — Social Problems and Social Policy
213 — Education for Marriage and Family Life
301 — Social Research Methods
307 — Urban Sociology
308 — Introduction to Social Work
309 — Social Casework
311 — Criminology
312 — Minority Groups
313 — The Family
314 — American Indians
315 — Social Organization
317 — The Sociology of Religion
318 — Sociology of Education
319 — South American Indians
320 — World Ethnography
321 — Cultural Change
322 — Peasant Culture
330 — General Anthropology
340 — Collective Behavior
345-346 — Special Problems
361-362 — Directed Study
405 — Sociology of the Pre-School Child
415 — Human Relations in Industry
416 — Sociological Theory
420 — Seminar
451-452 — Senior Research
461-462 — Individual Work for Honors

Recent Student Projects

A Comparison of Ecological and Socio-Cultural Explanations of Land-Use Patterns: An Examination of the Zoning Process in the United States (an honors project) — Roger Dorris
An Empirical Study of the Relationship Between Romanticism, Emotional Maturity, and Marital Adjustment — Michael Cech
The Determinants of Dyadic Commitment Among Cohabiting Couples: A Pilot Study (an honors project) — Don Bower
An Empirical Study of the Relationship Between Academic Interest Areas of Junior High and High School Teachers and Religiousity — Jeanne Lehman
Medical Sociology — Nancy Woodlock
A Study of Juvenile Institutions with Special Examination of the Conversion of the Juvenile Diagnostic Center of Columbus, O., to the Buckeye Youth Center (an honors project) — Margaret Hanrahan
Work and Technology — Chris Gault
Witchcraft in Western and Non-Western Society — David Dennis, Robert Orfeo, Kathleen Rudolph, and Thomas Harry
Theories of Deviance and Relationships Between Theory and the Development of U.S. Penal Philosophy — Anne Hornsby
Law and Society — Michael Heitz
Internship with Licking County Planning Commission — Marc Smith
Sociological Aspects of Group Therapy and the Alcoholic — Leslie Bakken
South Africa: Political Preconditions and Social Development — Eric Hoffman

The Faculty

David L. Potter
Associate Professor and Chairperson (1972-)
B.A., Amherst College; M.A., Ph.D., Syracuse U.
Dr. Potter is coordinator of the urban studies program. He joined the Denison faculty after having been assistant to the director and instructor in the public affairs program at Syracuse U. He specializes in urbanization, social change, Southeast Asia (particularly, the Philippines), and structural theory. He has received a Wenner-Gren Foundation award for anthropological research. For the 1974-75 academic year he was on leave as the visiting faculty member for the GLCA Philadelphia Urban Semester program.

Irving E. Mitchell**
Professor (1949-)
A.B., Gordon College; M.A., U. of New Hampshire; Ph.D., Boston U.
Dr. Mitchell has served three terms as chairperson of the department of sociology and anthropology. He specializes in criminology, specifically, police education and penal reform. Dr. Mitchell is active in several local community service organizations and was chairperson of the Mound-builders Guidance Center in 1958-69. Dr. Mitchell, who is listed in Who's Who in America, enjoys boating and is a member of the U.S. Power Squadron.
Claiburne B. Thorpe
Professor (1970-)
A.B., North Carolina Central U.; M.A., U. of Oregon;
Ph.D., New School for Social Research
Dr. Thorpe, who has taught at Denison since 1970, is the author of several articles. His teaching specialty is research methods and theory but his academic interests are multiple, ranging from language to astronomy. Since coming to Denison he has directed two unique surveys: local resident feeling about the development of Granville, and the first detailed study of Amtrak railroad passenger service. Dr. Thorpe is a jazz buff and an avid sports enthusiast.

Donald M. Valdes
Professor (1953-)
B.A., New Jersey State College, Montclair; M.A., George Peabody College; Ph.D., Ohio State U.
Dr. Valdes is the author/editor of two sociological texts. He has a penchant for teaching introductory sociology and anthropology courses and twice served as chairperson of the department. The former Denison wrestling coach has accompanied students to various Mexican archaeology sites during January Terms. Although he plays a "poor but enthusiastic" game of tennis, his favorite activity is sailing.

Felicitas D. Goodman
Associate Professor (1968-)
Diploma, U. of Heidelberg (Germany); M.A., Ph.D., Ohio State U.
Born and raised in Hungary, Dr. Goodman has written two books and numerous articles on glossolalia and recently offered a January Term seminar on altered states of consciousness. Dr. Goodman has mastered several languages, including German, Hungarian, Rumanian, French, Spanish, and Mayan, and also studied Navaho and Quechua. She enjoys the New Mexico desert where she has built an adobe house doing most of the labor herself.

Russell Geiger
Assistant Professor (1974-)
B.A., Ohio Wesleyan U.; Ph.D., Southern Illinois U.

Leonard H. Jordan, Jr.
Assistant Professor (1976-)
B.A., Millsaps College; M.A., Ph.D., Louisiana State U.

T. J. Rice
Assistant Professor (1973-)
B.S., Cornell U.; M. Econ. Sc., National U. of Eire (Dublin); Ph.D., Purdue U.
Dr. Rice's special research concerns are in social stratification and occupational mobility, while his teaching interests include sociological theory, social stratification, sociology of occupations and professions, sociological theory and research methods. He has held a David Ross Foundation grant for dissertation research on social mobility in North American urban areas and a Denison U. Research Foundation grant for urban research on occupational mobility and work patterns. Dr. Rice has written articles and book reviews on labor movements and class consciousness and organized conferences and panels to enhance undergraduate teaching in sociology. Born and raised in the Irish Republic and, true to the Irish tradition, he enjoys being a bachelor, playing folk harmonica, and riding horses.

Senior Fellows
Norman Blears, Jamestown, N.Y.
Elaine O'Donoghue, Moorestown, N.J.
Elizabeth Patterson, Cincinnati, O.

Junior Fellow
David Shaver, Reynoldsburg, O.

Speech Communication

The goals of the Speech Communication Department are to help the student to become a more able individual on two closely related levels, behavioral and cognitive, and to provide pre-professional training in specific areas.

On the behavioral level, the Department seeks primarily to enable the student to give effectiveness to his or her ideas through cogent and persuasive expression of them in circumstances which may vary widely, and to enhance the student's ability to grasp with perceptiveness and sensitivity ideas expressed by others.

On the cognitive level, the objective of the Department is to give the student an understanding of the process by which the expression and perception of ideas and feelings can influence human behavior. An understanding of this process includes a grasp of physiological, psychological, semantic, and social factors affecting both normal and defective human communication; an understanding of the impact of electronic mass communication on society and the individual; insight into the role of speech communication in business and the political process; etc.

The Department provides pre-professional training for students considering careers in law, business administration, broadcasting, teaching, the ministry, personnel, sales, government, advertising, speech pathology, public relations, and other fields.

Course Offerings
Speech Communication
101 — Public Speaking
110 — Dimensions of Speech Communication
113 — Reading Aloud Literature
218 — Speech Composition
221 — Group Discussion
222 — Argumentation and Debate: Contemporary Social Issues
223 — Persuasion
Recent Student Projects

The Image of Women on Television: A Primary Target for Attack (an honors project) — Linda Palenscar
Perception and the Aphasic (an honors project) — Susan Stafford
The Investigation of the Persuasive Techniques of Television Advertising (an honors project) — Barbara Jack
A Rhetorical Analysis of Wit and Humor in the Campaign Speaking of Adlai Stevenson (an honors project) — George Foutos
A Rhetorical Analysis of the Campaign Speeches of John F. Kennedy and Richard M. Nixon (an honors project) — Helen Greer
An Analysis of the Application of the Rhetoric of Aristotle in the Speeches of Winston Churchill (an honors project) — Charlotte Moyer
Senator Everett McKinley Dirksen's Use of Speech in the Origin and Passage of the Civil Rights Act of 1964 and the Voting Rights Act of 1965 (an honors project) — Barbara Ruhe
A Study of the Possibility of Isolating the Left Hemisphere of the Brain by means of Drugs as an Agent in the Therapeutic Retraining of Aphasics (an honors project) — Gretchen Lighthizer
Research and Live Broadcast over WDUB of Apollo 16 Space Shot — Dave Northrup
TV Advertising: Making of Original Films and Music — Richard Lewis
Psychology of Black Speech — Kenneth Fujka

The Faculty

Bruce R. Markgraf
Professor and Chairperson (1966- )
B.S., M.S., Ph.D., U. of Wisconsin, Madison
Teacher, playwright, novelist, reviewer, confidant, all-around good egg. Peace

William R. Dresser
Professor (1960- )
B.A., Denison U.; M.A., Ph.D., Northwestern U.
Dr. Dresser, former chairperson of the university senate, is author of several articles pertaining to argumentation and co-editor (with S. I. Hayakawa) of Dimensions of Meaning, a short anthology examining applications of general semantics. Before coming to Denison he taught at the U. of New Hampshire and at Boston U. He is especially interested in the human communication process as it relates to barriers to interpersonal understanding.

Charles Feldman
Assistant Professor
B.A., U. of Iowa; M.A., Ph.D., U. of Michigan

Senior Fellows

James Bickel, Newark, O.
David Crouse, Lima, O.
Mary Fossum, Atlanta, Ga.
Eletta Giordano, Trenton, N.J.

Junior Fellow

Kathleen Cone, Cincinnati, O.

Theatre and Film

The practice and study of theatre and film involves the students in the complex craft of imparting significant form to dramatic actions. In both practice and study students can discover their innate skills and talents, thereby enlarging self awareness and an understanding of the human community; or prepare themselves through concentrated pre-professional training for future creative work in theatre and film.

The Bachelor of Arts sequence allows a student wide flexibility in choosing areas of study in disciplines outside of his or her major interest. The Bachelor of Fine Arts sequence of courses provides a structured preprofessional training for those who seek apprenticeship as artisans in theatre and film. In either program classroom instruction and directed study in the history, theory and aesthetics of theatre and film are set side by side with training in voice, body movement, stagecraft, design, management and cinematography.

The student actively participates in the productions for the University and Experimental Theatre season of plays and in the making of films. Professional standards of production are employed by the instructional staff in order to impart high standards of quality workmanship.

The department encourages a semester of off-campus study in either the GLCA Fine Arts semester program in New York or in an accredited European program. The B.F.A. student is expected to engage in significant summer employment in theatre or film.
### Course Offerings

#### Theatre and Film

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<td>Acting: Scene Study</td>
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<td>History and Aesthetics of Film</td>
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<td>Problems in Costuming</td>
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<td>Problems in Styles of Stage Direction</td>
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<td>c.</td>
<td>Special Studies in Drama</td>
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<td>d.</td>
<td>Problems in Theatre Management</td>
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<td>e.</td>
<td>Advanced Problems in Scenic and/or Lighting Design</td>
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<td>410</td>
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#### Recent Student Projects

- **History of Black Drama** — RoNita Hawes
- **Bernard Shaw, the Director** — Leslie Oweida
- **Non-commercial TV Production** — Karen Kendig
- **David Merrick: The Study of a Producer** — Gary McAvay
- **The Fitzgeralds: A Study in Reader's Theatre** — Suzanne Fagan
- **A Film: Fog** — James D. Straite
- **The Influence of Ibsen Upon Selected Realistic Dramas of Gerhart Hauptmann (written in German)** — Colleen Judith Coughlin
- **Costume Construction for All's Well That Ends Well** — Joni R. Johns

### The Faculty

**Bruce R. Halverson**
Associate Professor and Chairperson (1976- )
B.A., Augustana College; Ph.D., U. of Washington

**William Brasmer***
Professor (1948- )
B.S., M.A., Northwestern U.

Mr. Brasmer has staged more than 75 major productions since coming to Denison. He was managing director of the Denison Summer Theatre for 18 years. Mr. Brasmer is currently writing a definitive study on Matt Morgan, American illustrator, and is an advisory editor of "Pantoe," the journal of the British Pantomime Association. Co-editor of Black Drama, he has been trained at the U. of North Carolina and the Royal Academy of Dramatic Arts; in addition to his study at Northwestern. Mr. Brasmer, who has a penchant for alliteration and finely honed adjectives, is concerned with the creative possibility of student talent.

**R. Elliott Stout**
Associate Professor (1966- )
B.A., M.A., Ph.D., Ohio State U.

Dr. Stout directs Denison's film program and advises the Denison Film Society and the Denison Film Collective. A filmmaker, director, and actor, Dr. Stout is interested in the history of theatre and cinema, experimental theatre, and Middle Eastern studies. With a quasi-academic interest in gastronomy, Dr. Stout is enthusiastic about cigars, table tennis, and opera.

**Carolyn M. Beck**
Assistant Professor (1976- )

**Calvin L. Morgan**
Assistant Professor (1971- )
B.A., Davis and Elkins College; M.A., U. of Washington

Mr. Morgan designed more than 20 sets for university, repertory, theatre, and festival plays before coming to Denison. He recently was the guest of the Scenographic Institute in Prague, Czechoslovakia, where he worked with Joseph Svoboda and the National Theatre. He is currently involved with the establishment of a North American scenographic institute. In the summers, he is instructor at the Banff School of Fine Arts, Alberta, Canada.

**Carolyn D. Seoley**
Assistant Professor (1976- )
B.A., M.F.A., U. of Iowa

**Jeffrey Briggs**
Instructor (1976- )

**Senior Fellow**

Alice Kurrus, Webster Groves, Mo., (Second Semester)
When I TRANSFERRED TO DENISON AT THE BEGINNING OF MY JUNIOR year, I had one major concern. How well would I mesh with the stereotypical female role which I was certain prevailed at Denison? I had withdrawn from Ohio State three years earlier, and had married in the meantime. My husband, a Denison graduate, was convinced that I should finish school and get my degree, and although I agreed, I wasn't at all sure that Denison was right for me. I was determined to remain a commuter and remain separate from the social environment, feeling that I would be a square peg since I was married, three years older than the other kids in my class, and above all, not rich.

I was surprised to find that I couldn't have been more wrong. I was aware very shortly after beginning my first semester that I was encountering a great diversity of interests and personalities among students, and only a handful reacted negatively to my position. I have made many valuable friendships with people whose life styles differ radically from mine. This has in turn exposed me to cultures which have enriched my own life, in the sense that I have encountered new thought processes which were alien to me prior to coming to Denison.

It hasn't all been good - I had moments of frustration and at times envy when I felt restricted by lack of pure freedom because of responsibilities at home. But in looking back, I can honestly say that Denison was a great aid in giving me the self-confidence and self-awareness I needed to see myself as a real person in the truest sense of the word.

Mary Hauck Enland
I really don't know what it was that made me end up at Denison. I didn't check deeply into departments, but only knew it was a liberal arts college. I didn't really check up on the social life, figuring it would be the same anywhere. Maybe it all came down to the beauty of the campus. I did know it was small, far enough from home, and had some pretty girls. I guess I was just too worried about getting in and not really thinking about going.

When I arrived here in the fall I was given an immediate feeling of assurance that I had made a good choice. Most everyone was eager to make new friends and the "smiles" and "hellos" were overwhelming. Some of this proved to be superficial, especially among the fraternities and sororities who were more interested in making impressions than friendships. The Greek system is very prevalent at Denison, and although no one is forced to join, the majority outdoes the "independents." The pressure to decide is intense, and one should not make a hasty decision without first considering other social facets of the university which tend to get overlooked.

Academically, Denison is of high quality. I had no idea what to expect of college and was constantly imagining my self staying up all hours of the night grinding away. That happens occasionally, but I've found I enjoy working here more than I ever thought. Lots of times the work may seem endless, but that temporary discouragement makes the end so much more gratifying.

Overall, I feel I have developed and matured socially and academically my first year here and can't see myself any happier anywhere else than Denison. I guess I'm just lucky I made the right choice.

John Schadler
Often a place is remembered for its most obvious characteristics. The 9:30 am break, 10:30 scramble for mail, and Saga meals are common occurrences at Denison and any student could describe them in detail. But, as a graduating senior, looking back on my four years at Denison, my most vivid memories are not of these daily events but rather of activities I took part in and the people I interacted with.

At times the activities were frustrating for me, especially when sincere efforts for positive change were thwarted by certain administrators (i.e., part-time gynecologist and additional psychologists). But while these situations limit the effectiveness of action, others openly promote it. In fact, one of the major advantages of Denison is its wide and diverse offering of activities. My interests led me to taking and organizing experimental college courses, participating in January Terms on and off campus, volunteering at community service agencies and being a student advisor on a women's dorm. There are so many activities offered that students find their interests met, if they are willing to take the opportunities available to them.

The particular students, faculty and deans I've worked with in these projects were extremely supportive, caring and dynamic people. The opportunities were helped somewhat by the small student body and the low faculty-student ratio, but certainly most from the respect these people have for students, and vice versa. A lot of the faculty and administrators really do care about students and this creates an atmosphere for idea-sharing and growth on a more personal level.

As a woman student, I have especially valued the interactions with the women faculty at Denison. The support that a lot of women students and faculty share is tremendous, and for me, has most definitely been of great importance. By working with them on issues that directly concern me as a woman I have been able to clarify my needs and goals in life better and develop close bonds of friendship.

This is my personal description of experiences with particular students and faculty members but I get the feeling from talking with other friends and acquaintances that the impressions are true for them in many instances, also. The particular people and activities may vary according to their — and your — interests, but the important thing is that the opportunities for such experiences are for the most part at Denison, if they are sought.

Karen Golden
When I visited Denison last year, I immediately decided this school was where I wanted to go. After being here for one year, I have no regrets over my decision. The reason for my immediate decision made on my visit was Denison's friendly atmosphere. My initial impression was right. Denison is a place to make lasting friendships, to have fun and to learn.

I remember bathroom discussions of such topics as "Is Psychology really a science?" throwing people in a huge pile of leaves on the academic quad, learning line dances in the hall, and the distinct feelings of pride and relief after finishing an important paper. Of course there were bad times also: homesickness, failure on a test, or just a week of rain. But I wouldn't trade my experience here for anything. I believe I have grown mentally and emotionally during these short (or long) months.

Denison has a wide variety of options for the student. There are January terms (I went to Europe and loved every minute of it), experimental college courses, or a semester or year abroad. A student can design her/his own major to fit her/his needs. If a student has a problem, any number of people are eager to help (student advisors, academic advisors, the faculty, and of course your friends).

Maybe we are too isolated on our hill, but the isolation adds to the feeling of community. Some complain that the Greek system runs the "social scene." That's probably true. But the independents are not excluded from the parties or from friendships with Greeks. Denison is by no means perfect but it provides a congenial atmosphere for the shy, unsure freshman.  

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[Handwritten name]

Beckie Rice
It was once stated that Denison is the "heathen haven of the liberals." In terms of a sizeable and loud portion of the Denison community, this is true. There is plentiful debauchery, apathy, licentiousness, loose morality and disregard for the sensitivities of others. The education available here is one of intellectual skepticism of any absolute standards, rendering all to the relativistic prerogative of the individual's prejudices.

But, on the other hand, it is true that the attitudes and lifestyles of Denison patrons are but a microcosm of our entire society, reflecting the general ethos of America at large. And included in this microcosm are those who do not submit to peer mandate, those who are willing to cut across mob mentality and be different, those who are courageous enough not to live behind the standard facades of "social acceptance," those who are willing to be who they are, willing to stand up and be counted for what they believe.

For the prospective student of Denison, if he cuts across the grain with such an environment as I have portrayed, he can either go elsewhere (where the same shall be found in varying degrees), or make the best of what is available here, learn greatly, and refine his character. A remnant of individuals do remain and flourish. For as Solomon said, "Iron sharpens iron, and one man sharpens another." You will not know the value of your person and the convictions you hold until you remain strong in face of opposition, and Denison provides that.

John C. Rankin
In my haste to pursue a certain post-graduate education, I elected to leave Denison at the end of my third year. The original conception of this idea came with no discernible hesitation or second thought. I figured there would be no problem in saying good-bye a year early to the dog infested Quad, fraternity pondings, all nighters in Fellows, The Shoe, friends, professors, etc., — no sweat at all. Well, as the end of year three approaches I have discovered something — I was wrong! Denison has been the scene of much personal, academic, and emotional growth for me. It has provided unique opportunities and experiences that will be long remembered and much treasured. Not only has Denison served to provide me with excellent training for my upcoming exploits in post-graduate school, it has also taught me a lot about living and my responsibilities for the coming years. The experience of sharing a 15 by 18 foot room with another person for nine months, the D.C.A. program for orphaned children, maintaining satisfactory attendance at 8:30 AM classes — all these things have contributed to a new sense of awareness that I have acquired since being at Denison. It is because of this awareness that I have gained at Denison that I approach my upcoming switch of schools with sadness over leaving but feelings of confidence and maturity in dealing with my new school.

Blair Jordan
I feel mixed emotions when I recall my years at Denison. Mostly I blush and chuckle at what I did and thought there. Also I am disappointed with some of the decisions I made and unhappy with my educational accomplishments.

Note, though, that my embarrassment and dissatisfaction stem from positive, beneficial aspects of my experience in college. I have grown and changed much since leaving. This continued maturation, which now refracts college days in a funny light, was nurtured at Denison and is based on self-knowledge and abilities acquired there. Similarly, though I am now unhappy with my academic program and progress in college, I think I learned more by making and living with some unwise choices than by flowing smoothly into someone else's mold. I learned about learning and about choosing by being given the freedom to make essential choices and the critical skills necessary to evaluate them. That may be the beginning of wisdom.

So I agree with what the Music Man said (although in a slightly different vein): "It's the sadder but wiser girl for me, yes sir!" I am happy that Denison gave me the opportunity to become dissatisfied enough to think things out for myself.

* * * * *

My most joyous and fulfilling experience in college was courting and loving a certain girl who now has become the woman of my life. I believe she taught me as much of importance as anyone on the faculty did.

My most frustrating and rewarding experiences were repeated bouts with close decisions there, wrestling with the complexities of a rigorous understanding of nature, house while trying to make sense and progress living with a bunch of guys—making and breaking our own rules, paying our own bills, cleaning up our own messes, and realizing that the economics, political science, and psychology of daily life are even harder than the tests.

My happiest times were out of doors in the woods and along the river, picnicking, hiking, and canoeing with professor and student friends.

The most inspiring moments were late afternoon discussions in an anthropology professor's office. It was there that my vision of a humanly meaningful career took shape.

And the most challenging aspect of it all was trying to integrate classroom learning with everything else. I am still struggling with that problem.

Lee Coen 1973 Graduate

Graduate student in Anthropology at the University of Chicago
I'm looking back now on almost three years at Denison. It's amazing how far away my freshman year seems. I arrived that September with a passionate love for Denison and an equally strong desire to get everything possible out of my next four years. The first year was "perfect." Everything seemed to go right. Denison was the only place to be.

I'm not quite so idealistic anymore. Nothing is perfect, no matter how much you may love what that person or place stands for. Needs change as do ways to fulfill them. The excitement of rash switched to thoughts of deactivation during my sophomore year. I've experienced great harmony and great tension in Christian Fellowship, had easy semesters and super-tough courses, had periods of active social life and social dormancy, found friends and grown apart from them. But somehow, through all the indecision and changes, I found the right major and lasting friendships, and have begun to get my priorities in order. I fought against transferring, yet have now decided that there are benefits in graduating early.

If I had it to do again, there are some things I would change. But I wouldn't change the place. I still love Denison, although the initial excitement has died. I belong here. I'm convinced of that. We share good times and bad times with anybody we feel close to. That's been true of Denison for me. Some people complain that there's nothing to do on campus or that the options are too narrow. I haven't had nearly enough time to check out what goes on around here. And I feel like I'll be leaving behind a good friend next December.

Check Denison out. It's a nice place. Maybe it'll be just right for you too.

Lisa Waterman
Robert C. Good
President (1976-)
B.A., Haverford College; B.D., Yale Divinity School; Ph.D., Yale U.
Dr. Good had a range of varied academic and government experience before he was appointed Denison's 16th president in 1976. He was dean of the graduate school of international studies and director of the social science foundation at the U. of Denver prior to coming to Denison. Dr. Good held several posts in the Department of State in the 1960's and was U.S. ambassador to Zambia in 1965-69. A central and southern Africa specialist, Dr. Good's Ph.D. degree is in the international relations area. A member of Phi Beta Kappa, Dr. Good has written one book, UDI The International Politics of the Rhodesian Rebellion, one monograph, and co-authored or co-edited five other books, in addition to numerous articles on international subjects.

Louis F. Brakeman
Provost and Professor of Political Science (1962-)
A.B., Kalamazoo College; M.A., Ph.D., Tufts U.
Dr. Brakeman, appointed provost in 1973, has served as dean of the college and chairperson and professor of political science. He has held Fulbright and Danforth fellowships and is chairperson of the GLCA dean's council. A university senator, he is a member of the academic affairs council and the president's advisory board. Dr. Brakeman is concerned with curricular reform, the improvement of teaching, and classroom simulation. He is one of three authors of a textbook, Introductory Problems in Political Research.

Andrew Sterrett
Dean of the College and Professor of Mathematical Sciences (1953-)
B.S., Carnegie Inst. of Technology; M.S., Ph.D., U. of Pittsburgh
Dr. Sterrett was named dean of the college in 1973. Dr. Sterrett has been chairperson of the Ohio Section of the Mathematical Association of America (MAA) and director (1970-72) of the Committee on the Undergraduate Program in Mathematics (CUPM). CUPM is a committee of the MAA that is charged with making curricular recommendations in mathematics to colleges and universities. He has co-authored a five-volume series, Programmed Calculus (1968), and Linear Systems: An Introduction (1973). Currently, he is preparing a book on probability with statistical applications.

Parker E. Lichtenstein
University Professor (1949-)
B.S., M.S., U. of Massachusetts; Ph.D., Indiana U.
Dr. Lichtenstein has served as acting president, dean of the college, and chairperson of the psychology department. In 1970, he was appointed Denison's first university professor, a unique professorship related to several academic disciplines. He has served on the university senate and been national chairperson of the American Conference of Academic Deans.

William F. Windle
Research Professor (1971-)
B.S., Sc.D., Denison U.; M.S., Ph.D., Northwestern U.
Dr. Windle returned to his alma mater in 1971 after retiring as research professor emeritus of rehabilitation medicine at New York U. A noted physiology researcher and educator, Dr. Windle has received numerous honors including the Weinstein Award from the United Cerebral Palsy Association, the Albert Lasker Basic Medical Science Award, and the William Thompson Wakeman Award of the National Paraplegia Foundation. He is founder and editor-in-chief of "Experimental Neurology" and has authored Textbook of Histology and Physiology of the Fetus. Dr. Windle is currently conducting research on neural regeneration in the damaged spinal cord. The research is supported by the National Institutes of Health in a specially-equipped laboratory on campus.

Visiting Lecturers (Part-time)

Art
Rose Marie Porter Davis, 1974-
B.A., Washington U.; M.A., Ohio State U.

Classics
Galen H. Graham, 1976-
A.B., College of Holy Cross; M.A., Ohio State U.

Dance
Artists-in-Residence
First Semester: Jeff Duncan
Second Semester: Richard Kimble
First and Second Semesters: Elizabeth Gill Wright Lucas
B.F.A., Denison U.

English
Karolyn Burkett, 1969, 1971-
B.A., U. of Kansas
Naomi Garrett, 1972- (Visiting Professor)
A.B., Benedict College; M.A., Atlanta U.; Ph.D., Columbia U.
Alice Feldman, 1976-
B.A., U. of Michigan

Jewish Studies
Richard Litvak, 1976-
B.A., Vassar College; M.H.L., Hebrew Union College

Modern Languages
Annette G. Cash, 1976-
B.A., M.A., U. of North Carolina
Marietta Ermont, 1958-
B.A., M.A., U. of Wisconsin
William McNaughton, 1972-
B.A., Brooklyn College; Ph.D., Yale U.
Aida Toplin, 1976-
B.A., Pennsylvania State U.; M.A., Rutgers U.
Isle Winter, 1967-
Diploma, U. of Kiel (Germany); M.A., Ph.D., Rutgers U.

Philosophy
Erich Straumanis, 1977-
B.A., Tufts U.; M.A., Ph.D., U. of Maryland

Psychology
Marilyn Burgess, 1968-
B.S., Denison U.

Sociology and Anthropology
Cyril Ransopher, 1964-
B.S.Ed., Ohio State U.; M.S., (Soc. Adm.) Case Western Reserve U.
Marjorie Watson, 1959.

Speech Communication
Barbara Thios, 1976-
B.S., West Virginia U.; M.Ed., U. of Virginia
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K. Dale Archibald, 1948-75 Professor-Emeritus of Biology
B.A., Denison U.; B.D., Colgate-Rochester Divinity School;
M.A., Ph.D., Ohio State U.

Francis C. Bayley, 1946-70 Professor-Emeritus of Logic
A.B., Dickinson College, B.D., Drew U.; Ph.D., Columbia U.

Edward M. Collins, 1948-69 Professor Emeritus of Chemistry
B.S., A.M., Ph D., Princeton U.

Lois E. Engleman, 1948-64 Librarian-Emeritus
B.A., Millikin U.; B.S. in L.S., Western Reserve U.
M.S., Columbia U.

W. Alfred Everhart, 1920-64 Professor-Emeritus of Chemistry
A.B., Miami U.; M.S., Lehigh U.; Ph.D., Ohio State U.

Donald R. Fitch, 1924-66 Registrar-Emeritus
Ph.B., M.S., Denison U.

Leland J. Gordon, 1931-63 Professor-Emeritus of Economics
B.S., A.M., Ph.D., U. of Pennsylvania

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William Hall, 1954-75 Associate Professor-Emeritus
B.A., M.A., West Virginia U.

Elizabeth Hartshorn, 1957-72 Dean of Women
B.S., Connecticut College; M.A., Columbia U.
Ed.D., U. of California at Los Angeles

Maylon H. Hepp, 1946-73 Professor-Emeritus of Philosophy
A.B., M.A., Oberlin College; Ph.D., Brown U.

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B.S., M.S., Denison U.

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B.S., M.S., Denison U.

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B.A., Denison U.; M.B.A., Harvard U.

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A.B., A.M., Ohio State U.

Joseph L. King, 1924-62 Professor-Emeritus of English
A.B., LL.D., Richmond College; A.M., Ph.D., Columbia U.

A. Collins Ladner, 1928-53 Assistant Professor-Emeritus
of Mathematics
A.B., A.M., Brown U.

Herman W. Larson, 1944-76 Associate Professor-Emeritus
of Music
A.B., Augusta College (S.D.)

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A.B., Denison U.; M.A., Duke U.; Ph.D., Ohio State U.

Danner L. Mahood, 1927-66 Assistant Professor-Emeritus
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B.S., Davidson College; M.S., U. of Virginia.

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A.B., A.M., College of William and Mary

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B.S., Denison U.; M.S., U. of Pittsburgh;
Ph.D., Ohio State U.

Virginia Northrup, 1952-75 Associate Professor-Emeritus
of Dance
B.A., William Smith College;
M.A., Sarah Lawrence College

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A.B., Coe College

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B.A., Lawrence U.; M.S., Massachusetts Inst. of Technology; Ph.D., U. of Chicago

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A.B., Grinnell College; M.A., Ph.D., Columbia U.

Ellenor O. Shannon, 1936-65
A.B., Tulane U.; A.M., Columbia U.

Natalie M. Shepard, 1950-73
B.S., Alfred U.; M.A., Columbia U.; Ed.D., New York U.

Wyndham Southgate, 1946-75
B.A., M.A., Ph.D., Harvard U.

Brayton Stark, 1927-61

Cephus L. Stephens, 1949-72
B.S., M.A., Ph.D., Ohio State U.

Morton B. Stratton, 1943-76
B.A., Tufts U.; Ph.D., U. of Pennsylvania

Harry H. Titus, 1928-64
B.A., D.Litt., Acadia U.; B.D., Colgate Rochester Divinity School; Ph.D., U. of Chicago

Harry V. Truman, 1948-67
B.A., Ohio Wesleyan U.; A.M., Western Reserve U.; Ph.D., U. of Wisconsin

Irvin S. Wolf, 1954-76
B.A., Manchester College; M.A., Ph.D., Indiana U.

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Ph.D., Yale U.

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Administrative Assistant
to the President and Secretary to the Board of Trustees

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Special Assistant to the President
for Development and Communication

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Provost

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Dean of the College

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B.A., Waynesburg College; M.A., Ohio U.
Assistant Registrar

Student Services

F. Trevor Gamble, 1963-
A.B., Colgate U.; M.A., Ph.D., U. of Connecticut
Dean of Students

David A. Gibbons, 1961-
A.B., Oberlin College; B.D., S.T.M., Yale U.
Associate Dean of Students

Susan R. Bowling, 1973-
B.S., M.S., Florida State U.; Ed.D., U. of Tennessee
Associate Dean of Students

Martha Rawlings, 1975-
B.S., Towson State College; M.A., Syracuse U.
Assistant Dean of Students

Victor R. Mattix, 1975-
B.A., M.A., U. of Florida
Assistant Dean of Students

Denise Gaus, 1976-
B.A., M.Ed., Trenton State College
Assistant Dean of Students

To be appointed
Director of Career Counseling and Placement

Donald G. Tritt, 1959-
B.S., Ohio State U.; Ph.D., U. of Chicago
Director of Psychological Clinic
Admissions and Financial Aid

William A. Hoffman, Jr., 1960-
B.S., Missouri Valley College
M.S., Ph.D., Purdue U.

Gordon H. Condit, 1949-50, 1964-
B.A., Denison U.; M.A., Case Western Reserve U.

Juliana Lightle, 1973-
B.A., M.A., U. of Rhode Island

Nancy Ball, 1974-
B.A., Denison U., M.A., Indiana U.

Theodore Sherron, 1975-
B.S., Delaware State College

Cynthia Steele, 1976-
B.A., Denison U.

Timothy E. Taylor, 1976-
B.A., West Virginia Wesleyan College

University Relations

Calvin K. Prine, 1959-
B.A., Denison U.; J.D., U. of Pennsylvania

Jonathan R. Wells, 1976-
B.A., Denison U.

Robert E. Kinney, 1970-
B.S., Ohio U.

To be appointed

Beatrice P. Stephens, 1947-
A.B., Lawrence U.

Thomas B. Martin, 1970-
B.A., Denison U.

Finance and Management

J. Leslie Hicks, Jr., 1968-
B.A., Gettysburg College; M.S., Bucknell U.

Peter P. Wieliczko, 1966-
B.S., Babson Inst.

Louis Petito, 1953-
B.A., Princeton U.; C.P.A.

Dixie Hietala, 1975-

Norma S. Franklin, 1974-

Gwendolyn Williams, 1949-

William J. Sharp, Jr., 1969-
B.S., Mech. Engr., Drexel Inst. of Technology

Arthur M. Shumway, 1955-

Herman L. Counts, Jr., 1966-
B.A., Johnson C. Smith College

George J. Campbell, 1970-
B.S., Susquehanna U.

Kenneth W. Poole, 1966-
B.A., U. of Michigan

Raymond A. McKenna, 1955-
B.A., Brown U.

Raymond L. Rausch, 1962-
B.S., B.S.Ed., Ohio State U.

Warren E. Adams, 1971-

David Wahl, 1972-
B.A., U. of Pittsburgh

Joan Patterson, 1962-

Steven M. Renz, 1974-
B.S., Wright State U.

Director of Purchasing

Purchasing Agent

Business Manager

Manager of Bookstore

Coordinator of the College Union and Assistant Manager of Bookstore

Director of Residence Hall Services and Conference Coordinator

Food Service Director

Manager, Huffman Dining Hall

Manager, Curtis Dining Hall

Student Enrollment for 1975-76

First Semester

<table>
<thead>
<tr>
<th></th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seniors</td>
<td>263</td>
<td>217</td>
<td>480</td>
</tr>
<tr>
<td>Juniors</td>
<td>286</td>
<td>183</td>
<td>469</td>
</tr>
<tr>
<td>Sophomores</td>
<td>309</td>
<td>291</td>
<td>600</td>
</tr>
<tr>
<td>Freshmen</td>
<td>327</td>
<td>327</td>
<td>654</td>
</tr>
<tr>
<td>Total Full-time</td>
<td>1,185</td>
<td>1,018</td>
<td>2,203</td>
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<tr>
<td>Full-time/special</td>
<td>1</td>
<td>1</td>
<td>2</td>
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<tr>
<td>Part-time/special</td>
<td>12</td>
<td>29</td>
<td>41</td>
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<tr>
<td>Part-time degree candidates</td>
<td>4</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Community Scholars</td>
<td>3</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>Grand Total</td>
<td>1,205</td>
<td>1,055</td>
<td>2,260*</td>
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</table>

Second Semester

<table>
<thead>
<tr>
<th></th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seniors</td>
<td>256</td>
<td>224</td>
<td>480</td>
</tr>
<tr>
<td>Juniors</td>
<td>268</td>
<td>178</td>
<td>446</td>
</tr>
<tr>
<td>Sophomores</td>
<td>302</td>
<td>282</td>
<td>584</td>
</tr>
<tr>
<td>Freshmen</td>
<td>317</td>
<td>307</td>
<td>624</td>
</tr>
<tr>
<td>Total Full-time</td>
<td>1,143</td>
<td>991</td>
<td>2,134</td>
</tr>
<tr>
<td>Full-time/special</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Part-time/special</td>
<td>6</td>
<td>21</td>
<td>27</td>
</tr>
<tr>
<td>Part-time degree candidates</td>
<td>13</td>
<td>7</td>
<td>20</td>
</tr>
<tr>
<td>Community Scholars</td>
<td>5</td>
<td>13</td>
<td>18</td>
</tr>
<tr>
<td>Grand Total</td>
<td>1,167</td>
<td>1,033</td>
<td>2,200**</td>
</tr>
</tbody>
</table>

*does not include 21 men and 53 women studying off-campus first semester

**does not include 22 men and 43 women studying off-campus second semester
### Enrollment by State and Foreign Country

**First Semester, 1975-76**

<table>
<thead>
<tr>
<th>State</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Alabama</td>
<td>0</td>
<td>1</td>
<td>1</td>
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<tr>
<td>Arizona</td>
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<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Arkansas</td>
<td>2</td>
<td>0</td>
<td>2</td>
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<tr>
<td>California</td>
<td>7</td>
<td>7</td>
<td>14</td>
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<tr>
<td>Colorado</td>
<td>2</td>
<td>5</td>
<td>7</td>
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<tr>
<td>Connecticut</td>
<td>70</td>
<td>64</td>
<td>134</td>
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<tr>
<td>Delaware</td>
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<td>2</td>
<td>3</td>
</tr>
<tr>
<td>District of Columbia</td>
<td>7</td>
<td>7</td>
<td>14</td>
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<tr>
<td>Florida</td>
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<td></td>
<td>20</td>
</tr>
<tr>
<td>Georgia</td>
<td>4</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>Hawaii</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Illinois</td>
<td>66</td>
<td>68</td>
<td>134</td>
</tr>
<tr>
<td>Indiana</td>
<td>24</td>
<td>16</td>
<td>40</td>
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<tr>
<td>Iowa</td>
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<tr>
<td>Kansas</td>
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<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Kentucky</td>
<td>16</td>
<td>7</td>
<td>23</td>
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<tr>
<td>Louisiana</td>
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<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Maine</td>
<td>2</td>
<td>1</td>
<td>3</td>
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<tr>
<td>Maryland</td>
<td>50</td>
<td>41</td>
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<td>Massachusetts</td>
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<td>35</td>
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<td>Michigan</td>
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<td>53</td>
<td>95</td>
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<tr>
<td>Minnesota</td>
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<td>9</td>
<td>13</td>
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<tr>
<td>Mississippi</td>
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<tr>
<td>Missouri</td>
<td>13</td>
<td>11</td>
<td>24</td>
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<td>New Hampshire</td>
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<tr>
<td>New Jersey</td>
<td>74</td>
<td>55</td>
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<tr>
<td>New York</td>
<td>133</td>
<td>109</td>
<td>242</td>
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<td>North Carolina</td>
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<td>7</td>
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<td>Ohio</td>
<td>401</td>
<td>288</td>
<td>689</td>
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<td>Oklahoma</td>
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<tr>
<td>Oregon</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>136</td>
<td>137</td>
<td>273</td>
</tr>
<tr>
<td>Rhode Island</td>
<td>4</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>South Carolina</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Tennessee</td>
<td>4</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Texas</td>
<td>2</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>Virginia</td>
<td>23</td>
<td>20</td>
<td>43</td>
</tr>
<tr>
<td>West Virginia</td>
<td>15</td>
<td>18</td>
<td>33</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>12</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>Washington</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1,153</td>
<td>1,004</td>
<td>2,157</td>
</tr>
</tbody>
</table>

### Total States: 39

| Total Foreign Countries | 30 |

### Denison Calendar for 1976-77

**First Semester 1976**

- **September 5-7**: Sunday-Tuesday
  - Orientation for Freshmen and Transfer Students who did not participate in June Orientation

- **September 8**: Wednesday
  - Registration for First Semester

- **September 9**: Thursday
  - Classes begin, 8:30 am

- **October 2**: Saturday
  - Fall Parents’ Weekend
October 16-19
Saturday-Tuesday
Fall Break

October 19
Tuesday
Midsemester grades due for Freshmen

October 30
Saturday
Homecoming

November 24
Wednesday
Thanksgiving Vacation begins, 12:20 pm

November 29
Monday
Classes resume. 8:30 am

December 15
Wednesday
Classes end. 5:00 pm

December 16
Thursday
Study Day

December 17-21
Friday-Tuesday
Final Examinations

December 22
Wednesday
First Semester ends, 5:00 pm

January Term

January 3
Monday
January Term opens, 8:30 am

January 28
Friday
January Term ends, 5:00 pm

Second Semester 1977

January 31
Monday
Registration for Second Semester

February 1
Tuesday
Classes begin, 8:30 am

March 18
Friday
Spring Vacation begins, 5:00 pm

March 28
Monday
Classes resume, 8:30 am

April 30
Saturday
Spring Parents' Weekend

May 18
Wednesday
Classes end, 5:00 pm

May 19
Thursday
Study Day

May 20-24
Friday-Tuesday
Final Examinations

May 25
Wednesday
Second Semester ends, 5:00 pm

May 27
Friday
Baccalaureate Service

May 28
Saturday
Commencement

June 4
Saturday
Alumni College and Class Reunion Weekend

Two day orientation sessions will be held for incoming freshmen and transfer students through the month of June.
Denison Calendar for 1977-78
(Tentative — subject to change)

First Semester 1977
September 4
Sunday
September 4-6
Sunday-Tuesday
September 7
Wednesday
September 8
Thursday
October 8
Saturday
October 22-25
Saturday-Tuesday
October 25
Tuesday
November 5
Saturday
November 24
Thursday
November 28
Monday
December 14
Wednesday
December 15
Thursday
December 16-20
Friday-Tuesday
December 21
Wednesday

January Term
January 2
Monday
January 27
Friday

Second Semester 1978
January 30
Monday
January 31
Tuesday
March 24-
April 2
Friday-Sunday
April 3
Monday

April 29
Saturday
May 17
Wednesday
May 18
Thursday
May 19-23
Friday-Tuesday
May 24
Wednesday
May 26
Friday
May 27
Saturday

Spring Parents’ Weekend
Classes end
Study Day
Final Examinations
Second Semester ends, 5:00 pm
Baccalaureate Service
Comencement

Two day orientation sessions will be held for incoming freshmen and transfer students through the month of June.

How to Write to Us

All addresses: Granville, O. 43023
Mail will be delivered more promptly if you include the P. O. Box.

General Information
Admissions
Alumni Relations
Athletics
Business Matters
Cashier
Controller
Dean of Students
Development
Educational Program
Placement of Seniors
Purchasing
Football
Graduate School Counseling
Library
News Bureau
Physician
President
Publications
Scholarships, Financial Aid
Theatre Tickets
Transcript, Academic Record
Trustees

Denison University, Box M
Office of Admissions, Box H
Society of the Alumni, Box A
Director of Athletics, Box 239
Director of Finance and Management.
Cashier’s Office, Box 239
Denison University, Box 239
Dean of Students, Box 239
Director of Development, Box D
Dean of the College, Box 239
Office of Vocational Services,
Box H
Office of Purchasing, Box F
Football Coach, Box 637
Office of Graduate School
Counselor, Box B
W. H. Doane Library, Box L
Office of News Services and
Publications, Box A
Whisler Hospital, Box 239
Office of President, Box B
Office of President, Box B
Office of News Services and Publications, Box A
Office of Financial Aid, Box H
Office of Registrar, Box B
Office of Treasurer, Box 110

College offices are open Monday through Friday from 8:30 am to noon
and 1 to 4:30 pm (4 pm Eastern Daylight Time during summer months).
The Office of Admissions is also open from 8:30 am to noon on
Saturdays from mid-September to Commencement.
Location

Denison is located in the village of Granville, Ohio. Granville, founded in 1805, is in the central part of Ohio, seven miles west of Newark, the county seat, 27 miles east of the state capitol grounds in Columbus; and 22 miles from the Columbus airport. Interstate 70 is less than 10 miles south and Interstate 71 connects with Ohio 161 at Worthington (26 miles west of Granville) and with Ohio 13 four miles south of Mansfield. By the latter route, travelers change to Ohio 661 in Mount Vernon. Other state routes to Granville are 16 and 37.

Catalog Credits

Art

The front cover illustration and artwork on pages 5, 34, 60 and 76 are by Mark Barenfeld of Meigs County, Ohio.

Printer

This Catalog was printed by Harry Hoffman & Sons Printing, Buffalo, N.Y.

Photography

Photo Identification: In case of multiple photographs per page, the identification is clockwise, beginning in the upper left hand corner of the page with Photo A.

1 — Nick Bogis, a Junior; Bob Kinney, Catalog Editor, B, C; Dave Bowman, a Senior, D
2 — Nancy Krueger, a former Denison student; Barbara Graves, a former Denison student; B, D, K; Bogis, C, E, F, I; Bowman, G, H, J, N; Tyler Casey, a former Denison student, M
3 — Kinney, A; Bowman, B, C
4 — Bowman
5 — Kinney
6 — Bowman
7 — Bowman
10 — John Bildahl, a 1973 Graduate; A; Casey, B
14 — Bogis, A, B, D, E; Bowman, C, F
16 — Dr. Allen Parchem, Psychology Faculty Member; A, D; Oak Ridge Labs. B; GLCA, C
18 — Kinney, A, B, C; Amy Truitt, a Sophomore; D; Ann Hipp, a Sophomore, E
19 — Kinney
23 — Bob Seith, a 1973 Graduate
24 — Graves
33 — Bowman, A, B, C, F; Bogis, D, E, G, H
36 — Casey, A, D; Graves, B, C
37 — Bowman, A, B, E; Graves, C; Casey, D
42 — Krueger, A; Bildahl, B
43 — Graves, A; Casey, B, E, F; Bildahl, C; Bowman, G
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