CORRECTION!!!
The previous document(s) may have been filmed incorrectly...
Reshoot follows
<table>
<thead>
<tr>
<th>Date</th>
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<tbody>
<tr>
<td>September 4</td>
<td>College Residence Halls open</td>
</tr>
<tr>
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<td>September 8</td>
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<td>December 14</td>
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<td>December 15</td>
<td>Study Day</td>
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<td>December 16-20</td>
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<td>December 21</td>
<td>First Semester Ends, 5:00 pm</td>
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<td>January 2</td>
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<td>January 27</td>
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<td>January 30</td>
<td>Registration for Second Semester</td>
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<td>March 24</td>
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<tr>
<td>April 3</td>
<td>Classes resume, 8:30 am</td>
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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.

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<td>Athletics</td>
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</tr>
<tr>
<td>Business Matters</td>
<td>Director of Finance and Management, Box F</td>
</tr>
<tr>
<td>Cashier</td>
<td>Cashier's Office, Box 239</td>
</tr>
<tr>
<td>Controller</td>
<td>Denison University, Box 239</td>
</tr>
<tr>
<td>Dean of Students</td>
<td>Dean of Students, Box 239</td>
</tr>
<tr>
<td>Development</td>
<td>Director of Development, Box D</td>
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<tr>
<td>Educational Program</td>
<td>Dean of the College, Box 239</td>
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<tr>
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</tr>
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<td>Purchasing</td>
<td>Office of Purchasing, Box F</td>
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<td>Football</td>
<td>Football Coach, Box 637</td>
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<td>Office of President, Box B</td>
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</tr>
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<td>Trustees</td>
<td>Office of Treasurer, Box 110</td>
</tr>
</tbody>
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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 Barenfield 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, A; Bob Kinney, Catalog Editor, B, C; Dave Bowman, a Senior, D.
2. Nancy Krueger, a former Denison student, A; Barbara Graves, a former Denison student, B, D, K, L; 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.
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, D; Casey, B, E, F; Bildahl, C; Bowman, G.
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DENISON UNIVERSITY
Course Description Book
1976-77

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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 they 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.

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.
Black Studies

The Black Studies curriculum invites students to explore the Black Experience in various ways, including an interdisciplinary major. Black Studies is interdisciplinary in approach and international in scope. A Black Studies major is expected to develop a special mastery 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 requires a minimum of 32 credit hours and the completion of a senior project.

There are three core courses in Black Studies, required of a major in the area:

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

In addition to the core courses, the Black Studies major requires the choice of one of four educational models 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 Black Studies Curriculum 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. Multidisciplinary 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.

BLACK STUDIES 385—SENIOR PROJECT.

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.

ENGLISH 355—THE HARLEM RENAISSANCE. A readings-discussion course directed toward an interdisciplinary examination of the Harlem Renaissance of the 1920's. The major emphasis of the course is an analysis of the interrelationship between the cultural phenomenon itself, i.e., the artistic expression of Blacks associated with the Renaissance, and the general social, economic, and political conditions of the 1920's, the ultimate consequences of the Renaissance. Consideration is also given to the years prior to and following the 1920's in order to locate the significance of the Renaissance in American history and literature.

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.

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.

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.

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. 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.

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

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

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

RELIGION 228—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 norms of Black theology. The sociological and theological issues surrounding the construction and analysis of the norm for Black theology will be critically discussed. (This course satisfies the GE requirement in Religion and Philosophy.)

The Center for Black Studies coordinates fieldwork opportunities 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.

Dr. Charles P. Henry, Director, Center for Black Studies
Dr. John Kirby, Assistant Professor of History
Dr. Naomi Garrett, Visiting Professor
Dr. William Nichols, Associate Professor of English
Rev. John L. Jackson, Instructor of Religion
Dr. Joseph de Armas, Associate Professor of Modern Languages
Russell Geiger, Assistant Professor of Sociology and Anthropology
Dr. Valerie Gray, Assistant Professor of English
Dr. Donald Schilling, Assistant Professor of History

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. Study of important works, such as the New Testament and writings of Plato or Homer. The choice will depend partly on students' interest. Prerequisite: Greek 111-112 or equivalent. Thompson. 4

GREEK 361-362—DIRECTED STUDY. Advanced work in Greek. Thompson. 3

Courses in Latin Language

LATIN 111-112—BEGINNING LATIN. Introduction to the Latin language, designed to encourage students through reading in Latin to learn about the history, thought, and private life of ancient Rome. Some attention will be given to derivation of words in modern languages and technical use of Latin in medicine and law. For students with no previous knowledge of Latin. Staff. 4

LATIN 211—INTRODUCTION TO LATIN LITERATURE. Love themes in Roman life will be illustrated by reading in Latin such works as Catullus' love lyrics, Cicero's exposés of the affairs of Cicelia, and one of Plautus' comedies. (Course will begin with a rapid review of fundamentals of Latin.) Prerequisite: Latin 111-112 or equivalent. Thompson. 4

LATIN 361-362—DIRECTED STUDY. Advanced work in Latin. Thompson. 3

Courses in Classical Civilization

CLASSICAL CIVILIZATION 101—LIFE AND THOUGHT IN ATHENS. 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 102—ROMAN LIFE AND THOUGHT. A study of the evolution of Roman society from a simple farming community to a sophisticated world capital. Readings from Roman historians will stress dominant ideals and ideologies, as often represented by outstanding political and military leaders. Roman culture will be reviewed also in archaeological monuments. All readings in English. No prerequisites. Thompson. 4
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 the 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. 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.

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

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.

HISTORY 360—EASTERN EUROPE: THE CULTURAL BATTLEGROUND OF EUROPE.
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 the 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 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 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 of Soviet relations with those parts of the world which have been an object of particular Soviet interest (the United States, Germany and Europe, China and East Asia, and the Middle East) will comprise a large part of the course. The course goal is to develop skills for intelligently explaining and forecasting Soviet behavior in the world. 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


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, 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 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. O'Keeffe. 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'Keeffe. 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

Staff:
Michal Barszap—Coordinator, East Europe and Soviet Studies, Instructor of Russian
Dr. Bruce E. Bigelow, Assistant Professor of History
Dr. William J. Bishop, Associate Professor of Political Science
Dr. William L. Henderson, Professor of Economics
Dr. Richard H. Mahard, Professor of Geology and Geography

A student interested in the East Europe and Soviet Studies program should contact Mr. Barszap.
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:

- 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


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.

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.

HISTORY 215—EUROPEAN DIPLOMATIC HISTORY: 1815-1914. A study of European international relations from the Napoleonic period to the First World War.

Political Science

POLITICAL SCIENCE 211—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.

Electives

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

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.

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

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. Lenthiel Downs, Professor of English
George Bogdanovitch, Professor of Art
Dr. Eric Hirshler, Professor of Art
Steven W. Rosen, Assistant Professor of Art
Dr. Richard Mahard, Professor of Geology and Geophysics
Dr. Felicitas D. Goodman, Associate Professor of Sociology and Anthropology
Dr. David Watson, Professor of History
Dr. Donald Schilling, Assistant Professor of History
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 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 313, 314, or 315 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. Robert B. Toplin, Assistant Professor of History

Dr. Paul G. King, Associate Professor of Economics

Dr. Felicitas D. Goodman, Associate 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/or literature [one course]

SPANISH 313—ADVANCED CONVERSATION. Intensive practice in oral Spanish on the advanced level. Reports, speeches, dramatizations, etc. Conducted in Spanish. Prerequisite: 216, 217 or consent.  Armas. 3

SPANISH 314—ADVANCED GRAMMAR. An intensive grammar study at the advanced level. Conducted in Spanish. Prerequisite: 216, 217 or equivalent or consent.  Armas. 3

SPANISH 315—SPANISH AMERICAN LITERATURE. Study of literary genres, periods or movements in Spanish America. Emphasis to be determined each semester course is taught. Conducted in Spanish. Prerequisite: 217, equivalent or consent.  Armas. 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 study of the Mexican and Cuban revolutions.

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.

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.

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

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.

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: ECONOMICS 200.

Geography [one course]

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

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.

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.

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.

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 crosscultural 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 causal 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—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, (b) Anti-Poverty Policy for the City, (c) Crime and Justice in the City, (a) Race, Residence and Housing Policy in Urban America, and (b) Urban Ethnic and the Politics of City Machines. Major research papers and class research projects are generally required. See the Political Science section for this year's specific offerings. Buell. 4

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 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 202
Sociology 208
Sociology 209
Sociology 313
Sociology 340
Art 255

The Nature of Black Studies
Environmental Studies
Environmental Studies Seminar
History of Blacks in America
Recent American History
American Social History Since 1860
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
Human Ecology
Social Problems and Social Policy
The Family
Collective Behavior
History of Western Architecture

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 interested 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 relativity, 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 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 305—DENISON CHALLENGE. An experientially-based course with an off-campus wilderness phase and an on-campus project phase. The wilderness portion of the fall course begins in August while the wilderness phase of the spring course begins in January. Wilderness environments may include Texas, West Virginia, Wyoming, and New England. WILDERNESS PHASE: While in the field, students will receive instruction in outdoor skills and will participate in an array of activities including solo period and a final expedition. Depending upon the location, rock climbing, rafting, spelunking, and ski touring may be possible. In addition, students will be required to study the biological and geological aspects of the area to keep a journal. ON-CAMPUS PHASE: Once back at Denison, students will complete individually-designed course-related projects. The nature and scope of these projects will be the responsibility of each student with emphasis placed on integrity, initiative, and excellence. As a group, students will read a variety of works dealing with leadership, the American wilderness, and man's relationship to the natural world. The group will also participate in a number of leadership and group problem-solving exercises. The cost of the course, above and beyond usual tuition, will be between $450 and $550, depending on the number of students enrolled and the location of the wilderness phase. Graded Credit/No Entry.

Dennis, Parchem. 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 353-354—JEWISH IDEAS, TEXTS & TRADITIONS. The purpose of this course is to provide an understanding of the historical development of ideas, religious beliefs, and religious practices within the Jewish tradition. Students may enroll for both semesters, the first semester without continuation, or the second with prerequisite of the first. The first semester will be used to introduce the fundamental texts, rituals, and celebrations of Judaism in an integrated manner. The course will follow the development of Judaism from the biblical through the rabbinic period exploring the social, intellectual, and religious revolution of pharisaic-rabbinic Judaism in the time of early Christianity. The class will also view the rise of Christian-Jewish dialogue through the biblical commentary of Rashi as well as the Greek philosophical interpretation of Judaism in the works of Moses Maimonides. The second semester will begin with the Inquisition and the first events of modern Jewish history. Students will be exposed to the rational and non-rational texts of Spinoza and Lurianic (kabbalah) Mysticism as well as the legal codes (in English) of the Schuichan Aruch. We will explore the social situation surrounding the rise of radical Jewish messianism in the 17th Century as well as the ecstatic religious experience of Hasidic Judaism which followed. Concerning the events of this century, the course will review the Holocaust, contemporary Jewish theology, and the rise of Jewish centers in America.

Littak. 4, 4

INTERDEPARTMENTAL 355—VALUE PROBLEMS OF MAN AND SOCIETY. An examination of the nature of values, value theory, and the process involved in rendering value judgments. Selected topics will be examined in detail. Offered second semester.

Lichtenstein. 4

INTERDEPARTMENTAL 356—THE NATURE OF MAN. An examination of the biological, psychological, historical, and theological perspectives relating to the nature of man. Offered first semester.

Lichtenstein. 4

INTERDEPARTMENTAL 372—SUMMER PROGRAM IN CROSS-CULTURAL PSYCHOLOGY. The intent of this five-week, 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 1977, the group will live for three weeks in a small Swiss village and backpack 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) present a plan of the study, d) prior to departure, pre-test his/her method of study, e) present, not later than 6 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.

Tritt. 1-4

INTERDEPARTMENTAL 375—THE FAUST THEME IN EUROPEAN LITERATURE. The course will examine how an obscure and rather shady character of the 15th Century, a self-acclaimed astrologer and necromancer by the name of Faust, has inspired some of the most fascinating literary masterpieces. The following works will be studied in depth: The Historie of the damnable life and deserved death of Doctor John Faustus by an anonymous author of the 16th Century, Marlowe's The Tragicall History of the Life and Death of Doctor Faustus, Goethe's Faust, Byron's Manfred, Th. Mann's Doktor Faustus, and Bulgakov's The Master and Margarita. The emphasis will be on the figure of Faust as a representative of Western man: his pursuit of knowledge, his aspirations towards the divine and his fascination with the demonic, his role in society, and his damnation or salvation.

Winter. 3
INTERDEPARTMENTAL 441-442—ENVIRONMENTAL STUDIES. The course is a problem-oriented experience integrated into a closely coordinated senior program. This program is conceived 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.

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, visits to off-campus meetings, and individual projects.

Experimental Courses

These are new courses planned to be taught only once or twice. They have been developed by members of 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 230) 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 1976.

Kirby, Nichols. 4

INTERDEPARTMENTAL 234—SEMINAR ON WORLD HUNGER. An overview of the current global hunger crisis. This course explores diverse aspects of this contemporary problem from the perspectives of many traditional disciplines. Topics include: world food production by geographic region, world consumption patterns, effects of malnutrition, measures of economic underdevelopment, obstacles to agricultural development and distribution, American foreign policy on food related issues, and ethical implications of those policies and of viable alternative policies. Offered only in 1976-77 year.

Friedman, Bonar, Malcut, Sorensen. 4

INTERDEPARTMENTAL 313-314—CLASSICAL EAST ASIAN THOUGHT. A study of the classical 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, poetry, 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 1976-77 year.

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.

B.A. degrees are given in Art History and Studio Art. The B.F.A. degree is given in Studio Art.

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. 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. degree is given in this program. 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 beginning courses in the freshman year.
A 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. Credits in excess of 12 in Art History can be used to help satisfy the related arts fields requirement of the B.F.A. degree. It is recommended that the student pursue courses in other departments.

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 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 255—HISTORY OF WESTERN ARCHITECTURE.** A concise presentation of the forms of architecture in Western cultures from ancient times to present day.  
Bogdanovitch, Rosen. 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 Art.  
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 center.  
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 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, Vermeer and the Dutch Still life and Landscape painters; Rubens, van Dyck, Jordaens, Teniers, Possin, Claude Lorrain, Georges de la Tour, Philippe de Champaigne, 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 artist's visual vocabulary of form and to test the student's interest and range of ability in the Visual Arts.  
Campbell. 3

ART 115—PAINTING I. An exposure to several philosophical approaches to painting with emphasis on traditional and non-traditional techniques.  
Bogdanovitch, Jung. 4

ART 131—PRINTMAKING I. a) Drawing, design, b) setting up equipment, tools, materials, work methods, printing, registration, the edition protection of prints, c) direct involvement with relief silkscreen intaglio. A one semester course offered every semester—Safety glasses required.  
Campbell. 4

ART 141—SCULPTURE I. 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. 4

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. 4

ART 215-216—PAINTING II. Continued painting experience with emphasis on developing individual concepts.  
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. 4

ART 221-222—CERAMICS I. 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—PAINTING III. Prerequisite 215.  
Bogdanovitch, Jung. 4

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.  
Staff. 3

ART 321-322—CERAMICS II. 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.  
2-18

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  
l. Photography

ART 421-422—CERAMICS III. This course requires a working knowledge of ceramics processes (i.e., forming, finishing and firing techniques). Students work in depth, developing a personal approach to the medium acquiring greater competency in the area of ceramics.  
Bunge. 3

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.

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.

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. Offered each semester.

ASTRONOMY 361-362—DIRECTED STUDY. Prerequisite: Consent of chairperson. Offered each semester.

ASTRONOMY 451-452—SENIOR RESEARCH. Offered each semester.

ASTRONOMY 461-462—INDIVIDUAL WORK FOR HONORS. Offered each semester.

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, 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 may not elect more than 40 hours credit. Only 4 semester hours of Directed Study may be applied toward the 32 hr. minimum. 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 (Geology 105 or Geology 111 plus one advanced course in Geology) 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.

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 [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—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 sections of this course will be offered each semester but may not be counted toward the requirement for the major.
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 111—GENERAL BOTANY. A study of the major plant groups as well as emphasis on the physiology, anatomy, and cell biology of higher plants. 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 synthesis 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 phylogeny 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 of 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, cultivating 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 selected plant groups. To this end, examples from the lower plants will be discussed with concentration on algae, fungi, mosses, lichens, and ferns. Where applicable, morphogenesis will be studied as related to environmental control systems. Laboratories include tissue culturing, a study of structures, and gaining facility with identification. Prerequisite: 111. 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: 110 or consent. Rebuck. 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 green-house experiments are designed to study species interactions. Prerequisites: 110, 111 or consent. Rebuck. 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. Prerequisites: 160 or consent of the instructor. Norris. 4

BIOLOGY 224—DEVELOPMENTAL BIOLOGY. Developmental biology is concerned with the formation of living organisms and encompasses the continuum of molecular, cellular and organismic, and evolutionary development. This course emphasizes the development of the individual organism. Topics to be considered are: cellular, unicellular, and acellular systems; early development in invertebrates and vertebrates; and plant development. The laboratory includes studies of comparative development of the vertebrates and regeneration in the invertebrates. Work includes both classical and experimental approaches which emphasize frog and bird development. Four lectures and one laboratory per week. Prerequisites: 110, 112. Gardy. 4

BIOLOGY 225—GENETICS. Genetics is the study of biological material transmitted between generations of organisms. This course includes: identification and properties of the genetic material, replication, transcription, and translation of nucleic acids and variation thereof; genetic packaging and recombination of material; interaction of the products of the genetic machinery; genetic regulation; and the evolution of genetic systems. The laboratory is concerned with techniques and procedures that will give the student an insight into the methodology and complexity of genetic research. It will include: autosomal inheritance, linkage, gene interactions; mutation, artificial and natural selection, gene frequencies; and experiments with microorganisms. Four lectures and one laboratory per week. Prerequisite: 112. Gardy. 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. Prerequisites: 1 year of Biology or consent of instructor. On demand. Alrutz. 3

BIOLOGY 232—PLANT PHYSIOLOGY. A study of the functional relationships of the plant body in which water relations, respiration, transpiration, growth and development, photosynthesis, mineral nutrition, and food translocation are emphasized. Prerequisites: 111 and 112 or consent. Lotts. 4

BIOLOGY 233—GENERAL PHYSIOLOGY. This is a lecture and laboratory study of some of the physical factors influencing physiological function of 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, cardio-vascular, renal, digestive, and reproductive systems. Laboratory experience revolves around the use of living animals in investigating the principles and effective 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. Haubrich. 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. Prerequisite: 110 or consent of instructor. Norris. 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 physicochemical 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. Evolution is any (gradual) process of formation or growth or development. This course is concerned with several types of evolution but focuses on organic evolution, the emergence of order in biological systems from the molecular to the gross morphological level. Topics to be covered are: classical evolution, genetic evolution, organismic design, ontogenetic and phylogenetic development, the ecological network, major events in the evolution of life on earth, error correction systems, information theory, exobiology, the ascent of man, and biology in perspective and its future. Three lectures per week. Prerequisites: 110, 111, 112 and two semesters of advanced biology (not including 350, 361-362, 400, 451-452, 461-462), or consent. Exceptions will be considered, see instructor. Gardy. 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 advisor of the project—one for the department files, one for the advisor, 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 toward 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 designations 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 1976-77 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 (recommended) 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 108—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 solutions 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 formation. 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.

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 of organic compounds. Sec 01, for chemistry majors, emphasized syntheses, reaction mechanisms, other theoretical concepts, and the analysis (especially spectroscopic) of compounds. Some work the second
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 and Spessard. 2

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.
Spessard and Gilbert. 3

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. 2

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.
Galloway. 2

CHEMISTRY 302—BIOCHEMISTRY. A study of the chemical and physiochemical 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). Four class periods weekly plus optional laboratory. 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.
Brown. 3

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 Gilbert. 3

CHEMISTRY 361-362—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 various 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 and 226. Three class periods weekly.
Doyle. 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 use 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.
Staff. 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. 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 effected 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 472—CHEMISTRY SEMINAR. A seminar program arranged around one or more clearly unified topics which will involve student presentations, discussions, and critiques. The written final examination will be based on the presentations given during the term. Required of all departmental majors. Prerequisite: senior standing or consent. Staff. 2

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

Requirements for the B.A. Degree in Dance:
29 credit hours minimum.
One course from the 131-141-151 series (techniques of movement) each semester; 205-206 (dance composition); 323-324 (dance history); 353 (kinesiology); 425 (performance workshop) at least four semesters.

131-141-151 8—16
205-206 4—8
323-324 6
353 3
425 8—16
29—40

An additional 15 credit hours in the other arts are required for the B.F.A. degree.

Strongly recommended courses in related areas are Art 103, Music 101, Theatre and Film 101 and 317, Philosophy 405, Biology 110 and 201, and Psychology 101, 217, 226, and 411.

DANCE 131-141-151—TECHNIQUES OF MOVEMENT. Beginning intermediate, and advanced sections in Modern Dance and Ballet. 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. 2

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. Staff. 3

DANCE 323-324—THE ART FORM AS EXPLORED THROUGH DANCE. Historical and philosophical concepts from the primitive to the contemporary period. Staff. 3

DANCE 347—RHYTHMIC ANALYSIS OF MOVEMENT. Practice of rhythmic coordination, rhythmic dictation, basic notation, and percussion accompaniment. Andersen. 3

DANCE 353—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. Alexander. 3

DANCE 361-362—DIRECTED STUDY. Special problems in composition, theory kinesiology, or the teaching of Dance of various levels. Staff. 3

DANCE 425—PERFORMANCE WORKSHOP. Planning and producing various dance performances. Alexander. 2-16

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. Staff. 3-3

DANCE 451-452—SENIOR RESEARCH. Staff. 4

DANCE 461-462—INDIVIDUAL WORK FOR HONORS. Staff. 4
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 requisities 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, 306, 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.

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

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 is 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 of majors of students who can participate in this program.
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.

ECONOMICS 300—CONTEMPORARY ECONOMIC ISSUES AND POLICY. A survey of current economic problems with special emphasis on the casual 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.

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. Staff. 4

ECONOMICS 302—MICRO ECONOMIC ANALYSIS. An examination of the basic assumptions and methods of analysis employed in microeconomic 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. Prerequisite: 200. Huff, King. 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 main stream 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 capitalistic society, and (2) the modern industrial structure and the types of business behavior and performance which it implies. Prerequisite: 200. Fletcher. 4

ECONOMICS 314—INTERNATIONAL ECONOMICS. The theory of international trade and the effects of trade on economic efficiency. Balance of payments disequilibria and the mechanisms and policies of adjustment procedures. Relationships between domestic income and trade. Regional economic integration. Prerequisite: 200. 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 innercity, 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.)

ECONOMICS 361-362—DIRECTED STUDY.

ECONOMICS 451-452—SENIOR RESEARCH.

ECONOMICS 461-462—INDIVIDUAL WORK FOR HONORS

TEACHING OF SOCIAL STUDIES (See EDUCATION 320.)
Education

Teacher Preparation

Denison University is accredited by the State of Ohio Department of Education for the preparation of secondary school teachers, grades 7-12. In addition, a Special Certificate in Music valid for teaching K-12 (See Music Curriculum in catalog) may be obtained upon 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.

A student preparing for teacher certification may qualify for any of the degrees described in the 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.

Early consultation with a member of the Department of Education is important and will facilitate the planning necessary to meet the requirements for certification in most states.

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 three categories: general education, one or more teaching fields, and professional education.

The general education requirement of 30 semester hours is fulfilled by completing Denison’s general education program. Information about the number of semester hours needed for the various teaching fields may be obtained at the Department of Education office. The professional education requirements may be fulfilled through one of two programs described below:

Standard Program

EDUCATION 217—CHILD AND ADOLESCENT DEVELOPMENT. Psychological development, especially during early periods of growth. Same as Psychology 217. Prerequisite: General Psychology. Staff. 3

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

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. One methods course (see below) related to the student’s major teaching field is required. Education 326, “General and Special Methods of Teaching,” should be taken only when a special methods course is not offered or when a schedule conflict occurs. Prerequisite: 217.

EDUCATION 311—TEACHING OF SCIENCE. (Offered second semester in 1976-77 and in alternate years.) Evans. 4

EDUCATION 315—TEACHING OF MUSIC IN THE ELEMENTARY SCHOOL. Alternates with 316. (Offered second semester in 1976-77 and in alternate years.) Hunter. 3

EDUCATION 316—TEACHING OF MUSIC IN THE SECONDARY SCHOOL. Alternates with 315. (Offered second semester in 1976-77 and in alternate years.) Hunter. 3

EDUCATION 320—TEACHING OF SOCIAL STUDIES. (Offered second semester in 1976-77 and in alternate years.) Gallant. 4
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. Special application and screening are required by the Committee of Teacher Education in October preceding the academic year in which Education 417 is taken.

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

EDUCATION 217—CHILD AND ADOLESCENT DEVELOPMENT. (See standard program.)

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.

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: 217 and 345 or 346 and second semester junior status.

Gallant. 3

Electives

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

EDUCATION 361-362—DIRECTED STUDY.

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

Internship Program

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

Classroom observation, participation, and teaching assignments are made in the various schools of Granville, Heath, Newark, Mr. Vernon, and Licking County. While the Department of Education seeks to utilize available student automobiles when scheduling such experiences, on occasions where this is not possible the responsibility for transportation rests with the student.

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, Adrienne Rich, and Gary Snyder.

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.

Intermediate and Advanced Courses

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

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.

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.

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.

ENGLISH 343—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.

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 category, certain courses may be offered no more than once in two years.

EDUCATION 331—TEACHING OF ENGLISH. (Offered second semester in 1976-77 and in alternate years.) K. Burkett.

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

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.

ENGLISH 351—ASIAN LITERATURE IN ENGLISH TRANSLATION. A sampling, chronological within each culture, of drama, epic, poetry (epic, ode, lyric) from Babylonia, China, India, Japan, and other Asian countries. (Same as ID 320.) Staff.

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.

ENGLISH 353—STUDIES IN THE BIBLE AS LITERATURE. A comprehensive literary approach to the Bible, emphasizing the development of the major literary forms and the unique contribution of each form to the whole of the Bible.

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.

ENGLISH 355—THE HARLEM RENAISSANCE. Analyzes the interrelationship between the cultural phenomenon of the Harlem Renaissance and the general social, economic, and political conditions of the era, particularly as such conditions helped shape the development and the ultimate consequences of the Renaissance.

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.

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.

ENGLISH 358—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.

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 359—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.
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.

ENGLISH 372—SHAKESPEARE. A study of the principal plays.

ENGLISH 374—MILTON. A study of Paradise Lost and selected shorter poems.

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 237—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.

ENGLISH 238—THE ART AND CRAFT OF JOURNALISM. A course in writing and the literature of journalism, offered in cooperation with The Denisonian.
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 toward a Bachelor of Arts degree. In addition to Geology 105, 111, 113, and 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 are covered 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 work consists primarily of outdoor exercises.  

**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 supplementary and deals with mineral and rock identification and study of topographic and geologic maps. Field investigations are emphasized as much as possible.

**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.

**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.

**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 diagenesis; metamorphic rocks and processes. Prerequisite: 211.

**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.

**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.

**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.

**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.

**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.

**GEOLOGY 312—ADVANCED PHYSICAL GEOLOGY AND GEOMORPHOLOGY.** Intensive study of dynamic earth processes, both constructional 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.
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. 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 461-462—INDIVIDUAL WORK FOR HONORS. Staff. 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. An introductory 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

GEOGRAPHY 230—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 232—GEOGRAPHY OF SOUTH AMERICA. Environmental factors and their significance in the affairs of South America. Mahard. 3

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


GEOGRAPHY 261—WORLD POLITICAL GEOGRAPHY. A study of natural environment and earth-man relationships as they bear on the current world political situation. Mahard. 3

GEOGRAPHY 361-362—DIRECTED STUDIES. Readings in Geography selected to enhance student’s geographic comprehension. Mahard. 3

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 G.E. requirement.) Staff. 4

**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 G.E. requirement.) Staff. 4

**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. A. Gordon. 4

**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 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 G.E. requirement.) Kirby. 4

**HISTORY 221—AMERICAN CIVILIZATION.** A survey of the history of America from 1775 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 G.E. requirement.) Staff. 4

**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. 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. Dennis. 4

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

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

**HISTORY 307—AMERICAN DIPLOMATIC HISTORY.** A survey of the history of American foreign policy, emphasizing the rise of the U.S. to world power in the 20th Century. Wilhelm. 4

**HISTORY 311—AMERICAN INTELLECTUAL HISTORY.** A study of selected problems in American intellectual development. 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. 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. Staff. 4

**HISTORY 315—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. Kirby. 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 U.S.S.R. 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. Staff. 4

HISTORY 373—HISTORY OF JAPAN. A survey of the history of Japan, with about equal emphasis on traditional and modern Japan. Staff. 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—AN INTRODUCTION TO MODERN AFRICA. 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 395—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 396—DIRECTED STUDY. Staff. 3

HISTORY 397—SEMINARS. Open to superior students with consent of the instructor. These courses will involve the preparation of a research paper, and (as registration warrants) will be offered in the following fields:

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 Political and Social History
n. Russian History
o. The Middle East

HISTORY 401-402—SENIOR RESEARCH. Research in selected topics of History. Staff. 4

HISTORY 403—SENIOR HISTORY PROJECT. Staff. 4

HISTORY 404—INDIVIDUAL WORK FOR HONORS. Staff. 4

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

Students interested in Mathematics, Mathematical Economics, or the Natural Sciences should take either 121-122 or 123-124, followed by 221 and 222.

Students interested in Computer Science should take 101 followed by 211 and 251.

Students interested in taking one or two courses only in Mathematical Sciences should choose 101, 102, 105, or 123.

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, or 322 but not both, 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, six of which must be from the list 307, 308, 321, 322, 351, 352, 365, 366, 375. At most, one directed study and an honors project, with approval, could be substituted for one or more of the eight courses.

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 Computer Science

Minimum requirements for a major in Computer Science for a B.A. degree are four semester courses (in addition to any directed studies, senior research, or honors project credits), all of which must be from the list 315, 316, 325, 326, 345, 346, 352.

Minimum requirements for a major in Computer Science for a B.S. degree are eight semester courses at the 300 level or above, six of which must be from the list 315, 316, 325, 326, 335, 345, 346, 351, 352, 354. At most, one directed study and an honors project, with approval, could be substituted for one or more of the eight courses.

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

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 sect may include logic, set theory, finite mathematics, number systems, geometry, and topology.

MATHEMATICAL SCIENCES 101—INTRODUCTORY COMPUTER SCIENCE. Introduction to computer science and the development of algorithms and their translation, via flowcharts, to computer programs. Discussion of historical and technological development of computing, and possible future social consequences. Accompanied by a lab designed to illustrate principles of the lectures. Computer programs will be written in a compiler language (e.g., BASIC), a simple assembly level language, and a simple machine language.

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.

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.

MATHEMATICAL SCIENCES 121-122—INTRODUCTORY CALCULUS. A two-semester introduction to calculus, including differential and integral calculus of elementary functions of one variable. Not open to those students with credit in 123-124.

MATHEMATICAL SCIENCES 123-124—INTRODUCTORY APPLIED CALCULUS. A two-semester intuitive calculus with emphasis on application for students 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 Lagrange multipliers, elements of calculus of variation, and differential equations. Applications will be taken from Physics, Chemistry, Geology, and Biology. 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 211—INTRODUCTION TO DISCRETE STRUCTURES. The mathematical basis of discrete structures and their applicability to information and computer science. Topics could be from graph theory, lattice structures, Boolean algebra, propositional logic and combinatorics. Prerequisite: 101. Staff 4

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. Staff 4

MATHEMATICAL SCIENCES 222—ANALYSIS. A rigorous review of beginning calculus together with a treatment of multiple variable calculus. Prerequisite: 122, 124, or 126. Staff 4

MATHEMATICAL SCIENCES 251—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. Prerequisite: 101.

MATHEMATICAL SCIENCES 252—COBOL AND ITS APPLICATIONS. The fundamentals of standard COBOL will be covered. The emphasis will be on applications and problem solving. Prerequisite: 251.

MATHEMATICAL SCIENCES 253—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. Prerequisite: 251.

MATHEMATICAL SCIENCES 254—SOFTWARE DEVELOPMENT. An examination of a complex computer programming task from the point of view of maximum clarity, efficiency, ease of maintenance and modification. Communications, linking, data and program sharing and interface design will be studied. Prerequisite: 211, 251.

MATHEMATICAL SCIENCES 351—DIFFERENTIAL EQUATIONS. Topics from the theory of linear and nonlinear differential equations. Prerequisites: 211, 222.

MATHEMATICAL SCIENCES 352—NUMERICAL ANALYSIS. Topics from numerical quadrature, numerical integration of differential equations, matrix manipulations, and continuous modeling programs. Prerequisite: 351 (may be taken concurrently).

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 or Turing machines, Goedel's theorem), implementation of Boolean functions with switching circuits, applications to computer design, cellular automata and parallel computers, No lab. Prerequisite: 211, 251.

MATHEMATICAL SCIENCES 361—DIRECTED STUDY. Staff 3

MATHEMATICAL SCIENCES 365—ABSTRACT ALGEBRA. Topics from elementary number theory, group theory, ring theory, and field theory. Prerequisite: consent and 221.

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

MATHEMATICAL SCIENCES 375—MODERN GEOMETRY. An introduction to modern geometries.

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 1
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 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* 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.
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, Moliere, Racine, Pascal, La Fontaine, Sevigne, La Bruyere and others. Conducted in French. Prerequisites: 311 and 312 or equivalent. Offered 1977-78.

Emont 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 1978-79.

Preston 4

FRENCH 319—19th CENTURY LITERATURE. An examination of the literary revolution inadequately described by such terms as Romanticism, Realism, Naturalism, and Symbolism. Texts from Hugo, Balzac, Flaubert, Mallarme and others. Conducted in French. Prerequisites: 311 and 312 or equivalent. Offered in 1976-77.

O'Keefe 4


O'Keefe 4


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 stylistics on the advanced level. Conducted in French. 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

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. A comprehensive introductory course in German through the four basic skills: oral comprehension, speaking, reading, and writing. Does not count as credit toward a major. A student must complete 112 before receiving credit for 111. 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.

Staff 3

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, Hoffmann, 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, Kroll, 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, 311-312, and at least three literature courses chosen from the following: 322, 323, 324, 325, 326. Recommended related courses: Soviet Studies 115, I.D. 271-272. Attention is called to the interdepartmental major in East European and Soviet Studies.

RUSSIAN 111-112—BEGINNING RUSSIAN. A comprehensive introductory course in Russian through the four basic skills: oral comprehension, speaking, reading, and writing. A student must complete 112 before receiving credit for 111. A student with one year of credit in high school Russian may register for 112.

Barszap. 4

RUSSIAN 211-212—INTERMEDIATE RUSSIAN. Review of structure of the language. Emphasis placed on conversation, reading, and composition. Reading of selected texts in literature and civilization with oral discussion and writing in the language. Prerequisite: 111-112 or two years of high school Russian.

Barszap. 3


Barszap. 4

RUSSIAN 311-312—INTRODUCTION TO RUSSIAN LITERATURE. Readings from representative authors of 19th and 20th century Russian literature. Class discussions dealing with the texts, literary style, syntax, and vocabulary. Conducted in Russian. Prerequisite: 211-212.

Barszap. 4


Barszap. 4


Barszap. 4


Barszap. 4


Barszap. 4


Barszap. 4

TEACHING OF MODERN LANGUAGES. (See EDUCATION 343).

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 should take courses in Spanish and Latin American Literature and Culture. Courses in linguistics, the English language, and so forth are suggested. 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. A comprehensive introductory course in Spanish through the four basic skills: oral comprehension, speaking, reading, and writing. Does not count as credit toward a major. A student with one year of Spanish in high school may register for 112.

Staff. 4

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

Armas, Ramos. 3

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

Armas, Ramos. 3

SPANISH 217—MASTERPIECES OF SPANISH AMERICAN LITERATURE. Reading in and about selected important literary works of Spanish America with reference to the civilization they represent. Prerequisite: 215.

Ramos. 3
SPANISH 218—MASTERPIECES OF SPANISH LITERATURE. Reading in and about selected important literary works of Spain with reference to the civilization they represent. Prerequisite: 215. Steele. 3

Literature

SPANISH 315—SPANISH AMERICAN LITERATURE. Study of literary genres, periods, or movements in Spanish America; emphasis to be determined each semester course is taught. Conducted in Spanish. Prerequisite: 217 or 218. Armas, Steele. 3

SPANISH 316—SPANISH LITERATURE. Study of literary genres, periods of movements in Spain; emphasis to be determined each semester course is taught. Conducted in Spanish. Prerequisite: 217 or 218. Armas, Steele. 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. Armas, 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. Armas, 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. Prerequisites: 216 or 217 or 218. Armas. 3

SPANISH 314—ADVANCED GRAMMAR. Intensive grammar review on the advanced level. Prerequisite: 216 or 217 or 218. Armas. 3

SPANISH 412—PHONETICS AND PRONUNCIATION. A theoretical study of the formation in Spanish of vowels and consonants, their modification in groups, syllabication, and intensity and intonation. Prerequisite: a 300 course in Language or Literature. McNaughton. 3

SPANISH 413—COMPOSITION AND STYLISTICS. Composition on the advanced level with special attention given to modern Spanish creative writing. Prerequisite: a 300 course in Language or Literature. Armas, Steele. 3

SPANISH 414—ADVANCED READING AND TRANSLATION. One of two emphases will be used in a given semester: (a) Spanish to English or (b) English to Spanish. The goal is to achieve stylistic excellence. Armas, Steele. 3

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

Chinese

CHINESE 111-112—BEGINNING CHINESE. A course in reading, writing, speaking, and understanding modern Chinese—p'u-tung-hua, the dialect having the largest number of speakers and the official language of the Republic of China and the People's Republic. As soon as a student has a hold on the rudiments of the language, she or he will develop skill by using the language to serve his or her particular interests, whether in contemporary China, political science, history, literature, art or science. No credit for 111 unless 112 is completed. Students with previous knowledge of Chinese should consult the instructor before enrolling. McNaughton. 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 be audited.

Major in Music Education [B. Mus. Degree]

Requirements: Music (58 hours)—Music 115-116, 141-142, 151-152, 171, 201, 202, 203, 215-216, 307-308; Applied Music (16 hours); and Ensemble (4 hours); Education 213, 217, 315-316, 415, and 420.

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 (77 hours)—Music 115-116, 141-142, 151-152, 171, 201, 202, 203, 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 and 11 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, 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
Basic Requirements of Courses of Study.

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. Hunter. 3

MUSIC 103b—CONCERT BAND
103c—ORCHESTRA
103d—CONCERT CHOIR
103w—WOMEN'S CHORALE

Six semesters of participation will constitute fulfillment of the recommended Fine Arts requirement. (See Summary of Basic Requirements of 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. Staff. 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, SICHLION, VIOLA, VIOLIN, VOICE, STRING BASS, VIOLIN d'amore, GUITAR, FLUTE, CLARINET, OBOE, BASSON, 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 115-116—MUSIC THEORY I, II. A course in the harmonic structure of tonal music plus aural and keyboard training. Borlshansky. 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)

MUSIC 151-152—VOICE CLASS. Recommended for beginners in voice and stressing fundamentals of voice production and basic techniques of singing. Staff. 1

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

MUSIC 201—HISTORY AND LITERATURE OF MUSIC I. An historical survey of the evolution of musical style in Western Europe from Classical Greece through the Baroque Period. Osborne. 3

MUSIC 202—HISTORY AND LITERATURE OF MUSIC II. An historical survey of the evolution of musical style in Western Europe from the Pre-classical Period through the Romantic Period. Fischer. 3

MUSIC 203—HISTORY AND LITERATURE OF MUSIC III. An historical survey of the evolution of musical style in Western Europe and the United States from the late romantic period to the present. 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. Waldo. 2

MUSIC 207—MUSIC IN AMERICA. A survey of music-making in our land from the Psalters 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. Borlshansky. 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 309—CONDUCTING. Conducting techniques and interpretation problems learned through class instruction and experiences in directing. Includes study of scores and of rehearsal procedures. Prerequisites: 307 or 308 or permission. Bellino. 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. Borlshansky. 3

MUSIC 342—COMPOSITION. Composition using serialism and exploration of improvisatory-aleatoric techniques. Composing in the student's individual style. Prerequisite: 215. Borlshansky. 3
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.

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

PHILOSOPHY 101E—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, "Cultural Relativism," Straumanis. 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 justifiability 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, specifically, in a society divided into classes of power. Prerequisite: sophomore standing or consent. Goldblatt. 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 1976-77; to be offered in alternate years.) Staff. 4

PHILOSOPHY 306—THEORIES OF KNOWLEDGE. A seminar dealing with important contemporary problems in theory of knowledge with emphasis upon individual student contributions in the formulation and solutions of those problems. Prerequisites: Junior Standing or consent. Philosophy 101 preferred but not required. Not offered in 1976-77, to be offered in alternate years. Friedman. 4

PHILOSOPHY 312—ADVANCED SYMBOLIC LOGIC. 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. Straumanis. 4

PHILOSOPHY 327—PHILOSOPHY OF CIVILIZATION. 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. Lissa. 4

PHILOSOPHY 331—GREEK AND MEDIEVAL PHILOSOPHY. 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 upon 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.) Lissa. 4

PHILOSOPHY 332—MODERN PHILOSOPHY: DESCARTES THROUGH HEGEL. A study of philosophical classics from the Age of Reason and 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.) Friedman. 4

PHILOSOPHY 334—CONTEMPORARY PHILOSOPHY: 1900 TO PRESENT. 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.) Lissa. 4

PHILOSOPHY 343—CHINESE PHILOSOPHY. 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.
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. 2

PHYSICAL EDUCATION 339—KINESIOLOGY AND PHYSIOLOGY OF EXERCISE. A study of the structural and functional aspects of human movement, including laboratory work in movement analysis and physiological stress. Ross. 3

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. Googins. 4

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, and (3) to study the source and data of principles of Physical Education and Athletics. Van Horn. 3

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 in Physical Education and Athletics. Sells, Staff. 3

PHYSICAL EDUCATION 318—BASEBALL AND TRACK (men and women). Includes instruction, supervised practice and teaching techniques 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. Angelo, Shannon. 2

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. 2

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. 2

PHYSICAL EDUCATION 321—FIELD HOCKEY, POWER VOLLEYBALL, AND SOCCER. 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. Thomsen. 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, Thomsen. 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. Scott, Sells. 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 RECREATION. 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 laboratory are given. Prerequisite: Sophomore standing. Scott. 2

PHYSICAL EDUCATION 439—SCHOOL AND COMMUNITY RECREATION. A study of the cultural, educational, economic, and psychological 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 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 1976-77

101-A SWIMMING STROKES (Co-Educational)
1. Offered Fall and Spring
2. ½ 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 only
2. 1 hour credit
3. Certification with A.R.C.
Qualifies for Water Safety Employment with pools, beaches, and 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. Prerequisites: 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 2nd Semester only
2. 2 hours credit
3. Successful completion leads to National Certification as W.S.I.
4. Prerequisite: 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. ½ 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. ½ hour credit
3. Fundamental-Advanced Skills
4. Novelty Shoots and Competitive Tournaments

101-B BADMINTON (Co-Educational)
1. Offered Winter I, Winter II
2. ½ 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
1. Offered Winter I, Winter II
2. ½ 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. ½ hour credit
3. Fundamental Skills and Etiquette
4. Equipment Selection and Care
5. Required 15 avg. for beginners—135 avg. for intermediate

104-F FENCING (Co-Educational)
1. Offered Winter I, Winter II
2. ½ 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. ½ hour credit
3. Folk and Square Dance Technique
4. Dancing and Calling

101-G BEGINNING GOLF (Co-Educational)
1. Offered Fall and Spring
2. ½ 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. ½ 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. ½ hour credit
3. Beginning and Intermediate Skills
4. Trampoline and all Apparatus Work
5. Floor Exercises and Basic Tumbling

106-H HANDBALL (Co-Educational)
1. Offered Fall, Winter I, Winter II, Spring
2. ½ hour credit
3. Handball Gloves Required
4. Strategy
5. Drills for Skill Improvement
6. Round Robin Competition

108-R RACKETBALL (Co-Educational)
1. Offered Fall, Winter I, Winter II, Spring
2. ½ hour credit
3. Safety and Etiquette
4. Rules and Scoring
5. Fundamental Skills
6. Drills
7. Strategy and Competition

101-J JOGGING—KPRFYL (Co-Educational)
1. Offered 1st and 2nd Semesters
2. 1 hour credit
3. Cardio-Vascular Instruction and Development
4. Program Running
5. Class Time is Flexible

101-S SPORTS SURVEY (Co-Educational)
1. Offered 1st Semester Thursday, 10:30-12:30
2. 1 hour credit
3. Field Instruction
4. 1st Semester—Soccer, Football, Basketball
5. Complete varsity uniforms will be worn by all members of the class
6. Varsity defense, offense and game plans
7. Soccer or football shoes are required

101-T BEGINNING TENNIS (Co-Educational)
1. Offered Fall and Spring
2. ½ hour credit
3. Fundamental Skills
4. Singles and Doubles Play
5. Rules, scoring, etiquette, strategy and terminology

102-T INTERMEDIATE TENNIS (Co-Educational)
1. Offered Fall and Spring
2. ½ hour credit
3. Review of Skills
4. Single Strategy
5. Double Strategy
6. Tournaments

109-T TRAMPOLINE (Co-Educational)
1. Offered Winter I, Winter II
2. ½ hour credit
3. Fundamental Skills
4. Progression through competitive routine
5. Up to advanced skills

101-M WEIGHT TRAINING (men)
1. Offered 1st and 2nd Semester
2. 1 hour credit
3. Fundamentals of Nautilus Weight Training
4. Program Designed to Individual Needs
5. Introduction to Various Types of Lifting Programs

101-E SELF DEFENSE (women)
1. Offered Winter I and II
2. ½ hour credit
3. Personal and property defense techniques with body exercises

101-L BEGINNING LACROSSE (Co-Educational)
1. Offered Fall only
2. ½ hour credit
3. Beginning fundamental skills in men's and women's Lacrosse

101-K BEGINNING SOCCER (Co-Educational)
1. Offered Spring only
2. ½ hour credit
3. Beginning fundamental skills in men's and women's Soccer

101-N MOUNTAIN CLIMBING (Co-Educational)
1. Offered Spring only
2. ½ hour credit
3. Beginning fundamental skills in climbing. Fee $10.00

101-V BEGINNING POWER VOLLEYBALL (Co-Educational)
1. Offered Winter I
2. ½ hour credit
3. Beginning fundamental skills in Power Volleyball

101-P BACK PACKING & HIKING (Co-Educational)
1. Offered Fall and Spring
2. 1 hour credit
3. Equipment and Gear
4. Map Reading
5. Food Preparation
6. Safety Skills and Techniques
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. ½ 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 of 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 211-222) 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).

**Major in Physics [Geophysics Concentration]**

The minimum requirements for this program are Physics 121-122, 123, 211, 305, 306, 320, 335, four courses in Mathematical Sciences at the introductory calculus level and above, and Geology 111, 113, 211, 212, and 311. In addition, an independent comprehensive project is required during the senior year. Students with an interest in geophysics should consult the chairperson as early as possible.

**Major in Physics [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.

**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.

**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.  

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. May be repeated once for credit.  

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

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

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

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

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

PHYSICS 335—GEOPHYSICS LABORATORY. A course offered jointly by the departments of physics and geology in the theory and practice of geophysical research with emphasis on the understanding and use of present-day research instrumentation. Prerequisites: 122; Geology 111/consent.  

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.  

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

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

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.  

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.  

PHYSICS 451-452—SENIOR RESEARCH.  

PHYSICS 461-462—INDIVIDUAL WORK FOR HONORS.  

TEACHING OF SCIENCE (See EDUCATION 311).
particularly designed for students interested in careers in public services, business, journalism, or other internationally focused occupations.

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 212—INTRODUCTION TO THE METHODS OF POLITICAL SCIENCE. Designed to introduce beginning students to the methods, approaches, and central questions of modern political analysis, this course places more stress on application of techniques than is normally the case. Following a survey of topics in political science methodology, the course will deal with a research problem related to presidential elections. 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. Among the topics covered are national objectives, instruments of power, the causes of war, the actors in international politics, and the international political system. The course is recommended for advanced study in the areas of international relations and foreign policy. Sorenson. 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 political aspects of law, legal procedures, and law enforcement. Emphasis will be placed on illustrating how political demands influence the character of law. Topics covered include the formal organization of courts, the use of discretionary power by legal officials, the character of criminal, civil, and appellate judicial processes, and, more briefly, comparative law and theories of jurisprudence. Brissin. 4

Upper-Division Courses

POLITICAL SCIENCE 301—PUBLIC POLICY ANALYSIS. This course is designed to offer a comprehensive overview of the theoretical explanations and research tools employed in public policy analysis. The scope of the course will emphasize the relationship between theoretical explanations of policy-making and the methodological approaches that have been designed to provide empirical tests for such theories. The theoretical approaches covered will include organizational behavior, incrementalism, programmatic budgeting, input-output analysis, and evaluational approaches. The methodological topics include regression analysis, research design fundamentals, and quasi-experimental approaches. Prerequisite: 212. G. Clayton, Soren. 4

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 purpose 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 308—POLITICS OF DEVELOPING NATIONS. An interdisciplinary investigation of change and development. Emphasized will be the cultural, political, and economic barriers to modernization. In addition to historical examples, contemporary 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—CONGRESS AND THE LEGISLATIVE PROCESS. An analysis of the role of Congress in the American legislative process. The course will consider the development of Congress as a legislative institution, attempts to build up the Congress as a counter to the executive, the changing roles of Congress and other participants in
the legislative process, the committee system, leadership and voting behavior, and Congressional elections. While there will be comparisons with legislatures in other political systems, the primary focus will be on the Congress in change. Offered in Spring semester.

G. Clayton. 4

POLITICAL SCIENCE 320—THE MODERN PRESIDENCY. This course will focus on the U.S. Presidency with particular emphasis on the development of the modern Presidency from Franklin Roosevelt to Gerald Ford. Major topics will include changing conceptions of the office, the nomination and election of Presidents, Presidential power, the President's relationships with the bureaucracy and Congress, and the effects of incumbents on the office from FDR to date. Q. 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 deviation, nationalism, and political change will be addressed. No Freshmen.

Bishop. 4

POLITICAL SCIENCE 331—AMERICAN POLITICAL PARTIES AND ELECTORAL BEHAVIOR. This course focuses entirely on the political parties of the United States. Considered are the role of political parties in government, 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. The presidential and congressional elections of 1976 will be given special attention. 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 offering 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, Religion and Housing Policy in Urban America. Major research papers and/or class research projects are generally required.

Buell. 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 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.

Staff. 4

POLITICAL SCIENCE 346—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 BEHAVIOR. An examination of judicial behavior and judicial decision-making, especially in the federal courts of the United States. The importance of court organization and the attitudes and values of judges in decision-making will be analyzed. Quantitative studies of judicial behavior and quantitative analysis of the impact of judicial decisions will also be discussed.

Brisbin. 4

POLITICAL SCIENCE 350 (A, B, C)—LAW AND POLITICS. The course will cover various topics in law and politics with special concern for examining the political role of the United States Supreme Court. In most years a sequence of 350A, concentrating on the Supreme Court and questions of judicial power, separation of powers, federalism, and economic regulation, and 350B, concentrating on the Supreme Court and questions of civil rights and liberties, will be offered. Other topics may be covered from time to time.

Brisbin. 4

POLITICAL SCIENCE 354—LAW AND SOCIETY. A seminar on selected aspects of the relationship between law and the social order. Topics discussed include the social and political origins of law, the enforcement of law by various political agencies, and the effectiveness of legal regulation of social problems and the economy.

Brisbin. 4

POLITICAL SCIENCE 355—INTRODUCTION TO JURISPRUDENCE. 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.

Brisbin. 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 of Soviet relations with those parts of the world which have been an object of particular Soviet interest (the United States, Germany, and Europe, China and East Asia, and the Middle East) will comprise a large part of the course. The course goal is to develop skills for intelligently explaining and forecasting Soviet behavior in the world.

Bishop. 4

POLITICAL SCIENCE 358—THE CONDUCT OF AMERICAN FOREIGN POLICY. An analysis of the major actors and their ideas in the development and determination of American foreign policy. Among the topics covered will be a thematic history of American foreign policy, and analysis of foreign policy decision-making, public opinion and foreign policy, and special topics such as foreign energy policy. No Freshmen.

Sorenson. 4

POLITICAL SCIENCE 360—PROBLEMS OF AMERICAN MILITARY POLICY. An examination of the persistent problems facing the United States in its search for national security in an age of limited wars and
nuclear weapons. Topics include the cold war politics of defense and deterrence, the impact of nuclear weapons, and the costs and risks of defense postures. NO Freshmen. Sorenson, 4

POLITICAL SCIENCE 401-402—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

Special Topics

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 451-452—SENIOR RESEARCH. Staff. 4

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

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.

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), Honors (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.

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, Thlos, Thorson. 3

PSYCHOLOGY 226—THEORIES OF PERSONALITY. Covers major theories of personality with intensive study of at least one theory. In Mr. Lichtenstein's section, a variety of personality theories are surveyed and the student is expected to select a particular theory for special study. In Mr. Trill'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, Trill. 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.

Thloa. 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.

Thloa. 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.

Kimbreil. 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.

Kimbreil. 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 336—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.

Parchem. 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.

Lichtenstein. 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. 3

PSYCHOLOGY 441—ADVANCED GENERAL PSYCHOLOGY. Designed to integrate the student's knowledge of Psychology.

Morris. 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. Elsenbels. 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. Elsenbels. 4

RELIGION 212—INTRODUCTION TO THE NEW TESTAMENT AND THE APOSTOLIC AGE. This course introduces into the main 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. Elsenbels. 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 of religious community: the study of the nature of Agape, the dialogic character of human existence and whether and the ethics of liberation movements. Scott. 4

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 beliefs 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 theology, problems 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. Elsenbels. 4

RELIGION 309—OLD TESTAMENT STUDIES. Study in depth of specific problems in Old 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 Old Testament writing (for instance, Genesis, Isaiah, Psalms, Job), key concept 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. Elsenbels. 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. Jackson. 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.

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
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.

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: "The Importance of Martin Heidegger's
'Being and Time' for Biblical Studies."

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: Concentration in Anthropology

Special concentrations in Anthropology are offered by the
department. For specific requirements, consult with the
chairperson.

Major in Sociology [Environmental Studies Concentration]

See ENVIRONMENTAL STUDIES

SOCIOLGY 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
organizations, social institutions, social control, and deviance. Offered
both semesters.

SOCIOLGY 208—HUMAN ECOLOGY. Population distribution, compo-
sition and growth, and its bearing on current economic, political, and
social problems.

SOCIOLGY 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.

SOCIOLGY 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.

SOCIOLGY 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.

SOCIOLGY 307—URBAN SOCIOLOGY. The social structure of the
metropolis including its class structure, behavioral patterns, and cultural
framework are explored. An institutional and crosscultural approach will
be utilized whenever possible. Prerequisite: 207, 330, or ID. 211.

SOCIOLGY 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 330. Offered first semester.
SOCIOLGY 308—SOCIAL CASEWORK. An introduction to the principles of social 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.

Ransopher. 3

SOCIOLGY 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.

Mitchell. 4

SOCIOLGY 312—MINORITY GROUPS. Anthropological, social psychological, and sociological interpretations of racial and ethnic prejudice and discrimination. Prerequisite: 207, or 330. Offered both semesters.

SOCIOLGY 313—THE FAMILY. The structural-functional analysis of the family as an institution, its inter-relationships with other social institutions; changing economic and social functions of the family as seen in historical and cultural perspective. Prerequisite: 207, or 330. Offered second semester.

Valdes. 3

SOCIOLGY 314—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. This survey course will cover many aspects of Indian culture. Prerequisite: 207, or 330. Offered second semester.

SOCIOLGY 315—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. Prerequisite: 207, or 330. Offered alternate years.

Rice. 4

SOCIOLGY 317—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. Offered alternate years.

Staff. 3

SOCIOLGY 318—SOCIOLOGY OF EDUCATION. A study of educational institutions their social functions, and their inter-relationships with other social institutions. Offered alternate years.

SOCIOLGY 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

SOCIOLGY 320—WORLD ETHNOGRAPHY. Review of the culture areas of the world outside the western hemisphere on the basis of representative ethnographic studies. No prerequisites. Offered second semester.

Goodman. 3

SOCIOLGY 321—CULTURE CHANGE. Theory of innovation, diffusion, and change; consequences for native societies of contact with Euro-American Culture. (Offered first semester). Prerequisite: 207, or 330.

Goodman. 3

SOCIOLGY 332—PEASANT CULTURE. Rural vs. urban and tribal societies: social organization, personality structure, life view, adaptations to random and directed change. Prerequisite: 207, or 330. (Offered second semester).

Goodman. 3

SOCIOLGY 330—GENERAL ANTHROPOLOGY. A descriptive, comparative, and generalizing study of man and his culture. No prerequisite. Offered both semesters.

Valdes. Staff. 4

SOCIOLGY 340—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. Prerequisite: 207, 330, or consent. Offered first semester.

Staff. 3

SOCIOLGY 345-346—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, Alienation, Mass Society, Social Stratification, Sociolinguistics.) Prerequisites: Sociology 207 or 330 and consent.

Staff. 3

SOCIOLGY 351-362—DIRECTED STUDY. Credit earned will be determined by departmental evaluation.

Staff.

SOCIOLGY 405—SOCIOLOGY 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

SOCIOLGY 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

SOCIOLGY 416—SOCIOLOGICAL 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

SOCIOLGY 420—SEMINAR. Advanced study of special problems suggested by courses already taken. Open only to majors. Offered second semester.

Staff. 3

SOCIOLGY 451-452—SENIOR RESEARCH.

Staff. 4

SOCIOLGY 461-462—INDIVIDUAL WORK FOR HONORS.

Staff. 4

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 Speech Communication 110, 221 or 222, 304, 311, and 409. A student who elects a Mass Media concentration must take Speech Communication 223, 225, 227, 226 or 228, and 409. Students concentrating in Speech Science must take Speech Communication 329, 330, 331, and 409. Students who are interested in secondary school teaching must elect 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. Stall. 2

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 centered situations. Students will prepare and deliver original persuasive speeches. Dresser. 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. Feldman. 3

SPEECH COMMUNICATION 226—THE SOCIAL IMPACT OF MASS MEDIA. This course examines the process of electronic and print media in several settings and explores the effects of exposure to mass directed messages. Topics included are: socialization of children, violence and aggression, political communication, media coverage of crimes and trials, diffusion of innovation, sexist and racist stereotyping, and the impact of future modes of mass communication. Feldman. 4

SPEECH COMMUNICATION 227—RADIO PRODUCTION PROCEDURES. Lecture-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. Feldman. 3

SPEECH COMMUNICATION 228—MASS MEDIA AND GOVERNMENT: THE POLITICS OF CONTROL. An exploration of governmental and non-governmental regulation of electronic and print media in American society. The societal, statutory, and self-regulatory forces that shape mass media are examined in light of First Amendment guarantees. Topics include: control of broadcast programming, regulation of advertising, obscenity and pornography, laws of privacy, and the development of a socially responsible press. Feldman. 4

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 aesthetic aspects will be examined. Markgraf. 3

SPEECH COMMUNICATION 247—GENERAL SEMANTICS. A study of the impact of the structure of language on the individuals' evaluation of the nonverbal world. Attention is concentrated on specific types of miscommunication which result when one assumes that the world possesses certain characteristics implied by the structure of language. Dresser. 3

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. 3

SPEECH COMMUNICATION 304—INTERPERSONAL COMMUNICATION. Such aspects of the communication process as self-disclosure, listening, semantic problems in communication, nonverbal communication, and barriers to interpersonal understanding are studied through structured experiences and class discussion. Dresser. 3

SPEECH COMMUNICATION 306—COMMUNICATION, MAN AND SOCIETY. This is a survey course which will examine radio, television, film, newspapers, books, magazines, comics, the contemporary music industry, and the pop culture. Feldman. 3

SPEECH COMMUNICATION 311—AGITATORS, ADVOCATES, AND SOCIAL REFORM. A study of a limited number of influential 19th and 20th century speakers, the forces that shaped their speaking, and their impact on their time. Dresser. 4

SPEECH COMMUNICATION 312—COMMUNICATION THEORY AND CRITICISM. A study of selected rhetorical, behavioral, and humanistic approaches to communication, with a consideration of their underlying assumptions and implications. Dresser. 4
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. 3

SPEECH COMMUNICATION 329—APPLIED PHONETICS. A study of significant speech sounds and the application of phonetic concepts to both normal and aberrant speech for evaluative purposes. B. Thlos. 3

SPEECH COMMUNICATION 330—VOICE AND DICTION. A study of normal speech development and the disorders of voice and articulation. B. Thlos. 3

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. B. Thlos. 3

SPEECH COMMUNICATION 361, 362—DIRECTED STUDY. Staff. 3

SPEECH COMMUNICATION 409—SEMINAR IN SPEECH COMMUNICATION. Readings and reports on special topics. Markgraf. 3

SPEECH COMMUNICATION 451, 452—SENIOR RESEARCH. Staff. 4

SPEECH COMMUNICATION 461, 462—INDIVIDUAL WORK FOR HONORS. Staff. 4

TEACHING OF SPEECH. (See EDUCATION 339).

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. Staff. 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. Safety glasses required. 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 16mm. 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 the 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.

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.

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.

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.

THEATRE AND FILM 239—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.

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.

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.

THEATRE AND FILM 317—TECHNICAL THEATRE. 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.

THEATRE AND FILM 323—THEATRE HISTORY. 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.

THEATRE AND FILM 324—HISTORY OF AMERICAN THEATRE. 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.

THEATRE AND FILM 325—THE HISTORY OF THE MODERN THEATRE. 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.

THEATRE AND FILM 326—HISTORY AND AESTHETICS OF FILM. 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.

THEATRE AND FILM 361-362—DIRECTED STUDY.

THEATRE AND FILM 401—THEATRE PRACTICUM. Theory and creative practice in selected areas of theatre arts for 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.

a. Problems in Costuming
b. Problems in Styles of Stage Direction
c. Special Studies in Drama
d. Problems in Theatre Management
e. Advanced Problems in Scenic and/or Lighting Design
f. Problems in Theatre Design

THEATRE AND FILM 410—ADVANCED CINEMATOGRAPHY. 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.

THEATRE AND FILM 415—PLAY DIRECTION. 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.

THEATRE AND FILM 426—THEORY OF THE THEATRE. 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.

THEATRE AND FILM 451—452—SENIOR RESEARCH.

THEATRE AND FILM 456—SENIOR COMPREHENSIVE PROJECT. 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 B.F.A. majors only. The course is offered both semesters but it can be taken only once.

THEATRE AND FILM 461—462—INDIVIDUAL WORK FOR HONORS.
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.

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’s academic calendar consists of two semesters and a January Term.

There are approximately 2,100 full-time students at Denison — 1,100 men and 1,000 women. Full-time faculty members number 148 with about 80 per cent of the faculty holding the Ph.D. degree. Student-faculty ratio in 1976-77 was 13.6 to 1. About 55 per cent of Denison graduates continue their studies in leading graduate and professional schools in this country and abroad.

Fees for 1977-78 are $3,695 for tuition, $730 to $840 for room, $750 for board, and a $225 activity fee.

Twenty-five per cent of the student body receives financial aid. Five hundred and thirty-seven students received a total of $1,405,583 in grants and loans in 1976-77. The average award (grant and loan) was $2,620.

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.

Denison is located in the village of Granville, Ohio. Granville, founded in 1805, has a New England atmosphere though it is in the central part of Ohio. Granville is 22 miles, a half-hour drive, from the airport in Columbus. 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.

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.
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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.

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
Women's Athletics
Men's Athletics
Business Matters
Controller
Dean of Students
Development
Educational Program
Placement of Seniors
Purchasing
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 Women's Athletics, Box M
Director of Men's Athletics, Box M
Director of Finance and Management, Box F
Denison University, Box M
Dean of Students, Box M
Director of Development, Box D
Dean of the College, Box M
Office of Career and Life/Work Planning, Box M
Office of Purchasing, Box F
Office of Graduate School Counselor, Box B
W. H. Doane Library, Box L
Office of News Services and Publications, Box A
Whisler Hospital, Box M
Office of President, Box B
Office of News Services and Publications, Box A
Office of Financial Aid, Box H
University Theatre, Box M
Office of Registrar, Box B
Office of Treasurer, Box M

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 Admissions Office in Beth Eden House is open for interviews from 9:00 a.m. to noon and from 1:30 to 4:00 p.m. on weekdays; on Saturday mornings from 9:00 a.m. to noon during the fall semester and until February 15. Tours of the campus with undergraduates are available.

Nondiscrimination Policy

Denison University does not engage in discrimination in its programs, activities, and policies against students, prospective students, employees, or prospective employees, on account of race, color, religion, ethnic or national origin, age, personal handicap, or sex. Such policy is in compliance with the requirements of Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Rehabilitation Act of 1973, and all other applicable federal, state and local statutes, ordinances and regulations.

Inquiries concerning the application of any of these laws may be directed to the Affirmative Action Officer at Denison or to the Director of the Office for Civil Rights, Department of Health, Education and Welfare, Washington, D.C., or for laws, such as Title IX of the Education Amendments of 1972 and the Rehabilitation Act of 1973, administered by that department.

Statements written by these people expressing their opinions about Denison are printed throughout the Catalog. By printing them, we hope to give you a more complete and honest picture about life as a student at Denison.
Historical Sketch

Denison University is an independently administered and financed, coeducational college of liberal arts and sciences. It was founded in 1831 as the Granville Literary and Theological Institution; its main sponsors were Ohio Baptist laymen who aimed to provide teachers and preachers for their frontier country. It has since evolved into an independent, pluralistic, coeducational institution that seeks to reaffirm time-honored values within a modern setting.

The original site was on a 200-acre farm a mile west of Granville, an Ohio village settled in 1805 by a band of New Englanders migrating from the vicinity of Granville, Massachusetts. In the 1850s, the college was moved to its present location on a hill immediately overlooking the town; at the same time, its name was changed from Granville College to Denison University, in honor of William S. Denison of Muskingum County, Ohio, who had pledged $10,000 toward a crucial endowment campaign.

By the term “university” the trustees intended to indicate that Denison would offer several different courses of study, including a new scientific curriculum leading to “the degree of Bachelor of Science, already adopted in some of the eastern colleges.” And though graduate study leading to the master’s degree (and even doctor’s, though that was never earned) was later instituted successfully for a time, by the late 1920s Denison had become by choice solely an undergraduate institution.

Several women’s seminaries were also founded in Granville in the 1830s, but the first young women to attend Denison classes came uphill in the 1870s from the Young Ladies’ Institute, established in 1859 by the Reverend Nathan S. Burton and his wife Sarah, and long sustained by Dr. Daniel and Eliza Smart Shepardson. Renamed Shepardson College in 1886, the Y.L.I. became a coordinate part of Denison University in 1900; in 1927 the two were finally consolidated under one board of thirty-six trustees.

Substantial gifts by such leading trustees as William Howard Doane of Cincinnati, Eugene J. Barney and Edward A. Deeds of Dayton, and John D. Rockefeller and Ambrose Swasey of Cleveland sparked an expansion of land and buildings after 1890 to accommodate increasing numbers of students; today Denison enrolls over 2,100 men and women, and uses in day-to-day operation about 250 acres of its 1,000-acre holding. Endowment for scholarships and other educational purposes has also increased significantly, so that the college now has total assets of over $50,000,000.
Denison is clinging to the ideals of a liberal arts institution in an age where specialization and utilitarian degrees seem increasingly more practical. Thank goodness. Even as a senior facing the awesome "What am I going to make of my life?" I don't regret the fact that my education has been a little too broad and theoretical to market at the moment. Denison has made me begin to use my mind, to focus my visions and define my ideas. Sometimes it begins in the classroom but most often it will finish outside actual coursework, in discussion with a faculty member or when a good friend storms in after reading Doctor Faustus and exclaims "Why do you love music so much, any way?" or "Tell me what you know about black holes in the universe." or some equally unanswerable question.

The life of academic sometimes seems to be an embarrassed slide to social interaction and the quote-unquote "best years of our life" syndrome. But the potential for intellectual stimulation is always available. There are marvelous people on the faculty at Denison, dedicated individuals with powerful minds who will challenge stimulate and sometimes frustrate the hell out of you if you give them the chance. There are students with thoughtful and exciting ideas. It might take some searching to find them and some initiative to learn to know them and to convince them that you're worth knowing, but that's what a personal education is all about. Contrary to popular belief, there are courses being taken and taught for the pure joy of knowledge and scholarship.

Of course there is much more to Denison than academics. The others will tell you about it. But the basic nature of a university as a community of minds is often overlooked or neglected. Don't forget it's available and even thriving on a beautiful hill in Granville, Ohio.

Marilu Dekker
All the stereotypes I've heard about Denison are rooted in reality. Most students conform to those stereotypes, either consciously or unconsciously. Some totally lose themselves in their work. Others retreat to a stoned and drunken existence while others vanish to a realm of being known as "frat row" or "sorority circle." Unfortunately too many settle for four years of mediocrity.

What has made my years at Denison both interesting and rewarding is a desire to expand learning outside of the classroom context. This single point is what separates the individuals on campus from the overall student body.

Denison can put you through the ringer if you are willing to challenge it and voice your ideas, regardless of their unpopularity. The educational system propounds skepticism and relativism while the student body radiates apathy. The system will take everything you have ever believed and challenge those beliefs with facts, figures, opinions, rage and at times with a passive disconcern. Sometimes you triumph and at times you admit to being shortsighted. But in the long run you are changed and life takes on a greater balance.

Too many sell themselves short or are conned by the line that a liberal arts education is worthless. I came here because I was undecided about a direction for the future. For three years I have had the unique privilege of toying with ideas and concepts. Personally the results have been satisfying.

I cannot define for anyone what Denison is. That depends on who you are and what you intend to make of yourself. Academically it is a well balanced microcosm. If you have a desire to improve yourself, Denison can provide the room and the opportunities.

Steven C. Budlong
The day I walked into Seneca Chapel to receive my college diploma, my most profound feeling was enormous relief that at last I was through going to school. Mr. and Mrs. Henry Ford were visitors on that liberating day because their niece was also graduating from Denison.

Since then, however, I've experienced a growing esteem for my liberal arts education. Now I know you may stop going to school, but you never stop learning. Everyone you meet and everything you do adds to your understanding. This is someone I admire, you think, or thank goodness I'll never be like that. When things go well, your deeper insight enhances your pleasure. If they go badly, you're aware others have problems, too, and you hope you are resourceful and resilient enough to meet the challenge.

If you seek a job opportunity, your college degree is a door-opener in the forecourt and security in the background. I have a secret weapon, you can say to yourself, I am a person of assurance and integrity — I am a Denison graduate. I may not make all the correct decisions nor find all the right answers, but I am not afraid to try.

Finally, as a Postgraduate Plus, I was given the opportunity to become a Denison Community Scholar. Under this program, I attended regular classes and saw how a gifted professor, matured in the Denison ambiance, deals with today's proliferation of knowledge and today's notes without losing his cool, keeping his class inspired while deepening sound instruction. This experience was a definite dividend to my liberal arts education.

Virginia A. Regler
As a minority student, I have found Denison to be unique and a somewhat indescribable place. In analogy, it's like an abstract painting, no one person will view it the same. Nevertheless, the experience for me has so far been one of frustration, both socially and academically: devotion, challenge, a feeling of accomplishment, competition, plus more. I chose Denison because I was academically curious. My curiosity has been aroused.

To take on the uncertainty is courage:
Do you have it?

[Signature]

[Year: 79]
Don't be frightened dear. Give me your attention. I am going to take you to a land high up a hill. There you will experience people, sights and opportunities you never dreamed could exist. This mythical mountain can prove to be a rewarding, priceless experience however you must remember two things:

1) You will be rewarded only if you take the initiative.
2) The path you will follow is a Red (not yellow) brick road that is hungry in sections and occasionally throws you a curve.

Are you ready? Pick the catalogue under your arm and close your eyes. Now, repeat after me, "There's no place like Denison. There's no place like Denison..."

Education: Departmental, Interdepartmental and Individually Designed Majors. Pre-Professional Programs. Independent or Directed Studies. Off-Campus Abroad at Domestic, Experimental College. The January Term, a member of the Great Lakes College Association, a Computer Center, a Simulation Center, a 350- acre Biological Reserve, and a Student Faculty ratio of 11:1.

Annoyance. Yes, many students at Denison experience this ghastly feeling at one time or another. Too much 8:2 hour at a fraternity party, a bad S.A.B.A. meal, too many jocks from the "midnight oil" apathy among the students and the pressure of an important paper, midterm or final are all common reasons given by the victims. The cure?

Turn, sleep, patience, energy and perhaps a trip to the infirmary.

Individuality. One does not have to careen here at Denison. Go GREEK or remain an independent (do both - I did)! Take a picnic lunch provided by the food service to Sugarloaf Mountain. Walk with your camera through the Eco Retreat. Attend the students' whistles or merely meet a friend at the pool. Live in dorms high on a downhill. First houses off-campus or abroad for a semester/year. Join the Denison Community Association. Take ceramics, become a DJ for the campus radio station. Watch yourself. How you change. How you deal with the obstacles you run into. What time you enjoy doing - perceive it. Don't become stagnant.

Stop and look around you. Not at THE beautiful scenery, but at each individual aspect of Denison. Stop rushing off to the academic quad long enough to stand under two magnificent Cedar Apple trees. Gaze at the thousands of blossoms surrounding you, smell the birds, their breath deeply. If perchance someone walking along stops and stands beside you, acknowledge them for he/she may be just as full of life and splash as the trees.

Of course there are negative aspects to Denison's character. I said it was a mythical mountain, not a UTOPIA. Every university has its flaws and shortcomings, Denison included. Denison University is not a UTOPIA, so if that is what you are looking for, mile this one out. However, before you search further for that "perfect" university, open your eyes, for they were closed long before you began this journey.

Now take the catalogue out from under your arm and skip through its pages on a journey of your own.

Debbie L. Heard
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 certain major fields;
- 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, 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 cinema 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, cinema, 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 in 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
recommends the 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:

- English and Literature
  English 101 and one literature course offered by the departments or Modern Languages or in the Classical Studies Program.

- Fine Arts
  Choice of one course from Music 101, 115-116, 201, 202, 203, 207, 208; Theatre and Cinema 109, 201, 203, 324, 325, or 326; Art — any studio or art history course; Dance — any combination of 3 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 of 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, 103, 211, 212, or 228 to be taken in the freshman or sophomore year.
Science

Three introductory one-semester courses in three different departments chosen from Astronomy 100, Biology 100, 110, 111, or 112, Chemistry 100 or 121, Geology 105 or 111; Mathematical Sciences 101 or 102, Physics 100 or 121, Psychology 101.

Social Sciences

Two courses chosen from Economics 100, any Political Science course, or Sociology and Anthropology 200, 202. (From two different disciplines.)

History

One course chosen from History 201, 202, 215, or 221.

Oral Communication

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 Cinema 121 or 123.

Recommended Course

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 or six semesters of Music 103
- 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

Please note:
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.
The Major

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 Departmental Major

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 and Anthropology
- Speech Communication
- Theatre and Cinema

The particular requirements are described in the departmental section of the Catalog and in the College Course Description Book.

The Interdepartmental Major

There are seven developing interdepartmental majors. Some of these are fully developed. Others are in the process of being developed and a full description is not possible here. A student may major in:

- Black Studies
- Classical Studies
- East European and Soviet Studies
- French Area Studies
- Latin American Area Studies
- Literature
- 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:

- “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,” and “America and Europe — History and the Literary Imagination.”

The Concentration

Within a department a student may concentrate in a particular area. This means that rather than taking the full variety of courses within a departmental major or working outside a department in an interdepartmental program, a student does a substantial part of work in a particular area of the departmental offerings.

The following concentrations are offered:

- Art History (Art)
- Astronomy (Physics)
- Communications
  - (English, Speech Communication, Theatre and Cinema)
- Education (all departments)
- Environmental Studies
  - (Economics, Political Science, Sociology and Anthropology, Psychology, Biology, Chemistry, Geology, Physics)
- Geophysics
- International Relations
  - (Political Science)
- Mass Media
  - (Speech Communication)
- Speech Science
  - (Speech Communication)
- Studio Art (Art)
- Urban Studies
  - (Sociology and Anthropology)

Most of these concentrations are described in the departmental listings. Descriptions of some of the concentrations follow:
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 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 216 (also Political Science 308, may be taken for credit in either department), Economics 100, 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:

1. 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.
2. The student will complete a major in one department chosen: Economics, Political Science, Sociology, and Anthropology, 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.
3. 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.
4. 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 number of opportunities are available for students to combine time at Denison with time at certain professional schools. For some programs 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, Graduate Business School, or participate in the cooperative programs in Engineering, Forestry, Medical Technology, or Physical Therapy.

Strong counseling services exist in each of these areas. Committees made up of interested faculty and the Registrar 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.

The Health Professions:

Medicine and Dentistry

The Faculty Premedical Committee and the Pre-Professional School Adviser provides strong counseling services in these areas. Individual and group meetings are held with students interested in 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 121-122, 223-224 and either 225-226 or 227-228, Physics — a year, courses 121-122;

Mathematical Sciences — a year, courses 123-124. The professional schools expect the record to be strong in these required courses. The student with an exceptionally strong record may consider making application to attend after completing three undergraduate years. The Medical College Admission Test or the Dental Aptitude Test must be taken near the end of the junior year or early in the senior year.

Denison students have been accepted by the leading medical and dental schools. Phi Epsilon Chapter of Alpha Epsilon Delta, the international pre-medical honor society, arranges for representatives from the professional schools to visit campus and meet with interested students.

Law

No particular major nor set of courses is required for admission to law schools. At Denison the student may choose from several strong departments and courses. Regardless of the area of concentration the pre-law student should have work in economics, English, history, mathematical sciences, political science, psychology, and sociology and anthropology. In fact, almost any course in the liberal arts curriculum can have value for the pre-law student.

The pre-law student at Denison is able to develop a sophistication of the English language and to enrich his or her mind, to develop reasoning and writing ability and to be concerned with man. The intellectual capability of the student is of primary significance in law school admissions.

Law-related internships may be arranged during the January Term special projects period. Through the Philadelphia and Washington semester plans, longer internships are possible.

The Law School Admission Test is administered at Denison twice during the year.
Business

An undergraduate program in liberal arts is 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 have the basic courses in economics and mathematical sciences. It is also valuable to be familiar with history, the social, natural and behavioral sciences. As in any professional field an individual must be able to use the English language effectively in both written and oral form.

The Graduate Management Admission Test is administered at Denison during the fall of each year. Graduates have been accepted by all of the major graduate schools.

Engineering

Denison has a long-standing tradition of strength in science and engineering.

There are normally two different plans for students who plan careers in engineering. In the first, students spend four years at Denison majoring in one of the natural sciences or mathematical sciences, followed by two years of graduate work leading to a master’s degree in engineering. Denison students have been widely accepted for graduate work in engineering at the country’s finest universities.

In the second plan, the student enters a three-two program, where three years are spent at Denison completing a study of liberal arts and receiving an appropriate background in science and mathematical sciences, followed by two years at an affiliated engineering school. This program leads to bachelor’s degrees from both Denison and the engineering university. At present Denison is affiliated with Rensselaer Polytechnic Institute, University of Rochester, and Washington University (St. Louis).

Forestry

Denison offers a program of forestry in cooperation with the School of Forestry of Duke University. Upon successful completion of a five-year coordinated course of study, a student will hold the Bachelor of Science degree from Denison and the professional degree of Master of Forestry from Duke School of Forestry.

A student electing to pursue this curriculum spends the first three years in residence at Denison and the last two years at the Duke School of Forestry. At the end of the first semester of the third year Denison will recommend qualified students for admission to the program.

Medical Technology

Denison offers the basic courses needed by the student who desires to enter a professional program in medical technology. Assistance is given the student in making arrangements for participation in certified programs. For example, specific arrangements have recently been made for well qualified students to participate in a program offered by the University of Rochester.

Normally the student enters the professional program after the junior year. The credit hours earned on the program are applied to the Denison degree requirements. Upon receipt of a degree from Denison and successful completion of the training program at the cooperating university or hospital the student is eligible for the registry examination administered by The American Society of Clinical Pathologists.

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.

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:


**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.
Some Denison Faculty
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, theaters, 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.

Milan, Italy
The Denison 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.

The Denison Challenge

Oak Ridge Science Semester

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 Semester

The Great Lakes Colleges Association (GLCA) and the Division of Nuclear Education and Training of the U.S. Energy Research and Development Administration sponsor a fall research semester for junior and senior GLCA students in the social, biological, engineering, mathematical and physical sciences. The program is based at Oak Ridge National Laboratory (ORNL) in Oak Ridge, Tennessee. Designed to allow students to study and do research at the frontier of current knowledge, the program places students with ORNL research scientists engaged in long range intensive investigations. In addition to the students’ research activities at the National Laboratory, GLCA resident faculty present advanced courses in research methodology in the social sciences, biology, chemistry, mathematics and physics.

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

Denison offers a 4-1-4 curriculum plan dividing the academic year into terms of four, one, and four months. 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. 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.

In the January Term, topics not normally offered within the regular curriculum are explored. Small seminars and independent studies 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.

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 is required of all students for graduation.
- Courses taken during the year may not be used to satisfy the 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.
- Satisfactory participation in projects is reported to the Registrar by the faculty sponsor, but no other formal evaluation takes place.

There is a board charge for students who live on campus during January but there is no additional charge for room or tuition. Books, travel, and off-campus living expenses are the responsibility of the participant.

Students interested in Independent Study and Internships may choose a faculty member from a list of Independent Study sponsors. Occasionally, an instructor not in the Independent Study pool will agree to serve as a sponsor. 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.

Courses and internships are 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 their views on timely topics, some of them controversial. 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 recreation. And a social program, planned by students, enlivens the January scene.

Independent Study

Denison’s January Term offers participants great latitude in the development of an independent project which is of interest or concern to them. Concrete answers to a research problem may be found; month-long concentration by a poet may produce a significant collection of poems; or intensive analysis of a complex philosophical issue may yield in-depth understanding. A list of recent independent studies and formal courses appears below.

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 in January, 1977. In 1976, students were enrolled in an ecological sailing trip to the Virgin Islands and in underwater exploration off the Florida Keys. Each year students work on Independent Study projects and Internships in many cities.

Abroad

London, Paris, Madrid, Munich, Rome, Athens, Prague and Mexico City offer the mature student infinitely more than the romance of travel. Serious study of the theatre, art, music, literature, languages, politics, and customs can be pursued in a number of existing projects. The guidance of a faculty member expert in the areas being studied and the lack of tourists in January combine to provide a learning environment in which the student can develop his or her insights into another culture.

Internships

By participating in Internships students can explore the many different dimensions of professional life. Working as an intern has become a key element in many students’ career planning efforts as well as a valuable reference in their resumes after graduation. The Internship aspect of January Term has grown rapidly and now accounts for 25 per cent of the enrollment during January. Internships are arranged by the January Term Office or are student-initiated. In each case a faculty sponsor is chosen to work with the student and the professional supervisor. The goal is an experience in which the student comes to understand professional work in the context of a liberal arts education.

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

Some of the formal on and off campus courses offered recently during January Terms include: Art Historians Tour Museums, London Prague Theatre Trip, Beginning Norwegian, You and Heredity, Colorado Outward Bound, Southeastern Safari, Archeological Tour of Mexico, the Many Faces of Russia: A Trip Behind the Iron Curtain, Do Your Own Library Thing, Professional Dance Study Tour of New York City, Beginning Ceramics, Creative Broadcast and Print Copywriting, Mural Painting, Intermediate Chess, Harpsichord Building, Theatre Production Seminar, Simulation Games and Techniques, Folk Decoration of Pennsylvania Germans, Cobol Programming, Non-Threatening Mathematics, Immunology, and Tumors: Zen Meditation, Music Composition for Non-Majors, Law Against the People: A Close-up of the American Corporation, and Psychological Aspects of the Stock Market.

Independent Studies and Internships

Trustee Miner Raymond of Procter & Gamble talking about advertising

Antique Clock Restoration
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 reduced 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.
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 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 of credit 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 overall 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. No record will be made if a student receives permission to withdraw from a course before the end of the seventh week of classes. No withdrawal from a course is permitted after the seventh week of classes. A student who withdraws from a course without official permission will receive a grade of F (failure) on his or her permanent record.

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. No grades will be recorded if a student withdraws from the college before the end of the seventh week of classes. Except in cases of illness and/or by permission of the Registrar’s Advisory Committee grades of F (failure) will be entered on the permanent record of the student who withdraws from Denison.

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 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 recorded on the basis of plus or minus grades given before the fall semester, 1976-77.

Incomplete Grade

An incomplete grade in a course may be granted only by permission from the Registrar's Advisory Committee. The student must petition the Committee giving the reasons for an extension of time. The statement shall be signed by the instructor of the course.

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. The student whose semester grade point average is less than 2.0 while on academic probation is suspended for academic deficiency. If a student is granted deferred academic suspension he or she must make up one half of the deficient quality points in the next semester.

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.
WHEN I FIRST CAME TO DENISON, I WAS MORE INTERESTED IN PLAYING FOOTBALL THAN ANYTHING ELSE. DURING MY FIRST SEMESTER AT DENISON, I LETTERED IN FOOTBALL, BUT, MORE IMPORTANTLY, A PROCESS OF ATTITUDE EVALUATION WAS SET IN MOTION BY THE SOCIAL AND ACADEMIC FORCES THAT DOMINATE THE DENISON COMMUNITY. THIS PROCESS HAS ALLOWED ME TO FOCUS MY INTERESTS AND IDENTIFY THOSE OBJECTIVES MOST MEANINGFUL TO ME.

THE EVOLUTION OF THIS EVALUATION PROCESS IS PARTLY A FUNCTION OF THE PHYSICAL AND HUMAN RESOURCES OF DENISON UNIVERSITY, BUT DEPENDS TO A LARGE EXTENT UPON THE INDIVIDUAL. DENISON IS SMALL ENOUGH THAT YOU ARE EFFECTIVELY FORCED TO INTERACT WITH THE SOCIAL AND ACADEMIC ENVIRONMENT. LEARNING HOW TO UTILIZE THE AVAILABLE RESOURCES TO ACHIEVE YOUR PERSONAL GOALS IS PERHAPS THE ULTIMATE OBJECTIVE OF ANY EDUCATIONAL PROGRAM.

FROM MY PERSPECTIVE, DENISON IS NO EXCEPTION.

A FAIRLY IMPRESSIVE DIVERSITY OF EDUCATIONAL OPPORTUNITIES EXISTS AT DENISON. IN THE LAST TWO YEARS, I HAVE WORKED FOR A MINING COMPANY IN CHICAGO, STUDIED FIELD GEOLOGY IN UTAH, GONE BACKPACKING IN TEXAS WITH THE DENISON CHALLENGE, DONE RESEARCH AT OAK RIDGE NATIONAL LABS IN TENNESSEE, AND PRESENTED THE RESULTS OF THAT RESEARCH AT PROFESSIONAL CONFERENCES IN WASHINGTON, D.C., AND TUCSON, ARIZONA.

IF YOU KNOW WHAT YOU WANT IN AN UNDERGRADUATE EDUCATION, THEN YOU WILL DECIDE FOR YOURSELF IF DENISON IS FOR YOU. IF, HOWEVER, YOU ARE SEARCHING FOR A LITTLE DIRECTION, AND ACCEPT THE BASICALLY CONSERVATIVE ATTITUDES THAT DOMINATE THE DENISON COMMUNITY, THEN I HIGHLY RECOMMEND THE LIBERAL ARTS EDUCATION OFFERED BY DENISON UNIVERSITY.

Jeffrey A. Faby
In today's world of specialization and automation, of what value can a liberal arts education be? Upon graduating from high school and faced with the reality of paying great sums for tuition, one cannot help but be concerned with what the return on his investment is going to be. I chose liberal arts because I was enthusiastic about learning and needed the opportunity to confirm my self identity and purpose in life. But of course there is a practical side to everything and I saw it was necessary that through the course of my studies I must develop a skill or expertise that would assure me of a rewarding life.

I chose Denison because I saw in this college the potential to develop both a set of skills and a level of expertise within a particular discipline. After three years I am happy to say that I believe I am getting my money's worth. By being exposed to many areas of study I am able to consider a situation from more than one perspective and am putting my own life in clearer focus. Denison has facilitated the development of two skills that can make the difference between success and failure. Every competent person must be able to think clearly and communicate effectively. It is impossible not to learn the basics of these skills while at Denison. There is great opportunity to specialize or tailor your studies to specific areas of interest. Denison has combined majors, double majors, directest studies, and independent studies. The student is encouraged to create an idea and then develop it.

There is a sense of community at Denison. Classes are small enough that the professor knows you and there is always opportunity for discussion. People say more than hello to each other.

My greatest frustration is with people who are not taking full advantage of what can be done here. Not everyone is a contributor but enough do contribute to make Denison a good place to learn something for yourself and about yourself.

Scott Barthe, '78
By the time I finished my freshman year, I was very dissatisfied with Denison, and I considered transferring. All I can say now is that I am enormously happy that I didn't make that decision.

There are general attitudes and certain lifestyles prevalent among the students at Denison that I don't like. I am not saying that I don't like Denison students, but on the whole I enjoy different things than most of them, and I am looking for different things in life than they are. The difference showed up most conspicuously when I tried to fit myself into the social life here and simply couldn't do it. What I began to discover my sophomore year was that there are some other people who enjoy the things I do, but that I don't have to let myself into any pattern at all. More importantly, though, I discovered the educational benefits of this institution— they are superior. The school is large enough to offer a variety of courses that could keep me busy for four more years, but small enough to offer personal attention and instruction. I am a music major and have found the opportunity for performance to be very valuable. The most outstanding resource here, though, is the faculty, which is of extremely high caliber. They are talented, intelligent, and show great concern for the student as an individual. The friendships I have with a few members of the faculty mean a great deal to me. On top of all this, the pure beauty of Denison could not create a more perfect atmosphere in which to learn.

I don't mean to make Denison sound perfect. There are many things that I don't like about the school at all. What I am trying to say is that if you are like me and you don't like to run with the pack, you will have to create your own place at Denison, and it won't necessarily fit in with what everyone else is doing. If you don't mind that, then there is an incredible wealth of knowledge here waiting to be tapped.

Meredith Park
My advice, to anyone thinking about coming to Denison, is to come with full intentions of growth. I have resolved that you get the most out of this institution and this community if you are drunk on it, if you spend your time intoxicated with interest in what you are doing, whether a course in the academica, a mode of living, an art, a sport, or an organization. By giving your best and your best, you are bound to receive more satisfaction for your efforts. Your passion, if it is real, will be acknowledged and encouraged by others, by students and professors.

Granted, a liberal arts education strives for roundness of the educational experience, a roundness that is hard to achieve with narrowed interests. However, it would be wise to consider that inebriation in one field or activity may wear within a semester's or a year's time. The trick is to constantly expand and exchange your source of spirits, to shed one for another when necessary, liberating yourself to your fancies, exploring the possibilities open to you at Denison.

I encourage you to learn how to throw yourself into your whims, how to develop an interest grow into it, research it, make it a part of yourself, so that you will carry it with you. Learn to be drunk for a lifetime so that your education becomes a means of life, an ongoing experience.

Denison offers the potential and resources to tempt you and constantly revive you. The challenge is to remain so. Good luck!

Lois Umbach
Certain characteristics and modes of behavior have occurred with such regularity at Denison that they deserve to be labeled institutions. One of these institutions, though, I agree it seems a strange category, is the fraternity-sorority system. Representing an ailing and conservative influence on Denison students, the system depends on fraternal giants to handily snatch up half of each years freshmen class. Tightly knitted fraternal groups act as a convenient sip of social stimulant, providing a conducive inspiring foundation from which students conduct many recreational, but rarely intellectual, operations. Conservative Denison alumni and trustees, themselves enjoying a parental grip on the university, encourage perpetuation of the fraternity and sorority system so popular when they walked the academic quad years ago.

Such a system would seem to carry with it a stifling sense of tradition, and, to many people, it does. But there is light ahead. Some students involved in alternative life styles, especially active dormitory residents, have most recently executed a social uprising. Theirs is a force, though far from revolutionary, have created an option to fraternal living where there has hitherto been none. In seeding, they have broken the conservative shell from which growing independent student activism might finally emerge.

Denison students rank academically with other hard-working student populations, as they must accept both the abundance of cultural activity and prodigious assignment loads. The faculty, a surprisingly well-qualified and scholarly bunch, assume much of the intellectual responsibility of the college with little complaint. Heretofore possible, I think, because spread all of our waking hours hopping from poetry reading to philosophy colloquium, 4 from brain bag seminar to concerts at the student union. But there is always too much work for that.

Denison is an active, interesting place. Its faculty must make up for a noticeable lack of student intellectual activism. Atleast can stress the profuse centrifugal. And, though it is probably possible for someone to skip through unthatched courses and some maneuvering here and there, I think it would be a difficult thing to do. The opportunities at Denison, whether one speaks of an individually designed major or a January term study, are nearly unlimited, and I feel bound to recommend them to you.

Reed Summers
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. Upperclass students participate in a lottery each spring and must have the 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. Two Assistant Deans of Students reside on campus in college residence halls and eat in student dining halls to be readily available when needed.

Office of Psychological Services

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 two professionally qualified Clinical Psychologists. On a confidential basis, the staff of the Office of Psychological Services is available and directly accessible to students for conferences of a highly individualized and personal nature. In addition, the staff assists faculty, student personnel staff, and student advisors 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. Each faculty adviser is assisted by a student academic adviser who is readily available to the student in a peer relationship.

Student Advisers and Head Residents

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 academic counseling for black students, as well as referral services for other counseling needs. The Center is staffed by the Director and his administrative secretary, and two student assistants. 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-curricular 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 Planning and Placement Services

The Office of Career and Life/Work Planning, in cooperation with faculty advisers, provides career and life planning services. Several options are available: personal discussions with the Director or Deans, a semester-long course in life/work planning (Interdepartmental 140), and special workshops offered throughout the year. The basic career/work planning philosophy is that on empowerment. Students are empowered to make career decisions and find the job of their choice. This empowerment is made possible by identification of the skills the student possesses and adaptation of classroom research skills to the career/job search.

Students seeking employment 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 for ten years.

Special placement workshops on job hunting techniques, resume writing, and interviewing skills are held throughout the year. The office coordinates the placement of graduates seeking their initial secondary school teaching positions.
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.

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.

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.
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

Various art exhibits, gleaned from the College’s art collections, take place each year. Student art work is frequently exhibited. The College’s art collections include a definitive Burmese collection, Italian Baroque drawings, and a collection of art and artifacts of the Cuna Indians. Valuable tapestries, prints, drawings, and other works are on display in the Burke Hall of Music and Art. Students enrolled in art history courses have access to the collections for study.

Dance

The Dance Department usually presents four major productions each year with additional lecture-demonstrations and workshops each semester.

In addition, there have been residencies or performances by the following: the Jeff Duncan Dance Repertory Company, Betty Walberg, Daniel Nagrin, the Utah Repertory Dance Theatre, Gus Solomonis, Jr., Dances We Dance, Jan Wodynski, Lynn Dally, Richard Gain, and Lynne Kothera.

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 and David Burge, sopranos Mary Costa and Phyllis Bryn-Julson, violinist Ruggiero Ricci, cellist Leonard Rose, and viola d’amore artist, Karl Stumpt.

Theatre

Dramatic productions are presented by the Department of Theatre and Cinema as University Theatre, Experimental Theatre, and Children’s Theatre productions.

In recent years the following plays have been staged:

Folk singing in Art Gallery

George Hunter/Music Directs the Brass Ensemble

Balloon Sculpture on Academic Quad

Choreographer Jeff Duncan

International Poetry Reading

Susan Alexander/Dance

Folksinging in Art Gallery

Ten Nights in a Bar Room Melodrama

Puppetry Class
Tickets on sale for DCGA Concert TODAY at Livy Gym, Slayter Lounge
October 21, 1976

Tickets on sale for Saturday's Concert at Swasey Chapel, Slayter Lounge

Interviews, Doane 205:

Vanderbilt University's Director of Admissions Robert Wickham

Harvard University School of Design representative, Dr. Brown

Washington University's Accounting Professor Earl Spiller

Denison Office Women's Society Sack Lunch, William Acklin talking and answering questions about insurance benefits and the newly organized Affirmative Action Committee, Fellows Auditorium

Faculty Luncheon Group, Joan Straumanis, "Forgotten Foremothers: The Life of a Lady Doctor in 1850," Faculty Lounge

Picture taking for IDs, Doane 106

Open Meeting, Affirmative Action Committee, Faculty Lounge

Denison International Students Association Dinner, Huffman Hall

Meeting, Organization Latin Americana, Fellows 318

Meeting, students interested in Anne Anderson's J/T "Dancing in the Streets of New York," Doane Dance Center (required attendance)

Women's Volleyball vs. Wooster, Livingston Gym (see Friday, at 6 p.m.)

Freshman Men Rush Meeting (to preference 3 houses), Slayter Auditorium

All-College Convocation, Dr. Frederick C. Robbins, Dean of School of Medicine at Case Western Reserve University, Slayter Auditorium

DCGA Concert, The Outlaws and Commander Cody Band, Livingston Gym

friday

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DCGA Concert, The Outlaws and Commander Cody Band, Livingston Gym
denison

friday

April 22, 1977

10 am-4 pm Burke Hall Art Gallery open for Central Ohio Weavers Show
12:30 pm Hunger Awareness Simulation Meal, showing of film and guest speaker, Curtis Hall
Vegetarian Room
1:00 pm Men's Golf Invitational at Capital U. in Columbus
3:30 pm Women's Studies Guest Speaker, Michelle Werner, Kenyon student, talking about her research at the Newberry Library on Virginia Woolf, Slayter 405
4:30 pm Jewish Sabbath Service
8 pm-2 am Muscular Dystrophy Dance Marathon, sponsored by DCA, Huffman Hall
8:15 pm University Theatre Production, "The Government Inspector," directed by Dr. Bruce Halverson, Ace Morgan Theatre (students $1 for Friday & Saturday, otherwise-free)
8:15 pm Opera Workshop, Music/Dance Program, "Fables" by Ned Rorem and "The Stoned Guest" by P.D.O. Bach, directed by Dr. William Stevens, Burke Recital Hall
9:30 pm Denison Film Society, "Lenny," Slayter Auditorium

ANNOUNCEMENTS

TODAY: DCA's MUSCULAR DYSTROPHY DANCE MARATHON BEGINS, 8 pm - 2 am, Huffman Hall

The MUSCULAR DYSTROPHY MARATHON DANCE will be in Huffman Dining Hall, starting at 8 pm TODAY and ending at 3 pm Sunday. All meals will be served in Curtis Dining Hall Sat. & Sun. as follows:

Breakfast:
Saturday 8:30 - 10 am
Sunday 9 - 10 am

Lunch (both days):
Meal Ticket Numbers 01 - 899 = 11:30 am - 12:30 pm
Meal Ticket Numbers 900 and up = 12:30 pm - 1:30 pm

Dinner (both days):
Meal Ticket Numbers 01 - 899 = 5:30 pm - 6:30 pm
Meal Ticket Numbers 900 and up = 6:30 pm - 7:30 pm

The Dance Committee will post signs in each of the dorms and dining halls explaining the necessity for these hours and ask that students cooperate by coming to the meals at the indicated times and not linger in the dining hall.

MAKE AN APPOINTMENT TODAY to give blood next Tuesday at Livingston Gym when the Red Cross Bloodmobile is on campus, 10 am-6 pm. SIGN UP at the table in Slayter Hall, 9:30 am-3:30 pm.

A MURAL CONTEST is now being held. Information and rules are at the Bandersnatch — entries must be submitted by May 1st to Anne Saltzman, Box 1045.

TICKETS for "The Government Inspector" are available in Slayter Lounge weekdays, 10:30 am-12:30 pm, and at the Theatre Box Office, 8:30 am-4 pm daily, Ext. 231. Performances are TODAY, TOMORROW and Sunday and next week Wednesday-Saturday. Students admitted free, except Fri. & Sat., $1.

OPEN SWIM on Monday & Tuesday, 23th & 26th, will be 8:30-10 pm. Pool will be CLOSED for open swim 7-10 pm Wednesday-Thursday-Friday-Saturday next week, due to rehearsals and Swim Show.

The LEWIS PRIZE CONTEST for excellence in public speaking is NEXT WEDNESDAY, 4 pm in Knapp 206. For more information, call Dr. Markgraf, Ext. 269 or Dr. Dresser, Ext. 210 — $100 in prizes will be awarded.

Due to an automobile accident, Bea Norton, visiting Chicago artist for the Art Department, will not be at Denison next week, April 23-26-27.

COMING EVENTS

SATURDAY — DAFFODIL SHOW, "One World," 1:30-8 pm, College Town House
8 am-2 am MUSCULAR DYSTROPHY DANCE MARATHON, Huffman Hall
9:30 am WOMEN'S TENNIS vs. Kent State U., Home Courts
10:00 am WOMEN'S LACROSSE (A Team) vs. Pittsburgh, Home Field
1:00 pm WOMEN'S LACROSSE (B Team) vs. Bowling Green, Home Field
1:00 pm MEN'S RUGBY vs. Wittenberg, IM Field
1:00 pm MEN'S BASEBALL vs. Capital, Home Baseball Field (doubleheader)
1:00 pm MEN'S OUTDOOR TRACK & FIELD vs. Kenyon, Deede Field
1:00 pm MEN'S GLEA TENNIS at OAC in Delaware
1:30 pm MEN'S LACROSSE vs. Oberlin at Oberlin
5:15 pm OPERA WORKSHOP, directed by Dr. William Stevens, Burke Recital Hall
8:15 pm UNIVERSITY THEATRE PRODUCTION, "The Government Inspector," Ace Morgan Theatre
9:30 pm DENISON FILM SOCIETY, "Lenny," Slayter Auditorium

SUNDAY — DAFFODIL SHOW, "One World," 11 am-6 pm, College Town House
8 am-3 pm MUSCULAR DYSTROPHY DANCE MARATHON, Huffman Hall
1-4 pm BURKE HALL ART GALLERY OPEN for Central Ohio Weavers Show
4-9 pm SENIORS FEDERAL JOB HUNTING WORKSHOP, with Charlie Brown & Pat Somers, Slayter Lge.
8:15 pm STUDENT STRING RECITAL, Donna Wolff, violist and Doris Harris, cellist, Burke Hall
8:15 pm UNIVERSITY THEATRE PRODUCTION, "The Government Inspector," Ace Morgan Theatre
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:

- A Foreign Policy Symposium featuring senators Frank Church and Dick Clark, retired Army general William Westmoreland, and International Arab Federation president Joseph Hayek.


- Feminists Mary Daly, Betty Friedan, Germain 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 Belaunde-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, and Allard Lowenstein and Reid Buckley in a liberal-conservative debate.

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 1977, the following films were shown:


- Suggested to be screened during the first semester of the 1977-78 academic year are the following films:

- Spring films were shown under the direction of Dave Bowman, former president of the Denison Film Society. Fall films are under the direction of Dave Hastings, 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 with small admission price.

Bill Graham in Granville, Ohio?

Almost each semester a number of concerts are staged by the student government's social committee. Current student social chairperson Rob Cathcart and past chairpersons Mel Smith, Susan Ploch, Jim McGreevey, Anne Rathmell, and Pete Vanderplaoeg, have staged the following concerts on campus:

- Pure Prairie League, Weather Report, Maria Muldaur, Tom Rush, the Dave Bromberg Band, (twice) The Outlaws, Commander Cody, Harry Chapin, Roger McGuinn, Dave Mason, John McLaughlin, Earl Scruggs Revue, the Paul Winter Consort, Eric Anderson, Herbie Mann and the Family of Mann, John Sebastian, the Byrds, Rick Roberts, John Prine, Leon RansMate, the J Geils Band (twice), the Steve Miller Band, Two Generations of Brubeck, the McCoy Tyner Quartet, the Mark Almond Band, and Little Feat.

Harry Chapin

Commander Cody

The David Bromberg Band
Campus Musical Organizations

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 such as Leonard Rose, Mary Costa, and Franco Gucci. Programs typically include compositions such as Brahms' Symphony No. 2 and the Dvorak "Cello Concerto."

Concert Band

The band concentrates on the performance of band and wind instrument literature, presenting a concert each semester.

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," Haydn's "The Seasons," Schubert's "Mass in E Flat," Brahms' "Requiem," the Stravinsky "Symphony of Psalms," and Vaughan Williams' "Hodie."

Women's Chorale

In the three years of its existence this group of 25 has dealt with a significant amount of original literature for female voices in the concerts it presents each semester.

The Denison Singers

This small chamber ensemble presents a large variety of appropriate literature throughout the year and makes an annual tour.

The Chapel Choir

This group of 20 voices sings at student chapel services.

The Black Student Choir

Organized by black students, the choir performs both on campus and off campus and schools in nearby cities in addition to Black Arts Festivals at Denison.

Student Media

The major student media on campus are "The Deenomian," the weekly newspaper, WURO, the radio station, "The Deenomian," the yearbook, and "The Thalia," the semi-annual literary magazine. Founded in 1857, "The Deenomian" is 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 a First Class Rating from NPPA.

WURO, the student radio station, on the air more than 120 hours a week, broadcasts every type of music with a strong emphasis on progressive rock music. It has spot sports, broadcast campus and local reporting, and conducts station work. Auditions for disc jockeys, engineers, reporters, and other staff positions are held twice each year, in addition to a special January term freshman internship.
Religious Activities

Dexter sponsors religious education and the participation of students and faculty in religious programs.

The College provides an opportunity for worship on Wednesday evenings in St. Mary's Chapel under the direction of the Dean of the Chapel and a Student Committee. These services are non-denominational and endeavors to reflect a variety of religious traditions and denominations. An atmosphere of reverence.

Catholic Mass is offered each Sunday afternoon in the Student Center House. The priest is also on the campus several days during the week.

The Campus Community Association, a campus organization sponsored by Student Senate and faculty, promotes their cultural experience and participation in worship. A Jewish Chapel is on campus during most weeks.

The church in Granville offers students the opportunity for participation in student fellowships and other aspects of the church and school programs.

The Dexter Community Association (DCA) sponsors a number of programs for the expression of social concerns through community service projects, field trips, and discussions. DCA assists students in originating programs in organizing groups to foster their interest in cultural and religious experiences.

Academically, Dexter promotes instruction in Christian and other Christian religions on an elective basis.
CORRECTION!!!
The previous document(s) may have been filmed incorrectly...
Reshoot follows
Campus Musical Organizations

The Licking County Symphony Orchestra

Concert Band

Concert Choir

Women’s Chorale

The Denison Singers

This world-class ensemble presents a large variety of appropriate literature throughout the year and makes an annual tour.

The Chapel Choir

Open to all Denison students, this choir performs both on campus and in churches and schools in nearby cities in addition to Black Arts Festival at Denison.

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 Festival at Denison.

Student Media

The Denisonian is a student-written newspaper. WDUB is a radio station. The Mirage, the yearbook, and The Echo are student-written literary magazines.

Founded in 1857, The Denisonian is a completely student-staffed and student-edited newspaper. Editorial, reporting, and business positions are open to every student. The newspaper and members of its staff have won awards in regional competitions, most recently a First Class Rating from NSPA.

WDUB has six studio studios in the basement of Blue Kopp Hall. The station is on the air more than 120 hours a week, broadcasting music of many types across with a strong emphasis on progressive rock music. They also broadcast campus and local reporting, and community events, such as auditions for disc jockeys, engineers, reporters, and other staff positions. The daily broadcast each year in addition to a special January Term Winter Seminar.
Student Government

Student Government at Denver envisions a great deal of freedom and responsibility for the students.

Through the Denver Campus Government Association (DCGA), students can participate in the planning and direction of student organizations on campus, such as the Student Senate, the WJQB radio station, the Denver Film Society, the Denverian newspaper, and the Adelante clubs.

Representations on the Campus Senate, the Campus Affairs Council, the Academic Affairs Council, the Admissions and Financial Aid Council, and the President's Cabinet are students' ways of directing the College's goals.

A national college-operated residence hall is part of the student body. The Denver Campus Council, student advocates, and the University Residence Council are composed of student body representatives who represent student interests and carry out policies and programs established by the student government.

Under this system of government, each student can enjoy 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

Religious activities are a prominent part of the college's life.

The College offers a range of religious organizations, including the Christian Center, the Jewish Student Union, and the Black Student Union. These organizations provide a sense of community, support, and faith.

The College also offers religious services, such as weekly Chapel Services and monthly Shabbat services. The College supports a range of religious activities, including interfaith dialogues and prayer services.

Academically, Denver integrates religious activities into the curriculum, promoting an interfaith approach.
Campus Musical Organizations

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 such as Leonard Rose, Mary Costa, and Franco Gulli. Programs typically include compositions such as Brahms' Symphony No. 2 and the Dvorak Cello Concerto.

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The band concentrates on the performance of band and wind instrument literature, presenting a concert each semester.

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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.

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 a First Class Rating from NSPA.

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.

![Jewish Community Yom Kippur Service](image1)

![Clown Mime Chapel Service](image2)

**Religious Activities**

Denison encourages religious pluralism and the participation of students and faculty in religious programs.

The College provides an opportunity for worship on Wednesday 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.
Report urges Senate abolition

by Mike Odle

A report urging the abolition of the Senate was discussed and endorsed in principle at a faculty meeting Monday afternoon. The report proposes that the faculty replace the Senate as Denison's chief legislative body.

Dr. Donald Sertling, assistant professor of history and chairman of the ad hoc Committee on Governance Alternatives which prepared the report, said the faculty's action was merely the "first step in a continuing process." He said the faculty would further discuss the issue at the next faculty meeting and then form a committee to prepare amendments.

The preliminary report proposed that the faculty be given final authority on all matters in the governance system. However, the report states that all student members should have the right to attend and participate in faculty meetings and have the possibility of student voting in the meetings.

The proposed model also urges the strengthening of the council system. Under the present system the University Senate must approve all action after it goes through a particular council. The proposal would give the council authority to enact legislation without going through another body. The committees involved are Academic Affairs Council, Admissions and Financial Aid Council, Grants Affairs Council, and Priorities Council.

Denison Campus Government Association President Roger Rowe expressed concern that the proposal would greatly reduce student participation. Rowe said he was "very much against" the report and called it "a complete reversal" from moves in recent years which increased student participation in the governance system.

Rowe also said he was concerned about the fact that the report was prepared by faculty without any "input" from students. Sertling, however, said that, even if students were not allowed to vote in the faculty meetings, they would still be represented on the strengthened council.

He also said the report was not part of the governance review process and, for this reason, students were not asked to participate on the committee.

Dr. Allen Parren, assistant professor of psychology, said Rowe's concern "was not appropriate at this time" because of the extremely tentative nature of the report.

Technological advances compel library changes

by William Davies

The Denison Library must undergo radical changes within the next few years if it is to continue to adequately serve the needs of students. Dr. Charles Mauser, director of the library, says that the library system in the United States is evolving towards a highly electronic phase, and that Denison cannot keep up or become obsolete.

A national library network is slowly being spelled together, and Mauser is hopeful that Denison will find the means to become part of it. If and when enough libraries decide to "hook up with one another" a computer system will be set up which will allow the transmission of information from one member to another.

If, for example, a researcher could not find a certain book in the Denison library, the computer would transmit a request for the book to another member library which had it. The computer in the other library would then transmit the book to the researcher who would be able to pick up the book at his own library.

Mauser fears that Denison is not now in a very convenient position. He said, "but we must keep in mind that there are other, more immediate needs that must be fulfilled before we consider such expensive ideas."

Cosmetic changes

These "immediate needs" include a number of planned cosmetic changes in the library building. Mauser has requested a capital appropriation of $10,000 to purchase couches, chairs, and coffee tables for the periodical reading room, and an extensive filing system for newspapers and some periodicals. "This is a very modest but not particularly comfortable building," he said. "I'd like to try and make it more inviting to patrons."

Mauser expressed doubts, however, about the physical limitations of the building. He wasn't sure if existing conditions would permit the introduction of large scale improvements and computer centers. President Robert Good has expressed the same doubts. "We may find that some expansion is necessary in order to achieve certain objectives," he commented in a recent interview.
Foreign policy speakers
Lecture series plans marathon
by Bill Brown
According to the budget of the Denison Campus Government Association, the Denison Lecture Series will allocate $10,000 this year for "prominent" speakers in a variety of fields to the Denison Campus. "Though none of the speakers brought to the campus this year have been "especially prominent," the DSL is planning a four-day conversation marathon, tentatively scheduled for the last week of February, and including four major political figures.

The DSL had originally planned to save money this fall by getting

New publication of 'Exile' to revive Kerouac's spirit
by Jim Gordon

Exile, Denison's literary magazine, will be published this week. The magazine will contain about 90 pages of poetry, prose, translations, short stories, and essays submitted by students and outside contributors.

Larry Weber, Exile's editor, says that the magazine will be published twice this school year, after only one issue was published last year. If that issue of Exile seemed truncated, the Fall Pour issue will be the second and, if possible, attend certain classes.

Dave Schnappy, chairman of the DSL Finance Committee, said that several areas of foreign policy, including the United States, Mexico, and the Middle East, are stressed. These areas were selected because they are currently controversial and if possible, attend certain classes.

Child-adult combination
In its last issue, Kerouac's protagonist held a childlike view of the adult world in which they move. Weber said that the poetry component of Exile is particularly good, and that the layout is exceptionally well done.

Michael Chttan, assistant editor, agreed with Weber that the poetry component of Exile is particularly good, and that the layout is exceptionally well done.

Weber said that he received encouraging comments from many sources about the format of Exile's last issue. However, the poetry component of Exile is particularly good, and that the layout is exceptionally well done.

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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, and lacrosse. It also has ice hockey, rugby, sailing, karate, and volleyball (coeducational) clubs, and an intercollegiate bowling club.

Denison women compete in intercollegiate basketball, bowling, field hockey, lacrosse, swimming (both speed and synchronized club), tennis, and volleyball, as well as in gymnastics, track and field, and soccer on a club basis.

Denison is a member in good standing of the National Collegiate Athletic Association, the Ohio Athletic Conference, the Ohio Association of Intercollegiate Sports for Women and 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. Competition 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, tennis, volleyball, and swimming. Coeducational recreation sports include volleyball, tag football, racketball, inner tube 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 Larson 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.
Play Lists of Selected WDUB Disc Jockeys

John Berton, May 5, 1976, 8 to 10 pm

Sympathy For The Devil — Rolling Stones
Thelonius — 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
Wam Bam Thank You Ma'am — 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

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 — Earl Scruggs Revue
If You Touch Me — Tanya Tucker
I Don't Want To Play — Allen 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

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 Kapon
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 Shepherd — Miroslav Vitous
Suite Cassanora — David Sanious
American Tango — Weather Report
Gatano — Santana
Joy (part 1) — John McLaughlin
Silence Of A Candle — Oregon
African Funeral Song — Paul Horn & Nexus
Jungle Book — Weather Report

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
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The Penny — Jeff Beck
The Do Adders — Steely Dan
Janis — Well Right — Supernatural
The Reason — The Alan Parsons Project
Goodbye — Nick Mason
Celebrity Interview — Todd Rundgren
Spanish Of America — Paul Mauriat & Wings
It's Only A Game — Scorching Groove
Something About America — Peter Frampton
Would You Have Your Money — J.J. Cale
Time — Encore For N.O.C. — Ambrosino
Born To Run — Bruce Springsteen
I've Seen A Little People — Styx
I'm Not A Leader — Electronic Light On Limited
Take It To The Limit — The Eagles
Midnight Special — T.J. Segal
Shower On — Cloud Hook
Stay — David Bowie
Thank You — Alfonso Statford

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Southern Nights — Willie Nelson
Passion Striptease — Bob Marley and The Wailers
Prison Break — Canned Heat
Sunny Skies/Sun/Noon Day/South By The Sea — The Alan Parsons Project
Country Roads — John Lennon
Compositions Of 6 Love, Classmates Pay — John Barbour
Where Am I Going — Gene Vincent
What We're Doing — Father Phillips
Ham radio — Big Sagan
Cause You're Losing Love — The Lovin' Spoonful
Morning Sun — Dangerous
Battle Of The Turnip And The Aloe — Before The Forever
Majestic Staged — Michael Stroh
Fiddle Fiddle — David Suppes
State Convention — David Suppes
American George — We're Here Today
Cruise — Sante

Mel Smith, May 3, 1976, 12:30 to 2:30 pm

Tiger Tate & Allen Murphy — John Hartford
Foggy Mountain Breakdown — Lester Flatt
Instrumental In D Minor — Earl Scruggs Revue
I Don't Touch Me — Tanya Tucker
Don't Want Yo Play — Allen McMillian
Knocking On Your Door — Old & In The Way
Reltite Dream — Dillards
She Belongs To Me — Rick Nelson
I'll Be Mason On — Mother Earth
Leave The Hooker — The Preacher — Danny & The Reason
And I Don't Love Jesus — Jimmy Buffett
Hot Guantanamo — Country Gazette
If I Die In The Gutter — Tracy Nelson
Watching The River Flow — Anne Murray
By, Away — Steve Goodman
Jesus Christ — Lenny LeBlanc
Two Hangovers — Mason Profit
Rock Me On The Water — Linda Ronstadt
We've Been Together On This Earth — Willie Nelson
The Baptist — Tom Rapp
Don't Matter — Firefall
I'll Be Your Baby Tonight — Emmy Lou Harris
Hanging My Head Against The Moon — J.D. Souther
Great Dreams From Heaven — R.J. Conley
I'm Gonna Borrow You Off My Mind — Dave Loggins
I Wasn't Born To Follow — The Byrds
Legends Of The South — The Eagles

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What Does It Take — Pablo Cruise
Sun Cluster — Steve and Crooks
Shorely — James Taylor
Take The Money And Run — David Crosby and Graham Nash
Be Any — The Colours
I'm Gonna Love You — Michael Stanley Band
Maggie — Lou — Southern Hillman Perry
Let It Be The Streets — Doobie Brothers
Can't Keep It In — Cat Stevens
Peace Back The Pages — Stephen Stills
Take Ten The Morning Comes — Dan Hart and John Oates
Party Is Where It'll Be — Ronstadt Davis
The Sun Will Soon — Peter
This Fool And The Way — Jackson Browne
One Man People — Melissa Manchester
Take My Love Through You — The Bee Gees
Ollie Brown — The Manes and Papas
Speed — The Max Electrical Band
Shad In The Light — Bruce Springsteen
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Southern Woman — Marshall Tucker Band
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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
I was so excited, so ready to be at college that I even refused to stop to let my mother stretch her legs during the last three hours of our tedious two-day road trip to Granville, Ohio. But suddenly, I was frightened with uncertainties. Did I really want to be in this dormitory? Why wasn’t I getting along with my roommate? Why was I flunking philosophy? Why didn’t anyone understand ME? I was being swept under, and didn’t want to call home for fear I’d burst into tears.

But I returned for January Term: a solitary room, long discussions with new friends, discovering a new Denison -- happy! Then things just flowed. My roommate forgot her boyfriend and remembered Denison, English was stimulating, my best friend(s) were in my dormitory, and The Denisonian asked me to be a Co-editor.

I had never been an editor for a newspaper before, but I learned real fast. Interview, write, edit, layout, write a headline (or 20!), run to the printer, then listen as the community reacts. As co-editor, I was on the lists to eat dinner with the convocation speakers, to talk with the president or anyone that sounded interesting. It was work, but I grew to know Denison -- its people, happenings, goals, shortcomings -- better and better.

Returning as a sophomore was completely different. I rekindled old friendships (people who understood me!) and was amazed at how many I could still make. Then I began to delve into Denison’s opportunities by spending T-Term working as a TV reporter-intern, a week in New York City learning about the complexities of the United Nations, planning to self-design my major (imagine -- studying exactly what I find provocative!) and to study in Spain for a semester.

I don’t mean to say I never considered transferring: Denison’s opportunities don’t guarantee success or happiness. But where else does a psych class eat lasagna at their professor’s home, or students, faculty, and administration combine to formulate the goals for a universities’ development program? Maybe other colleges do replicate Denison’s atmosphere, but for me, I plan to learn and develop up Granville’s college hill.

Amy Terwillig
I can't dress up my experiences here. As a black southerner 500 miles away from home, I've sometimes found Denison lonely, depressing, frightening, discouraging, overwhelming and at times devastating. I get headaches from exams and heartaches from quiet weekends. I go into tantrums of pure frustration at the insensitivity of the bulk of the people here. I've often thought the physical beauty of Denison is an enticing mask hiding a beast, a beast waiting to devour any overly naive romantic who fails to look beyond the skin.

However, just about the time this romantic is caught in the teeth of the metaphorical beast, I remember that it is only fatal if you allow it to be. My experiences have been growing and maturing ones. Each time I recover from something, I find I've walked away a little more certain. And too, Denison isn't always a lonely place. If you don't look for sincerity with sincerity you won't find it; but if you look it's there.

There have been debates as to whether Denison is a unique experience. I won't take sides. But, I will say that every individual is unique and that experience depends upon outlook: As a black southerner 500 miles away from home I've sometimes found Denison lovely, warm, challenging, exciting, rewarding and improving.

Katie Meachem
Denison is like one of those gestalt pictures that everybody comes across sometimes. (You know the ones: things like the picture which when looked at once is a vase, but at another glance becomes two people facing each other; or the "three dimensional" cube which switches front and back sides right before the viewer's eyes.) "What?" you say, "that sounds mighty strange to me." And perhaps it is, but Denison has dual and in some ways incompatible aspects.

At one glance, I find myself seeing people with few real concerns come and get lost in the idyllic (scenic and emotional) atmosphere, play until a test or paper makes "pulling an all-nighter" necessary, and then get back into the time-honored institutions of Weekend parties, Monday night football, and Wednesday night tributes to Bacchus in nearby Newark. If you really expect to encounter a cohesive community of extremely intelligent, serious and involved students, I suggest you think twice about coming to Denison. (But such expectations may be unrealistic anywhere.) Most Denison students are quite capable, and too many are thus able to casually breeze through four years here with a nonetheless adequate grade-point average.

Okay, that's one side, and when you're looking at it, it can be pretty debilitating. But, my friend, there is more, and with the right switch in perspective Denison becomes a very fertile place. Switch made? Then let's take a look around...

If you've made the switch, you're probably one of those people who can be "bumped out" by Denison's superficial social environment. But then again you are involved—academics, perhaps student government, the Denisonian, WDUB, the Denison Community Association... and you find a whole host of other students who are working quite hard at things they really care about. And you find concerned and usually receptive professors—elected to find someone taking interest in what they have to offer. In short, Denison becomes a completely different world.

But just as the gestalt picture is no one of its images, no one view of Denison is complete, and no one person at Denison is precisely a part of either world... the burning, passionate and active intellectual and the partying rich kid who couldn't care less about and doesn't really have to are equally insidious caricatures; there are very few who come close to the former and perhaps more, but still few resembling the latter—and many at all points in-between.

I believe that because of the 'first world' Denison can be really harmful for some and sadly neutral for many. But for someone with a bit of interest, strength and tolerance, Denison's 'second world' is pretty hard to beat. The tension between the two may always be a problem, but it can be gotten around, if not relieved.

Gene Freund
This semester has permitted me to reflect upon Denison before receiving my degree and leaving here. After being abroad and then returning to do my student teaching I looked at life here before becoming wrapped up again in the Denison community.

My observations concern several aspects of Denison life and how people react to them. I feel you will probably like Denison if you: 1) feel comfortable in small classes where the professor knows everybody by name; 2) are looking for excellent student-faculty relationships both within and outside of the classroom; 3) would enjoy the friendly, small-town atmosphere of Granville; 4) would like to try courses in various disciplines, as set down by general education requirements; 5) like the idea of having the month of January to pursue in detail a topic of interest.

I feel, on the other hand, that you may not like Denison if you: 1) feel a university should promote social change and political awareness. Changes here come slowly. 2) would not have a good time at "socializers" crowd at all school functions with lots of beer and loud music. 3) become annoyed at gossip. The grapevine here is quite well developed. 4) feel fraternities and sororities are outdated. About 50% of Denison students are "Greek." 5) feel a need to live in a co-ed dorm. There is 24-hour invitation but the co-ed option hasn't been popular because of administrative and alumni opposition.

After considering all the above factors, I concluded that Denison isn't the best place for everyone, but it's been the right place for me.

[Signature]

Maureen Scanlon
Denison has been an invaluable experience for me. I transferred to Denison from another school, and so I am able to view it not only from the standpoint of its own merits, but also comparatively. I can honestly say that I wish I had spent all four years of college here.

Without exception, my professors have been helpful, open-minded, and respectful of the student; through their encouragement and interest, I have come to a greater appreciation of my own ideas and capacities, and I have learned to express myself without fear of censure. As a studio art major with a concentration in graphics, I have been urged to branch out and try new approaches in my field; and the criticism of my professors has consistently been aimed toward the further development of my work.

I have found most of the students at Denison to be warm, outgoing, and interesting. Having lived off-campus for all the time I have been here, I cannot speak for the fraternities and sororities — though it seems that Denison's social life centers around them.

Denison provides a wide variety of extracurricular activities in the form of lectures, symposia, gallery shows, films, concerts, recitals, and community programs. A complaint I often hear is that Denison is intellectually isolated from the rest of the world and out of touch with "reality," but I have not found this to be the case. Opportunities for practical learning and experience are here, and have only to be taken advantage of.

In general, I like the school for the very reasons some dislike it: its size, its philosophical orientation, its respect for tradition, its gentility. Having attended a school which lacked the last three qualities, I can vouch for their importance.

As with anything else, it all depends on what the student is looking for, and what he or she is willing to give. I was looking for a peaceful place where I could complete my education in an atmosphere of respect for learning and persons, and that is exactly what I found at Denison.

Donnie Davis
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 and 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 upperclass women live in suites for three or four students. Upperclass men may live in one of 10 fraternity chapter houses. Both upperclass 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** — 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 not counting 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** — This building is used by the Department of Biology.
- **Barney Science Hall** — It is used by the Departments of Geology and Geography, and Mathematics.
- **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.
- **Slater 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 Bandensnatch, 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, instruction space for 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.
Burke Hall of Music & Art

Computer Center

Library
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 Neopell 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 at Denison exists to meet a variety of goals. It is the policy of the Center to offer each student the opportunity to develop “Computer Literacy,” to offer tools for use by a variety of disciplines, to offer the facilities for innovative teaching, and to provide a system which will excite the Computer Science student.

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 22 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 data entry 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 college 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 issues 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, 1976, the total market value of Denison’s endowment fund assets was $17,478,000. The stated value of Denison’s land, buildings, books, and equipment is $28,586,000. This, however, is a conservative figure. It is based on actual building cost. The balance sheet shows total assets of $52,650,000 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 $625 per student per year. Nationwide solicitation called The Annual Support Program, which involves both alummi 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 1975-76, educational and general expenses, excluding auxiliary enterprises, amounted to $8,120,371. Income from tuition and fees totaled $6,846,000. The difference of $1,274,371 between student income and educational and general expenses comes from endowment, gifts, and grants.

The increase in the total budget over the past seven 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 1976-77 was slightly over $12,000,000.

During 1975-76, $971,000 was expended for scholarship assistance. The corresponding figure was $682,000 in 1970. In addition to this aid, there were 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.
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.

How to Apply

You can obtain an application by writing to the Admissions Office, Denison University, Box H, Granville, Ohio 43023. Your application and related forms should be completed and returned to the College not later than February 15.

In evaluating your application, the Admissions Committee takes into consideration the degree of difficulty and quality of your academic record, aptitude test scores, recommendations from your college advisor and a teacher, school and community activities, and personal potential. While not a requirement, a personal interview on campus or with a Denison graduate is considered highly desirable.

Your request for financial assistance and your need, if any, are not taken into account by the Admissions Committee in its evaluation of your qualifications for admission. In other words, the decision to offer you financial assistance based on need is separate from the decision to offer you admission to the College.

Visiting the Campus

You and your family are cordially invited to visit the Denison campus and the Admissions Office, located in Beth Eden House. The Admissions Office is open for interviews from 9:00 a.m. to noon and from 1:30 to 4:00 p.m. on weekdays; on Saturday mornings from 9:00 a.m. to noon during the fall semester and until February 15. Tours of the campus with undergraduates are available.

We welcome the opportunity to show you what a Denison education is all about. Your visit to the campus, though not required, is an excellent opportunity for you to meet undergraduates, converse with faculty, attend classes and talk individually with a member of the Admissions Staff. In the interview it is our aim to get to know you personally as well as to answer your questions about the College. You are encouraged to write or, better yet, call for an interview appointment several weeks in advance (area code 614-587-0810, ext. 276). Should time and distance make it difficult for you to visit the campus, you may write or call the Admissions Office and request an interview with a nearby Denison graduate. We will make every effort to accommodate your request.

Application Procedures

The following items constitute a completed admissions folder.

- **APPLICATION FOR ADMISSION.** Please submit your application as soon as possible in the senior year and by the deadline for regular applications, February 15. If you are applying for Early Decision, the deadline is December 5. A non-refundable check or money order payable to Denison University in the amount of $20 must accompany your application. If you are unable to pay this fee, you may request a waiver in writing that is countersigned by your college advisor.

- **SECONDARY SCHOOL REPORT.** Please give this form to your principal, headmaster or guidance counselor to be returned to Denison by February 15. (December 5 for Early Decision candidates).

- **MID-YEAR SCHOOL REPORT.** This item should be returned no later than March 1.

- **SECONDARY SCHOOL TRANSCRIPT OF GRADES.**

- **TEACHER REFERENCE FORM.** Please give this form to a teacher who has taught you in an academic subject recently, preferably in the senior year.

- **SAT OR ACT SCORES.**
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 Cinema) 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.

Special Types of Admission

In addition to the regular admission process explained above, three other admission options exist at Denison: Early Decision, Early Admission, and Deferred Admission. These options are discussed in detail below.

First Choice Early Decision Program

Denison offers admission to a portion of its entering class through an Early Decision Program. This option is available to students who, having carefully researched their college needs, have decided that Denison is their first choice college. Such candidates, if accepted, are assured of admission well before the standard spring announcement date. An Early Decision application must be completed by December 1. Notice of action on the application will be made by mid-January. Concurrent notice of financial aid awarded will be made if your Financial Aid Form (FAF) is on file. It is Denison’s policy to provide financial assistance to all admitted Early Decision students who have a demonstrated need.

An Early Decision Request Form is included in the formal application. If you apply for Early Decision and are admitted, you must accept admission and pay the required deposit. You may make regular applications to other colleges, but only with the understanding that you will withdraw them and initiate no new applications if you are accepted in the Early Decision Program at Denison.

If you are not accepted under the Early Decision Program, you will be automatically transferred to the regular applicant group and given a final decision on your application by mid-April. Denison is in general agreement and cooperation with other colleges offering similar programs of admission.

Early Admission

A limited number of outstanding students may be admitted for enrollment at the end of their junior year in secondary school. You must have the recommendation of your secondary school and have taken the SAT or the ACT. A personal visit to the campus and an interview with an admissions staff member are highly recommended if you wish 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 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 reconvene 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 Decision, you will be notified by mid-January.

Waiting List

Applicants placed on the Waiting List 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. All who wish to remain active are carefully reconsidered for available openings.

Matriculation Deposit

If you are accepted for admission in April, a deposit of $100 must be paid on or before May 1. If you intend to matriculate, the deposit is nonrefundable after that date. For further information, see Refund of Deposits section. An applicant from the waiting list or a transfer student accepted after May 1 is usually allowed two weeks to make the deposit payment.

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.
Advanced Placement

This program of the College Board 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.

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 chairperson 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.

Transfers

Denison welcomes applications from transfer students. A limited number of transfer students are admitted each semester.

If you wish to enter Denison as a sophomore, you will normally be considered for acceptance only after your complete first-year record is available, except in those cases of outstanding first semester work. If you wish to enter as a junior, you may be accepted provisionally during your sophomore year when your record of three semesters of college work is available.

If you are accepted for admission as a transfer, you must complete at least four semesters in residence at Denison as a full-time student to be eligible for a Denison degree.

As a transfer candidate you are expected to submit the following:
- Your transfer application and $20 application fee.
- A transcript of your secondary school record.
- The Official Transcript of your complete college record to date showing you to be in good standing at the college you previously attended.
- The recommendations of the dean or other official of the college last attended and of one teacher.

For more information on the Transfer Program at Denison, please write to:
Transfer Coordinator, Admissions Office, Box H, Granville, Ohio 43023.

Advanced Standing

Upon your enrollment as a transfer, 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.

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.

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.
Annual Costs

Tuition

Actual: $3,695
Projected: $3,945

Activity fee

Actual: $225
Projected: $240

Board

Actual: $750
Projected: $750

Room

Actual: $730-840
Projected: $750-865

Each student on full tuition pays about $770 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 seek 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 $3,695 annual tuition permits a student to take from 9 to 17 hours each semester. An additional charge of $115 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 part-time student is charged $115 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 $730 a year. The price of a single room is $840 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 $115 per semester is charged to each student participating in an off-campus program.

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 $115 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 the Concert Band or Licking County Symphony Orchestra or who has sung in the Denison Singers for four semesters may take private lessons on his or her instrument or voice without payment of this fee.
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.

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.

Refund or Forfeiture 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 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 or Forfeiture 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.

The excess hours fee, fees for applied music lessons, or other course fees shall not be refunded after the fifth week in the case of a student withdrawing for any reason from a course or from the College.

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 as far as is possible the cost barriers 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 Financial Aid Form (FAF) 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 may contain 1) a grant-in-aid, 2) a loan, 3) a job. Your award is subject to an annual review based on the submission of a new FAF.
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 government 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. Denison participates in the Federal College Work Study Program.

Other Sources

Federal and State educational resources such as Basic Educational Opportunity Grants (BEOG) and Ohio Instructional Grants (OIG) are available through appropriate agencies. Eligible students are expected to apply for these funds. To determine your eligibility under these programs, you should consult your guidance counselor or write the Office of Financial Aid at Denison.

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 Financial Aid Form (FAF) to the College Scholarship Service by December 1 if you request Early Decision and by February 15 for regular admission. 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 no later than two weeks after the date of official notification of your acceptance to the College.
For four years, you will probably call this place home.

Your parents will resent you telling them you're going home when vacations are over and you're headed back to school. But your friends will probably know what you mean. What else can you call the place you eat, sleep, work, study, play, go to classes, drink, laugh, cry, learn to dance, learn to love, learn to balance (?) a budget, scheme, talk, scream, fight, make-up, learn, create, party, hurt, dream.

And grow.

Of course, there are differences. Big ones. No one is going to tell you to pick up your socks, or come in by 2:00, or even to go to classes. No one is going to take your responsibilities for you. Mom and Dad won't hold your hand, and the professors have heard it all before. But there's always a shoulder if you need a friend, or someone willing to help you with your physics or Econ, or someone who has the munchies or wants to go drinking at the same time you do.

And one day your Spiderplant might commit suicide and you'll have four papers to write by tomorrow, and the people next door will have their stereo cranked up full volume, and all you'll want to do is get out of here.

But the next day someone may give you a flower, or put a note in your mailbox. Or you might have a long talk with a good friend that puts it all back together.

You may hate your classes, your profs, your roommate, or you may find your best friends here. You may hate the gossip, the smallness, the seclusion; or you may find enough space and variety to last a lifetime; or you may learn more than you thought you ever could, in and out of classes. You can spend four years at Denison, and at the end, still be meeting new people, still find surprises and new ideas and ways of looking at things.

Sure, you may not love it every minute. But it's still home.

Anita West
'77
As a freshman, I came to Denison thinking that I would stay here for two years, gain the "liberal arts experience," and upon deciding what direction I wanted to point myself in, would transfer to a large University where I could specialize in my major field. Now, as a Sophomore, I have gone through the motions of transferring three times, and have finally reached the conclusion that Denison provides me with exactly what I want: an atmosphere of academia, a basically relaxed environment, and the opportunity to get involved in many different and diverse extracurricular activities. The latter reason is perhaps the most important in my case. It has meant that I can be involved in the music and theatre departments, work as the news director at the radio station, and pursue a double major in speech and political science all at the same time. Through Denison programs I have been able to spend a January term touring the Midwest with the Denison Singers, or take off for a week in April to attend a National Model United Nations Conference in New York City. This has all been a valuable part of my educational experience, and I feel is something I would miss at a large school where I would undoubtedly have to channel myself into one area and pursue that end only that. Also, such a variety of activities has exposed me to a variety of faculty and students, and in turn to a variety of opinions and ideals. This, to me, is the beauty of education at Denison. Of course, it all depends on how much you're willing to give. But if you are willing to take the time to get involved, the Denison Community will most assuredly give you a lot in return.

SiouxF Clarke
Complacency I think best describes the mood at Deenison. This is not to say that "things" are not "happening" here. The fraternities and sororities provide their followers with a wide range of social options. While there is a "small party fund" available for "independent" students in the main, the individual campus staff members are left with the responsibility of bringing social and intellectual interaction to the housing units. The professors at Deenison often times appear more receptive to new ideas and change than the students.

As a black student at this college, I have concluded that there are compromises to be considered, both socially and academically, if one is to happily remain. New courses as yet reflect the black man's position in the scheme of the diverse context. Most school socializers are geared towards "the majority" student here. The Center for Black Studies and the black student union help ease the burden of supportive activities on the individual student. A new organization, the Human Relations Council, well supported by the new president, is working to help facilitate communication between blacks and whites in the community. Minority students have a responsibility here to help remind the college of its commitment to its minority students. The university is turning its attention to this issue and some progress is being made, though it is slow and tedious.

Woodrow Jones
Walking along the rain-soaked paths of Denver today, I reflected on the environment here and my ambiguous relationship with it. This is a beautiful, fresh, green city I had known world—an idyllic escape from an increasingly high-speed society outside. The solitude offered by the rolling hills, the smiles found in the fairy-tale village, the absolute dedication to having fun, all surround Denver to give it an aura of fantasy.

There is always something to do, whether you opt for mud-wading, beer-chugging, snow tubing, or just the colleague's art festival, symposium, talk to intellectual entertainment. The possibilities for both are numerous, and a few nonconformists have even walked both ways.

I won't hesitate to admit that I've been frustrated here at times. This four years is crucial to my future, thus allowing me from those who have come to compete in the International "Open Ind's Competition," held annually here.

Yet, I've discovered that the challenge of developing my personal creative identity here has been stimulating and ultimately rewarding. The facility is dedicated, concerned, and motivated. Many become close friends. The resources are outstanding. The courses are relevant and enjoyable. The parties are wild. The people are individuals. They aren't all the same, but out of their diversity comes special friendship which can be found at all levels.

It is a beautiful place—but limited by your dedication to it. Personally, I can sense the outside world drifting too far away from me. To fulfill some credits, experience some new perspectives and bring my future into a more focused direction, I'm transferring to another school.

Despite my objections, though, I love it here. Denver has given me knowledge, friendship, and frustration I needed to realize in my life. When I find what I'm looking for, will we look—(On time to see the leaves turn Denver yellow?)

Betsy Bates
DENISON students have the unique opportunity of getting to know an Ohio village named Granville. Most will pass this off as the most boring of opportunities, but I suggest that Denison's greatest strength comes from its association with the town.

Granville has been here for a long time, and so has this college. In Granville's heyday, Denison was a respectable Baptist college that turned out a lot of young men headed for the ministry. They lived in fusty houses located in the town itself, and women were in Shepherd's College, which is now the downhill campus. A very strong spirit of co-operation grew between students and townspeople. It was a weekly event for each fraternity to attend the huge Baptist church on sabbath--and once, when Granville hosted a huge Baptist convention, four students blew off classes for ten days because they thought Granville needed a daily newspaper to cover the event, the only daily in Granville's history.

What does this history bother mean to Denison today? Well--Granville adheres to the changes that have come to the school: making it more liberal, aloof, relevant--changes manifested in everything from architecture to the plays presented in the University Theatre and the overall diversity of the student body. Yes, diversity! It may not be evident at first glance, but then very little of importance ever is; when dealing with a community of individuals, in any field you name there are viable people doing creative things here--who would rather not do their learning work in an impersonal city setting. Faculty become eager to help you with what you have come to do.

And if you are coming here to take advantage of the oceans and clouds of partying, you'll find plenty of encouragement in that area, too. All that beer and smoke makes a whole lot of people think this is a mindless, spoiled, one-dimensional community. It isn't. But you have to make the search. I feel that we still have some of that spirit of community--what makes Denison for me is that it is--and has been--simply the college in Granville. It's in the middle of nowhere, it has little national fame or tourist appeal (though these catalog photos don't lie--the place is lovely). It is a friendly, no-nonsense place, except for the nonsense that we make. The frat area heldover from a bygone day when they really meant something to the Granville community. But if you are concerned with an honest education and with making friends, Denison is a fun, flawed, and fine place to do it. And finally, tree climbers like me can find many extremely rewarding climbing experiences on and off campus!

Lindy Davies
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 honor's projects.

Course Offerings

Black Studies

235 — The Nature of Black Studies
385 — Senior Project

English

255 — Imagination and Black Experience in America
310 — Studies in Literature: Introduction to West African Literature
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)

History

215 — A History of Blacks in America

316 — Topics in Black History
381 — An Introduction to Modern Africa

Latin American Studies

401 — Seminars in Problems in Latin America

Political Science

333 — Introduction to Black Politics

Psychology

402 — Seminar: Black Psychology

Religion

228 — Black Religion and Black Theology

Sociology

312 — Minority Relations

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

A native of Newark, N.J., Dr. Henry has been a student, faculty member and administrator at Denison. Before returning to Denison, Dr. Henry was an American Political Science Association Congressional Fellow (1972-73) and taught for three years at Howard U. His academic interests include normative political theory, congressional and black politics.

Other faculty who teach Black Studies courses are Dr. Valerie Gray Lee, Assistant Professor of English; Dr. John Kirby, Associate Professor of History; Dr. Naomi Garrett, Visiting Professor; Dr. William Nichols, Professor of English; Rev. John L. Jackson, Instructor of Religion; Dr. Joseph de Armas, Professor of Modern Languages; Dr. Donald Schilling, Associate Professor of History; Dr. James Freeman, Assistant Professor of Psychology; Charles Poulton-Callaxan, Instructor of Economics.
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.

The student may gain a broad background of knowledge about the ancient world through a classical civilization major. Alternatively, the classical languages major permits continuing thorough study of Greek and Latin literature.

Course Offerings

Greek Language

Greek

111-112 — Beginning Greek
211-212 — Introduction to Greek Literature
311-312 — Growth of the Greek Mind
361-362 — Directed Study
451-452 — Senior Research

Latin Language

Latin

111-112 — Beginning Latin
211-212 — Introduction to Latin Literature
311-312 — The Roman Experience
361-362 — Directed Study
451-452 — Senior Research

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
451-452 — Senior Research

Related Courses

Art

205-206 — History of Art Survey
301 — Ancient Art

Philosophy

331 — Greek and Medieval Philosophy

Political Science

304a — The Development of Political Thought (Ancient and Medieval)

Religion

212 — Introduction to the New Testament and the Apostolic Age
308 — New Testament Studies
336 — Comparative Religious Mythology

Recent Student Projects

Anthropological Approaches to Mythology — Debbie Reardon
Studies in the Language and Culture of the New Testament World — Sally Schade
Readings of Historians of Early Christian Times — Carl Hansen

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 works and the goddesses of the ancient Mediterranean.

Other faculty who teach Classical Studies and related courses are Dr. Cato Grahame, Visiting Lecturer; Dr. Walter Eisenbeis, and Dr. James Martin, Professors of Religion; Dr. Eric Hirschler, Professor of Art; Dr. Michael Gordon, Associate Professor of History; Dr. Anthony Lisska, Associate Professor of Philosophy; Dr. Amy Gordon, Assistant Professor of History; and Jules Steingberg, Assistant Professor of Political Science.
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 majoring in this area must demonstrate proficiency in the Russian Language (can be achieved by successfully completing Russian 212, or by examination) take Soviet Studies 115 and at least one course in each of the following: Russian Literature, Russian or Soviet History, Soviet Politics, and Geography of the Soviet Union. The minimum number of credit hours required for the major is 30.

Course Offerings

Soviet Studies
115 — The Soviet Union as a Way of Life

Economics
212 — Comparative Economic Systems

Geography
240 — Geography of the Soviet Union

History
347 — History of Russia to 1917
348 — History of the Soviet Union

Political Science
322 — Soviet Politics
339 — Comparative Foreign Policy: The Soviet Union and the United States
357 — Soviet Foreign and Military 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 — Turgeniev 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 Dr. Michal Barszap, Assistant Professor of Russian.

Faculty, on the East Europe and Soviet Studies staff are Dr. Barszap; Dr. Bruce E. Bigelow, Associate 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 Dr. 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, 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.

Course Offerings

French Area Studies
201-202 — Area Study: France
401-402 — Problems in Area Study

Language and Literature

12 hours at the 311 level or above, must include
415 — Advanced French Grammar and Writing

Economics
100 — Principles and Problems
314 — International Economics
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 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 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
Latin American 45b — Seminar: Latin American Studies Major

Seminars
Two of the following:
Latin American
401 — Seminars in Problems in Latin America
401a — Castroism and the Process of the Cuban Revolution
401b — Seminar: Studies of the Mexican and Cuban Revolutions
401c — Caribbean Studies

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:
216 — Economic Development in the Third World
350g — Latin American Economic Development

Geography

History
Two of the Following:
391 — Introduction to Latin America
392 — Modern South America
393 — Modern Latin America: Evolution or Revolution
394 — History of Brazil

Sociology and Anthropology
319 — South American Indians

Latin American Studies

232 — Geography of Western Europe

History
211 — Modern Europe
351 — European Diplomatic History, 1815-1914
353 — War and Revolution in the 20th Century
356 — Intellectual and Cultural History of Modern Europe

Political Science
221 — Comparative Politics
341 — International Political Systems and Processes

Electives
English 349 — Studies 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 Latin American Studies major is coordinated by Dr. Charles O'Keefe.

Faculty on the Latin American Studies staff are Dr. O'Keefe, Dr. Richard Lucier, Associate Professor of Economics; Dr. Lenthel Downs, Professor of English; George Bogdanovich and Dr. Eric Hirshler, Professors of Art; Dr. Richard Mahard, Professor of Geology and Geography; Dr. Felicita D. Goodman, Associate Professor of Sociology and Anthropology; Dr. David Watson, Professor of History, and Dr. Donald Schilling, Associate Professor of History, and Dr. William Bishop, Associate Professor of Political Science.

A student interested in this program should contact Dr. O'Keefe.
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), including (a) Classics; (b) European Literature; and (c) 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 administers this major. The committee determines which existing courses relate to this major.

Course Offerings

Classical Civilization

- 101 — Life and Thought in Athens
- 102 — Roman Life and Thought
- 103 — Greek Mythology
- 104 — Greek and Roman Drama

English

- 215 — Shakespeare
- 219 — 20th Century British and American Poetry
- 220 — 20th Century British and American Fiction
- 310 — Studies in Literature: Introduction to West African Literature
- 310 — Studies in Literature: Literature of the West Indies
- 341 — Studies in the English Novel
- 349 — Studies in European Literature
- 351 — Asian Literature in English Translation
- 371 — Chaucer
- 410 — Literary Criticism

Interdepartmental

- 313-314 — Classical East Asian Thought
- 375 — The Faust Theme in European Literature

Modern Languages

- 322 — The Age of Pushkin and the Romantics
- 323 — Dostoevsky and the Naturalists
- 324 — Turgeniev and Chekhov
- 325 — The Age of Tolstoy
- 326 — Russian Soviet Novel from Sholokhov to Solzhenitsyn
- 331 — The Search for the Authentic Self in French Literature

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
- I.D. 456 — Reflections on Urban Studies
- Econ. 220 — Urban Economics
- Hist. 312 — The City in America
- Pol. Sci. 333 — Topics in Urban Politics
- S/A 434 — Human Ecology and Community
Examples of Possible Cognate Courses

Art
255 — History of Western Architecture

Black Studies
235 — The Nature of Black Studies

Economics
218 — Economic Development of the United States
302 — Intermediate Microeconomic Theory
310 — Public Finance

English
255 — Imagination and Black Experience in America
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
443-444 — Environmental Studies Seminar

Political Science
202 — American Political Behavior and Institutions

Psychology
338 — Social Psychology

Sociology and Anthropology
209 — Social Problems and Social Policy
312 — Minority Relations
313 — The Family
340 — Social Movements

A student interested in Urban Studies should contact Dr. David Potter.

Interdepartmental Courses

GE18 — Introduction to Philosophy and Theology
140 — Where Do I Go From Here with My Life
246 — Women's Studies
271-272 — General Linguistics
305 — Denison Challenge
320 — Asian Literature in Translation
324 — Religion and Psychology
353-354 — Jewish Culture and Intellectual History
355 — Value Problems of Man and Society
356 — The Nature of Man
372 — Summer Program in Cross-Cultural Psychology
375 — The Faust Theme in European Literature
401a — Castroism and the Processes of the Cuban Revolution
401b — Seminar: Studies of the Mexican and Cuban Revolutions
401c — Caribbean Studies
441-442 — Environmental Studies
443-444 — Environmental Studies Seminar

Experimental Courses

313-314 — Classical East Asian Thought

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.
Departmental Majors

Art

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 Houpert
Warren Davis: Printmaker (an honors project) — Susan Webb
Drawing Landscape and Light — Pam Monroe
Screen Printing on Canvas — Sarah Voorhees
Ten Paintings — Louisa Hall
George J. Bogdanovitch  
Professor and Chairperson (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. at 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 at 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. Bogdanovitch has had 19 one-man shows and was included in over 60 invitational. 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 14 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, O. In spring 1973, he headed a Cuna Indian Research expedition to the San Blas Islands, off the coast of Panama.

Christopher Bunge  
Assistant Professor (1975- )  
B.S., M.A., M.F.A., U. of Iowa  

He received a B.S. degree in general science (geology, botany) at the University of Iowa in 1966. Worked on a M.A. in photography. Served as a photographer in the U.S.A.F. After discharge in 1970 he studied ceramics at his pottery in Minnesota. Received M.A. and M.F.A. in ceramic sculpture from U. of Iowa in 1975. In addition to teaching ceramic art and pottery he participates in the Denison wilderness program. He is a member of the Granville Volunteer Fire Department.

Marilyn Poeppelmeier Hook  
Assistant Professor (1975- )  

Born in Gerald, Missouri, 1950. Received a B.F.A. in sculpture at Washington University in St. Louis, 1972; M.F.A. in sculpture at State University of New York at Buffalo, 1974. Was a faculty member at University of South Carolina 1974-75. Has been included in exhibitions in Missouri, Indiana, Ohio, New York and South Carolina. Interests other than sculpture include drawing and photography.

Mary K. Campbell  
Lecturer (1956- )  

Mrs. Campbell’s teaching areas span printmaking, design, drawing, watercolor, fabric printing. Other interests are stained glass, travel yellow air, enthusiastic people, and an appreciation of wholesomeness.

Astronomy  

Astronomy 100 is a course in Descriptive Astronomy, designed explicitly for the non-major student, and 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  

100 — Current Topics in Astronomy  
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 amalgam of areas 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 beauty 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
- 221 - Community Ecology
- 222 - Parasitology (on demand)
- 223 - Histology
- 224 - Developmental Biology
- 225 - Genetics
- 226 - Microbial Genetics
- 227 - Entomology (on demand)
- 232 - Plant Physiology
- 234 - Animal Physiology
- 236 - Radiation Biology
- 240 - Behavior
- 250 - Laboratory Techniques of Cell Biology
- 302 - Biochemistry
- 326 - Evolution
- 341 - Immunology
- 350 - Minor Problems
- 361-362 - Directed Study
- 400 - Senior Seminar
- 451-452 - Senior Research
- 461-462 - Individual Work for Honors

### Recent Student Projects

- Quantitative Scar Tissue Analysis for Application in Nerve Regeneration Studies — William Stevenson
- Studies on the Embryogenesis of Xenopus laevis — Scott Hartscock
- Comparison of Spinal Cord Regeneration with Respect to Immediate or Delayed Initiation of Hyaluronidase-Trypsin Therapy — James Geuder
- A Laboratory Manual for Comparative Vertebrate Embryology — Kenneth Jacobs and David Noll

### 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 during the summer months. Dr. Stukus teaches in the areas of molecular biology, microbiology, general biology, for the non-science major and most recently has been involved in teaching a course in medical ethics.

#### 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 headed 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. Haubrich

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 MBL (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. 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. 210), comparative anatomy (Bio. 211), and behavior (Bio. 240). Research interests include studies of aggression and hierarchical behavior in amphibians (S. African frog) and behavior, population, and development of the starhead toadfinnow."

#### Gail 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 morphology of fungi. At the present time, his research interests are directed toward the cellular immune responses of animals and the creation of mathematical models of biological phenomena.

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.

Raleigh K. Pettegrew
Associate Professor (1968- )
B.A., Baldwin-Wallace College; Ph.D., Kent State U.

Dr. Pettegrew, who is interested in the history of medicine, is involved in Paralyzed Veterans of America and NINDS-funded research on central nerve cord regeneration. Dr. Pettegrew is also interested in the physiology of aging, medical ethics, and pre-medical advising.

James Gerdy
Assistant Professor (1975- )
B.A., Lake Forest College; M.S., Northern Illinois U.; Ph.D., Southern Illinois U.

"Above are listed the colleges and universities I have attended and the respective dates of attendance are 1961-1965, 1966, 1969-1974. Another date important to me is when I was born: 10 October 1943. Prior to Denison I held appointments at the College of Saint Francis (1966-1969), Lewis College (Summer 1969), and Valparaiso University (1974-1975) and also participated in a Radiobiology Summer Institute at Argonne National Laboratory. At Denison I teach the following courses: Molecular Biology (Bio. 112), Developmental Biology (Bio. 224), Genetics (Bio. 225), Evolution (Bio. 326), and Human Embryology (January Term). My masters degree is in biology with a dissertation investigating cell surface changes during early development in Xenopus, the South African clawed toad. In a related effort I presented a paper at the 1977 meeting of the American Association for the Advancement of Science. Current research centers on the development of eukaryotic genetic systems, the biology of differentiation, and goal-directed evolutionary development. Peripheral areas of interest include cosmogony, cybernetics, general system theory, and human values."

Juliana C. Mules
Instructor (1977- )
B.A., Pomona College; A.M., Duke U.

Ms. Mules' research interest centers on arctic and tropical (high altitude) ecology. This work has taken her to Alaska and the mountains of Peru. A member of Sigma Xi and ecological societies of America and Britain, she taught advanced environmental biology at the U. of Colorado's mountain research station in the summer of 1977. She is a candidate for the Ph.D. degree at Duke U.

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.

Chemistry

The Chemistry Department offers strong pre-professional background for students interested in careers in chemistry. It also offers 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 and again in 1977. Students may elect a program which leads either to a B.A. or 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 close cooperation with the Owens-Corning Fiberglas Technical Center in Granville, and with Ohio State University and Battelle Memorial Institute in Columbus. Often such directed studies will lead to senior research problems which qualify the student for graduation with high or highest honors. Some ultimately lead to publications in scholarly journals. In all cases students are given a chance for serious work and chemical problems of interest.

The departmental program is strengthened considerably by the contributions of students. They provide assistance in the laboratories, in the chemistry library, in the preparation of lecture demonstrations, and in the development of computer programs for instructional use. Sometimes their work leads directly to new experiments which can be used in laboratory instruction.

The Denison Chemical Society and the Student Affiliates of the American Chemical Society provide added opportunities for the exchange of ideas with faculty and with invited speakers.
Course Offerings

Chemistry

- 100 — Contemporary Chemistry
- 110 — Introduction to College Chemistry
- 121-122 — General College Chemistry
- 223-224 — Organic Chemistry
- 225-226 — Organic Chemistry Laboratory (Majors)
- 227-228 — Organic Chemistry Laboratory (Non-majors)
- 231 — Chemical Analysis
- 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 — Instrumental Analysis
- 441 — Topics in Physical Chemistry
- 451-452 — Senior Research
- 461-462 — Individual Work for Honors
- 472 — Chemistry Seminar

Recent Student Projects

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) 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 Tennenbaum
Spectroscopic and Polarographic Investigation of the Stability of Ferrocenes (an honors project) — Gregory Tennyson
In vitro metabolism of Ferrocene — 59 Fe (an honors project) — James Summers

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 organized 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 B. Brown
Professor (1952-)
B.S., U. of Kentucky; Ph.D., Northwestern U.
A certified professional chemist, Dr. Brown has been 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 solubility 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 and was editor of Volume II of Collected Readings in Inorganic Chemistry. The co-author of a number of scientific articles, he has also been interested actively (and has taught in the area of) the relationship of science to human values, is attempting to complete a textbook of general chemistry, and has recently undertaken to upgrade his computer literacy. Dr. Galloway is specifically interested in 8-methoxypsoralen, a medication used for the treatment of certain disorders of the skin. He relaxes by what he calls “almost compulsive” exercise which takes the form of either swimming, racquetball or squash.

George L. Gilbert
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.

William A. Hoffman, Jr.
Professor (1960-)
B.S., Missouri Valley College; M.S., Ph.D., Purdue U.
Following an administrative sojourn, Dr. Hoffman is returning to his interests in solution chemistry and problems of chemical analysis. He is an apologist for the FDA and does not boycott sugar either. He has vacated the post of dean of resident campus doodlers for 1977-78, while he on leave.

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.
Dance

The dance major is designed with the following goals in view for the individual student:

- To develop the body as a facile 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.

Course Offerings

Dance

131, 141, 151 — Techniques of Movement
205 — Beginning Composition
206 — Intermediate Composition
225 — Jazz and Ethnic Forms
323-324 — Dance History
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

The Interrelationship of Dance and Music (the culminating project/production of a self-designed major) — Jonathan Barns
Costuming for Dance — Diane McKallip
Advanced Choreography for Production — Beth Bratches, Judith Epstein, Barbara Harris, Marjorie Kemp, Henry Lennihan, Susan LeMieux, Diane McKallip, Barbara Visistine, Peggy Wettig

The Faculty

Anne Andersen
Assistant Professor and Chairperson (1975)
B.A. Carleton College; M.F.A. U. of Wisconsin

"A native of Minnesota, I am an English major who turned to dance after undergraduate work at Carleton College. During my M.F.A. studies at the University of Wisconsin-Madison, I spent a year of travel, teaching, and performing in Australia. My performing experience outside of graduate school has been with The New Dance Ensemble and the Australian Moving Company. In addition to the teaching of modern technique and composition, I am working on the dance curriculum in the areas of history and criticism. I am continuing to study technique and to produce choreography while teaching."

Susan Alexander
Associate Professor (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 Dancecentral modern dance company in Columbus

Laurie McKirahan
Assistant Professor (1977)
B.F.A. United States International U. School of Performing Arts; M.F.A. New York U. School of the Arts

Ms. McKirahan, who holds both degrees in dance, has had extensive study and performing experience

Artist In Residence

First Semester: William Feuer
Second Semester: Richard Kimble

Senior Fellows

Beth Bratches, Rye, N. Y.
Anne Rigsby, Columbus, O.

Junior Fellow

Barbara Visistine, Columbus, O.
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.

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) — Robert Knuepfer
- The Economic Philosophy of John Kenneth Galbraith (an honors project) — Philip Rudolph
- 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 — Andrew S. Hanen
- Property Rights and Externalities — Kevin J. Wolff
- Numismatic Speculation — Wayne A. Jenkins

The Faculty

Daniel O. Fletcher
Professor and Chairperson (1966- )
A.B., Oberlin College; M.A., Ph.D., U. 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., 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 proposed national planning legislation. 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. 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.

Course Offerings

Economics

100 — Principles and Problems
212 — Comparative Economic Systems
216 — Economic Development in the Third World
217 — Labor Economics
218 — Economic Development of the United States
220 — Urban Economics
249 — Accounting Survey
301 — Intermediate Macroeconomic Theory
302 — Intermediate Microeconomic Theory
310 — Public Finance
311 — History of Economic Thought
313 — Industrial Organization and the Public Control of Business
314 — International Economics
315 — Money and Banking
323 — Economic Theory and Institutional Management
350 — Seminars in Advanced Topics
361-362 — Directed Study
451-452 — Senior Research
461-462 — Individual Work for Honors
Teaching of Social Studies (See Education 320)
Diilp K. Ghosh
Assistant Professor (1976-   )
Dr. Ghosh's teaching and research interests are international trade, public finance, microeconomics, macroeconomics, mathematical economics and econometrics. He is writing a book on mathematical economics, working with Dr. Lucier on a microeconomic foundation book, and editing a third volume on trade and growth. Dr. Ghosh taught at Ohio State and Northern Illinois universities and the Vidyasagar College of the U. of Calcutta before coming to Denison.

Charles Poulton-Callahan
Instructor (1976-   )
B.A., Otterbein College; M.A., U. of Illinois
Mr. Poulton-Callahan's current research interests are the effects of unions upon the wages of young female workers and the interaction between unions and the profitability of firms. Active in the campus Koinonia, he is a member of the black studies committee. Mr. Poulton-Callahan is a candidate for the Ph.D. degree at the U. of Illinois.

Soogil Young
Instructor (1977-   )
B.S., Seoul National U.; M.A., U. of Pittsburgh

Education

Denison is accredited by the state of Ohio Department of Education for the preparation of secondary school teachers, grades 7-12. In addition, a Special Certificate in Music valid for teaching K-12 may be obtained upon completion of the required courses of this curriculum. A program for the preparation of elementary teachers is not available at Denison.

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
361-362 — Directed Study
373 — Issues in Higher Education
415 — Student Teaching
417 — Internship
420 — Philosophy of Education

Recent Student Projects

Montessori Methodology in Pre-school Education — Nancy Anderson
Field Experience in Elementary Education — Molly Messick
Alternative Education — Fred Rhet
Teaching Children With Learning Disabilities — Randi Ronheim
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 Progressives 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 advisor. He is currently president of the Midwest Association of Pre-Law Advisers and a member of the executive committee of the Central Association of Advisers for the Health Professions. 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., Oberlin College; M.A., Ohio State U.

As a result of her extensive educational background, varied practical experiences, and the school experiences of her own children, Mrs. Evans is convinced that teaching is the master profession. Therefore, the task of being a teacher educator consumes the major part of her energy and time. One of her continuing research interests is that of comparative education in various political systems and, to this end, she spent the 1973-74 school year teaching in various schools in England. Presently, she is redesigning the field experiences available to Denison students interested in any aspect of the teaching profession. Mrs. Evans is also an accomplished pianist and accompanist.

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 potentials 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
102 - The Literary Imagination
200 - Corrective and Developmental Reading
212 - Recurrences in European Literature
213 - British Literature from Beowulf to Dryden
214 - British Literature from Swift to Hardy
215 - Shakespeare
219 - 20th Century British and American Poetry
220 - 20th Century British and American Fiction
230 - American Literature
237 - Advanced Composition
238 - The Art and Craft of Journalism
240 - The Modern Drama
255 - Imagination and Black Experience in America
300 - Contexts for Literature
310 - Studies in Literature
341 - Studies in the English Novel
342 - Studies in the Modern Novel
346 - The English Language
349 - Studies in European Literature
350 - Modern European Literature
351 - Asian Literature in English Translation
352 - The Bible as Literature
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 - Studies in Medieval and Renaissance Literature
366 - Studies in Seventeenth and Eighteenth Century British Literature
367 - Studies in Romantic and Victorian Literature
368 - Studies in Nineteenth Century American Literature
371 - Chaucer
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

The Feather of Gildain: Research and Writing in Fantasy (an honors project) — Anita Cox
Continuity and Innovation Within the Epic Tradition (an honors project) — Don Finefrock
"From London to Lowth": Anachronism in the English Corpus Christi Cycles (an honors project) — Thomas Caley
The Hothouse Flower and Other Stories (an honors project) — Mary Ann Gilbert
Criticism as a Personal Activity (an honors project) — Mark Hudak

The Sexual Rhythm of Life: An In Depth Analysis of Two Novels by D. H. Lawrence (an honors project) — Elizabeth Ann Thomas
Short Story Writing and Analysis (an honors project) — Kenneth Johnson
Rites of Passage (six original short stories) (an honors project) — Kimberly McMullen

The Faculty

Tommy R. Burkett
Professor and Chairperson (1963 - )
B.A., M.A., Rice U.; Ph.D., U. of Kansas
Tommy Burkett has special interests in satire and in the English language — its structure and its history.

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. Recipient of a writing fellowship awarded by the National Endowment for the Arts, he has recently published a novel, The Living Things, and two poetry collections, A Strange Affinity and The Eve of Reason.

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.

Lenthiel 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.
"Starting from Cape Cod, I have made just two major moves: first a little south and then, just this far west. Within my field, however, I have moved around a little more. From a general interest in literature, I have developed special interests in American literature, the English novel, and literary theory. In any case what interests me most is the way the forms of life and the forms of art merge and emerge. Outside my field and after my family, wife and son, Ellen and Kevin, the interests that move me most include music, especially Beethoven, tennis, and running."

Richard Kraus
Professor (1966 - )
A.B., A.M., U. of Michigan; Ph.D., Stanford U.
Kenneth B. Marshall  
Professor (1953- )  
A.B., M.A., Ph.D., U. of Michigan

An avid reader of literature, history, and a bit of philosophy, Dr. Marshall specializes in Romantic and Victorian poets. He has also an interest in the work of E. M. Forster. A former officer and president of the Ohio College English Association, Dr. Marshall has served on committees of the Modern Language Associations. For several years he has been a reader for the English achievement and advanced placement tests of the Educational Testing Service. Dr. Marshall read contemporary Japanese fiction in translation during his last sabbatical. A veteran traveler in England and Scotland, Dr. Marshall studied a year at the U. of Edinburgh and cycled a January Term theatre drama trip to London several years ago.

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 400 of Dr. Miller's poems have appeared in various publications. Dr. Miller has been a chairman of Denison's teaching faculty.

William W. Nichols  
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  
Professor (1966- )  
A.B., DePauw U.; B.D., Drew U.; M.A., Ph.D., U. of Michigan

Descendent of early, wary farmers & clergymen in the region, who has lost his stig, former pastoral & campus minister, who is still grass-stained from thid, bloodworm without backbone but with belly laughter, the outlaws of which are structural & the goggle ornamental, button of belligerence, clothclapping plunder among grasshoppers, dupe, ground, pedantic, otherwise stodgy, bearded, blackclad, red-thermos-hearing. 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.

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's research centers on medieval English drama of the 14th and 15th centuries and feminist criticism of 20th century drama. Her teaching focuses on women's studies with an emphasis on human sexuality, women and the arts, and the relationship of the new Feminism to other political movements. She is concerned with the hiring of women and minorities as faculty members, as well as improving the status of women minorities, supportive workers, and students on campus. Her main non-academic interests are jazz piano and skiing. Ms. Fitzgerald is a candidate for the Ph.D. degree at the U. of Wisconsin at Madison.

Valerie Gray Lee  
Assistant Professor (1976- )  
B.A., Atlantic Union College; M.A., Andrews U.; Ph.D., Ohio State U.

Before coming to Denison, Dr. Lee taught at Ohio State U. She is especially interested in ethnic literature and is active in sports and television broadcasting.

Alexis Levitin  
Assistant Professor (1976- )  
B.A., M.A., Ph.D., Columbia U.

Heritée past includes three years teaching at Dartmouth, a year at Tufts U., two years in southern Brazil at the Federal U. of Santa Catarina (graduate division), and a year at Colby College in Maine. Also summer studies in Paris and Munich and travel to the Moroccan Sahara, Iceland, Russia, Haiti, Robinson Crusoe Island, Falkland Islands, the Amazon, Baja California, Antarctica etc. Founding editor in mid-sixties of literary magazine, "The Quest." Currently concentrating on translation of contemporary Brazilian literature, translations have appeared in 15 magazines and will comprise the entire Brazilian section of New American Library's forthcoming anthology, Latin American Literature Today.

Joan C. Marx  
Assistant Professor (1976- )  
B.A., Wellesley College; M.A., Ph.D., U. of California at Berkeley

Born in Manhattan, she started traveling at the age of two, was enlisted in third grade and has lived in North Carolina, Oregon, and South Carolina by the time she was seven. She settled in junior high and high school in Huntsville, Ala., then left the South for the East (Wellesley), the East for the West (Berkeley). She wrote a thesis on Shakespeare, taught at Rutgers (N.J.), Berkeley, and Claremont Men's College (Calif.) then took off for France where she taught at Besancon, one of France's national universities. She also took up bicycle touring, still a current interest, and in her greatest moment of endurance, cycled in one trip over ten mountain passes. She has written articles on Shakespeare and Chaucer.

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.

Dr. Shaver was a National Endowment for the Humanities Fellow at Northwestern U. during the 1976-77 academic year.

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 and geography 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
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

Readings in Environmental Geology - Michael Beck
The Petrographic Study of Flint from Aboriginal Quarrying Sites in Southeastern Ohio (an honors project) - Jed Carskadden
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
Towards an Automated Assessment of Coal Reserves, Using Geologic, Economic, and Environmental Inputs (an honors project) - Jeffrey Faber

The Faculty

Kennard B. Bork
Professor and Chairperson (1966 - )
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 - )
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 include hiking, skin diving, canoeing, and back packing enhance January Term offerings in sub-tropical coral reef environments. An introductory weather forecasting and climatology course is offered for the non-specialist because of continued interest by students and teachers in our environment. Other activities include a governor-appointed position on the 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 - )
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 of Denison's longer-tenured faculty members is the problem of town college relationships.

Robert J. Malcut
Assistant Professor (1972 - )
B.S., M.S., Kent State U.; Ph.D., Michigan State U.
Dr. Malcut 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 Fellow

Dale Walker, Newark, O.

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.
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
231 — Ancient and Imperial China: The Mandate of Heaven
233 — Modern East Asia
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
321 — Life and Thought in Athens
323 — Roman Life and Thought
333 — The Middle Ages
335 — England and France 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)
357 — The 19th Century as Seen Through Literature
358 — The 20th Century as Seen Through Literature
360 — Studies in History
361-362 — Directed Study
371 — Social and Intellectual Revolution in China
375 — Development of the Modern Middle East
381 — An Introduction to Modern Africa
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
455 — Senior Colloquium
461-462 — Individual Work for Honors

Recent Student Projects

Communism in the Twentieth Century: A Comparative Analysis of the Chinese, Cuban and Russian Revolutions — Douglas Everingham
The Edwardian Working Class Movement: A Social and Political Analysis — Donna E. Field
Oswald Spengler and Arnold Toynbee: The Predicament of the Historical Imagination — Eric Nelson Fridman
All These Munificent Gifts. . . . The Social and Economic Development of Greene County, Pennsylvania — Marie Elaine Powell
A Psychohistorical Study of the Sans-culottes of Eighteenth Century France — Julie Lynn Ramsey
The Central Intelligence Agency — Wilson Lloyd Smith

The Faculty

Clarke L. Wilhelm
Professor and Chairperson (First Semester) (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.

Michael D. Gordon
Associate Professor and Chairperson (Second Semester) (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.

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, serves as the college's Archivist, and studies Newark, Ohio, as an example of urban history.
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.

Bruce E. Bigelow
Associate 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 NEA 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 and in the study of the future.

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.

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.”

Donald G. Schilling
Associate Professor (1971– )
B.A., DePauw U.; M.A., Ph.D., U. of Wisconsin

Dr. Schilling's research and writing is currently focused on the impact of modernization on Germany and its relation to the rise of the Nazis. 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.

Robert B. 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.

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 an 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 mathematics background may elect this combined major.

A wide variety of opportunities exist for the person with training in mathematical sciences. Graduates may take positions directly as professional mathematicians in such fields as actuarial science, computer science, and applied statistics. Another type of position directly available is in the teaching of mathematics. During the last several years a number of students have obtained good positions in high school teaching. The remaining students majoring in the department continue their training either in the field of mathematics, computer science, or use their training here to go on to professional schools of law and medicine. Students who have gone on to an M.A. or a Ph.D. degree in mathematics have taken positions with large industrial companies or have become college professors. In recent years, an increasing number of our students have used mathematics as the undergraduate major in preparing for law school and medical school.
Course Offerings

Mathematical Sciences

100 — Mathematics — Art and Science
101 — Introductory Computer Science
102 — Statistics — Data Analysis
105 — Introductory Mathematics
123-124 — Calculus I, II
125-126 — Honors Calculus
211 — Introduction to Discrete Structures
221 — Elementary Linear Algebra
222 — Calculus III
251 — Computer Programming and Problem Solving
252 — COBOL and its Applications
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
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
Data Flow for Computer Storing and Sorting of Library Card-File Information in COBOL — Sharon Watts
Dynamo — A Simulation and Modeling Tool — Frank Marinaro, Jr.
Topics in Complex Analysis — Susan Woelfel and Cynthia Fidao
Topics in Analysis — Kevin Avery and Mark Smiley
Mathematical Applications in Economics — Jane Taft
Software Performance Evaluation — Bill Wernet
Software Evaluation Performance — Karen Brethen, Bill Wernet, Jeff Sweetland
Fortran Language — Joseph Ensle
Engineering Mathematics — Russell Dooman
Artificial Intelligence — Masahiro Kuroda
Computer Programming — Peggy Fischer

The Faculty

W. Neil Prentice
Professor and Chairperson (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.

Daniel D. Bonar
Professor (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, the admissions and financial aid council, and presently is a member of the allocations committee on faculty resources. 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

Marion Wetzel
Professor, Benjamin Barney Chair of Mathematics (1946- )
A.B. Cornell College; M.A., Ph.D., Northwestern U.
Dr. Wetzel's major research interest is the theory and applications of continued fractions. She is chairperson-elect of the Ohio Section of the Mathematical Association of America. As a member of that group's executive committee, she was program chairperson of the section's annual meeting which was held at Denison in the spring of 1977.

Zaven A. Karian**
Associate Professor (1964- )
B.A., American International College; M.A., U. of Illinois; Ph.D., Ohio State U.
Although Dr. Karian's specialty is in number theory, his recent work has been in the area of mathematical modeling and computer simulations. Dr. Karian has published articles and presented papers at professional meetings in these areas. He has been actively involved in the development of the computer science curriculum at Denison and continues to be chairperson of the Ohio User's Group of RSTS/E.

Michael Bowling
Assistant Professor (1976- )
B.A., Florida State U.; M.A., U. of Tennessee; Ph.D., Ohio State U.
Dr. Bowling is a member of the National Council of Teachers of Mathematics and a co-author of the NCTM/Inservice Handbook. He is the author of several journal articles and reviews, all in the field of mathematics education. Dr. Bowling has conducted workshops for elementary teachers and has worked in both elementary and secondary teacher education programs. His current interests lie in the area of math anxiety at the college level and in ways in which such anxiety can be lessened.

James Cameron
Assistant Professor (1975- )
B.S., Ohio State U.; M.S., Stanford U.; Ph.D., Ohio State U.
Dr. Cameron has had extensive experience in the computer field, including managing a computer center, directing a research project concerned with measuring computer.
system, performance, and helping to establish the procedures by which the USAF acquires computers. His current interest is in computer science education and curriculum.

Ronald W. De Gray
Assistant Professor (1975- )
B.A., M.A., U. of Connecticut; Ph.D., Syracuse U.

Wayne E. Carlson
Instructor (1976- )
B.S., M.S., Idaho State U.; M.S., Ohio State U.

Senior Fellows
Russell Dooman, Summit, N.J.
Larry Ratcliffe, Terre Haute, Ind.
Michael Timinski, Independence, O.
Chris Vitale, Canton, O.

Junior Fellows
Mark Baranovic, Garfield Heights, O.
Rebecca Brown, Kettering, O.
Mark Smiley, Bloomington, Ind.

Modern Languages

A significant goal of a liberal arts education is to develop an understanding of oneself and one’s surroundings. We believe that the study of foreign languages contributes to this goal in two ways. It increases reflective sensitivity to the intelligent use of language, through the application and comparison of linguistic concepts. It also enables students to acquire insights into a foreign culture which can be used as external vantage points from which to appraise their own perceptions and values.

Our language courses are designed to impart the skills and knowledge necessary for the acquisition of a foreign language. When students complete the basic courses, their mastery of language skills allows them to use the target language in subsequent courses dealing with aspects of the foreign culture. The Department emphasizes the use of a foreign language in most of its courses, because it believes that students can best appreciate a foreign culture from within the framework of its own mode of expression.

Our courses in literature and area studies (either in the target language or English) also contribute to a student’s liberal arts education in that, aside from their intrinsic, particular worth, they present multiple opportunities for experiences with other cultures in various realms of intellectual activity.

A student wishing to spend a summer, a semester, or a 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
211-212 — Intermediate French
213 — Intermediate Conversation
215 — Advanced Intermediate French
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
331 — Authentic Self in French Literature
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
376 — Faust Theme in European Literature
401-402 — Problems in Area Study
413 — 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
115 - The Soviet Union as a Way of Life
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

Teaching of Modern Languages (See Education 343)

Spanish

111-112 - Beginning Spanish
201 - Area Study: Latin America
211-212 - Intermediate Spanish
213 - Conversation
311 - Advanced Conversation
314 - Advanced Grammar
315 - Spanish American Literature
316 - Spanish Literature
324 - Ideology, and Tradition in the Spanish Speaking World
361-362 - Directed Study
401 - Problems in Area Study
401c - Caribbean Studies
412 - Phonetics and Pronunciation
413 - Composition and Stylistics
414a and b - 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

Teaching of Modern Languages (See Education 343)

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 Bolls (an honors project) — Karin Schlassa
Two Nobel Prize Winners in Search of an Ethic (an honors project) — Diane Shoo

The Faculty

Arnold Joseph
Associate Professor of French and Chairperson (1963 - 1966)
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.

Joseph R. de Armas
Professor of Spanish (1966 - 1968)
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 contemporary literature (social poetry) and Caribbean Studies with emphasis on Cuba and Puerto Rico. Dr. de Armas taught for several years in Havana and directed the "Frank Pas" School of the Cuban Rebel Army before coming to the United States. He is the 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. Dr. de Armas has done extensive research in the field of the social and political problems of the Caribbean and social tendencies of the contemporary writers in Latin America and Spain.

Milton D. Emont
Professor of French (1954 - 1967)
B.A., New Jersey State College, Montclair; M.A., Middlebury College; Ph.D., U. of Wisconsin
Dr. Emont, whose specialty is 17th century French literature, is primarily interested in neo-classical theater and the literary circle of Mme de Sevigné. He has published on these subjects in both French and American journals. Before receiving his doctorate, he spent several years in France as a GL working for an airline, touring the provinces by bicycle, and as a Fulbright scholar. More recently, he has spent sabbatical leaves and other visits doing research in Paris libraries and archives, and attending the theater. While in Europe, he also enjoys the Alps and gastronomy.

Ted Preston
Professor of French (1949 - 1975)
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, upperclassmen'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.

Charles W. Steele
Professor of Spanish (1949 - 1973)
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.

John D. Kessler
Associate Professor of German (1969- )
B.A., Ohio Wesleyan U.; M.A., Ph.D., U. of Texas
A specialist in German literature. Dr. Kessler received a Ford Foundation grant in the summer of 1971 to study in Nuremberg, Germany. Dr. Kessler returned to Germany in the spring of 1977 to continue research on the Nuremberg Fastnachts spiele 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, medieval studies, old houses and language acquisition in children.

Michal Barszap
Assistant Professor of Russian (1975- )
B.A., St. Peter's College; M.A., Ph.D., Ohio State U.
Born in Poland. Dr. 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. Dr. Barszap, coordinator of Denison's East European and Soviet 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.

Charles O'Keefe
Assistant Professor of French (1975- )
B.A., St. Peter's College; Ph.D., Duke U.
Dr. O’Keefe came to Denison after spending five years teaching graduate and undergraduate courses in French at the U. of Pittsburgh, and after spending one year as director of Pittsburgh's study abroad program in Rouen, France. His special responsibilities are French Area Studies and courses dealing with nineteenth century French literature. His passion is to share with students the enthusiasm he feels in examining things French.

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
Dr. Ramos came to Denison from Ramapo College of New Jersey and Antioch College where he had taught Latin American Studies. At Denison, he teaches Spanish and Latin American Studies. His fields of specialization are Spanish American literature, Brazilian literature, sociology and history. His research interest include comparative Third World literature, structuralism in literature, and social and political changes in Latin America.

Senior Fellows

French
Marnell Bukovac, Springdale, Pa.
Jane Lowry, New Canaan, Ct.

Russian
Janice Daniels, Willoughby, O.
Douglas Miller, Dayton, O.

Spanish
Janet Rieger, Cincinnati, O.

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 waiver for a score of 67 on Exam IV. (the subject-subtest score for French)
- Credit and waiver for a score of 67 on Exam IV. (the subject-subtest score for German)
- Credit and waiver for a score of 67 on Exam IV. (the subject-subtest score for Spanish)
- Credit and waiver for a score of 67 on Exam IV. (the subject-subtest score for Russian)
- 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 111-112 course to fulfill the requirement (8 hours).

If the student continues a language begun in high school, the language requirement may be fulfilled through one of the following alternatives:
- French 212 (3 hours), 211-212 (6 hours).
- German 212 (3 hours) or 213 (4 hours).
- Russian 212 (3 hours) or 211-212 (6 hours).
- Spanish 212 (3 hours) or 211-212 (6 hours).
- Latin 212 (3 hours) or 211-212 (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 or taken for credit.

Music

The Department of Music is concerned with providing participatory opportunities in music for the academic community as a whole through courses for the general student, instrumental and vocal ensembles and private 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 curricula while participating in the liberal arts and the institution. 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 focus on which the program is conceived and implemented.

Course Offerings

Music

101 — Forms of Music
103b — Concert Band
103c — Orchestra
103g — Concert Choir
103w — Women’s Chorale
105 — Opera Workshop
107 — Chamber Music Workshop
108 — Private Lessons in Piano, Organ, Harpsichord, Voice,
Violin, Viola, Violoncello, String Bass, Viola d’amoire, Guitar,
Flute, Clarinet, Oboe, Bassoon, Saxophone, Trumpet, French Horn, Trombone and Percussion.
109 — Contemporary Music
115-116 — Music Theory I, II
122 — American Folk Music
136-137 — Diction for Singers
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
204 — 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.

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

William Osborne
Professor and Chairperson (1961-)
Dr. Osborne is the university organist and director of choral organizations.

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.

R. Lee Bostian
Professor (1966- )
B.A., M.A., Ph.D., U. of North Carolina
Dr. Bostian is 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 interdisciplinary studies (Creativity and Madness). He is coordinator of the arts, directed the forming of the Events in the Arts series and headed the department in 1966-77.

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.

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
Assistant Professor (1976)
B A, U. of North Carolina; M M, Catholic U. of America;
D M A, U. of Maryland

Part-time Instructors

Eileen Bellino, voice
B M us., Eastman School of Music
Elizabeth Borishansky, piano
Glenn Harriman, trombone
B S. Ed., M A., Ohio State U.
Katherine Bors Jones, flute
B A., U. of New Hampshire; M M., Ohio State U.
Joseph Lord, woodwinds
B M us., Ohio State U.; M A., Columbia U.
John McCormick, classical guitar
B M us., Capital U.
Eric Ohlsson, oboe
B Mus. Ed., Madison College; B M us., Ohio State U.
Robert Pierce, jazz piano
Professional jazz musician
Linda Pimentel, percussion
B A., M A., San Jose State U.
Robert Raker, bassoon
B A., M D., Ohio State U.
Gwendolyn Shadrake, piano
B M us., M M., Ohio State U.

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

Recent Student Projects

Philosophy of Humor — Tom Coulter
Norman Mailer — Chester English and Betty Barton
Foundations of Mathematics — Linda Newman
Legal Reasoning — Web Templeton
Advanced Symbolic Logic — Matt Jarvinen and Paul Belais
Natural Law and Jurisprudence — Marvin Mills and Oren Henry
Themes in Medieval Philosophy — Dianne Pleitgenberger and Scott Kuhl
Contemporary Ethical Naturalism — John Bye
Topics in Analytic Philosophy — Peter Close
Topics in the Philosophy of Law — George Teter
The Cognitival Language (an honors project) — Daniel Tate
The Philosophy of Quantum Mechanics — Sami Oweda
Recent Work on the Mind Body Problem — David William
Logic and Reference — Scott Kuhl
Uncertainty in Science — George Spirou
Computer Simulations in Symbolic Logic — Robert Manfredi

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 Work on the Mind Body Problem — David William
Logic and Reference — Scott Kuhl
Uncertainty in Science — George Spirou
Computer Simulations in Symbolic Logic — Robert Manfredi

Faculty on Leave

*First Semester  **Second Semester  ***All Year
The Faculty

Anthony J. Lisska
Associate Professor and Chairperson (1969- )
B.A., 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. His first book Philosophy Matters was published in 1977. Dr. Lisska has published articles and 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 three years, he has been preoccupied with problems posed by Jean-Paul Sartre’s “Justification of Violence” (1974). 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 published more than 100 articles and book reviews. On two occasions he has been appointed postdoctoral research fellow at Yale 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. Goldbach
Associate Professor (1968- )
B.A., Brooklyn College; Ph.D., U. of Pennsylvania
Dr. Goldbach studied architecture at Pratt Institute and taught at the U. of Pennsylvania before coming to Denison.

Alan Hausman
Visiting Associate Professor (1977- )
B.A., M.A., Ph.D., U. of Iowa
A nationally known scholar of the philosophy of David Hume. Dr. Hausman serves on the editorial board of “Hume Studies.” He is also well known for his work on two prominent contemporary philosophers, Nelson Goodman and Gustav Bergmann. Dr. Hausman wrote his doctoral dissertation under the guidance of Bergmann and has had several articles published in journals and texts. A faculty member at Ohio State U. since 1964, Dr. Hausman revamped the entire logic program for Ohio State undergraduates. In addition to being a wide-ranging scholar (undergraduate degree in mathematics, masters in humanities, and the doctorate degree in philosophy), Dr. Hausman is an expert banjo player.

Joan Staumanis***
Associate Professor (1971- )
B.A., Antioch College; Ph.D., U. of Maryland
With ties to both mathematics and philosophy, Dr. Staumanis 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.

Philip A. Glotzbach
Instructor (1977- )
B.A., U. of Notre Dame; M.A., M. Phil., Yale U.
A candidate for the Ph.D. degree at Yale, Mr. Glotzbach was an instructor and teaching fellow there before coming to Denison. His primary academic interests center on topics in the philosophy of mind, with special emphasis on the theories of consciousness and artificial intelligence, and in phenomenology, especially Husserl and Merleau-Ponty. In addition to being well-trained in continental philosophy, he knows the analytic tradition very well. Mr. Glotzbach holds a University Fellowship and a Prize Teaching Fellowship at Yale. A member of Phi Beta Kappa, he received Ford Mert and Mead National Merit scholarships at Notre Dame and was graduated summa cum laude.

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 consideration 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, neuromotor skills, coordination, health knowledge, habits and attitudes).
— Accomplishment and growth in the development of social competencies, (i.e. cooperation, tolerance, competitiveness, consideration, empathy and forbearance).
— 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 “phoniness.”
— 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 — Rock Climbing (co-ed)
101L — Beginning Lacrosse (co-ed)
101K — Beginning Soccer (co-ed)
101V — Power Volleyball (co-ed)

Outdoor Education

101B — Backpacking
103C — Canoeing & Kayaking
101O — Outing & Campcraft
101M — Rock Climbing

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
101Z — Track

Major Courses: Physical Education

339 — Kinesiology & Physiology of Exercise
340 — Athletic Training & First Aid
329 — Methods & Materials of Physical Education
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 Cigarettes Thered (an honors project) — Ted Haynie
Research on Year Round Training Program for High Jumper — Charles Linn
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

The Faculty

Mattie 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 Seils
Professor and Director of Intercollegiate Athletics for Men (1963- )

Dr. Seils 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 such as tennis, golf, fencing, bowling, etc. Presently, she coaches the intercollegiate tennis and bowling teams. In addition to sports and games, two of Penny's favorite pastimes are reading and traveling. She has traveled extensively throughout the United States and abroad. Presently, she is serving as a member of the University Judicial Board and the Freshman Orientation Committee. She is also actively involved in community concerns of a religious nature.

Carl Angelo
Assistant Professor (1975- )

The defensive coordinator of the football team, Mr. Angelo is the head coach of the baseball team and a basketball assistant. He teaches a health course and service courses in basketball, tennis, and weight training in the physical education department. He was the defensive football coordinator at Warren Harding High School, a perennial Ohio football powerhouse, before coming to Denison.

Theodore H. Barclay
Assistant Professor and Director of Aquatics (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 lacrosse 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 1965 national winner in a protective equipment design contest.

Keith W. Piper
Assistant Professor and Director of 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

Ms. Rosenberger is the intercollegiate field hockey and lacrosse coach. Her field hockey team for fall of 1976 was ranked number one for the Ohio Field Hockey Tournament record: 7-1-1. She has played for the Detroit and Cleveland Field Hockey Clubs for Great Lakes. As a member of the Ashland Country Club she was the first woman to be elected to the board of trustees in its 53 year history. Added to her honorary rating in basketball officiating and a state rating in volleyball, Jo has refereed both the state championships in volleyball for small colleges and large universities. Her favorite pastimes are sailing on her interlake and trying to break 40 on the links.

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
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 engineering, 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
- 123 — Introductory Modern Physics
- 211 — Solid State Electronics
- 220 — Geometrical and Physical Optics
- 230 — Thermodynamics
- 305 — Classical Mechanics
- 306 — Electricity and Magnetism
- 312p — Experimental Physics
- 312g — Geophysics Laboratory
- 320 — Modern Physics
- 330 — Introductory Quantum Mechanics
- 335 — Advanced Topics
- 345 — Special Topics in Physics
- 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 Overtones of the Unsymmetric Stretching Mode of C2H6 (an honors project) — David Curry
- Separation and Interpretation of Thermoluminescence Glow Curves — Gwynne Roshon

The Faculty

Michael E. Mickelson
Associate Professor and Chairperson (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 Astronomy 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 Grant 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 advisor to the Denison Sailing Club.

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
Roderick M. Grant  
Professor (1965-)  
B.S. Denison U.; M.S., Ph.D., U. of Wisconsin  
Dr. Grant's research includes studies of the applications of physics to medicine, and development work on new learning strategies and learning resources (computer graphics, film and slides) for physics education. He currently serves as secretary of the American Association of Physics Teachers. An avid amateur photographer, he enjoys tennis for physical recreation, and interaction with people for constant stimulation.

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 president's advisory board. 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 chairman 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.

Ronald R. Winters  
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.

Jeffrey S. Jalbert  
Associate Professor and Director of Computer Center (1967-)  
B.S. Fairfield U.; Ph.D., Virginia Polytechnic Institute  
When he first came to Denison, in response to his gusto and "dramatic impact" when teaching electricity and magnetism experiments, Dr. Jalbert's students dubbed him "Mr. Wizard." Now, ten years later, his teaching is not so apt to be literally electrifying but teaching physics to anyone who wishes to listen continues to be a favorite and enthusiastically pursued activity. In addition, Dr. Jalbert has been director of Denison's Computer Center since 1970 and has taught courses in computer science. Dr. Jalbert is also a research consultant with the Regional and Urban Studies Section of the Energy Division, Oak Ridge National Laboratory. Dr. Jalbert is a Granville enthusiast and is fond of hiking, camping, swimming and gardening. He is also a science fiction enthusiast with a collection of several hundred books.

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, outdoor 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."

Senior Fellows

Robert Chamberlain, Rye, N.Y.  
Russell Doorman, Summit, N.J.  
George Hawk, East Aurora, N.Y.

Junior Fellows

Francois Jansen, Zuid Holland, Holland  
David Lister, Maple Glen, Pa.  
David Tipt, San Francisco, Ca.

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
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
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
The Osternitage — Treaties with Moscow and Warsaw — in the Contest 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

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.

Insights into the Justifications of Criminal Punishment — Susan Fennelly
Domestic Energy Options, Policy Alternatives, Confronting the Individual and Social Order — John William Ichard
Approaches to Urban Mass Transportation: Two Case Studies — Tom Quinn IV

The Faculty

Emmett H. Buell, Jr.
Associate Professor and Chairperson (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 methods of political science. He is presently engaged in a study of the Boston school desegregation controversy, spending part of the summer of 1977 and the spring term and summer of 1976 in South Boston as part of his research. He has contributed to several political science journals, and is currently engaged in several projects intended for publication.

William J. Bishop
Associate Professor (1967 — )
B.A., M.A., Ph.D., Northwestern U.
Dr. Bishop's major research interests are elites and political change and Soviet American relations. His current research is on political change and elite generations in the USSR and Eastern Europe.

Richard A. Brisbin, Jr.
Assistant Professor (1975 — )
B.A., West Virginia Wesleyan College; M.A., Ph.D., Johns Hopkins U.
Dr. Brisbin's academic interest is in American legal politics. He has published articles and papers on state and local 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 school desegregation in Boston.

Dorothy H. Clayton
Assistant Professor (1974 — )
B.A., M.A., Ph.D., U. of Florida; Ph.D., U. California at Berkeley
Dr. 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. Dr. Clayton was a Woodrow Wilson Fellow in 1964-65 and a Ford Foundation Fellow in 1965.

Gerald L. Clayton
Assistant Professor (1974 — )
B.A., M.A., Ph.D., U. of California, Berkeley
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 1964-66. 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.

David Sorenson
Assistant Professor (1975 — )
B.A., M.A., California State U.; at Long Beach; Ph.D., Graduate School of International Studies, U. of Denver
Dr. Sorenson's academic interests are in the areas of international relations, American
In the Psychology Department, we seek 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 postgraduate 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

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### 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 Frautsch
- **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 Dependence/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

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### The Faculty

**Charles J. Morris**
Associate Professor and Chairperson (1969)
B.S., Denison U.; M.A., Ph.D., U. of Missouri

"I am interested in the study of learning, especially as it relates to instruction at both the elementary and college levels. Within this area, my major concern is the adaptation of learning environments to individual differences in aptitude and personality."
Dr. Gordon M. Kimbrell
Associate Professor (1967-)
A.B., Ph.D., U. of Tennessee

Dr. Kimbrell's special interest is obesity and other nutritional disorders. He is concerned not only with treatment but with prevention and the identification of factors which lead to the development of obesity and other nutritional problems. He is professionally active as researcher, teacher, and practitioner in the development of cognitive-behavioral psychological procedures oriented toward effective self-control of overweight and improved nutritional habits. Dr. Kimbrell is the author of numerous articles and one book. He has served several terms as department chairperson.

Samuel J. Thios
Associate 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 of improving learning and memory efficiency.

Esther Thorson
Associate Professor (1971-)
B.A., Macalester College; Ph.D., U. of Minnesota

Dr. Thorson teaches developmental, perceptual and social psychology. She is currently doing research in the development of socially围观ized 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 modelling and simulation in the social sciences. Director of the Denison Simulation Center in 1975-77, she is now visiting assistant professor at Rockefeller University.

Dene S. Berman
Assistant Professor (1976-)
B.A., Wright State U.; M.S., Illinois State U.; Ph.D., Kansas State U.

More important than the facts students may learn in the courses I teach in abnormal personality and social psychology is the attitude I hope they develop. This includes the view that psychological theories are applicable to world events, critically evaluating accepted beliefs, and applying research findings to novel situations. My own research focuses on how labels like “mental illness” bias people’s judgments of the labeled person. I am also interested in the relationship between cognitions and behaviors as it applies to parents who abuse their children, and as it applies to maladaptive behaviors—an area that has been called “cognitive behavior modification.”

James E. Freeman
Assistant Professor (1976-)
B.A., California State U.; M.A., Ph.D., Bowling Green State U.

Dr. Freeman specializes in experimental psychology which includes learning and physiological psychology. He is also interested in the psychological experiences of Third World people, especially blacks, Asians, and Latinos in the United States.

Donald G. Tritt
Director of the Psychological Clinic and Lecturer (1959-)
B.S., Ohio State U.; Ph.D., U. of Chicago

Dr. Tritt has directed the Psychological Clinic at Denison since 1964. A member of the Society of Sigma Xi and the American Academy of Psychotherapy, Dr. Tritt teaches the theories of personality course, and directs the summer program in cross-cultural psychology. As the university clinical psychologist, Dr. Tritt is responsible for providing confidential psychological services to students and for assisting faculty, student personnel staff, and student advisers in their advising roles. He is interested in 24 hour per day learning and living environments, providing opportunities for personal growth, numismatics, and backpacking.

Senior Fellows

Cynthia Baum, Baltimore, Md.
Bradley Bickett, Gates Mills, O.
Charlotte Reynolds, Charlottesville, Va.
Rachelle Sekerka, Lakeview, O.
Deborah Smith, Brooklyn, N.Y.

Junior Fellows

Kelly Brown, Dayton, O.
Jennifer Davis, Warren, O.

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 staff.

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
217 — New Religious Movements
224 — Christian Ethics
228 — Black Religion and Black Theology
303 — Contemporary Religious Thought
304 — Existentialist Theology
308 — New Testament Studies
309 — Old Testament Studies
311 — Kierkegaard Seminar
320 — Hinduism
321 — Buddhism
336 — Comparative Religious Mythology
340 — Seminar
350 — Senior Seminar
350k — The Human Condition: Economic Factors and Theological Perspectives
361-362 — Directed Study
451-452 — Senior Research
461-462 — Individual Work for Honors

Recent Student Projects

Tertullian and Purposeful Human Existence (an honors project) — Robert Fuller
The Problem of Religious Knowledge (an honors project) — Mary Ellen Trahan
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 Dilgar
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
A Study in Prophecy of 8th Century B.C. Israel (an honors project) — William Brosend

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 former member of the president's advisory board, is a former member and chairperson of the university senate. He has 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. In January, 1976, he directed a study tour of India.

Lee 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 programs and work with international students. He is on the allocations and planning boards for the United Way of Licking County (O.) and is a board member 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 Divinity School
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 advisor to DCA and is presently serving on the board of directors of Licking County's Big Brother/Big Sister Association and the Family Service Association. His main academic interest is Liberation Theology.

**Senior Fellow**

Sharna Sutherin, Bedford, O.

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**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 a liberal education and wish to use the disciplines to understand institutions and sociocultural changes as well as to gain insight into cross-cultural patterns; (2) Those who wish to use sociology or anthropology as a background for certain occupations such as law, social work, business, public service or other human service careers; (3) Those who expect to pursue graduate study in sociology or anthropology, leading to a teaching, administrative, or research career. Off-campus experiences are available for students to supplement traditional course offerings.

**Course Offerings**

**Sociology and Anthropology**

- 100 — People, Culture and Society
- 200 or 202 — The Anthropological Imagination or The Sociological Imagination
- 209 — Social Problems and Social Policy
- 213 — Education for Marriage and Family Life
- 308 — Introduction to Social Work
- 309 — Social Casework
- 311 — Criminology
- 312 — Minority Relations
- 313 — The Family
- 314 — Native Americans
- 316 — Sociological Theory
- 317 — The Sociology of Religion
- 318 — Sociology of Education
- 319 — South American Indians
- 320 — World Ethnography
- 322 — Peasant Culture
- 324 — Human Evolution and Culture
- 332 — Socialization and Enculturation
- 333 — Institutional Orders
- 340 — Social Movements
- 342 — Deviance and Social Control
- 345-346 — Special Problems
- 361-362 — Directed Study
- 401 — Sociocultural Methods
- 415 — Human Relations in Industry
- 420 — Senior Seminar
- 430 — Comparative Social Structure
- 432 — Sociocultural Change
- 434 — Human Ecology and Community
- 440 — Complex Organization
- 442 — Sociology of Knowledge
- 444 — Social Differentiation and Stratification
- 451-452 — Senior Research
- 461-462 — Individual Work for Honors

**Recent Student Projects**

Beyond Alienation and Control: A Multi-disciplinary Approach to the Study of Consciousness — Robert McLaughlin
The Toltec Invasion of Chicken Itza — Deborah McClatchey
Symbolic Interactionist Approach to Physical Handicapped — Susan Rhein
Juvenile Arrest Rates and Social Class — Nancy Hubley
Women in the Work Force: Occupational Segregation — Elaine O'Donoghue
Theoretical Approaches to American Criminal Justice System — Norman Blears
Mental Illness and Race — Paula McIntosh
First Born and Only Born and Educational Achievement — Elizabeth Patterson
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
Law and Society — Chris Gault
Witchcraft in Western and Non-Western Society — David Dennis, Robert Orleo, Kathleen Rudolph, and Thomas Harry
Theories of Deviance and Relationships Between Theory and the Development of U.S. Penal Philosophy — Anne Hornsby
Sociological Aspects of Group Help and the Alcoholics — Leslie Balken
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 as visiting faculty member for the GLCA Philadelphia Urban Seminar program.
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, N.A.; George Peabody College, M.A.; Ohio State U., Ph.D.  
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 chairman of the department. The former Denison wrestling coach has accompanied students to various Mexican archeological 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. She just completed a new book: a comparative study of religious behavior. 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.

Leonard H. Jordan, Jr.  
Assistant Professor (1976— )  
B.A., Millsaps College, M.A., Ph.D., Louisiana State U.  
Dr. Jordan’s research interests are in social movements with special emphasis on revolutionary movements. His teaching interests include sociological theory, social movements, minority and race relations, and sociological theory construction and social change. He joined the Denison faculty after having taught at the U. of Kentucky, the U. of North Carolina at Charlotte, and most recently, at the U. of Oklahoma. Dr. Jordan has written and presented a number of papers concerned with varying aspects of the causes, dynamics and consequences of social movements. He is presently co-authoring a book in this area with Dr. Fred B. Silverstein of the U. of Oklahoma. He enjoys logging, sports, and fishing when weather permits.

Thomas 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. The author of Social Mobility in Urban America, he received recognition from “Change” magazine in 1977 for his project on small group methods applied to the teaching of undergraduate sociology. The best kind of sociology, he believes, is “humanistic sociology,” that which facilitates a compassionate and concerned orientation to the human condition and a personal emancipation from false needs and misconceptions of social forces. Born and raised in the Irish Republic and, true to the Irish tradition, he enjoys being a bachelor, playing folk harmonica, and riding horses.

Edward F. Vacha  
Assistant Professor (1977— )  
B.A., U. of California at Santa Cruz, M.A., Ph.D., U. of California at Santa Barbara  
Dr. Vacha taught at Chapman College and directed a federally funded research and development project for the study and manipulation of classroom group processes in elementary schools before coming to Denison. Dr. Vacha’s areas of specialization include deviance and social psychology, including socialization and social control.

Senior Fellows  
Amy Aldred, Huntington, W. Va.  
Elizabeth Bergen, West Hartford, Ct.  
Kay Van Vector, New Canaan, Ct.

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 perceptive ness 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
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 Foufias
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 Moyers
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.

Dennis R. Pickens
Instructor (1977—)
B.A., Capital U.; M.A., Ohio State U.
Mr. Pickens came to Denison from Ohio Wesleyan U. where he was an instructor of mass communication and director of broadcasting. He has also been a staff announcer and talk show host for a Columbus, O. television station and supervisor of announcers for Columbus' PBS radio. A free-lance television/radio producer and performer, Mr. Pickens had professional and semi professional theatre experiences in the Chicago area, including acting, directing, producing and writing.

Senior Fellows

Kathleen Cone, Cincinnati, O.
Alice Davis, Shaker Heights, O.

Junior Fellows

Susan Jo Clarke, Canton, O.
Howard Fencil, Garfield Heights, O.
Theatre and Cinema

The practice and study of theatre and cinema 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, and preparing themselves through concentrated training for future creative work in theatre and cinema.

The Bachelor of Arts in theatre or cinema 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. In either program, classroom instruction and directed study in the history, theory, and aesthetics of theatre and cinema are set side by side with training in voice, body, movement, stagecraft, design, management, and cinema production.

The student actively participates in theatre productions 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.

Course Offerings

Theatre and Cinema

104 - World Cinema
107 - Arts in Contemporary Society
109 - The Theatre Artist
121 - Elementary Acting
123 - Acting I: Voice and Movement
141 - Production Management
143 - Make-up
144 - Technical Theatre I
201 - The Development of Dramatic Art
203 - History of World Theatre
219 - Elementary Cinema Production
224 - Acting II: Characterization
225 - Contemporary Theatre
241 - Design
243 - Drafting
245 - Lighting
312 - Cinema Seminar
324 - History of American Theatre
325 - The History of the Modern Theatre
326 - History Cinema
331 - Acting III: Scene Study
333 - Theatre Workshop
341 - Costume History
345 - Technical Theatre II
347 - Costume Design
361 - Directed Study
401 - Theatre Practicum
  a. Problems in Costuming
  b. Problems in Styles of Stage Direction
  c. Special Studies in Drama
  d. Problems in Theatre Management
  e. Advanced Problems in Scenic and/or Lighting Design
  f. Problems in Theatre Design
  g. Special Studies in Children's Theatre
404 - Drama Seminar
410 - Advanced Cinema Production
412 - Theory of Cinema
415 - Play Direction
419 - Cinema Workshop
424 - Special Topics in Acting
426 - Theory of the Theatre
441 - Design Seminar
451-452 - Senior Research
458 - Senior Comprehensive Project
461-462 - Individual Work for Honors

Recent Student Projects

History of Black Drama — RoNita Hawes
Bernard Shaw, the Director — Leslie Owenda
Non-commercial TV Production — Karen Kendig
David Merrick: The Study of a Producer — Gary McAvay
The Fitzgeralts: A Study in Reader's Theatre — Suzanne Fagan
A Film: Bog — James D. Stratte
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

Before joining the Denison faculty, Dr. Halverson was a teacher/director/producer in Los Angeles. He prefers the opportunity to work individually with students which Denison offers, and thus he left Los Angeles for Granville. His goal is to create an environment which encourages and supports artistic experimentation and growth for both faculty and students.

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 "Pantel," 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 (1966-1977)
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, cinematography, experimental theatre, and Middle Eastern studies. With a quasi-academic interest in gastronomy, Dr. Stout is enthusiastic about cigars, table tennis, and opera.

Anthony C. Dobrowolski
Assistant Professor (1977-1978)
B.S., U. of Maryland; M.F.A., Ohio State U.
Mr. Dobrowolski taught and did scene, costume and/or make-up design at Ohio State U. before coming to Denison.

Carolyn B. Sealey
Assistant Professor (1976-1979)
B.A., M.F.A., U. of Iowa
Ms. Sealey has designed lighting for the U. of Iowa Summer Repertory, the U. of Idaho Summer Repertory, and Santa Rosa Summer Repertory, as well as numerous dance productions before coming to Denison. She was also assistant lighting designer for the Kentucky Opera Association. In the summers she is currently the resident lighting designer for the Santa Rosa Summer Repertory Theatre.

Laurine Towler
Assistant Professor (1977-1979)
B.A., Stanford U.; M.F.A., U. of California at San Diego
Ms. Towler was a teaching assistant and appeared in six plays at the U. of California at San Diego before coming to Denison. She also directed three plays and performed in seven others while an undergraduate at Stanford. In addition, she has studied dance and voice for several years.

Jeffrey Briggs
Instructor (1976-1977)
Photographs of Statement Writers

J. Scott Barth, a Senior
Betsy Bates, a Junior
Steve Budlong, a Senior
Sioux Clarke, a Junior

Anita Cox, '77 Graduate
Lindy Davies, a Junior
Bonnie Davis, a Senior
Marilyn Dekker, '77 Graduate
Jeff Faber, '77 Graduate

Gene Freund, a Senior

Debbie Heard, a Junior

Woody Jones, a Junior

Robbie Meachem, a Sophomore

Meredith Park, a Senior

Virginia Rappold, '38 Graduate

Maureen Scanlon, '77 Graduate

Pearlene Scott, a Junior

Reed Summers, a Junior

Amy Truitt, a Junior

Lois Umbach, a Senior
The President, Senior Administrators and the University Professor

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 13th 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 1960s and was U.S. ambassador to Zambia in 1965-69. A central and southern Africa specialist, Dr. Good's Ph.D. degree is in international relations area. A member of Phi Beta Kappa. Dr. Good has written one book, U.D.I. The International Politics of the Rhodesian Rebellion several monographs, 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. 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, classroom simulation, and international education.

J. Leslie Hicks, Jr.  
Vice President for Finance and Management (1968)  
B.A., Gettysburg College; M.S., Bucknell U.

Mr. Hicks heads all supportive finance and business areas of Denison. His special interests in management range from organizational problems and systems and procedures development to college-wide budget preparation and development, forms design and control, and work simplifications. Active in the National Association of College and University Business Officers (NACUBO) for several years, he served recently as chairperson of NACUBO’s small college committee. He is currently president of the Eastern Association of College and University Business Officers, a 17-state eastern regional group representing 570 institutions. Mr. Hicks was co-recipient of NACUBO’s 1977 Neal O. Hines Publication Award for his coordination and contributions to several business writing publications projects that were funded by the Ford Foundation and the U.S. Office of Education. At the state level, he has served a term as president of the Ohio Association of College and University Business Officers.

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 (1976-77) of the Committee on the Undergraduate Program in Mathematics (CUSP). CUSP 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.

The Administrative Staff

Robert C. Good, 1976  
B.A., Haverford College; B.D., Yale Divinity School; Ph.D., Yale U.

Lola C. Garrity, 1962  
BA, Mt. Holyoke College; M.A., U. of Wisconsin

Mary Jane McDonald, 1976  
B.A., Denison U.

Louis F. Brakeman, 1962  
A.B., Kalamazoo College; M.A., Ph.D., Tufts U.

Mary Philips, 1968  
A.B., Denison U.

Ann K. Fitzgerald, 1972-73, 1974  
B.A., Mt. Holyoke College; M.A., U. of Wisconsin

Andrew Sterrett, 1953  
B.S., Carnegie Inst. of Technology; M.S., Ph.D., U. of Pittsburgh

Robert C. Good, 1976  
B.A., Haverford College; B.D., Yale Divinity School; Ph.D., Yale U.

Lola C. Garrity, 1962  
BA, Mt. Holyoke College; M.A., U. of Wisconsin

Mary Jane McDonald, 1976  
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Louis F. Brakeman, 1962  
A.B., Kalamazoo College; M.A., Ph.D., Tufts U.

Mary Philips, 1968  
A.B., Denison U.

Ann K. Fitzgerald, 1972-73, 1974  
B.A., Mt. Holyoke College; M.A., U. of Wisconsin

Andrew Sterrett, 1953  
B.S., Carnegie Inst. of Technology; M.S., Ph.D., U. of Pittsburgh

General Administration

Samuel D. Schaff, 1948  
B.A., Denison U.; M.A., Ohio State U.; Ed.D., Columbia U.

Larry R. Murdock, 1971  
B.A., Waynesburg College; M.A., Ohio U.

David O. Woodward, 1960  
B.A., Denison U.; M.Div., Union Theological Seminary; D.Min., Vanderbilt Divinity School

John L. Jackson, 1974  
B.S., Miles College; M.Div., Harvard Divinity School

Michael Oblath, 1977  
B.S., U. of California at Davis; M.H.L., Hebrew Union College

Raymond J. Carter, 1977  
B.S., U. of Dayton; M.A., Ohio State U.; Ph.D., Walden U.

Charles B. Maurer, 1971  

Robert J. Watson, 1969  
B.S., State U. of New York (Buffalo); M.S., State U. of New York (Albany); M.L.S., State U. of New York (Genevaise)

Margaret Hanson, 1969  
B.A., Upper Iowa U.; M.S. in L.S., U. of Kentucky

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.

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B.A., Haverford College; B.D., Yale Divinity School; Ph.D., Yale U.

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A.B., Kalamazoo College; M.A., Ph.D., Tufts U.

Mary Philips, 1968  
A.B., Denison U.

Ann K. Fitzgerald, 1972-73, 1974  
B.A., Mt. Holyoke College; M.A., U. of Wisconsin

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B.S., Carnegie Inst. of Technology; M.S., Ph.D., U. of Pittsburgh

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Samuel D. Schaff, 1948  
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John L. Jackson, 1974  
B.S., Miles College; M.Div., Harvard Divinity School

Michael Oblath, 1977  
B.S., U. of California at Davis; M.H.L., Hebrew Union College

Raymond J. Carter, 1977  
B.S., U. of Dayton; M.A., Ohio State U.; Ph.D., Walden U.

Charles B. Maurer, 1971  

Robert J. Watson, 1969  
B.S., State U. of New York (Buffalo); M.S., State U. of New York (Albany); M.L.S., State U. of New York (Genevaise)

Margaret Hanson, 1969  
B.A., Upper Iowa U.; M.S. in L.S., U. of Kentucky
Che Gil Chang, 1971
B.A., M.A., Seoul National U. (Korea), M.L.S., George Peabody College

Elizabeth Tynan, 1973
B.A., Beaver College, M.S., in L.S., U. of North Carolina

Bruce R. Halverson, 1976
B.A., Augsburg College, Ph.D., U. of Washington

Jeffrey S. Jalbert, 1967
B.A., Fairfield U., Ph.D., Virginia Polytechnic Inst.

N. Douglas Hughes, 1972
Systems Analyst

Charles P. Henry, 1976
A.B., Denison U., M.A., Ph.D., U. of Chicago

Eric Straumanis, 1977
B.A., Tufts U., M.A., Ph.D., U. of Maryland

Jeffrey Briggs, 1976

Student Services

F. Trevor Gamble, 1963
A.B., Colgate U., M.A., Ph.D., U. of Connecticut

David A. Gibbons, 1961
A.B., Oberlin College, B.D., S.T.M., Yale U.

Susan R. Bowling, 1973
B.S., M.S., Florida State U., Ed.D., U. of Tennessee

Martha Rawlings, 1975
B.S., Towson State College, M.A., Syracuse U.

Nancy J. Cable, 1977
B.A., Marietta College, M.Ed., U. of Vermont

Christopher P. Cannon, 1977
B.A., U. of North Carolina, M.S., Shippensburg State College

Patricia Somers, 1976

Donald G. Tritt, 1959
B.S., Ohio State U., Ph.D., U. of Chicago

Irving A. Nickerson, 1956-57, 1964
B.A., M.D., Ohio State U.

Roy Seils, 1963

Elizabeth C. Van Horn, 1953
B.S.Ed., Miami U., M.S., Wellesley College, Ph.D., Ohio State U.

Admissions and Financial Aid

Richard F. Boyden, 1977
B.A., Wesleyan U., M.S., U. of Maine

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.

Assistant Director of Admissions

Theodore Sherron, 1975
B.S., Delaware State College

Cynthia Steele, 1976
B.A., Denison U.

Robyne Curry, 1977
B.A., U. of Rochester

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.

Kathy Geer, 1976
B.A., Ohio Wesleyan U.; M.A., Ohio State U.

Beatrice P. Stephens, 1947
A.B., Lawrence U.

Thomas B. Martin, 1970
B.A., Denison U.

Finance and Management

J. Leslie Hicks, Jr., 1968
Vice President for Finance and Management

William C. Acklin, 1976
B.S., Ohio State U.; M.B.A., U. of Dayton

Norma S. Franklin, 1974
Coordinator of the College Union and Assistant Manager of Bookstore

Kenneth W. Poole, 1966
B.A., U. of Michigan

Warren E. Adams, 1971
Director of Residence Hall Services

Raymond A. McKenna, 1955
B.A., Brown U.

Raymond L. Rausch, 1962
B.S., B.S.Ed., Ohio State U.

Herman L. Counts, Jr., 1966
B.A., Johnson C. Smith College

George J. Campbell, 1970
B.S., Susquehanna U.

William J. Sharp, Jr., 1969
B.S., Mch. Engr., Drexel Inst. of Technology

Arthur M. Shumway, 1955
Chief Security and Safety Officer

Louis Petito, 1953
B.A., Princeton U.; C.P.A

Gwendolyn Williams, 1949
Assistant to the Controller

Peter P. Wieliczko, 1966
B.S., Babson Inst

Dickie Hietala, 1975
Casher

David Wahl, 1972
B.A., U. of Pittsburgh

Joan Patterson, 1962
Manager, Huffman Dining Hall

Donald Block, 1977
B.A., Michigan State U.

Manager, Curtis Dining Hall
Visiting Lecturers (Part-time)

Art
Karen C. Adams, 1977-
  B.Mus., Hardin-Simmons U; M.M., Texas Christian U; Ph.D., Ohio U.
Janice Dundon, 1977-
  B.A., M.A., Ohio State U.
Mary Beth Heston, 1977-
  B.A., Ohio State U.
Barbara Tipton, 1977-
  B.A., Memphis State U; B.F.A., Memphis Academy of Arts; M.F.A., Ohio State U.

Chemistry
Shan S. Wong, 1977-
  B.S., Oregon State U; Ph.D., Ohio State U.

Classics
Galen H. Graham, 1976-
  A.B., College of Holy Cross; M.A., Ph.D., Ohio State U.

Dance
Artists-in-Residence
First Semester: William Feuer
  B.A., Cornell U.
Second Semester: Richard Kimble

English
Michael B. Lafferty, 1977-
  B.S., M.A., Ohio State U.

History
Edward Hubbard, 1977-
  B.A., M.A., Ohio State U.
Marilyn J. Webb, 1977-
  B.A., Morningside College; M.A., Ohio State U.

Interdepartmental
Noomi Garrett, 1972 (Visiting Professor)
  A.B., Benedict College; M.A. Atlanta U; Ph.D., Columbia U.
William McNaughton, 1972-
  B.A., Brooklyn College; Ph.D., Yale U.

Jewish Studies
Michael Oblath, 1977-
  B.S., U. of California at Davis; 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
Jeanne F. Ramos, 1977-
  A.B., Webster College; M.A., U. of Missouri

Physics
David Applebaum, 1977-
  B.S., Rensselaer Polytechnic Institute

Philosophy
Eric Straumanis, 1977-
  B.A., Tufts U.; M.A., Ph.D., U. of Maryland

Speech Communication
Barbara Thios, 1977-
  B.S., West Virginia; M.Ed., U. of Virginia

Faculty Emeriti

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 Philosophy
  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

James W. Grimes, 1961-70
  Professor Emeritus of Visual Arts

William Hall, 1954-75
  Associate Professor Emeritus of Speech Communication
  B.A., M.A., West Virginia U.

Elizabeth Hartshorn, 1957-72
  Dean of Women Emeritus
  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.

Samuel M. Holton, 1956-66
  Assistant Professor Emeritus of Education
  B.S., M.S., Denison U.

Richard H. Howe, 1920-63
  Associate Professor Emeritus of Physics and Astronomy
  B.S., M.S., Denison U.

Alfred J. Johnson, 1928-66
  Business Manager Emeritus
  B.A., Denison U.; M.B.A., Harvard U.
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  - Managing Partner, Payle & Company

  - Managing Partner, Payle & Company

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  - Managing Partner, Payle & Company

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  - Ohio State U.

- **A. Collins Ladner**, B.A., M.A.
  - Ohio State U.

- **Herman W. Larson**, B.A., M.A.
  - Ohio State U.

- **Nancy E. Lewis**, B.A., M.A.
  - Ohio State U.

- **Dannce L. Mahood**, B.A., M.A.
  - Ohio State U.

- **Charles L. Major**, B.A., M.A.
  - Ohio State U.

- **Irving E. Mitchell**, B.A., M.A.
  - Ohio State U.

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  - Ohio State U.

- **Virginia Northrup**, B.A., M.A.
  - Ohio State U.

- **Ruth A. Outland**, B.A., M.A.
  - Ohio State U.

- **Norman H. Pollock, Jr.**, B.A., M.A.
  - Ohio State U.

- **Conrad E. Ronneberg**, B.A., M.A.
  - Ohio State U.

- **Walter Secor**, B.A., M.A., Ph.D.
  - Ohio State U.

- **Ellenor O. Shannon**, B.A., M.A., Ph.D.
  - Ohio State U.

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  - Ohio State U.

- **Wyndham Southgate**, B.A., M.A., Ph.D.
  - Ohio State U.

- **Brayton Stark**, B.A., M.A., Ph.D.
  - Ohio State U.

- **Irvin S. Wolf**, B.A., M.A., Ph.D.
  - Ohio State U.
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John W. Alford, A.B.
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Chicago, Ill. 60606

William Henderson, Jr., B.A., M.B.A., Ph.D.
4740 Riverside Dr., Columbus, O. 43220

R. Stanley Laing, B.S., M.B.A.
Winters Bank Tower, Suite 2850, Dayton, O. 45402

Mary Estey Nash, B.A.
7 Sheridan Rd., Seven Bridges.
Chappaqua, N.Y. 10514

John J. O'Neil, B.A.
P.O. Box 396, Newark, O. 43055

Donald B. Shackelford, B.A., M.B.A.
c/o 66 E. Broad St., Columbus, O. 43215

Loren E. Souers, A.B., LL.B.
1200 Harter Bank Bldg.
Canton, O. 44702

John E. F. Wood, A.B., M.A., LL.B.
140 Broadway, 45th Floor.
N.Y., N.Y. 10005

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5686 N. Pennsylvania St.
Indianapolis, Ind. 46220

Fanny Pease Smith, B.A.
2003 Calvin Cliff
Cincinnati, O. 45206

Edgar W. Holtz, A.B., J.D.
815 Connecticut Ave.
Washington, D.C. 20006

Jane C. McConnall, B.S.
1150 Moundview Ave., Newark, O. 43055

Miner Raymond III, A.B.
2516 Observatory Ave.
Cincinnati, O. 45208

Richard J. Bodorff, B.A., J.D.
Suite 730, 1100 Connecticut Ave., N.W.
Washington, D.C. 20036

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Joseph A. Anderson, B.S. in Mech. Eng.,
L.L.D., 1962-72
3301 Hawthorne Drive.
Flint, Mich. 48503

Frederick C. Crawford, B.A., M.C.E., D.Eng.,
L.L.D., 1943-71
23555 Euclid Ave., Cleveland, O. 44117

Samuel S. Davis, 1954-60, 1961-70
2321 Onandaqa Dr., Columbus, O. 43221

Room 1624, One Constitution Plaza
Hartford, Ct. 06103

Cyrus S. Eaton, A.B., M.A., L.L.D.
C.D.L., 1916-67
Terminal Tower, Cleveland, O. 44113

William P. Huffman, B.S., 1939-73
709 Gas & Electric Building, Dayton, O. 45402

Alice McCann James, B.A., 1938-71
4922 Courville Rd., Toledo, O. 43623

Phil G. Mavon, A.B., 1961-73
222 S. Riverside Plaza, Suite 1640.
Chicago, Ill. 60606

Norman J. Padelford, Ph.B., A.M., Ph.D., L.L.D.
1954-60, 1961-73
890 W. Harrison Ave., Claremont, Ca. 91711

Everett D. Reese, B.S., L.L.D., 1953-71
Suite 1100, 88 E. Broad St., Columbus, O. 43215

George M. Roubidush, Ph.B., L.L.B., 1941-74
915 Williamson Bldg.
Cleveland, O. 44114

Charles Lyon Seasholes, A.B., B.D., L.H.D., 1932-65
57 Pine Crest Rd., Newton Centre, Mass. 02159

Norman F. Smith, B.S., 1958-73
19901 Van Aken Blvd.
Shaker Heights, O. 44122

Edward M. Thiele, B.A., 1967-76
11784 Turtle Beach Rd., Lost Tree Village.
North Palm Beach, Fla. 33408

Dexter J. Tietj, B.S., M.S., 1945-69
170 Wildwood Way. Woodside, Calif. 94062

M. J. Warnock, B.S., 1965-77
191 Eshelman Rd.
Lancaster, Pa. 17601

Ford R. Weber, B.S., 1942-70
4014 Southway Ct., Toledo, O. 43614

'Denison Alumnae
Student Enrollment for 1976-77

**First Semester**

<table>
<thead>
<tr>
<th></th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
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<tbody>
<tr>
<td>Seniors</td>
<td>285</td>
<td>192</td>
<td>477</td>
</tr>
<tr>
<td>Juniors</td>
<td>285</td>
<td>199</td>
<td>457</td>
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<tr>
<td>Sophomores</td>
<td>287</td>
<td>286</td>
<td>573</td>
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<tr>
<td>Freshmen</td>
<td>325</td>
<td>307</td>
<td>632</td>
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<tr>
<td><strong>Total Full-time</strong></td>
<td>1,155</td>
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<td>Full-time/special</td>
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<tr>
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<tr>
<td>Part-time degree candidates</td>
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<tr>
<td>Community Scholars</td>
<td>6</td>
<td>22</td>
<td>28</td>
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<tr>
<td>Students Off-Campus</td>
<td>32</td>
<td>61</td>
<td>93</td>
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<td><strong>Grand Total</strong></td>
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**Second Semester**

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<tr>
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<th>Men</th>
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<td>Seniors</td>
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<td>Juniors</td>
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<td>269</td>
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<td>Freshmen</td>
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<td>Part-time/special</td>
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<tr>
<td>Part-time degree candidates</td>
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<tr>
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<tr>
<td>Students Off-Campus</td>
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<td><strong>Grand Total</strong></td>
<td>1,156</td>
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**Enrollment by State and Foreign Country**

**First Semester, 1976-77**

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<thead>
<tr>
<th>State</th>
<th>Men</th>
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<td>Alabama</td>
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<td>California</td>
<td>8</td>
<td>6</td>
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<tr>
<td>Colorado</td>
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<td>Delaware</td>
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<td>Florida</td>
<td>7</td>
<td>8</td>
<td>15</td>
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<td>7</td>
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<td>Ohio</td>
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<td>Tennessee</td>
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<td>Texas</td>
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**Foreign Countries**

<table>
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<tr>
<td>Arabian Gulf</td>
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<td>British West Indies</td>
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<tr>
<td><strong>Total</strong></td>
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<tr>
<td><strong>Grand Total</strong></td>
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**Total States**

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<td>2139</td>
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**Total Foreign Countries**

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### Denison Calendar for 1977-78

#### First Semester 1977

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<th>Event</th>
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<td>September 3</td>
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<tr>
<td>September 4-5</td>
<td>Sunday-Monday</td>
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<tr>
<td>September 6</td>
<td>Tuesday</td>
</tr>
<tr>
<td>September 7</td>
<td>Wednesday</td>
</tr>
<tr>
<td>September 24</td>
<td>Homecoming</td>
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<tr>
<td>October 8</td>
<td>Saturday</td>
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<tr>
<td>October 21</td>
<td>Friday</td>
</tr>
<tr>
<td>October 22-25</td>
<td>Saturday-Tuesday</td>
</tr>
<tr>
<td>October 26</td>
<td>Wednesday</td>
</tr>
<tr>
<td>November 23</td>
<td>Thanksgiving Vacation begins, 12:20 pm</td>
</tr>
<tr>
<td>November 28</td>
<td>Classes resume, 8:30 am</td>
</tr>
<tr>
<td>December 13</td>
<td>Classes end</td>
</tr>
<tr>
<td>December 14-15</td>
<td>Wednesday-Thurday</td>
</tr>
<tr>
<td>December 16-17</td>
<td>Final Examinations</td>
</tr>
<tr>
<td>December 18</td>
<td>Reading and Study Day</td>
</tr>
<tr>
<td>December 19-20</td>
<td>Classes resume, 8:30 am</td>
</tr>
<tr>
<td>December 21</td>
<td>First Semester ends, 5:00 pm</td>
</tr>
<tr>
<td><strong>January Term</strong></td>
<td></td>
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<tr>
<td>January 2</td>
<td>Monday</td>
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<tr>
<td>January 27</td>
<td>Friday</td>
</tr>
<tr>
<td><strong>Second Semester 1978</strong></td>
<td></td>
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<tr>
<td>January 30</td>
<td>Monday</td>
</tr>
<tr>
<td>January 31</td>
<td>Tuesday</td>
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<td>March 24</td>
<td>Friday</td>
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<td>April 3</td>
<td>Monday</td>
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<tr>
<td>April 29</td>
<td>Saturday</td>
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<tr>
<td>May 16</td>
<td>Tuesday</td>
</tr>
<tr>
<td>May 17-18</td>
<td>Wednesday-Thurday</td>
</tr>
<tr>
<td>May 19-20</td>
<td>Classes resume, 8:30 am</td>
</tr>
<tr>
<td>May 21</td>
<td>Sunday</td>
</tr>
<tr>
<td>May 22-23</td>
<td>Monday-Tuesday</td>
</tr>
<tr>
<td>May 24</td>
<td>Classes resume, 8:30 am</td>
</tr>
<tr>
<td>May 26</td>
<td>Baccalaureate Service</td>
</tr>
<tr>
<td>May 27</td>
<td>Commencement</td>
</tr>
</tbody>
</table>

Two day orientation sessions will be held for incoming freshmen and transfer students through the month of June.

### Denison Calendar for 1978-79

(Tentative — Subject to Change)

#### First Semester 1978

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 2</td>
<td>Saturday</td>
</tr>
<tr>
<td>September 3-4</td>
<td>Sunday-Monday</td>
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<tr>
<td>September 5</td>
<td>Tuesday</td>
</tr>
<tr>
<td>September 6</td>
<td>Wednesday</td>
</tr>
<tr>
<td>September 30</td>
<td>Saturday</td>
</tr>
<tr>
<td>October 14-15</td>
<td>Classes resume, 8:30 am</td>
</tr>
<tr>
<td>October 18</td>
<td>Fall Break</td>
</tr>
<tr>
<td>October 20</td>
<td>Classes resume, 8:30 am</td>
</tr>
<tr>
<td>October 21</td>
<td>Homecoming</td>
</tr>
<tr>
<td>January 30</td>
<td>Registration for Second Semester</td>
</tr>
<tr>
<td>January 31</td>
<td>Classes begin, 8:30 am</td>
</tr>
</tbody>
</table>

College Residence Halls open

Orientation for Freshmen and Transfer Students who did not participate in June Orientation

Registration for First Semester

Classes begin, 8:30 am

Fall Parents’ Weekend

Fall Break

Midsemester grades due for Freshmen
November 22  
Wednesday  
Thanksgiving Vacation begins. 12:20 pm

November 27  
Monday  
Classes resume. 8:30 am

December 12  
Tuesday  
Classes end

December 13-14  
Wednesday, Thursday  
Reading and Study Days

December 15-16  
Friday, Saturday  
Final Examinations

December 17  
Sunday  
Reading and Study Day

December 18-19  
Monday, Tuesday  
Final Examinations

December 20  
Wednesday  
First Semester ends. 5:00 pm

January Term

January 2  
Tuesday  
January Term opens

January 26  
Friday  
January Term ends

Second Semester 1979

January 29  
Monday  
Registration for Second Semester

January 30  
Tuesday  
Classes begin. 8:30 am

March 23  
Friday  
Spring Vacation begins. 5:00 pm

April 2  
Monday  
Classes resume. 8:30 am

April 28  
Saturday  
Spring Parents’ Weekend

May 15  
Tuesday  
Classes end

May 16-17  
Wednesday, Thursday  
Reading and Study Days

May 18-19  
Friday, Saturday  
Final Examinations

May 20  
Sunday  
Reading and Study Day

May 21-22  
Monday, Tuesday  
Final Examinations

May 23  
Wednesday  
Second Semester ends. 5:00 pm

May 25  
Friday  
Baccalaureate Service

May 26  
Saturday  
Commencement

Two day orientation sessions will be held for incoming freshmen and transfer students through the month of June.
Catalog Credits

Art

The front cover illustration is the work of Mark Baronsfeld of Meigs County, Ohio.

Printer

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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.

2 - Lindsey Stroben, a Junior
3 - Denison Archives, A, B, Mural drawn by Charles Eads on wall of Evergreens Restaurant, C
4 - Stroben, A, B; John Bildahl, a 1973 Graduate; C; Nancy Krueger, a former Denison student, D, G; Bob Seith, a 1973 Graduate, E, H; Newark (O) “Advocate”, F
5 - Kathy Geer, Assistant Director of News Services & Publications, A; Melinda Clothier, a Sophomore, B, E, F; Bob Kinney, Catalog Editor, C; Stroben, D, J, Krueger, G, H, Dave Bowman, a 1977 Graduate, I
12 - Nick Bogis, a Denison student who died in 1977
13 - Kinney, A; Bogis, B
15 - Bowman, A, Bogis, B
16 - Kinney
19 - Seith; Kinney, B, D; Krueger, C
20 - Bill Heltzel, a 1974 Graduate, A; Paul Cummings, a 1973 Graduate, B
21 - Dr. Allen Parchem, Psychology Faculty Member, A; Oak Ridge National Laboratories, B
22 - Dana Corporation, A; Olu Makinde, B
23 - Geer, A, B
24 - Ann Hipp, a Junior, A; Kinney, B
25 - Geer, A; Kinney, B, D; Amy Truitt, a Junior, C
27 - Seith
28 - Barbara Graves, a former Denison student
29 - Krueger
36 - Bowman, A; Stroben, B; Kinney, C
37 - Clothier, A, Stroben, B
38 - Stroben, A; Bogis, B; Tyler Casey, a former Denison student, C
39 - Bogis, A, C; Stroben, B, D, E, H, Bildahl, F; Kinney, G
42 - Bowman, A, C, Graves, B, Clothier, D, Bogis, E, F
43 - Clothier, A, Bogis, B, Stroben, C
44 - Bogis, A; Stroben, B
45 - Bogis, A; Bowman, B
48 - Graves, A, Krueger, B
49 - Casey, A, C, D; Bildahl, B, Clothier, E, Graves, F
51 - Stroben, A; Clothier, B, C; Bowman, D
52 - Clothier, A; Stroben, B, C, D
53 - Stroben, A, B, C, D; Clothier, E
59 - Krueger, A; Casey, B; Bildahl, C; Bowman, D
60 - Map drawn by Horace King, Professor emeritus of Art
62 - Casey, A, C; Seith, B, Krueger, D, E
63 - Perkins & Will, A; Kinney, B; Bowman, C, D
64 - Krueger, A, C, E; Stroben, B; Bogis, D
65 - Bildahl, A; Kinney, B, C, D
66 - Steve Hasel, a 1974 Graduate, A; Geer, B; Seith, C, Clothier, D
67 - Stroben, A; Graves, B, C, E; Krueger, D
69 - Bogis
72 - Graves
121 - Kinney
122 - Bowman, A; Bildahl, B; Stroben, C; Krueger, D; Bogis, E
123 - Kinney, A, D; Bogis, B, E; Bowman, C
124 - Stroben, A, B, F, H; Clothier, C, D, E, G
125 - Clothier, A, D, G, H, I, J, K; Stroben, B, C, E, F, L
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