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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 Cinema must wear "industrial quality eye protective devices at all times while participating or observing... any of the laboratory or studio work.

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

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

Accordingly, students enrolled in the above departmental courses and who do not ordinarily wear glasses will—without exception—be required to purchase a pair of safety glasses meeting the above specifications. Such glasses will ordinarily be available in the Denison Bookstore, but may be purchased elsewhere. Students who already wear prescription lenses (either contact or otherwise) will also be required to wear safety glasses when in the laboratory, studio or work areas. These may be of a variety which cover their ordinary glasses or they may be a pair prepared according to the student's prescription and meeting the safety standards. The University has arrangements with a local supplier to furnish both kinds at prices which are both fair and competitive.

Breakage fees:

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

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

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

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 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), 211-212 (6 hours), Russian 211-212 (6 hours), Spanish 212 (3 hours), or 211-212 (6 hours), Latin 212 (3 hours), or 211-212 (6 hours), or Greek 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 courses may be audited or taken for credit.
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.
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. Kirby.

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.

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. Staff.

POLITICAL SCIENCE 333d—INTRODUCTION TO BLACK POLITICS. An examination of both the electoral and non-electoral politics in black America. This course will introduce the subject of black politics through the use of at least four analytic models. Emphasis will be placed on original writings and speeches as well as interpretative works. Among the subjects to be addressed are the utility of political violence, the integration versus nationalism question, Pan-Africanism, the function of peace and class in black politics, black mayors, the congressional Black Caucus, protest organizations, and the prospects for a black political party. Henry.

PSYCHOLOGY 402—BLACK PSYCHOLOGY. The focus will be on the psychology of the black experience in the United States. Among the topics to be discussed are cultural disadvantage and education, intelligence, genetics, emotional characteristics, perception, ethnic group differences in attitudes and adjustment, black child care, mixed marriages, black athletes, employment, and the black female. In addition to discussion of these areas, the student is expected to select a particular area for special study. Prerequisite: Psychology 101. Freeman.

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 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.

SOCIOLOGY/ANTHROPOLOGY 312—MINORITY RELATIONS. Anthropological, social psychological and sociological interpretations of racial and ethnic interaction and conflict. Prerequisite: S/A 100. Jordan.

Dr. Charles P. Henry, Director, Center for Black Studies; Assistant Professor of Political Science
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. Valerie Gray Lee, Assistant Professor of English
Dr. Donald Schilling, Associate Professor of History
Dr. James Freeman, Assistant Professor of Psychology
Charles Poulton-Callahan, Instructor of Economics

Classical Studies

The rich literature, ideas, and artistry of Greek and Roman civilization, have deeply influenced our times.

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.

Major in Classical Languages

A major in classical languages may be chosen by the student who wishes to continue advanced study of Greek and Latin literature. College work in both languages is required, with at least four semester courses above the 100 level in either Greek or Latin. A minimum of 28 hours must be included. Students with such majors are encouraged to use directed study courses and programs of study abroad.

Major in Classical Civilization

Within the interdisciplinary classical civilization major, students may investigate various aspects of antiquity. At least six courses must be chosen from the catalog listing of classical civilization and related courses. One or more must be in ancient history (CLCV 101-History 321, CLCV 102-History 323, or History 201). Proficiency must be demonstrated in Greek or Latin that is equivalent to the level achieved in the first year (112) courses. Language study above the elementary level may be counted toward the minimum of six courses. With a view to completing a required cumulative learning experience, students must develop a coherent plan which is to be approved by the classics committee.

The Center for Black Studies coordinates field work 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.
Students may request permission to count toward a classical civilization major courses not listed among the CLCV and related courses, but (1) taken off campus, or (2) on-campus courses whose content can be shown to be directly related to the study of classical civilization within the individual students’ programs.

Guidelines for students wishing to take Greek or Latin to fulfill the foreign language requirement are printed in the requirement statement on page two of this Course Description Book.

Courses in Greek Language

GREEK 111-112—BEGINNING GREEK. Introduction to the basics of the Greek language and practice in reading selections of the New Testament and classical texts. Open to all without prerequisite. Thompson. 4

GREEK 211-212—INTRODUCTION TO GREEK LITERATURE. Study of important works, such as the writings of Plato or Homer or the first three gospels. The choice will depend partly on students’ interest. Prerequisite: Greek 111-112 or equivalent. Thompson. 4

GREEK 311-312—GROWTH OF THE GREEK MIND. Exploration of the emergence of Greek thought from its mythic background; in drama, with a tragedy of Sophocles or Euripides, in the historical writings of Herodotus and Thucydides, and the philosophy of the sophists and Aristotle. Thompson. 3

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. Graham. 4

LATIN 211-212—INTRODUCTION TO LATIN LITERATURE. This survey of major authors’ works begins with a review of fundamentals of the Latin language while studying Catullus’ love poems, Cicero’s speeches or philosophy, Ovid’s versions of myth, and medieval chronicles or lyrics. Thompson. 3

LATIN 311-312—THE ROMAN EXPERIENCE. Study of representative Roman literature, such as the lyrics of Horace and selections from Vergil’s poetry, satires of Juvenal and the historical writings of Livy— and Tacitus. Some attention will be given to the influence of these writings on later European authors. Thompson. 3

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. Same as History 321. 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. Same as History 323. Thompson. 4

CLASSICAL CIVILIZATION 103—GREEK MYTHOLOGY. A study of Greek myths, their function in ancient culture and their continuing importance. Readings in translation will be drawn from Homer, Hesiod, Greek drama, Apollonius, and Ovid. Some attention will be given to myths of creation, the spectrum of gods and goddesses, and heroic models of human experience. No prerequisites. Readings in English. Thompson. 4

CLASSICAL CIVILIZATION 104—GREEK AND ROMAN DRAMA. A study of tragedy and comedy, their development and interpretation in ancient times. Readings in translation will include Sophocles, Euripides, Aristophanes, Plautus, and Seneca. Some attention will be given to the context of plays in festivals, the role of the hero, and the revival of classical motifs in modern dramas. Readings in English. No prerequisites. Thompson. 3

CLASSICAL CIVILIZATION 361-362—DIRECTED STUDY. Thompson. 3

Related 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. Hirshler. 3

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

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 from the 11th to the 14th 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.) A. Gordon. M. Gordon. 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 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. 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.

Barszap. 4

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

Bigelow. 4

RUSSIAN 111-112—BEGINNING RUSSIAN. A comprehensive introductory course in Russian through the four basic skills: oral comprehension, speaking, reading, and writing. Work in the language laboratory is required. 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 developing skills in reading, writing, and speaking through use of selected texts in literature, civilization and journalism, with oral discussion and writing in the language. Prerequisite: 112 or two years of high school Russian. Barszap. 4

RUSSIAN 305—ADVANCED RUSSIAN CONVERSATION AND COMPOSITION. Intensive practice in conversational skills combined with a brief review of grammar. Conducted in Russian. Prerequisite: 211-212 or consent. Offered in alternate years. 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 or consent. Barszap. 4

The Classical Studies Program is coordinated by Dr. Cynthia Thompson.

Other persons teaching Classical Studies and related courses are:
Dr. Galen Graham, Visiting Lecturer
Dr. Walter Eisenbeis, Professor of Religion
Dr. James Martin, Professor of Religion
Dr. Eric Hirshler, Professor of Art
Dr. Michael Gordon, Associate Professor of History
Dr. Anthony Lisska, Associate Professor of Philosophy
Dr. Amy Gordon, Assistant Professor of History
Jules Steinberg, Assistant Professor of Political Science.

Staff:
Dr. Michal Barszap—Coordinator, East Europe and Soviet Studies, Assistant Professor of Russian
Dr. Bruce E. Bigelow, Associate 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 Dr. Barszap.


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.

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.

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 objects 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.

ECONOMICS 212—COMPARATIVE ECONOMIC SYSTEMS. A study of alternate economic systems. A theoretical and operational 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, Europe, and the Soviet Union. Prerequisite: 100 Henderson.


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'Keefe. 3

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

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

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

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. Watson. 4

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

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

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

Political Science

POLITICAL SCIENCE 221—COMPARATIVE POLITICS. 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 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

Electives

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

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

Geography

GEOGRAPHY 232—GEOGRAPHY OF EUROPE. Environmental factors and their significance in the affairs of Europe; emphasis is placed upon geographic factors which play a role in current events in Europe. Mahard. 3
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 Elascicism. Second semester covers from the late or post impression to, and including the contemporary scene. May be taken separately.

Hirshler, Bogdanovitch. 3

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.


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

Economics—One course, 216 or 350g.

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 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, Associate 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

LATIN AMERICAN 456—SEMINAR: LATIN AMERICAN STUDIES MAJORS.
A seminar for all Latin American Studies majors. The course will focus on selected contemporary topics or problems which will be presented for study in depth within an interdisciplinary context. This seminar is a substitute for comprehensive examinations in LAAS. Armas. 2

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: 213 or consent. Armas, Steele. 3

SPANISH 314—ADVANCED GRAMMAR. An intensive grammar study at the advanced level. Conducted in Spanish. Prerequisite: 212 or equivalent. 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: 212 or equivalent. Ramos. 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. Toplin. 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. Toplin. 4

HISTORY 393—MODERN LATIN AMERICA: EVOLUTION OR REVOLUTION. An examination of contemporary Latin American history, focusing on topics such as models for economic change, United States diplomacy, Marxism, guerrilla activities, the Cuban Revolution, and the role of the military. Toplin. 4

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

Sociology and Anthropology [one course]

S/A 319—SOUTH AMERICAN INDIANS. Ethnography of Indians south of the Rio Grande with special emphasis on culture contact and culture change. No prerequisites. Goodman. 3

Economics [one course]

ECONOMICS 216—ECONOMIC DEVELOPMENT IN THE THIRD WORLD. A survey of the structure and problems of the underdeveloped economies with particular emphasis on the major determinants of economic growth. Prerequisite: 100. King. 3

ECONOMICS 350g—LATIN AMERICAN ECONOMIC DEVELOPMENT. Open to advanced students with the consent of the instructor. King. 4

Geography [one course]

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

Seminars

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

LATIN AMERICAN 401a—CASTROISM AND THE PROCESS OF THE CUBAN REVOLUTION. A seminar on present-day Latin American trends with an analytical and comparative study of the Cuban Revolution; emphasis will be on the social, political, economic, cultural, and historical circumstances prevailing in Cuba before and after 1959. Armas. 3

LATIN AMERICAN 401b—SEMINAR: STUDIES OF THE MEXICAN AND CUBAN REVOLUTIONS. A comparative study of the ideological, sociological, and literary background and development of the Mexican and Cuban revolutions. Similarities and differences. Analysis of the different patterns leading up to both revolutions, the social basis of Mexican and Cuban politics, and the program and prospect of Cuban socialism as compared to Mexican bourgeois democracy. An examination of the writers that best express both revolutions: political leaders, sociologists, historians, novelists, poets etc. We will explore such questions as: the role of the leader versus the role of the masses, capitalism versus socialism, foreign intervention, and the meaning and impact of both movements in the rest of Latin America. Ramos. 3

LATIN AMERICAN 401c—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
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 Nonwestern 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.

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. Same as History 321. 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. Same as History 323. Thompson 4

CLASSICAL CIVILIZATION 103—GREEK MYTHOLOGY. A study of Greek myths, their function in ancient culture and their continuing importance. Readings in translation will be drawn from Homer, Hesiod, Greek drama, Apollonius, and Ovid. Some attention will be given to myths of creation, the spectrum of gods and goddesses, and heroic models of human experience. No prerequisites. Readings in English. Thompson 4

CLASSICAL CIVILIZATION 104—GREEK AND ROMAN DRAMA. A study of tragedy and comedy, their development and interpretation in ancient times. Readings in translation will include Sophocles, Euripides, Aristophanes, Plautus, and Seneca. Some attention will be given to the context of plays in festivals, the role of the hero, and the revival of classical motifs in modern dramas. Readings in English. No prerequisites. Thompson 3

English

ENGLISH 215—SHAKESPEARE. A study of the principal plays. Staff 4

ENGLISH 219—20TH CENTURY BRITISH AND AMERICAN POETRY. Hardy, Yeats, Eliot, Stevens, and other 20th Century poets. 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 310—STUDIES IN LITERATURE: INTRODUCTION TO WEST AFRICAN LITERATURE. A study of the ideas, concerns, and aspirations of Africans as reflected in literary selection from representative native 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 works from east Africa will be studied for comparison. Garrett 4

ENGLISH 310—STUDIES IN LITERATURE: LITERATURE OF THE WEST INDIES. A study of representative works of major literary genres from the West Indies including the Caribbean area and French Guinea. Poetry, novels, and short stories from English, French and Spanish language writers will be examined. Works appearing originally in French and Spanish will be read in English translation. We will examine the writers' preoccupation with social concerns as they affect the daily life of the people. Garrett 4

ENGLISH 341—STUDIES IN THE ENGLISH NOVEL. Selected works by such writers as Defoe, Richardson, Fielding, Sterne, Austen, Emily Bronte, Dickens, Thackeray, Eliot and Hardy. Staff 4

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

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

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

ENGLISH 410—LITERARY CRITICISM. The theory of literature, its criticism and scholarship. Staff 4
Interdepartmental

INTERDEPARTMENTAL 313-314—CLASSICAL EAST ASIAN THOUGHT. A study of the classic values and ideas of East Asian Civilization—China and Japan. Confucianism, Taoism, and Shinto will be studied not only in themselves, but in comparison to Western values and ideas. Ethics, politics, aesthetics, poetics, metaphysics, and economics will be among the areas studied. The first semester will consider the evolution of these concepts in the Classical Period. The second semester will consider the evolution of classical form up to and including modern times. Each semester course may be taken independently of the other. McNaughton. 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 Tragedial History of the Life and Death of Doctor John Faustus by an anonymous author of the 16th Century, Marlowe's The Tragedial 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

Modern Languages


RUSSIAN 324—TURGENEV AND CHEKHOV. Study of Turgenev and Chekhov as short story writers, novelists, and playwrights. Conducted in English. Fulfills G.E. requirement in literature. No prerequisites. Barszap, 4


RUSSIAN 326—RUSSIAN SOVIET NOVEL FROM SHOLOKHOV TO SOLZHENITSYN. Major figures and movements in Soviet novel with readings selected from among Gorky, Fadeev, Leonov, Sholokhov, Babel, Pilnyak, Pasternak, and Solzhenitsyn. Conducted in English. Fulfills G.E. requirement in literature. No prerequisites. Barszap, 4

FRENCH 331—THE SEARCH FOR THE AUTHENTIC SELF IN FRENCH LITERATURE. An examination of how the main characters of important novels and plays deal with the question: Who am I? Texts from Stendhal, Flaubert, Gide, Mauriac, Maupassant, Sartre, Camus, and Genet. Conducted in English. Fulfills G.E. requirement in literature. No prerequisites. O'Keefe, 4

A Literature committee administers and Dr. Tony Stoneburner, Professor of English, coordinates this major. Persons teaching Literature related courses include:

Dr. Stoneburner
Dr. Cynthia Thompson, Assistant Professor of Classical Studies
Paul Bennett and Drs. Richard Kraus, Dominick Consolo, Tommy Burkett, and Kenneth Marshall, Professors of English
Drs. Joan Marx and Anne Shaver, Assistant Professors of English
Dr. Naomi Garrett, Visiting Professor
Drs. William McNaughton and Isle Winter, Visiting Lecturers in Modern Languages
Dr. Michal Barszap, Assistant Professor of Russian
Dr. Charles O'Keefe, Assistant Professor of French.

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. Staff. 4

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. Staff, 2
ECONOMICS 220—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, sprawl, blight, maldistribution of incomes and job opportunities, city services and urban transportation systems. The causal factors creating these urban problems and policy alternatives for the improvement of the quality of urban life are introduced and evaluated. Prerequisite: 100. Henderson. 4

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

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, Residence and Housing Policy in Urban America. Major research papers and/or class research projects are generally required. Buell. 4

S/A 434—HUMAN ECOLOGY AND COMMUNITY. This course explores characteristics of urban and other communities; life styles in modern communities; the impact of modern urban life on human behavior; and processes associated with urbanization and modernization on a worldwide perspective. Prerequisite: 100, I.D. 211, or consent. Potter. 3

Examples of 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:

Art 255
Black Studies 235
Economics 218
Economics 302
Economics 310
English 255
English 355
History 215
History 305
History 314
History 343
History 352
History 356
History of Western Architecture
The Nature of Black Studies
Economic Development of the United States
Intermediate Microeconomic Theory
Public Finance
Imagination and Black Experience in America
The Harlem Renaissance
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

Interdepartmental Courses

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

INTERDEPARTMENTAL 140—WHERE DO I GO FROM HERE WITH MY LIFE? A thorough examination of each student’s uniqueness—her or his skills, interests, preferences, achievements, and goals. Students will write an autobiography, explore career and life goals, and learn to apply research techniques to investigation of careers and jobs. Satisfactory/unsatisfactory grading. Prerequisite: none. Somers. 3

Environmental Studies Environmental Studies Seminar
American Political Behavior and Institutions
Social Psychology
Social Problems and Social Policy
Minority Relations
The Family
Social Movements
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. The format for the fall semester is a seminar, while the spring semester is a large lecture class in combination with small discussion sections. Each semester the course changes focus, so it is possible for students to take the course more than once. Evaluation is on the basis of Satisfactory/Unsatisfactory. Letter grading is possible by petition in advance. Open to women and men.

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 a variety of experiences including a 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 and 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, epic, essay, fiction (long and short), and poetry (lyric, ode, lyric) from Babylon, China, India, Japan, Korea, 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 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 Scholcan 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 Hassidic Judaism which followed it. Concerning the events of this century, the course will review the Holocaust, contemporary Jewish theology, and the rise of Jewish centers in America.

Obalth. 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 physical challenges of living in that new culture. Course format includes a homestay living arrangement, presentations in the history, folklore, customs of the new culture, presentation of discussion topics in the area of cross-cultural psychology, and beginning language instruction. (In 1978, 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, present 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. Trill. 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 Tragical 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 AND LATIN AMERICAN STUDIES 401a—CASTROISM AND THE PROCESS OF THE CUBAN REVOLUTION. A seminar on present-day Latin American trends with an analytical and comparative study of the Cuban Revolution. Emphasis will be on the social, political, economic, cultural, and historical circumstances prevailing in Cuba before and after 1959.

Armas. 3

INTERDEPARTMENTAL AND LATIN AMERICAN STUDIES 401b—SEMINAR: STUDIES OF THE MEXICAN AND CUBAN REVOLUTIONS. A comparative study of the ideological, sociological, and literary background and development of the Mexican and Cuban revolutions. Similarities and differences. Analysis of the different patterns leading up to both revolutions, the social basis of Mexican and Cuban politics, and the program and prospect of Cuban socialism as compared to Mexican bourgeois democracy. An examination of the writers that best express both revolutions: political leaders, sociologists, historians, novelists, poets, etc. We will explore such questions as: the role of the leader versus the role of the masses; capitalism versus socialism; foreign intervention; and the meaning and impact of both movements in the rest of Latin America.

Ramos. 3

INTERDEPARTMENTAL AND LATIN AMERICAN STUDIES 401c—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 441-442—ENVIRONMENTAL STUDIES. The course is a problem-oriented experience integrated into a closely coordinated senior program. This program is conceived of as an in-depth investigation of one significant environmental problem, ideally of local community concern; which will focus the attention of participating 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 faculty members from the following departments: Economics, Political Science, Sociology and Anthropology, Psychology, Biology, Chemistry, Geology, and Physics. Prerequisites: Senior standing; taking concentration in Environmental Studies.

Staff. 4

INTERDEPARTMENTAL 443-444—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, projects, 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.

Staff. 2

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 313-314—CLASSICAL EAST ASIAN THOUGHT. A study of the classic values and ideas of East Asian Civilization—China and Japan. Confucianism, Taoism, and Shinto will be studied not only in themselves, but in comparison to Western values and ideas. Ethics, politics, aesthetics, poetics, metaphysics, and economics will be among the areas studied. The first semester will consider the evolution of these concepts in the Classical Period. The second semester will consider the evolution of classical form up to and including modern times. Each semester course may be taken independently of the other. Offered in 1977-78 only.

McNaughton. 4
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. Staff, 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. 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. Staff. 3

ART 303—MEDIEVAL ART. A selective survey of Early Christian, Byzantine, Romanesque, and Gothic Arts considered in their social and cultural context. Staff, 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. Staff. 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.
Staff. 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.
Staff. 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.
Staff. 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.
Staff. 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.
Hirsch. 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).
Staff. 3

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, Jordensa, Snyder, Teniers; Possin, Claude Lorrain, Georges de la Tour, Philippe de Champaigne, the Le Nain brothers, LeBrun and the French Academy; Tupper, the Asam brothers, and aspects of architecture and sculpture in these countries.
Hirsch. 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.
Hirsch. 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.
Hirsch, 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 designer'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 silk screen 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. 3

ART 215-216—PAINTING II. Continued painting experience with emphasis on developing individual concepts.
Bogdanovitch, Jung. 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, H. 3

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.
Burge. 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. 3
ART 317-318—ADVANCED PHOTOGRAPHY. Building on previous acquisition of skill and mechanical knowledge, the student is expected to develop a high degree of competence and independent style in the use of the camera. Students will be expected to participate in photography exhibits. Prerequisites: 217-218 and consent. 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 100—CURRENT TOPICS IN ASTRONOMY. This course is designed primarily for the non-major student. Topics will be chosen from such areas as the history of astronomy, the planets, the origin of the solar system, stellar classifications, stellar evolution, galactic astronomy, and cosmology. Course and laboratory work will also emphasize the observational aspects of modern astronomy: optics, optical and radio telescopes, astrophotography, and the measurement of time and coordinate systems. Three lectures per week; one two-hour laboratory in alternate weeks. No previous training in physics or college mathematics is required. Offered each semester. Staff. 3

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

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

ASTRONOMY 451-452—SENIOR RESEARCH. Staff. 3

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

**Biology**

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

The biology curriculum includes prerequisite courses for professional training in Medicine, Dentistry, 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.

Biology course groupings are as follows: Group A—216, 225, 226, 236, 250, 302, 341; Group B—201, 211, 215, 223, 224, 234; Group C—218, 220, 221, 232; Group D—210, 213, 214, 222, 227, 240, 326.

**Major in Biology [Environmental Studies Concentration]**

See ENVIRONMENTAL STUDIES

**General Education Offerings**

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

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

**Biology 100—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.)

**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.

**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.

**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.

**Biology 210—Invertebrate Zoology.** Comparative anatomy, development, and physiology of non-chordate animals. Theories of phyletic origins and relationships are considered along with elements of natural history, behavior, and physiology of individuals. Certain principles of Limnology and Marine Biology are studied in the context of the above material. Prerequisite: 1 semester of Biology. Hauhrich. 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 car. Prerequisite: 110 or consent of instructor.

**Biology 213—Field Zoology.** The biology and identification of local organisms, emphasizing techniques of collection, preservation, preparation, and identification. Prerequisite: 110. Altrutz. 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.

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

**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.
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 stressed as related to environmental control systems. Laboratories include tissue culturing, a study of structures, and gaining facility with identification. Prerequisite: 111.

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: 111 or consent.

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.

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.

BIOLOGY 223—HISTOLOGY. Microscopic anatomy of vertebrates, chiefly mammals, including the making of microscopic preparations. Prerequisite: 110 or consent of the instructor.

BIOLOGY 224—DEVELOPMENTAL BIOLOGY. Developmental biology is concerned with the formation of living organisms and encompasses the continuum of molecular, cellular, and organismal development in an evolutionary perspective. This course emphasizes the development of the organism. Topics to be considered are: cellular, unicellular, and acellular systems; development in invertebrates and vertebrates; and development in plants. The laboratory includes exercises in experimental embryology (using algae, slime molds, hydra, flatworms, frogs, and birds) and also a classical slide study into comparative embryology (using starfish, the frog, the chick, and the pig). Emphasis in the laboratory is on frog and bird development. Three lectures and two laboratories per week. Prerequisite: 110, 112.

BIOLOGY 225—GENETICS. Genetics is the study of biological material transmitted between generations of organisms. This course is a continuation of Molecular Biology (112) and emphasizes the evolutionary nature of genetic information. Topics to be discussed are: variation of the genetic information; packaging and recombination; interaction of the products of the genetic machinery; origin and development of the genetic information; and behavior of genes in populations. 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. Three lectures and two laboratories per week. Prerequisite: 112.

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.

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

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.

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 humans 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 affective parameters involved in some of these systems. One year of chemistry is suggested but not required. No student who takes 234 will be allowed to register for Biology 201. Prerequisite: 110 and consent.

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.

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.

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.

BIOLOGY 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 will include the isolation and study of properties of biological compounds. Prerequisites: 112 and Chemistry 224 and 226 or 228. (Same as Chemistry 302).

BIOLOGY 325—EQUINE SCIENCE. Equine science is a course designed to provide an understanding of the horse in its natural environment and to enhance the skills necessary for effective management of equine populations. Prerequisite: 110 or consent of instructor.

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 as determined by teleology and optimality principles in biology. Topics to be covered are: classical evolution, history of the development of the concept, the paleontological record, genetic evolution, organismic design, ontogenetic and phylogenetic development, the ecological network, major events in the evolution of life on earth, information theory and teleology, exobiology, the ascent of man, and bioethics. Four lectures per week. Prerequisite: consent.

BIOLOGY 331—ANIMAL BEHAVIOR. The study of the behavior of animals, with emphasis on the behavioral ecology of animals and the evolutionary significance of behavior. Prerequisite: 110 or consent of instructor.
BIOLOGY 341—IMMUNOLOGY. A general course in immunology, with the major emphasis being on a description of the cellular immune responses in animals. The basis of immunogenetics and immunochemistry shall be developed. Allergic phenomena, autoimmune diseases, and tumor cytotoxicity will also be discussed. The laboratory portion of the course will involve training in: immunotitration, immunoelectrophoresis, preparation of anti-sera, response of lymphocytes to mitogens and measurements of cytotoxicity. Prerequisites: 110, 112, and consent. Klatt 4

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

Staff 1-2

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

Staff 3

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

Staff 2

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

Staff 4

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

Staff 4

TEACHING OF SCIENCE (See EDUCATION 311).

Chemistry

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

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

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

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

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

The names of instructors accompanying individual course descriptions are the names of the persons expected to teach those courses during this 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 G.E. requirements and the successful completion of the following courses: Chem 121-122; 223, 224, 225-226; 231; 341-342, 352, 355, 360, 300, and 472.

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. 121-122. 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 110—INTRODUCTION TO COLLEGE CHEMISTRY. This course is open to students who have had no previous chemistry and to other students by consent. It consists of an introductory and less intensive treatment of the content of Chem. 121-122 with emphasis on the language of chemistry and on solving its arithmetic and algebraic problems. This course will satisfy the G. E. science requirement but is intended principally for students who intend to take more chemistry. Three class periods and one laboratory period weekly. Safety glasses required.

CHEMISTRY 121-122—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, acid-base chemistry, and an introduction to chemical equilibrium, kinetics, thermodynamics, and electrochemistry. Continued attention will be given to properties and reactions of biologically and industrially important substances. 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. 110. 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, emphasizes synthesis, reaction mechanisms, other theoretical concepts, and the analysis (especially spectroscopic) of compounds. Some work the second semester deals with biologically important compounds. The laboratory course, Chem. 225 or 226, as appropriate, must accompany enrollment in Sec. 01. Sec. 02 for non-majors, places more emphasis on biologically important compounds and reactions in addition to structure, isomerism, and analysis. The laboratory course, Chem. 227 or 228, as appropriate, must accompany enrollment in Sec. 02. Prerequisites: for Chem. 223, Chem. 122, for Chem. 224, Chem. 223. Four class periods weekly.

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. Doyle 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.

CHEMISTRY 231—CHEMICAL ANALYSIS. Required of all chemistry majors and open to other interested students. This course will emphasize quantitative aspects of chemistry and its analytical applications. Principles of chemical equilibrium, kinetics, electrochemistry, and thermodynamics will be applied to the analysis of chemical samples. The laboratory will provide experience in gravimetric and volumetric techniques as well as chromatographic separations as applied to chemical analysis. Analyses involving authentic problems from environmental, clinical, and food chemistry will be included whenever possible. Two class periods and two laboratory periods weekly. Safety glasses required. Prerequisite, Chem. 122.

CHEMISTRY 250—INTRODUCTION TO RESEARCH. Strongly recommended for 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 spring semester only. Prerequisite: Chem. 223 or consent. Two class periods weekly.

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. 121, 122, 223, 224, or consent. Two class periods weekly.

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

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.

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. Prerequisite: Chem 351 and staff approval. Chem 250 recommended. Hours arranged. Safety glasses required.

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 451-462 to a registration in Chem 461-462. Prerequisite: Staff approval. Hours arranged. Safety glasses required.

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.

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.

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<tr>
<th>Course Code</th>
<th>Credits</th>
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<tr>
<td>131-141-151</td>
<td>8</td>
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<td>205-206</td>
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<td>323-324</td>
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<td>353</td>
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<td>425</td>
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29 credit hours

Requirements for the B.F.A. Degree in Dance:
40 credit hours minimum.
One or two courses from the 131-141-151 series (techniques of movement) each semester: 205-206 (dance composition) which may be repeated for a total of four semesters; 323-324 (dance history); 353 (kinesiology); 425 (performance workshop) for at least four semesters, possibly eight. Electives may include 225 (jazz and ethnic forms/African dance); 347 (rhythmic analysis); 440-441 (dance notation), directed studies in choreography, teaching methods, or dance therapy.
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. Introduction to Dance. Improvisation, and Beginning, Intermediate and Advanced levels of Modern Dance and Ballet. Each section may be repeated in consultation with the 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—DANCE HISTORY. Historical and philosophical concepts from Primitive to the Renaissance (323), and from the Renaissance to the Present (324). To be taught in alternate years. 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 requisites for success. Second, the department provides essential background in Economics for students considering careers in business and government and for graduate study leading to careers in business and business economics, government and international affairs, high school and college teaching, industrial relations, and law. Third, the department attempts to furnish a basic foundation in Economics for students planning to pursue graduate studies in Economics.

**Combined Major in Mathematics and Economics**

A student interested in quantitative aspects of Economics who wishes to work for advanced degrees in Business or Economics with a strong Mathematics background may elect this combined major. Requirements are Mathematics 101 or 251, 307, 308, and 351, and Economics 100, 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 100, 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 100 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 100. Those who are successful will be given credit according to the practice of the University.
Recognizing a rapidly growing need for skills in quantitative analysis and attempting to provide the necessary background for rigorous investigation of the available wealth of business and economic data, the department strongly recommends that all majors take at least Mathematics 102 and 123. Students are encouraged to enroll in these courses in their freshman and sophomore years, in order to apply their Mathematics to advanced Economics courses. Students who have strong interest in both Mathematics and Economics—business are encouraged to enroll in the combined Mathematics—Economics Major.

In recent years increasing numbers of graduates planning careers in Business continue their formal education in graduate schools of business. A student pursuing this objective may major in any one of a large number of fields with Economics as one possibility. However, the student planning to attend a graduate school of business is advised to take Economics 100, 302, and 313, as well as Mathematics 102 and 123.

**Hunsberger Memorial Investment Fund**

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

**ECONOMICS 100—PRINCIPLES AND PROBLEMS.** An examination of the economic system to provide the knowledge of fundamental principles and working tools prerequisite for economic analysis. The department teaches the course in a modular format with eight weeks of theory and two three-week special topic modules. The following represent some of the specific modular topics offered in recent semesters:

- 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. Ghetto Economics
- h. Economies of the World

**ECONOMICS 212—COMPARATIVE ECONOMIC SYSTEMS.** A study of alternate economic systems. A theoretical and operational 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, Europe, and the Soviet Union. Prerequisite: 100.

**ECONOMICS 216—ECONOMIC DEVELOPMENT IN THE THIRD WORLD.** A survey of the structure and problem of the underdeveloped economies, with particular emphasis on the major determinants of economic growth. Prerequisite: 100.

**ECONOMICS 217—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: 100.

**ECONOMICS 218—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: 100.

**ECONOMICS 220—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, sprawl, blight, maldistribution of incomes and investment opportunities, city services and urban transportation systems. The causal factors creating these urban problems and policy alternatives for the improvement of the quality of urban life are introduced and evaluated. Prerequisite: 100.

**ECONOMICS 248—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 301—INTERMEDIATE MACROECONOMIC ANALYSIS.** An examination of the determinants of national income, employment, and the price level in the economic system, including analysis of consumption and saving, private investment, government fiscal policy, business fluctuations, and the interactions between money and national income. Prerequisite: 100.

**ECONOMICS 302—INTERMEDIATE MICROECONOMIC 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. Prerequisite: 100.

**ECONOMICS 310—PUBLIC FINANCE.** Public revenues, expenditures, debt and financial administration, with emphasis on theory and practice of taxation and problems of fiscal policy. Prerequisites: 100, 302.
**ECONOMICS 311—HISTORY OF ECONOMIC THOUGHT.** The development of significant economic doctrines, their content and methodology, their application and influence, and their relation to the mainstream of current economic thought. Prerequisites: 100, 301, 302. Bolten. 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. Prerequisites: 100, 302. Poulton-Callahan. 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. Relationships between domestic income and trade. Regional economic integration. Prerequisites: 100, 301. 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. Prerequisites: 100, 301. Bartlett. 4

**ECONOMICS 323—ECONOMIC THEORY AND INSTITUTIONAL MANAGEMENT.** An exploration of the relationship between microeconomic theory and the actual behavior of institutional managers in both the private and public sectors and for both profit and non-profit institutions. The course will develop the theoretical constructs of institutional decision making and study the alternative languages of the economist and the manager. The actual decision making process will be examined in 5-6 group personal interview sessions with top level managers of various institutions. Prerequisites: 100, 302, and Math 102. Huff, King. 4

**ECONOMICS 350—SEMINARS IN ADVANCED TOPICS.** 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. Women in the Labor Force
c. Mathematical Economics
d. Multinational Corporations
e. Environmental Economics
f. Legal Environment of Business
g. Other. Staff. 4

**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.

**Enrollment in the Teacher Education Program**

Official enrollment in the teacher education program must be approved by the Committee on Teacher Education. Application should be made as soon as possible after the first semester of the freshman year. Criteria utilized by the Committee for full approval in the program relate to both personal and academic qualifications. For the latter, the guidelines applied are a 2.50 cumulative grade-point average and a 3.00 in the applicant's major teaching field. More specific information about the former can be obtained at the Department of Education office.
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. Recommended Prerequisite: 217.

EDUCATION 311—TEACHING OF SCIENCE. (Offered second semester in 1978-79 and in alternate years.) Evans. 4

EDUCATION 315—TEACHING OF MUSIC IN THE ELEMENTARY SCHOOL. Alternates with 316. (Offered second semester in 1978-79 and in alternate years.) Hunter. 3

EDUCATION 318—TEACHING OF MUSIC IN THE SECONDARY SCHOOL. Alternates with 315. (Offered second semester in 1978-79 and in alternate years.) Hunter. 3

EDUCATION 320—TEACHING OF SOCIAL STUDIES. (Offered second semester in 1978-79 and in alternate years.) Gallant. 4

EDUCATION 326—GENERAL AND SPECIAL METHODS OF TEACHING. (Offered first semester.) Evans. 4

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

EDUCATION 331—TEACHING OF ENGLISH. (Offered second semester in 1978-79 and in alternate years.) K. Burkett. 4

EDUCATION 339—TEACHING OF SPEECH. (Offered second semester in 1978-79 and in alternate years.) Staff. 4

EDUCATION 341—TEACHING OF ART. (Offered second semester in 1978-79 and in alternate years.) Staff. 4

EDUCATION 343—TEACHING OF MODERN LANGUAGES. (Offered second semester in 1978-79 and in alternate years.) Preston. 4

**Clinical Semester.** The Clinical Semester normally is taken during the Senior year and represents a culminating experience for students seeking certification. Major emphasis is given to professional education work. While an elective in any department may be taken during the semester (e.g., Honors, Senior Research, Directed Study), it must not conflict with the student's full-time commitment to a school where he or she will be assigned for student teaching the last 10 weeks. The professional education components of the Clinical Semester are as follows:

EDUCATION 213—CURRICULUM AND THE SOCIAL ORDER. (First four weeks of semester.) A general orientation to the school and curriculum with special emphasis on secondary education. Relationships between the curriculum and society will be examined from both historical and contemporary perspectives. Included will be financial, political, and legal considerations. An analysis will also be made of current criticisms of education as well as promising innovations and trends in curriculum content and organization. Gallant. 3

EDUCATION 415—STUDENT TEACHING. (Last ten weeks of semester.) Eligibility: approval of the Committee on Teacher Education (see Enrollment in the Teacher Education Program) and acceptance by the school to which assigned. A full-time commitment to the school will be expected during which the student will teach several classes and perform other duties normally associated with the teaching profession. A seminar is held each week for all student teachers. Prerequisites: 213, 217, and Methods course. Staff. 10

**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.
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.

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

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 writing. Of interest to all students 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, Gary Snyder, and Margaret Walker Alexander.

The English Major

General Requirements

To major in English, a student must take a minimum of eight courses in the department, including English 300, which should be taken before the end of the sophomore year. Two courses in addition to English 300 should be at the 300 level; English 101, 200, and 238 do not count toward the English major.

The Literature Major

Within the general requirements listed above, the literature major should choose at least one course from each context area. Although the focus in all courses is on the literature itself and the way it communicates with the reader, each course is organized according to one of four major principles: Genre or Mode, Cultural Perspective, Period or Movement, Major Writer.

Genre or Mode Courses, organized to show how form interacts with content to contribute to over-all meaning. Genre courses, which will normally be offered at least once each year, include 219, 220, 240, 341, 342 (see course descriptions below).
Cultural Perspective Courses, intended to show how literature produced in a culture different from one's own provides a new way of seeing oneself, and to help overcome cultural bias by providing an insight into another way of living. Many of these courses will be offered only once in two years; the list includes 212, 255, 350, 351, 352, 355, 356, 357, 359 (see descriptions below).

Period or Movement Courses, emphasizing 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. Period courses, normally to be offered once each year, include the following: 213, 214, 230, 365, 366, 367, 368 (see descriptions below).

Major Writer Courses, exploring the way a writer's experience interacts with his or her work and the way the works of a given writer relate to each other. In addition to the courses listed in this category (215, 371, 374; see descriptions below), others may be offered from time to time on such writers as Henry James, Nathaniel Hawthorne, and Ernest Hemingway.

The Writing Major

Within the general requirements listed above, the writing major must choose at least four courses in writing and at least four courses in literature. 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. The two-semester project experience counts for two 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.

Special Courses for Teacher Certification in English

A student who is preparing to teach English in secondary schools should include in his or her courses for certification: 200, 237, 346 (or approved equivalent), 213 or 214 (or equivalent in advanced courses in English literature), and Education 331.
ENGLISH 240—THE MODERN DRAMA. A study of drama from Ibsen to the present, with emphasis upon the works of British and American playwrights.

Staff. 4

ENGLISH 255—IMAGINATION AND BLACK EXPERIENCE IN AMERICA. An introductory study of black literature in America, emphasizing the modern period.

Staff. 4

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

Staff. 4

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

Staff. 4

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

Staff. 4

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

Staff. 4


Staff. 3

ENGLISH 348—STUDIES IN EUROPEAN LITERATURE. Selected complete works in translation from Dante, through Cervantes. Moliere, Goethe to Ibsen and Tolstoy.

Staff. 4

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

Staff. 4

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

Staff. 4

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

Staff. 4

ENGLISH 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.

Staff. 4

ENGLISH 356—THE NARRATIVE AND POETRY OF BLACK AMERICA. A literary study of representative samples of the slave narrative, black biography and autobiography, as well as fiction.

Staff. 4

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

Staff. 4

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

Staff. 4

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

Staff. 3-4

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

Staff. 4

ENGLISH 366—STUDIES IN SEVENTEENTH AND EIGHTEENTH CENTURY BRITISH LITERATURE. The poetry, prose, and drama of the Restoration from the Civil War through the end of the 18th century.

Staff. 4

ENGLISH 367—STUDIES IN ROMANTIC AND VICTORIAN LITERATURE. Selected works from the writings of Romantic and Victorian authors, emphasis on poetry and nonfictional prose.

Staff. 4

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

Staff. 4

ENGLISH 371—CHAUCER. The central concerns of the course are Troilus and Cressyde and The Canterbury Tales.

Staff. 4

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

Staff. 4

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

Staff. 3

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

Staff. 3

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

Staff. 3

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

Staff. 4

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

Staff. 4
ENGLISH 461-462—INDIVIDUAL WORK FOR HONORS. A student may register for Individual work for honors only after a senior research project is in progress and has been judged by the advisor to be of distinguished quality.

TEACHING OF ENGLISH. (see EDUCATION 331)

Geology

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

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

Major in Earth Science

A student may major in Earth Science, combining courses in Geology and Geography with other science offerings and work towards a Bachelor of Arts degree. In addition to Geology 105, 111, 113, 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.

Major in Geology [Geophysics Concentration]

The minimum requirements for this program are Geology 111, 113, 211, 212, and 311, Physics 121-122, 123, 211, 305, 306, 312g, 320, and four courses in Mathematical Sciences at the introductory calculus level and above. 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.

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

GEOLOGY 105—FUNDAMENTALS OF EARTH ENVIRONMENT. The principles of map reading, meteorology, climatology and geomorphology learned by the self-paced instruction method. Tutors assist at scheduled hours and help the participant measure comprehension at his or her own discretion. Satisfactory completion of modules prepares the student for lectures on environmental problems and related subjects. Laboratory consists primarily of outdoor 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 supplemental 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. Required weekend field trip in September. Prerequisites: Geology 111 and 226 or consent.

GEOLOGY 312—ADVANCED PHYSICAL GEOLOGY AND GEOMORPHOLOGY. An intensive look at selected topics in physical geology. Each student contributes by researching chosen topics and presenting verbal summaries and written bibliographies in a seminar setting. 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.

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.

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.

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.

GEOLOGY 451-452—SENIOR RESEARCH.

GEOLOGY 461-462—INDIVIDUAL WORK FOR HONORS.

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 Geography 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.

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

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

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

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.


GEOGRAPHY 261—WORLD POLITICAL GEOGRAPHY. Study of advanced and disadvantaged world states and their interactions related to environmental considerations. Attention is directed to current problems associated with natural resource dependency, with natural resource distribution, and emerging nationalism.

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

Each senior major will enroll in a colloquium examining different approaches to the study of History. A colloquium will carry two credits, be offered in the fall semester and consist of ten to twelve students and two staff. It will meet for a two-hour session every other week. Readings and discussion will be the main basis of the course, although students will be required to submit short written critiques of readings for each session.

We hope the colloquium will provide a culminating experience which will help our seniors to reflect upon their major and its place in their collegiate career: specifically, to reflect upon history as a discipline and an inquiry, and to reflect upon that role that history has played within the intellectual and academic life of each student.

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 Medieval England from the 11th to the 14th 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.)

A. Gordon, M. Gordon. 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 the G.E. requirement.)

Bigelow, Schilling. 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.

Watson. 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 the freshman year if used to fulfill the G.E. requirement.)

Kirby. 4

HISTORY 221—AMERICAN CIVILIZATION. A survey of the history of America from 1776 to the present. Political, diplomatic, social, economic, and intellectual themes and topics will be included. (Should ordinarily be taken in the freshman year if used to fulfill G.E. requirement.)

Staff. 4

HISTORY 231—CHINESE CIVILIZATION: THE MANDATE OF HEAVEN. The earliest Chinese records of their past are studied along with archeological evidence to describe the beginnings of Chinese civilization. The formation of the first state, the unique political and ethical ideology prevailing in ancient China, and the philosophic schools defining the Chinese cultural tradition are analyzed up the consolidation of the dynastic system at the time of Christ.

Keenan. 4

HISTORY 233—MODERN EAST ASIA. Beginning from an insider's view of how both prince and peasant saw the world around them before the encroachment of the West, this course analyzes the modern transformation of East Asia. Topics include: the conflict of Sinocentrism with modern nationalism in the Chinese revolution, the Japanese road to Pearl Harbor, and the significance of the Korean War in East Asia.

Keenan. 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 II.

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. 3

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.

Chessman. 3

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

Kirby. 3

Ancient and Medieval History

HISTORY 321 — LIFE AND THOUGHT IN ATHENS. (Same as Classical Civilization 101) 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 monumenst associated with drama. All readings are in English. No prerequisites.

Thompson. 4

HISTORY 323 — ROMAN LIFE AND THOUGHT. (Same as Classical Civilization 102) 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

HISTORY 333 — THE MIDDLE AGES. An examination of the major political, social, and economic developments of the Middle Ages.

M. Gordon. 4

HISTORY 335 — ENGLAND AND FRANCE IN THE MIDDLE AGES. English and French constitutional and social history from the tenth century to the fifteenth.

M. Gordon. 3

Modem 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 era of profound change.

Watson. 3

HISTORY 357 — 19TH CENTURY HISTORY AS SEEN THROUGH LITERATURE. The French Revolution and its impact, the Romantic revolt, the impact of industrialism, the force of nationalism, the liberal ideal. These topics will be examined in the light of works by Stendhal, Hugo, Dickens, Flaubert, Galsworthy, Tolstoy, Martin, du Gard, Ibsen and others.

Watson. 3
HISTORY 358—20th CENTURY HISTORY AS SEEN THROUGH LITERATURE. 20th Century as seen through Literature: Europe at its Zenith, the terror and results of two world wars, the flamboyant 'twenties,' the dehumanization by dictatorship and depression perceived through the works of such writers as Shaw, Mann, Huxley, Silone, Sartre, H. G. Wells, Celine, and others.

African and Asian History

HISTORY 371—INTELLECTUAL AND SOCIAL REVOLUTION IN CHINA. Using biographies and autobiographies of leading intellectuals, this course will investigate the self-image of the Chinese intellectual and its redefinition in the modern Chinese revolution. From Confucian literatus to activist revolutionary, the educated elite were taught to work with the dirt farmers. Special attention is given the generation who studied in the West and as masters of both traditions attempted, often fruitlessly, to make them come together.

Keenan. 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.

Blgelow. 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.

Toplin. 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.

Toplin. 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.

Toplin. 4

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

Toplin. 4

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

Staff. 3

HISTORY 381-382—DIRECTED STUDY.

Staff. 3

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

Staff. 3
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, 315, 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. Additionally, Physics 211 may be substituted for one 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.

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 101, 307, 308, 351, 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 subject may include logic, set theory, finite mathematics, number systems, geometry, and topology. Staff. 4

MATHEMATICAL SCIENCES 101—INTRODUCTORY COMPUTER SCIENCE. Introduction to computer science and 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. Staff. 4

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

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

MATHEMATICAL SCIENCES 123-124—CALCULUS I, II. A two-semester introduction to single variable calculus. Topics include limits, derivatives, integrals, applications of calculus, indeterminate forms, and infinite series. Staff. 4

MATHEMATICAL SCIENCES 125-126—HONORS CALCULUS. Similar to 123-124 but with considerable emphasis on rigor. Enrollment is by invitation only. Staff. 4

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; 123 recommended. 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
MATHMATICAL SCIENCES 222—CALCULUS III. A rigorous review of beginning calculus together with a treatment of multiple variable calculus. Prerequisites: 124 or 126. Staff 4

MATHMATICAL 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. Staff 4

MATHMATICAL 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. Staff 4

MATHMATICAL SCIENCES 307-308—PROBABILITY AND MATHEMATICAL STATISTICS. Probability models, generating functions, limit theorems, stochastic processes, estimation of parameters, tests of hypotheses, regression. Prerequisites: 222 or consent. Staff 4

MATHMATICAL SCIENCES 315—MODELING AND SIMULATION. A systematic treatment of the theory, applications, and limitations of modeling. Applications may include linear optimization, difference equations, queuing, and critical path problems. Simulation will be included as an application method, and the discussion of a simulation language such as GPSS or DYNAMO may also be included. Prerequisites: 251 and 102. Staff 4

MATHMATICAL SCIENCES 316—INFORMATION SYSTEMS ANALYSIS. Analysis and design of information gathering and decision making processes. The advantages of alternative systems will be discussed from the operational and strategic points of view. Some case studies should be included. Prerequisite: 326. Staff 4

MATHMATICAL SCIENCES 321—ADVANCED ANALYSIS. Limits, infinite series, and integration. Prerequisites: 221, 222. Staff 4

MATHMATICAL SCIENCES 322—ADVANCED ANALYSIS. Vector calculus and differential geometry. Prerequisites: 221, 222. Staff 4

MATHMATICAL SCIENCES 325—COMPUTER ORGANIZATION AND SYSTEMS PROGRAMMING. A study of computer organization from the standpoint of the computer as an integrated system. Assembly language will be treated as a means to study the operating characteristics of the system, including the components of batch process systems, structure of multiprogramming systems, design of system modules and interfaces, input/output and interrupt handling, etc. Lab includes systems programming applying lecture material. Prerequisite: 251. Staff 4

MATHMATICAL SCIENCES 326—FILE ORGANIZATION AND DATA STRUCTURES. Concepts and practice in the manipulation of files large enough to require peripheral storage. Theory of nonnumerical algorithms such as sorting, searching, and indexing. Prerequisites: 251 and 211. Staff 4

MATHMATICAL SCIENCES 335—PROGRAMMING LANGUAGES AND DATA STRUCTURES. A systematic study of computer programming languages starting with machine language and a brief examination of its hardware implementation. Progressing through assembly language to higher languages embodying numerical and nonnumerical computation. Throughout the development, the underlying structure of the languages and their implementation of computers will be stressed. This includes syntax analysis, Backus-Naur Form (BNF) specification of languages, Polish postfix notation implemented by push down stacks, and design of assemblers and compilers. Prerequisite: 251, 211 recommended. Staff 4

MATHMATICAL SCIENCES 345—SYSTEMS DESIGN. A study of hardware/software configurations as integrated systems. Topics will include: hardware modules, hardware/software selection and evaluation, and systems implementation. Prerequisite: 251. Staff 4

MATHMATICAL SCIENCES 346—SOFTWARE DESIGN. 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: 325. Staff 4

MATHMATICAL SCIENCES 351—DIFFERENTIAL EQUATIONS. Topics from the theory of linear and nonlinear differential equations. Prerequisites: 221, 222. Staff 4

MATHMATICAL SCIENCES 352—NUMERICAL ANALYSIS. Topics from numerical quadrature, numerical integration of differential equations, matrix manipulations, and continuous modeling programs. Prerequisites: 251, 351 (may be taken concurrently). Staff 4

MATHMATICAL SCIENCES 354—COMPUTABILITY AND FORMAL LANGUAGES. Definition of formal languages and their relation to abstract computing machines (automata), algorithms and the equivalence of various systems of expressing them, recursive functions, register machines, Turing machines, universality of the preceding in solving problems algorithmically, existence of algorithmically unsolvable problems (e.g. halting problem for Turing machines, Goedel's theorem), implementation of Boolean functions with switching circuits, applications to computer design, cellular automata and parallel computers. No lab. Prerequisites: 211, 251, 124. Staff 4

MATHMATICAL SCIENCES 361-362—DIRECTED STUDY. Staff 3

MATHMATICAL SCIENCES 365—ABSTRACT ALGEBRA. Topics from elementary number theory, group theory, ring theory, and field theory. Prerequisite: consent and 221. Staff 4

MATHMATICAL SCIENCES 366—LINEAR ALGEBRA. Topics from vector space theory, linear transformations, modules, and multilinear algebra. Prerequisite: 355. Staff 4

MATHMATICAL SCIENCES 375—MODERN GEOMETRY. An introduction to modern geometries. Staff 3

MATHMATICAL SCIENCES 400-401—ADVANCED MATHEMATICAL TOPICS.

a. Topology
b. Number Theory
c. Complex Variables
d. Real Variables
e. Functional Analysis
f. Geometry
g. Applied Mathematics Staff 4
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 in catalog. Opportunities to perfect the student's command of the language are provided on the campus by the language tables, foreign movies, club meetings, field trips, and similar activities supervised by the Department. January Term experiences on campus and abroad offer an added dimension to the program.

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

General Departmental Regulations

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

French

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

FRENCH 111-112—BEGINNING FRENCH. A comprehensive introductory course in French 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 French may register for 112. Staff. 4

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'Keefe, 3

FRENCH 211-212—INTERMEDIATE FRENCH. A review of the structure of French. Emphasis placed on developing skills in reading, speaking, and writing through use of selected texts in literature, civilization, and journalism, with oral discussion. Prerequisite: 112 or two years of high school French. Staff. 3

FRENCH 213—INTERMEDIATE CONVERSATION. Intensive practice in conversational skills on the intermediate level. Prerequisite: 212 or equivalent. Staff 3

FRENCH 215—ADVANCED INTERMEDIATE FRENCH. Intensive review of grammar and of reading and writing skills. Intended primarily as a preparatory course for students planning advanced work in French, or those who wish to consolidate language skills acquired in high school. Not open to students who have taken 212. Staff. 4
FRENCH 311—INTRODUCTION TO FRENCH LITERATURE (Middle Ages Through the 18th Century). Introduction to major literary movements and figures with reading from representative authors. Conducted in French. Prerequisites: 212 or equivalent.

FRENCH 312—INTRODUCTION TO FRENCH LITERATURE (19th Century to the Present). Introduction to major literary movements and figures with reading from representative authors. Conducted in French. Prerequisites: 212 or equivalent.

FRENCH 313—EXPLICATION 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.

FRENCH 317—17th CENTURY LITERATURE. The development of French classicism, with emphasis on the theater. Representative works of Corneille, Molière, Racine, Pascal, La Fontaine, 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. Prerequisite: 311 and 312 or equivalent. Offered 1978-79 Preston. 4

FRENCH 319—19th CENTURY LITERATURE. An examination of the literature 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 1979-80.

FRENCH 320—20th CENTURY THEATER. A study of the development of the theater of the 20th Century with emphasis upon Giraudoux, Cocteau, Montherlant, Anouilh, Claudel, Sartre, Camus, and the Experimental Theater of Ionesco and Beckett. Conducted in French. Prerequisites: 311 and 312. Offered 1978-79 O'Keefe. 4

FRENCH 322—THEMES AND PERSPECTIVES OF THE 20th CENTURY NOVEL IN FRANCE. Concepts of freedom, authenticity, alienation, and perception of reality. Gide to present. Conducted in French. Prerequisites: 311 and 312 or equivalent. Offered 1977-78 Joseph. 4

FRENCH 331—THE SEARCH FOR THE AUTHENTIC SELF IN FRENCH LITERATURE. An examination of how the main characters of important novels and plays deal with the question: Who am I? Texts from Stendhal, Flaubert, Gide, Mauriac, Malraux, Sartre, Camus, and Genet. Conducted in English. Fulfills G.E. requirement in literature. No prerequisites. O'Keefe. 4

FRENCH 351-362—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.

FRENCH 418—SEMINAR. Advanced study of special problems in language or literature. 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.

FRENCH 451-452—SENIOR RESEARCH. Staff. 4

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

TEACHING OF MODERN LANGUAGES. (See EDUCATION 343)

German

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

GERMAN 111-112—BEGINNING GERMAN. 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.

GERMAN 213—INTERMEDIATE CONVERSATION. Intensive practice in conversational skills on the intermediate level. Work in the language laboratory and composition will constitute a part of the course. Prerequisite: 211 or 212 or consent.

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

GERMAN 313—ADVANCED CONVERSATION AND COMPOSITION. Intensive practice in conversational skills on the advanced level. Composition is needed. Conducted in German. Prerequisite: 213 or consent.

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

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

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.

GERMAN 361-362—DIRECTED STUDY. Staff. 3

GERMAN 415-416—SENIOR RESEARCH. Staff. 4

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

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GERMAN 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 Tragical 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

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. 4

GERMAN 413—ADVANCED COMPOSITION AND GRAMMAR. Intensive grammar review and composition on the advanced level. Prerequisite: German 311 or 312. Staff. 3

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

GERMAN 415—SURVEY OF GERMAN LITERATURE BEFORE 1700. Prerequisite: any 300 course or consent of instructor. Winter. 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. Strongly recommended: 115. 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. Work in the language laboratory is required. 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. Staff. 4

RUSSIAN 115—THE SOVIET UNION AS A WAY OF LIFE. This course, through the use of literature, film, discussion, and general interaction between the instructor 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 this area of the world and create an awareness of the Weltanschauung of the peoples of these countries in our present day. Taught in English. No prerequisite. Barszap. 4

RUSSIAN 211-212—INTERMEDIATE RUSSIAN. Review of structure of the language. Emphasis placed on developing skills in reading, writing, and speaking through use of selected texts in literature, civilization, and journalism, with oral discussion and writing in the language. Prerequisite: 112 or two years of high school Russian. Barszap. 3

RUSSIAN 305—ADVANCED RUSSIAN CONVERSATION AND COMPOSITION. Intensive practice in conversational skills combined with a brief review of grammar. Conducted in Russian. Prerequisite: 211-212 or consent. Offered in alternate years. 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 or consent. Barszap. 4


RUSSIAN 324—TURGENEV AND CHEKHOV. Study of Turgenev and Chekhov as short story writers, novelists, and playwrights. Conducted in English. Fulfills G.E. requirement in literature. No prerequisites. Barszap. 4


RUSSIAN 326—RUSSIAN SOVIET NOVEL FROM SHOLOKHOV TO SOLZHENITSYN. Major figures and movements in Soviet novel with readings selected from among Gorky, Fadeev, Leonov, Sholokhov, Babel, Pilnyak, Pasternak, and Solzhenitsyn. Conducted in English. Fulfills G.E. requirement in literature. No prerequisites. Barszap. 4

TEACHING OF MODERN LANGUAGES. (See EDUCATION 343)
Spanish

The student majoring in Spanish has these options:

1. Hispanic Literature (315, 316, 415, and 416)

2. The Spanish Language (213, 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 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 must complete 112 before receiving credit for 111. A student with one year of Spanish in high school may register for 112. Staff. 4

SPANISH 211—INTERMEDIATE SPANISH. A third semester course in which the material of the first year is continued and summarized. Prerequisite: 112 or two years of high school Spanish or placement. Staff. 3

SPANISH 212—INTERMEDIATE SPANISH. The final semester of the two-year sequence of basic courses, intended to integrate the material of the previous three semesters and establish linguistic proficiency. Prerequisite: 211 or three years of high school Spanish or placement. Staff. 3

SPANISH 213—CONVERSATION. An advanced intermediate course to develop conversational ability in a variety of daily life situations; emphasis is on oral comprehension and speaking. Prerequisite: 212 or consent. Staff. 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: 212 or equivalent. Ramos. 3

SPANISH 316—SPANISH LITERATURE. Study of literary genres, periods or movements in Spain; emphasis to be determined each semester course is taught. Conducted in Spanish. Prerequisite: 212 or equivalent. 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 316 or consent. Armas, Ramos. 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: 315 or 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. (Not offered 1977-78) 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: 212 or consent. Armas, Steele. 3

SPANISH 324—ADVANCED GRAMMAR. Intensive grammar review on the advanced level. Prerequisite: 212 or equivalent. Armas. 3

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

SPANISH 413—COMPOSITION AND STYLISTICS. Composition on the advanced level with special attention given to modern Spanish creative writing. Prerequisite: 314. Armas. 3

SPANISH 414a-414b—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. Prerequisite: a 300 course in Language or Literature. Ramos, 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 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

SPANISH 401c—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

Other

SPANISH 361-362—DIRECTED STUDY. Staff. 3

SPANISH 461-462—SENIOR RESEARCH. Staff. 4

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

TEACHING OF MODERN LANGUAGES (See EDUCATION 343).
Chinese

CHINESE 111-112—BEGINNING CHINESE. A course in reading, writing, speaking, and understanding modern Chinese—p'u-t'ung-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

Music

Major in Applied Music [B. Mus. Degree]

Requirements: Music (78 hours)—Music 115-116, 201, 202, 203, 215-216, 311-312; and Ensemble (4 hours); Applied Music (28-32 hours); Electives (12-16 hours); and a Graduating Recital in the major field.

Major in Music Education [B. Mus. Degree]


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

Major in Theory and Composition [B. Mus. Degree]

Requirements: Music (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.

All students graduating with a Bachelor of Music in Applied Music or a Bachelor of Fine Arts with a music concentration whose major instrument is voice are required to take Music 136-137.

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 than in music), one in Philosophy and 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 3 hours credit must be taken in each area).

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

Chan, Hunter. 3

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

Hunter. ½
Bellino. 1
Osborne. ½
Osborne. ½

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. Stevens. 1-2

MUSIC 107—CHAMBER MUSIC WORKSHOP. A course which involves actual performance in a chamber ensemble. Staff. 1-2
MUSIC 108—PRIVATE LESSONS IN PIANO, JAZZ PIANO, ORGAN, HARP, HARPICORD, VOICE, VIOLIN, VIOLA, VIOLONCELLO, STRING BASS, VIOLA D'AMORE, GUITAR, FLUTE, CLARINET, OBOE, BASSOON, SAXOPHONE, TRUMPET, FRENCH HORN, TROMBONE, AND PERCUSSION. Instruction is in private lessons and the need of the individual student at any level of instruction is met. Credit in Applied Music to a total of eight semester-hours may be obtained toward the B.A. degree by a major in any department, other than Music. One credit is given for one half-hour lesson per week and one hour of practice daily. (For costs, see Department of Music Fee under College Costs in catalog.)

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

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

MUSIC 123—AMERICAN FOLK MUSIC. A survey of American folk music styles with emphasis on Anglo-American ballads, old-time string band music, bluegrass, and rural blues. Stevens, 3

MUSIC 136—DICTION FOR SINGERS. International phonetic alphabet, English and German diction for singers; some work in vocabulary, repertoire, and style. Stevens, 3

MUSIC 137—DICTION FOR SINGERS. Italian, Latin, and French diction for singers; some work in vocabulary, repertoire, and style. Prerequisite: 136. Stevens, 3

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

MUSIC 171—PERCUSSION CLASS. Class instruction for the students majoring in Music Education. Pimentel, 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. Bostian, 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 207—MUSIC IN AMERICA. A survey of music-making in our land from the Psalm tunes of the Puritans, to the 18th century Yankee tunesmiths, the minstrel shows, the development of jazz, John Knowles Paine, George Gershwin, Aaron Copland, and John Cage. Prerequisite: Music 101 or consent of instructor. (Not offered in 1977-78) Osborne, 3

MUSIC 208—PIANO LITERATURE. A survey of the literature for solo piano-forte from the late Baroque period through the 20th Century. Prerequisite: Music 101 or consent of the instructor. Fischer, 3

MUSIC 215-216—MUSIC THEORY III, IV. A continuation of Music 115, including chromatic harmony and investigation into 20th Century harmony and style. Prerequisite: 115-116. Borishansky, 4

MUSIC 209—CONDUCTING. Conducting techniques and interpretation problems learned through class instruction and experiences in arranging for these organizations. Include study of scores and of rehearsal procedures. Prerequisites: 307 or 308 or permission. Bellino, 3

MUSIC 307—312—STYLISTIC ANALYSIS. Analysis of rhythm, melody, harmony, form, and other stylistic features of representative works from the 18th through the 20th Centuries. (Not offered in 1977-78) Fischer, 3

MUSIC 311—316—DIRECTED STUDY.

MUSIC 361—364—INDEPENDENT STUDY. Staff, 3 or 4

MUSIC 401—402—SENIOR RESEARCH.

MUSIC 461—462—INDIVIDUAL WORK FOR HONORS.

MUSIC 441—COMPOSITION. Practice in conceptualization. Study of extended and innovative uses of instruments and voice. Composing in the student's individual style. Prerequisite: 442. Borishansky, 3

MUSIC 442—COMPOSITION. Composition for the multi-media, the integration of music with another art to produce a synthesized whole. Composition primarily in the student's individual style. Prerequisite: 441. Borishansky, 3
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 Philosophy 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 before graduation from Denison.

PHILOSOPHY 101—BASIC ISSUES IN PHILOSOPHY. An understanding of the nature and function of Philosophy and of its relations to other fundamental human interests is sought through a consideration of representative philosophical problems as treated in selected writings of leading philosophers of the past and present. This course satisfies the basic requirement in Philosophy or Religion. Offered both semesters. Open to freshmen only. Lisska, Hausman, Glotzbach, Goldblatt, Santoni. 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. Not offered in 1977-78.

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. Hausman. 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 second semester 1977-78.

Staff. 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. Offered to freshmen and sophomores only. Prerequisite: 101 or consent. To be offered both semesters; topics to be selected.

Staff. 4

PHILOSOPHY 221—ETHICS. Analysis of ethical language and the concepts right, good, and ought. Methods of justifying ethical decisions and types of ethical value systems. Emphasis on the practical applications of ethical theories in terms of personal and social morality. Prerequisite: sophomore standing or consent. To be offered in second semester, 1977-78.

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. To be offered in first semester, 1977-78.

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 issues like 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 and Philosophy 101. To be offered in first semester, 1977-78.  
Hausman. 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 and dissolutions of those problems. Prerequisites: junior standing or consent. Philosophy 101 preferred but not required. Not offered in 1977-78; to be offered in alternate years.  
Staff. 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. Not offered in 1977-78.  
Lisska. 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. Not offered in 1977-78.  
Lisska. 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 on the philosophical problems confronted and analyzed by Plato, Aristotle, Plotinus, Augustine, Thomas Aquinas, and Duns Scotus. Prerequisite: junior standing or consent. To be offered in 1977-78 and in alternate years.  
Glotzbach. 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 1977-78 and in alternate years.  
Glotzbach. 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 1977-78; to be offered in alternate years.  
Lisska. 4

PHILOSOPHY 343—CHINESE PHILOSOPHY. Philosophies of China from ancient to modern times. Study of representative philosophical literature in translation and analysis of briefer selections in Chinese. The course assumes no prior acquaintance with the Chinese language. Prerequisite: junior standing or consent. Not offered in 1977-78.  
Staff. 4

PHILOSOPHY 344—CLASSICAL CHINESE LANGUAGE AND THOUGHT. A philosophical and linguistic introduction to Chinese classical written language as a medium for the analysis of experience and for the expression of basic attitudes toward man, life, and nature. Readings in Chinese in the philosophical classics and poetry. The course assumes no prior acquaintance with the Chinese language or philosophy and may be elected independently of 343. Prerequisite: consent of instructor. Not offered in 1977-78.  
Staff. 4

PHILOSOPHY 361—362—DIRECTED STUDY.  
Staff. 3 or 4

PHILOSOPHY 363—INDEPENDENT STUDY.  
Staff. 4

PHILOSOPHY 401—PHILOSOPHY OF RELIGION. An examination of the basic traditional argumentation in respect to God's existence and an inquiry into the contemporary problems of religious knowledge and religious language. Prerequisite: 101 or consent. To be offered in first semester, 1977-78.  
Santoni. 4

PHILOSOPHY 403—HISTORY AND PHILOSOPHY OF SCIENCE. An examination of the philosophical issues involved in empirical inquiry, using examples from both the natural and social sciences. Scientific objectivity and progress are major topics, investigated in conjunction with studies in the history of science. Students are encouraged to pursue projects in their own disciplines. To be offered in second semester, 1977-78.  
Hausman. 4

PHILOSOPHY 405—PHILOSOPHY OF THE ARTS. A seminar dealing with the nature of the various arts, of the creative process, and of aesthetic experience; the types of critical terminology, the nature and locus of aesthetic value, the ontology of art objects. Readings from representative aesthetic theorists in conjunction with examples from the various arts. Prerequisites: junior standing or consent. To be offered in first semester, 1977-78.  
Goldblatt. 4

PHILOSOPHY 420—PHILOSOPHY OF EDUCATION. An inquiry into the nature, aims, and presuppositions of education. A confrontation with practical problems of education and an attempt to relate them to underlying philosophical issues. A critical evaluation of the educational philosophies of idealism, realism, experimentalism, and existentialism. Prerequisite: junior standing or consent. Same as Education 420. To be offered both semesters, 1977-78.  
E. Straumanis, Santoni. 4

PHILOSOPHY 431-432—SEMINAR IN PHILOSOPHY (JUNIOR/SENIOR SEMINAR). Specialized study in some restricted field of philosophical thought is undertaken, the specific subject varying from semester to semester, depending upon the needs of the students and the interests of the group. The course may be repeated with credit. Prerequisites: Second semester junior standing and Philosophy major or consent. Topic for first semester: "The Philosophy of Jean-Paul Sartre," Santoni. Topic for second semester: to be selected.  
4

PHILOSOPHY 451-452—SENIOR RESEARCH.  
Staff. 4

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

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

Major in Health and Physical Education

State Certification in Physical Education involves the following course plan.

PHYSICAL EDUCATION 329—METHODS AND MATERIALS OF PHYSICAL EDUCATION. This course is designed to investigate the objectives, materials, resources, and special methodologies applicable to teaching Physical Education in secondary schools. Ross, Staff. 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. Seils, Staff. 3

PHYSICAL EDUCATION 318—BASEBALL AND TRACK (men and women). Includes instruction, supervised practice and teaching techniques in the fundamentals and advanced skills, conditioning activities, purchase and care of equipment, public relations, organization, pre-season and in-season planning and practice, scouting, ethics, and conduct. Prerequisite to Physical Education 329. 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 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: Physical Education 329. Scott. 2

PHYSICAL EDUCATION 320—THEORY AND PRACTICE OF FOOTBALL COACHING. Includes instruction and supervised practice and 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: Physical Education 329. Piper, Angelo. 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. Rosenberger, Barclay. 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. Schweizer, 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. Ross, Thomsen. 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 philosophical factors influencing the growth and development of leisure and recreational pursuits in American life. Barclay, Ross. 3

PHYSICAL EDUCATION 440—PERSONAL AND COMMUNITY HEALTH. A study and survey of the biological, psychological, and sociological data underlying sound modern health practices. Schweizer, Angelo, Seils. 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. Seils, Staff. 2

PHYSICAL EDUCATION 451-462—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 1977-78

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Semester(s)</th>
<th>Hours</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>101-A</td>
<td>Swimming Strokes</td>
<td>Fall, Spring</td>
<td>1/2</td>
<td>Skills in Nine Basic Strokes, Turns, Basic Diving, Red Cross Certification, 30-minute swim</td>
</tr>
<tr>
<td>101-B</td>
<td>Badminton</td>
<td>Winter I, Winter II</td>
<td>1/2</td>
<td>Safety and Etiquette, Rules and Scoring, Fundamental Skills and Drills, Strategy and Competition</td>
</tr>
<tr>
<td>101-C</td>
<td>Archery Target and Field</td>
<td>Fall, Spring</td>
<td>1/2</td>
<td>Fundamental-Advanced Skills, Novelty Shoots and Competitive Tournaments</td>
</tr>
<tr>
<td>101-D</td>
<td>Diving</td>
<td>Winter I, Winter II</td>
<td>1/2</td>
<td>Opportunity and Training for Competition, Fundamental Skills on 1 and 3 Meter Boards, Techniques, Safety Fundamentals, Equipment Selection and Care, Etiquette and Terminology</td>
</tr>
<tr>
<td>101-E</td>
<td>Body Shaping and Weight Control</td>
<td>Winter I, Winter II</td>
<td>1/2</td>
<td>Fundamentals of Diet and Exercise to Control Weight, Programs designed for Individual Needs</td>
</tr>
<tr>
<td>101-F</td>
<td>Fencing</td>
<td>Winter I, Winter II</td>
<td>1/2</td>
<td>History, Safety Fundamentals, Equipment Selection and Care, Etiquette and Terminology</td>
</tr>
<tr>
<td>101-G</td>
<td>Golf</td>
<td>Fall, Spring</td>
<td>1/2</td>
<td>Fundamental Skills and Grip, Stance and Swing, Technique practice with woods, long, mid and approach irons, putting, Rules, etiquette and terminology, No Fee</td>
</tr>
<tr>
<td>102-A</td>
<td>American Red Cross—SR. Lifesaving</td>
<td>1st Semester only</td>
<td>1</td>
<td>Certification with A.R.C. Qualifies for Water Safety Employment with pools, beaches, and summer camps, 440 Yard Swim using 4 styles, Tread water—surface dive, Recover 10 lb. object—deep water, Underwater swim 15 yards</td>
</tr>
<tr>
<td>102-B</td>
<td>Bowling</td>
<td>Fall, Winter I, Winter II</td>
<td>1/2</td>
<td>Fundamental Skills and Etiquette, Equipment Selection and Care, Rules and Scoring, Match and Medal Play, Play at Granville Golf Course, Fee Green Fees</td>
</tr>
</tbody>
</table>

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1. Offered Fall and Spring
2. Offered Winter I, Winter II
3. Offered 1st Semester only
4. Offered 2nd Semester only
5. Offered 1st Semester only
6. Offered 2nd Semester only
7. Offered Fall and Spring
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 2nd Semester
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, Lacrosse
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

1101-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-M ROCK 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 & KAYAKING (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 CAMPRAFT (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 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.

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) are completion of 123, 211, 305, 306, 312p, and 320. 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, 312g, 320, 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 the techniques of research. Open to seniors 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 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 or consent. Staff. 3

PHYSICS 220—GEOMETRICAL AND PHYSICAL OPTICS. A study of the laws of reflection and refraction, and their applications to lenses and mirrors; and a study of diffraction, interference, and related phenomena. This course normally will be offered in alternate years. The course includes a laboratory. Prerequisite: 122. Staff. 4

PHYSICS 230—THERMODYNAMICS. Selected topics from thermodynamics, kinetic theory, and statistical methods. This course normally will be offered in alternate years. The course may include a laboratory. Prerequisite: 122. Staff. 3-4
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.

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. May be repeated once for credit.

PHYSICS 312o—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 312g—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 320—MODERN PHYSICS. An intensive quantitative discussion of topics from atomic, molecular, nuclear, and solid state physics. Prerequisite: 305.

PHYSICS 330—INTRODUCTORY QUANTUM MECHANICS. A first course including solutions of the Schroedinger Equation for some elementary systems, followed by an introduction to the more abstract methods of Quantum Mechanics. Prerequisites: 305/consent.

PHYSICS 340—ADVANCED TOPICS. Independent work on selected topics at the advanced 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 345—SPECIAL TOPICS IN PHYSICS. Topics will be chosen according to the interests of the staff member offering the course from such areas as energy, the solid state, nuclear physics, astrophysics, geophysics, and medical physics. The course normally will be offered in alternate years or on demand. Prerequisite: 122/consent.

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. Prerequisite: 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)

Political Science

Major in Political Science

A student majoring in Political Science must take a minimum of nine courses in the department. Included in this minimum must be either Introduction to the Methods of Political Science (212) or Comparative Politics (221). A student is expected to elect a total of three 200 level courses. A student completes a Political Science major by taking any six additional courses in the department. This cannot include Directed Study or Independent Study. Senior Research or Honors cannot be counted as more than one course.

The department highly recommends Mathematical Sciences 101, Introduction to Computer Science, and Mathematical Sciences 102, Statistics-Data Analysis. Students with an interest in International Politics or Comparative Politics should have a reading knowledge of a foreign language by the senior year.

Major in Political Science

[International Relations Concentration]

The International Relations Concentration exists within the Political Science major. Students electing the Concentration must therefore fulfill the requirements of the major as described above. After completing successfully the three 200-level courses in Political Science students may take the majority of their remaining six Political Science courses in the areas of International Relations and Foreign Policy.

The total number of courses required for the International Relations Concentration is 15. In addition to Political Science courses which may be applied toward meeting the Concentration requirement, some combination of courses should be taken in History, Economics, and Modern Languages. These courses should emphasize international concerns. Strongly recommended are Economics 316, 200, 301, or 302, History 307, 351, 353, and history courses concentrating on Asia, Africa, and Latin America. Interdepartmental courses with distinct international orientations are also acceptable.

A particular interest not covered in existing course offerings may be pursued in depth through a directed study. One such project may be applied to the Concentration but will not count toward the Political Science major. Participation in a semester or year abroad program is especially recommended for student electing the International Relations Concentration. This concentration is particularly designed for students interested in careers in public services, business, journalism, or other internationally focused occupations.
Introduction 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. This course introduces beginning students to the basic questions and standard methods of empirical political science; it also provides a basis for subsequent coursework in the social sciences. A major part of the course involves students in the design, execution, and analysis of data from a research project on a current issue in American politics. The course emphasizes application of what is learned in class to actual research. 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, 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 processers, and more briefly, comparative law and theories of jurisprudence. Brisbin. 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. Sorenson. 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. 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 F.D.R. to date. G. Clayton. 4

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

POLITICAL SCIENCE 322—SOVIET POLITICS. A study of the political structure and political dynamics of the Soviet Union. The course will emphasize the basis of conflict and consensus within the Soviet Union and consider the role of political 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 how 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 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 how 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 offerings listed as 333 (a), (b), or (c), afford the student several opportunities to investigate a variety of questions throughout the four years at Denison. Examples of past offerings are 333 (a) Community Power Structure, 333 (b) Anti-Poverty Policy for the City, 333 (c) Crime and Justice in the City, and 333 (a) Race, Residence and Housing Policy in Urban America. 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 qualitative 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 ancient 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 359—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 DEFENSE 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 Freshman. 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 the Political Science majors. Sorenson. 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. Sorenson. 3

POLITICAL SCIENCE 451-452—SENIOR RESEARCH. Sorenson. 4

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

Psychology

Major in Psychology

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

The student may select electives from regular offerings in Psychology to complete the 30 hour minimum requirement. No more than four semester hours of seminar credit (Psychology 402) may be counted toward the minimum requirement. Ordinarily, Senior Research (451-452), 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.

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

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

Major in Psychology [Environmental Studies Concentration]

See ENVIRONMENTAL STUDIES

PSYCHOLOGY 101—GENERAL PSYCHOLOGY. A survey of topics in Psychology, with emphasis on the scientific study of human and animal behavior. The course includes the topics of motivation, learning, sensation and perception, personality, individual differences, and abnormal behavior. Lecture, laboratory, demonstration, and outside reading are integrated to study behavior ranging from conditioned reflexes to creative and social behavior. As part of the course experience, students are required to participate as subjects in experiments conducted by the staff and advanced students, or to complete an equivalent assignment. Psychology 101 is a prerequisite for all other courses in the department. (Offered each semester.) Staff. 4

PSYCHOLOGY 201—RESEARCH METHODS IN PSYCHOLOGY. An introduction to the principles of psychological research and elementary statistical analysis. Psychology 201 is a prerequisite for all laboratory courses. (Offered each semester.) Staff. 2

PSYCHOLOGY 202—FIELD EXPERIENCE IN PSYCHOLOGY. This course provides the opportunity to gain practical experience working with various agencies within a course for which opportunities have been identified by the instructor. Staff. 2

PSYCHOLOGY 217—CHILD AND ADOLESCENT DEVELOPMENT. Psychological development especially during the school years. (Same as Education 217. Offered each semester.) Heft, Auge, Thios, Thorson. 3

PSYCHOLOGY 226—THEORIES OF PERSONALITY. Covers major theories of personality with intensive study of at least one theory. In Mr. Berman’s section, a variety of personality theories are surveyed and the student is expected to select a particular theory for special study. In Mr. Tritt’s section, readings in the phenomenological and existential theories of personality and behavior are emphasized while class meetings are an opportunity for intensive group discussion. Berman, Tritt. 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.

Thlos. 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.

Thlos. 2

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

Snyder, Thorson. 2

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

Snyder, Thorson. 2

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

Kimbrell, 2

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

Kimbrell. 2

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

Freeman, Snyder. 2

PSYCHOLOGY 319b—PHYSIOLOGICAL PSYCHOLOGY: LABORATORY. Covers research techniques in physiological psychology through practical application to experimental problems. Must be taken concurrently with 319a, or by consent.

Freeman. 2

PSYCHOLOGY 338—SOCIAL PSYCHOLOGY. The study of individual behavior as 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.

Berman, Kimbrell. 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 staff.

Eight courses are required for the major, of which not more than one may be at the 100 level, plus the two-hour senior seminar.
RELIGION 101—INTRODUCTION TO THEOLOGY. Theology is something you do, it is the process of formulating religious experiences in intellectual terms. Intrinsic credibility is its aim. But all ideas and beliefs have consequences. At this point theology becomes the art of applying basic insights to issue of conscience. In the first context, several theologians will be considered to determine the viability of their statements in our contemporary setting. In the second context, the course will deal with such issues as liberation movements, civil disobedience, violence, sex ethics and genetic surgery. The method of instruction will be class discussion with an emphasis upon written analysis of the issues.

Scott, Woodyard. 4

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

Martin. 4

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

Eisenbeis. 4

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

Eisenbeis. 4

RELIGION 212—INTRODUCTION TO THE NEW TESTAMENT AND THE APOSTOLIC AGE. This course introduces into the 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.

Eisenbeis. 4

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

Martin. 4

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

Woodyard. 4

RELIGION 217—NEW RELIGIOUS MOVEMENTS. A study of new religious cults, sects, and movements in America. The course will investigate both Western and Oriental religious movements. Western movements would include charismatic and spiritual tendencies within Christianity, and Messianic sects within Judaism. Oriental movements would include cults of Hindu, Buddhist, and Islamic origins. The study would deal with the theology and practices of the groups, and with factors relating to their origin and their acceptance.

Martin. 4

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

Scott. 4

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

Scott. 4

RELIGION 304—EXISTENTIALIST THEOLOGY. A study in depth of a major contemporary theologian. The writer's major works will be read and analyzed.

Scott. 4

RELIGION 308—NEW TESTAMENT STUDIES. Study in depth of specific problems in New Testament research. Due to the nature of the course, its contents vary from semester to semester. Concentration will always be on one topic. Examples are: one gospel or one epistle, the historical views of the Christ of faith, the kerygma, revelation and the Christ event, the theology of Rudolf Bultman, 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.

Eisenbeis. 4

RELIGION 309—OLD TESTAMENT STUDIES. Study in depth of specific problems in Old Testament research. Due to the nature of the course, the contents vary from semester to semester. Concentration will always be on one topic. Examples are: one Old Testament writing (for instance, Genesis, Isaiah, Psalms, Job), key 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.

Eisenbeis. 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 320 — HINDUISM. A study of modern Hindu belief and practice as related to traditional sources. The development of Hinduism from the Vedic Period to the present day is studied by reading and discussion of selected translation of the Vedas, the Upanishads, the Epics and representative modern interpreters of Hindu cults and movements. Martin. 4

RELIGION 321 — BUDDHISM. A study of modern Buddhism in relation to traditional Buddhist sources. Selected texts of early Buddhism are used as a basis for understanding in the Theravada Buddhism of Southeast Asia. Approximately half of the semester is given to Buddhist Mahayana sects in China, Japan, and Tibet. Representative contemporary interpreters of Buddhism are read and discussed. Martin. 4

RELIGION 324 — RELIGION AND PSYCHOLOGY. An exploration of the religious phenomenon from the perspective of psychology. In reading works by C.G. Jung, Sigmund Freud, Erich Fromm, and others, attention will be given to their operative understanding of religion and the 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. Woodyard. 4

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. Martin. 4

RELIGION 340 — SEMINAR. Staff. 4

RELIGION 350 — SENIOR SEMINAR. Stall. 4

RELIGION 350X — THE HUMAN CONDITION: ECONOMIC FACTORS AND THEOLOGICAL PERSPECTIVES. Exploration of the interfaces between theological claims and economic policies. The focus will be on the impact of theology upon societal values and of societal values upon economic institutions. Of special concern will be the ways in which outmoded societal values are sustained in the form of economic institutions which may oppress a minority or even a majority in a society. The context of the study will include both the Third World and the United States. Woodyard/King. 4

RELIGION 361-362 — DIRECTED STUDY. Staff. 3

RELIGION 451-452 — DIRECTED RESEARCH. Staff. 4

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

Sociology and Anthropology

Major in Sociology/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 who wish to use the disciplines to understand sociocultural 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.

A major in Sociology/Anthropology must earn a minimum of 32 semester hours of credit in the department. Core requirements include Sociology/Anthropology 100, 200/202, 316, 401, and 420. All core courses with the exception of S/A 200 or 202 integrate the two disciplines. S/A 200 consists of anthropology materials, while S/A 202 is solely sociology. Outside this core, students elect an additional four courses from a set of twelve offerings categorized as substantive courses. Some of these courses emphasize either sociology or anthropology, while others combine the two disciplines. Students are encouraged to select these substantive courses on the basis of their personal/educational interests and goals and in consultation with a departmental faculty advisor.

A third set of courses, called special and applied, complete the departmental offerings. These courses count toward the major but do not satisfy the 32-credit minimum requirement.

Major in Sociology/Anthropology

[Environmental Studies Concentration]

See ENVIRONMENTAL STUDIES

Please note: The abbreviation S/A in the course descriptions below refers to Sociology/Anthropology.

S/A 100 — PEOPLE, CULTURE, AND SOCIETY. An examination of fundamental questions concerning the nature and foundations of sociocultural behavior. Attempts to show how sociology and anthropology approach these questions in an integrated framework. Basic paradigms used in these two social sciences are introduced. Implications of these approaches are evaluated in terms of their utility for understanding our own contemporary society. Staff. 4

S/A 200 or 202 — THE ANTHROPOLOGICAL IMAGINATION or THE SOCIOLOGICAL IMAGINATION. These two courses emphasize the special and unique contributions and approaches of the disciplines within the department. Each discipline represents an historical and current body of theory, methods, and substantive concerns that distinguishes it from all others. In this seminar, students who might be interested in specializing in one of the two disciplines within a departmental major are introduced to this unique body of knowledge. Prerequisite: 100 or consent. Goodman or Rice. 4

S/A 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: 100 or consent. Staff. 3
S/A 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. Staff, 3

S/A 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: 100.

S/A 309—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: 100.

S/A 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: 100.

S/A 312—MINORITY RELATIONS. Anthropological, social psychological, and sociological interpretations of racial and ethnic interaction and conflict. Prerequisite: 100.

S/A 313—THE FAMILY. The structural-functional analysis of the family as an institution, its interrelations with other social institutions; changing economic and social functions of the family as seen in historical and cultural perspective. Prerequisite: 100.

S/A 314—NATIVE AMERICANS. 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: 100.

S/A 316—SOCIOCULTURAL THEORY. Analyses of central theoretical questions in sociology and anthropology. Historical developments and major paradigms within the two disciplines are explored. The process of theory construction is examined and a critical perspective developed. Prerequisites: 100, 200/202.

S/A 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.

S/A 318—SOCIOLOGY OF EDUCATION. A study of educational institutions, their social functions, and their interrelationships with other social institutions.

S/A 319—SOUTH AMERICAN INDIANS. Ethnography of Indians south of the Rio Grande with special emphasis on culture contact and cultural change. No prerequisites.

S/A 320—WORLD ETHNOGRAPHY. Review of the culture areas of the world outside the western hemisphere on the basis of representative ethnographic studies. Prerequisite: 100 or consent.

S/A 322—PEASANT CULTURE. Rural vs. urban and tribal societies: social organization, personality structure, life view, adaptations to random and directed change. Prerequisite: 100.

S/A 323—THE TOPOLOGY OF SOCIETY, SOCIAL STRATIFICATION, SOCIOLINGUISTICS. Prerequisites: 100.

S/A 324—HUMAN EVOLUTION AND CULTURE. As anthropology understands it today, the evolution of our species proceeded on two fronts, the physical and the cultural. We are thus interested in the process of evolution, considering the arising of the primates and the factors that led to man's branching off; in fossil man, "race" and the biological differences between populations; and physical variations within a given population. As to culture, man's unique adaptation to the environment, we need to treat the evolution of behavior, tracing it in parallel fashion on the basis of artifacts and brain development, and what these two sets of data can tell us about the changes through time. Prerequisite: 100 or consent.

Valdes, 3

S/A 325—SOCIALIZATION AND ENCULTURATION. A theoretical examination of the relationship between individuals and their sociocultural milieu. Major emphasis will be given to the processes by which individuals are incorporated into social structures and the influence of these processes on personality, cognition, and social action. Prerequisite: 100 or consent.

Valdes, 3

S/A 332—SOCIAL MOVEMENTS. This course explores the social processes which give rise to crowds, cults, publics, and social movements. Social movements are 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: 100 or consent.

Jordan, 3

S/A 333—INSTITUTIONAL ORDERS. An analysis of the major institutional components of societies and an exploration of the social processes whereby these institutions are maintained, coordinated, and changed. Prerequisite: 100 or consent.

Thorp, 3

S/A 334—SOCIOLOGICAL METHODS. Experience in and implementation of sociocultural research. Current techniques of collecting, analyzing, interpreting, and reporting data. Prerequisites: 100, 200/202, 316.

Rice, 4

S/A 340—SOCIAL MOVEMENTS. This course explores the social processes which give rise to crowds, cults, publics, and social movements. Social movements are 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: 100 or consent.

Jordan, 3

S/A 341—SOCIAL MOVEMENTS. This course explores the social processes which give rise to crowds, cults, publics, and social movements. Social movements are 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: 100 or consent.

Jordan, 3

S/A 342—DEVIANCE AND SOCIAL CONTROL. Deviance is examined in sociocultural context as a process of social interaction and labeling. Theories of deviant behavior include structural, social psychological, and phenomenological analyses. Particular emphasis will be given to the sociocultural conditions under which subcultures and individuals take on a deviant concept of self. Prerequisite: 100 or consent.

Staff, 3

S/A 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: 100 and consent.

S/A 361-362—DIRECTED STUDY. Credit earned will be determined by departmental evaluation.

S/A 401—SOCIOCULTURAL METHODS. Experience in the design and implementation of sociocultural research. Current techniques of collecting, analyzing, interpreting, and reporting data. Prerequisites: 100, 200/202, 316.

Rice, 4

S/A 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: 100.

Valdes, 3

S/A 420—SENIOR SEMINAR. An integrative and reflective course designed to be a culmination of the student's work in the major. The topics focus on dimensions of the relationship between self and society, including our relationship to the knowledge we have been acquiring, our relationship to the world in which we live, and the search for a proper definition of the relationship between skills and values. Prerequisite: senior majors only (or consent).

Patter, 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.

Stall. 2

SPEECH COMMUNICATION 110—DIMENSIONS OF SPEECH COMMUNICATION. An overview of the speech communication process, including broadcasting (its impact and responsibilities); dialogue in dyads and groups; use of language; nonverbal communication; theory and practice; political communication; artistic communication; and issues of freedom of speech. Lecture-discussion, guest lecturers, student projects.

Markgraf. 4

SPEECH COMMUNICATION 113—READING ALoud LITERATURE. Emphasis is upon the study of literature from the viewpoint of the oral reader. Principles of critical and aesthetic theory and of voice and delivery prepare the student for the re-creative art of oral interpretation of verse, drama, and prose.

Markgraf. 4

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.

Staff. 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 include 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.

Staff. 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.

Staff. 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.

Staff. 3

SPEECH COMMUNICATION 244—FREEDOM OF SPEECH. A critical analysis of theories and justifications of freedom of expression and the factors which determine the scope and practical exercise of free speech. Political, legal, ethical, and artistic aspects will be examined.

Markgraf. 3

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

Dresser. 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 308—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.

Staff. 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. Thios. 3

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

B. Thios. 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. Thios. 4

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 Cinema

Requirements for Theatre Students are as Follows

B.A. Candidates

Acting I or Elementary Acting
Development of Dramatic Art
One semester of Theatre History or Dramatic Literature
Production Management
Technical Theatre
World Cinema or History of Cinema

Total required: 21 or 22 hours. Minimum credit hours needed is 30.
B.F.A. Candidates

1. Enter the program by audition for performance students and by portfolio or interview for design/technical students.
2. Participate as a performer or technician in one production each semester.
3. Be reviewed at the end of each year—continuation in the B.F.A. is contingent upon a favorable review.

Acting I or Elementary Acting
Development of Dramatic Art
One semester of Theatre History or Dramatic Literature
Production Management
Technical Theatre
World Cinema or History of Cinema

Requirements for Cinema Students are as Follows:

B.A. Candidates

World Cinema
Elementary Cinema Production
History of Cinema
Cinema Theory and Criticism
Advanced Cinema Production
The Theatre Artist or the Development of Dramatic Art

Total credit hours: 24. Minimum credit hours needed is 30.

A. B.F.A. is not granted in the area of Cinema.


Stout. 4

THEATRE AND CINEMA 107—THE ARTS IN CONTEMPORARY SOCIETY. The study of form, function, and sponsorship of the arts in America as a dynamic force in shaping the contemporary culture. Specific attention will be paid to the role of the arts as a lifetime activity. Dance, Cinema, Theatre, and visual arts will be covered with specific distinction made between folk, popular, and the fine arts. Attendance at cultural events will be required. Fulfills the G.E. Fine Arts requirement.

Brasmer. 3

THEATRE AND CINEMA 109—THE THEATRE ARTIST. The artistry of the playwright, actor, director, and designer is studied through theory and practice. Fulfills G.E. requirement in Fine Arts.

Halverson. 4

THEATRE AND CINEMA 121—ELEMENTARY ACTING. The student is introduced to exercises designed to free the imagination through improvisation and theatre games as well as various psychodramatic techniques. In addition, the basic skills of physical and vocal technique are explored through scene work. Designed for the non-major and the major with limited interest in performance. Fulfills oral communication requirement.

Staff. 3

THEATRE AND CINEMA 123—ACTING I: VOICE AND MOVEMENT. An integrated approach to free, develop, and strengthen the voice and the body of the performer. Special attention is given to circus, improvisation, and pantomime techniques. Fulfills oral communication requirement. The beginning course for majors interested in performance.

Halverson. 3

THEATRE AND CINEMA 141—PRODUCTION MANAGEMENT. An examination of the responsibilities of the production staff in the commercial and noncommercial theatre. This includes discussion of financial, stage, and house management.

Sealey. 2

THEATRE AND CINEMA 143—MAKE-UP. Make-up for the performer and designer, with an emphasis on facial structure, sculptural, character, fantastic, and special make-up.

Staff. 2

Performance Emphasis:

4-8 credits of Dance selected from Dance 131, 141, 151, or proficiency. (4 of these credits are not counted in the G.E. requirement.)
1 credit of Voice from Music 101-102 or Music 108
Acting II and III
Directing
Theatre Workshop

Total credit hours: 42-48. Minimum credit hours needed is 40.

Design/Technical Emphasis:

Design
Costume Design
Directing
Theatre Workshop

Total credit hours: 39-41. Minimum credit hours needed is 40.

IN ADDITION, the B.F.A. student is required to complete 16 credits in related arts and 16 credits in the prescribed area of G.E. The Department of Theatre and Cinema requires the 16 credits in G.E. to be taken in a minimum of four different disciplines.
THEATRE AND CINEMA 144—TECHNICAL THEATRE I. Lecture and laboratory in theatrical construction techniques, to include woodworking, metal working, scene painting, and plastics. Work on productions is part of the laboratory experience. Sealey. 4

THEATRE AND CINEMA 201—THE DEVELOPMENT OF DRAMATIC ART. A study of the historical development of the drama and the accompanying theatrical elements from classical to modern times. Fulfills G.E. Fine Arts requirement. Brasmer or Stout. 4

THEATRE AND CINEMA 203—HISTORY OF WORLD THEATRE. A survey of the theatrical culture of western civilization. Topics of investigation include classical Greek drama, Roman spectacle, medieval religious and secular theatre, commedia dell'arte, Renaissance and baroque pageantry, classical and romantic opera and ballet, 19th Century melodrama and poetic spectacle, the rise of realism and naturalism, and revolutionary movements in the 20th-Century theatre. The approach is a documentary one concentrating on the reconstruction of performance practices through use of primary evidence, both textual and pictorial. Fulfills G.E. requirement in Fine Arts. Stout. 4

THEATRE AND CINEMA 219—ELEMENTARY CINEMA PRODUCTION. 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 form. Each student will complete a series of film projects in 8mm format. Some limited attention will be paid to video production. The student will be required to share in the expenses involved in his or her film production. Required of cinema majors. Offered each semester. No prerequisites. Briggs. 4

THEATRE AND CINEMA 224—ACTING II: CHARACTERIZATION. The factors in the script which determine characterization and the creative development of these factors in specific roles. Prerequisite: 123. Halverson. 3

THEATRE AND CINEMA 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 $300. Staff. 2

THEATRE AND CINEMA 241—DESIGN. An introductory course providing the student with a systematic illustration in theory and practice of the role and function of the stage designer. The course likewise provides an introduction to many of the media and techniques of the theatre designer. Projects will be based on play texts and will concentrate on the development of the student's ability to translate verbal, intellectual, and emotional concepts into concise, visual statements. Projects will include watercolor, collage, assemblage, scale models, graphics, and pictorial research. Emphasis will be placed on student's development of conceptual thinking in design that is incisive in its interpretation of plays and attuned to the visual demands of the modern theatre. Staff. 4

THEATRE AND CINEMA 243—DRAFTING. An intensive study in basic drafting techniques used in the theatre. It includes isometric and orthographic projection, mechanical perspective, true size and shape, floor plans, sections, and light plots. Sealey. 4

THEATRE AND CINEMA 245—LIGHTING. Lecture and laboratory to cover the physical properties of light and stage lighting equipment, as well as lighting design for the stage and film. Practical work on productions required. Prerequisite: 144 or consent. Sealey. 4

THEATRE AND CINEMA 312—CINEMA SEMINAR. The subject for this seminar will vary from year to year, and will offer the advanced student of cinema intensive and humanistic investigation of specialized genres and stylistic problems in the field. Offered once each year. Research papers, screenings, critical essays, readings. Prerequisites: 104, 219, or 326. Repeatable. Stout. 4

THEATRE AND CINEMA 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. Prerequisite: 201. Brasmer. 4

THEATRE AND CINEMA 325—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. Brasmer. 4

THEATRE AND CINEMA 326—HISTORY OF CINEMA. A survey of the social and aesthetic impact and development of cinema from its literary and technological origins in the 19th Century, through the French and American development of the early silent cinema, Soviet expressionist montage, German expressionist cinema, the French surrealists avant-garde, the studio years of Hollywood, Italian neo-realism, the new wave, and contemporary developments, including the recent influence of electronically generated and broadcast cinema. Offered every other year. Screenings, readings, research, and critical papers. Satisfies G.E. requirement in Fine Arts. Required of cinema majors. Stout. 4

THEATRE AND CINEMA 331—ACTING III: SCENE STUDY. The scene as a unit of theatrical form approached in terms of focus and interaction between characters. Repeatable. Prerequisites: 123 and 224. Brasmer. 3

THEATRE AND CINEMA 333—THEATRE WORKSHOP. Planning, rehearsing, and producing performances for the University Theatre or other faculty supervised performances. A student may enroll up to the eighth week of any semester on written permission of the departmental chairperson. Safety glasses required. By consent. 1-3 credits per semester with a maximum of 16 credits. Staff. 1-2

THEATRE AND CINEMA 341—COSTUME HISTORY. The intention of the course is to emphasize the development of historical dress and its relationship to theatrical costume. The course includes examination of the costumes of the peoples of the Near East, Mediterranean, the Middle Ages, Renaissance, Baroque, and 18th and 19th centuries. Staff. 4

THEATRE AND CINEMA 345—TECHNICAL THEATRE II. Lecture and laboratory in advanced theatrical construction techniques, structural analysis of conventional materials and scenic projections. Work on productions is part of the laboratory experience. Prerequisite: 144. Sealey. 4

THEATRE AND CINEMA 347—COSTUME DESIGN. An introductory projects course concentrating in costume design. The course will explore specific problems in costume design, both technical and interpretive. Emphasis is on the importance of thorough historical research to the costume design process. Prerequisite: 241 or consent. Staff. 4

THEATRE AND CINEMA 361-362—DIRECTED STUDY Staff. 3-4
THEATRE AND CINEMA 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
g. Special Studies in Children's Theatre

THEATRE AND CINEMA 404—DRAMA SEMINAR. Intensive study in a major playwright, genre, form, or theme is the subject. The seminar topic will vary from year to year. Repeatable. Prerequisites: two courses in Dramatic Literature/Theatre History.

THEATRE AND CINEMA 410—ADVANCED CINEMA PRODUCTION. A production course designed for the advanced student of cinema. A rigorous and intensive practical course in the techniques of sound motion picture production. Working in the 16mm format, students will complete a series of individual and group projects. Production management, camera work, sensitometry, lighting, sound recording and mixing, double-system editing, printing and laboratory processes. Offered once each year. The student is expected to share in the expenses of his or her production work. Required of cinema majors. Prerequisite: 219.

THEATRE AND CINEMA 411—THEORY OF CINEMA. An investigation of the salient theories of cinema from the pioneering work of Eisenstein and Pudovkin to current work in ideological, structuralist, and semiotic analysis. Reference will be made to traditional literary and art criticism, as well as to relevant sociological and anthropological research. Little attention will be paid to routine journalistic film criticism, screenings, readings, research, and critical papers. Offered every other year. Prerequisites: 104, 219, or 326. Required of cinema majors.

THEATRE AND CINEMA 424—SPECIAL TOPICS IN ACTING. Intensive work on a specific acting problem. The subject will vary from year to year. Possible topics include new approaches to developing roles, styles of acting, interdependency of design and movement, and working with new scripts. Repeatable. By consent.

THEATRE AND CINEMA 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 CINEMA 441—DESIGN SEMINAR. Design Seminar is intended for the advanced production and design student. Content will vary from year to year. Areas offered will range from problems in advanced design to scene painting and stage decoration. Emphasis will be on the theoretical and academic aspects of these areas as contrasted with the practical work offered in other courses. By consent.

THEATRE AND CINEMA 451-452—SENIOR RESEARCH.

THEATRE AND CINEMA 458—SENIOR COMPREHENSIVE PROJECT. A practical project in performance, design, theatre, management, or film with work accomplished in the University Theatre or Theatre II. Course can be elected to satisfy a comprehensive 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.