Accreditation and Recognition

Denison is accredited by the North Central Association of Colleges and Secondary Schools, which was formed in 1913. Denison’s program in Education is approved by the State of Ohio Board of Education, and the American Chemical Society accredits the program in Chemistry.

Denison’s pre-medical program is recognized by all medical schools accredited by the Association of American Medical Colleges.

The Department of Music is a liberal arts member of the National Association of Schools of Music.

Denison is a member of the Great Lakes Colleges Association, the Association of American Colleges, the Ohio Colleges Association, the Association of Independent Colleges and Universities of Ohio, the National Association of Independent Colleges and Universities, and several additional national and state associations.

Denison’s chapter of Phi Beta Kappa was installed in 1911, and the Denison University Club of the Society of Sigma Xi was formed in 1957.

Nondiscrimination Policy

Denison University does not engage in discrimination in its programs, activities, and policies against students, prospective students, employees, or prospective employees, on account of race, color, religion, ethnic or national origin, age, personal handicap, or sex. Such policy is in compliance with the requirements of Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Rehabilitation Act of 1973, and all other applicable federal, state, and local statutes, ordinances, and regulations.
Catalog
Denison University
1979-80 Academic Year

Contents
Plan of Study, 1
Registration & Academic Regulations, 13
Annual Costs, 19
Foreign Language Requirement, 23
Safety Glasses Requirement, 24
Interdepartmental Majors
Black Studies, 26
Classical Studies, 28
East Europe and Soviet Studies, 31
French Area Studies, 34
Latin American Studies, 36
Literature, 39
Urban Studies, 41
Interdepartmental Courses, 43
Departmental Majors
Art, 47
Astronomy, 51
Biology, 52
Chemistry, 57
Dance, 61
Economics, 64
Education, 68
English, 71
Geology and Geography, 76
History, 80
Mathematical Sciences, 85
Modern Languages, 89
Music, 96
Philosophy, 101
Physical Education, 105
Physics, 113
Political Science, 114
Psychology, 120
Religion, 123
Sociology and Anthropology, 126
Speech Communication, 130
Theatre and Cinema, 132
College Lists, 138
Admissions Information, 149
Financial Information, 156
Plan of Study

The faculty at Denison attempts to help students to become self-generating learners, affirms the central importance of intellectual achievement, expects students to achieve some understanding of the broad forms of intellectual activity through a program of General Education and to achieve proficiency in some particular area of knowledge.

To these ends a graduate of Denison will have done at least the following:

□ earned 127 semester hours of credit;
□ earned a cumulative grade-point average of at least 2.0, both overall and in the major field;
□ taken approximately 13 courses from a variety of areas of knowledge as a part of the general education program;
□ majored in some area — either in a department or an individually-designed area;
□ successfully completed a comprehensive experience in certain major fields;
□ successfully participated in at least two January Terms;
□ resided at Denison for at least six semesters (Transfer students: four semesters).

Please note that qualifications and further clarification of these requirements appear in various following sections. These requirements apply to all students, unless otherwise noted in the following sections. Note exceptions, in particular, for Bachelor of Fine Arts and Bachelor of Music candidates.

Degrees Available at Denison

Bachelor of Arts

A candidate for the Bachelor of Arts Degree who majors in one department must successfully complete a minimum of 24 semester-hours of work. The maximum number of credit hours which may be taken in the major by the end of the junior year is 32. Hours in excess of 32 will not count toward the degree.

These maximums do not apply to an interdepartmental or individually designed major. Maximums in these cases are to be worked out with the student’s adviser and others.

Bachelor of Arts candidates shall be free to plan their senior program, in consultation with their adviser, to suit individual needs as to depth and breadth of study.

Bachelor of Science

A candidate for the Bachelor of Science Degree may concentrate in any of the following fields: Biology, Chemistry, Geology, Mathematics or Computer Science, Physics (Astronomy), and Psychology.

A candidate for the Bachelor of Science degree may earn a maximum of 70 semester-hours in the major field and specified related area requirements. At least 24 hours must be earned in the major field.

A student who wishes to concentrate in a general field, rather than one
department, shall take a minimum of 36 semester-hours from two or three closely related departments with not less than 15 semester-hours, ordinarily in sequence, in one of these departments. A student who wishes to concentrate in a general area must make his or her choice not later than the beginning of the junior year. Ordinarily the choice of a major in a single department is also made not later than the beginning of the junior year.

**Bachelor of Fine Arts**

A candidate for the Bachelor of Fine Arts Degree will major in art, dance, or theatre and cinema and is required to take a minimum of 40 credit hours in that major. The program will be planned with a departmental adviser.

A student may design a joint or combined major involving more than one Fine Arts Department. In addition a student will take a minimum of 15 credit hours in any of the following areas, other than the major area of concentration: art history, dance, music, theatre, cinema, and studio art.

Each student will take a minimum of 16 hours credit from the courses listed as a part of the general education program outside the fine arts, including one course each in The Sciences, Social Sciences and Humanities. Special procedures may apply to students who seek admission as BFA candidates.

**Bachelor of Music**

A candidate for the Bachelor of Music Degree should make this decision known, if possible, when he or she is admitted to Denison, and certainly not later than the end of the freshman year.

General Education requirements for the Bachelor of Music degrees in Applied Music, Theory-Composition, and Music Education must be taken from the following areas of the present General Education distribution system: one course in English, one in History, one in Fine Arts (other than in music), one in Philosophy or Religion, one in Social Sciences, and one in Science or Mathematical Sciences. In addition, the student must satisfy the present foreign language requirement, excluding linguistics. A minimum of three hours credit must be taken in each area. For the Bachelor of Music Education degree, students must take at least 30 credit hours in General Education.

A student planning to teach Music in the public schools will elect Education 213, 217, 315-316, 415, and 420. (See Music departmental section of Catalog.)

**Graduation With Honors**

A student who meets the general college requirements and the particular requirements for any one of the above degrees may graduate with Honors. There are three levels of Honors.

**Highest Honors**

This highest distinction is accorded to students who earn a cumulative grade-point average of 3.8 and receive an A grade on their honors project and the recommendation of their major department or appropriate committee in the case of an interdepartmental major.
High Honors
This second highest distinction is accorded to students who earn a cumulative grade-point average of 3.6 and receive an A grade on their honors project or who earn a cumulative grade-point average of 3.8 and receive a B grade on their honors project. The recommendation of the major department, or appropriate committee in the case of an interdepartmental major, also is required for graduation with High Honors.

Honors
This third distinction is accorded to students who earn a cumulative grade-point average of 3.6 and receive the recommendation of their major department or appropriate committee in the case of an interdepartmental major or earn a cumulative grade-point average of 3.4 and receive an A or B on their honors project and the recommendation of their department or appropriate committee.

Please note: The grade point average is computed on the last six or eight semesters, whichever is higher. Departments will explicitly state, late in the second semester of the senior year, that the student is recommended for honors with no qualifications. This recommendation will be based in part upon the student's performance in departmental and related courses, and in part on his or her having exhibited an outstanding breadth and depth of understanding in the field of study. An Honors Project is a distinct and separate part of Honors and may not itself satisfy the requirement, nor be the factor on which the department makes its recommendation.

General Education
A life based on rational and humane self-determination, to which all liberal education aspires, requires those skills and understandings of ideas, principles, and methods most common to the major realms of modern knowledge.

In recognition of this need, Denison offers a program of General Education, usually fulfilled in the freshman and sophomore years. Students must take certain courses from this program regardless of major field. It is designed to expose the student to broad areas of knowledge that should contribute to the dual goals of vocational success and a happier, more intelligent mode of living.

In consultation with their advisers, students should devise an educational plan designed to bring together their own interests, the expectations of the faculty in the area of general education, courses related to the chosen major and additional elective courses.

In some cases courses from the general education area must be taken in the freshman or sophomore years. Furthermore, since we are eager to build on the academic work students have done before coming to Denison, students may either waive and/or receive credit in these areas by Advanced Placement or Proficiency Testing.

To fulfill faculty expectations in general education a student must choose from the specified courses in each of the following areas:
**English and Literature:**

Two courses, English 101 and a literature course in the English Department, the Department of Modern Languages, or the Classics Program. Students demonstrating skill on the English Department Proficiency Examination may satisfy this requirement with two literature courses. Note also various courses with writing component (W). Interdepartmental 192c, Freshman Honors Seminar, may also fulfill the literature requirement.

**Fine Arts:**

Choice of one course from Music 101, 115, 116, 120, 122, 201, 202, 203, 204, 207, 208; Theatre and Cinema 104, 107, 109, 201, 203, 326; Art—any Studio or Art History course; Dance—any combination of 3 or 4 movement technique courses 131, 141, 151, or one of Dance 205, 206, 225, 323, 324.

**Foreign Language:**

Proficiency at a certain level is required. It may be demonstrated in a variety of ways: successful completion of an advanced placement or proficiency test; at least four years of one foreign language in high school; various combinations of courses at Denison, depending on background and competence—from a three-credit course to 4 hour-credit courses. The Foreign Language Requirement may be satisfied with a classical or modern language (for details see Foreign Language Requirement later in this Catalog).

**Philosophy and Religion:**

One course from Religion 101, 102, 103, 210, 211, 212, or 228; General Education (Interdepartmental) 18; or Philosophy 101 during the 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. Interdepartmental 192b, Freshman Honors Seminar, may also fulfill this requirement.

**History:**

One course chosen from History 201, 202, 203, 215, or 221.

**Social Sciences:**

Two courses chosen from Economics 100, any Political Science course, or Sociology and Anthropology 100 (from two different disciplines). Freshman Honors Seminar (Interdepartmental 192a) may also fulfill one of the social science requirements.

**Science:**

Three introductory one-semester courses in three different departments, chosen from Astronomy 100; Biology 100, 110, 111, or 112; Chemistry 100, 110, or 121; Geology 105 or 111; Mathematics 101, 102, or 171; Physics 100 or 121; Psychology 101.
Oral Communication:
Proficiency in Oral Communication is required. This may be demonstrated through a special test during the Freshman or Sophomore years. If this is not done, one course must be chosen from the following: Speech Communication 101, 113, 218, 221, 222, 223, 227, or 304, or Theatre and Cinema 121, 123.

January Term:
Two January Terms must be completed by all students during their Denison experience.

"Recommended List" Requirement:
In addition to the above requirements, a student must elect one 3- or 4-credit course from the following. This selected course must be in a different discipline from those used to fulfill the other general requirements listed above.
- Fine Arts—any of the above listed courses.
- Mathematics 123 or Philosophy 105 or 312.
- Philosophy and Religion—any course at the 200 level or above, to be taken in the Junior or Senior year.
- Social Sciences—any of the above listed courses.

Minority Studies (effective with the Class of 1983)
One course from the following: Interdepartmental 246, Sociology 312, Economics 350, Black Studies 235, History 215, History 360c, Psychology 402l, Religion 228, Theatre and Cinema 401c, English 225, 255, 355, 356, or 359, and Political Science 333d. Other courses will be added to this list in the future.

Please note:
A course as referred to above may be for either three or four credit hours. Candidates for the B.A. degree are permitted no more than 32 hours in their major by the conclusion of their Junior year. Hours in excess of 32 at the conclusion of the Junior year will not normally be counted toward graduation.
Candidates for the B.F.A. degree are required to take a minimum of 16 hours credit in general education outside the fine arts. At least one required course must be completed in each general area of study, humanities, science, and social science.
General Education requirements for the B. Mus. degrees in Applied Music and Theory-Composition must be taken from the following areas of the present general education distribution system: one course in English, one in History, one in Fine Arts (other than music), one in Philosophy and Religion, one in Social Sciences, and one in Science or Mathematics. In addition, candidates must satisfy the present foreign language requirement. A minimum of three hours credit must be taken in each area.

Statement of Petition Policy
On the advice of the Registrar, students may petition the Registrar's Advisory Committee for exceptions to rules concerning academic policies and
procedures. However, the Committee will consider only those petitions which are submitted sufficiently far in advance so that, if denied, the petitioner will still have time to remedy the deficiency by suitable re-scheduling or other appropriate action.

While for some students, the interpretation of this statement may mean that they will need to submit their petitions a year or more in advance of graduation, for all students it will mean that: Petitions relating to the successful completion of the requirements for graduation will not ordinarily be accepted after 4:30 p.m. of the last day of classes in the semester immediately preceding the student's last semester at Denison. Specifically, no petitions by seniors seeking substitutions or waivers of general education requirements will be entertained after this deadline.

The Major

The Denison faculty believes the achievement of some competence within a particular field or in combined fields or some study of a particular issue or problem in depth is essential for an educated person. In discussions with their advisers, students should look ahead to possible majors and make their choices before entering the junior year.

Four options are available: the Departmental Major, the Interdepartmental Major, the Individually Designed Major, and the Concentration.

The Departmental Major

The following departmental majors are offered:

- Art
- Biology
- Chemistry
- Dance
- Earth Science (see Geology)
- Economics
- English—Literature or Writing
- Geology
- History
- Mathematical Sciences — Mathematics and Computer Science
- Modern Languages — French, German, Russian, or Spanish
- Music—Applied Music, Music Education, or Theory and Composition
- Philosophy
- Physical Education
- Physics
- Political Science
- Psychology
- Religion
- Sociology and Anthropology
- Speech Communication
- Theatre and Cinema — Theatre or Cinema

The particular requirements are described in the departmental section of the Catalog.
The Interdepartmental Major

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

A student may major in:
Black Studies
Classical Studies
East European and Soviet Studies
French Area Studies
Latin American Area Studies
Literature
Urban Studies

Courses available in each of these majors are outlined in the departmental section of the Catalog.

The Individually Designed Major

Approval of a proposal for a major will be based on the following criteria:

☐ At least 20% of the total number of hours taken by the student must be in the program declared as a major.

☐ While there is no upper limit on the total number of courses which may be taken in an individually designed major, a student may take no more than 40 hours in one department for the BA and BS degree.

☐ The choice of the individually designed major is subject to the approval of the adviser and the appropriate committee of the Academic Affairs Council. The student should be sponsored by an adviser and other faculty consultants as they deem necessary.

☐ The major should include at least five courses which are other than directed or independent studies. The major should also include at least one directed or independent study suitable to the area of the proposed program.


The Concentration

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

The following concentrations are offered:

Art History (Art)
Astronomy (Physics)
Communications
(English, Speech Communication, Theatre and Cinema)
Education (all departments)
Environmental Studies
   (Economics, Political Science, Sociology and Anthropology, Psychology, Biology, Chemistry, Geology, Physics)
Geophysics
Most of these concentrations are described in the departmental listings.

Descriptions of some of the concentrations follow:

International Relations
   (Political Science)
Mass Media
   (Speech Communication)
Speech Science
   (Speech Communication)
Studio Art (Art)
Urban Studies
   (Sociology and Anthropology)

Most of these concentrations are described in the departmental listings.

Descriptions of some of the concentrations follow:

International Relations Concentration
The International Relations concentration exists within the Political Science major. Students electing this concentration must therefore fulfill the requirements of the Political Science major detailed elsewhere in the Catalog.

After completing successfully the three 200-level courses in Political Science, students may take their remaining six Political Science courses entirely in the areas of International Relations and Foreign Policy. The total number of courses required for the International Relations concentration is 15. In addition to Political Science courses which may be applied toward meeting the concentration requirement, some combination of courses should be taken in History, Economics, and Modern Languages. These courses should emphasize international concerns.

Strongly recommended are Economics 316 (also Political Science 308, may be taken for credit in either department), Economics 100, 301, or 302, History 307, History 351, History 353, and History courses concentrating on Asia, Africa, and Latin America. Interdepartmental courses with distinct international orientations are also acceptable.

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

Environmental Studies Concentration
For the first time in history, man is being brought to face the real possibility that we are endangering our own future on earth.

It can be said that this threat results at least in part by man's increased
feeling of isolation from the natural systems of the earth. The following program is an attempt to bring the student to see man as part of the living world, the one part most capable of significantly changing the whole ecosphere. It is not conceived of as a program emphasizing "pollution," but rather an attempt to convey the scope of ecological relationships. When man's place in these is considered, it is imperative that the bases of our value judgments be explored as well as those psychological, social, religious, and economic factors leading to population growth. Though pollution is not the theme, its control must be sought; hence it is mandatory that students become cognizant of the economic, political, and social significance of environmental change or environmental engineering. What is implied is a broadening of the liberal arts experience with a focus upon the relationship of the human population as a real part of the natural systems of the earth.

A student taking a concentration in Environmental Studies must satisfy the following requirements:

- Insofar as possible, the student should choose courses related to Environmental Studies for satisfying the G.E. requirements. A list of those recommended is available from the Environmental Studies coordinator.

- The student will complete a major in one department chosen: Economics, Political Science, Sociology and Anthropology, Psychology, Biology, Chemistry, Geology, or Physics. A major in another department may be possible with the approval of that department and the Environmental Studies committee.

- A minimum of 20 hours in addition to those courses needed to satisfy the G.E. or major requirements should be selected from among those courses recommended for this concentration. This list is also available from the coordinator.

- During the senior year students taking the concentration must enroll in Interdepartmental 441-442, Environmental Studies, a senior experience combining an independent project and a seminar. For students majoring in departments which require a senior seminar, these courses will replace the departmental seminar.

The program is flexible and can accommodate students with nearly any specific interest in the environment. Each individual program is planned by the student, the faculty representative of the Environmental Studies committee from the student's major department who serves as his or her adviser, and the Environmental Studies coordinator. Students planning to pursue a concentration in Environmental Studies should consult the coordinator as early as possible.
Educational Planning

Each incoming student is assigned a faculty adviser who counsels the student in planning his or her academic program.

During the first year of residence, a student is expected to begin planning his or her own program of study. This program should be suited to the student's particular needs, interests, life aspirations, and career plans. The offices of Student Personnel and Career Planning and the various academic departments, as well as the faculty adviser, will assist students with their planning.

The plan, based on Denison's tradition of liberal education, should include a statement of educational objectives relating to career plans and personal developmental goals, an analysis of high school and first semester Denison experiences and discoveries, a projection of course work and off-campus programs being considered, and a tentative choice of major.

Since education is an evolutionary process, students are encouraged to explore the breadth of opportunity at Denison in their early years on campus. Modification of academic goals, vocational plans, and prospective majors is common so students should not preclude from consideration any particular range of educational alternatives.

The student should update his or her educational plan annually and review it with his or her faculty adviser prior to May pre-registration.

The Comprehensive

The completion of a major shall normally include some experience designed to encourage the student to confront, in a substantial manner, the broad range of learning within his or her field.

Academic departments may, on the approval of their plans by the Academic Affairs Council, require majors to participate in this experience. A department requesting permission to require such an experience shall demonstrate how the proposed plans serve as a valuable part of the total educational program. Those departments not wishing to offer such an experience must justify this decision to the Academic Affairs Council and gain its approval. In developing these plans, the faculty associated with the particular major field shall systematically consult with students majoring in that field.

The means of evaluation of this experience shall be at the discretion of the department, although if the experience is required the faculty shall indicate the basis of the evaluation to the Council and to students participating.

If a department chooses a plan which requires a period of special study, followed by an exam or presentation, it may request permission from the Academic Affairs Council to have its students excused from final exams in that particular semester, with the exam period then coming immediately after the announced final examination period of the semester.
Special Academic Projects

Students have the opportunity to undertake Directed Studies, Senior Research, Honors Projects, and Independent Studies. These are explained below and specific examples of such recent work are listed in each academic department’s section of the Catalog.

Directed Study

A student in good standing is permitted to work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when a student wishes to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not duplicate a course that is regularly offered. A student who wishes to elect a Directed Study must submit a written proposal no later than the close of the Registration day to an appropriate faculty member, who will review the proposal in consultation with his or her department. A proposal for Directed Study must be approved by the end of the first week of the semester in which it is to be undertaken. Directed Studies are to be taken for 3 or 4 credits.

Senior Research

A student may enroll for Senior Research in his or her final year at Denison. Senior Research requires a major thesis, report or project in the student’s field of concentration and carries eight semester-hours of credit for the year. It may be converted to an Honors Project if application is made after the ninth week of the first semester and prior to the fifth week of the second semester. Semester-hours of credit for Senior Research shall not be counted toward the maximum hours allowed in the student’s major.

Honors Project

Any senior whose record shows at least a 3.4 grade-point average with the recommendation of his or her department may undertake a two-semester Honors Project in a specific topic related to his or her major field. Such a study must be recommended by the student’s academic adviser and the departmental chairperson and be approved by the Academic Affairs Council. If completed successfully, an Honors Project earns eight credit-hours toward graduation and the possibility of graduation with Honors. Please note carefully the explanation on page 2 of this Catalog dealing with Graduation with Honors.

Independent Study

Independent Study involves relatively undirected student effort in the pursuit of some clearly defined goals. In this effort a student may employ skills and information developed in previous course experiences or may develop some mastery of new skills.

A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project adviser. The approval must be submitted on the appropriate form to the Registrar at the time of registration and meet certain criteria.
The chief distinction between this option and the other three options for individual study is that an individual faculty member works with the student only prior to the initiation of the study or at its very beginning and at the completion of the study. Because one major goal of a liberal arts education should be to encourage and make possible independent study after the college experience, every Denison student will be encouraged to undertake at least one Independent Study project before graduation. A student may propose an extensive independent project up to the equivalent of a full semester's work. An Independent Study project which constitutes a student's total academic load in a given semester may be done either on or off the campus. Any proposal or combination of proposals to do independent work carrying more than four credit hours must be submitted to the Dean of the College and requires the advance approval of the special Independent Study committee of the Academic Affairs Council.

Examples of Independent Studies approved recently include:


Dean's List

A student earning a superior academic average is placed on the Dean's List and notice of this accomplishment is sent to the student's hometown newspaper(s).

Academic qualifications for inclusion on the Dean's List require that a 3.500 academic average be maintained for the semester, with no D's, F's, U's, I's, and that a minimum of 12 academic hours be completed for a grade.
Registration & Academic Regulations

Registration

Registration is the formal enrollment in the college, and in registering, the student subscribes to all the regulations, terms, and conditions — academic and financial — set forth in this Catalog. A student must, therefore, register in person during the scheduled registration period each semester.

Normal Registration

A normal load is set at 16 semester-hours of credit per semester. This total should include the appropriate requirements. The normal academic load enables a student to meet the graduation requirements within eight semesters. A student who pays regular tuition charges is permitted to audit, without additional cost, one course a semester for which no credit may be claimed.

Reduced Registration

This classification is recommended for a student who for any reason cannot carry a normal schedule satisfactorily. If reduced registration is advisable, a student may be required to carry a schedule of 12 to 14 credit hours and be asked to devote an extra semester to fulfill the graduation requirements. Without special permission from the appropriate Dean, 12 hours shall be minimum registration for any regular student. With special permission a regular student may register for 9 to 11 credit hours.

Excess Registration

The payment of tuition for fall and spring semesters of any given academic year entitles a full-time regular Denison student to 35 credit hours (exclusive of chapel, convocation, and Experimental College credit) in that year. Students who enroll in courses that involve more than 35 hours for the two semesters of the academic year will be billed for excess hours early in the spring semester. Averaging is permitted only over the two semesters of an academic year. Students who are enrolled on a full-time basis for one semester only of an academic year will be billed for hours in excess of 17. (See College Cost section of catalog for the fee.)

Additional Credit

With the consent of the instructor, a student may register for an additional hour of credit in a course beyond the introductory level. The instructor will specify the nature of the extra work required for the additional hour.

Partial Registration

A regular student, with the permission of the appropriate Dean, may take a part-time schedule of eight or fewer academic semester-hours of credit. A part-time regular student may pay by the credit hour and must carry eight hours or fewer. Regular students carrying more than eight hours are counted by the University as full-time students and must pay full tuition. A full-time student normally carries 15 to 16 hours. For students on financial aid or scholarship, a minimum registration of 12 hours is required.
The chief distinction between this option and the other three options for individual study is that an individual faculty member works with the student only prior to the initiation of the study or at its very beginning and at the completion of the study. Because one major goal of a liberal arts education should be to encourage and make possible independent study after the college experience, every Denison student will be encouraged to undertake at least one Independent Study project before graduation. A student may propose an extensive independent project up to the equivalent of a full semester’s work. An Independent Study project which constitutes a student’s total academic load in a given semester may be done either on or off the campus. Any proposal or combination of proposals to do independent work carrying more than four credit hours must be submitted to the Dean of the College and requires the advance approval of the special Independent Study committee of the Academic Affairs Council.


**Dean’s List**

A student earning a superior academic average is placed on the Dean’s List and notice of this accomplishment is sent to the student’s hometown newspaper(s).

Academic qualifications for inclusion on the Dean’s List require that a 3.500 academic average be maintained for the semester, with no D’s, F’s, U’s, I’s, and that a minimum of 12 academic hours be completed for a grade.
Registration & Academic Regulations

Registration

Registration is the formal enrollment in the college, and in registering, the student subscribes to all the regulations, terms, and conditions — academic and financial — set forth in this Catalog. A student must, therefore, register in person during the scheduled registration period each semester.

Normal Registration

A normal load is set at 16 semester-hours of credit per semester. This total should include the appropriate requirements. The normal academic load enables a student to meet the graduation requirements within eight semesters. A student who pays regular tuition charges is permitted to audit, without additional cost, one course a semester for which no credit may be claimed.

Reduced Registration

This classification is recommended for a student who for any reason cannot carry a normal schedule satisfactorily. If reduced registration is advisable, a student may be required to carry a schedule of 12 to 14 credit hours and be asked to devote an extra semester to fulfill the graduation requirements. Without special permission from the appropriate Dean, 12 hours shall be minimum registration for any regular student. With special permission a regular student may register for 9 to 11 credit hours.

Excess Registration

The payment of tuition for fall and spring semesters of any given academic year entitles a full-time regular Denison student to 35 credit hours (exclusive of chapel, convocation, and Experimental College credit) in that year. Students who enroll in courses that involve more than 35 hours for the two semesters of the academic year will be billed for excess hours early in the spring semester. Averaging is permitted only over the two semesters of an academic year. Students who are enrolled on a full-time basis for one semester only of an academic year will be billed for hours in excess of 17. (See College Cost section of catalog for the fee.)

Additional Credit

With the consent of the instructor, a student may register for an additional hour of credit in a course beyond the introductory level. The instructor will specify the nature of the extra work required for the additional hour.

Partial Registration

A regular student, with the permission of the appropriate Dean, may take a part-time schedule of eight or fewer academic semester-hours of credit. A part-time regular student may pay by the credit hour and must carry eight hours or fewer. Regular students carrying more than eight hours are counted by the University as full-time students and must pay full tuition. A full-time student normally carries 15 to 16 hours. For students on financial aid or scholarship, a minimum registration of 12 hours is required.
Special Registration

Persons living within commuting distance of the campus, certain foreign students who wish to take for credit or to audit certain courses of special interest but who are not degree candidates, and to certain graduates wishing to take post-graduate work special registration is open. A special student may not register for more than 8 credit-hours of academic work except by permission from the Registrar’s Advisory Committee. A special student desiring credit must submit appropriate credentials to the Office of Admissions. If after two semesters a special student has failed to maintain a 2.0 average, his or her special standing shall be terminated.

Changes in Registration

A student may change his or her registration during the first two weeks of a semester only with the consent of his or her academic counselor and proper notification to the Registrar.

Late Registration

Failure to complete registration at the time scheduled entails payment of a special fee of $10. Advance registration not completed at time scheduled is subject to late fee of $10. The student who has not completed his or her advance registration or by the deposit refund deadline in the second semester shall forfeit his or her deposit(s). (See College Costs.)

Transcript Fees

Fees for transcripts of a student’s record are: the first transcript shall be issued without charge. Each additional copy is $1 for currently enrolled students at Denison; $2 for former students.

Student Classification

Classification of students is determined by the amount of academic credit earned.

□ Freshman Standing — A student is classed as a freshman unless he or she is deficient in more than one unit of preparatory work.
□ Sophomore Standing — A student must have 26 semester-hours of credit.
□ Junior Standing — A student must have 60 semester-hours of credit.
□ Senior Standing — A student must have 94 semester-hours of credit.

Eligibility Rule

A regularly enrolled student registered on a full-time basis (normally 12 semester-hours or more) shall be eligible to participate in all college and intercollegiate activities. The student whose scholastic record falls below a 2.0 average shall participate only after consultation with and approval by his or her counselor, the director of the activity, and the appropriate Dean, regarding the extent of his or her participation in extracurricular activities.

By rule of the Ohio Conference freshmen are eligible to participate in intercollegiate athletics.
Recognition of Credit Earned Elsewhere

Resident Transfer Credit will be honored only if taken at an accredited college or university and only if the student submits an official transcript of credit prior to or at the time of the next succeeding registration at Denison. (This applies also to summer school credits earned elsewhere.) If a student achieves an over-all average of less than 2.0 for courses taken in summer school, credit for courses passed with a grade of C or better shall be given only at the discretion of the Registrar's Advisory Committee.

Grades Earned Elsewhere

Grades received at another institution shall not be computed into the Denison quality-point average, or be used to remove Denison quality-point deficiencies except by petition to and favorable action by the Registrar's Advisory Committee. Denison will not accept below C grade work on transfer from another institution.

Extension or Correspondence Study

Courses taken by extension (in an officially designated extension center of an accredited college or university) are credited on the same basis as resident transfer credit (see above). Courses taken by correspondence are not accepted for credit at Denison.

Withdrawal From Courses

To withdraw from a course a formal report must be signed by the student's adviser and presented to the Registrar. No record will be made if a student receives permission to withdraw from a course before the end of the seventh week of classes. No withdrawal from a course is permitted after the seventh week of classes. A student who withdraws from a course without official permission will receive a grade of F (failure) on his or her permanent record.

Withdrawal From the College

A student who finds it necessary to leave Denison before the close of the semester must, in order to receive an honorable dismissal, report to the appropriate Dean and arrange for an official withdrawal. No grades will be recorded if a student withdraws from the college before the end of the seventh week of classes. Except in cases of illness and/or by permission of the Registrar's Advisory Committee grades of F (failure) will be entered on the permanent record of the student who withdraws from Denison.

The college may, whenever in its judgment such action is for the best interest either of the student or of the student body, dismiss or refuse to enroll any student.

Registration Procedure

A student must complete his or her advanced registration and also final registration at the times scheduled to avoid payment of a fee for late compliance.

No student will be admitted to any class later than the second week of the semester.
Advance Registration

All enrolled students prepare a detailed schedule of courses with the assistance of a departmental chairperson or faculty counselor during a designated week in the preceding semester. Freshmen register early by personal conference on campus or by mail in the summer preceding entrance to Denison.

Registration

On Registration Day the student's official directory information form must be deposited with the Registrar's Office providing payment of the prescribed fees has been made that day or earlier at the Cashier's Office.

Special Academic Regulations

Grading System

Beginning with the fall semester of the 1976-77 academic year, plus and minus grades carry the following weights in the computation of grade-point averages.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A−</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B−</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C−</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>D−</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
<tr>
<td>I</td>
<td>0.0</td>
</tr>
<tr>
<td>S</td>
<td>0.0</td>
</tr>
<tr>
<td>U</td>
<td>0.0</td>
</tr>
<tr>
<td>WF</td>
<td>0.0</td>
</tr>
<tr>
<td>WP</td>
<td>0.0</td>
</tr>
<tr>
<td>CR</td>
<td>0.0</td>
</tr>
<tr>
<td>NG</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Plus or minus grades given before the fall semester, 1976-77, are not reflected in the grade-point averages.

Incomplete Grade

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

Juniors and seniors may elect to take one course per semester, not in their major field, on a Satisfactory- Unsatisfactory basis with the mutual agreement of the instructor and department involved. A few courses are offered to everyone on a S/U basis and such courses are not included in this restriction.

Academic Probation

If a student's cumulative grade-point average is less than 2.0 at the end of any semester, he or she will be on academic probation. The student will be continued on academic probation until his or her cumulative grade-point average is 2.0 or above. The student whose semester grade-point average is less than 2.0 while on academic probation is suspended for academic deficiency. If a student is granted deferred academic suspension he or she must make up one half of the deficient quality points in the next semester or the number of quality points designated by the Registrar's Advisory Committee.

Sophomore and junior students on academic probation at the end of the academic year shall be readmitted for the fall semester only through petition to — and favorable action by — the Registrar's Advisory Committee. (This includes the student who is on probation at the end of his or her fourth semester of college but does not qualify for junior standing on the basis of credit-hours earned.) These policies apply also to the student of the same classification who wishes to return to Denison after having withdrawn while on probation.

Residence Requirement

To be a candidate for a Denison degree a student who enters Denison as a freshman must complete six semesters at Denison, and a transfer student must complete the last two full years (or the last four semesters) at Denison. Generally, all students, except those enrolled in recognized pre-professional 3-2 programs, must complete the last two semesters at Denison, although exceptions may be made by the Registrar's Advisory Committee.

Special Student

A special student may not register for more than 8 credit-hours of academic work except by permission from the Registrar's Advisory Committee. A special student desiring credit must submit appropriate credentials to the Office of Admissions. If after two semesters a special student has failed to maintain a 2.0 average, his or her special standing shall be terminated.

Academic Suspension

A student failing to make a C average while on academic probation will be suspended. At the end of the first semester the student may petition the Registrar for deferment of his or her suspension until June and request permission to enroll for the second semester. If the suspension is deferred by the Registrar, the student must, during the second semester, reduce his or her point deficiency by one-half or the amount designated by the Registrar's Advisory Committee to be eligible for return in the fall. Any student who falls below a 1.0 grade-point average in any semester will be suspended.
Eligibility for Re-Enrollment

A student on academic suspension who has shown marked improvement over his or her Denison record in work taken at some other accredited college or university or can present evidence of a maturing nonacademic experience may petition the Registrar for reinstatement, this petition to be submitted through the Office of the appropriate Dean.

A former student, who was in good academic and social standing when he or she left the College, may be readmitted to Denison by writing to the appropriate Dean and by repayment of the $125 enrollment deposit.
Annual Costs

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$4,350</td>
<td>$4,650</td>
</tr>
<tr>
<td>Activity fee</td>
<td>260</td>
<td>280</td>
</tr>
<tr>
<td>Board</td>
<td>860</td>
<td>930</td>
</tr>
<tr>
<td>Room</td>
<td>$865-1,170</td>
<td>$940-1,270</td>
</tr>
</tbody>
</table>

Each student on full tuition pays about $1,275 less than his or her actual educational expenses. Gifts from alumni, parents, and friends supplement endowment and other income to enable the College to meet this difference. How long Denison and similar colleges and universities seeking to provide an education of high quality can postpone additional charges for tuition is clearly dependent upon the increasingly generous support of alumni, parents of present students, and other friends.

The College reserves the right to make changes in costs at the beginning of any semester by publication of the new rates for tuition and activity fee three months in advance, and for board and room one month in advance of their effective date.

Tuition

The $4,350 annual tuition permits a student to take from 9 to 17 hours each semester. An additional charge of $135 is made for each registered hour in excess of 17 hours for one semester or 35 hours over two semesters in the same academic year. A part-time student is charged $115 for each semester-hour of credit. The semester tuition covers the January Term if the student is enrolled for the fall semester or the ensuing spring semester at Denison.

Activity Fee

The $260 activity fee provides basic support to the Student Health Service, the College Union, and the Denison Campus Government Association (student government at Denison) and student organizations DCGA sponsors. It also enables through partial support the offering of student programs such as concerts, plays, guest lectures, other activities of a social and recreational nature, and athletics. Payment of this fee entitles a student to receive the campus weekly newspaper and the literary magazine.

Board

Meals are served in the college dining halls throughout the academic year except during vacations. The charge for board is $860 a year. A five-day board plan is also available at $780 a year. There is an additional board charge for students living on campus during the January Term. Saga Food Service, Inc., the largest collegiate food operator in the nation, assumed responsibility for the operation of Denison’s food service in 1967.
**Room Rent**

If two or more students room together, the rent for each student is $865 per year. The price of a single room is $1,170 per year. There is no additional room charge for residing on campus during the January Term if a student is a dormitory resident for the fall semester or the ensuing spring semester at Denison. **No room is rented for a shorter period than one semester**. Students will be charged for any damage to the furniture or the room beyond ordinary wear.

**Other Fees**

**Auditing Classes**

The privilege may be granted to any student. A regularly-enrolled full-time student may be permitted to audit one course each semester without additional fee and without academic credit. In all other cases, an auditor shall pay a sum equal to one-half the tuition rate paid by a part-time student.

**Off-Campus Programs**

An administrative fee of $135 per semester is charged to each student participating in an off-campus program.

**Books and Supplies**

The cost of books and supplies is estimated at $100-$120 per semester. Cash or check payments are required for all purchases at the Bookstore. Credit is not extended.

**Department of Music Fees**

Music fees are required of a student taking private lessons in Applied Music, unless the student is majoring in music. A surcharge of $100 per half hour or $200 per hour per semester, including the necessary practice-time, is assessed per person for applied music lessons.

Any student paying regular tuition may attend classes (not private lessons) in voice or instrumental music without extra charge.

Any student who is a music major and has played an instrument in the Concert Band or Licking County Symphony Orchestra or who has sung in the Denison Singers for four semesters may take private lessons on his or her instrument or voice without payment of this fee.

**Special Fees**

A materials fee of $15 per semester is charged for courses such as ceramics, sculpture, printmaking, and photography where the student becomes the owner of tangible items created.

Special fees for certain activities not normally included in the curriculum, such as karate, horseback riding, etc., are charged to participating students.

**Health Service**

This service includes hospitalization up to three days a semester (exclusive
of medical and surgical costs such as X-ray, services of special nurses and consultants, doctor's or nurse's calls to a student's room, special medicines, or the use of special appliances). A charge of $20 a day is made for hospitalization in excess of three days. A group accident and sickness plan is also available to students. The Cashier mails details of this plan to students in the summer.

Enrollment Deposit
A $125 enrollment deposit is required of all returning students by April 1 prior to the new academic year. One-half of this deposit is credited each semester to the student's account as an advance on tuition.

Room Deposit
Freshmen and transfer students planning to live in University dormitories are required to pay a deposit of $25.00 by May 1 in addition to the $125.00 enrollment deposit. Upperclass students are required to pay the room and enrollment deposits by April 1.

Damages Deposit
Each student living in a residence hall is required to pay a deposit of $15. These deposits are used to cover on a pro rata basis charges for damages to public areas and furniture and furnishings therein, loss of College property in these areas, and uncollected toll telephone calls.

The unexpended balance is refunded by crediting the student's account at the end of each year while at Denison and a direct refund made to the student upon graduation or withdrawal from the college.

Payment of Bills
All bills are payable in the Cashier's office. To help develop a sense of responsibility and a greater appreciation of the educational opportunity, the College has a policy of collecting bills from the student rather than from his or her parents.

Semester bills are due August 1 for the first semester and January 2 for the second semester. Bills may be paid in advance. All other bills are due within 10 days from the date presented. Bills past due are subject to a late payment fee of $2. On request, a receipted bill is issued when the statement is returned.

A student is ineligible to attend classes unless his or her bills are paid when due. A student will be denied an honorable separation, an official record of credits, or a diploma until all college bills are paid in full.

Deferment
Deferred payment of one-half of the net amount due for the first semester is permitted until November 1, and for the second semester until April 1, as specified on the student semester bill. A service charge of $10 per semester is made in event of deferment.

A monthly pre-payment plan and an extended repayment plan are available to parents of Denison students. Both plans also provide insurance for continued payment of educational expenses in case of death or disability of the insured parent. Details of these plans are sent to students as soon as they are accepted for admission.
Anyone wishing information in advance of this time should write to Insured Tuition Payment Plan, 6 St. James Avenue, Boston, Mass. 02116.

Refund or Forfeiture of Deposits

Withdrawal from the College at any time is official only upon written notice to the appropriate Associate Dean of Students. A request to the Registrar for a transcript of credits shall neither be considered a notice of withdrawal from the College nor a cancellation of a Room and/or Board reservation.

Unless the deposits are forfeited or applied against outstanding student charges, they will be refunded after the student is graduated. Freshmen, transfer students, and returning students must notify the Student Personnel Office of their intent to withdraw in writing before the dates shown below to be eligible for a refund of the deposits:

<table>
<thead>
<tr>
<th>Enrollment Deposit (Freshmen &amp; Transfers)</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>May 1</td>
<td>December 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enrollment Deposit (Upper Class)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>April 1</td>
<td>December 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Room Deposit</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>August 1</td>
<td>December 1</td>
</tr>
</tbody>
</table>

Room deposits will be refunded if a student is granted permission to live in off-campus apartments or to move into a fraternity prior to the start of the second semester.

A student withdrawing (voluntarily or because of illness) or dismissed from the University during the academic year shall forfeit the enrollment and room deposits except in the case of a withdrawal which results in no refund of second semester charges after the appropriate time has expired in the refund tables.

Refund or Forfeiture of Tuition, Activity Fee, and Room and Board

In the event of an official withdrawal, except because of illness, or dismissal after registration day, a student may receive a partial refund as follows:

**Tuition, Activity Fee, and Room Charges**

Withdrawal before the end of the respective full week of classes —

- 1st Week — 75%
- 2nd Week — 50%
- 3rd Week — 25%

Refunds of tuition, activity fee, and room are not made after the end of the third full week of classes.

In the event of withdrawal because of illness or dismissal, refunds of tuition, activity fee, and room will be based upon a 10% charge per week or part thereof of attendance.

**Board Charge**

A pro rata refund of the Board charge will be made following official
withdrawal or dismissal from the institution as of the date the student ID card with meal ticket attached is returned to the Cashier's Office based upon a schedule established each year.

Other Conditions

If a Freshman or transfer student withdraws after May 1 (April 1 for upperclass students) or December 1 because of illness, does not attend another college, and plans to register for a subsequent semester, the deposits are to be held. If the student does not register during the following two semesters, the deposits will be forfeited.

In the event of academic suspension at the end of a semester, the unused portion of the enrollment deposit and the room deposit will be returned in full.

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

Annual Costs

One-half the following charges are payable on August 1 and January 2:

Tuition $4,350
Activity Fee 260
Room (double) 865*
Board 860

*Single Room — $1,170

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.
— 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.

Safety Glasses Requirement

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 Theater 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.
Interdepartmental Majors

Black Studies

Coordinator
Charles P. Henry, Director of Center for Black Studies

Faculty Staff

Guidelines

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.

Course Offerings

Black Studies

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

Staff. 4

385—SENIOR PROJECT.

Staff. 3-6
English

255—IMAGINATION AND BLACK EXPERIENCE IN AMERICA. An introductory study of black literature in America, emphasizing the modern period. Staff. 4

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

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

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

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

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

History

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

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. 3

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 Studies

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. 6

Political Science

333d—RACE, RESIDENCE, AND HOUSING POLICY IN URBAN AMERICA. 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. 4
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: 101.

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.

Sociology and Anthropology

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

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.

Classical Studies

Coordinator
Cynthia Thompson

Faculty Staff
Cynthia Thompson (1975- )
Assistant Professor
B.A., Wellesley College; M.A., Ph.D., Yale U.
Galen H. Graham (1976- )
Visiting Lecturer
A.B., College of Holy Cross; M.A., Ph.D., Ohio State U.
Drs. Walter Eisenbeis, James Martin, Eric Hirshler, Michael Gordon, Anthony Lisska, Amy Glassner Gordon, and Jules Steinberg

Guidelines
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.

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 in this Catalog.

**Course Offerings**

**Courses in Greek Language**

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.  
*Graham.* 4

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

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

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

**Courses in Latin Language**

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.  
*Thompson.* 4
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

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

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

Thompson. 3

Courses in 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

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

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.

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

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.

Hishler. 3

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 archaeology 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

Political Science

3044—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

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.)

Staff. 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

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

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

East Europe and Soviet Studies

Coordinator
Valentine Bolen

Faculty Staff
Dr. Bolen and Drs. Bruce Bigelow, William Bishop, and William Henderson
Guidelines

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:

Course Offerings

Soviet Studies

115—THE SOVIET UNION TODAY. The objective of this course is to provide students with the information which will enable them to understand better the socio-political, economic, and cultural conditions of life in the Soviet Union. A substantial part of the course will be dedicated to the examination of the representative works of Russian literature, art (including films), and music.  
Staff. 4

History

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

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.  
Staff. 4

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.  
Staff. 4

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.  
Staff. 4

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.  
Staff. 4

Staff. 4

Staff. 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 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.

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.

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.

Economics

312—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.

Geography

French Area Studies

Coordinator
Charles O'Keefe

Faculty Staff

Guidelines

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

Students begin an Area Study of France by taking the introductory course, French 201-202. The course considers several ways of answering the question: What makes France French? Students examine various aspects of French culture (art, slang, history, attitudes toward the past, etc.) that pertain to the problem of identifying a French national character. A directed study in the area, French 401-402, is taken during the senior year, offering students an opportunity for independent study on any phase of the area that best satisfies their interests.

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

Course Offerings

French Area Studies

301-302—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.

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.

Language and Literature

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

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.
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

Staff. 4


Lucier. 4

Geography

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

Mahard. 3

History

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

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

Schilling. 4

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

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

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

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

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  Staff. 4

Interdepartmental

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

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

Latin American Studies

Coordinator
Dr. Elias Ramos

Faculty Staff
Drs. de Armas, Donald Valdes, Charles Steele, Richard Mahard, Paul King, and the Rev. Dr. David Woodyard.

Guidelines

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

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

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

The Latin American Studies curriculum consists of:
Language—Proficiency in Spanish or Portuguese (four years in high school or its equivalent in college) and one of the following courses: Spanish 313, 314, or 315 unless waived.


History—Two courses, from 391, 392, 393, 394.
Economics—One course, 316 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.

Course Offerings

Latin American Studies

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. Ramos. 4

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 substitution for comprehensive examinations in LAAS. Ramos. 2

Language and/or Literature (one course)

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

314—ADVANCED GRAMMAR. An intensive grammar study at the advanced level. Conducted in Spanish. Prerequisite: 212 or equivalent. Armas. 3

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)

391—LATIN AMERICAN CIVILIZATION. 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. Staff. 4

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

Staff. 4

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

Staff. 4

Sociology and Anthropology (one course)

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

Staff. 3

Economics (one course)

316—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

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

King. 4

Geography (one course)

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

Mahard. 3

Latin American Seminars

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. 3

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

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

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

401d—THE HUMAN CONDITION: ECONOMIC FACTORS AND THEOLOGICAL PERSPECTIVES. This course intends to explore the interfaces among theological claims and economic policies. The focus will be on the impact of theology upon societal values and of societal values upon economic institutions. The context of the study will include both the Third World (Latin America) and the United States.

Woodyard, King. 4
Literature

Coordinator
Tony Stoneburner

Faculty Staff
Drs. Stoneburner, Cynthia Thompson, Paul Bennett, Richard Kraus, Tommy Burkett, Dominick Consolo, Kenneth Marshall, Anne Shaver, Ilse Winter, and Charles O'Keefe.

Guidelines

This interdepartmental program coordinates courses presently available in the departments of English, Modern Languages, and Classical Studies, as well as literature courses sometimes offered in other departments such as History, Religion, or Philosophy.

Majors are required to take a minimum of nine courses, to be chosen from the following areas:

- 20th century English and American Literature, a minimum of two courses;
- Pre-20th century English and American Literature, a minimum of two courses;
- Literature of cultures other than English and American (these courses may be in translation), including (a) Classics; (b) European Literature; and (c) Third World and Non-western Literature, a minimum of four courses; at least two courses must be taken from each of two of the three divisions;
- Proficiency in a foreign language. A major must take one advanced literature course in a foreign language or translate a literary text under the direction of a faculty member.

A Literature committee administers this major. The committee determines which existing courses relate to this major.

Course Offerings

Courses in 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

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

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, Hesoid, 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
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.

English

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

219—20th CENTURY BRITISH AND AMERICAN POETRY. Hardy, Yeats, Eliot, Stevens, and other 20th Century poets. Staff. 4

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

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 comparisons. Staff. 4

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. Staff. 4

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

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

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

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

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

Interdepartmental

375—THE FAUST THEME IN EUROPEAN LITERATURE. The course will examine how an obscure and rather shabby character of the 15th Century, a self-acclaimed astrologer and necromancer by the name of Faust, has inspired some of the most fascinating literary masterpieces. The following works will be studied in depth: The Historie of the damnable life and deserved death of Doctor John Faustus by an anonymous author of the 16th Century, Marlowe’s The Tragicall History of the Life and Death of Doctor Faustus, Goethe’s Faust, Byron’s Manfred, Th. Mann’s Doktor Faustus, and Bulgakov’s The Master and Margarita. The emphasis will be on the figure of Faust as a representative of Western Man: his pursuit of knowledge, his aspirations towards the divine and his fascination with the demonic, his role in society, and his damnation or salvation. Winter. 3

Russian


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.

Urban Studies

The Urban Studies Major is currently undergoing evaluation by the Academic Affairs Council. For information on the Concentration in Urban Studies, see listings under Economics and Political Science.

Guidelines

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 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.

Course Offerings

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

**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. 4

**Economics**

**320—URBAN ECONOMICS.** An examination of the economic problems and remedial alternatives in urban areas. This includes analysis of such problems as the declining environmental quality of urban areas, 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

**Sociology and Anthropology**

**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 world-wide 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 adviser and in accordance with the student’s special interest. These courses may include such offerings as the following:

**Art**

255 — History of Western Architecture

**Black Studies**

215 — The Nature of Black Studies

**Economics**

318 — Economic Development of the United States
302 — Intermediate Microeconomic Theory
310 — Public Finance
English
255 — Imagination and Black Experience in America
355 — The Harlem Renaissance

History
215 — History of Blacks in America
305 — Recent American History
314 — American Social History Since 1860
343 — Modern Britain
352 — Social History of Modern Europe
356 — Intellectual and Cultural History of Modern Europe

Interdepartmental
441-442 — Environmental Studies
443-444 — Environmental Studies Seminar

Political Science
202 — American Political Behavior and Institutions

Psychology
228 — Social Psychology

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

Descriptions of the above cognate courses may be found in their respective departmental sections of this book. Other courses may be equally appropriate. These can be determined with a faculty adviser.

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

Interdepartmental Courses

Faculty
Drs. Buell, Chessman, Dennis, Eisenbeis, Fitzgerald, Haubrich, Henderson, Potter, Ramos, Stoneburner, Tritt, Winter, Rev. Gibbons, Rabbi Kraus, Rev. Dr. Woodyard, Ms. Ax.
Course Offerings

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. Gibbons. 4

FRESHMAN-SOPHOMORE HONORS PROGRAM.
   Each semester, special seminars are offered for outstanding Freshman and Sophomore students. They are open by invitation only. Each seminar, with the exception of ID 192d, will meet a General Education requirement of the College. Entrees here are cross-listed in the appropriate Departments.

For fall 1979:

INTERDEPARTMENTAL 192a—ACTIVISM AND APATHY IN AMERICAN POLITICS. Ax. 4
INTERDEPARTMENTAL 192b—THINKING, UNDERSTANDING, AND BELIEVING. Eisenbeis. 4
INTERDEPARTMENTAL 192c—THE OHIO FRONTIER IN THE LITERARY IMAGINATION AND IN HISTORICAL AND RELIGIOUS RESEARCH. Stoneburner. 4
INTERDEPARTMENTAL 192d—BIOLOGICAL SCIENCE. Haubrich. 4
INTERDEPARTMENTAL 192e—AMERICAN CIVILIZATION: REBELS AND ROMANTICS. Chessman. 4

For spring 1980:

TO BE ANNOUNCED.

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. Fitzgerald, 3

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 skin touring may be possible. In addition, students will be required to study the biological and geological aspects of the area and 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. 4
INTERDEPARTMENTAL 320—ASIAN LITERATURE IN ENGLISH TRANSLATION. A sampling, chronological within each culture, of drama, epistle, essay, fiction (long and short), and poetry (epic, ode, lyric) from Babylon, China, India, Japan, 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.

Woodward. 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 Scholchan 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.

Kraus. 4

INTERDEPARTMENTAL 372—SUMMER PROGRAM IN CROSS-CULTURAL PSYCHOLOGY. The intent of this five-week, off-campus, summer program is to allow for your learning on two interrelated topics: 1) the ways one's own cultural background affects perceiving and behaving and 2) the ways learned conceptions of self affect one's perceptions and behavior in a new culture. In order to do this effectively, it is necessary to be intensively involved in a contrasting culture and to develop a special quality of communication with a small learning group. By perceiving and behaving within a contrasting culture it is expected you will learn not only about that culture but also about you—about you in relation to your home culture, about you in relation to a mutually interdependent learning group, and about you in relation to the physical challenges of living in that new culture. Course format includes a homestay living arrangement, presentations in the history, folklore, and customs of the new culture, presentation of discussion topics in the area of cross-cultural psychology, and beginning language instruction. (In 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, pre-test his/her method of study, e) present, not later than 6 weeks after the expedition, an integrative paper or film. Accompanying the group will be two faculty members; a psychologist/program director and a bilingual native chosen for his ability to articulate psychological variables of the contrasting culture. Depending on the student's work, it will be possible to earn up to four hours of academic credit. The grading system will be a Credit/No Entry.

Tritt. 1-4

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

Winter. 3
INTERDEPARTMENTAL 394—THE GREAT BOOKS. This seminar is open to Junior students with a grade-point average of 3.4 or above. Lisska. 2

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. Staff. 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 developments 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. Staff. 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
Departmental Majors

Art

Faculty

Chairperson
Michael Jung

Professor
George J. Bogdanovitch (1972- )
B.A. Rutgers U.; M.F.A., U. of Iowa
Eric E. Hirshler (1959- )
B.A., Bowdoin College; M.A., Ph.D., Yale U.

Associate Professor
Christopher Bunge (1975- )
B.A., M.A., M.F.A., U. of Iowa
Paul J. Cardile (1978- )
B.A., M.A., Queens College; M. Phil., Ph.D., Yale U.
Catherine E. Dolan (1979- )
B.A., College of Saint Teresa; M.F.A., Washington U.
Richard Wheeler (1978- )
B.F.A., Maryland Institute, College of Art; M.F.A., Washington U.

Visiting Lecturer
Terry E. Bailey

Major in Art

The Art Department offers courses for two degrees, the Bachelor of Arts and the Bachelor of Fine Arts.

The B.F.A. degree is given in Studio Art, while the B.A. degree is given in Art History and Studio Art. The candidate for the B.F.A. degree may take a greater number of studio hours for credit and need take only 16 hours from the General Education requirements. These should include one course each from the sciences, social sciences, and humanities. In addition, the student will take a minimum of 15 hours in any of the following areas: art history, dance, music, theatre, film, and creative writing. Other courses are acceptable upon departmental approval.

Minimum Requirements for the B.F.A. degree (Studio):

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Minimum Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studio courses</td>
<td>40 hours</td>
</tr>
<tr>
<td>Art History courses</td>
<td>12 hours</td>
</tr>
<tr>
<td>Total</td>
<td>52 hours</td>
</tr>
<tr>
<td>Max. Total</td>
<td>72 hours</td>
</tr>
</tbody>
</table>

Minimum Requirements for the B.A. degree (Studio):

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Minimum Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studio courses</td>
<td>18 hours</td>
</tr>
<tr>
<td>Art History courses</td>
<td>12 hours</td>
</tr>
</tbody>
</table>
Total 30 hours
Max. Total 51 hours

Minimum Requirements for the B.A. degree (Art History):
Art History 24 hours
Studio courses 6 hours
Total 30 hours
Max. Total 51 hours

Prospective students who apply for admission to the B.F.A. program are invited to submit a portfolio for evaluation to the Art Department in February, should they choose to do so.

Art History offers two kinds of majors. There is the professional major for the student who wishes to pursue further study in graduate school and there is a major for students 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. The art history major must take two courses in the studio field and some foreign languages.

The studio major is designed for the student who plans a career as an artist, or an artist/teacher in a college or high school. The B.F.A. candidate is required to complete all of the foundation courses by the end of sophomore year, additionally a maximum of 32 hours in studio are allowed prior to the senior year. The B.A. candidate should complete all the foundation courses prior to the end of the junior year and should take a minimum of 9 hours or 3 courses in one particular studio area (painting, prints, sculpture, ceramics, photography or drawing).

Certain courses in this department require the use of safety glasses. These courses are designated with the words “safety glasses required.”

Course Offerings

History of Art Courses

155-156—HISTORY OF ART SURVEY. General survey of the arts of the Western World. Ancient and Medieval in 155, Renaissance and Modern in 156. May be taken separately or concurrently. Either course serves as a prerequisite for all other Art History courses.

Bogdanovitch, Cardile, Hirshler. 3

251—CLASSICAL ART. The development of ancient Greek architecture, sculpture, and painting from Minoan through Hellenistic periods. Roman art will be studied from its Etruscan and Greek origins through the late Empire. Prerequisite: One semester 155-156 or equivalent or consent.

Cardile. 3

253—MEDIEVAL ART. A selective survey of Early Christian, Byzantine, Romanesque, and Gothic arts, considered in their social and cultural context. Prerequisite: One semester 155-156 or equivalent or consent.

Hirshler. 3

255—NORTHERN RENAISSANCE. A study of painting in Northern and Central Europe (France, the Low Countries, Germany, etc.) from the 14th century through the Age of the Reformation (from Van Eyck to Durer and beyond). Prerequisite: One semester 155-156 or equivalent or consent.

Hirshler. 3

257—ITALIAN RENAISSANCE: 1300-1500. Study of architecture, sculpture, and painting of the Italian Renaissance, beginning with Giotto in the Trecento through the beginnings of the High

48
Renais in the late 1400’s. May be taken separately. Prerequisite: One semester of 155-156 or equivalent or consent.

258—ITALIAN HIGH RENAISSANCE: 1500-1600. A study of the High Renaissance style as expressed by its outstanding artists. It covers from the origins of the High Renaissance through Mannerism. May be taken separately. Prerequisite: One semester 155-156 or equivalent or consent.

Cardile. 3

259—NORTHERN BAROQUE 1600-1750. The Art of 17th century Holland, Belgium, Germany, and France. Among the outstanding artists studied will be Hals, Rembrandt, Vermeer, Rubens, van Dyck, Jordens, Poussin, Claude, de la Tour, and some of the outstanding architects. Prerequisite: One semester 155-156 or equivalent or consent.

Hirshler. 3

260—SOUTHERN BAROQUE 1600-1750. The Art of Italy and Spain during the 17th century. Among the outstanding artists studied will be Caravaggio, the Caracci, Bernini, Borromini, Velasquez, Zurburan, Ribera, and many others. Prerequisite: One semester 155-156 or equivalent or consent.

Hirshler. 3

351—PRINTS AND DRAWINGS. The History of Prints and Drawings from the 15th through the 19th centuries. This course will attempt to foster connoisseurship by use of the resources of the Denison Collection, which consists of about 70 percent prints and drawings. Prerequisite: One semester 155-156 or equivalent or consent.

Hirshler. 3

359—INDIAN AND SOUTHEAST ASIAN ART. A study of architecture, sculpture, and painting in India from the Indus Valley Civilization through the Moghul era. The art of southeast Asia (Burma, Thailand, and Cambodia) will be examined as an outgrowth as well as a redefinition of Indian culture. Prerequisite: One semester 155-156 or equivalent or consent.

Bailey, Staff. 3

360—ART OF CHINA AND JAPAN. Chinese and Japanese architecture, sculpture, painting, and the decorative arts are surveyed from prehistoric times until the twentieth century. Also, an opportunity to work with the Denison collection of Chinese art. Prerequisite: One semester 155-156 or equivalent or consent.

Bailey, Staff. 3

365—ART IN AMERICA. A survey of the arts in America from the colonization and settlement to 1945. Prerequisite: One semester 155-156 or equivalent or consent.

Bogdanovitch. 3

366—CONTEMPORARY ART. Examination of the many forms of visual expression from 1945 to the present. Prerequisite: One semester 155-156 or equivalent or consent.

Bogdanovitch. 3

403—GALLERY AND MUSEUM WORKSHOP. This course prepares students for work in a small museum or art gallery. Various practical aspects will be demonstrated (framing, matting, installation) as well as administrative skills, such as acquisition, filing, general gallery correspondence, and record keeping. Time will be spent on cataloguing and installing an exhibition of objects from the Denison Collection. Prerequisite: One semester 155-156 or equivalent or consent.

Cardile. 3

408—ART HISTORY SEMINAR. Specialized areas and selected topics in Art History.

a. Black Art
b. Burmese Art
c. Islamic Art
d. Methods of Art History
e. Monograph (Artists or movement to be selected)
f. History of Western Architecture

Prerequisite: One semester 155-156 or equivalent or consent.

Staff. 2-4

451-452—SENIOR RESEARCH.

Staff. 4
Studio Courses

110—DRAWING I FOUNDATION. A studio course in the fundamentals of drawing in several media: pencil, charcoal, silverpoint, and wash. Problems in still life, rendering, and perspective will be covered, along with historical and contemporary approaches to drawing.

Dolan, Wheeler. 3

115—PAINTING I FOUNDATION. An exposure to the painting process with an emphasis on drawing and design. Historical and contemporary approaches to painting technique will be covered in readings and discussion and by working with painting materials.

Bogdanovitch, Jung. 3

117—PHOTOGRAPHY I FOUNDATION. An introduction to the functions of cameras, films, developers, and lenses, taking photographs, developing the negatives and printing. The photographic philosophy and process will be approached from historical and contemporary viewpoints with problems in light, form, texture, and composition.

Jung, Bunge. 3

121—CERAMICS I FOUNDATION. Emphasis is on arousing students' creative potential, exposing them to the variety of concepts underlying object-making with clay. An introduction to the fundamentals behind creating with materials: form, color, space, etc., to basic clay-forming methods, to the ceramic processes, to various finishing/firing techniques, and more.

Bunge. 3

131—GRAPHICS I FOUNDATION. An exposure to the graphics process, with an emphasis on drawing and design. Historical and contemporary approaches to the graphic techniques will be discussed along with tools, materials, and work methods. Direct involvement with silkscreen, relief, and intaglio process will be featured.

Dolan. 3

141—SCULPTURE I FOUNDATION. 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 processes. These will not be approached as separate units but as a total experience. Safety glasses required.

Wheeler. 3

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

Wheeler, Bogdanovitch, Jung. 3

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.

Wheeler, Bogdanovitch, Jung. 3

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

Bogdanovitch, Jung. 3

221-222—CERAMICS II. Students learn the basic wheel-forming skills by making functional and non-functional objects. Different finishing and firing methods are introduced, including electric, gas, and wood kiln experience at various temperatures. Prerequisite: 211-212 or consent.

Bunge. 3

231-232—GRAPHICS II. Continued experience with the graphic process, including woodcut, etching, engraving, lithography, and photo processes. Prerequisite: 131 or consent.

Dolan. 3

241-242—SCULPTURE II. 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.

Wheeler. 3

315-316—PAINTING III. Prerequisite: 215.

Bogdanovitch, Jung. 3

321-322—CERAMICS III. This course requires a working knowledge of the ceramic process (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. Prerequisite: 221-222 or consent.

Bunge. 3

341-342—SCULPTURE III. Prerequisite: 241-242. Safety glasses required.

Wheeler. 3
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. Staff. 3

364—INDEPENDENT STUDY. Staff. 3

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. Staff. 2-18

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

451-452—SENIOR RESEARCH Staff. 4

Astronomy

Faculty
See Physics Department

Departmental Guidelines

Astronomy 100 is a course in Descriptive Astronomy, designed explicitly for the non-major student, and may be used to satisfy one course of the science requirement. The student who desires preparation for graduate work in Astronomy, Astrophysics, or Space Physics should pursue a modified major in Physics. This program normally will include one or more year courses in Astronomy. See Physics Department section.

Course Offerings

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

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
Biology

Faculty

Chairperson
Kenneth P. Klatt

Professor
Robert W. Alrut (1952- )
B.S., U. of Pittsburgh; M.S., Ph.D., U. of Illinois
Robert R. Haubrich (1962- )
B.S., M.S., Michigan State U.; Ph.D., U. of Florida
Gail R. Norris (1949-51, 59- ) (On Sabbatical All Year)
B.S., Ohio U.; M.S., Ph.D., Ohio State U.

Associate Professor
Kenneth P. Klatt (1969- )
B.S., Ohio State U.; Ph.D., U. of Minnesota
Ken V. Loats (1968- )
B.A., Central College; M.S., State U. of Iowa; Ph.D., Ohio State U.
Raleigh K. Pettegrew (1968- )
B.A., Baldwin College; Ph.D., Kent State U.
Philip E. Stukus (1968- )
B.A., St. Vincent College; M.S., Ph.D., Catholic U. of America

Assistant Professor
Bonnie Lee Lamvermeyer (1978- )
B.S., M.S., Ph.D., Bowling Green State U.

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

Research Professor
William F. Windle (1971- )
B.S., Sc.D., Denison U.; M.S., Ph.D., Northwestern U.
Departmental Guidelines

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. 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 Biology 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 and Computer Science 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.
Course Offerings

100A—GENERAL BIOLOGY. A course for the non-major student designed to emphasize selected basic principles of biology. Topics to be covered include cell biology, genetics, reproduction and ecology. The lectures will be applicable to most organisms although there will be an emphasis on plants in the laboratory.

Lects. 3

100B—GENERAL BIOLOGY. The major emphasis of this section of biology for the non-major student is the study of man as a biological organism. The topics covered include: The function of the digestive, circulatory, excretory, nervous and immune systems. The systems are examined with a special emphasis on neural and hormonal control as well as medical problems leading to malfunction. A reasonable amount of time is spent studying reproduction in humans and the inheritance of physical traits.

Klatt. 3

100C—GENERAL BIOLOGY. The major areas of discussion in this course designed for the non-major are: cell biology, metabolism, human genetics and evolution, disease (primarily of bacterial and viral origin), control of disease, effect of drugs on humans, pollution and ecology.

Stukus. 3

100D—GENERAL BIOLOGY. This course is an introduction to human biology, based on the idea that students taking only one course in biology will have a vested interest in their own biological nature and some of its relations to the physical and organismic world around them. It is intended that such a study will stimulate additional curiosity and provide an incentive to further investigate the basic principles that unite and characterize all life forms as well as to provide the bases for differences. Topics to be covered will include basic physical parameters of life, the anatomy and function of the major organ systems of the human body, and some considerations of human relationships to both living and non-living components of the physical and social environment.

Pettegrew. 3

100E—GENERAL BIOLOGY. The biology of local organisms will be studied in the field and laboratory with emphasis upon living organisms, their natural history and relationships with one another. Units will be devoted to man's relationship with natural systems, such as extinction, wildlife management and habitat depletion.

Alritz. 3

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

Staff. 3

111—GENERAL BOTANY. A survey of the plant groups is emphasized as well as a study of the physiology, anatomy, ecology and cell biology of higher plants. Open to non-majors as well as majors.

Staff. 3

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

Staff. 3

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 234. Prerequisite: 110 and consent of the instructor. Group B.

Pettegrew. 4

210—INVERTEBRATE ZOOLOGY. Comparative anatomy, development, and physiology of non-chordate animals. Theories of phylectic 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. Group D.

Haubrich. 4

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

213—VERTEBRATE FIELD ZOOLOGY. The classification and natural history of vertebrate animals will be studied in the laboratory and the field. Emphasis will be placed upon those vertebrates occurring in the northeastern states but other groups and species will be included to illustrate basic biological principles. Methods of field study, collection and specimen preparation will be correlated with appropriate autotutorial aids to give in-depth studies of selected groups. Group D. Haubrich. 4

214—ENVIRONMENTAL BIOLOGY. An introduction to the principles of environmental Biology by lectures, field problems, and individual projects. Extensive use is made of the Denison University Biological Reserve. Students registering for 4 credits will do a field problem. Prerequisite: 1 year of Biology or consent of the instructor. Group D. Alrutz. 3,4

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 instructor. Group B. Stukus. 4

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. Group A. Stukus. 4

218—PLANT MORPHOLOGY. Designed to emphasize the morphology of selected plant groups with an emphasis on algae and fungi. Other groups to be studied include the mosses, ferns, and lichens. Morphogenesis will be stressed as will aspects of fresh water and marine water ecology and plant diseases. Laboratories include tissue culturing, a study of structures, and gaining facility with identification. Prerequisite: 111. Group C. Loats. 4

220—PLANT 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. Group C. Mulroy. 4

221—PLANT ECOLOGY. An analysis of biological organization at the population, community and ecosystem levels and the relationship of plants to the physical and biological environmental factors. Field and laboratory experiments emphasize ecological research techniques. Prerequisites: 111 or consent. Group C. Mulroy. 4

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 inter-relatedness 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. Offered on Demand. Group D. Alrutz. 3

223—HISTOLOGY. Microscopic anatomy of vertebrates, chiefly mammals, including the making of microscopic preparations. Prerequisite: 110 or consent of the instructor. Group B. Norris. 4

224—DEVELOPMENTAL BIOLOGY. Developmental biology is concerned with the formation of living organisms and encompasses the continuum of molecular, cellular, and organismic 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). Three lectures and two laboratories per week. Prerequisite: 110, 112. Group B. Lamvermeyer. 4

225—GENETICS. Genetics is the study of biological material transmitted between generations of organisms. 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 and 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. Group A.

**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. Group A.

**227—ENTOMOLOGY.** Introductory study of insects, utilizing field and laboratory experiences. Prerequisite: 1 year of Biology or consent of instructor. Offered on Demand. Group D. Alrutz. 3

**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. Group C. Loats. 4

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

**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. Group A. Norris. 4

**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. Group D. Haubrich. 4

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

**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, immunoelctrophoresis, preparation of anti-sera, response of lymphocytes to mitogens and measurements of cytotoxicity. Prerequisites: 110, 112, and consent. Group A. Klett. 4

**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 350 only once. Staff. 1-2

**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. (Only one directed study may count toward the 32 credit hour minimum in biology.) Staff. 3
400—BIOLOGY SEMINAR. Special considerations within the Science of Biology. A discussion-type seminar with students and faculty. Required of all majors during their junior year or first semester senior year.  

Staff. 2

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 toward minimal departmental requirements.)  

Staff. 4

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

Faculty

Chairperson

Thomas A. Evans

Professor

John B. Brown (1952- )  
B.S., U. of Kentucky; Ph.D., Northwestern U.

Gordon L. Galloway (1967- )  
B.S., Franklin and Marshall College; Ph.D., Michigan State U.

George L. Gilbert (1964- )  
B.S., Antioch College; Ph.D., Michigan State U.

William A. Hoffman, Jr. (1960- )  
B.S., Missouri Valley College; M.S., Ph.D., Purdue U.

Dwight R. Spessard (1953- )  
Thomas H. Wickenden Chair of Chemistry  
B.S., Otterbein College; Ph.D., Case Western Reserve U.

Associate Professor

Richard R. Doyle (1967- )  
B.S., Drexel Inst. of Technology; M.S., Ph.D., U. of Michigan

Thomas A. Evans (1968- )  
A.B., Grinnell College; Ph.D., Michigan State U.

Departmental Guidelines

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 earlier in this Catalog.

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 earlier in this Catalog.

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; 250 or 300; and 472. Also: Phys. 121-122; Math Sci. 123-124. 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

Course Offerings

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 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.  

Gilbert, 4

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 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.  

Brown, 4

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 110. Four class periods and one laboratory period weekly. Safety glasses required.  

Gilbert, Evans. 4

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 syntheses, 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, 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, 227 or 228, as appropriate, must accompany enrollment in Sec. 02. Prerequisites: for 223, 122; for 224, 223. Four class periods weekly.  

Doyle and Spessard. 3

225-226—ORGANIC CHEMISTRY LABORATORY (MAJORS). Techniques of organic laboratory practice taken concurrently with 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 223-224. Two laboratory periods weekly. Safety glasses required.  

Spessard. 2

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

Doyle. 1

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: 122.  

Hoffman. 4

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: 223 or consent. Two class periods weekly.  

Staff. 2
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: 121, 122, 223, 224, or consent. Two class periods weekly. Evans. 2

302—BIOCHEMISTRY. A study of the chemical and physicochemical properties of living organisms. Concepts will be developed through a study of the physical and chemical properties of biological compounds and integration of various metabolic pathways in an attempt to understand the dynamics of living systems. The laboratory will include the isolation and study of properties of biological compounds. Prerequisites: 224 and 226 or 228 and Biology 112. Offered each year in the spring semester, but taught alternately by the Chemistry Department and the Biology Department (as Biology 302). Four class periods weekly plus laboratory. Safety glasses required. Doyle. 4

317—INORGANIC CHEMISTRY. A study of inorganic chemistry well beyond that encountered in 122. Topics treated include: chemical bonding; theory, structure, and reactivity of coordination compounds, acid-base concepts, and descriptive chemistry and its relationship to periodic properties. Offered in the spring semester only. Prerequisites: 224 and 342 (taken previously or concurrently). Four class periods weekly. Hoffman. 4

341-342—PHYSICAL CHEMISTRY. An extension of concepts introduced in 121-122. The course is best characterized as the study of chemical systems from macroscopic and microscopic points of view. Topics include: ideal gases and the kinetic-molecular theory; thermodynamics and thermochromy; chemical equilibria, electrochemistry; chemical kinetics; chemical bonding; and introduction to statistical mechanics. Prerequisites: 122, Physics 122, Mathematical Sciences 122 or 124. Corequisite: 351. Four class periods weekly. Brown. 3

352—TOPICS IN EXPERIMENTAL CHEMISTRY. Draws upon the student’s background in general and organic chemistry while introducing modern applications of theory and practice in the laboratory. The work is organized as a series of projects, all of which involve elements of synthesis, analysis, and a study of chemical dynamics. Class meetings are used to introduce important general topics, e.g., chromatography, chemical kinetics, and to discuss student progress and problems. Prerequisites: 224 and 226 or consent. Offered in spring semester only. Two class periods and two laboratory periods weekly. Safety glasses required. Hoffman and Spessard. 4

361-362—DIRECTED STUDY. Laboratory (or library) research, in consultation with a member of the chemistry faculty. Offered to juniors and seniors. Prerequisites: 224 plus 342 or consent. 250 recommended. Hours arranged. Safety glasses required. Staff. 3

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

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 use of instruments, including computers, for solving chemical problems. Offered in spring semester only. Prerequisite: 351. Three class periods and one laboratory period weekly. Safety glasses required. Hoffman. 4

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: 342 and Mathematical Sciences 351. Three class periods weekly. Brown. 3

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: 351 and staff approval. 250 recommended. Hours arranged. Safety glasses required. Staff. 4
Dance

Faculty

Chairperson
Anne Andersen

Assistant Professor
Anne Andersen (1975- )
B.A., Carleton College; M.F.A., U. of Wisconsin-Madison
Janet Singer (1979- )
F.B.A., University of Utah; M.A., Stanford U.

Artist-in-Residence
Sara Sugihara (1979- ) (First Semester)

Resident Musician
Lorraine Wales (1977- )

Departmental Guidelines

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 principles through a total experience in technique of movement, composition, and theoretical studies.

The Bachelor of Arts degree in dance is designed to allow flexibility in the choice of areas of study outside the field of dance. The Bachelor of Fine Arts degree seeks to provide an intensive course of study in dance, with emphasis on performance and choreography, for the student who is prepared to undertake the commitment. Candidates for the B.F.A. degree should consult the department chairperson about an audition. The B.F.A. program culminates in a senior project in performance and/or choreography.

In both degree programs, the academic and theoretical aspects of dance
are taught, as well as the practical studio work. Dance majors are expected to perform regularly in department productions, and to serve as technical theatre apprentices.

The department prefers to have the major declared by the second semester of the sophomore year.

**Requirements for the B.A. degree in dance: 30 credits minimum**

At least two credits from the 131-141-151 series (technique) each semester; when ballet is not offered, a maximum of two credits should be taken from 131a-141a-151a (modern technique). When ballet is offered, two credits may be taken in 131a-141a-151a (modern) and one credit in 131b-141b-151b (ballet); 205-206 (composition); 323-324 (dance history); 334 (methods of teaching dance) or 347 (rhythmic analysis); 353 (Kinesiology); 415 (repertory).

In the junior and senior years, the B.A. candidate should perform in departmental concerts at least twice a year.

**Minimum Credits Required:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>131-141-151</td>
<td>13</td>
</tr>
<tr>
<td>205-206</td>
<td>4</td>
</tr>
<tr>
<td>323-324</td>
<td>6</td>
</tr>
<tr>
<td>334 or 347</td>
<td>3</td>
</tr>
<tr>
<td>353</td>
<td>3</td>
</tr>
<tr>
<td>415</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>

**Requirements for the B.F.A. degree in dance: 40 credits minimum**

At least two credits from the 131-141-151 series (technique) each semester; when ballet is not offered, a maximum of 2 credits should be taken from 131a-141a-151a (modern technique). When ballet is offered, two credits should be taken in 131a-141a-151a (modern technique) and one credit in 131b-141b-151b (ballet); 205-206 (dance composition); 323-324 (dance history); 326 (dance criticism); 334 (methods of teaching dance) or 347 (rhythmic analysis); 353 (Kinesiology); 415 (repertory) for two semesters, 361c or 362c (directed study in choreography, 2 semesters).

The B.F.A. candidate should perform in departmental concerts at least twice a year in the junior and senior years. In the senior year, the B.F.A. candidate should present a final project in choreography or performance in a public showing.

**Minimum Credits Required:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>131-141-151</td>
<td>13</td>
</tr>
<tr>
<td>205-206</td>
<td>4</td>
</tr>
<tr>
<td>323-324</td>
<td>6</td>
</tr>
<tr>
<td>326</td>
<td>3</td>
</tr>
<tr>
<td>334 or 347</td>
<td>3</td>
</tr>
<tr>
<td>353</td>
<td>3</td>
</tr>
<tr>
<td>361c, 362c</td>
<td>6</td>
</tr>
<tr>
<td>415</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>40</strong></td>
</tr>
</tbody>
</table>
Course Offerings

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

131c—IMPROVISATION. Exploration of spontaneous dance composition in solo and group forms. Through the manipulation of spatial and temporal structure, the variations of movement collage are continuously discovered. Staff. 1

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 with permission from the department. Staff. 2-2

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

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. Andersen. 3-3

326—DANCE CRITICISM. Through readings in general aesthetics, dance history, and current dance criticism, the student is given a foundation for the theoretical formulation of his or her aesthetic approach to current choreographic trends. Viewing experience is attained through films and attendance of several live performances. The student is encouraged to become a critic and guided in the effective expression of his or her critical responses. Staff. 3

334—METHODS OF TEACHING DANCE TO ADULTS. The course pursues a working description of valuable objectives in the teaching of dance to adults. The structure of a dance technique class is discussed in detail and explored in laboratory experiences with supervised student teaching. Feuer. 3

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

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 alternate years. Feuer. 3

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

415—REPERTORY. New and reconstructed works choreographed by faculty (or by commission) are learned by students and rehearsed for public performance. Staff. 3

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. Staff. 3-3

451-452—SENIOR RESEARCH. Staff. 4

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

Faculty

Chairperson
Daniel O. Fletcher

Professor
Daniel O. Fletcher (1966- ) (On Leave Second Semester)
A.B., Oberlin College; M.A., Ph.D., U. of Michigan
William L. Henderson (1960-63, 65- )
John E. Harris Chair of Economics
B.S., A.M., Ph.D., Ohio State U.

Associate Professor
Robin L. Bartlett (1973- ) (On Leave First Semester)
A.B., Western College; M.A., Ph.D., Michigan State U.
Stanley W. Huff (1967- )
B.A., Kenyon College; M.A., Ph.D., Princeton U.
Paul G. King (1967- )
A.B., M.A., U. of Detroit; Ph.D., U. of Illinois
Richard L. Lucier (1971- ) (On Leave All Year)
B.A., Beloit College; M.S., Purdue U.; Ph.D., Claremont Graduate School

Assistant Professor
Dallas S. Batten
B.A., U. of Richmond; M.A., Ohio State U.
Timothy I. Miller (1978- )
B.S., Oklahoma College of Liberal Arts; M.S., Ph.D., Southern Illinois U.
Charles Poulton-Callahan (1976- )
B.A., Otterbein College; M.A., U. of Illinois; Ph.D., U. of Illinois, Urbana-Champaign

Lecturer
Paul T. Bechtol, Jr.
B.S., M.A., Miami (O.) U.; Ph.D., Vanderbilt U.

Departmental Guidelines
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.

**Major Requirements**

All Economics majors must take a total of 33 required hours divided into the following parts:

**Core Requirements** (12 hours)
Economics 100, 301, and 302. The students interested in economics should plan to take these courses in the first four semesters at Denison.

**Quantitative Requirements** (9 hours including 4 in mathematics)
Economics 300 (to be taken concurrently with Economics 301 or 302) 1 hour
Mathematics 102, Statistics 4 hours (or Math 341)
Economics 331 Econometrics OR Economics 332 Mathematical Economics 4 hours

**Area of Concentration**

Each student must take a three-course sequence covering some topic area in the discipline. One of these courses must be from the 310-332 group of offerings, one must be a 350 seminar, and the third may be chosen from the 150 seminars, from the 310-332 group, or from the 350 seminars. Some examples of areas of concentration are given below, with sample course numbers.

- Economic policy — 310, 312, 313, 314, 315, 317, 318
- Markets and market response — 312, 313, 314, 315, 317, 323
- Non-domestic economies — 311, 312, 314, 315, 316, 318
- Development, planning, urban, regional — 311, 312, 316, 320
- Economic thought, history, welfare — 311, 312, 313, 315, 316, 318
- Quantitative Economics — 331, 332, 350

Student designated — student identifies continuity and relationship of sequence in consultation with adviser.

All areas of concentration must be approved by a permanent committee composed of three departmental faculty early in the second semester of the junior year. At the completion of the area of concentration, normally at specified times during the senior year, the student must pass an individualized examination designed to show the student's ability to integrate his or her economic learning in that area.

**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 171, 341, 342, 351 and Economics 100, 300, 301, 302, 331, 332, and 350. An area exam in quantitative economics is also required.
Course Offerings

100—PRINCIPLES AND PROBLEMS. A survey of the field of Economics, with a balance of description, analysis, and policy. The purpose of the semester's work is to provide the student with an understanding of crucial economic concepts which are required to analyze a variety of economic problems, and to offer a chance to use these tools in discussing some of these problems. This course is designed as a General Education course, but potential majors are expected to take it as their first course in the department.

150—INTRODUCTORY SEMINARS IN ECONOMICS. Seminars on selected economics topics, designed to strengthen and broaden student understanding of basic economics. These seminars are open to students who have not yet taken the 301-302 theory sequence. With departmental approval, a 150 seminar may occasionally be open to students who have taken either 301, or 302, but not both. Prerequisite: 100.

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

300—ANALYTICAL TECHNIQUES. A three week course to introduce the students to the use of basic mathematical tools in economics. There will be two principal topics, the use of calculus (i.e., the mechanics of taking a derivative) for maximization and minimization purposes, and the logical mathematical formulation of economic problems. This course will be given in conjunction with and as a requirement for the 301-302 theory sequence. Prerequisite: 100.

301—INTERMEDIATE MACROECONOMIC ANALYSIS. An examination of the determinants of national income, employment, and the price level in the economics system, including analysis of consumption and saving, private investment, government fiscal policy, business fluctuations, and the interactions between money and national income. Prerequisite: 100, 300 (may be concurrent).

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. Prerequisites: 100, 300 (may be concurrent).

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.

311—HISTORY OF ECONOMIC THOUGHT. The development of significant economic doctrines, their content and methodology, their application and influence, and their relation to the main stream of current economic thought. Prerequisites: 100, 302.

312—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. Prerequisites: 100, 301, 302.

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.

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, Bechtol. 4

316—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, 301.

King. 4

317—LABOR ECONOMICS. The economics of the labor market, the assumptions upon which divergent theories about—and policies in regard to—the labor market rest, and an analysis of significant empirical studies. The union movement is viewed as an outgrowth of the problems the worker faces from the supply side of the market. Schemes for minimizing economic insecurity are also analyzed. Prerequisite: 100, 302.

Huff. 4

318—EVOLUTION OF THE WESTERN ECONOMY. History and analysis of economic growth and development in the so-called advanced countries, primarily Western Europe and the United States. Discussion centers on selected major topics since the rise of market economies with emphasis on the interpretation of these developments in the light of contemporary economic theory and modern quantitative evidence. Prerequisite: 301.

Fletcher. 4

320—URBAN ECONOMICS. An examination of the economic problems and remedial alternatives in urban areas. This includes analysis of such problems as the declining environmental quality of urban areas, 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, 302.

Henderson. 4

323—MANAGERIAL ECONOMICS. 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 Mathematical Sciences 102.

Huff, King. 4

331—ECONOMETRICS. An essential activity in any science is the systematic testing of theory against fact. Economics is no exception. This course develops and uses the statistical techniques that are essential for the analysis of economic problems. These techniques allow for testing of hypotheses, estimating magnitudes, and prediction. Prerequisites: 100 and 302, Mathematical Sciences 102.

Miller, Batten. 4

332—MATHEMATICAL ECONOMICS. The development of economic analysis has a considerable mathematical content. This course will treat this mathematical exposition of the economic laws, principles, and relations that arise in the process of developing economic analysis. Prerequisites: 100, 301, and 302.

Miller. 4

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 in a variety of applied economic fields.

Staff. 4

361-362—DIRECTED STUDY.

Staff. 3

451-452—SENIOR RESEARCH.

Staff. 4

461-462—INDIVIDUAL WORK FOR HONORS.

Staff. 4

TEACHING OF SOCIAL STUDIES (See EDUCATION 320.)
Education

Faculty

Chairperson
Thomas F. Gallant

Professor
Thomas F. Gallant (1965-)
B.A., Ohio Wesleyan U.; M.Ed., U. of Maryland; Ed.D., Case Western Reserve U.

Assistant Professor
Richard D. Hansgen (1978-)
B.S., Ohio State U.; M.S.T., Cornell U.; Ph.D., Ohio State U.

Departmental Guidelines

Teacher Preparation

Denison University is approved by the State of Ohio Board of Education for the preparation of teachers for the Ohio Provisional High School Certificate (grades 7-12) and the Ohio Provisional Special Certificate in music (grades K-12).

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. Total fulfillment of certification requirements in elementary education or special education probably could not be achieved in the normal four year period.

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.
Course Offerings

Certification for Teaching

Requirements for certification to teach in the secondary schools (grades 7-12) and in grades K-12 (music only) in Ohio and in many other states may be met by completing clinical and field experiences, and prescribed course work in general education, one or more teaching fields, and professional education.

Effective for the Class of 1983, a total of 300 clock hours of field experience, in addition to student teaching, will be required for teacher certification. Approximately 160 hours are divided equally among, and presently included in, Ed. 150, Ed. 213, Ed. 312, and Ed. 410. The remaining hours can be completed through such activities as camp counseling, January Term, tutoring, etc.

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 from the Department of Education office.

The professional education requirements may be fulfilled through completing the program described below:

Required Courses

150—THE LEARNER AND THE TEACHER. This course centers around a three hour block of time that the student spends in an area school classroom each week. Each student will complete a variety of activities that focus on the learner and/or the learning process, using the school experience as a "laboratory" to gather primary sources of information. In addition to the time spent in the school, students will meet regularly on campus for the study and consideration of common "core" topics and for the development of human relations skills necessary for teaching in a culturally pluralistic society. Resource persons from the field of psychology will augment the instruction. (2nd semester). Prerequisite: Psychology 101. Gallant. 3

213—THE AMERICAN EDUCATIONAL SYSTEM. A general orientation to education in the United States with special emphasis on the secondary school. Relationships between the curriculum and society will be analyzed from both an historical and a contemporary perspective. Other topics of study include the governance and financing of education, school organization and scheduling, alternative schools, multi-cultural education, teacher organizations, legal considerations, and educational accountability. Forty hours of field experience will be scheduled during the semester in a variety of non classroom settings. This will be related to the topics studied and will include attendance at board of education and parent-teacher meetings, working with school administrators and guidance counselors, and trips to selected schools. (1st semester).

Gallant 3

400—FOUNDATIONS OF EDUCATION. This course will stress the historical legacy of the teacher. A critical examination of today's society will be made with consideration given to the school's role and the teacher's place in that society. Some of the central issues the course will address are the teacher's relationship to the introduction of technology into the classroom, the tension between holding on to the traditional legacy of being a teacher while teaching in a world of rapid change, and the teacher's moral role in a world of moral relativism. (Daily, weeks 1-5 of each semester). Hansgen. 3

OR

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. (1st semester). Prerequisite: Sophomore standing or consent. Same as Philosophy 420. Santoni. 4
410—GENERAL AND SPECIAL METHODS OF TEACHING. A study of procedures and activities employed in teaching, including planning, teaching strategies, use of educational media, and evaluating. Scenarios will be used to illustrate the many types of problems that teachers confront everyday, such as behavior problems, academic problems, and social problems. Students will perform teaching episodes to aid in their development of teaching skills. In addition to the coursework, all students are scheduled for a daily two hour observation-participation experience in area schools. A special focus of this part of the course is to permit students to work with teachers in the subject areas whereby they can learn of the objectives, materials, resources, and special methodologies appropriate to each student's own teaching field. (Daily, weeks 1-5 of each semester). Prerequisite: 150.

Gallant. 3

415—STUDENT TEACHING. 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. (Weeks 6-15 of each semester). Prerequisites: 150, 213, and 410.

Candidates for the music Special Certificate (grades K-12) and students seeking certification in Health also will take, respectively, Ed. 322, "Methods of Teaching Music," and Phys. Ed. 325, "Health Methods and Materials."

322—METHODS OF TEACHING MUSIC. Voice and general music: Rote and reading procedures; traditional as well as Orff and Kodaly systems and their literature, part singing; the changing voice. Work in additional areas will be individually designed.

Hunter. 3

325—(Phys. Ed.)—HEALTH METHODS AND MATERIALS. This course is designed to investigate the objectives, materials, resources, and special methodologies applicable to teaching Health Education and Personal Hygiene in Secondary Schools.

Dellinger. 3

Professional Semester

The professional semester, which includes student teaching, may be completed during the second semester of the Junior year or either semester of the Senior year. Two plans are available which provide for the option of taking either Ed. 400 or 420 (See above).

Plan 1
Ed. 400, "Foundations of Education" (Weeks 1-5)
Ed. 410, "General & Special Methods of Teaching" (Weeks 1-5)
Ed. 415, "Student Teaching" (Weeks 6-15)

Plan 2
Ed. 410, "General & Special Methods of Teaching" (Weeks 1-5)
Optional Elective (May be Senior Research, Honors, or a directed study. However, students must be free for full time teaching during last 10 weeks of semester.) — 3-4 sem. hrs. (Weeks 6-15)
Ed. 415, "Student Teaching"

Electives

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

Staff. 2-4

361-362—DIRECTED STUDY.

Staff. 3

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, Mt. 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

Faculty

Chairperson
Tommy R. Burkett

Professor
Tommy R. Burkett (1963-)
B.A., M.A., Rice U.; Ph.D., U. of Kansas
Paul L. Bennett (1947-)
Lorena Woodrow Burke Chair of English
B.A., Ohio U.; M.A., Harvard U.
Dominick P. Consolo (1958-)
B.A., M.A., Miami U.; Ph.D., U. of Iowa
Lenthiel H. Downs (1947-)
B.A., Tusculum College; M.A., Ph.D., U. of Iowa
Quentin G. Kraft (1961-)
A.B., Brown U.; M.A., Ph.D., Duke U.
Richard Kraus (1966-)
A.B., A.M., U. of Michigan; Ph.D., Stanford U.
Kenneth B. Marshall (1953-)
A.B., M.A., Ph.D., U. of Michigan
John N. Miller (1962-)
A.B., Denison U.; A.M., Ph.D., Stanford U.
William W. Nichols (1966-)
B.A., Park College; M.A., Johns Hopkins U.; Ph.D., U. of Missouri
Charles J. Stoneburner (1966-)
A.B., DePauw U.; B.D., Drew U.; M.A., Ph.D., U. of Michigan

Associate Professor
Nancy A. Nowik (1972-)
A.B., Mundelein College; M.A., Stanford U.; Ph.D., Ohio State U.
Anne Shaver (1973-)
A.B., U. of Kentucky; M.A., Northwestern U.; Ph.D., Ohio U.
Assistant Professor
Ann K. Fitzgerald (1972-73, 74-)
B.A., Mt. Holyoke College; M.A., U. of Wisconsin
Valerie Gray Lee (1976-)
B.A., Atlantic Union College; M.A., Andrews U.; Ph.D., Ohio State U.
Alexis Levitin (1976- ) (On Leave Second Semester)
B.A., M.A., Ph.D., Columbia U.
John L. Schilb (1978-)
B.A., M.A., Hofstra U.; Ph.D., State U. of New York at Binghamton

Instructors
Ruth Danon
A.B., Bard College; M.A., U. of Connecticut
Vernon Liang
A.B., Hartwick College; M.A., Ohio U.

Departmental Guidelines
The English curriculum, intended to serve the general needs of the liberal arts student, is at the same time structured to provide coherent programs for the more specialized needs of students who wish to major in literature or in writing. 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 100, which should be taken before the end of the sophomore year. Two courses in addition to English 100 should be at the 200 level. English 101, 200, and 238 do not count toward the English major.

The Literature Concentration
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, 314, 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, 218, 225, 255, 350, 351, 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 Concentration**

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 451-452 or 461-462) 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.

**Course Offerings**

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

102—THE LITERARY IMAGINATION. This course emphasizes the close reading of short texts (fiction, poetry, and drama) and offers instruction in writing (at least six papers). **Staff. 4**

200—CORRECTIVE AND DEVELOPMENTAL READING. Designed for prospective secondary school English teachers. Its purpose is to develop an understanding of the techniques by which the reading skills of secondary students can be enhanced through instruction in English classes. Emphasis will be placed on the nature of the reading process, the identification and diagnosis of reading problems, and approaches and procedures for assisting students in improving their reading competencies. **Staff. 2**
201—EXPOSITORY WRITING. This is a second course in essay writing, open to students who have completed or passed the proficiency exam for English 101. Students will first review the basic skills of organization and development, then concentrate on mastering styles appropriate to their own academic and personal needs. Since class size is limited, students at any level of competence are welcome; instruction will be suited to individual need. Staff. 4

212—RECURRENCES IN EUROPEAN LITERATURE. Examination of a literary theme as it is developed in the literature of different periods, focusing on the traditional culture of the Western world, the European heritage of Hellenism and Hebraism. The course will include works by at least four of the following writers: Homer, Sophocles, Virgil, Dante, Cervantes, Goethe. (Prerequisite: 101 or 102 or consent.) Staff. 4

213—BRITISH LITERATURE FROM BEOWULF TO DRYDEN. A historical view of the literature of England from about 700 to about 1700, to include works by such writers as Chaucer, Spenser, Shakespeare, Donne, Milton, and Dryden. Staff. 4

214—BRITISH LITERATURE FROM SWIFT TO HARDY. A historical view of the literature of England from about 1700 to about 1900, to include works by such writers as Swift, Pope, Johnson, Wordsworth, Tennyson, Dickens, and Hardy. Staff. 4

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

218—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

219—20th CENTURY BRITISH AND AMERICAN POETRY. Hardy, Yeats, Eliot, Stevens, Williams, and other 20th Century poets. Staff. 4

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

225—WOMEN IN LITERATURE. Selected works by and about women, literature which explores women's traditional as well as changing roles and examines the many facets of women's unique position, experience, and perspective on the world. Our goal is a more accurate understanding of the behavior and experiences of men and women and the implications of sex and gender to our art and in our lives. In addition to exploring important literature of the past, we will be reading selections by recent authors because they constitute an important contemporary literary movement that has been especially creative and energetic in the last ten years. Staff. 4

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

236—WRITING FOR SCIENCE AND SOCIAL SCIENCE MAJORS. This course will emphasize writing for a general audience on topics in the sciences and social sciences. We will consider some of the special problems involved in communicating about science and technology. Writing assignments in the course will encourage students to work with research problems and data from their own fields. Staff. 3

237—ADVANCED COMPOSITION. Theory and practice in writing expository and narrative prose and lyric poetry. May be taken more than once for credit, with a different instructor. Staff. 3

238—THE ART AND CRAFT OF JOURNALISM. A course in writing and the literature of journalism, offered in cooperation with The Denisonian. Staff. 3

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

255—ETHNIC LITERATURE. An introductory study of black literature in America, emphasizing the modern period. Staff. 4
300—CONTEXTS FOR LITERATURE. A course for newly declared and prospective English majors. Exemplification and discussion of different contexts in which literature is studied (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

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

314—THE ART OF THE MODERN SHORT STORY. The course will involve close reading of short stories from Chekhov to the present and will focus on the techniques of the short story form, emphasizing its special ways of achieving the poetic effects that make it a separate genre and not merely a shorter version of the novel. Staff. 4

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

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

346—THE ENGLISH LANGUAGE. A study of the language and its development. Staff. 3

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

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

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

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

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

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

359—ORAL TRADITION AND FOLK IMAGINATION. 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

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

365—STUDIES IN 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

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

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
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

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

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

383—NARRATIVE WRITING. A workshop course in fiction writing. Requires wide reading in contemporary fiction and approximately 15,000 words of prose. Staff. 3

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

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

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

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 461-462. Staff. 4

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. Staff. 4

TEACHING OF ENGLISH. (See EDUCATION 331)

Geology and Geography

Faculty

Chairperson
Charles E. Graham

Professor
Kennard B. Bork (1966- ) (On Sabbatical Second Semester)
B.A., DePauw U.; M.A., Ph.D., Indiana U.
Charles E. Graham (1953- )
B.S., M.S., Washington State U.; Ph.D., U. of Iowa
Richard H. Mahard (1941- )
A.B., Eastern Michigan U.; M.A., Ph.D., Columbia U.

Associate Professor
Robert J. Malcuit (1972- )
B.S., M.S., Kent State U.; Ph.D., Michigan State U.
Departmental Guidelines

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.

Course Offerings

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.  

Graham. 4
111—PHYSICAL GEOLOGY. This course is designed as the introductory course in geology for non-science and science majors alike. The composition and structure of the earth, evolution of surface features, geologic processes, the scope of geologic time, and aspects of the history of science are the topics emphasized. The laboratory is supplemental and deals with mineral and rock identification and study of topographic and geologic maps. Field investigations are emphasized as much as possible.

Staff. 4

113—HISTORICAL GEOLOGY. A study of geologic history, concentrating on North America, as synthesized from sequences of rock strata and from fossils. Emphasis is placed on the history of stratigraphy and evolution; methods of interpreting past environments; and the interaction of the geologic and biologic realms through time. Lab deals with field work, interpretation of geologic maps, and investigations of various periods in the history of the earth. Prerequisite: 111. Bork. 4

211—MINERALOGY. This course is divided into five parts: basic crystallography, origin and occurrence of minerals, physical mineralogy, chemical mineralogy, silicate mineralogy. Laboratory work includes identification of mineral hand specimens, identification of mineral grain mounts with the petrographic microscope, and analysis of mineral powders using spectroscopic and x-ray diffraction techniques.

Malcuit. 4

212—PETROLOGY. This course covers three major topics: igneous rocks, sedimentary rocks, and metamorphic rocks. Laboratory work is concerned mainly with the identification, classification, and interpretation of rock hand specimens. Thin-sections of rock specimens are also studied using petrographic microscope techniques.

Malcuit. 4

213—PALEONTOLOGY. An introduction to fossil invertebrates with emphasis on theory of classification, form and function significance, paleoeocological interpretation, evolutionary mechanisms, application of fossils to biostratigraphy, and the history of paleontology. Major invertebrate phyla of paleontological significance are surveyed. Prerequisite: 111. Bork. 4

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.

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

Malcuit. 4

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.

Malcuit. 4

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: 111 and 226 or consent.

Graham. 4

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.

Staff. 4

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 111 may apply for permission to participate in the field trip for one-semester-hour of credit.

Staff. 1-3

361-362—DIRECTED STUDIES. Individual reading and laboratory work in a student's field of interest within Geology. Work in Petroleum Geology is included.
400—FIELD COURSE. A major in Geology must register for a summer field course offered by any one of a number of approved universities. Upon the successful completion of the course he or she receives credit transferable to his or her record at Denison. 4-8

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

451-452—SENIOR RESEARCH. Staff. 4

461-462—INDIVIDUAL WORK FOR HONORS. 4

TEACHING OF SCIENCE (See EDUCATION 311)

Geography

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

Course Offerings

Geography

201—WEATHER FORECASTING AND WEATHER PHENOMENA. An introductory course in weather and climate of a very practical nature. The course is for those who are consciously observing weather changes and weather extremes and wonder why, as well as those who wonder why weather forecasts don't always work out. Atmospheric properties and their measurement are learned as a basis for the discussion of the dynamics of the atmosphere in motion. The challenge, problems and future trends of weather forecasting are also discussed. Graham. 4

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

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

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

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


261—WORLD POLITICAL GEOGRAPHY. Study of advantaged 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. Mahard. 3

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

Faculty

Chairperson
Michael Gordon

Professor
G. Wallace Chessman (1950-51, 53- )
Denison Alumni Professorship (History)
B.A., M.A., Ph.D., Harvard U.
David S. Watson (1954- )
B.A., Illinois College; Ph.D., U. of Chicago
Clarke L. Wilhelm (1962- )
B.A., U. of Minnesota; M.A., Ph.D., Johns Hopkins U.

Associate Professor
Bruce E. Bigelow (1971- ) (On Leave All Year)
B.A., College of Wooster; M.A., Ph.D., U. of Chicago
William C. Dennis (1968- )
A.B., Earlham College; M.A., Ph.D., Yale U.
B.A., Connecticutt College; M.A., Ph.D., U. of Chicago
Michael D. Gordon (1968- )
B.A., M.A., Ph.D., U. of Chicago
John B. Kirby (1971- )
B.A., U. of Wisconsin; M.A., U. of Michigan; Ph.D., U. of Illinois
Donald G. Schilling (1971- )
B.A., DePauw U.; M.A., Ph.D., U. of Wisconsin

Assistant Professor
Barry C. Keenan (1976- )
B.A., Yale; M.A., Ph.D., Claremont Graduate School

Instructor
Kristen B. Neuschel (1979- )
A.B., Denison U.; M.A., Brown U.

Departmental Guidelines

Major in History
The Department requires thirty hours of work in the Department, including a minimum of two advanced courses. 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 compe-
tence 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.

Upon declaring his/her major, the student is required to enroll in an entry-level proseminar. As a senior, the student will enroll in a colloquium examining different approaches to the study of History. The 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.

A working knowledge of a foreign language is desirable for 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.)

Course Offerings

Introductory Courses

200—DOING HISTORY. A proseminar serving as an introduction to the study of history. Emphasis will be placed on those skills which are integral to an understanding of the discipline of history. Students will gain an awareness of the nature of historical interpretation; they will acquire the ability to analyze secondary sources; and they will attain a research capacity. The course will be content oriented, i.e., individual sections will focus on particular historical periods, but the emphasis will be on learning skills appropriate to the study of any historical period. Staff. 3

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 the G.E. requirement.)

A. Gordon, M. Gordon. 4

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 toward man and society. (Should ordinarily be taken in the freshman year if used to fulfill the G.E. requirement.)

Bigelow, Schilling. 4

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

M. Gordon. 4

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
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Instructor</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>211</td>
<td>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.</td>
<td>Watson. 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>215</td>
<td>A HISTORY OF BLACKS IN AMERICA. A study of the experience of Blacks in America with emphasis on the African heritage, slavery, Civil War and Reconstruction, the policies of discrimination, the shift to urban life, the rise of the ghetto, and the age of protest and change. (Should ordinarily be taken in freshman year if used to fulfill G.E. requirement.)</td>
<td>Kirby. 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>217</td>
<td>AMERICAN CIVILIZATION. A survey of the history of America from 1776 to the present. Political, diplomatic, social, economic, and intellectual themes and topics will be included. (Should ordinarily be taken in freshman year if used to fulfill G.E. requirement.)</td>
<td>Staff. 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>221</td>
<td>CHINESE CIVILIZATION: THE MANDATE OF HEAVEN. The earliest Chinese records of their past are studied along with archaeological 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 to the consolidation of the dynastic system at the time of Christ.</td>
<td>Keenan. 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>223</td>
<td>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.</td>
<td>Keenan. 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>225</td>
<td>AN INTRODUCTION TO MODERN AFRICA. A study of major problems and issues in African history with an emphasis on the recent past.</td>
<td>Schilling. 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>233</td>
<td>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 areas of the Middle East.</td>
<td>Bigelow. 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>235</td>
<td>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.</td>
<td>Staff. 4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Advanced Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Instructor</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>301</td>
<td>THE COLONIAL BACKGROUND, 1600-1763. A study of the economic, social, and political aspects of American History during the 17th and 18th centuries.</td>
<td>Dennis. 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>302</td>
<td>THE AMERICAN REVOLUTION, 1763-1800. A comprehensive study of the political philosophy, constitutional development, revolutionary excitement, and military events of the American Revolution.</td>
<td>Dennis. 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>303</td>
<td>THE AMERICAN FRONTIER. The frontier in American economic, political, and cultural development</td>
<td>Wilhelm. 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>304</td>
<td>THE IDEA OF AMERICAN UNION, 1800-1811. 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.</td>
<td>Dennis. 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>305</td>
<td>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.</td>
<td>Kirby. 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>307</td>
<td>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.</td>
<td>Wilhelm. 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>311</td>
<td>AMERICAN INTELLECTUAL HISTORY. A study of selected problems in American intellectual development</td>
<td>Chessman. 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>312</td>
<td>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.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Intellectual and cultural aspects will be considered along with the economic, social, and political.

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. 4

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 interrelationships of historical and contemporary black thought and activity in American life. Prerequisite: 215. Chessman. 3

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 monuments associated with drama. All readings are in English. No prerequisites. Kirby. 3

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. Graham. 4

335—ENGLAND AND FRANCE IN THE MIDDLE AGES. English and French constitutional and social history from the tenth century to the fifteenth. M. Gordon. 4

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

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

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. 4

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

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

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

351—GENERATION OF MATERIALISM, EUROPE, 1870-1914. A portrait of society, politics, and culture in the era prior to World War I. Staff. 4

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

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

354—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

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

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. Watson. 3

371—THE MODERN FATE OF CONFUCIAN CHINA. At the turn of the century Confucian literati combined achievement in learning with political power. In 1911 the 2000-year old Chinese dynastic tradition was overthrown, and Western models of capitalism and democratic government were promoted. After 1949 the revolutionary Marxist government of Mao Tse-tung turned political revolution into social revolution. This course analyzes the transformation of the intelligentsia amid China's social and political revolution in the twentieth century. We shall read writers, political activists, and educational reformers. Keenan. 4

373—THE U.S. AND CHINA. A study of the historical contact between China and the United States. Keenan. 4

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

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

Other

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. Examples of recent topics are: America's Rise to World Power 1898-present, Utopias in Modern Western History, Women in Western Society, The Crusades. Staff. 3

361-362—DIRECTED STUDY. Staff. 3

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

451-452—SENIOR RESEARCH. Research in selected topics of History.

455—SENIOR COLLOQUIUM.

461-462—INDIVIDUAL WORK FOR HONORS.

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

Faculty

Chairperson
W. Neil Prentice

Professor
Daniel D. Bonar (1965-68, 69- )
B.S., Chem.Eng., M.S., West Virginia U.; Ph.D., Ohio State U.
Arnold Grudin (1953- )
B.A., New York U.; M.S., Columbia U.; Ph.D., U. of Colorado
Zaven A. Karian (1964- )
B.A., American International College; M.A., U. of Illinois; Ph.D., Ohio State U.
W. Neil Prentice (1957- ) (On Sabbatical Second Semester)
A.B., Middlebury College; A.M., Brown U.; Ph.D., Syracuse U.
Andrew Sterrett (1953- )
B.S., Carnegie Inst. of Technology; M.S., Ph.D., U. of Pittsburgh
Marion Wetzel (1946- )
Benjamin Barney Chair of Mathematics
A.B., Cornell College; M.A., Ph.D., Northwestern U.

Assistant Professor
James Cameron (1975- )
B.S., Ohio State U.; M.S., Stanford U.; Ph.D., Ohio State U.
James M. Whitehead (1978- )
B.S., Ohio State U.; M.S., Cleveland State U.

Instructor
Debra Gutridge Davis (1979- )

Departmental Guidelines

Students interested in Mathematics, Mathematical Economics, or the Natural Sciences should take 123-124 followed by 222 and 231 by the end of the sophomore year.

Students interested in Computer Science should take 171 followed by 271-272 by the end of the sophomore year. B.S. Candidates should also take 123-124, preferably during the freshman year.

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

Requirements for Mathematics Degrees

Minimum requirements for a major in Mathematics 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 321 or 322 (but not both), 331, 332, 337, 341, and 342.

Minimum requirements for a major in Mathematics for a B.S. degree are eight semester courses at the 300 level or above, six of which must be from the
list 321, 322, 331, 332, 334, 337, 341, 342, 351, 352, and 356. At most, one
directed study and an honors project, with approval, could be substituted for
one or more of the eight courses. In addition the B.S. candidate must take 171
and is urged to take at least one other computer science course.
A student who plans to teach in secondary schools is advised to include
321, 331, 337, and 341 in his or her program.

Requirements for Computer Science Degrees
Required of all majors in Computer Science:
341 or 102;
171 or both of 101 and 174;
271, 272, 371, 372;
Required for B.A. in Computer Science:
In addition to the courses required of all majors, the B.A. candidate must take
two courses from the list 356, 373, 377 and 382.
Required for B.S. in Computer Science:
In addition to the courses required for all majors, the B.S. candidate must
take four courses from the list 331, 334, 352, 356, 373, and 382 plus any two
additional courses in the department at 300 level or above. Physics 211 (Solid
State Electronics) may be substituted for one of these two additional courses.
The Computer Science staff strongly recommends that B.A. candidates
also take 123, 124, 231, and 274 in addition to the required 8 courses.
We also recommend that a B.A. candidate in either Mathematics or
Computer Science consider having a second major. Economics would be a
good second major for students planning to go into business or into a MBA
program following graduation.
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 Mathemat-
cal Sciences background may elect this combined major. Requirements are
Mathematical Sciences 171, 341, 342, 351 and Economics 100, 300, 301,
302, 331, 332, and 350 (or another 300 level course or a seminar agreed upon
with advisor). An area exam in quantitative economics is also required.

Course Offerings
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
Staff. 4

101—INTRODUCTORY COMPUTER SCIENCE. Introduction to computer science and the devel-
lopment 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. Designed for students who do not expect to take additional courses in computer science. Offered each semester.

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. Offered each semester.

Staff. 4

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. Offered each semester.

Staff. 4

123-124—CALCULUS I, II. A two-semester introduction to single variable calculus. Topics include limits, derivatives, integrals, applications of calculus, and indeterminate forms. Each course offered each semester.

Staff. 4

125-126—HONORS CALCULUS. Similar to 123-124 but considerable emphasis on rigor. Enrollment is by invitation only. Not offered in 1979-80.

Staff. 4

171—BEGINNING COMPUTER SCIENCE. Designed for those contemplating taking additional courses in the department and for those having a good background in mathematics and/or expecting to major in one of the sciences. Introduction to the concept of the stored program computer by studying the machine language and assembly language of a simple computer and the development of algorithms via flowcharts and their translation into computer programs. Discussion of the development of computer and possible future consequences. Accompanied by a lab designed to illustrate principles of the lectures. Offered each semester.

Staff. 4

174—INTRODUCTION TO PROGRAMMING LANGUAGES. An introduction to structured programming via a language such as PASCAL, to a business oriented language such as COBOL, and to a procedure oriented language such as FORTRAN or BASIC. Prerequisite: 171 or 101. Offered each spring semester.

Staff. 4

222—CALCULUS III. Series and multiple variable calculus together with a rigorous review of beginning calculus. Offered each semester.

Staff. 4

231—ELEMENTARY LINEAR ALGEBRA. Emphasis on topics such as matrix algebra, systems of linear equations, linear transformations, and computational techniques. Prerequisite: 123 or consent. Offered each semester.

Staff. 4

271-272—SOFTWARE STRUCTURES. An introduction to computational and data structures. The course will stress the development of computational structures, particularly as they affect, and are affected by data structures. The student will be expected to write programs in both non-numerical (e.g. sorting, searching, stack manipulation) and numerical (e.g. statistical calculations, simulations) areas. The processing of data structures large enough to require peripheral storage (i.e. files) will be covered. Required of all Computer Science majors. Prerequisite: 171 or consent. Year course offered each year.

Staff. 4

274—COBOL AND ITS APPLICATIONS. The fundamentals of standard COBOL will be covered. The emphasis will be on applications and problem solving. Prerequisite: 171 or 174. Offered each spring.

Staff. 4

321—ADVANCED ANALYSIS. Limits, infinite series and integration. Prerequisites: 222, 231. Offered each fall.

Staff. 4

322—ADVANCED ANALYSIS. Vector calculus and differential geometry. Prerequisites: 222, 231. Offered each spring.

Staff. 4

331—ALGEBRAIC STRUCTURES. Sets, relations functions, and topics chosen from graph theory, Boolean algebra, semigroups, propositional logic, and combinatorics and applications to computer science. Prerequisite: 231. Offered each fall.

Staff. 4

332—ABSTRACT ALGEBRA. A study of the structure and properties of groups, rings, and fields. Prerequisite: 331. Offered in spring of 1979-80 and alternate spring semesters.

Staff. 4
334—AUTOMATA 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 and Gödel's theorem), implementation of Boolean functions with switching circuits, applications to computer design, cellular automata and parallel computers. No lab. Prerequisite: 331. Offered in spring of 1978-79 and alternate years. Staff. 4

337—MODERN GEOMETRY. An introduction to modern geometries. Prerequisite: 231 or consent. Offered in spring 1978-79 and alternate years. Staff. 4

341-342—PROBABILITY AND MATHEMATICAL STATISTICS. Probability models, generating functions, limit theorems, stochastic processes, estimation of parameters, tests of hypotheses, regression. Prerequisites: 222 or consent. Year course offered each year. Staff. 4

351—DIFFERENTIAL EQUATIONS. Topics from the theory of linear and nonlinear differential equations. Prerequisites: 222, 231 or consent. Offered each spring. Staff. 4

352—NUMERICAL ANALYSIS. Topics from numerical quadrature, numerical integration of differential equations, matrix manipulations, and solution of nonlinear equations. Prerequisites: 222, 351 (may be taken concurrently). Offered in fall 1979-80 and alternate years. Staff. 4

356—MATHEMATICAL MODELING AND COMPUTER 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: 272 and 102. Offered in spring of 1978-79 and alternate years. Staff. 4

361-362—DIRECTED STUDY. Staff. 3

371-372—SYSTEMS PROGRAMMING AND DESIGN. An examination of the design and implementation of computer operating systems. Assembly language will be treated as a means to study the characteristics of a system, including the structure of batch processing systems, multiprocessor systems, input/output and interrupt modules, data and program sharing, and interface considerations. Lab problems will include systems programming applying lecture material. Required of all Computer Science majors. Prerequisite: 272. Year course offered each year. Staff. 4

373—PROGRAMMING LANGUAGES. 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 on 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: 272. Offered in spring 1979-80 and alternate years. Staff. 4

377—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: 272. Recommended 331. Offered in fall 1979-80 and alternate years. Staff. 4

382—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: 272. Offered in fall 1978-79 and alternate years. Staff. 4

400-401—ADVANCED MATHEMATICAL TOPICS. Prerequisite: 222 or consent.

a. Topology
b. Number Theory
c. Complex Variables
d. Real Variables
e. Functional Analysis
Modern Languages

Faculty

Chairman
Arnold Joseph

Professor
Joseph R. de Armas (1966-) (On Sabbatical All Year)
Teacher's Diploma, Havana Normal School; Ed.D., Ph.D., U. of Havana
Milton D. Emont (1954-)
B.A., New Jersey State College, Montclair; M.A., Middlebury College; Ph.D., U. of Wisconsin
Arnold Joseph (1963-)
B.S., M.A., Ph.D., Ohio State U.
Charles W. Steele (1949-)
B.A., U. of Missouri; M.A., U. of California; Ph.D., Ohio State U.

Associate Professor
John D. Kessler (1969-)
B.A., Ohio Wesleyan U.; M.A., Ph.D., U. of Texas
Charles O'Keele (1975-)
B.A., Saint Peter's College; Ph.D., Duke U.
Ilse Winter (1967-)
Diploma, U. of Kiel (Germany); M.A., Ph.D., Rutgers U.

Assistant Professor
Valentine G. Bolen (1978-)
B.A., LL.B., Wayne State U.; Ph.D., U. of Michigan
Annette G. Cash (1976-)
B.A., M.A., U. of North Carolina, Ph.D., Ohio State U.
Josefina Inclán Dawson  
B.S., Humanities, Instituto do la Habana; Ph.D., U. of Havana  
Elias A. Ramos (1976- )  
B.A., Union U.; A.A., North Greenville Junior College; M.A., Ph.D., U. of Missouri  
Josette Wilburn (1978- )  
B.A., U. of Minnesota; M.A., Ohio State U.; Ph.D., Ohio State U.

**Visiting Lecturer**  
Marietta Emont (1958- )  
B.A., M.A., U. of Wisconsin

**Departmental Guidelines**

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.

With a view toward career opportunities the department encourages integrating foreign language study with a variety of other academic areas such as economics, political science, and English. Courses in area studies and literature, (either in the target language or in English) aside from their intrinsic worth, also present multiple opportunities for experiences with other cultures and 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 Viewbook. 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. The basic requirement in Literature (3 hours) may be fulfilled by successfully completing a literature course offered by the Department at the 300 level.

**Course Offerings**

**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. Required related courses: 301-302.

**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**

**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. 4**

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

**Staff. 3**

**214—PRONUNCIATION AND PHONETICS.** Intensive laboratory and class practice of the oral language through the study of phonetics and its applications. The course will familiarize students with various oral styles and enable them to master the rhythm and articulation of the language. Prerequisite: 213 or consent.

**Wilburn. 3**

**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 consent.

**Staff. 4**

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

**Staff. 4**

**315—FRENCH GRAMMAR: REVIEW AND PROGRESS.** Intensive review of grammar and writing skills which aims to increase oral and written accuracy and to improve reading comprehension. Recommended to students who wish to consolidate language skills acquired in high school or as preparation for advanced work in French. Conducted primarily in French. Prerequisites: 212 or equivalent.

**Emont. 4**

**316—TRANSLATION.** Translation, primarily from French to English of texts from various contemporary and historical sources. Emphasis on subtleties involved in good translation and on providing practice in the fundamentals of comparative stylistics. Prerequisite: French 311 or 312 or consent.

**Staff. 4**

**317—17th CENTURY LITERATURE.** The development of French classicism, with emphasis on the theatre. Representative works of Corneille, Moliere, Racine, Pascal, La Fontaine, and others. Conducted in French. Prerequisites: 311 and 312 or equivalent. Offered 1980-81.

**Emont. 4**

**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 1980-81.

**Staff. 4**

**319—19th CENTURY LITERATURE.** An examination of the literary revolution inadequately described by such terms as Romanticism, Realism, Naturalism, and Symbolism. Texts from Hugo, Balzac, Flaubert, Mallarme, and others. Conducted in French. Prerequisites: 311 and 312 or equivalent. Offered in 1979-80.

**O'Keefe. 4**
Joseph. 4

322—THE 20th CENTURY NOVEL: REVOLUTION AND RE-INVENTION. Examination of the ideas and forms by writers perceiving a universe in which man is central, alienated, and free. Sustained emphasis on changing concepts of space and time as these pertain to modified perceptions of reality. Texts by Gide, Proust, Malraux, Sartre, Camus, Robbe-Grillet. Conducted in French. Prerequisites: 311-312 or equivalent. 
Joseph. 4

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’Keeffe. 4

361-362—DIRECTED STUDY. 
Staff. 3

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. 
Wilburn. 3

415—ADVANCED FRENCH GRAMMAR AND WRITING. Intensive grammar review and stylistics on the advanced level. Conducted in French. Prerequisites: 311 and 312 or equivalent. 
Emont. 4

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. 
Staff. 3

451-452—SENIOR RESEARCH. 
Staff. 4

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

TEACHING OF MODERN LANGUAGES. (See EDUCATION 343)

German

A student majoring in German must take a minimum of seven courses above the 200 level. Two of the seven courses, German 311 (or 312) and German 313, are obligatory for every major.

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

211-212—INTERMEDIATE GERMAN. A review of grammar, improvement of conversational skills and readings in German culture will be stressed. Special provisions may be made for students desiring reading in scientific German literature. Prerequisite: 111-112 or appropriate score on placement test. 
Staff. 4

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. 
Staff. 4

311—INTRODUCTION TO GERMAN LITERATURE. The goal of the course is to train the students in the techniques of reading, interpreting, and evaluating literature. An equal amount of time (approximately four weeks) is devoted to short prose fiction, drama, and poetry, mostly from the 20th century. Short compositions in German throughout the semester constitute an essential element of the course. Conducted in German. Prerequisite: 212 or 213 or equivalent. 
Staff. 4

312—MASTERPIECES OF 20th CENTURY GERMAN LITERATURE. A close study of works by Thomas Mann, Franz Kafka, Hermann Hesse, Heinrich Boll, Gunther Grass, and others. Conducted in German. Prerequisite: 311. 
Staff. 4
313—ADVANCED CONVERSATION AND COMPOSITION. Intensive practice in conversational skills on the advanced level. Composition is needed. Conducted in German. Prerequisite: 213 or consent. Winter. 4

317—GERMAN CLASSICS. An examination of literary masterpieces which deal with fundamental aspects of human experience: individual growth and self-realization, self and others, existence in time. Selected works by the following authors will be analyzed in detail: Goethe, Nietzsche, Thomas Mann, Kafka, Rilke, Hesse, Brecht. Conducted in English. No prerequisites. Winter. 4

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

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

361-362—DIRECTED STUDY. Staff. 3

375—THE FAUST THEME IN EUROPEAN LITERATURE. The course will examine how an obscure and rather shady character of the 15th Century, a self-acclaimed astrologer and necromancer by the name of Faust, has inspired some of the most fascinating literary masterpieces. The following works will be studied in depth: The Historie of the damnable life and deserved death of Doctor John Faustus by an anonymous author of the 16th Century, Marlowe’s The Tragicall History of the Life and Death of Doctor Faustus, Goethe’s Faust, Byron’s Manfred, Th. Mann’s Doktor Faustus, and Bulgakov’s The Master and Margarita. The emphasis will be on the figure of Faust as a representative of Western man: his pursuit of knowledge, his aspirations toward the divine and his fascination with the demonic, his role in society, and his damnation or salvation. Winter. 1

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

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

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: 311 or 312. Kessler. 4

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

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

451-452—SENIOR RESEARCH. Staff. 4

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.

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

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.

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. *Taught in Russian.* Staff. 4

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. Staff. 4

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. Staff. 4


323—DOSTOEVSKY AND THE NATURALISTS. Study of Russian literature of mid-19th Century with readings selected from among Dostoevsky, Leskov, and Aksakov. *Conducted in English.* Fulfills G.E. requirement in literature. No prerequisites. Staff. 4

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. Staff. 4

325—THE AGE OF TOLSTOY. Study of late 19th century Russian literature with readings selected from among Goncharov, Aksakov, Bunin, Andreev, and Tolstoy. *Conducted in English.* Fulfills G.E. requirement in literature. No prerequisite. Staff. 4

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. Staff. 4

TEACHING OF MODERN LANGUAGES. (See EDUCATION 343)

**Spanish**

All students majoring in Spanish must take above the 200 level: 314, 413, and a 300-level literature course.

Beyond these requirements, the following options exist to complete a major:

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

2.) The Spanish Language (213, 313, 412 and 414a or 414b)

Attention is called to a third option, the Interdepartmental major in Latin American Area Studies.

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

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. 4
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. 4

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

315—SPANISH AMERICAN LITERATURE. Survey of literary genres, periods and movements in Spanish America; Conducted in Spanish. Prerequisite: 212 or equivalent. Steele, Ramos. 3

316—SPANISH LITERATURE. Survey of literary genres, periods and movements in Spain; Conducted in Spanish. Prerequisite: 212 or equivalent. Steele. 3

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

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

324—IDEOLOGY AND TRADITION IN THE SPANISH-SPEAKING WORLD. The motivation of the Spaniard and Spanish American seen through their attitudes, values, beliefs, and artistic expression. Staff. 3

Language

313—ADVANCED CONVERSATION. Intensive practice in oral Spanish on the advanced level. Reports, discussions, speeches, dramatizations, etc. Conducted in Spanish. Prerequisites: 213 or consent. Armas, Steele. 3

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

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

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

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)

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

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
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.

Other

361-362—DIRECTED STUDY.
451-452—SENIOR RESEARCH.
461-462—INDIVIDUAL WORK FOR HONORS.

TEACHING OF MODERN LANGUAGES (See EDUCATION 343)

Music

Faculty

Chairperson
R. Lee Bostian
George R. Hunter (Acting, First Semester)

Professor
Frank J. Bellino (1958- )
B.F.A., Ohio U.; Mus.M., Eastman School of Music
R. Lee Bostian (1966- ) (On Sabbatical All Year)
B.A., M.A., Ph.D., U. of North Carolina
George R. Hunter (1954- )
William Osborne (1961- )

Associate Professor
Elliot D. Borishansky (1968- )
B.A., Queens College; M.A., Columbia U.; A.Mus.D., U. of Michigan
Marjorie Chan (1968- )
B.Mus., Oberlin College; M.Mus., Indiana U.; D.M.A., U. of Southern California

Assistant Professor
William Stevens
B.A., U. of North Carolina; M.M., Catholic U. of America; D.M.A., U. of Maryland
Visiting Artist in Piano
James Fields (1979- )
Noted concert pianist

Visiting Lecturer
Eileen Bellino, voice
B.Mus., Eastman School of Music
Elizabeth Borishansky, piano
Joseph Lord, woodwinds
B.Mus., Ohio State U.; M.A., Columbia U.
John McCormick, classical guitar
B.Mus., Capital U.
Gwendolyn Shrader, piano
B.Mus., M.M., Ohio State U.

Independent Music Contractor
Rick Brunetto, percussion
B.Mus., Ohio State U.
Glenn Harriman, trombone
B.S.Ed., M.A., Ohio State U.
Eric Ohlsson, oboe
B.Mus.Ed., Madison College; B.Mus., Ohio State U.
Robert Pierce, jazz piano
Professional jazz musician
Robert Raker, bassoon
B.A., M.D., Ohio State U.
Linda Robertson, flute
B.Mus., Indiana U.

Departmental Guidelines
The Department of Music is concerned with providing participatory opportunities in music for the academic community as a whole through courses for the general student, instrumental and vocal ensembles and private music lessons. Additionally the Department produces or sponsors about forty programs during the academic year in an effort to make music an important part of educational life at Denison.

Even so, the music major at Denison is regarded as an irreplaceable element in the total musical life. Without the nucleus which majors provide in the music program, through their highly developed musical skills and serious commitment to the art of music-making, there would be a reduction in the quality and in the extent of the musical environment at Denison. Students are encouraged to major in any one of several curricula while participating in the liberal arts spirit of the institution. Several degree programs are offered so that each student may be educated musically in a way which is personally and professionally appropriate.

The music program at Denison is concerned above all else with the
students themselves. The nourishment of each student as a creative individual is the focus on which the program is conceived and implemented.

**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, 441-442; Applied Music (16 hours); and Ensemble (4 hours). In addition, the student must have three compositions ready for performance at the end of the junior year and must 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.

All students graduating with a Bachelor of Music in Applied Music 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 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).

**Course Offerings**

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.

103b—CONCERT BAND Hunter. 3
103c—CONCERT CHOIR Osborne. ½
103o—ORCHESTRA Bellino. 1
103w—WOMEN’S CHORALE Osborne. ½

Six semesters of participation will constitute fulfillment of the recommended Fine Arts requirement. (See Summary of Basic Requirements at front of Catalog.)

105—OPERA WORKSHOP. A course which involves the preparation and performance of an opera or scenes from opera. Stevens. 1-2

107—CHAMBER MUSIC WORKSHOP. A course which involves active rehearsal and performance in a chamber ensemble, including jazz ensemble. Staff. 1-2

108—PRIVATE LESSONS IN PIANO, JAZZ PIANO, ORGAN, HARPSCORD, VOICE, VIOLIN, VIOLA, VIOLONCELLO, STRING BASS, VIOLA D’AMORE, CLASSICAL 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.)

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

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

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

120—INTRODUCTION TO OPERA. A brief historical survey of the evolution and history of Opera in detailed analysis of a broad selection of operatic masterpieces. Listening will be stressed: recording, broadcast, and live performances. Stevens. 3

122—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

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

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

141—WOODWIND INSTRUMENTS CLASS. Class instruction primarily for students majoring in Music Education. Hunter. 1

142—BRASS INSTRUMENTS CLASS. Class instruction primarily for students majoring in Music Education. Hunter. 1

151-152—STRING INSTRUMENTS CLASS. Class instruction primarily for students majoring in Music Education. (151: violin and viola, Bellino; 152: cello and bass, Chan) Bellino, Chan. 1

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

171—PERCUSSION CLASS. Class instruction primarily for students majoring in Music Education. Pimentel. 1

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
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Instructor(s)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>202—203</td>
<td>HISTORY AND LITERATURE OF MUSIC II, III</td>
<td>An historical survey of the evolution of musical style in Western Europe from the Pre-classical Period through the Romantic Period and An historical survey of the evolution of musical style in Western Europe and the United States from the late romantic period to the present.</td>
<td>Staff, Bostian</td>
<td>3, 3</td>
</tr>
<tr>
<td>207</td>
<td>MUSIC IN AMERICA</td>
<td>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: 101 or permission of instructor. (Not offered in 1978-79).</td>
<td>Osborne</td>
<td>3</td>
</tr>
<tr>
<td>208</td>
<td>PIANO LITERATURE</td>
<td>A survey of the literature for solo pianoforte from the late Baroque period through the 20th Century. Prerequisite: Music 101 or consent of the instructor. (Not offered in 1978-79).</td>
<td>Staff</td>
<td>3</td>
</tr>
<tr>
<td>215-216</td>
<td>MUSIC THEORY III, IV</td>
<td>A continuation of Music 116, including chromatic harmony and investigation into 20th Century harmony and style. Prerequisite: 115-116.</td>
<td>Borishansky</td>
<td>4</td>
</tr>
<tr>
<td>307-308</td>
<td>ORCHESTRATION</td>
<td>The study of instrumentation, score reading, and arranging for band and orchestra.</td>
<td>Hunter</td>
<td>2</td>
</tr>
<tr>
<td>309</td>
<td>CONDUCTING</td>
<td>Conducting techniques and interpretation problems learned through class instruction and experiences in directing. Includes study of scores and of rehearsal procedures. Prerequisite: permission.</td>
<td>Bellino</td>
<td>3</td>
</tr>
<tr>
<td>311-312</td>
<td>STYLISTIC ANALYSIS</td>
<td>Analysis of rhythm, melody, harmony, form, and other stylistic features of representative works from the 18th through the 20th Centuries.</td>
<td>Staff</td>
<td>3</td>
</tr>
<tr>
<td>341</td>
<td>COMPOSITION</td>
<td>Basic compositional techniques including composition in 20th Century idioms progressing to atonal chromatic writing. Project in the student's individual style.</td>
<td>Borishansky</td>
<td>3</td>
</tr>
<tr>
<td>342</td>
<td>COMPOSITION</td>
<td>Composition using serialism and exploration of improvisatory-aleatoric techniques, composing in the student's individual style. Prerequisite: 341.</td>
<td>Borishansky</td>
<td>3</td>
</tr>
<tr>
<td>361-362</td>
<td>DIRECTED STUDY</td>
<td>Staff.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>363-364</td>
<td>INDEPENDENT STUDY</td>
<td>Staff.</td>
<td>3 or 4</td>
<td></td>
</tr>
<tr>
<td>441</td>
<td>COMPOSITION</td>
<td>Practice in conceptualization; study of extended and innovative uses of instruments and voice; composing in the student's respective style. Prerequisite: 342.</td>
<td>Borishansky</td>
<td>3</td>
</tr>
<tr>
<td>442</td>
<td>COMPOSITION</td>
<td>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.</td>
<td>Borishansky</td>
<td>3</td>
</tr>
<tr>
<td>451-452</td>
<td>SENIOR RESEARCH</td>
<td>Staff.</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>461-462</td>
<td>INDIVIDUAL WORK FOR HONORS</td>
<td>Staff.</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>
Philosophy

Faculty

Chairperson
Philip A. Glotzbach

Professor
Ronald E. Santoni (1964- )
Maria Theresa Barney Chair of Philosophy
B.A., Bishop’s U.; M.A., Brown U.; Ph.D., Boston U.

Associate Professor
David A. Goldblatt (1968- ) (On leave All Year)
B.A., Brooklyn College; Ph.D., U. of Pennsylvania
Anthony J. Lisska (1969- )
A.B., Providence College; M.A., Saint Stephen’s College; Ph.D., Ohio State U.
Joan Straumanis (1971- ) (On Sabbatical All Year)
B.A., Antioch College; Ph.D., U. of Maryland

Assistant Professor
Philip A. Glotzbach (1977- )
B.A., U. of Notre Dame; M.A., M.Phil., Yale U.
Marilyn Fischer (1978- )
B.A., Wheaton College; M.A., Ph.D., Boston U.
Henry Schuurman (1978- )
B.A., Th.M., Calvin Theological Seminary; M.A., Ph.D., University of Notre Dame
Kevin Brien (1979- )
A.B., A.M., Ph.D., Boston University

Visiting Lecturer
Eric Straumanis (1977- )
B.A., Tufts U.; M.A., Ph.D., U. of Maryland

Departmental Guidelines
To do philosophy is to respond creatively and critically to questions and assumptions central to human existence. The Philosophy Department strives to engage the student in problems which lie at the foundations of human knowledge claims, actions, and value judgments. The student is challenged to move beyond naive and uncritical patterns of thought, to recognize problem and impasse, and then to work toward sophisticated and constructive confrontation with them. Members of the Department cooperatively approach these concerns from diverse perspectives, both in studying the works of major philosophers and in their own creative activity. The student is encouraged both to join with the faculty in this inquiry and to philosophize creatively on his or her own. The courses and seminars in the Department are intended to develop the abilities necessary for these activities.
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. Upperclass students may elect the special section of Philosophy 101 which will be set aside for them. In general, however, upperclass students will not be permitted to enroll in those sections of Philosophy 101 reserved for freshmen.

Majoring in Philosophy

A major in Philosophy requires nine semester-courses to be selected by the student in consultation with his or her major advisor. (Philosophy 101 may be counted as one of the nine required courses.) The nine courses must include Philosophy 105 (Logic), at least two courses chosen from the History of Philosophy sequence (Philosophy 331-334)—one of which must be either Philosophy 331 or Philosophy 332, and finally, two semesters of the Departmental Junior/Senior Seminar (431-432). In addition, Philosophy majors are encouraged to attend events in the Philosophy Colloquium Series throughout the year, and to avail themselves of the resources of the Philosophy Department Library (Knapp 410).

The Philosophy Department encourages double majors and self-designed majors, and is experienced in helping students integrate Philosophy with work in other disciplines. To avoid possible scheduling problems, a student considering a major in Philosophy (or one which includes 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 graduating from Denison.

Course Offerings

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, except for one section reserved for upperclassmen.

All staff members. 4

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 critical analysis of arguments in natural settings. Emphasis in symbolic logic is on translation and proof, and computer assisted instruction is employed in the teaching of these skills. Offered both semesters.

Brien, J. Straumanis. 4

212—CURRENT TOPICS IN PHILOSOPHY (FRESHMAN/SOPHOMORE SEMINAR). An inquiry into philosophical issues and problems at the center of present attention. The topics vary from year to year in accordance with current interests of students and staff. Recent topics have included Philosophy of Violence, Philosophy of Language, Philosophy of the Social Sciences, and Artificial Intelligence. Open to freshmen and sophomores only. Prerequisite: Philosophy 101 or consent. Offered most semesters; consult current departmental course guide for topic and instructor. Topic for second semester 1979-80: Human Rights and Public Policy; Instructor: Fischer. Staff. 4

221—ETHICS. This course will examine the meanings of basic ethical terms such as 'right' and 'good' and will consider the idea of acting and making decisions in a morally responsible way. Traditional ethical theories such as egoism and utilitarianism will be analyzed, as will the problem of ethical relativism. The application of knowledge of ethical theory to specific moral problems

102
such as abortion, civil disobedience, and pacifism will be emphasized. Prerequisite: Sophomore standing or consent. To be offered second semester 1979-80.

226—SOCIAL AND POLITICAL PHILOSOPHY. Through careful reading of classic texts and discussions of current issues this course addresses some of the most important and intriguing questions in social and political philosophy: What relation should hold between the individual and the community? What justifications can be given for various political arrangements and what theories of human nature do they presuppose? This course will also treat the concepts of justice, equality and liberty in the context of contemporary issues such as capital punishment, racial and sexual discrimination, violence, and environmental concerns. Prerequisite: Sophomore standing or consent. To be offered first semester 1979-80.

250—PHILOSOPHY OF LAW. Does law have an intrinsic connection with natural and moral order, or is it whatever legislature and judge say it is? This course will analyze the concept of law, with particular attention given to the conflict between the natural law tradition and legal positivism. The justification of legal authority and the nature of legal reasoning will be considered. Normative issues, including the relation between law and concepts of justice, equality, liberty, responsibility, and punishment will also be addressed. Prerequisite: Philosophy 101 or consent. Not offered 1979-80; to be offered 1980-81

298—EXISTENTIALISM. This seminar will involve a study and discussion of the basic concepts and conceptions of Existentialism as they have developed primarily in the "classic” 19th and 20th Century literature of Existentialism—philosophical and other. Topics such as alienation and authenticity, freedom and responsibility, morality vs. legality, rationality and the absurd, will be investigated and confronted. It is hoped that each student will use this seminar not simply as a basis for becoming closely acquainted with Existentialism, but also to come to grips with and clarify some of the fundamental value concerns and issues in his or her existence. Prerequisite: Sophomore standing and Philosophy 101 or consent. To be offered second semester 1979-80.

306—THEORIES OF KNOWLEDGE. An inquiry into the meaning, possibility, conditions, criteria, and types of truth and/or knowledge, and a discussion of representative theories of knowledge. The class will aim to achieve clarity in respect to both classical and contemporary approaches to the problem of knowledge. The adequacy of those approaches will be assessed. Prerequisite: Sophomore standing and Philosophy 101 or consent. Not offered 1979-80; to be offered in alternate years.

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 mathematics and logic. Not offered 1979-80. (Directed study in these subjects may be arranged in years when Phil. 312 is not offered.)

331—GREEK AND MEDIEVAL PHILOSOPHY. This course will systematically treat the development of Western Philosophy from the origins of Greek Philosophy with Thales (Sixth Century, B.C.) to the breakdown of the medieval synthesis with Nicholas of Cusa (Fifteenth Century, A.D.). Emphasis will be placed on the philosophical problems confronted and analyzed by Plato, Aristotle, Plotinus, Augustine, Thomas Aquinas, and Duns Scotus. Although the course will treat in some detail the philosophical problems raised during this period, it will also focus on the historical development of those problems. Selections from primary source material as well as interpretations by contemporary philosophers and historians of philosophy will be read. Prerequisite: Philosophy 101 or consent. To be offered in first semester 1979-80 and in alternate years.

332—MODERN PHILOSOPHY: DESCARTES THROUGH HEGEL. The course examines two fundamental philosophical traditions of the 17th and 18th Centuries: Rationalism and Empiricism, as well as attempts by Kant and Hegel to combine the insights of both. It traces the development of such themes as the nature of human experience, the foundations of knowledge, and the limits to knowledge through the work of Descartes, Leibniz, Spinoza, Locke, Berkeley, Hume, Kant, and Hegel. Their attempts to resolve these questions formed the basis for much of the intellectual history of the "Age of Reason and Enlightenment,” and continue to inform contemporary investigations of knowledge, language, and mind. Prerequisite: Sophomore standing and Philosophy 101 or consent. To be offered in second semester 1979-80 and in alternate years.

Glotzbach. 4
333—CONTEMPORARY CONTINENTAL PHILOSOPHY. This course traces the development of Continental Philosophy from 1900 to the present—primarily within the phenomenological movement, and within the writings of Heidegger, Sartre, Merleau-Ponty, Schutz, and others. In addition, however, Structuralism and the social analysis practiced by the Frankfurt School will be considered. The goal is to understand both the roots and the intellectual influence of these movements. Prerequisite: Sophomore/Junior standing and Philosophy 101 or consent. Not offered in 1979-80; to be offered in alternate years. Glotzbach, 4

334—CONTEMPORARY ANALYTIC PHILOSOPHY: 1900 TO PRESENT. An examination of the contemporary British-American tradition of philosophical analysis, a major intellectual movement which has influenced nearly every area of contemporary thought. The course will trace the roots of Analytic Philosophy from its beginnings in the work of Bertrand Russell and G. E. Moore (and their rejection of 19th Century British Idealism), through its development by the members of the Vienna Circle (the Logical Positivists), and later by Ryle, Wittgenstein, Strawson, Quine, Sellars, and others. The aim will always be to understand the substantive concerns of the movement along with its methodology. Thus, the class will confront some of the central issues in Epistemology, Metaphysics, Ethics, Philosophy of Language, and Philosophy of Science as they have been treated by analytic philosophers. Prerequisite: Philosophy 101 or consent. Not offered in 1979-80; to be offered in alternate years. Glotzbach, 4

343—CHINESE PHILOSOPHY. Not currently offered. Staff, 4

334—CLASSICAL CHINESE LANGUAGE AND THOUGHT. Not currently offered. Staff, 4

361-362—DIRECTED STUDY. Staff, 3 or 4

363—INDEPENDENT STUDY. Staff, 4

401—PHILOSOPHY OF RELIGION. Because this course is in Philosophy of Religion, the learning of historical or classificatory detail about philosophers or philosophies of religion will be of secondary importance. Primarily, the student will be encouraged to come to grips with some of the basic theoretical and/or intellectual problems which confront religion and religious belief, as treated in both classical and contemporary philosophy. Within this context, the course will focus both upon the traditional problems related to argumentation about God's existence (including the problem of evil) and the contemporary problems of religious language and religious knowledge. Prerequisite: Philosophy 101 or consent. To be offered second semester 1979-80, and in alternate years. Schuurman, Santoni, 4

403—PHILOSOPHY AND HISTORY OF SCIENCE. The scientist is a philosopher, making choices and constructing explanations which involve ethics, the problem of knowledge (epistemology), and assumptions about reality (metaphysics). In other words, this course takes the view that issues in the philosophy of science arise within the actual practice of science, and for this reason, emphasizes both the historical record of successes and failures in science, and methodological issues in contemporary science. A laboratory component enables students to reproduce significant historical experiments and to explore some conceptual and perceptual problems faced by the working scientist. The course is designed for students who are majoring in the sciences or who have completed at least two of their three laboratory courses for the general education science requirement. Prerequisite: Junior standing or consent. Not to be offered in 1979-80; usually offered once every year. (Directed study in this area may be arranged in years when Philosophy 403 is not offered.) J. Straumanis. 4

405—PHILOSOPHY OF THE ARTS: AESTHETICS. 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, and the ontology of art objects. The course will address such fundamental aesthetic questions as: What makes something a work of art? Are these features universal in some sense, or do they vary among cultures and historical periods? What are artists trying to create and communicate? Readings will be taken from representative aesthetic theorists in conjunction with examples from the various arts. Prerequisite: Sophomore standing or consent. To be offered first semester, 1979-80. Brien, Goldblatt, 4

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, and, a critical evaluation of the educational philosophies of idealism, realism, experimentalism, and existentialism. Prerequisite: Sophomore standing or consent. Same as Education 420. To be offered first semester, 1979-80.

Santoni, E. Straumanis. 4

431-432—SEMINAR IN PHILOSOPHY (JUNIOR/SENIOR SEMINAR). An intensive study in some specific field of philosophic thought. The subject varies from semester to semester, depending upon the needs of the students and the interests of the Department. Recent Junior/Senior Seminar topics have included Sartre, Hume, Greek Philosophy, and Marx. The course may be repeated with credit. Prerequisite: Junior/Senior Philosophy major, or consent. Topic for first semester, 1979-80: "Kant and His Descendants." Topics for later semesters to be determined; please consult current departmental course guide.

1st Semester, 1979-80: Glotzbach
2nd Semester, 1979-80: Brien. 4

451-452—SENIOR RESEARCH.  Staff. 4

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

Additional information about Philosophy courses—and in particular, a current descriptive course guide—may be obtained from the Philosophy Department.

---

Physical Education

Faculty

Chairperson
Mattie E. Ross
Elizabeth Van Horn (Acting, Second Semester)

Professor
Mattie E. Ross (1952- ) (On Sabbatical Second Semester)
B.S., Ed., Central Missouri State College; Ed.M., U. of Missouri; Ph.D., Ohio State U.

Associate Professor
Elizabeth C. Van Horn (1953- ) (Women’s Athletic Director)
B.S.Ed., Miami U.; M.S., Wellesley College; Ph.D., Ohio State U.

Assistant Professor
Theodore H. Barclay (1962- ) (Men’s Athletic Director) (On Sabbatical Second Semester)
B.S.Ed., Ohio State U.; Ed.M., Kent State U.
Sally E. Dellinger (1976- )
B.S., M.A., Ohio State U.
Dale S. Googins (1962- )
B.S., M.Ed., Bowling Green State U.
Kenneth W. Piper (1951- )
A.B., Baldwin-Wallace College; M.A., Case Western Reserve U.
Departmental Guidelines

**Major in Health and Physical Education**

State Certification in Physical Education involves the following course plan.

218—**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.

219—**THEORY AND PRACTICE OF BASKETBALL COACHING** (Men and Women). Includes instruction and supervised practice and techniques of teaching in the fundamental and advanced skills, offensive and defensive tactics, conditioning activities, purchase and care of equipment, public relations, organization, pre-season and in-season planning and practice, scouting, ethics, and conduct.

220—**THEORY AND PRACTICE OF FOOTBALL COACHING**. Includes instruction and supervised practice and techniques of teaching in the fundamental and advanced skills, offensive and defensive tactics, conditioning activities, purchase and care of equipment, public relations, organization, pre-season and in-season planning and practice, scouting, ethics, and conduct.

221—**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.

222—**FIELD HOCKEY**. Special section for majors only.

270—**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.

271—**ARCHERY AND RACQUETBALL** (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.

272—**BADMINTON AND TENNIS**. Includes the methods and techniques of teaching badminton.
and tennis, with emphasis on fundamentals and advanced skills, conditioning activities, purchase
and care of equipment, and organization of tournaments.

Rosenberger. 2

273—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

274—BOWLING AND GOLF (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, Rosenberger. 2

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

350—PRACTICUM IN PHYSICAL EDUCATION AND COACHING. Through practical experience
and under the direction of a faculty member, the physical education major will deal directly with
sports activity as an apprentice teacher-coach. The major student will deal with planning,
organization, and control of students in a variety of sports activities or in an in-depth situation.
Time involved will be four to seven weeks or two to 14 weeks in a Varsity sport.

Staff. 3

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.

Ross. 3

Additional Courses for Health Certification

325—HEALTH METHODS AND MATERIALS. This course is designed to investigate the objectives,
materials, resources, and special methodologies applicable to teaching Health Education and
Personal Hygiene in Secondary Schools.

DeHinger. 3

326—SCHOOL HEALTH SERVICES. Course covers all materials, techniques, and administrative
organization of modern times. School Health Services, diagnostic and remedial programs for
school environment policies of Health Services, including local, state, and national programs.

DeHinger. 3

440—PERSONAL AND COMMUNITY HEALTH. A study and survey of the biological, psycho-
logical, and sociological data underlying sound modern health practices.

DeHinger. 3

Electives for Majors

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

Thomsen. 2

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.

Piper, Thomsen, Barclay, Scott. 2

310—ADAPTIVE PHYSICAL EDUCATION. Through readings, discussion, observation, and par-
ticipation, the student will gain insight into the various handicapping conditions and learn
principles of adapting physical education activities to a variety of populations.

DeHinger, Googins, Ross. 3

401—PHYSICAL TESTS AND MEASUREMENTS.

Rosenberger. 3

439—SCHOOL AND COMMUNITY RECREATION. A study of the cultural, educational, eco-

nomic, and philosophical factors influencing the growth and development of leisure and recrea-
tional pursuits in American life.

Ross. 3

451-452—SENIOR RESEARCH.

Staff. 4

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 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**

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

**102—AMERICAN RED CROSS—WATER SAFETY INSTRUCTOR (Co-Educational).**
1. Offered First and Second Semester only.
2. 2 hours credit
3. Successful completion leads to National Certification as W.S.I.
4. Prerequisite: Red Cross Senior Lifesaving or Equivalent.
6. Part II: Methods of Teaching Aquatics and Practice Teaching with Faculty Children (Poolside First-Aid and Resuscitation).

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

**104—SYNCHRONIZED SWIMMING.**
1. Offered spring quarter.
2. ½ hour credit.
3. Fundamental stunt and routine skills.

**105—DIVING (Co-Educational).**
1. First Semester.
2. ½ hour credit.
3. Fundamental skills on 1- and 3-meter boards.

**106—SWIMMING STROKES (Co-Educational).**
1. First and Second Semesters.
2. ½ hour credit.
3. Skills in nine basic strokes.
4. Turns.
5. Basic diving.
6. Red Cross Certification.
7. 30-minute swim.

110—ARCHEMY—TARGET AND FIELD (Co-Educational).
1. Offered Fall, Spring.
2. ½ hour credit.
3. Fundamental and advanced skills.
4. Novelty shoots and competitive tournaments.

111—FENCING (Co-Educational).
1. Offered First Semester.
2. 1 hour credit.
3. Basic skill technique of foil fencing and bout experience.
5. Equipment selection and care.

112—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.

113—TRAMPOLINE.

115—TABLE TENNIS.
1. Offered Winter II.
2. ½ hour credit.
3. Beginning and Intermediate skills.

120—BEGINNING GOLF (Co-Educational).
1. Offered Fall and Spring.
2. ½ hour credit.
3. Fundamental skills and grips, stance, and swing.
4. Technique practice with woods, long, mid, and approach irons, putting.
5. Rules, etiquette, and terminology.
6. No fee.

121—INTERMEDIATE GOLF (Co-Educational).
1. Offered Fall and Spring.
2. ½ hour credit.
3. Review of skills.
4. Practice each club.
5. Match and Medal play.
6. Play at Granville Golf Course.
7. Fee: Greens fees.

122—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.

123—INTERMEDIATE TENNIS (Co-Educational).
1. Offered Fall and Spring.
2. ½ credit hour.
3. Review of skills.
4. Singles strategy.
5. Doubles strategy.
6. Tournaments.
124—ADVANCED TENNIS (Co-Educational).

125-126-127—BOWLING (Co-Educational).
1. Offered Fall, Winter I, Winter II.
2. ½ hour credit.
3. Fundamental skills and etiquette.
4. Equipment selection and care.
5. Required 115 average for beginners, 135 for intermediate, 150 for advanced.

130-131—RACQUETBALL (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.

132—HANDBALL (Co-Educational).
1. Offered Fall, Winter I, Winter II, Spring.
2. ½ hour credit.
3. Handball gloves required.
5. Drills for skill improvement.
6. Round robin competition.

133—BADMINTON (Co-Educational).
1. Offered Winter I, Winter II.
2. ½ hour credit.
3. Safety and etiquettes.
4. Rules and scoring.
5. Fundamental skills and drills.

140—BACKPACKING AND HIKING (Co-Educational).
1. Offered Fall and Spring.
2. 1 hour credit.
3. Equipment and gear.
5. Food preparation.
6. Safety skills and techniques.
7. Weekend hike.
8. Fee will depend upon activities of course.

141—CANOEING AND 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 and rivers.
6. Launching, landing, and disembarking.
7. 5-10 mile trip on river.

142—ROCK CLIMBING (Co-Educational).
1. Offered Spring only.
2. ½ hour credit.
3. Beginning fundamental skills in climbing.

143—OUTING AND CAMPCRAFT (Co-Educational).
For Camp Counselors
1. Offered First and Second Semesters.
2. 1 hour credit.
4. Tent camping.
5. Outdoor cooking and fire building.
7. Crafts activities.
8. Overnight outing.
9. Fee: $5 to $10—will depend on activities of course (transportation, lodging, and meals).

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

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

152—BEGINNING POWER VOLLEYBALL (Co-Educational).
1. Offered Winter I.
2. ½ hour credit.

153—SLOW PITCH SOFTBALL (Co-Educational).
1. Offered Spring only.
2. ½ hour credit.
3. Beginning and intermediate skills in slow pitch softball.

154—BEGINNING BASKETBALL.

160—BODY SHAPING AND WEIGHT CONTROL.
1. Offered Winter I, Winter II.
2. ½ hour credit.
3. Fundamentals of diet and exercise to control weight.
4. Programs designed for individual needs.

161—WEIGHT TRAINING (men).
1. Offered First and Second Semesters.
2. 1 hour credit.
3. Fundamentals of weight training.
4. Program designed to individual needs.
5. Introduction to various types of lifting programs.

162—SELF-DEFENSE (designed for women, men may enroll).
1. Offered Winter I and II.
2. ½ hour credit.
3. Personal and property defense techniques with body exercises.

170—SPORTS SURVEY (Co-Educational).
1. Offered First Semester.
2. 1 hour credit.
3. Field instruction: Soccer, Football, Lacrosse.
4. Complete varsity uniforms will be worn by all members of the class.
5. Varsity defense, offense, and game plans.
6. Soccer or football shoes are required.

171—JOGGING—KPRFY (Co-Educational).
1. Offered Second Semester.
2. 1 hour credit.
3. Cardio-Vascular instruction and development.
4. Program running.
5. Class time is flexible.
172—CARDIO-PULMONARY RESUSCITATION.
   1. Offered every seven weeks.
   2. ½ hour credit.

173—AEROBIC DANCE (Disco).
   1. Offered Winter II.
   2. ½ hour credit.
   3. Basic line and couple dancing.

Men's Intercollegiate Sports
180—BASKETBALL.
181—BASKETBALL.
182—CROSS COUNTRY.
183—FOOTBALL.
184—GOLF.
185—LACROSSE.
186—SOCCER.
187—SWIMMING.
188—TENNIS.
189—TRACK.

Women's Intercollegiate Sports
190—BASKETBALL.
191—BOWLING.
192—FIELD HOCKEY.
193—LACROSSE.
194—SWIMMING.
195—TENNIS.
196—TRACK.
197—VOLLEYBALL.
Astronomy
Physics

Faculty
Chairperson
Michael Mickelson

Professor
F. Trevor Gamble (1963-)
A.B., Colgate U.; M.A., U. of Connecticut
Roderick M. Grant (1965-)(On Leave Second Semester)
Henry Chisholm Chair of Physics
B.S., Denison U.; M.S., Ph.D., U. of Wisconsin
Jeffrey S. Jalbert (1967-) (On Leave Second Semester)
B.S., Fairfield U.; Ph.D., Virginia Polytechnic Institute
Lee E. Larson (1966-) (On Sabbatical Second Semester)
B.S., Bates College; M.A., Dartmouth College; Ph.D., U. of New Hampshire
Ronald R. Winters (1966-)(On Leave All Year)
A.B., King College; Ph.D., Virginia Polytechnic Institute

Associate Professor
Michael E. Mickelson (1969-)
B.S., Ph.D., Ohio State U.

Departmental Guidelines
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.
312p—EXPERIMENTAL PHYSICS. A course in the theory and practice of physical research with emphasis on the understanding and use of present-day research instrumentation. Spring semester. Prerequisite: 122. May be repeated once for credit.  
Staff. 3

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. Spring semester. Prerequisites: 122; Geology 111/consent.  
Staff. 3

320—MODERN PHYSICS. An intensive quantitative discussion of topics from atomic, molecular, nuclear, and solid state physics. Fall semester. Prerequisite: 305.  
Staff. 4

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.  
Staff. 3

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.  
Staff. 1-2

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, astro-physics, geophysics, and medical physics. The course normally will be offered in alternate years or on demand. Prerequisite: 122/consent.  
Staff. 4

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

400—SEMINAR. Required of all majors. Must be taken for a total of two credits during the junior and/or senior years.  
Staff. 1

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.  
Staff. 3

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

451-452—SENIOR RESEARCH.  
Staff. 4

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

TEACHING OF SCIENCE (See EDUCATION 311)

Political Science

Faculty

Chairperson
Emmett H. Buell

Professor
Louis F. Brakeman (1962- )
A.B., Kalamazoo College; M.A., Ph.D., Tufts U.
Associate Professor
William J. Bishop (1967-)
B.A., M.A., Ph.D., Northwestern U.

Emmett H. Buell, Jr. (1969-)
B.A., M.A., Louisiana State U.; Ph.D., Vanderbilt U.

Assistant Professor
Charles P. Henry (1976-)
A.B., Denison U.; M.A., Ph.D., U. of Chicago

James R. Simmons (1979-)
A.B., M.A., Indiana U.

David Sorenson (1975-)
B.A., M.A., California State U. at Long Beach; Ph.D., Graduate School of International Studies, U. of Denver

Jules Steinberg (1972-)(On Sabbatical First Semester)
A.B., U. of California, Berkeley; M.A., Ph.D., U. of Wisconsin

Instructor
Jane Ax Harf (1978-)
B.A., Indiana U.; M.A., Ohio State U.

Departmental Guidelines

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 completes a Political Science major by taking eight 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. To be graduated with honors in political science, a senior major must either write and defend a senior honors thesis in a departmental oral examination, or, if his or her college grade-point average is 3.60, present and defend a research paper before a select faculty panel. The departmental recommendation is necessary to graduation with honors in Political Science.

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 212 or 221 requirement in Political Science students may take the majority of
their remaining eight 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.

(Urban Politics Concentration)

Students who major in Political Science may wish to concentrate in urban politics. This is entirely possible, given the flexibility of the departmental major. In the process of completing nine departmental offerings to fulfill the Political Science major, students may take several urban politics courses.

In order to concentrate in urban politics, one must take a minimum of two Political Science 333 courses. Each 333 offering is topical, permitting course work in such areas as school desegregation, community power structure, urban criminal justice systems, anti-poverty policy for the city, and so on. Selection is left to the individual student.

Since urban phenomena are too complex to be understood adequately from the perspective of a single discipline, students who concentrate in urban politics must also take the following courses:

- Interdepartmental 211—The Study of Urbanization
- Economics 320—Urban Economics
- History 312—The City in America
- Sociology 434—Human Ecology and Community

As part of the urban experience, students who elect the Political Science concentration are encouraged to consider a semester off-campus program in the Sophomore or Junior year. The Department especially recommends the urban component of the Washington Semester program.

A student who concentrates in urban politics and who wishes to be graduated with honors must write a senior thesis or defend a paper on an urban political topic.

Course Offerings

Introductory Courses

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
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.

221—COMPARATIVE POLITICS. An introduction to the comparative study of politics. The course will emphasize the development and use of key concepts in political analysis. Specific attention will be devoted to politics in the United Kingdom, France, the Federal Republic of Germany, and Italy. In addition other Western European political systems will be discussed.

242—INTRODUCTION TO INTERNATIONAL POLITICS. This course introduces basic concepts and methods of analysis of the international political environment and international interaction. Among the topics covered are national objectives, instruments of power, the causes of war, the actors in international politics, and the international political system. The course is recommended for advanced study in the areas of international relations and foreign policy.

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.

262—INTRODUCTION TO LEGAL AND JUDICIAL STUDIES. An introduction to the political aspects of law, legal procedures, and law enforcement. Emphasis will be placed on illustrating how political demands influence the character of law. Topics covered include the formal organization of courts, the use of discretionary power by legal officials, the character of criminal, civil, and appellate judicial processes, and more briefly, comparative law and theories of jurisprudence.

Upper-Division Courses

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.

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.

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.

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 304b before taking this course.

306—ISSUES IN AMERICAN POLITICAL THOUGHT. A critical analysis of the main currents of American political theory from the time of the American revolution to the present. Among the
concepts to be examined and evaluated are federalism, states' rights, American utopian thought, representative democracy, and the theory of justice. An attempt will be made to link these concepts to current political developments.

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).

314—CASE STUDIES IN PUBLIC POLICY. A study of the American national political process through an examination of the making of public policy: how issues are placed on the agenda of government, how they are processed, and how they are applied. Special emphasis will be placed upon alternative methods of decision-making and congressional-executive relations. Although there are no prerequisites for this course, previous course work in Political Science would be helpful.

319—CONGRESS AND THE LEGISLATIVE PROCESS. This course will provide students with an understanding of the formal and informal processes that affect Congressional policy-making, from the perspective of Congress as a continually changing and adapting political system. Included will be discussion of the institution's development and the relationships between Congress and the Executive and Congress and the Court. Considerable attention will be focused on such aspects of the legislative process as the committee system, party leadership, norms, rules and procedures, legislative voting, and Congressional elections. In each case, House/Senate comparisons will be made.

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.

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.

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

331—AMERICAN POLITICAL PARTIES & ELECTORAL BEHAVIOR. This course will focus on political parties in the United States and their role in the electoral process. Parties will be examined from both an organizational and a behavioral perspective, with discussion of topics ranging from their internal structure and operation to their activity and support within the population. Change in the party system—its causes and consequences—will also be investigated. A substantial portion of the course will be devoted to campaign politics, with particular reference to the 1976 Presidential and Congressional elections and an analysis of significant 1978 races.

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 (d) Race, Residence and Housing Policy in Urban America. Major research papers and/or class research projects are generally required.

339—COMPARATIVE FOREIGN POLICY. 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.
347—JUDICIAL BEHAVIOR. The course is an advanced examination of United States appellate courts. Topics discussed include appellate court jurisdiction, rules, and judicial standards; normative, descriptive, and quantitative models of judicial decision-making; and the impact of judicial actions. Special emphasis is placed on the political aspects of judicial behavior. Staff. 4

350A,B.—THE SUPREME COURT. The course analyzes the political and constitutional aspects of U.S. Supreme Court decisions. The case method is used. In most years two separate and independent courses are offered. In 350A the activity of the Supreme Court on questions of judicial powers, separation of powers, federalism, and economic regulation is studied. In 350B the activity of the Supreme Court on questions of civil liberties, including free expression, procedural due process, and equal protection, is studied. Staff. 4

354—LAW AND SOCIETY. The course is an advanced examination of legal activity in United States trial courts and bureaucracies. Topics discussed include the social and political origins of American law, popular attitudes toward the law, lawyers, and other legal decision makers, the institutions of the law, and the social and political effects of legal activity. The course emphasizes the political nature of the settlement of private, economic, and administrative conflicts much more than criminal justice. Staff. 4

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

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

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 Freshmen. Sorenson. 4

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. Staff. 3 or 4

Special Topics

361-362—DIRECTED STUDY. Directed studies are undertaken at the initiative of the student and may involve any topic acceptable to the student and an instructor. Staff. 3

451-452—SENIOR RESEARCH. Staff. 4

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

Faculty

Chairperson
Esther Thorson

Associate Professor
Charles J. Morris (1969- )  
B.A., Denison U.; M.A., Ph.D., U. of Missouri
Rita Snyder (1973- )  
B.A., U. of Michigan; Ph.D., Indiana U.
Samuel J. Thios (1972- ) (On Leave First Semester)  
B.A., Wake Forest U.; M.A., U. of Richmond; Ph.D., U. of Virginia
Ester Thorson (1971- )  
B.A., Macalester College; Ph.D., U. of Minnesota
Donald G. Tritt (1959- )  
Director of Psychological Services
B.S., Ohio State U.; Ph.D., U. of Chicago

Assistant Professor
Dene S. Berman (1976- )  
B.A., Wright State U.; M.S., Illinois State U.; Ph.D., Kansas State U.
James E. Freeman (1976- )  
B.A., California State U.; M.A., Ph.D., Bowling Green State U.
Harry Heft (1976- )  
B.S., U. of Maryland; M.S., U. of Bridgeport; Ph.D., Pennsylvania State U.
Donald Clementson-Mohr (1978- )  
B.A., U. of Texas

Visiting Lecturer
Marilyn Burgess (1978- )

Departmental Guidelines

Major in Psychology

A B.A. in Psychology requires 32-33 semester hours of credit in Psychology, including General Psychology (101) and Research Methods (201). In addition, majors are required to take a minimum of 10 semester hours of laboratory-related courses (Psychology 315, 316, 317, 318, 319), including at least one lecture-laboratory combination, a minimum of 9 semester hours of non-laboratory courses (Psychology 217, 326, 238, 311, 360, 342), and either Psychology 415 or Psychology 441.

The student may select electives from regular offerings in Psychology to complete the credit hour 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.
Requirements for a B.S. in Psychology include the above (except that two lecture-laboratory courses must be completed), plus Statistics and Experimental Design (Psychology 313), Computer Programming (Mathematical Sciences 101), and History and Philosophy of Science (Philosophy 403). During the senior year majors 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

Course Offerings

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. 101 is a prerequisite for all other courses in the department. (Offered each semester)

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

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. (Offered each semester)

217—CHILD AND ADOLESCENT DEVELOPMENT. Psychological development especially during the school years. (Same as Education 217. Offered each semester.)

228—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.
311—ABNORMAL PSYCHOLOGY. Psychopathology. Its development, course, and treatment with emphasis upon prevention and cure. Berman. 3

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. Snyder. 3

315a—LEARNING AND MOTIVATION: LECTURE. Experimental approach to problems of human and animal learning and motivation. Freeman, Morris. 3

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

316a—COGNITIVE PSYCHOLOGY: LECTURE. How people process information. The course will focus on theoretical concepts and major variables relevant to human learning, memory, and utilization of symbolic processes. Among topics to be covered are memory systems, attention, problem solving, concept formation, basic language processes, and developmental aspects of learning and memory. Thios. 3

316b—COGNITIVE PSYCHOLOGY: LABORATORY. Provides the student with research experience on problems of current interest in cognitive psychology. Must be taken concurrently with 316a. Thios. 3

317a—SENSATION AND PERCEPTION: LECTURE. Covers current theory and research in sensation and perception. Snyder, Thorson. 3

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

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. 3

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

326—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

342—ENVIRONMENTAL PSYCHOLOGY. An examination of the environmental context for behavior and the effects of the environment on psychological processes. Heft. 3

360—INDUSTRIAL PSYCHOLOGY. Psychological principles and methods as they contribute to the solution of industrial problems. Staff. 3

361-362—DIRECTED STUDY. Staff. 3

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

415—HISTORY AND SYSTEMS OF PSYCHOLOGY. A survey and analysis of major historical developments and contemporary theories in Psychology. Heft. 3

441—ADVANCED GENERAL PSYCHOLOGY. Designed to integrate the student’s knowledge of Psychology. Morris. 3

451-452—SENIOR RESEARCH. Staff. 4

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

Faculty

Chairperson
David O. Woodyard

Professor
Walter Eisenbeis (1961-)
Staatsexamen, Paedagogische Akademie Wuppertal (Germany); Ph.D., U. of Chicago
James L. Martin 1957-
B.A., Oklahoma City U.; B.D., Ph.D., Yale U.

Associate Professor
David O. Woodyard (1960-)
B.A., Denison U.; M.Div., Union Theological Seminary; D. Min., Vanderbilt Divinity School

Assistant Professor
David A. Gibbons (1961-)
A.B., Oberlin College; B.D., S.T.M., Yale U.
Joan M. Novak (1979-)
B.A., University of Nebraska, Ph.D., University of Iowa

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

Departmental Guidelines

Religion is an essential 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 worldview. 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. All courses in the department fall within four divisions. Majors are required to select courses from each division as follows:
CORRECTION!!!
The previous document(s) may have been filmed incorrectly... Reshoot follows
311—ABNORMAL PSYCHOLOGY. Psychopathology. Its development, course, and treatment with emphasis upon prevention and cure. Berman. 3

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. Snyder. 3

315a—LEARNING AND MOTIVATION: LECTURE. Experimental approach to problems of human and animal learning and motivation. Freeman, Morris. 3

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

316a—COGNITIVE PSYCHOLOGY: LECTURE. How people process information. The course will focus on theoretical concepts and major variables relevant to human learning, memory, and utilization of symbolic processes. Among topics to be covered are memory systems, attention, problem solving, concept formation, basic language processes, and developmental aspects of learning and memory. Thios. 3

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

317a—SENSATION AND PERCEPTION: LECTURE. Covers current theory and research in sensation and perception. Snyder, Thorson. 3

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

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. 3

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

326—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

342—ENVIRONMENTAL PSYCHOLOGY. An examination of the environmental context for behavior and the effects of the environment on psychological processes. Heft. 3

360—INDUSTRIAL PSYCHOLOGY. Psychological principles and methods as they contribute to the solution of industrial problems. Staff. 3

361-362—DIRECTED STUDY. Staff. 3

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

415—HISTORY AND SYSTEMS OF PSYCHOLOGY. A survey and analysis of major historical developments and contemporary theories in Psychology. Heft. 3

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

451-452—SENIOR RESEARCH. Staff. 4

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

Faculty

Chairperson
David O. Woodyard

Professor
Walter Eisenbeis (1961- )
Staatsexamen, Paedagogische Akademie Wuppertal (Germany); Ph.D., U. of Chicago
James L. Martin 1957- )
B.A., Oklahoma City U.; B.D., Ph.D., Yale U.

Associate Professor
David O. Woodyard (1960- )
B.A., Denison U.; M.Div., Union Theological Seminary; D. Min., Vanderbilt Divinity School

Assistant Professor
David A. Gibbons (1961- )
A.B., Oberlin College; B.D., S.T.M., Yale U.
Joan M. Novak (1979- )
B.A., University of Nebraska, Ph.D., University of Iowa

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

Departmental Guidelines

Religion is an essential 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. All courses in the department fall within four divisions. Majors are required to select courses from each division as follows:
Religious Studies (2 courses): 210, 217, 317, 324
Biblical Studies (1 course): 211, 212, 308, 309
Non-Western Studies (1 course): 215, 336
Theological Studies (2 courses): 201, 214, 224, 228, 301, 350k

Course Offerings

101—INTRODUCTION TO THEOLOGY. Theology is an attempt to understand ourselves and our world in relation to transcendent reality. It is simultaneously an attempt to state persuasively the claims of faith in relation to the controlling experiences of an era. The course will focus upon the phenomenon of faith, Protestant and Catholic versions of Christianity, the relation of God and the world, and the viability of religious truth claims. Novak, Woodyard. 4

102—ETHICS, SOCIETY AND THE MORAL SELF. An introductory course in religious ethical alternatives and contemporary moral practice. Issues explored will include the relation of faith, reason and situation in determining the good, the right, or the fitting and the place of law, order and love in the achievement of ethical objectives. Novak. 4

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

201—the Reality of God. An introductory study on the problem of God. The course will consider the nature of God, the possibility of knowing God, the relation between our knowledge of ourselves and the knowledge of God, God's relation to the world, and the function of experience in affirming the divine. Readings will include contemporary theologies and their antecedents. Woodyard. 4

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

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

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

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

214—MAN AND THE SELF: EAST AND WEST. An investigation of Asian and Western views of human nature and the self. Special attention will be given to Hindu Samkhya and Vedanta positions; Theravada Buddhist views; and to Kierkegaard and Augustine. Martin. 4

215—HINDUISM AND BUDDHISM. Classical and contemporary forms of the great Indian
religions. Study of central teaching and practices, with reading of translations of representative sacred texts.

217—SECTS AND CULTS. A study of 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

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. Martin. 4

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. Novak. 4

301—A MAJOR THEOLOGIAN. An advanced course focusing upon a theologian whose impact has been pervasive in the development of theology, e.g. Martin Luther, Saint Augustine, Friedrich Schleirmacher, Paul Tillich, Soren Kierkegaard, Karl Barth, Emil Brunner, Jurgen Moltmann. Staff. 4

308—NEW TESTAMENT STUDIES. Study in depth of specific problems in New Testament research. Due to the nature of the course, its contents vary from semester to semester. Concentration will always be on one topic. Examples are: one gospel or one epistle, the historical views of the Christ of faith, the kerygma, revelation and the Christ event, the theology of Rudolf Bultmann, key concepts of New Testament theology, problems of New Testament literature, etc. All materials will be studied from the viewpoint of biblical scholarship. Instruction will be by means of the dialogical method. Eisenbeis. 4

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

317—THE SOCIOLOGY OF RELIGION. (See Sociology and Anthropology 317) Woodyard. 4

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 the 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

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

340—SEMINAR. Staff. 4

350—SENIOR SEMINAR. Staff. 2

350k—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

361-362—DIRECTED STUDY. Staff. 3-4
451-452—DIRECTED RESEARCH. Staff. 4
461-462—INDIVIDUAL WORK FOR HONORS. Staff. 4

Sociology and Anthropology

Faculty

Chairperson
Donald M. Valdes

Professor
Donald M. Valdes (1953- )
B.A., New Jersey State College, Montclair; M.A., George Peabody College; Ph.D., Ohio State U.

Associate Professor
David L. Potter (1972- ) (On Sabbatical All Year)
B.A., Amherst College; M.A., Ph.D., Syracuse U.
Thomas J. Rice (1973- ) (On Sabbatical All Year)
B.S., Cornell U.; M.Econ.Sc., Nation U. of Eire (Dublin); Ph.D., Purdue U.

Assistant Professor
Leonard H. Jordan, Jr. (1976- )
B.A., Millsaps College; M.A., Ph.D., Louisiana State U.
Edward F. Vacha (1977- )
B.A., U. of California at Santa Cruz; M.A., Ph.D., U. of California at Santa Barbara
Beverly Purrington (1979- )
B.A., U. of N. Dakota; M.A., Michigan State U.
Bahram Tavakolian (1979- )
A.B., U. of California at Berkeley; M.A., Ph.D., U. of California at Los Angeles

Departmental Guidelines

Major in Sociology and Anthropology

The major in 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 100, 200/202,
316, 401, and 420. All core courses with the exception of 200 or 202 integrate
the two disciplines. 200 consists of anthropology materials, while 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 depart-
mental 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

Course Offerings

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

200 or 202—THE ANTHROPOLOGICAL IMAGINATION or THE SOCIOLOGICAL IMAGINA-
TION. 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.

Tavakolian or Rice. 4

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

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

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.

Staff. 3

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.

Staff. 3
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. Vacha. 4

312—MINORITY RELATIONS. Anthropological, social psychological, and sociological interpretations of racial and ethnic interaction and conflict. Prerequisite: 100. Jordan. 4

313—THE FAMILY. The structural-functional analysis of the family as an institution, its interrelationships with other social institutions; changing economic and social functions of the family as seen in historical and cultural perspective. Prerequisite: 100. Purrington. 3

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. Valdes. 3

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. Jordan. 4

317—SOCIOMETRY OF RELIGION. The goal of the course is to explore the religious factor in the formation of societies and the social dimension of religious truth-claims. Issues addressed will include the persistence of religion in society, the role of religion in societal stability and transformation, and the phenomenon of Civil Religion in America. Woodyard. 4

318—SOCIETY OF RELIGION. A study of educational institutions, their social functions, and their interrelationships with other social institutions. Staff. 3

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

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. Tavakolian. 3

322—PEASANT CULTURE. Rural vs. urban and tribal societies: social organization, personality structure, life view, adaptations to random and directed change. Prerequisite: 100. Tavakolian. 3

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

332—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. Vacha. 4

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

342—DEVIANCES AND SOCIAL CONTROL. Deviance is examined in sociocultural context as a process of social interaction and labelling. 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. Vacha. 3
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.

Staff. 3

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

Staff.

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

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

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).

Potter. 4

430—SOCIAL ORGANIZATION IN CROSS-CULTURAL PERSPECTIVE. This course analyzes contemporary and past forms of sociocultural organization of cultures throughout the world. Causes or structures, crises and consequences produced, and interactions among these forms are addressed.

Valdes. 3

432—SOCIOCULTURAL CHANGE. Theory of innovation, diffusion, and change; consequences for native societies of contact with Euro-American culture. Prerequisite: 100 or consent.

Staff. 3

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 world-wide perspective. Prerequisites: 100, I.D. 211, or consent.

Potter. 3

440—POST-INDUSTRIAL SOCIETY. The focus of this course is on social life in advanced, Western societies with special attention to American society. Analyzes basic social structures of dominant institutions and how they affect the quality of human life in the 20th Century.

Jordan. 3

442—SOCIOLGY OF KNOWLEDGE. This course explores the relationships between ideas, or forms of consciousness, and social behavior. It examines the degree to which conceptions of reality are grounded in, and associated with, specific social, cultural, and historical situations. Special attention is given to cultural and situational relativism and its implication for making ethical and moral judgments. Prerequisite: 100 or consent.

Staff. 3

444—SOCIAL DIFFERENTIATION AND STRATIFICATION. Analyses of inequality in sociocultural structures. Explores the bases for differentiation, the organization of stratification, processes and forces preserving inequality, and its consequences for a human existence. Prerequisite: 100 or consent.

Rice. 3

451-452—SENIOR RESEARCH.

Staff. 4

461-462—INDIVIDUAL WORK FOR HONORS.

Staff. 4
Speech Communication

Faculty

Chairperson
Richard Markgraf

Professor
William R. Dresser (1960-)
B.A., Denison U.; M.A., Ph.D., Northwestern U.
Richard Markgraf (1966-) (On Sabbatical Second Semester)
B.S., M.S., Ph.D., U. of Wisconsin, Madison

Visiting Lecturer
Barbara Thios (1976-)
B.S., West Virginia U.; M.Ed., U. of Virginia

Departmental Guidelines

Major in Speech Communication

A student major 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 110, 221 or 222, 304, and 409. A student who elects a Mass Media Concentration must take 223, 225, 226, 227 or 228, and 409. Students concentrating in Speech Science must take 252, 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.

Course Offerings

101—PUBLIC SPEAKING. A discussion-recitation approach to the oral communication of ideas. Students deliver informative and persuasive speeches that are individually reviewed. The course is intended to assist students in becoming more effective communicators, regardless of their major. Offered both semesters. Staff. 2

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

113—READING ALOUD LITERATURE. Emphasis is upon the study of literature from the viewpoint of the oral reader. Principles of critical and aesthetic theory and of voice and delivery prepare the student for the re-creative art of oral interpretation of verse, drama, and prose. Markgraf. 3

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
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. 

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.

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.

225—RADIO AND TELEVISION IN SOCIETY. The history of radio and television development: a 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.

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

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.

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.

230—PUBLIC RELATIONS. An introduction to the theories, methods, and practice of public relations, examining the efforts of institutions to influence and maintain favorable opinion both within and outside of their organizations. The course will include case studies in industrial and political public relations efforts, and exercises in public relations activities and crisis communication.

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

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.

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.

252—THE BASES OF SPEECH. An inquiry into the nature and function of oral communication with emphasis on significant theoretical and applied developments in speech as they relate to social interaction, psychology, physiology, neurology, and linguistics.

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.

**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. **Dresser. 3**

**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. **Staff. 3**

**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**

**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 lecturers in the field of advertising. **Staff. 4**

**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**

**330—VOICE AND DICTION.** A study of normal speech development and the disorders of voice and articulation. **B. Thios. 3**

**331—INTRODUCTION TO SPEECH CORRECTION.** This course provides an introduction to the disorders of speech and language. Among those topics discussed are Stuttering, Aphasia, Articulation Disorders, Voice Disorders, Delayed Language, and Hearing Disorders. Discussion of these topics includes theoretical perspectives, diagnostic procedures, and various forms of therapy. **B. Thios. 4**

**361-362—DIRECTED STUDY.** **Staff. 3**

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

**451-452—SENIOR RESEARCH.** **Staff. 4**

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

TEACHING OF SPEECH. (See EDUCATION 339).

---

Theatre and Cinema

**Faculty**

**Chairperson**  
Kevin Hoggard

**Professor**  
William Brasmer (1948- )  
B.S., M.A., Northwestern U.
Associate Professor
R. Elliott Stout (1966- ) (On Sabbatical Second Semester)
B.A., M.A., Ph.D., Ohio State U.

Assistant Professor
Anthony C. Dobrowolski (1977- )
B.S., U. of Maryland; M.F.A., Ohio State U.
Kevin Hoggard (1979- )
B.A., M.F.A., U. of California, Riverside

Lecturer
Michael N. Allen (1978- )
B.A., U. of North Carolina at Greensboro

Artist-in-Residence
Elizabeth H. Freydberg (1978- )
B.A., U. of Rochester; M.A., U. of Pittsburgh

Departmental Guidelines

Required Courses for Theatre Major 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

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

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
Minimum credit hours needed is 40.

Design/Technical Emphasis:
Design
Costume Design
Directing
Theatre Workshop
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.

Most B.F.A. students are expected to spend one semester off-campus. This semester is for full academic credit and is usually spent with a professional theatre company, Broadway producer, or professional designer.

Required Courses for Cinema Majors 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
Minimum credit hours needed is 30.

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

Course Offerings


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

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. Staff. 4

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
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. 

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. 

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

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. 

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 requirements. 

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. 

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. 

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

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 $350. Fulfills G.E. requirement in Fine Arts. 

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. 

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. 

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. 

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 generic and stylistic problems in the field. Offered once each year. Research papers, screenings, critical essays, readings. Prerequisites: 104, 219, or 326. Repeatable. 

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
emphasizes the development of drama in the 19th and 20th Centuries. Fulfills G.E. Requirement in Fine Arts.

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. Fulfills G.E. Requirement in Fine Arts.

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 cinema, the French surrealist 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. Fulfills G.E. requirement in Fine Arts. Required of cinema majors. Stout. 4

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

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

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

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. Staff. 4

347—COSTUME DESIGN. An introductory project course concentrating in costume design. The course will explore specific problems of 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

361—362—DIRECTED STUDY. Staff. 3-4

401—THEATRE PRACTICUM. Theory and creative practice in selected areas of the 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

Staff. 2-15

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.

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. Staff. 4
412—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, or 219, or 326. Required of cinema majors.

Stout. 4

415—PLAY DIRECTION. Theoretical and practical work in direction. Each student is responsible for selecting, casting, and rehearsing scenes and/or plays of various length. Prerequisites: 201, 144, and 121 or 123.

Bravner. 3

419—CINEMA WORKSHOP. Designed for a limited number of students who have demonstrated significant ability in cinema production. The course will involve the student in the creation of works of cinematic art in 16mm sound format as a total process from script to screen. Admission by consent. In addition to the prerequisites of 219 and 410, the student will be expected to share in the expenses of his or her production work. Offered each semester. Repeatable up to a limit of 16 credit hours. It should be noted that the cinema workshop is not designed to provide professional training but rather to permit the student to explore his or her creative abilities while employing professional tools and procedures.

Staff. 4

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.

Staff. 1-3

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.

Staff. 4

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.

Staff. 4

451-452—SENIOR RESEARCH.

Staff. 4

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.

Staff. 3

461-462—INDIVIDUAL WORK FOR HONORS.

Staff. 4
THE ADMINISTRATIVE STAFF

Robert C. Good, 1976-, President
B.A., Harverford College; B.D., Yale Divinity School; Ph.D., Yale University

Lola C. Garrity, 1962-, Administrative Assistant to the President and Secretary to the Board of Trustees

ACADEMIC ADMINISTRATION INCLUDING STUDENT SERVICES

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

Anthony J. Lisska, 1969-, Dean of the College
A.B., Providence College; M.A., St. Stephens College; Ph.D., Ohio State U.

David A. Gibbons, 1961-, Acting Dean of Student Life
A.B., Oberlin College; B.D., S.T.M., Yale U.

Ann K. Fitzgerald, 1972-75, 74-, Acting Dean for Educational Services
B.A., Mount Holyoke College; M.A., U. of Wisconsin

John L. Jackson, 1974-, Dean of the Chapel
B.S., Miles College; M.Div., Harvard Divinity School

Office of the Provost

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

Jeffrey S. Jalbert, 1967- Director of Computer Center
B.A., Fairfield U.; Ph.D., Virginia Polytechnic Inst.

Gordon L. Galloway, 1967- Associate Director for Academic Computing
B.S., Franklin and Marshall College; Ph.D., Michigan State U.

N. Douglas Hughes, 1972- Systems Analyst
Nancy A. Nowik, 1972- Women's Coordinator
A.B., Nundelein College; M.A., Stanford U.; Ph.D., Ohio State U.

Eric Straumanis, 1977- Affirmative Action Officer
B.A., Tufts U.; M.A., Ph.D., U. of Maryland

Theodore H. Barclay, 1962- Director of Men's Athletics
B.S.Ed., Ohio State U.; Ed.M., Kent State U.

Elizabeth C. VanHorn, 1953- Director of Women's Athletics
B.S.Ed., Miami U.; M.S., Wellesley College; Ph.D., Ohio State U.

Office of the Dean of the College

Anthony J. Lisska, 1969- Dean of the College
A.B., Providence College; M.A., St. Stephens College; Ph.D., Ohio State U.

Charles P. Henry, 1976- Assistant Dean of the College/ Director of Black Studies Program
A.B., Denison U.; M.A., Ph.D., U. of Chicago

Eric Straumanis, 1977- Director of January Term
B.A., Tufts U.; M.A., Ph.D., U. of Maryland
Charles B. Maurer, 1971- Director of Library

Robert J. Watson, 1969- Assistant Librarian for Public Services
B.S., State U. of New York (Buffalo); M.S., State U. of New York (Albany);
M.L.S., State U. of New York (Geneseo)

Che Gil Chang, 1971- Catalog Librarian
B.A., M.A., Seoul National U. (Korea); M.L.S., George Peabody College

Elizabeth Tynan, 1973- Reference Librarian
B.A., Beaver College; M.S. in L.S., U. of North Carolina

Joseph Hecht, 1979- Assistant Reference Librarian
B.A., Cornell U.; M.L.S., Syracuse U. School of Information

Lotus Ghorpade, 1979- Assistant Reference Librarian
B.S.Ed., M.S.Ed., U. of Wisconsin (Madison)

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

George L. Gilbert, 1964- Coordinator of Learning Center
B.S., Antioch College; Ph.D., Michigan State U.

Office of the Dean for Educational Services

Ann K. Fitzgerald, 1972-73, 74- Acting Dean for Educational Services
B.A., Mount Holyoke College; M.A., U. of Wisconsin

To be appointed Assistant Dean for Educational Services

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

Patricia Somers, 1976- Director of Career and Life/Work Planning

Mariellen S. Howell, 1978- Director of Financial Aid
A.B., Harvard/Radcliffe College

Howard Griffith, 1978- Director of Media Services

Office of the Dean of Student Life

David A. Gibbons, 1961- Acting Dean of Student Life
A.B., Oberlin College; B.D., S.T.M., Yale U.

Nancy J. Cable, 1977- Assistant Dean of Students
B.A., Marietta College; M.Ed., U. of Vermont

Christopher P. Cannon, 1977- Assistant Dean of Students
B.A., U. of North Carolina; M.S., Shippensburg State College

To be appointed Assistant Dean of Students

To be appointed Staff Assistant to the Dean

Irving A. Nickerson, 1956-57, 1964- Physician and Administrator of
B.A., M.D., Ohio State U.

Donald G. Tritt, 1959- Director of Psychological Services
B.S., Ohio State U.; Ph.D., U. of Chicago

To be appointed Clinical Psychologist
CORRECTION!!!
The previous document(s) may have been filmed incorrectly...
Reshoot follows
THE ADMINISTRATIVE STAFF

Robert C. Good, 1976- President
B.A., Harvard College; B.D., Yale Divinity School; Ph.D., Yale University

Lola C. Garritty, 1962- Administrative Assistant
In the President and Secretary to the Board of Trustees

ACADEMIC ADMINISTRATION INCLUDING STUDENT SERVICES

Louis F. Brakeman, 1962- Provost
A.B., Kalamazoo College; M.A., Ph.D., Tufts U.
Anthony J. Liska, 1969- Dean of the College
A.B., Providence College; M.A., St. Stephens College; Ph.D., Ohio State U.
David A. Gibbons, 1961- Acting Dean of Student Life
A.B., Oberlin College; B.D., S.T.M., Yale U.

Ann K. Fitzgerald, 1972-73, 74- Acting Dean for Educational Services
A.B., Mount Holyoke College; M.A., U. of Wisconsin
John L. Jackson, 1974- Dean of the Chapel
B.S., Miles College; M.Div., Harvard Divinity School

Office of the Provost

Louis F. Brakeman, 1962- Provost
A.B., Kalamazoo College; M.A., Ph.D., Tufts U.
Jeffrey S. Jalbert, 1982- Director of Computer Center
B.A., Fairfield U.; Ph.D., Virginia Polytechnic Inst.
Gordon L. Galloway, 1967- Associate Director for Academic Computing
B.S., Franklin and Marshall College; Ph.D., Michigan State U.
N. Douglas Hughes, 1972- Systems Analyst
Nancy A. Nowik, 1972- Women's Coordinator
A.B., St. Andrews College; M.A., Stanford U.; Ph.D., Ohio State U.
Erich Straumanis, 1977- Alternative Action Officer
B.A., Tufts U.; M.A., Ph.D., U. of Maryland
Theodore H. Barclay, 1962- Director of Men's Athletics
B.S.Ed., Ohio State U.; Ed.M., Kent State U.
Elizabeth C. VanHorn, 1953- Director of Women's Athletics
B.S.Ed., Miami U.; M.S., Wellesley College; Ph.D., Ohio State U.

Office of the Dean of the College

Anthony J. Liska, 1969- Dean of the College
A.B., Providence College; M.A., St. Stephens College; Ph.D., Ohio State U.
Charles P. Henry, 1976- Assistant Dean of the College
A.B., DePauw U.; M.A., Ph.D., U. of Chicago
Erich Straumanis, 1977- Director of January Term
B.A., Tufts U.; M.A., Ph.D., U. of Maryland
Charles B. Maurer, 1971-
  Director of Library
Robert J. Watson, 1969-
  B.S., State U. of New York (Buffalo); M.S., State U. of New York (Albany);
  M.L.S., State U. of New York (Geneseo)
  Assistant Librarian for Public Services
Che Gil Chang, 1971-
  B.A., M.A., Seoul National U. (Korea); M.L.S., George Peabody College
  Catalog Librarian
Elizabeth Tynan, 1971-
  B.A., Beaver College; M.S. in L.S., U. of North Carolina
  Reference Librarian
Joseph Hecht, 1979-
  B.A., Cornell U.; M.L.S., Syracuse U. School of Information
  Assistant Reference Librarian
Lotus Ghorpade, 1979-
  B.S.Ed., M.S.Ed., U. of Wisconsin (Madison)
  Assistant Reference Librarian
Larry R. Murdock, 1971-
  B.A., Waynesburg College; M.A., Ohio U.
  Registrar
George L. Gilbert, 1964-
  B.S., Antioch College; Ph.D., Michigan State U.
  Coordinator of Learning Center

Office of the Dean for Educational Services
Ann K. Fitzgerald, 1972-73, 74-
  B.A., Mount Holyoke College; M.A., U. of Wisconsin
  Acting Dean for Educational Services
To be appointed
Samuel D. Schaff, 1948-
  A.B., Denison U.; M.A., Ohio State U.; Ed.D., Columbia U.
  Assistant Dean for Educational Services
Patricia Somers, 1976-
  Graduate School Consultant
Mariellen S. Howell, 1978-
  A.B., Harvard/Radcliffe College
  Director of Career and Life/Work Planning
Howard Griffith, 1978-
  Director of Media Services

Office of the Dean of Student Life
David A. Gibbons, 1961-
  A.B., Oberlin College; B.D., S.T.M., Yale U.
  Acting Dean of Student Life
Nancy J. Cable, 1977-
  B.A., Marietta College; M.Ed., U. of Vermont
  Assistant Dean of Students
Christopher P. Cannon, 1977-
  B.A., U. of North Carolina; M.S., Shippensburg State College
  Assistant Dean of Students
To be appointed
To be appointed
Irving A. Nickerson, 1956-57, 1964-
  B.A., M.D., Ohio State U.
  Staff Assistant to the Dean
Donald G. Tritt, 1959-
  B.S., Ohio State U.; Ph.D., U. of Chicago
  Clinical Psychologist
Office of the Dean of the Chapel

John L. Jackson, 1974-
  B.S., Miles College; M.Div., Harvard Divinity School
Dean of the Chapel

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

William Kraus, 1979-
  A.B., Middlebury College; M.A.H.L., Hebrew Union College
Jewish Rabbi

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

ADMISSIONS

Richard F. Boyden, 1977-, Director
  B.A., Wesleyan U.; M.S., U. of Maine
Associate Director of Admissions

Gordon H. Condit, 1949-50, 1964-
  B.A., Denison U.; M.A., Case Western Reserve U.
Associate Director of Admissions

Anne Ferguson, 1979-
  B.A., Denison U.; M.A., U. of Akron
Assistant Director of Admissions

Martin R. Pollock, 1978-
  B.A., Denison U.
Admissions Counselor

To be appointed

FINANCE AND MANAGEMENT

J. Leslie Hicks, Jr., 1968-, Vice President
Director of Personnel Services
  B.A., Gettysburg College; M.S., Bucknell U.
  Director of Residence Hall Services
  B.S., Ohio State U.; M.B.A., U. of Dayton
  Payroll Supervisor
  B.A., Gettysburg College; M.S., Bucknell U.
  Business Manager
  B.A., Denison U.; M.A., U. of Akron
  Director of Residence Hall Services
  B.A., Denison U.
  Coordinator of the College Union and
  B.A., U. of Michigan
  Assistant Manager of Bookstore
  To be appointed
  Director of Purchasing
  Raymond A. McKenna, 1955-
  B.A., Brown U.
  Purchasing Agent
  Raymond L. Rausch, 1962-
  B.S., B.S.Ed., Ohio State U.
  Manager of Bookstore
  Leonard MacLehose, 1978-
  B.S., Rutgers U.
  Director of Purchasing
  George J. Campbell, 1970-
  B.S., Susquehanna U.
  Purchasing Agent
  William J. Sharp, Jr., 1969-
  B.S., Mch.Engr., Drexel Inst. of Technology
  Director of Physical Plant

140
To be appointed
Gwendolyn Williams, 1949-
Peter P. Wieliczko, 1966-
Dixie Hietala, 1975-
Mark R. Donovan, 1978-
Joan Patterson, 1962-
Donald Block, 1977-

To be appointed
B.S., Babson Inst.
B.A., Earlham College
B.A., Michigan State U.

Chief Security and Safety Officer
Controller
Assistant to the Controller
Treasurer
Cashier
Food Service Director
Manager, Huffman Dining Hall
Manager, Curtis Dining Hall

UNIVERSITY RESOURCES AND PUBLIC AFFAIRS

Mary Jane McDonald, 1976-, Executive Director
B.A., Denison U.

To be appointed
Curtis Thompson, 1979-
Beatrice P. Stephens, 1947-
Thomas B. Martin, 1970-
Jonathan R. Wells, 1976-
Debra S. Deal, 1978-
Victor C. Schlitzer, 1978-
Karen Schumer, 1979-
Robert G. Seith, 1978-

B.S., Northern State College; M.S., U. of Oregon
A.B., Lawrence U.
B.A., Denison U.
B.A., Denison U.
B.A., Purdue U.
B.A., College of the Holy Cross
B.A., Loretto Heights College
B.A., Denison U.; M.A., U. of Arkansas

Director of Institutional Development
Director of Planned Giving
Director of Alumni Affairs
Director of Alumni Resources
Assistant Director of Alumni Resources
Prospect Research Officer
Director of Public Affairs
Events Coordinator
Publications Editor

FACULTY EMERITI

K. Dale Archibald (1948-75)
B.A., Denison U.; B.D., Colgate-Rochester Divinity School; M.A., Ph.D.,
Ohio State U.

Francis C. Bayley (1946-70)
A.B., Dickinson College; B.D., Drew U.; Ph.D., Columbia U.

Mary K. Campbell (1956-79)
Lecturer-Emeritus of Art

Lois E. Engleman (1948-64)
B.A., Millikin U.; B.S. in L.S., Western Reserve U.; M.S., Columbia U.

Professor-Emeritus of Biology
Professor-Emeritus of Logic
Librarian-Emeritus
Egbert W. Fischer (1961-79)  
A.B., Harvard U.; M.A., Case Western Reserve U.  
Professor-Emeritus of Music

Donald R. Fitch (1924-66)  
Ph.B., M.S., Denison U.  
Registrar-Emeritus

Diploma, U. of Heidelberg (Germany);  
M.A., Ph.D., Ohio State U.  
Associate Professor-Emeritus of Sociology/Anthropology

Leland J. Gordon (1931-63)  
B.S., A.M., Ph.D., U. of Pennsylvania  
Professor-Emeritus of Visual Arts

James W. Grimes (1961-70)  
Professor-Emeritus, John E. Harris Chair of Economics

William Hall (1954-75)  
B.A., M.A., West Virginia U.  
Chair of Economics

Elizabeth Hartshorn (1957-72)  
B.S., Connecticut College; M.A., Columbia U.; Ed.D., U. of California at Los Angeles  
Dean of Women-Emeritus

Maylon H. Hepp (1946-73)  
A.B., M.A., Oberlin College; Ph.D., Brown U.  
Professor-Emeritus, Maria Theresa Barney Chair of Philosophy

Samuel M. Holton (1956-66)  
B.A., M.S., Denison U.  
Assistant Professor-Emeritus of Education

Richard H. Howe (1920-63)  
B.S., M.S., Denison U.  
Associate Professor-Emeritus of Physics and Astronomy

Alfred J. Johnson (1928-66)  
B.A., Denison U.; M.B.A., Harvard U.  
Business Manager-Emeritus

Horace King (1931-1972)  
A.B., A.M., Ohio State U.  
Professor-Emeritus of Art

Joseph L. King (1924-62)  
A.B., LL.D., Richmond College;  
A.M., Ph.D., Columbia U.  
Professor-Emeritus of English

Herman W. Larson (1944-76)  
A.B., Augustana College (S.D.)  
Associate Professor-Emeritus of Music

Nancy E. Lewis (1946-76)  
Professor-Emeritus, Lorena Woodrow Burke Chair  
A.B., Denison U.; M.A., Duke U.; Ph.D., Ohio State U.  
Professor-Emeritus of Psychology

Parker E. Lichtenstein (1949-78)  
B.S., M.S., U. of Massachusetts; Ph.D., Indiana U.  
Professor-Emeritus of Psychology

Danner L. Mahood (1927-66)  
Associate Professor-Emeritus of English  
B.S., Davidson College; M.S., U. of Virginia  
Professor Emeritus of Sociology and Anthropology

Irving E. Mitchell (1949-77)  
A.B., Gordon College; M.A., U. of New Hampshire; Ph.D., Boston U.  
Professor Emeritus of History

Virginia Northrup (1952-75)  
Associate Professor-Emeritus of Dance  
B.A., William Smith College; M.A., Sarah Lawrence College

Norman H. Pollock, Jr. (1948-74)  
Professor Emeritus of History

142
Fred L. Preston (1949-79)   Professor-Emeritus of Modern Languages
A.B., Ohio U.; A.M., Harvard U.; Ph.D., Ohio State U.

Conrad E. Ronneberg (1946-66)    Professor-Emeritus of Chemistry
B.A., Lawrence U.; M.S., Massachusetts Inst. of Technology; Ph.D., U. of Chicago

Samuel D. Schaff (1948-78)       Professor-Emeritus of Education
B.A., Denison U.; M.A., Ohio State U.; Ph.D., Columbia U.

Lee O. Scott (1952-79)           Professor-Emeritus of Religion
B.A., Occidental College; B.D., Union Theological Seminary; Ph.D., Yale U.

Walter Secor (1940-75)           Professor-Emeritus of French
A.B., Grinnell College; M.A., Ph.D., Columbia U.

LeRoy C. Seils (1963-79)         Professor-Emeritus of Physical Education

Ellenor O. Shannon (1935-65)     Associate Professor-Emeritus, Lorena
A.B., Tulane U.; A.M., Columbia U.

Natalie M. Shepard (1950-73)    Professor-Emeritus of Physical Education
B.S., Alfred U.; M.A., Columbia U.; Ed.D., New York U.

Wyndham Southgate (1946-75)       Professor-Emeritus of History
B.A., M.A., Ph.D., Harvard U.

Brayton Stark (1927-61)          Associate Professor-Emeritus of Music

Morton B. Stratton (1943-76)    Professor-Emeritus of History
B.A., Tufts U.; Ph.D., U. of Pennsylvania

Harold H. Titus (1928-64)        Professor-Emeritus, Maria Theresa
A.B., D. Litt., Acadia U.; B.D.,
Colgate-Rochester Divinity School; Ph.D., U. of Chicago

Samuel C. Wheeler (1948-78)      Professor-Emeritus, Henry Chisholm
A.B., Miami (O.) U.; M.A.,
U. of Illinois; Ph.D., Ohio State U.

Irvin S. Wolf (1954-76)           Professor-Emeritus of Psychology
A.B., Manchester College; M.A., Ph.D., Indiana U.

THE BOARD OF TRUSTEES

Officers
R. Stanley Laing, B.S., M.B.A.   Chairperson
Charles A. Brickman, B.A., M.A.  First Vice Chairperson
John J. O’Neill, B.A.           Second Vice Chairperson
Donald B. Shackelford, B.A., M.B.A.  Treasurer
Lola C. Garrity                  Secretary

Members
(ex-officio) Robert C. Good, B.A., B.D., Ph.D.  President
Class I — Terms Expire June, 1980

John W. Alford, A.B. Chairman of the Board, Park National Bank
50 N. Third St., Newark, Ohio 43055

*Charles A. Brickman, B.A., M.A. Vice President, Kidder, Peabody & Co., Inc.
Suite 2900, 125 S. Wacker Dr.,
Chicago, Ill. 60606

R. Stanley Laing, B.S., M.B.A.
Winters Bank Tower, Suite 2850, Dayton, Ohio 45402

*Mary Estey Nash, B.A. Realtor, Hecht, Egan & Nash, Inc.
7 Sheridan Rd., Seven Bridges, Chappaqua, N.Y. 10514

John J. O’Neill, B.A. President, Southgate Development Corp.
P.O. Box 396, Newark, Ohio 43055

*Donald B. Shackelford, B.A., M.B.A. Chairperson of the Board, State Savings Co.
20 E. Broad St., Columbus, Ohio 43215

*Loren E. Souers, A.B., J.D. Attorney-at-Law, Black, McCuskey, Souers, and Arbaugh
1200 Harter Bank Bldg., Canton, Ohio 44702

140 Broadway, 45th Floor,
N.Y., N.Y. 10005

Class II — Terms Expire June, 1981

Edward T. Gardner, Jr., B.S. President, Gardner Enterprises, Inc.
52 Vanderbilt Ave., N.Y., N.Y., 10017

Charlotte P. Kessler 212 Park Dr., Columbus, Ohio 43209

*Richard G. Lugar, B.A., M.A. Senator, U.S. Senate
Room 5107, Dirksen Senate Office Bldg., Washington, D.C. 20510

*Joseph E. McMahon, B.A., J.D Vice President-Corporate Affairs, Federated Department Stores, Inc.
222 W. 7th St., Cincinnati,
Ohio 45202

*Malcolm A. McNiven, B.A., M.S., Ph.D. Vice President, Marketing Services, The Pillsbury Co.
608 Second Ave., Minneapolis, Minn. 55402

*Richard E. Speidel, B.A., LL.B., LL.M. Dean of Law, Boston University
Boston University, Boston, Mass. 02215

*Mary Stafford, B.A., M.B.A. Product Manager, Blankets, Fieldcrest Mills
Apt. 9L, 251 E. 51st St., N.Y., N.Y. 10022

2100 Central National Bank Bldg., Cleveland, Ohio 44114

*Dexter C. Tight, B.A., J.D. Vice President, General Counsel & Secretary, The Gap Stores, Inc.
900 Cherry Ave., P.O. Box 60,
San Bruno, Cal. 94066
Class III — Terms Expire June 1982

*bRonald S. Beard, B.A., J.D.  Partner, Law firm Gibson, Dunn & Crutcher  
2029 Century Park East, Los Angeles, Cal. 90067

*Charles S. Crawford, B.A.  
3500 Kettering Blvd., Dayton, Ohio 45401

*Wallace H. Dunbar, B.A., M.B.A.  
207 E. Broadway, Louisville, Ky. 40202

Mary Lazarus, B.A.  
2094 Park Hill Dr., Columbus, Ohio 43209

*Donna B. Sutherin, B.A., M.A., LD Cert.  
Learning Disabilities Teacher,  
Bedford, Ohio Public Schools

John H. Thomas, B.S.  
Retired Vice Chairperson, Owens-Corning  
Fiberglas Corp.

Clifford A. Tyree, B.A.  
Administrator — Youth Services  
Bureau, Department of  
Community Services

Trustees Elected from Alumni Nomination

*Edgar W. Holtz, A.B., J.D.  
Attorney-at-Law, Hogan and Hartson  
815 Connecticut Ave., Washington, D.C. 20006  (Term Expires, 1980)

*Jane C. McConnell, B.S.  
1150 Moundview Ave., Newark, Ohio 43055

*Miner Raymond III, A.B.  
Advertising Executive, The Procter & Gamble Co.  
Apt. #1504, 2200 Victory Parkway, Cincinnati, Ohio 45206  (Term Expires, 1982)

*Richard J. Bodorff, B.A., J.D.  
Attorney-at-Law, Fisher, Wayland,  
Suit 730, 1100 Connecticut Ave., N.W.,  
Washington, D.C. 20036  (Term Expires, 1983)

*Louis A. Mitchell, B.A.  
President, First Financial Group, Inc.  
88 E. Broad, Suite 1160, Columbus, Ohio 43215  (Term Expires, 1984)

*Sheila Parks Little, B.A., Ph.D.  
Post-doctoral Research Scientist, Dept. of  
Microbiology & Molecular Genetics  
Apt. 62-2353 Massachusetts Ave.,  
Cambridge, Mass. 02140  
School of Medicine, Harvard University  
(From Expires, 1985)

Life Trustees

Retired Vice  
President, General Motors  
Corp.

*Charles G. Ashbrook, Ph.B., 1959-78  
P.O. Box 358, Granville,  
Ohio 43023  
Retired Chairperson, Board of  
Directors, North American Life  
Insurance Co.
23555 Euclid Ave., Cleveland, Ohio 44117

*Samuel S. Davis, 1954-60, 1961-70 Chairperson of the Board, Corco, Inc. P.O. Box 494, Worthington, Ohio 43085

*Charles W. Deeds, B.S., M.B.A., LL.D., 1947-72 Retired Room 768, One hundred Constitution Plaza, Hartford, Conn. 06103

*William P. Huffman, B.S., 1939-1973 Retired 1285 Winters Bank Tower, Dayton, Ohio 45402

*Alice McCann James, B.A., 1938-1971 4922 Courville Rd., Toledo, Ohio 43623


Everett D. Reese, B.S., LL.D., 1953-71 Suite 1501, 100 E. Broad St., Columbus, Ohio 43215

*George M. Roudebush, Ph.B., LL.B., 1941-74 Attorney-at-Law, Roudebush, 915 Williamson Bldg., Cleveland, Adron, Brown, Corlett, and Ulrich Ohio 44114


*Edward M. Thiele, B.A., 1967-76 Vice Chairperson, Board of Directors, 11784 Turtle Beach Rd., Lost Tree Village, Leo Burnett Co., Inc. North Palm Beach, Fla. 33408

*Dexter J. Tight, B.S., M.S., 1945-69 Retired 170 Wildwood Way, Woodside, Cal. 94062


*Ford R. Weber, B.S., 1942-70 Retired 4014 Southway Ct., Toledo, Ohio 43614

*Indicates Denison Alumnus
Denison Calendar for 1979-80

First Semester 1979
September 1 (Saturday) — College Residence Halls open
Sept. 2-3 (Sunday-Monday) — Orientation for Freshmen and Transfer Students who did not participate in June Orientation
Sept. 4 (Tuesday) — Registration for First Semester
Sept. 5 (Wednesday) — Classes begin, 8:30 am
October 6 (Saturday) — Fall Parents’ Weekend
Oct. 19 (Friday) — Midsemester grades due for Freshmen and Sophomores
Oct. 20-23 (Saturday-Tuesday) — Fall Break
Oct. 24 (Wednesday) — Classes resume, 8:30 am
Oct. 27 (Saturday) — Homecoming
November 21 (Wednesday) — Thanksgiving Vacation begins, 12:30 pm
Nov. 26 (Monday) — Classes resume, 8:30 am
December 14 (Friday) — Classes end
Dec. 15-16 (Saturday-Sunday) — Reading and Study Days
Dec. 17-20 (Monday-Thursday) — Final Examinations
Dec. 21 (Friday) — First Semester ends, 5:00 pm

January Term
January 7 (Monday) — January Term opens
February 1 (Friday) — January Term ends

Second Semester 1980
Feb. 4 (Monday) — Registration for Second Semester
Feb. 5 (Tuesday) — Classes begin, 8:30 am
March 20 (Thursday) — Midsemester grades due for Freshmen and Sophomores
Mar. 21 (Friday) — Spring Vacation begins, 5:00 pm
Mar. 31 (Monday) — Classes resume, 8:30 am
April 6-12 (Sunday-Saturday) — Honors Week
Apr. 22 (Tuesday) — D-Day
Apr. 26 (Saturday) — Spring Parents’ Weekend
May 20 (Tuesday) — Classes end
May 21-22 (Wednesday-Thursday) — Reading and Study Days
May 23-24 (Friday-Saturday) — Final Examinations
May 25 (Sunday) — Reading and Study Day
May 26-27 (Monday-Tuesday) — Final Examinations
May 28 (Wednesday) — Second Semester ends, 5:00 pm
May 30 (Friday) — Baccalaureate Service
May 31 (Saturday) — Commencement

Two day orientation sessions will be held for incoming freshmen and transfer students through the month of June.
Denison Calendar for 1980-81
(Tentative)

First Semester 1980
August 30 (Saturday) — College Residence Halls open
August 31—September 1 (Sunday-Monday) — Orientation for Freshmen and
Transfer Students who did not participate in June Orientation
September 2 (Tuesday) — Registration for First Semester
Sept. 3 (Wednesday) — Classes begin, 8:30 am
Sept. 27 (Saturday) — Fall Parents’ Weekend
October 11 (Saturday) — Homecoming
Oct. 17 (Friday) — Midsemester grades due for Freshmen
Oct. 18-21 (Saturday-Tuesday) — Fall Break
Oct. 22 (Wednesday) — Classes resume, 8:30 am
November 26 (Wednesday) — Thanksgiving Vacation begins, 12:30 pm
December 1 (Monday) — Classes resume, 8:30 am
Dec. 12 (Friday) — Classes end
Dec. 13-14 (Saturday-Sunday) — Reading and Study Days
Dec. 15-18 (Monday-Thursday) — Final Examinations
Dec. 19 (Friday) — First Semester ends, 5:00 pm

January Term
January 5 (Monday) — January Term opens
Jan. 30 (Friday) — January Term ends

Second Semester 1981
February 2 (Monday) — Registration for Second Semester
Feb. 3 (Tuesday) — Classes begin, 8:30 am
March 20 (Friday) — Spring Vacation begins, 5:00 pm
Mar. 30 (Monday) — Classes resume, 8:30 am
April 25 (Saturday) — Spring Parents’ Weekend
May 19 (Tuesday) — Classes end
May 20-21 (Wednesday-Thursday) — Reading and Study Days
May 22-23 (Friday-Saturday) — Final Examinations
May 24 (Sunday) — Reading and Study Day
May 25-26 (Monday-Tuesday) — Final Examinations
May 27 (Wednesday) — Second Semester ends, 5:00 pm
May 29 (Friday) — Baccalaureate Service
May 30 (Saturday) — Commencement

Note: First Semester Class Days — 68\(\frac{1}{2}\) Second Semester Class Days — 71

Two day orientation will be held for incoming freshmen and transfer
students through the month of June.
Admissions Information

Denison believes that its strength and vitality are its community: students and faculty. Just as the College values highly its faculty and academic programs, so does it equally value its students who have come to learn and contribute. The nurturing is mutual and constant. Neither can grow without the other.

First Choice Early Decision Program

If, having carefully researched your college needs, you decide that Denison is the college you want first and foremost to attend, you are encouraged to apply for Early Decision. Among the advantages of this Program: Your final college plans can be made early in your senior year. If accepted, you learn of your admission well before the mid-April announcement date and are relieved of the effort and expense of filing multiple applications, and you are assured financial assistance if you have a demonstrated need according to the guidelines of the College Scholarship Service.

There are concurrent personal obligations with this program. Denison must be your first choice college! You may file an Early Decision application between Sept. 1 and Feb. 1. A decision will be made on your application within three weeks of the time your admissions folder is complete. If you are admitted, you must accept admission and pay a $150 non-refundable deposit within two weeks of acceptance to hold your place in the entering Freshman class. Should you have any regular applications pending at other colleges, these must be withdrawn and no other applications initiated. Concurrent notice of financial aid awarded will be made if your Financial Aid Form (FAF) is on file. It is Denison’s policy to provide financial assistance to all admitted Early Decision students who have a demonstrated need. Early Decision candidates should have their interviews no later than Feb. 1.

If we notify you that you have not been accepted under Early Decision, you will be automatically transferred to the regular applicant group, and your credentials will be re-evaluated before a final decision is made on your application by mid-April. Failure to be admitted as an Early Decision candidate in no way prejudices your chances for admission in the spring.

Candidates, parents, and school counselors should be aware of the moral obligations implicit in the filing of an Early Decision application. Denison takes these obligations very seriously.

In 1978-79, 85 incoming Freshmen were enrolled via the Early Decision Program.

Regular Application for Admission

Regular candidates for admission may file applications anytime between Sept. 1 and Feb. 15. Our final evaluation and selection process begins in mid-February. You will be notified by postcard if any required portion of your application (Secondary School Report, transcript of grades, Teacher Reference Form, SAT or ACT scores, etc.) is missing. We will delay our review until your application is complete. For this reason, we recommend that you file your application and related forms as early as possible in the senior year. Financial Aid applications are due at the same time, and similar procedures apply.

149
Denison Calendar for 1980-81
(Tentative)

First Semester 1980
August 30 (Saturday) — College Residence Halls open
August 31-September 1 (Sunday-Monday) — Orientation for Freshmen and Transfer Students who did not participate in June Orientation
September 2 (Tuesday) — Registration for First Semester
Sept. 3 (Wednesday) — Classes begin, 8:30 am
Sept. 27 (Saturday) — Fall Parents’ Weekend
October 11 (Saturday) — Homecoming
Oct. 17 (Friday) — Midsemester grades due for Freshmen
Oct. 18-21 (Saturday-Tuesday) — Fall Break
Oct. 22 (Wednesday) — Classes resume, 8:30 am
November 26 (Wednesday) — Thanksgiving Vacation begins, 12:30 pm
December 1 (Monday) — Classes resume, 8:30 am
Dec. 12 (Friday) — Classes end
Dec. 13-14 (Saturday-Sunday) — Reading and Study Days
Dec. 15-18 (Monday-Thursday) — Final Examinations
Dec. 19 (Friday) — First Semester ends, 5:00 pm

January Term
January 5 (Monday) — January Term opens
Jan. 30 (Friday) — January Term ends

Second Semester 1981
February 2 (Monday) — Registration for Second Semester
Feb. 3 (Tuesday) — Classes begin, 8:30 am
March 20 (Friday) — Spring Vacation begins, 5:00 pm
Mar. 30 (Monday) — Classes resume, 8:30 am
April 25 (Saturday) — Spring Parents’ Weekend
May 19 (Tuesday) — Classes end
May 20-21 (Wednesday-Thursday) — Reading and Study Days
May 22-23 (Friday-Saturday) — Final Examinations
May 24 (Sunday) — Reading and Study Day
May 25-26 (Monday-Tuesday) — Final Examinations
May 27 (Wednesday) — Second Semester ends, 5:00 pm
May 29 (Friday) — Baccalaureate Service
May 30 (Saturday) — Commencement

Note: First Semester Class Days — 68½ Second Semester Class Days — 71

Two day orientation will be held for incoming freshmen and transfer students through the month of June.
Admissions Information

Denison believes that its strength and vitality are its community: students and faculty. Just as the College values highly its faculty and academic programs, so does it equally value its students who have come to learn and contribute. The nurturing is mutual and constant. Neither can grow without the other.

First Choice Early Decision Program

If, having carefully researched your college needs, you decide that Denison is the college you want first and foremost to attend, you are encouraged to apply for Early Decision. Among the advantages of this Program: Your final college plans can be made early in your senior year. If accepted, you learn of your admission well before the mid-April announcement date and are relieved of the effort and expense of filing multiple applications, and you are assured financial assistance if you have a demonstrated need according to the guidelines of the College Scholarship Service.

There are concurrent personal obligations with this program. Denison must be your first choice college! You may file an Early Decision application between Sept. 1 and Feb. 1. A decision will be made on your application within three weeks of the time your admissions folder is complete. If you are admitted, you must accept admission and pay a $150 non-refundable deposit within two weeks of acceptance to hold your place in the entering Freshman class. Should you have any regular applications pending at other colleges, these must be withdrawn and no other applications initiated. Concurrent notice of financial aid awarded will be made if your Financial Aid Form (FAF) is on file. It is Denison's policy to provide financial assistance to all admitted Early Decision students who have a demonstrated need. Early Decision candidates should have their interviews no later than Feb. 1.

If we notify you that you have not been accepted under Early Decision, you will be automatically transferred to the regular applicant group, and your credentials will be re-evaluated before a final decision is made on your application by mid-April. Failure to be admitted as an Early Decision candidate in no way prejudices your chances for admission in the spring.

Candidates, parents, and school counselors should be aware of the moral obligations implicit in the filing of an Early Decision application. Denison takes these obligations very seriously.

In 1978-79, 85 incoming Freshmen were enrolled via the Early Decision Program.

Regular Application for Admission

Regular candidates for admission may file applications anytime between Sept. 1 and Feb. 15. Our final evaluation and selection process begins in mid-February. You will be notified by postcard if any required portion of your application (Secondary School Report, transcript of grades, Teacher Reference Form, SAT or ACT scores, etc.) is missing. We will delay our review until your application is complete. For this reason, we recommend that you file your application and related forms as early as possible in the senior year. Financial Aid applications are due at the same time, and similar procedures apply.
A fee of twenty dollars ($20.00) must accompany your application. Your check or money order should be made payable to Denison University. This fee is not refundable. If it is a financial hardship for you or your family to pay the application fee, please ask your guidance counselor to submit a statement of waiver.

A Denison Catalog will automatically be sent to all applicants upon receipt of their personal application in the Admissions Office.

All applicants, except those admitted via Early Decision, will be advised of Admissions Committee action on their completed applications by mid-April. If you are accepted and plan to enroll, you must remit a $150 advance deposit by May 1, non-refundable after that date.

Early Admission

We welcome applications from students who intend to graduate from secondary school after three years or who are a few credits shy of receiving their diploma at the end of their junior year. If you are considering applying early, you should have a superior academic record and have the enthusiastic support of your college adviser and teachers. You must also submit scores for either your SAT or ACT tests. A campus interview is required for Early Admission applicants.

Deferred Matriculation

You have the option, upon being accepted at Denison, to delay your entrance into the College for a year. Students sometimes elect to travel, work or complete part-time study during this period. You have until May 1 to submit the required $150 deposit and inform the Admissions Office of your decision to postpone your entrance. When deferred, you must re-confirm your intention to enroll by March 1 of the following year. If you fail to do so, your $150 deposit will be forfeited and your acceptance withdrawn. Should you desire to enroll at the beginning of the second semester, it would be on a space-available basis.

Special Degree Programs—Fine Arts & Music Applicants

A limited number of students are admitted each year to Denison to pursue the special degree programs of Bachelor of Fine Arts (in Art, Dance, or Theatre) and Bachelor of Music. In applying for one of these programs, you must also meet the minimum requirements listed for all applicants. In addition, candidates for special degrees in Theatre or Music should submit evidence (an audition tape or personal audition) of their skills and/or talents to the appropriate department.

If you want to enter a Fine Arts or Music program leading to one of these special degrees, you should correspond early with the appropriate departmental chairperson listed under the course offerings section in this Viewbook. An interview with a member of the Admissions Staff as well as a departmental interview is strongly recommended.

Recommended Preparation

An entering Freshman will typically have earned at least 15 academic credits in secondary school. Normally, this would include four years of college preparatory English, two years each of mathematics, science and foreign
language, and one year of history. The remaining academic credits can be in
the above or related subjects.

Those students who plan to major in the physical sciences should take all
the mathematics and science courses available in secondary school, their
schedule permitting.

What We Look For

Candidates applying to Denison University will be evaluated individually
by members of the Admissions Committee in these four areas:

Academic Record—Denison is most interested in the superior student who has
been a high achiever in a demanding college preparatory curriculum. The
quality of your academic performance in your junior and senior years is the
most important factor in our decision-making process.

References—The written perceptions by knowledgeable people with regard to
your character and achievements are very important in our understanding of
you.

Activities—It is the quality and depth of your extra-curricular and personal
accomplishments, rather than their quantity, that will enrich this campus and
enhance your own sense of contribution.

Personal Background—Our goal is to matriculate a cross-section of personali-
ties and backgrounds in each entering freshman class.

Admissions Tests

You are required to submit to Denison the results of either the Scholastic
Aptitude Test (SAT) of the College Entrance Examination Board (CEEB) or the
assessment tests of the American College Testing (ACT) Program. While our
Admissions Committee prefers that you take the test late in the junior year or no
later than December of your senior year, the results of tests taken on other dates
will be accepted. When you register for either test, please request that a report
of your scores be sent to Denison. CEEB Achievement Tests are optional, but
your scores are welcomed. Your highest verbal and math score, or highest
composite ACT score, even if earned on different test dates, are those reviewed
by our Admissions Committee. Candidates wishing to pursue a math-science
curriculum at Denison will find it to their advantage to have a strong testing
pattern in these areas.

No student is ever denied admission solely on the basis of low test scores.
However, low testers who have also evidenced average academic performance
are urged to counsel with their college advisers before considering applying to
Denison. Our own research has shown that some low testers can find Denison
extremely demanding in the Freshman year.

Our Admissions Committee is sensitive to the fact that unusual conditions
may affect a candidate's performance on standardized tests. The degree of
difficulty and quality of your academic record, your references, your con-
tributions to your current school and/or community and your personal mo-
tivation and potential will always receive primary consideration from our
Admissions Committee.
Advanced Placement

Denison participates in the College Entrance Examination Board Advanced Placement Program. You may be excused from certain college requirements and given college course credit by earning a 4 or 5 in Advanced Placement examinations in English, American History, Foreign Languages, European History, Biology, Chemistry, Physics, Mathematics, Art History, and Music. Credit and/or waiver may be given for a score of 3 upon the recommendation of the department concerned and the Registrar.

Denison also offers entering students the opportunity to take Proficiency Examinations. These are normally given during the June and September Orientation and Registration periods. If you pass an examination covering a General Education requirement course, you will be excused from taking that course. If you pass the examination with a grade of “A” or “B,” you will receive the corresponding academic credit.

Campus Visit

Candidates interested in Denison should make every effort to visit the College. While we have tried to make this Catalog and other publications as helpful to you as possible, nothing can replace the in-depth impressions you can gain from a personal visit. Much can be learned and sensed about Denison from touring its lovely campus, visiting classes, and talking with students and faculty. Overnight stays during the school year can be arranged, but we would like a week’s notice so that we can make suitable arrangements. If you have a friend currently at Denison and would like to visit the campus, you are encouraged to make your own arrangements directly. We are also planning special visitation weekends.

Should you and your parents plan to fly to Columbus and then drive to Denison (25 miles east on Route 16), rental cars are available at the Columbus airport. If you are traveling alone during the school year and need transportation from the airport to the College, please call us well in advance so that we can possibly assist you with some private transportation, at a nominal fee.

Student tours of the campus are scheduled seven times daily, Monday through Friday, during the academic year. Saturday morning tours are available from September through February. Regular weekday tours of the campus are also available from June through August. All tours leave from the Admissions Office, located in Beth Eden House next to the Chapel.

Personal Interview

Our Admissions Committee has found that a high percentage of accepted applicants who have enrolled at Denison each year not only visited the campus but also had a personal interview. Feedback from these students indicates that information and impressions gained from such a visit significantly influenced their college choice.

The Admissions Office is open for interviews from 8:45 a.m. to noon and from 1:30 p.m. to 4:00 p.m. on weekdays. In addition, from Sept. 15 through February, we are open on Saturday mornings from 9:00 a.m. until noon. You are encouraged to write, or better yet, call for an interview appointment several weeks in advance. August, October, and November are our busiest months for visitors. The Admissions Office telephone number is (614) 587-0810, Ext. 276.
We encourage you to make every effort to visit the campus and talk with an Admissions staff member. We regard the personal interview as an important information exchange. For your interview, it would be helpful if you could bring along an unofficial copy of your secondary school transcript. Interviews generally last about 30 to 40 minutes. We will be glad to answer your questions about the College and, in exchange, we hope that you will be prepared to talk informally about your academic record, extra-curricular accomplishments, personal interests and talents, and your future goals. Your interview is informal and informational, and the interviewer's perceptions will become part of your admissions record if you apply to Denison. In other words, your interview is really your own reference. Whether you decide to apply to the College or not is your decision. It is our aim to assist you in your college sorting-out process while being as fair and helpful as we can.

Interviews scheduled between March 1 and May 1, when the Admissions staff is involved in the final selection of the incoming class, will be conducted by Senior Interviewers. However, students who have been admitted to the College are encouraged to visit the Admissions Office and tour the campus during this period.

Should distance or lack of time make it difficult for you to visit the campus, please write or call the Admissions Office and request an interview with a Denison graduate in your area. We will make every effort to accommodate your request. However, there may be instances when there is no trained alumni interviewer near your home.

**Senior Interviewers**

Because our Admissions staff travels extensively in the fall, we have chosen and trained a small group of outstanding Denison seniors to assist in interviewing candidates. This is in keeping with Denison's general policy of responsible undergraduate involvement in the affairs of the College. It is possible that you will meet with one of these senior interviewers if you visit the campus this fall. The seniors share with our regular Admissions staff responsibility for describing the College to you and evaluating you as a candidate.

**Advance Deposits**

All entering Freshman and transfer students are required to pay advance deposits totaling $150 by the date specified in their letters of acceptance. Of this amount, the $125 enrollment deposit is not refundable after that date. The $25 room deposit is refundable only until Aug. 1 of the year of entrance. The enrollment deposit is applied toward tuition.

**Freshman Orientation**

In June, Denison sponsors a series of orientation programs for enrolling students and their parents. Nine identical sessions, each lasting about a day and a half, are held to provide counseling for students on course selection, placement tests, and informal discussion of many aspects of Denison life. Faculty, current undergraduates, and administrators participate. A minimal charge for room and board is made to students and their parents to cover the expenses of this program.
Transfer Admission

Denison welcomes applications from transfer students. Candidates may apply for entrance in either the fall or spring semester.

To be considered as a transfer applicant, you must have graduated from secondary school and completed at least one full term of college study prior to the time you would enter Denison. If you are admitted as a transfer, you must complete at least four semesters in residence as a full-time student to be eligible for a Denison degree.

In addition to your personal application for admission and a $20 application fee, you are expected to submit transcripts of your secondary school and college records and the recommendations of your college dean and of one teacher. Candidates for fall entrance should submit their applications by May 1 and will be notified of the Admissions Committee action by mid-July. The deadline for February applications is Dec. 1, with notification by early January.

Transfer students will be allowed credit without examination for liberal arts subject taken at a college accredited by the North Central Association of Colleges and Secondary Schools or an accrediting body of similar rank. Semester hours of credit—but not actual grades—are transferable for all liberal arts and science courses similar to those offered at Denison. Courses bearing grades below "C" are not acceptable for transfer. Your class standing at Denison is based on the number and quality of credits accepted for transfer.

More Information

For more information on Admissions, call or write:
Director of Admissions
Box H
Denison University
Granville, Ohio 43023
(614) 587-0810, Ext. 276
## Summary of Freshman Application Procedures and Requirements

<table>
<thead>
<tr>
<th>Application Fee:</th>
<th>$20.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notification of admission decision:</td>
<td>By mid-April.</td>
</tr>
<tr>
<td>When you must reply to our offer of admission:</td>
<td>Early Decision: Within two weeks. Regular Admission: By May 1.</td>
</tr>
<tr>
<td>Advance Deposits required:</td>
<td>$150 ($125 Enrollment Deposit non-refundable, applied toward tuition; $25 Room Deposit non-refundable after August 1).</td>
</tr>
</tbody>
</table>
Financial Information

Assistance in Meeting Costs

It is Denison's philosophy that every student accepted for admission should be able to attend, regardless of his or her financial circumstances. In support of this conviction, Denison offered over $1.5 million in scholarships, grants, loans, and employment opportunities to enrolled students in 1978-79. Awards range from $200 to $6,500, with an average packaged award of $4,250 in 1979 to entering freshmen with financial need. Individual awards, of course, depend on individual and family circumstances.

The $6,335 annual charge for the 1979-80 academic year at Denison is broken down as follows:

- Tuition—$4,350
- Room—(Double)—$860
- Board $865
- Activity Fee—$260

A $48 optional health insurance plan is available, and a small damage deposit is required. Estimated personal expenses are $625. The total estimated cost of attending Denison in 1979-80 is $6,960.

Billing

First semester bills are due August 1. Second semester bills are due January 2. A four-payment program is available for a small fee, with the second payment for each semester due by November 1 and April 1, respectively.

Applying for Financial Aid

At Denison, the decision to admit you is entirely separate from the decision to offer you financial assistance. Indicating an interest in or a need for financial aid will not influence the decision of the Admissions Committee in any way. So if Denison’s cost seems like a lot to you, we encourage you to apply for help.

See your high school guidance counselor to obtain the College Scholarship Service (CSS) financial aid application materials. You should file as early as possible after January 1, 1980, indicating that you do want to apply for a Federal Basic Educational Opportunity Grant, and directing the CSS to send a copy of your application to Denison. This is all you need to do.

The CSS will analyze the information you submit, and send us an estimate of your family’s ability to contribute to your educational cost. After reviewing and sometimes adjusting their estimate, we will make a decision as to whether you need extra money in order to enroll in Denison.

If a year at Denison will cost you more than your family can afford to contribute, you have demonstrated a financial need. Denison makes every effort to offer you sufficient funds of various types to meet that need in full.

It is our policy to mail your financial aid decision at the same time as your admission letter is sent. However, your admission letter will not be delayed if your aid application has not been received.
Types of Financial Aid

Financial aid awards normally consist of a "package" designed to meet your financial need. Depending on the amount of your determined need, your package will usually consist of three components—employment on campus, a loan, and a grant in aid. Loans and employment are referred to as self-help. They are proffered that is, you are not obligated to accept them. If you accept a loan, it can be shown as a credit on your college bill. Normally, every financial aid applicant is asked to take out a loan. We view this loan as your investment in your future and expect you, rather than your parents, to repay this obligation after graduation. Of course, no repayments of grants-in-aid are required. They are shown as a credit on your college bill. Campus employment cannot be deducted in advance because it must be earned.

Campus Employment

Students who have been offered employment as part of their financial aid package receive preference in obtaining jobs on campus, but any student may apply for a job. Fifteen hours a week is the maximum number of hours you are normally allowed to work. Payment for most campus jobs ranges between $200 and $600 per year. Employment is available in the library, residence halls, computer center, Slayter Union, academic departments, administrative offices, physical plant, and SAGA, the food service operation. Denison also participates in the Federal College Work Study Program. The money you earn through campus employment is expected to be used for your own personal expenses. Employment opportunities are listed with the Financial Aid Office, located on the second floor of Beth Eden House.

Loans

Denison lends under two separate student loan programs. National Direct Student Loans are made directly through Denison, and Guaranteed Student Loans are made by Denison through the Ohio Student Loan Commission. These two loans are very similar in that there is no interest or repayment on the principal while the student is in school at least half-time. The interest begins to accumulate after graduation, at three percent on a National Direct and seven percent on a Guaranteed Student Loan.

Denison will offer to lend to you under only one of these programs. The decision between them is based on your circumstances and the availability of capital.

Grants

Denison awards grants both from our own funds and from outside sources. These grants amount to more than $1 million annually. We participate in the Basic Educational Opportunity Grant (BEOG) program, the Supplemental Educational Opportunity Grant (SEOG) program, the Ohio Instructional Grant (OIG) program, and certain other state grant programs.

Renewal of Financial Assistance

Each year, because of changes in income and other family circumstances, we re-evaluate your financial need. Renewal applications are distributed in
January of each year, for students who will be returning to Denison the following September. Depending on Denison’s cost and your family’s situation, your need for assistance may vary from year to year.

Scholarships and Other Aid Not Based on “Need”

Denison offers a limited number of scholarships—such as the Battelle ($3,000), University ($1,000), and Presidential ($500) Scholarships—each year. These awards are based on academic and personal merit, and thus it is not necessary to demonstrate financial need in order to receive a scholarship. The Admissions Office can give you further information on the availability of such awards to entering Freshmen. Departmental and general scholarships of varying amounts are also available to selected students in the upperclass years, based on performance factors such as outstanding academic achievement. If you are eligible to be considered for such a scholarship, you will either be considered automatically or invited to apply.

In addition, as mentioned above, employment on campus is available to all students. And you may choose to obtain a Guaranteed Student Loan through a lending institution in your home area.

Although Denison itself, due to limited capital, is able to offer these loans only to students who demonstrate “need,” any student is eligible to borrow under this program, regardless of the family income. A maximum of $2,500 per academic year, or $7,500 for the undergraduate degree program, may be borrowed under the Guaranteed Student Loan Program. There is no interest or repayment on these loans while you are in school at least half-time.

Further Information

For more detailed information on methods of financing your Denison education, visit the Office of Financial Assistance and Student Employment in Beth Eden House. You may also write or call:

Mariellen S. Howell, Director
Office of Financial Assistance and Student Employment
Denison University, Box H
Granville, Ohio 43023
(614) 587-0810, Ext. 270 or 279