

Denison University



Course Description Book

1973-74



Denison University

Course Description Book 1973-74

Contents

Interdepartmental Majors

Area Studies in Latin America and France	2
Black Studies	3
Classical Studies	6
East European and Soviet Studies	7
Urban Studies	9
Interdepartmental Courses	10
Experimental Interdepartmental Courses	12

Departmental Majors

Art	13
Astronomy	17
Biology	18
Chemistry	23
Dance	26
Economics	27
Education	30
English	34
Geology	37
History	40
Mathematical Sciences	45
Modern Languages	49
French	49
German	51
Russian	53
Spanish	54
Music	57
Philosophy	60
Physical Education	63
Physics	67
Political Science	70
Psychology	75
Religion	78
Sociology and Anthropology	81
Speech Communications	84
Theatre and Film	87
Non-Major Area	
Aerospace Studies	90

Interdepartmental Majors

Area Studies in Latin America and France

These Coordinate Courses dealing with foreign countries, regions, and civilizations in various departments of the University. These programs emphasize interdisciplinary approaches involving broad preparation and specialized training in specific areas, yet provide flexibility for meeting individual student needs. They are designed to develop competence relevant to employment in teaching, governmental agencies, and business and to prepare students for graduate study.

AREA STUDIES — LATIN AMERICA. A typical program in Latin American Studies, which requires a minimum of 24 credit hours, would include the following:

Spanish or Portuguese, 8 hours at the 300 level or above, unless waived.

Spanish 201 (Latin America)

History 391 (Latin America) and 392 (South America).

Geography 230 (South America).

Sociology 319 (South American Indians).

Seminars in The Caribbean, Mexico and Central America, Nations of the Andes, Southern South America, Brazil, Recent Latin American History, U.S. Foreign Policy in Latin America, and Latin American Economic Development.

A student interested in this program should see Mr. Armas.

AREA STUDIES — FRANCE. The basic program is as follows:

French (under Modern Languages), 201-202 (Area Study); 401-402 (Problems in Area Study, senior year); language and literature, 12 hours at the 311 level or above; must include 415 (Advanced Grammar and Composition).

History, four courses chosen from 211, 345, 346, 351, 353, 356.

Geography 232 (Geography of Europe).

Economics 200 (Principles and Problems) and 314 (International Economics).

Political Science 221 (Comparative Politics) and 341 (International Politics).

Electives chosen from English 349 and 350; Interdepartmental 271-272 (Linguistics); and Art 205-206 and 407-408.

A student interested in this program should see Mr. Secor.

Black Studies

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

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

The core curriculum consists of:

Black Studies 235 – The Nature of Black Studies

English 255 – Imagination and the Black Experience in America

History 215 – The History of Blacks in America

Black Studies 325 – Focus on Africa or Black Studies 327 – The Literature of the West Indies

Black Studies 385 – Senior Project (the Senior Project is pending approval of the Academic Affairs Council)

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

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

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

THE AREA STUDIES MODEL – offers the major the opportunity to develop an educational plan of concentration of courses within a selected geographical area or location which the student might examine through courses in several academic departments.

THE TOPICAL STUDIES MODEL – offers the major the opportunity to develop an educational plan dealing with a topic or problem which the student might pursue through courses ranging over the entire curriculum of the college.

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

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

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

Faculty for Black Studies include:

- Arthur A. Zebbs, Director of the Center for Black Studies and Assistant Professor of Black Studies
 Benjamin F. McKeever, Assistant Professor of English
 William L. Henderson, Professor of Economics (part-time)
 Larry C. Ledebur, Associate Professor of Economics
 Claiborne B. Thorpe, Professor of Sociology
 John B. Kirby, Assistant Professor of History
 Naomi Garrett, University Professor
 James E. Garmon, Assistant Professor of Black Studies
 William W. Nichols, Associate Professor of English
 RoNita Hawes, Visiting Lecturer in Theatre and Film (part-time)
 Ralph E. Waldo III, Instructor in Music (part-time)
 Norman H. Pollock, Professor of History

BLACK STUDIES 231-232 - BLACK CULTURE IN AMERICA. A seminar exploring the history and impact of the Black experience on continental America. The methodology will comprise that of readings and lectures entering on the historical and present day writings of Afro-American life. **Garmon. 3**

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

BLACK STUDIES 318 - HARLEM RENAISSANCE. A literary examination of an era in Afro-American cultural history which bore witness to the emancipation of the Black artist from polemics, sentimentality, and melodrama, and testified to the commitment of the Black artist to realism, naturalism, and even surrealism in the depiction of the Afro-American personality and lifestyle. We will intellectually chronicle the advent of the "New Negro," and the "awakening" and "movement" that hailed the coming of age of the Afro-American. (Same as English 318). **McKeever, Kirby. 4**

BLACK STUDIES 325 - FOCUS ON AFRICA. A study of literary works by Black African writers. In addition to reading for literary appreciation and noting major literary characteristics and trends, the course will use these works to examine the effects of colonization, the introduction of European values and of the redaming of political independence upon selected African cultures. **Garrett. 4**

BLACK STUDIES 326 - FOCUS ON AFRICA: AFRICAN ORAL LITERATURE. An examination of representative selections of the traditional literature of Africa. The oral narrative - legends, myths, folktales, proverbs, and beliefs - will be explored. Similarities with tales from other cultures will be noted. Africa's significant traditional literature, much of which has just recently been published, will be studied. These legends, myths, tales, proverbs, and beliefs passed orally from one generation to another and served as bases for entertainment as well as didactic guides for moral direction. This literature, including stories of origins, of customs and of personality traits, animal tales, ordinary tales and formula tales, is a background for much of the material known in this country as Negro folklore. It is a source of inspiration for a significant number of works in modern African literature. Writers draw upon its resources for subject material as well as for insight into meaningful aspects of traditional life. The class will study all types of tales and their relationships to the life of the people whose cultures are represented. Comparisons made with other literatures will reveal the universality of the African oral narrative. Offered second semester, 1973-74. **Garrett. 4**

BLACK STUDIES 327 - LITERATURE OF THE WEST INDIES. A study of the manifestations of major literary genres and themes from the West Indies including the Caribbean area and French Guiana. Historical and social backgrounds and the implications of social protest in the literature will be examined. **Garrett. 4**

BLACK STUDIES 385 - SENIOR PROJECT. (Pending approval of Academic Affairs Council) **Staff. 3-6**

- ENGLISH 255 — IMAGINATION AND BLACK EXPERIENCE IN AMERICA.** An introductory study of Black literature in America, emphasizing the modern period. **McKeever. 4**
- ENGLISH 281 — 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. **McKeever. 4**
- ENGLISH 356 — THE NARRATIVE OF BLACK AMERICA.** A literary study of representative samples of the slave narrative, Black biography and autobiography, as well as fiction. **Staff. 4**
- ENGLISH 358 — THE POETRY OF BLACK AMERICA.** An examination of the poetics of the Black experience, its tragedy and comedy, humor and pathos, blues and soul, using both traditional, i.e., sonnet and ballad, and contemporary, i.e., blues and jazz, Black poetry. **Staff. 4**
- HISTORY 215 — A HISTORY OF BLACKS IN AMERICA.** A study of the experience of Blacks in America with emphasis on the African heritage, slavery, Civil War and Reconstruction, the policies of discrimination, the shift to urban life, the rise of the ghetto, and the age of protest and change. (Should ordinarily be taken in freshman year if used to fulfill GE requirement.) **Kirby, Zebbs. 4**
- HISTORY 316 — TOPICS IN BLACK HISTORY.** Analysis of the development of Black American ideologies, institutions, leaders, and culture based around topical themes with an emphasis on the interrelationship of historical and contemporary Black thought and activity in American life. Prerequisite: History 215. **Kirby, Zebbs. 3**
- HISTORY 381 — AFRICA: DYNAMIC AND DIVERSIFIED CONTINENT.** This course has two main objectives. One is to study the diversity of peoples, cultures, and states in Africa and the dynamic internal changes that influenced her development from earliest times to the colonial era. The second is to come to an understanding of the significant role of Africa in world affairs during that same period. **Pollock. 4**
- HISTORY 383 — CULTURES IN COLLISION: AFRICA TODAY.** A study of problems in today's Africa through fiction (novels written by contemporary Africans), slides, lectures, and discussion. **Pollock. 3**
- RELIGION 312 — BLACK PERSPECTIVES IN THEOLOGY.** This course will explore the phenomenon in the Black experience of trust in God and confidence in the future, with special attention given to the Theology of Hope. Consideration will be given to the issues of the Secular vs. the Religious, Black Life Style, the Black Church, Responses to Oppression, and the "New Age" theme. The Black religious experience would be illuminated by such materials as Black music (spirituals, etc.), Black poems, and Black theological writings by such men as Bill Jones, Major Jones, L. V. Thomas, and Dr. James H. Cone. **Garmon. 4**
- MUSIC 206 — EARLY AMERICAN BLACK MUSIC.** This course will review the sociological, historical, and musical aspects of the development of Black American music focusing particularly on the period of 1895 to 1930. **Waldo. 3**
- ART 313 — AFRICAN ART.** A series of coordinated lectures. **Staff. 3**
- THEATRE AND FILM 401b — PRACTICUM: BLACK THEATRE AND DRAMA.** **Hawes. 2-15**

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

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

Classical Studies

Classics has traditionally been interdisciplinary, a rigorous study of language, literature, philosophy, art, and history, conceived as an intellectual tradition that does not limit itself to a given nation or national history.

In line with this tradition, there is an interdisciplinary major entitled Classics. The requirements for the major are 16 hours of credit in either the Greek or the Latin language, and 16 hours of credit in related courses.

A clear rationale must be established between the related courses and the 16 hours of Greek or Latin. (An example of such a "clear rationale" would be two years of the Greek language, concentrating on the reading of philosophic and historic texts plus 16 hours of courses or directed studies in ancient philosophy, ethics, metaphysics and logic, and/or ancient, medieval, or Renaissance history and/or ancient and medieval political thought, which are offered by the respective departments.)

Also, a final project examining a problem determined by the rationale is required. In each case the particular curriculum and project is worked out by a faculty adviser or advisers from the related disciplines. This curriculum will be subject to the approval of the Classical Studies Committee.

Courses in Greek Language

GREEK 111-112 – BEGINNING GREEK. Basic grammar using Allen's *First Year Greek*. Students will learn to read Greek primarily by reading texts of intellectual significance, including Herodotus and the New Testament. **Way. 4**

GREEK 211-212 – INTRODUCTION TO GREEK LITERATURE. The curriculum will depend on students' interest but will include at least two genres of Greek literature. The function of the course is to develop skill in reading Greek by focusing on its intellect. **Way. 4**

GREEK 361-362 – DIRECTED STUDY. (Advanced work in Greek) **Way. 3**

Courses in Latin Language

LATIN 111-112 – BEGINNING LATIN. Basic grammar using Wheelock's *Latin: An Introductory Course*. Students will learn to read Latin primarily by reading texts of intellectual significance, including Martial, Catullus, Ovid, etc. **McNaughton. 4**

LATIN 211-212 – INTRODUCTION TO LATIN LITERATURE. The curriculum will depend on students' interest but will include at least two genres of Latin literature. The function of the course is to develop skill in reading Latin by focusing on its intellect. **Way. 4**

LATIN 361-362 – DIRECTED STUDY. (Advanced work in Latin). **Way. 3**

Courses in Classical Civilization

CLASSICAL CIVILIZATION 201 — GREEK LITERATURE IN TRANSLATION. Homer (Iliad and Odyssey), Hesiod, Sappho, Greek tragedy, and Aristotle will be read in translation. The course will focus on the translations as English literature. Way. 4

CLASSICAL CIVILIZATION 202 — LATIN LITERATURE IN TRANSLATION. Vergil (Aeneid), Ovid (Metamorphosis), and Dante (Divine Comedy) will be read in translation. The course will focus on the translations as English literature Way. 4

CLASSICAL CIVILIZATION 111-112 — CLASSICAL WESTERN THOUGHT (ARISTOTLE). Two works of Aristotle will be read in detail each semester. The course will be taught in collaboration with the philosophy and political science departments. Offered in alternate years, beginning in 1973-74. Way, Steinberg. 4

CLASSICAL CIVILIZATION 211 — GREEK HISTORY. Herodotus and Thucydides will be read in detail. Offered in alternate years, beginning in 1974-75. Way. 4

CLASSICAL CIVILIZATION 212 — LATIN HISTORY. Tacitus and other Roman historians will be read in detail. Offered in alternate years, beginning in 1974-75. Way. 4

CLASSICAL CIVILIZATION 361-362 — DIRECTED STUDY. (Classical literature in translation). Way. 3

Experimental Course

INTERDEPARTMENTAL 313-314 — CLASSICAL EAST ASIAN THOUGHT. A study of the classic values and ideas of East Asian Civilization — China and Japan. Confucianism, Taoism, and Shinto will be studied not only in themselves, but in comparison to Western values and ideas. Ethics, politics, aesthetics, poetics, metaphysics, and economics will be among the areas studied. The first semester will consider the evolution of these concepts in the Classical Period. The second semester will consider the evolution of classical form up to and including modern times. Each semester course may be taken independently of the other. Offered in 1973-74 only.

McNaughton. 4-4

East European and Soviet Studies

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

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

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

- HISTORY 348 – HISTORY OF THE SOVIET UNION.** Political, economic, social and diplomatic evolution of Soviet Russia and the Republics of the USSR from about 1817 to the present. Bigelow. 4
- HISTORY 360 – EASTERN EUROPE, THE CULTURAL BATTLEGROUND OF EUROPE.** Bigelow. 3
- RUSSIAN 111-112 – BEGINNING RUSSIAN.** Drill in sentence patterns, with special attention to pronunciation and oral work, composition and reading. Work in the language laboratory is required. No credit is given for 111 unless 112 is completed. A student with one year of credit in high school Russian may register for 112. 4
- RUSSIAN 211-212 – INTERMEDIATE RUSSIAN.** Review of structure, conversation, reading, and composition. Drill in language laboratory is required. Prerequisite: 111-112 or two years of high school Russian. 3
- RUSSIAN 305 – ADVANCED RUSSIAN GRAMMAR AND COMPOSITION.** Intensive grammar review, reading, and composition. Conducted in Russian. Prerequisite: 211-212 or 4 years of high school Russian. 4
- RUSSIAN 316 – 19th CENTURY RUSSIAN LITERATURE IN TRANSLATION FROM PUSHKIN TO TURGENEV.** Major literary movements and figures with emphasis on works of Pushkin, Gogol, Lermontov, Goncharov, and Turgenev. Conducted in English. 4
- RUSSIAN 317 – 19th CENTURY RUSSIAN LITERATURE IN TRANSLATION FROM DOSTOEVSKY TO BLOK.** Major literary movements and figures with emphasis on works of Dostoevsky, Tolstoy, Aksakov, Leskov, Chekhov, Bunin, Andreyev, and Blok. Conducted in English. 4
- RUSSIAN 318 – RUSSIAN SOVIET LITERATURE.** Major literary movements and figures with emphasis on works of Mayakovsky, Gorky, Fateev, Leonov, Fedin, Sholokhov, and Pasternak. Conducted in English. 4
- POLITICAL SCIENCE 322 – THE POLITICS OF THE SOVIET UNION AND EASTERN EUROPE.** Designed to introduce the politics of the Soviet Union and eight East European states. Considered will be physical environment, language of Soviet politics (Marxism-Leninism), as well as some brief attention to Russian history and the history of working class movements. The Soviet Union will be considered in some detail as a political model. The Eastern European states of Albania, Bulgaria, Czechoslovakia, East Germany, Hungary, Poland, Romania, and Yugoslavia will subsequently be analyzed in terms of the transference of the Soviet model. In the course two themes will be emphasized—the developmental and the organizational aspects of politics in the Soviet Union and Eastern Europe and the organizational-bureaucratic aspects. Bishop. 4
- POLITICAL SCIENCE 339 – COMPARATIVE FOREIGN POLICY: THE SOVIET UNION AND THE UNITED STATES.** This course will be a comparative analysis of the sources, institutions, and conduct of foreign policy in the contemporary international arena. Emphasis will fall upon the ways in which the major international powers define their foreign policy goals and attempt to research them. Bishop. 4
- POLITICAL SCIENCE 402 – SEMINAR: VARIOUS TOPICS ON SOVIET ELITE AND SOVIET FOREIGN POLICY.** Bishop. 4
- ECONOMICS 312 – COMPARATIVE ECONOMIC SYSTEMS.** A study of alternate economic systems as conceived by theoreticians and a comparative study of economic systems as they exist in reality. The course emphasizes the development and current performance of the economic systems of the United States, England, and the Soviet Union. Prerequisite: 200. Henderson. 4
- A Geography Course—GEOGRAPHY OF THE USSR AND EASTERN EUROPE,** to be developed. Mahard. 3

Urban Studies

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

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

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

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

Core Courses

Basic courses required of all majors include the following:

URBAN 200 – THE STUDY OF URBANIZATION. Deals with the origins of 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. **Buell, Ledebur. 4**

URBAN 201 – 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. (Same as History 312). **Chessman. 4**

URBAN 202 – URBAN SOCIOLOGY. The social structure of the metropolis including its class structure, behavioral patterns, and cultural framework are explored. An institutional and crosscultural approach will be utilized whenever possible. (Same as Sociology 307). Prerequisite: Sociology 207, 330, or Urban 200. **Potter. 4**

URBAN 203 – URBAN ECONOMICS. An examination of the economic problems and remedial alternatives in urban areas. This includes analysis of such problems as the declining environmental quality of urban areas, urban sprawl, urban blight, the declining inner city, mal-distribution of incomes and job opportunities, air and water pollution, waste disposal, urban transportation systems, and racial enclaves. The casual factors creating these urban dilemmas and the policy alternatives available for the improvement of the quality of urban life are examined and remedial policy measures evaluated. (Same as Economics 320). Prerequisite: Economics 200. **Ledebur. 4**

URBAN 204 – URBAN POLITICS. Each spring semester, Urban 204 focuses on some specific problem areas of public policy confronting the nation's cities. This term the focus will be on poverty. The course will deal with definitions of poverty and their consequences; the difference between urban and rural poverty; the concentration of the poor; the antipoverty programs of the Kennedy, Johnson, and Nixon administrations; the role of policy-making institutions in dealing with poverty; and proposed solutions. (Same as Political Science 333, sections a, b, and c). **Buell. 4**

Cognate Courses

Additional credits which may be applied toward the major may be obtained in the following courses:

Black Studies 231-232 -	Black Culture in America
Black Studies 328 -	The Nature of Black Studies
Interdepartmental 441-442 -	Environmental Studies
Interdepartmental 441A-442A -	Environmental Studies Seminar
History 215 -	History of Blacks in America
History 305 -	Recent American History
History 314 -	American Social History Since 1860
History 343 -	Modern Britain
History 352 -	Social History of Modern Europe
History 356 -	Intellectual and Cultural History of Modern Europe
Economics 300 -	Contemporary Economic Issues and Policy
Economics 302 -	Micro Economics
Economics 310 -	Public Finance
Economics 316 -	Economic Development
Economics 318 -	Economic Development of the United States
Political Science 211 (section 2 U1) -	American Political Behavior and Institutions (Urban emphasis)
Sociology 208 -	Human Ecology
Sociology 209 -	Social Problems and Social Policy
Sociology 313 -	The Family
Sociology 340 -	Collective Behavior
Art 312 -	History of Contemporary Architecture
English 245 -	Imagination and Black Experience in Literature
Psychology 338 -	Social Psychology

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

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

Students interested in the Urban Studies program should see Mr. Potter.

Interdepartmental Courses

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

Scott, Gibbons. 3

INTERDEPARTMENTAL 130 - PSYCHOLOGY OF EFFECTIVE STUDY. This seminar is intended primarily for students who feel that academic difficulty (either present or anticipated) may result from inefficient methods of study. The

(continued)

course will focus on those skills related to efficient processing of information. This will include a brief introduction to basic concepts related to the memory system—that is, how information is stored and retrieved from memory. The emphasis of the course will be on effective strategies and procedures related to the acquisition and retrieval of information. Among topics to be covered are: Understanding and Comprehension; Organization and Memorization; Examination Skills; and Basic Reading Skills. In addition, some time will be devoted to motivational variables and effective budgeting of time. Limited enrollment. Graded on satisfactory/unsatisfactory basis. **Thios. 2**

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

INTERDEPARTMENTAL 320 – ASIAN LITERATURE IN ENGLISH TRANSLATION. A sampling, chronological within each culture, of drama, epistle, essay, fiction (long and short), and poetry (epic, ode, lyric) from Babylon, China, India, Japan, Persia, and other Asian countries. **Stoneburner. 4**

INTERDEPARTMENTAL 349 – JEWISH CULTURAL AND INTELLECTUAL HISTORY. The fall semester covers post-Biblical to the Enlightenment periods. The spring semester covers the Enlightenment to modern times. A student may enroll for either segment or both. Three credits each semester. **3-3**

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

INTERDEPARTMENTAL 372 – SUMMER PROGRAM IN CROSS-CULTURAL PSYCHOLOGY. The focus of this month-long off-campus summer program will be a study of three interrelated issues: a) the way culture affects perceiving and behaving, b) the ways pre-conscious cultural learnings are perpetuated in the social group, and c) the ways learned conceptions of self perpetuate both cultural and group learnings. 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 within a small peer group. (In 1973, the group will back-pack across Switzerland using the high Alpine pass route from Montreux on the west to Sargans on the Liechtenstein border.) Each participant will be expected to: a) select a particular psychological variable upon which to focus study, b) pursue, prior to the expedition phase, readings on the variable chosen, c) present, not later than six weeks after the expedition, and integrative paper or film. Each student will be expected to interview inhabitants of the culture in his or her particular area of study. Accompanying the group will be two staff members: a Program Director/Psychologist and a bi-lingual native chosen for his ability to articulate psychological variables of the contrasting culture. During the expedition phase, participants will study and discuss the transactional effect of culture, group, and self upon perceiving and behaving. It will be possible to earn up to four hours of academic credit. The grading system will be a credit/no credit entry.

Tritt. 1-4

INTERDEPARTMENTAL 441-442 – ENVIRONMENTAL STUDIES. The course includes a seminar and problem-oriented experience integrated into a closely coordinated senior program. This program is conceived of as an in-depth investigation of one significant environmental problem, ideally of local community concern, which will focus the attention of all students and faculty upon relevant factors and their implications for solutions. In this manner each participant will contribute from his or her special area of emphasis while experiencing the integration needed for a comprehensive approach to a problem with inherent complexity. The teaching staff consists of eight faculty members – one from each of the following departments: Economics, Political Science, Sociology, Psychology, Biology, Chemistry, Geology, and Physics. Prerequisites: Senior standing; taking concentration in Environmental Studies. **Staff. 6**

INTERDEPARTMENTAL 441A-442A – ENVIRONMENTAL STUDIES SEMINAR. This program is designed to confront students from diverse disciplines with the complexities associated with those problems centering on environmental qual-

(continued)

by and its determination. By seminars, field trips, and participation in hearings, conferences, or meetings, students and faculty will come to grips with actual problems found in Central Ohio. This will involve, in addition to attendance, preliminary discussion and follow-up discussions.

Staff. 2

Experimental Interdepartmental Courses

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

INTERDEPARTMENTAL 193-194 - VIOLENCE: A MULTIDISCIPLINARY STUDY. An inquiry into the meaning, origins, causes, and forms of violence from the perspective of relevant considerations in philosophy, biology, psychology, political science, sociology, and theology. An attempt to explore, for example, the relation (if any) of Lorenz' hypotheses concerning aggression to the interdisciplinary question of human nature and to the human problems of individual and collective violence. A confrontation with such issues as the justifiability of violence and the prospects of human survival in a world terrorized by human violence. Open to freshmen only. One-year course.

Santoni. 8

INTERDEPARTMENTAL 281 - MATHEMATICAL METHODS IN THE SOCIAL SCIENCES. This course will deal with the applications of modeling, linear programming, optimization and game theory in the social sciences. These concepts will be introduced through realistic problems of current interest in the social sciences. The emphasis will be on applications rather than on mathematical rigor. Offered first semester, 1973-74. Prerequisite: Consent of instructors.

Karian, Slesnick. 3

INTERDEPARTMENTAL 313-314 - CLASSICAL EAST ASIAN THOUGHT. A study of the basic values and ideas of East Asian Civilization - China and Japan. Confucianism, Taoism, and Shinto will be studied not only in themselves, but in comparison to Western values and ideas. Ethics, politics, aesthetics, poetics, metaphysics, and cosmology will be among the areas studied. The first semester will consider the evolution of these concepts in the Classical Period. The second semester will consider the evolution of classical form up to and including modern times. Each semester course may be taken independently of the other. Offered in 1973-74 only.

McNaughton. 44

SPANISH 263 - A COMPARISON OF THE CHILEAN AND CUBAN REVOLUTIONS. This course, a seminar open to all students, offers the possibility of understanding the problems of contemporary Latin America through a study of the two most important revolutions that have occurred in recent years: in Cuba and in Chile. The course also serves to augment the program of course offerings for majors in Latin American Area Studies. Offered first semester, 1973-74 only.

Armas. 3

PHILOSOPHY/PHYSICS 101 PP - PHILOSOPHY AND PHYSICS. MODELS AND THOUGHT STRUCTURES. A team-taught lecture-laboratory-discussion class dealing with the content, structure, and interrelationships of physics and philosophy. Specific philosophical questions like the limits and scope of human knowledge will be discussed together with and along side such particular physical theories as Newton's mathematical theory of causality and the theory of relativity. The course satisfies one laboratory requirement and the basic requirement in philosophy or religion. Open to freshmen; sophomores by consent. Offered first semester, 1973-74.

Lisska, Winters. 8

Art

The Three-Hour Basic Requirement in the Arts may be satisfied by taking 103 or any Art History course. Art 103 does not count toward the minimum hours for an Art major.

Major in Art

The Art Department offers courses for two degrees – Bachelor of Arts with a major in Art and a Bachelor of Fine Arts.

The candidate for the Bachelor of Arts degree may take up to 52 semester-hours of credit. The minimum requirement in Art is 24 semester-hours.

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

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

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

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

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

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

Starting with the fall semester of 1973, the fine arts faculty will meet with all junior studio majors to review and evaluate their work.

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

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

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

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

<u>Studio Art</u>	<u>B.A.</u>	<u>B.F.A.</u>
Min. Hrs.	24	40
Art. Hist. Requirement	15	12 *
Related Arts Area	—	15

* May be used to satisfy the related arts requirement

<u>Art History</u>	<u>B.A.</u>	<u>B.F.A.</u>
Min. Hrs.	24	40
Art Hist. Requirement	—	24
Studio Requirement	2 courses encouraged	—

History of Art Courses

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

ART 121 — FIELD TRIP. Spring vacation field trip to metropolitan museums, galleries, and other art centers, and interviews with leading artists, preceded by study of collections and followed by written reports. **Staff. 3**

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

ART 301 — ANCIENT ART. A survey of the ancient arts of the valleys of the Nile, and the Tigris-Euphrates. The development of ancient Greek architecture, sculpture, and vase painting from Minoan through Hellenistic times; the contribution of archeology to the knowledge of Greek Art. **Rosen. 4**

ART 303 — MEDIEVAL ART. A selective survey of Early Christian, Byzantine, Romanesque, and Gothic Arts considered in their social and cultural context. **Rosen. 4**

ART 304 — ITALIAN RENAISSANCE ART. Study of architecture, sculpture, and painting of the Italian-centered Renaissance beginning with the Humanism of Danti in the Trecento and through the Mannerist crisis of the early 1600's. **Rosen. 4**

- ART 305 – NORTHERN RENAISSANCE ART.** Study of architecture, sculpture, and painting in Northern and Central Europe (France, the Low Countries, Germany, etc.) from the 14th Century (Van Eyck) through the Age of Reformation (Durer and his contemporaries). Spalatin. 3
- ART 306 – BAROQUE ART.** The Art of Italy, France, The Netherlands, and Germany from 1600 to 1750 with emphasis on Rubens, Rembrandt, Poussin, Bernini, Mansart, and others. Spalatin. 3
- ART 307 – INDIAN ART.** The Art of India, beginning with the Indus Valley Civilization through the Moghul era. A foundation of architecture, sculpture, and painting of Hindu, Buddhist, and Muslim India designed as a beginning for all of Asia Art. Bailey. 3
- ART 308 – ART OF CHINA & JAPAN.** The Art of Northern Asia as exemplified by Chinese and Japanese sculpture, painting, and ceramics. A fundamental study, beginning with prehistoric times up to the 20th century. Also, an opportunity to work with the Dye collection of Chinese art. Bailey. 3
- ART 309 – ISLAMIC ART.** The Art of the Middle East under Muslim rule, a study ranging from the 7th century A.D. until the 18th century in Spain, Egypt, Syria, Turkey, and Persia. Architecture, painting, rugs, and ceramics of the most important Muslim art centers. Bailey. 4
- ART 310 – BURMESE ART.** The Art of Southern Asia as seen in Burma, Thailand, and Cambodia. Studied as an outgrowth of Indian culture redefined in each of the three countries and how each differs from India and each other. Opportunity to work with Denison's Burmese collection directly, thus learning some problems of museology and curatorship. Bailey. 2
- ART 311 – ART & SOCIAL PROTEST.** A study of artists as social critics in prints, drawings, and paintings, the art of social and political propaganda, reform, and revolution. Hirschler. 3
- ART 312 – HISTORY OF CONTEMPORARY ARCHITECTURE.** An international survey of building types, materials, design, and structure from the "cast iron age" to the present day. The course will cover the making of the international style and America's contribution. Major figures such as the work of Gropius, Corbusier, Sullivan, Wright will be discussed. Bogdanovitch. 3
- ART 313 – AFRICAN ART.** A series of coordinated lectures. Spalatin. 3
- ART 403 – MUSEOLOGY.** This course will place special emphasis on the scholarly and professional aspects of formal museum operation. The offering will explore the functions and responsibilities of the curator (research, attribution, publication), the registrar (maintenance of and the production of an archive and general catalogue), accessioning (numerical organization of the collection, reception of objects), and the conservator (restoration, preservation). Rosen. 2
- ART 407-408 – MODERN ART.** First semester covers from the end of the French Revolution, i.e. ca. 1795-1880's, painting, sculpture and architecture, and the developments usually classified under Romanticism, Classicism, and Eclecticism. Second semester covers from the late or post impressionism to, and including the contemporary scene. May be taken separately. Spalatin. 3
- ART 425 – ART IN AMERICA.** A survey of the Arts in America from the colonization and settlement to the contemporary scene with emphasis on continental influences in the early years, and the later contributions of America to contemporary Europe. Bogdanovitch. 3

Studio Courses

- ART 103 – ELEMENTS OF VISUAL ARTS (Sections One and Two).** Studio Art appreciation. Problems in two-and three-dimensional design to acquaint the student with the contemporary designer's visual vocabulary of form and to test the student's interest and range of ability in the Visual Arts. Campbell. 3
- ART 115 – PRINCIPLES OF PAINTING.** The principles of painting in several media include egg tempera, oil, watercolor and acrylic and mixed media with a strong emphasis on design and drawing as it relates to the conception of painting. A one semester course offered every semester. Bogdanovitch, Jung. 4

- ART 131 – PRINCIPLES OF PRINTMAKING.** a. Drawing, design, b. setting up equipment, tools, materials, work methods, printing, registration, the edition, proofing of prints, c. direct involvement with relief silkscreen, intaglio. A one semester course offered every semester. **Campbell. 4**
- ART 141 – PRINCIPLES OF SCULPTURE.** This course is based in three areas of concentration. A student will be led to the sculptural idea through a strong grounding in drawing; a historical and contemporary approach to sculptural philosophy through readings and discussion and finally through a confrontation of materials and sculptural process. These will not be approached as separate units but as a total experience. **Komives. 4**
- ART 211-212 – LIFE DRAWING.** Study from the human figure in charcoal and other media with emphasis on structure in line, value, and color. **Bogdanovitch, Pelosini. 3**
- ART 213-214 – LIFE DRAWING WORKSHOP.** Advanced study in figure drawing, emphasizing individualized interpretations of the figure in relation to painting, sculpture, and graphics. Prerequisite: 211-212/or consent. **Bogdanovitch, Pelosini. 3**
- ART 217-218 – INTRODUCTION TO STILL PHOTOGRAPHY.** Function of camera; films, developers, and lenses; taking pictures; developing of negatives and printing; elementary problems of light, form, texture, and composition; historic overview of the camera. Offered both semesters. **Staff. 3**
- ART 221-222 – CERAMICS.** Basic techniques of building ceramic forms by hand and by wheel as well as by glaze formula decorative techniques, and the firing process. **Komives, Staff. 3**
- ART 231-232 – GRAPHICS.** The several media of printmaking include woodcut, linocut, and etching in black and white and in color. **Campbell. 4**
- ART 241-242 – SCULPTURE.** Experiments in three-dimensional design in various media including clay, casting in plaster, direct work in wood, and plastics. Prerequisite 141 beginning second semester. **Komives. 3**
- ART 315-316 – INTERMEDIATE PAINTING.** Prerequisite: 215 **Jung, Pelosini. 3**
- ART 317-318 – ADVANCED PHOTOGRAPHY.** Building on previous acquisition of skill and mechanical knowledge, the student is expected to develop a high degree of competence and independent style in the use of the camera. Students will be expected to participate in photography exhibits. Prerequisites: 217-218 and consent. **Pelosini, Jung. 3**
- ART 321-322 – INTERMEDIATE CERAMICS.** Prerequisite: 221-222. **Komives. 3**
- ART 341-342 – INTERMEDIATE & ADVANCED SCULPTURE.** Prerequisite: 241-242. **Komives. 3**
- ART 361-362 – DIRECTED STUDY.** For the student of marked creative ability who wishes to pursue advanced subjects not otherwise listed, such as design, drawing, graphics, ceramics, or history, and criticism. **3**
- ART 401 – VISUAL ARTS PRACTICUM.** Theory and creative practice in selected areas of the visual arts for the talented and superior student. As registration warrants, the areas listed below will be offered. No more than 18 semester hours of credit will be counted toward graduation.
- a. Figure and Portrait Painting
 - b. Design
 - c. Historic Methods and Materials of Painting and Drawing
 - d. Ceramics
 - e. Sculpture
 - f. Graphics
 - g. Commercial Art
 - h. Fashion Illustration
 - i. Seminar in Art Theory
 - j. Assemblage
 - k. Watercolor

ART 451-452 – SENIOR RESEARCH.	Staff. 4
ART 461-462 – INDIVIDUAL WORK FOR HONORS.	Staff. 4
TEACHING OF PUBLIC SCHOOL ART (See EDUCATION 341.)	

Astronomy

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

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

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

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

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

ASTRONOMY 451-452-SENIOR RESEARCH. Staff. 4

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

Biology

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

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

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

Major in Biology

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

Requirements for the Bachelor of Arts degree in Biology include, in addition to the above, one year of either Chemistry, Geology, or Physics (Chemistry recommended) 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 Mathematics including probability and computer programming, and at least one course from each of the four groupings (A,B,C,D) noted below.

Biology course groupings are as follows: *Group A* - 216, 225, 226, 233, 236, 250, 302; *Group B* - 201, 211, 215, 223, 224, 234; *Group C* - 218, 220, 221, 232; *Group D* - 210, 213, 214, 222, 227, 240, 326.

Major in Biology (Environmental Studies Concentration)

See ENVIRONMENTAL STUDIES

General Education Offerings

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

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

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

Staff 3

- a. This course examines disease-causing microorganisms and their relationships to man's past, present, and future.
- b. Man and environment. Topics in genetics, evolution, population, and ecology will be investigated so as to provide a broad background of information and an awareness of the implications of these for man.
- c. The Human Organism. An examination will be made of human biology primarily as represented in the anatomy, function, interrelationships, and control of major organ systems. Attention will also be given to such topics as direct environmental effects on the human organism, artificial organ systems, and other areas of current interest. Demonstration and participation laboratories will augment lectures.
- d. Structure and function. A course emphasizing life processes of the human as well as problems and opportunities for man.
- e. Plants and Man. Problems and applications of biology as they relate to plants. Genetic, evolution, and ecological interrelationships are emphasized.
- f. Biological topics in genetics, evolution, population, and ecology are covered with an emphasis on relationships to man.

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

Staff 3

BIOLOGY 111 – GENERAL BOTANY. The fundamental biological principles of metabolism, growth and reproduction as expressed in the plant kingdom. Recognition of major plant groups and field identification of common trees or spring flora according to the season.

Staff 3

BIOLOGY 112 – MOLECULAR BIOLOGY. A study of the living state at the molecular level. Such topics as the origin of the universe, the origin of the earth, the chemical basis of the origin of life, and cellular organization are considered. The biochemistry of cellular controls, metabolism, and genetics are considered with reference to evolution theory. (Offered each semester.)

Staff 3

BIOLOGY 201 – HUMAN ANATOMY AND PHYSIOLOGY. A study of human anatomy and physiology, with laboratory based upon the consideration of a mammal, the cat. Some aspects of comparative physiology, behavior, and cell physiology are briefly considered with principal emphasis upon the systematic physiology of man. Prerequisite: 110 or consent of instructor.

Archibald 4

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

Haubrich 4

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

Haubrich 4

BIOLOGY 213 - FIELD ZOOLOGY. The biology and identification of local organisms, emphasizing techniques of collection, preservation, preparation, and identification. (Offered first semester in 1973-74 and in alternate years.) Prerequisite: 110. **Alrutz, 3**

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

BIOLOGY 215 - GENERAL BACTERIOLOGY. An introductory course in bacteriology emphasizing the general structure, occurrence and types of bacteria as well as the cultivation and nutrition of bacteria. 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: 112 or consent of the instructor. **Stukus, 4**

BIOLOGY 216 - ADVANCED BACTERIOLOGY. A course emphasizing the physiology of bacteria. Major emphasis will be given to the metabolic pathways found in bacteria and the applied aspects of bacteriology. Laboratory experiments demonstrate the basic techniques of modern experimental microbial physiology. Prerequisite: 215 or consent of the instructor. **Stukus, 4**

BIOLOGY 218 - PLANT MORPHOLOGY. Designed to emphasize the morphology and morphogenesis of plants. To this end examples from all plant groups will be discussed with concentration on the algae, fungi, and seed plants. Where applicable, embryology and developmental anatomy will be stressed as they relate to environmental control systems. Laboratories include tissue culturing, demonstration of various environmental parameters on morphogenesis, and the study of structures. Prerequisite: 111 or consent. **Loats, 4**

BIOLOGY 220 - SYSTEMATICS. A study of taxonomic principles and technique and their application to the vascular plants. Laboratory and field emphasis is on the local spring flora. Prerequisite: 111 or consent. **Rebuck, 4**

BIOLOGY 221 - COMMUNITY ECOLOGY. An analysis of biological organization at the population, community, and ecosystem levels. Field studies include observation of local communities and investigation of methods of measuring and analyzing communities. Laboratory and greenhouse experiments are designed to study species interactions. Prerequisites: 110, 111 or consent. **Rebuck, 4**

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

BIOLOGY 223 - HISTOLOGY. Microscopic anatomy of vertebrates, chiefly mammals, including the making of microscopic preparations. Prerequisite: 110 or consent. **Norris, 4**

BIOLOGY 224 - DEVELOPMENTAL BIOLOGY. A course to present embryological development as a single science in which the descriptive morphological approach and the experimental-physiological and biochemical-genetical approaches are integrated, since all of these contribute to a more comprehensive understanding of the ontogenetic development of organisms. The laboratory work is based primarily upon a study of the comparative development of the vertebrate body. Certain invertebrates and the lower chordates, fish, frog, chick, mouse and pig, with some experimental work are included. Prerequisite: 111 or consent of instructor. **Archibald, 4**

BIOLOGY 225 - GENETICS. A basic course in the principles of heredity, dealing with classical, neo-classical, and modern bio-chemical aspects of the subject, and concerned with both human and non-human material, as well as the genetic basis of variation as it bears on evolutionary theory. Prerequisite: 111 or consent of instructor (4-hours credit with lecture and laboratory, 3 hours credit with lecture only) **Archibald, 3,4**

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

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

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

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

BIOLOGY 234 — ANIMAL PHYSIOLOGY. The concept of organismic homeostasis and control employed as a unifying theme in investigation of the major mammalian organ systems using the human as the basis for comparison. Primary topics considered are the physiology of nerve tissue (particularly the autonomic system), muscle, respiratory, cardio-vascular, renal, digestive, and reproductive systems. Laboratory experience revolves around the use of living animals in investigating the principles and affective parameters involved in some of these systems. One year of chemistry is suggested, but not required. Prerequisite: 110 and consent. **Pettegrew. 4-5**

BIOLOGY 236 — RADIATION BIOLOGY. A study of radiation, its interaction with matter, and its application to biological systems. Concepts relative to unstable nuclei, units of measurement, detectors, and statistics of counting will be applied to tracer work of plant and animal processes and metabolic pathways. Prerequisites: 110, one year of chemistry, and junior standing or consent of instructor. **Norris. 4**

BIOLOGY 240 — BEHAVIOR. Analysis of individual behavior patterns and patterns of group behavior in organisms with consideration of relations between population size, behavior, and physiology of individuals. The possible significance of behavioral factors as selective forces is also considered along with certain aspects of behavioral evolution. Prerequisite: 110 or consent of instructor. **Haubrich. 4**

BIOLOGY 250 — CHEMICAL FOUNDATIONS OF BIOLOGY. An introduction to the structural and functional relationships existing at the molecular level within the living state. Detailed consideration is given to certain levels of chemical organization which relate subcellular aspects of metabolism to that of the physiology of the intact organism. The laboratory, besides providing a chance to apply information obtained from lecture material, also emphasizes the application of standard techniques used in biochemical research concerned with the isolation and identification of selected biological materials. Prerequisite: 112 or Chemistry 201-202 or consent. **Klatt. 4**

BIOLOGY 302 — BIOCHEMISTRY. A study of the chemical and physico-chemical properties of living organisms. Concepts will be developed through a study of the physical and chemical properties of biological compounds

(continued)

and integration of various metabolic pathways in an attempt to understand the dynamics of living systems. The laboratory will include the isolation and study of properties of biological compounds. Prerequisites: 112 and Chemistry 224 and 226 or 228. (Same as Chemistry 302.) **Klatt. 3 or 4**

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

Archibald. 3

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

Staff. 1-2

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

Staff. 3

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

Staff. 1

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

Staff. 4

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

Staff. 4

TEACHING OF SCIENCE (See EDUCATION 311)

Chemistry

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

Courses in chemistry provide a general cultural background; preparation for entering chemical industry or for graduate study in pure Chemistry or chemical engineering; and basic preparation for professional work in the fields of Medicine, Dentistry, Medical Technology, Geology, Physics, and Engineering.

A student who plans to teach Chemistry in a secondary school is advised to consult with the chairman early in the freshman year regarding various possible combinations of Chemistry courses to meet teaching certificate requirements.

A deposit each semester for breakage and nonreturnable supplies is required for each laboratory course, including directed study, senior research, and honors.

Approved safety glasses are required in all laboratories.

Major in Chemistry

The department provides two curricula leading to the bachelor's degree: A Bachelor of Science program for the student wishing an intensive study of Chemistry and related sciences in preparation for a professional career or graduate work, and a Bachelor of Arts program for the student interested in Medicine, secondary school teaching, or other fields requiring a good background in Chemistry. The B.A. degree does not preclude a professional scientific career, although an additional year of undergraduate study may be required for graduate degrees.

A student may graduate with a B.A. degree on fulfillment of general graduation requirements and completion of the following courses: 201-202, 223-224, 225-226, 341-342, 351; Physics 121-122 or 221-222; Mathematics 123-124 is recommended although 121-122 or 125-126 will be accepted. A student electing to receive the B.S. degree must also complete 317, 331, and 344 or 352. A major who elects German for the language requirement and takes certain advanced courses will be certified to the American Chemical Society.

Major in Chemistry (Environmental Studies Concentration)

See ENVIRONMENTAL STUDIES

CHEMISTRY 100 – CHEMISTRY TODAY. Designed to impart some understanding of the methods of Chemistry to the non-science major. No attempt is made to give comprehensive coverage of Chemistry, rather specific topics of special relevance to today's world, such as environmental pollution, are considered from the chemist's viewpoint. The specific content of the course will vary and will be announced prior to preregistration. The course is not open to students with previous background in college Chemistry and is not recommended for science majors. Three class periods and one laboratory each week. **Staff. 4**

CHEMISTRY 108 – INTRODUCTION TO COLLEGE CHEMISTRY. A rigorous course with emphasis on nomenclature, qualitative and quantitative relationships in chemical reactions, and certain descriptive Chemistry of the elements. Three class periods a week. *Does not satisfy the science requirement.* **Staff. 3**

CHEMISTRY 201 – (I) GENERAL COLLEGE CHEMISTRY. An intensive qualitative and quantitative study of basic chemical principles: atomic and molecular structure, periodicity of chemical properties, states of matter, and general principles of chemical reactions. Four class periods and one laboratory period a week. **Staff. 5**

CHEMISTRY 202 – (II) INORGANIC CHEMISTRY. A study of chemical reactions and their correlation with generalizations in the periodic system; an examination of solution equilibria using precipitation, neutralization, oxidation-reduction, and complex reactions. Three class periods a week. **Staff. 3**

CHEMISTRY 203 – INORGANIC AND QUANTITATIVE LABORATORY TECHNIQUES. Lab work will include inorganic synthesis, separations of ions in solution, and simple techniques of quantitative measurement applied to the determination of percentage composition, equilibrium constants and reliability of data. Two laboratory periods a week. **Staff. 2**

CHEMISTRY 223-224 – (III and IV) ORGANIC CHEMISTRY. The Chemistry of aliphatic, aromatic, and heterocyclic compounds of carbon. Three lectures a week. Registration must be accompanied by a concurrent laboratory course, 225-226 or 227-228. Prerequisite: 202. **Doyle, Evans, Spessard. 3**

CHEMISTRY 225-226 – ORGANIC CHEMISTRY LABORATORY. Techniques of organic laboratory practice, preparation of typical organic compounds to illustrate the reactions discussed in 223-224, and an introduction to qualitative organic analysis. Two laboratory periods a week, to be taken concurrently with 223-224 by all students intending to major in Chemistry. **Doyle, Evans, Spessard. 2**

CHEMISTRY 227-228 – ORGANIC CHEMISTRY LABORATORY. Laboratory work in organic Chemistry similar to that in 225-226. One laboratory period a week, to be taken concurrently with 223-224 by a student *not* planning to major in Chemistry. **Doyle, Evans, Spessard. 1**

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

CHEMISTRY 317 – INTERMEDIATE INORGANIC CHEMISTRY. A study of bonding, structure, and reactivity in inorganic compounds. Three lectures a week. (Offered alternate years beginning spring 1974.) Prerequisites: 224 and 342 or taken concurrently. **Galloway, Gilbert. 4**

CHEMISTRY 331 – ANALYTICAL CHEMISTRY. A discussion of the theoretical background of selected topics in the areas of absorption spectroscopy, electrochemistry, and phase change or partition processes. Three lectures a week. (Offered alternate years beginning spring 1973.) Prerequisite: 342 or taken concurrently. **Galloway, Hoffman. 4**

CHEMISTRY 341-342 – PHYSICAL CHEMISTRY. A study of the description of and prediction of the characteristics of chemical systems and their interactions with respect to transfer of mass and energy. Laboratory course 334 should be taken concurrently with 342. Three class periods a week. Prerequisites: 202; Physics 222 or 122, and The Calculus. A non-major is accepted on recommendation of his or her adviser. **Brown, Falleta. 3**

CHEMISTRY 344 – PHYSICAL CHEMISTRY LABORATORY. Quantitative measurements on physical chemical systems. Experiments are selected to illustrate the theories discussed in 341-342. Two laboratory periods a week, to be taken concurrently with 342. **2**

CHEMISTRY 351-352 – ADVANCED LABORATORY. A combination of discussion and laboratory periods to familiarize the student with the practice and theory of selected instruments and techniques now widely applied to chemical investigations. Laboratories and one discussion period a week. Prerequisite: 224, 226, or consent of instructor. **Staff. 3**

CHEMISTRY 361-362 – DIRECTED STUDY. Offered to juniors and seniors. Prerequisite: 224 or 342 or consent of instructor. Staff. 3

CHEMISTRY 371 JUNIOR SEMINAR – Junior chemistry majors participate in the discussion of topics presented by seniors as part of the departmental Comprehensive. Staff. 1

CHEMISTRY 421 – INTERMEDIATE ORGANIC CHEMISTRY. A study of certain theoretical aspects of organic Chemistry and specially selected topics dealing with some of the more complex compounds of the aliphatic, aromatic, and heterocyclic series, including compounds of biological significance. Three lectures a week. (Offered alternate years beginning fall 1972.) Prerequisites: 224-226. Evans, Spessard. 3

CHEMISTRY 441 – INTERMEDIATE 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. Normally meets for three class periods a week, but selected experimental projects may be substituted for equivalent class hours. Prerequisites: 342, Mathematics 351 Brown, Evans, Falletta. 3

CHEMISTRY 451-452 – SENIOR RESEARCH. May not be elected without prior staff approval. Prerequisite: 351. Staff. 4

CHEMISTRY 461-462 – INDIVIDUAL WORK FOR HONORS. Research for qualified seniors under faculty supervision. A thesis is required. Staff. 4

TEACHING OF SCIENCE (See Education 311.)

Dance

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

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

Major in Dance

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

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

DANCE 131-141-151 – TECHNIQUES OF MOVEMENT. Beginning, intermediate, and advanced sections in Modern Dance, beginning Ballet. Class may be repeated in consultation with department. **Staff. 1 - 16**

DANCE 205 – BEGINNING COMPOSITION FOR DANCE. An introductory course in the structure of Dance including problems in time, space, dynamics, design, analysis and critique of original compositions. The final examination includes organization for and participation in a workshop presentation. **Northrop. 2**

DANCE 206 – INTERMEDIATE COMPOSITION FOR DANCE. Problems in solo and group choreography, designed and directed by class members. **Northrop. 2**

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

DANCE 353-354 – APPLIED ANATOMY AND KINESIOLOGY FOR DANCERS. A study of the structure and function of the human body as it applies to dancers. To be taught in alternate years. **Alexander. 3 - 3**

DANCE 361-362 – DIRECTED STUDY. Special problems in composition, theory, kinesiology, or the teaching of Dance on various levels. **Northrop. 3**

DANCE 425 – DANCE GROUP. The performing group. Prerequisites: one year of apprenticeship and membership by election, Dance Techniques course and 205 and 206. **Alexander. 2 - 16**

DANCE 440-441 – DANCE NOTATION. A comprehensive system of structural movement analysis and notation, dealing with elements of time and space, tempo, gesture, and the translation of notation symbols into movement. To be taught once every three years, beginning in 1973-74. **Staff. 3 - 3**

DANCE 451-452 – SENIOR RESEARCH. **Staff. 4**

DANCE 461-462 – INDIVIDUAL WORK FOR HONORS. **Staff. 4**

Economics

Major in Economics

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

First, to promote an understanding of basic economic aspects of society and to provide a base for intelligent and effective participation in modern society. Whatever one's interests or career plans, intellectual curiosity about the functioning of the economy and a willingness to engage in analysis are prime requisites for success.

Second, the department provides essential background in Economics for students considering careers in business and government and for graduate study leading to careers in business and business economics, government and international affairs, high school and college teaching, industrial relations, and law.

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

Combined Major in Mathematics and Economics

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

Major in Economics (Environmental Studies Concentration)

See Environmental Studies

Departmental Requirements

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

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

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

In recent years increasing numbers of graduates planning careers in Business continue their formal education in graduate schools of business. A student pursuing this objective may major in any one of a large number of fields with Economics as one possibility. However, the student planning to attend a graduate school of business is advised to take 200, 313, and 323, as well as Mathematics 102 and 121.

Hunsberger Memorial Investment Fund

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

ECONOMICS 200 — PRINCIPLES AND PROBLEMS. An examination of the economic system to provide the knowledge of fundamental principles and work-ing tools prerequisite for economic analysis. Each section deals with general principles in the context of specific areas of the field of Economics. Two or more of these sections will be offered each semester. May not be taken more than once. Recommended for General Education.

- a. Growth and Change
- b. Business Firms and Consumers
- c. Political Economy — the Government's Role
- d. Urban Problems
- e. Environmental Problems
- f. Mathematical Analysis of Economic Problems
- g. Work and Leisure
- h. Emphasis on the Black Community
- i. Current Issues
- j. Economies of the World

Staff. 4

ECONOMICS 249-250 — 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. Course credit may not be counted toward a major in Economics.

Staff 3

ECONOMICS 300 — CONTEMPORARY ECONOMIC ISSUES AND POLICY. A survey of current economic problems with special emphasis on the causal factors and the policies adopted or available to bring about solutions. Problems will be selected to reflect current issues. Not open to those with credit for 200. Recommended for General Education. Prerequisite: Junior or senior standing. Staff. 4

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

Huff, King, Slesnick. 4

ECONOMICS 302 – MICRO ECONOMIC ANALYSIS. An examination of the basic assumptions and methods of analysis employed in micro economic theory, including demand analysis, production and cost relationships, market structures, distribution theory, general equilibrium, and welfare economics. Special emphasis is given to showing how theoretical analysis is applied to business problems through the use of calculus and statistics. Prerequisite: 200. Fletcher, Lucier. 4

ECONOMICS 310 – PUBLIC FINANCE. Public revenues, expenditures, debt, and financial administration, with emphasis on theory and practice of taxation and problems of fiscal policy. Prerequisite: 200. Henderson, Slesnick. 4

ECONOMICS 311 – HISTORY OF ECONOMIC THOUGHT. The development of significant economic doctrines, their content and methodology, their application and influence, and their relation to the main stream of current economic thought. Prerequisite: 200. Lucier. 4

ECONOMICS 312 – COMPARATIVE ECONOMIC SYSTEMS. A study of alternate economic systems as conceived by theoreticians and a comparative study of economic systems as they exist in reality. The course emphasizes the development and current performance of the economic systems of the United States, England, and the Soviet Union. Prerequisite: 200. Henderson. 4

ECONOMICS 313 – INDUSTRIAL ORGANIZATION AND THE PUBLIC CONTROL OF BUSINESS. An evaluation of governmental policies to encourage or restrain competition in view of (1) the general problem of economic power in a capitalistic society, and (2) the modern industrial structure and the types of business behavior and performance which it implies. Prerequisite: 200. Fletcher. 4

ECONOMICS 314 – INTERNATIONAL ECONOMICS. The theory of international trade and the effects of trade on economic efficiency. Balance of payments disequilibria and the mechanisms and policies of adjustment procedures. Relationships between domestic income and trade. Regional economic integration. Prerequisite: 200. Lucier. 4

ECONOMICS 315 – MONEY AND BANKING. Principles of money, credit, and banking, including a study of the influence of money on levels of national income, prices, and employment. Development of modern monetary and banking practices and policies. Prerequisite: 200. Bartlett, Huff, Slesnick. 4

ECONOMICS 316 – ECONOMIC DEVELOPMENT. A survey of the structure and problems of the underdeveloped economies, with particular emphasis on the major determinants of economic growth. Prerequisite: 200. King. 4

ECONOMICS 317 – LABOR ECONOMICS. The Economics of the labor market, the assumptions upon which divergent theories about—and policies in regard to—the labor market rest, and an analysis of significant empirical studies. The union movement is viewed as an outgrowth of the problems the worker faces from the supply side of the market. Schemes for minimizing economic insecurity are also analyzed. Prerequisite: 200. Huff. 4

ECONOMICS 318 – ECONOMIC DEVELOPMENT OF THE UNITED STATES. Analysis of the determinants of American economic growth and development, and the evolution of American economic institutions with emphasis on the interpretation of these factors in the light of contemporary economic theory. Prerequisite: 200. Fletcher. 4

ECONOMICS 320 – URBAN ECONOMICS. An examination of the economic problems and remedial alternatives in urban areas. This includes analysis of such problems as the declining environmental quality of urban areas, urban sprawl, urban blight, the declining inner city, mal-distribution of incomes and job opportunities, air and water pollution, waste disposal, urban transportation systems, and racial enclaves. The causal factors creating these urban dilemmas and the policy alternatives available for the improvement of the quality of urban life are examined and remedial policy measures evaluated. Prerequisite: 200. Ledebur. 4

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

ECONOMICS 349-350 – SEMINARS. Open to advanced students with the consent of the instructor. These courses will involve the preparation of a research paper, will be offered as registration warrants, in the following fields:

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

Staff. 4

ECONOMICS 361-362 – DIRECTED STUDY. Staff. 3

ECONOMICS 451-452 – SENIOR RESEARCH. Staff. 4

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

TEACHING OF SOCIAL STUDIES (See EDUCATION 320.)

Education

Teacher Preparation

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

A student seeking teacher certification may be expected to demonstrate at least mean performance on a nationally standardized achievement test, demonstrate competence in oral and written English, and in handwriting and vocabulary. The student may be required to submit to a speech test given by the Department of Speech Communication and, if found deficient, must register for appropriate courses.

A student expecting to become a teacher or a coach of athletics should confer with the members of the Department of Education as early as possible on planning an effective four-year schedule.

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

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

Certification for Teaching in Secondary Schools

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

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

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

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

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

The Undergraduate Internship in Education

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

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

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

PHASE 1: PSYCHOLOGY/EDUCATION 217 — CHILD AND ADOLESCENT DEVELOPMENT.

3

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

Staff. 4

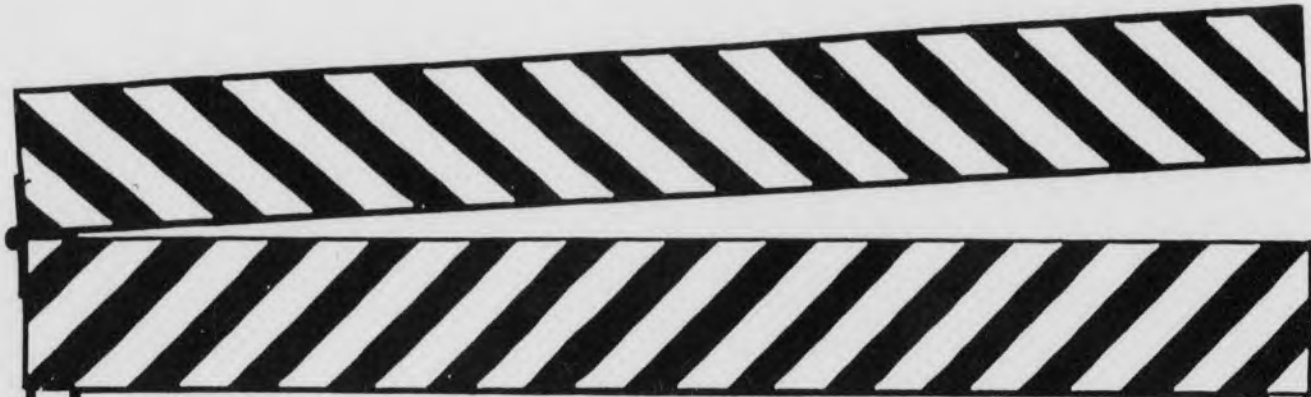
PHASE 3: EDUCATION 417 — INTERNSHIP. (See course description in regular listing)

16

Departmental Major and Degree

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

(continued)



CORRECTION!!!

The previous document(s) may
have been filmed incorrectly...

Reshoot follows

In recent years increasing numbers of graduates planning careers in Business continue their formal education in graduate schools of business. A student pursuing this objective may major in any one of a large number of fields with Economics as one possibility. However, the student planning to attend a graduate school of business is advised to take 200, 313, and 323, as well as Mathematics 102 and 121.

Hunsberger Memorial Investment Fund

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

ECONOMICS 200 — PRINCIPLES AND PROBLEMS. An examination of the economic system to provide the knowledge of fundamental principles and working tools prerequisite for economic analysis. Each section deals with general principles in the context of specific areas of the field of Economics. Two or more of these sections will be offered each semester. May not be taken more than once. Recommended for General Education.

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

Staff. 4

ECONOMICS 249-250 — 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. Course credit may not be counted toward a major in Economics.

Staff 3

ECONOMICS 300 — CONTEMPORARY ECONOMIC ISSUES AND POLICY. A survey of current economic problems with special emphasis on the causal factors and the policies adopted or available to bring about solutions. Problems will be selected to reflect current issues. Not open to those with credit for 200. Recommended for General Education. Prerequisite: Junior or senior standing. Staff. 4

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

Huff, King, Slesnick. 4

ECONOMICS 302 – MICRO ECONOMIC ANALYSIS. An examination of the basic assumptions and methods of analysis employed in micro economic theory, including demand analysis, production and cost relationships, market structures, distribution theory, general equilibrium, and welfare economics. Special emphasis is given to showing how theoretical analysis is applied to business problems through the use of calculus and statistics. Prerequisite: 200. Fletcher, Lucier. 4

ECONOMICS 310 – PUBLIC FINANCE. Public revenues, expenditures, debt, and financial administration, with emphasis on theory and practice of taxation and problems of fiscal policy. Prerequisite: 200. Henderson, Slesnick. 4

ECONOMICS 311 – HISTORY OF ECONOMIC THOUGHT. The development of significant economic doctrines, their content and methodology, their application and influence, and their relation to the main stream of current economic thought. Prerequisite: 200. Lucier. 4

ECONOMICS 312 – COMPARATIVE ECONOMIC SYSTEMS. A study of alternate economic systems as conceived by theoreticians and a comparative study of economic systems as they exist in reality. The course emphasizes the development and current performance of the economic systems of the United States, England, and the Soviet Union. Prerequisite: 200. Henderson. 4

ECONOMICS 313 – INDUSTRIAL ORGANIZATION AND THE PUBLIC CONTROL OF BUSINESS. An evaluation of governmental policies to encourage or restrain competition in view of (1) the general problem of economic power in a capitalistic society, and (2) the modern industrial structure and the types of business behavior and performance which it implies. Prerequisite: 200. Fletcher. 4

ECONOMICS 314 – INTERNATIONAL ECONOMICS. The theory of international trade and the effects of trade on economic efficiency. Balance of payments disequilibria and the mechanisms and policies of adjustment procedures. Relationships between domestic income and trade. Regional economic integration. Prerequisite: 200. Lucier. 4

ECONOMICS 315 – MONEY AND BANKING. Principles of money, credit, and banking, including a study of the influence of money on levels of national income, prices, and employment. Development of modern monetary and banking practices and policies. Prerequisite: 200. Bartlett, Huff, Slesnick. 4

ECONOMICS 316 – ECONOMIC DEVELOPMENT. A survey of the structure and problems of the underdeveloped economies, with particular emphasis on the major determinants of economic growth. Prerequisite: 200. King. 4

ECONOMICS 317 – LABOR ECONOMICS. The Economics of the labor market, the assumptions upon which divergent theories about—and policies in regard to—the labor market rest, and an analysis of significant empirical studies. The union movement is viewed as an outgrowth of the problems the worker faces from the supply side of the market. Schemes for minimizing economic insecurity are also analyzed. Prerequisite: 200. Huff. 4

ECONOMICS 318 – ECONOMIC DEVELOPMENT OF THE UNITED STATES. Analysis of the determinants of American economic growth and development, and the evolution of American economic institutions with emphasis on the interpretation of these factors in the light of contemporary economic theory. Prerequisite: 200. Fletcher. 4

ECONOMICS 320 – URBAN ECONOMICS. An examination of the economic problems and remedial alternatives in urban areas. This includes analysis of such problems as the declining environmental quality of urban areas, urban sprawl, urban blight, the declining inner city, mal-distribution of incomes and job opportunities, air and water pollution, waste disposal, urban transportation systems, and racial enclaves. The causal factors creating these urban dilemmas and the policy alternatives available for the improvement of the quality of urban life are examined and remedial policy measures evaluated. Prerequisite: 200. Ledebur. 4

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

ECONOMICS 349-350 — SEMINARS. Open to advanced students with the consent of the instructor. These courses will involve the preparation of a research paper and be offered as registration warrants in the following fields:

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

ECONOMICS 361-362 — DIRECTED STUDY. Staff. 3

ECONOMICS 451-452 — SENIOR RESEARCH. Staff. 4

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

TEACHING OF SOCIAL STUDIES (See EDUCATION 320.)

Education

Teacher Preparation

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

A student seeking teacher certification may be expected to demonstrate at least mean performance on a nationally standardized achievement test, demonstrate competence in oral and written English, and in handwriting and vocabulary. The student may be required to submit to a speech test given by the Department of Speech Communication and, if found deficient, must register for appropriate courses.

A student expecting to become a teacher or a coach of athletics should confer with the members of the Department of Education as early as possible on planning an effective four-year schedule.

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

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

Certification for Teaching in Secondary Schools

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

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

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

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

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

The Undergraduate Internship in Education

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

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

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

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

3

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

Staff. 4

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

16

Departmental Major and Degree

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

(continued)

EDUCATION 213 — CURRICULUM AND THE SOCIAL ORDER.
(See CLINICAL SEMESTER below) 3

EDUCATION 217 — CHILD AND ADOLESCENT DEVELOPMENT.
Psychological development especially during early periods of growth
(same as PSYCHOLOGY 217) Prerequisite: General Psychology 3

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

METHODS — Methods courses investigate the objectives, materials, re-
sources, and special methodologies applicable to their respective teach-
ing fields. In each course the participant is enjoined to assess his or her
own personal characteristics and relate these to the style of teaching
most appropriate for him or her under various circumstances and condi-
tions. In addition to the classroom work, all students are scheduled
for a weekly three-hour observation-participation "laboratory" in area
schools. Prerequisite: 217

EDUCATION 311 — TEACHING OF SCIENCE. Lillich. 4

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

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

EDUCATION 320 — TEACHING OF SOCIAL STUDIES. Gallant. 4

**EDUCATION 326 — GENERAL AND SPECIAL METHODS OF
TEACHING** Gallant. 4

**EDUCATION 329-330 (BLOCK A) — METHODS, MATERIALS,
AND TECHNIQUES OF PHYSICAL EDUCATION AND ATHLETICS.
UNIT A1 — METHODS AND MATERIALS.** (See Physical Educa-
tion listing for full description of Block A and other units contained
within it.) Staff. 2

EDUCATION 331 — TEACHING OF ENGLISH. Staff. 4

EDUCATION 333 — TEACHING OF LATIN. (Offered only on de-
mand.) Staff. 4

EDUCATION 335 — TEACHING OF MATHEMATICS. Sterrett. 4

EDUCATION 339 — TEACHING OF SPEECH. Hall. 4

EDUCATION 341 — TEACHING OF ART. (Offered in 1973-74 and
in alternate years.) Staff. 4

EDUCATION 343 — TEACHING OF MODERN LANGUAGES. (Of-
fered in 1974-75 and in alternate years.) Preston. 4

EDUCATION 345-346 — SPECIAL PROBLEMS. Independent work on
selected topics under the guidance of staff members. Prerequisite: Con-
sent of chairman **Staff. 2-4**

EDUCATION 361-362 — DIRECTED STUDY. Staff. 3

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

Gallant, Coordinator. 4

CLINICAL SEMESTER

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

EDUCATION 213 — CURRICULUM AND THE SOCIAL ORDER

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

Gallant. 3

EDUCATION 415 — STUDENT TEACHING

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

Lillich, Staff. 10

EDUCATION 417 — INTERNSHIP.

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

16

EDUCATION 420 — PHILOSOPHY OF EDUCATION.

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

Santoni. 4

English

Added to the departmental staff for varying periods of residence each year are established writers who hold the endowed Harriet Ewens Beck lectureship in English. Beck writers who have been in residence at Denison include Eudora Welty, Jon Silkin, William Stafford, Granville Hicks, Malcolm Cowley, Peter Taylor, Howard Nemerov, Joyce Carol Oates, Vassar Miller, Ernest J. Gaines, Robert Hayden, Gary Snyder, and Denise Levertov. In 1972-73 a variety of Beck writers and lecturers focused on the subject of creativity in art and human intelligence.

Major in English

General Requirements. A student majoring in English must elect a minimum of 29 semester hours of credit in English. Hours in excess of 32 before a student's senior year will not count toward graduation requirements.

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

SPECIAL REQUIREMENTS. For a *Major in Writing* a minimum of 12 semester-hours in writing courses must be added to the General Requirements. Included must be 407-408 or 361-362 or 461-462.

Normally, English 200 and 346 are considered Education courses. However, a student may petition or request to have the credits of these courses count toward the English major. A student may also petition to have English 217 count toward an English major.

ENGLISH 101 — WRITING WORKSHOP. Extensive participation in expository and other forms of writing, a workshop experience encouraging presentation and discussion of student writing. For freshmen only, with rare exceptions.

Staff. 3

ENGLISH 102 — THE LITERARY IMAGINATION. Experience in analytical reading of major types of imaginative literature. For freshmen only.

Staff. 3

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

Staff. 2

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

Staff. 4

- ENGLISH 215 — SHAKESPEARE.** A study of the principal plays. (Offered each semester.) **Staff 3**
- ENGLISH 217 — NEWSWRITING AND EDITING.** Extensive practice in newswriting and analysis of newspaper techniques (May be taken for academic credit twice for a maximum of four hours but **does not count toward the Literature requirement.**) **2**
- ENGLISH 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. **Downs. 4**
- ENGLISH 219 — 20th CENTURY BRITISH AND AMERICAN POETRY.** Hardy, Yeats, Eliot, Stevens, and other 20th Century poets. **Staff. 3**
- ENGLISH 220 — 20th CENTURY BRITISH AND AMERICAN FICTION.** Selected works by Conrad, Joyce, Lawrence, Hemingway, Faulkner, and several other 20th Century writers of fiction. **Staff. 4**
- ENGLISH 230 — AMERICAN LITERATURE.** Selected works by writers of the 19th Century, including Poe, Emerson, Thoreau, Hawthorne, Melville, Whitman, Twain, James, and Crane. **Staff. 4**
- ENGLISH 237 — ADVANCED COMPOSITION.** Theory and practice in writing expository and narrative prose and lyric poetry. May be taken more than once, for credit, with a different instructor. **Staff. 3**
- ENGLISH 240 — THE MODERN DRAMA.** A study of drama from Ibsen to the present, with emphasis upon the works of British and American playwrights. **Downs. 4**
- ENGLISH 255 — IMAGINATION AND BLACK EXPERIENCE IN AMERICA.** An introductory study of black literature in America, emphasizing the modern period. **McKeever. 4**
- ENGLISH 257 — NARRATIVE WRITING.** A fiction writing workshop. **Bennett, Kraus. 3**
- ENGLISH 267 — ESSAY AND ARTICLE WRITING.** **Bennett. 3**
- ENGLISH 277 — POETRY WRITING.** **Bennett, Miller. 3**
- ENGLISH 281 — 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. **McKeever. 4**
- ENGLISH 308 — RENDEZVOUS WITH THE THIRD WORLD.** A survey of the literature of Latin America, South America, Africa, and the Caribbean; organized under the rubric of the "Black Aesthetic," and illustrative of both the particularity and universality of the human condition. **Staff. 4**
- ENGLISH 310 — STUDIES IN LITERATURE.** An intensive study of selected writers, works, literary genres, or themes. May be taken more than once for credit. **Staff. 4**
- ENGLISH 318 — HARLEM RENAISSANCE.** A literary examination of an era in Afro-American cultural history which bore witness to the emancipation of the Black artist from polemics, sentimentality, and melodrama; and testified to the commitment of the Black artist to realism, naturalism, and even surrealism in the depiction of the Afro-American personality and lifestyle. We will intellectually chronicle the advent of

(continued)

the New Negro and the awakening and "movement" that heralded the coming of age of the Afro American. (Same as Black Studies 318)

McKeever, Kirby. 4

ENGLISH 323 — MILTON AND THE 17th CENTURY. A study of Milton's *Paradise Lost* and selected shorter poems with some consideration of the 17th Century literary background

Lewis. 4

ENGLISH 324 — THE ROMANTIC MOVEMENT IN ENGLAND. A study of the works of Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats

Marshall, Kraft. 4

ENGLISH 329 — RENAISSANCE DRAMA. A study of the drama in England from 1580 to 1642 (exclusive of Shakespeare), with emphasis upon the works of Marlowe, Jonson, Webster, and Ford

Lewis. 4

ENGLISH 331 — NON-DRAMATIC LITERATURE OF THE RENAISSANCE. A study of Golden Baroque and other writers from Sydney through Marvell, including Spenser, Davies, Bacon, Jonson, Donne, and Herbert, with emphasis especially on verse and imaginative prose, but with some attention directed to the critical prose of the period

Stoneburner. 4

ENGLISH 332 — CHAUCER AND MIDDLE ENGLISH LITERATURE. The central concerns of the course, *Troilus and Criseyde* and *The Canterbury Tales*, are considered in relation to other literature in the period

Consolo. 4

ENGLISH 335 — VICTORIAN PROSE AND POETRY. A study of Tennyson, Browning, Arnold, Carlyle, Ruskin, Mill, and Newman

Marshall, Nichols. 4

ENGLISH 339 — THE AGE OF WIT AND SATIRE. The poetry, prose, and drama of the Restoration and 18th Century. Emphasis on Dryden, Swift, and Pope

Burkett. 4

ENGLISH 341 — THE ENGLISH NOVEL. A study of selected novels, including such writers as DeFoe, Fielding, Sterne, Thackeray, Austen, Emily Bronte, Dickens, and Hardy

Kraft, Marshall. 4

ENGLISH 342 — STUDIES IN THE MODERN NOVEL. Selected works by recent writers of fiction, such as Graham Greene, Anthony Powell, C. P. Snow, William Styron, Saul Bellow, and John Hawkes

Consolo. 4

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

Burkett. 3

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

Downs. 4

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

Downs. 4

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

Staff. 4

ENGLISH 358 — THE POETRY OF BLACK AMERICA. An examination of the poetics of the black experience, its tragedy and comedy, humor and pathos, blues and soul, using both traditional, i.e., sonnet and ballad, and contemporary, i.e., blues and jazz, black poetry

Staff. 4

ENGLISH 361-362 — DIRECTED STUDY.

Staff. 3

ENGLISH 373 — THE AMERICAN LITERARY RENAISSANCE.

A seminar dealing with authors to be chosen from Poe, Emerson, Thoreau, Hawthorne, Melville, and Whitman **Consolo. 4**

ENGLISH 375 — AMERICAN REALISM AND NATURALISM.

A seminar dealing with the rise, development, and influence of realism and naturalism in the works of such writers as Howells, James, Norris, Crane, Dreiser, and Faulkner **Staff. 4**

ENGLISH 407-408 — SEMINAR IN WRITING.**Bennett. 3**

ENGLISH 410 — LITERARY CRITICISM. The theory of literature, its criticism and scholarship, studied in relation to widely known poems, plays, and novels. **Staff. 4**

ENGLISH 415 — SHAKESPEARE STUDIES. A seminar for juniors and seniors, dealing intensively with selected Shakespearean plays and focusing on certain aspects of the dramatist's work. Prerequisite 215. **Lewis. 4**

ENGLISH 430 — PROBLEMS IN LITERATURE. Offers the senior the opportunity of having a self-proposed, self-directed, and self-evaluated project in his or her major. The project requires staff approval, offers staff consultation, and includes some form of sharing with others the results of the student's work. **Staff. 4**

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

***ENGLISH 462 — INDIVIDUAL WORK FOR HONORS.** **Staff. 4**

TEACHING OF ENGLISH. (See EDUCATION 331)

*Senior should undertake potential Honors Projects as Senior Research during the first semester, upon satisfactory progress, Senior Research can be converted into work for Honors for or during the second semester.

Geology

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

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

Major in Earth Science

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

Major in Geology (Environmental Studies Concentration)

See Environmental Studies

Major in Geology

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

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**

GEOLOGY 111 — PHYSICAL GEOLOGY.

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

GEOLOGY 113 — HISTORICAL GEOLOGY.

A study of geologic history, concentrating on North America, as synthesized from sequences of rock strata and from fossils. Emphasis is placed on the methods of interpreting the environment of deposition and the ecology of past life. Prerequisite: 111. **Bork. 4**

GEOLOGY 211 — MINERALOGY.

Basic crystallography and crystal chemistry. Variations in physical properties of hand specimens are studied in laboratory; polarizing microscope is used for optical studies, and x-ray powder techniques for elementary structural analysis and identification. Prerequisite: 111. **Malcuit. 4**

GEOLOGY 212 — PETROLOGY.

Physico-chemical basis of petrogenesis, hand specimen and microscopic identification and interpretation; igneous classification and simple binary and ternary systems; sedimentary rock classification and diagenesis; metamorphic rocks and processes. Prerequisite: 211. **Malcuit. 4**

GEOLOGY 213 — PALEONTOLOGY.

An introduction to fossil and invertebrates with emphasis on theory of classification, form and function significance, paleoecological interpretation, evolutionary mechanisms, and application of fossils to biostratigraphy. Prerequisite: 113. **Bork. 4**

GEOLOGY 214 — SEDIMENTATION AND STRATIGRAPHY.

Study of the processes of sedimentation and of environments of deposition. Emphasis on the principles of stratigraphy and theories of correlation and sedimentation. Prerequisite: 113. **Bork. 4**

GEOLOGY 215 — GEOLOGY OF NATURAL RESOURCES. A broad survey of geologic resource exploration and exploitation. It further encompasses the legal, economic, and social aspects of resource utilization and problems of resource conservation and supply. Prerequisite: 111, or consent of instructor. **Staff. 4**

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

GEOLOGY 312 — ADVANCED PHYSICAL GEOLOGY AND GEOMORPHOLOGY. Intensive study of dynamic earth processes, both constructional and destructional, which determine nature of earth's crustal features both large and small; topographic and geological map interpretation, field work. Prerequisite: 311 or consent. **Staff. 4**

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

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

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

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

GEOLOGY 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.

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

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

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

GEOGRAPHY 232 — GEOGRAPHY OF EUROPE. Environmental factors and their significance in the affairs of Europe; emphasis is placed upon geographic factors which play a rôle in current events in Europe. **Mahard. 3**

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

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

History

Major in History

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

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

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

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

Introductory Courses

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

Southgate, Staff. 4

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

Staff. 4

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

Gordon. 4

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

Staff. 4

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

Kirby, Zebbs. 4

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

Staff. 4

American History

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

Dennis. 4

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

Dennis. 4

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

Wilhelm. 3

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

Kirby. 4

- HISTORY 307 - AMERICAN DIPLOMATIC HISTORY.** A survey of American Diplomatic History, emphasizing the rise to world power in the 20th Century. **Wilhelm. 4**
- HISTORY 311 - AMERICAN INTELLECTUAL HISTORY.** A study of selected problems in American intellectual development. **Chessman. 3**
- HISTORY 312 - THE CITY IN AMERICA.** The pattern of American urban growth from colonial times to the present will be examined, with somewhat more attention being given to the post-Civil War period. Intellectual and cultural aspects will be considered along with the economic, social, and political. **Chessman. 4**
- HISTORY 314 - AMERICAN SOCIAL HISTORY SINCE 1860.** A survey of development of American social history since the Civil War, emphasizing urban and industrial growth and its effects upon social classes, institutions, and cultural life. **Chessman. 3**
- HISTORY 316 - TOPICS IN BLACK HISTORY.** Analysis of the development of Black American ideologies, institutions, leaders, and culture based around topical themes with an emphasis on the interrelationship of historical and contemporary black thought and activity in American life. Prerequisite: History 215. **Kirby, Zebbs. 3**

Ancient and Medieval History

- HISTORY 321 - THE HISTORY OF GREECE.** Same as Classics 321. **4**
- HISTORY 323 - THE HISTORY OF ROME.** Same as Classics 323. **4**
- HISTORY 333 - THE MIDDLE AGES.** A seminar in the development of European ideas and institutions from the High Middle Ages to the Renaissance. **Southgate. 3**
- HISTORY 335 - ENGLAND IN THE MIDDLE AGES.** English constitutional and social history from the Norman Conquest to 1485. Prerequisite: History 201 or consent. **Southgate. 3**

Modern European History

- HISTORY 337 - THE AGE OF THE RENAISSANCE.** An examination of European history in the 14th and 15th centuries. Emphasis will be placed on intellectual developments and on the social and political context which shaped these developments. **Gordon. 4**
- HISTORY 338 - THE AGE OF THE REFORMATION.** An examination of European history in the 16th and early 17th centuries. Emphasis will be placed on political and intellectual developments and on the social context which shaped these developments. **Gordon. 4**
- HISTORY 342 - ENGLAND UNDER THE TUDORS AND STUARTS.** A study of English social and cultural history and of the development of the English constitution against the background of the political history of the 16th and 17th Centuries. **Southgate. 3**
- HISTORY 343 - MODERN BRITAIN.** A political, social, and cultural history of Great Britain from 1715 to the present. **Watson. 3**
- HISTORY 347 - HISTORY OF RUSSIA TO 1917.** Development of the Russian people and state from their earliest origins to 1917; political, economic, and social relations, and foreign policy. **Bigelow. 4**

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

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

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

HISTORY 353 — REVOLUTION AND WAR IN THE 20th CENTURY. An exploration of the dominance of the era from 1914 to the 1960's by war, revolutions, and revolutionary ideas, with an emphasis on Europe. **Pollock. 4**

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

HISTORY 357 — 19th and 20th CENTURY EUROPE: A BIOGRAPHICAL APPROACH. A study of modern Europe through the biographies of key men such as Metternich, Darwin, Marx, Wagner, Bismarck, Clemenceau, Dreyfus, Hitler, and DeGaulle. **Pollock. 3**

African and Asian History

HISTORY 371 — CHINA IN REVOLUTION. This course will focus on the last of the triple revolutions which have swept across China since 1840 — the rise of Mao and the evolution of Communist China with analysis of current trends. Seeks to free discussion of China from the rhetoric of the missionary and the Cold War. **Stratton. 4**

HISTORY 373 — JAPAN AND SOUTHEAST ASIA. A survey of the history of Japan, followed by a brief study of some of the principal countries of Southeast Asia since World War II. **Stratton. 4**

HISTORY 375 — HISTORY OF THE MUSLIM WORLD. 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 Islamic world. **Bigelow. 4**

HISTORY 381 — AFRICA: DYNAMIC AND DIVERSIFIED CONTINENT. This course has two main objectives. One is to study the diversity of peoples, cultures, and states in Africa and the dynamic internal changes that influenced her development from earliest times to the colonial era. The second is to come to an understanding of the significant role of Africa in world affairs during that same period. **Pollock. 4**

HISTORY 383 — CULTURES IN COLLISION: AFRICA TODAY. A study of problems in today's Africa through fiction (novels written by contemporary Africans), slides, lectures, and discussion. **Pollock. 3**

Latin American History

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

HISTORY 392 — MODERN SOUTH AMERICA. A survey of South America in the 19th and 20th Centuries and a study of the problems of economic and social change
Toplin. 4

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

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

* * * * *

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

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

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

- | | |
|---|-----------|
| a. Early American History | Dennis |
| b. American Frontier | Wilhelm |
| c. American Diplomatic History | Wilhelm |
| d. American Social and Intellectual History | Chessman |
| e. American Political and Economic History | Kirby |
| f. Renaissance and Reformation | Gordon |
| g. Tudor England | Southgate |
| h. Modern England | Watson |
| i. Far Eastern History | Stratton |
| j. Africa: South of the Sahara Desert | Pollock |
| k. Latin America | Toplin |
| l. Modern European Intellectual History | Watson |
| m. European Diplomatic History | Schilling |
| n. Russian History | Bigelow |
| o. The Middle East | Bigelow |

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

HISTORY 456 — SENIOR HISTORY PROJECT. **Staff. 4**

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

TEACHING OF SOCIAL STUDIES. (see EDUCATION 320.)

Mathematical Sciences

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

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

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

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

Major in Mathematical Sciences

Minimum Requirements for a major in Mathematical Sciences for a B.A. degree are four semester courses at the 300 level or above, two of which must be from the list 307, 308, 321, 322, 365, 366, 375. Minimum requirements for a major in Mathematical Sciences for a B.S. degree are eight semester courses at the 300 level or above.

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

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

Major in Mathematical Sciences (Computer Science Concentration)

Minimum Requirements for a major in this area for a B.A. degree are four courses at the 300 level or above, two of which must be from the list 353, 354, 355. Minimum requirements for a major in this area for a B.S. degree are eight courses at the 300 level or above, four of which must be from the list 351, 352, 353, 354, 355.

All majors within the department are required to take 399 for a total of two credits.

Combined Major in Mathematical Sciences and Economics

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

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

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

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

MATHEMATICAL SCIENCES 102 — STATISTICS — DATA ANALYSIS. This course includes topics from statistical inference such as estimation, testing hypotheses, regression and analysis of variance and contingency tables. This course is concerned with experimental and data gathering methods in addition to developing some statistical skills. There will be a laboratory for computer use. **Staff. 4**

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

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

MATHEMATICAL SCIENCES 123-124 — INTRODUCTORY APPLIED CALCULUS. A two-semester intuitive calculus with emphasis on application for students in the sciences. Topics include elementary functions and their graphs, basic vector analysis, techniques of differentiation, and integration for functions of one and two variables. Techniques include determination of maxima, minima Lagrange multipliers, elements of calculus of variation, and differential equations. Applications will be taken from Physics, Chemistry, Geology, and Biology. The course may include an introduction to a problem-oriented language such as Fortran. Not open to those students with credit in 121-122. **Staff. 4**

MATHEMATICAL SCIENCES 125-126 — HONORS CALCULUS. Similar to 121-122 but with considerable emphasis on rigor. Enrollment is by invitation only. **Staff. 4**

MATHEMATICAL SCIENCES 221 — ELEMENTARY LINEAR ALGEBRA. Emphasis on topics such as matrix algebra, systems of linear equations, linear transformations, and computational techniques. Prerequisite: 121 or 123 or consent. **Staff. 4**

MATHEMATICAL SCIENCES 222 — ANALYSIS. A rigorous review of calculus. Prerequisite: 122, 124, or 126. **Staff. 4**

MATHEMATICAL SCIENCES 251 — COMPUTER PROGRAMMING AND PROBLEM SOLVING. An introduction to computational models and problem solving with the aid of a computer. The course will stress the construction and interpretation of computational models from various disciplines. The student will be expected to write programs in areas such as statistical calculations, simulation of random processes, simulation of nonrandom processes, searching, sorting, and text editing. Previous knowledge of Fortran is **not required**. Prerequisite: Mathematics maturity comparable with successful completion of Mathematical Sciences 101 or 121 or 123 or 125.

Staff. 4

MATHEMATICAL SCIENCES 253 — ASSEMBLY LANGUAGE. The central objective of this course is to have the student develop a firm understanding of assembly language and operating system. The study will center mainly around the university's computer system, but other systems may be studied as well. In addition, considerable emphasis will be placed on computer architecture and input/output interrupt processing.

Staff. 4

MATHEMATICAL SCIENCES 307-308 — PROBABILITY AND MATHEMATICAL STATISTICS. Probability models, generating functions, limit theorems, stochastic processes, estimation of parameters, tests of hypotheses, regression. Prerequisites: 122, 124, or 126.

Staff. 4

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

Staff. 4

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

Staff. 4

MATHEMATICAL SCIENCES 351 — DIFFERENTIAL EQUATIONS. Topics from the theory of linear and nonlinear differential equations. Prerequisites: 221; 122, 124, or 126 or consent.

Staff. 4

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

Staff. 4

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

Staff. 4

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

Staff. 4

MATHEMATICAL SCIENCES 355 — COMPUTER ORGANIZATION AND SYSTEMS PROGRAMMING. In-depth study of a computer system, with emphasis on the operating aspects of the system rather than applications or theory of its programming languages, machine architecture and hardware, monitor design, overlays, interrupt structures, interplay

(continued)

of central processor with input output devices such as disk, tape, plotter, printer, card reader etc. Lab includes systems programming applying lecture-material. Prerequisite: 101H or consent. **Staff. 4**

MATHEMATICAL SCIENCES 361-362 — DIRECTED STUDY.

Staff. 3

MATHEMATICAL SCIENCES 365 — ABSTRACT ALGEBRA. Topics from elementary number theory, group theory, ring theory, and field theory. Prerequisite: Consent. **Staff. 4**

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

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

MATHEMATICAL SCIENCES 399 — MATHEMATICS SEMINAR. This seminar is required of all majors. It must be taken for a total of two credits during the junior and/or senior years. Graded as pass/fail. **Staff. 1**

MATHEMATICAL SCIENCES 400-401 — ADVANCED MATHEMATICAL TOPICS.

- a. Topology
- b. Number Theory
- c. Complex Variables
- d. Real Variables
- e. Functional Analysis
- f. Geometry

Staff. 4

MATHEMATICAL SCIENCES 402-403 — ADVANCED TOPICS IN COMPUTER SCIENCE.

- a. Logic
- b. Automata
- c. Models of Grammar
- d. Artificial Intelligence

Staff. 4

MATHEMATICAL SCIENCES 451-452 — SENIOR RESEARCH.

Staff. 4

MATHEMATICAL SCIENCES 461-462 — INDIVIDUAL WORK FOR HONORS.

Staff. 4

TEACHING OF MATHEMATICAL SCIENCES (See EDUCATION 335)

Modern Languages

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

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

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

General Departmental Regulations

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

French

A student majoring in French must take the following course above the 211-212 level: 301-302, 415; a minimum of one seminar, 418; and at least three of the following: 317, 318, 319, 320, 322. Recommended courses: 313, I.D. 271-272. Required related courses: 201-202.

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

Staff. 4

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

Secor. 3

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

Staff. 3

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

Calmes. 3

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

Calmes. 3

FRENCH 301 — MAJOR CURRENTS OF FRENCH CULTURE. Introduction to French cultural themes through reading and discussion of works drawn from various fields. **Conducted in French.** Prerequisite: 211-212 or four years of high school French.

Staff. 4

FRENCH 302 — INTRODUCTION TO FRENCH LITERATURE: THEMES AND VARIATIONS. Introduction to literary themes through reading and discussion of selected major works in the various genres. **Conducted in French.** Prerequisite: 211-212 or four years of high school French.

Staff. 4

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

Calmes. 3

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

Emont. 4

FRENCH 318 — 18th CENTURY LITERATURE. Voltaire, Rousseau, Montesquieu, Diderot, and the leading playwrights and novelists of the century. **Conducted in French.** Prerequisites: 311 and 312 or equivalent.

Preston. 4

FRENCH 319 — 19th CENTURY PROSE AND POETRY. Novelists: Chateaubriand, Stendhal, Balzac, Flaubert, de Maupassant to contemporary authors. Critics: Sainte-Beuve, Taine, Renan. Poets: From the Romanticists through the Symbolists. **Conducted in French.** Prerequisites: 311 and 312 or equivalent.

Secor. 4

FRENCH 320 — 20th CENTURY THEATRE. A study of the development of the theatre of the 20th Century with emphasis upon Giraudoux, Cocteau, Mauthner, Anouilh, Claudel, Sartre, Camus and the Experimental Theatre of Ionesco and Beckett. **Conducted in French.** Prerequisites: 311 and 312.

Secor. 4

FRENCH 322 — THEMES AND PERSPECTIVES OF THE 20th CENTURY NOVEL IN FRANCE. Concepts of freedom, authenticity, alienation and perception of reality. Guide to present. **Conducted in French.** Prerequisites: 311 and 312 or equivalent.

Joseph. 4

FRENCH 361-362 — DIRECTED STUDY. Staff 3

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

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

FRENCH 418 — SEMINAR. Advanced study of special problems in language or literature. One seminar is usually offered each semester. Majors are required to take a minimum of one seminar, but may elect more. Prerequisites: 311, 312, and a semester of an advanced literature course or equivalent. Staff. 2

FRENCH 451-452 — SENIOR RESEARCH. Staff. 4

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

TEACHING OF MODERN LANGUAGES. (See EDUCATION 343)

German

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

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

GERMAN 211-212 — INTERMEDIATE GERMAN. A review of grammar, improvement of conversational skills, and readings in German culture will be stressed. Special provisions may be made for students desiring reading in scientific German literature. Prerequisite: 111-112 or appropriate score on placement test. Staff. 3

GERMAN 213 — INTERMEDIATE CONVERSATION. Intensive practice in audio-lingual skills on the intermediate level. Work in the language laboratory and composition will constitute a part of the course. Prerequisite: 211 or 212 or consent. Winter. 4

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

GERMAN 302 — CONTEMPORARY GERMAN CULTURE. A detailed study of various aspects of contemporary German culture and civilization. **Conducted in English and German.** Prerequisite: 301. **Winter, 4**

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

GERMAN 313 — ADVANCED CONVERSATION AND COMPOSITION. Intensive practice in audio-lingual skills on the advanced level. Composition is needed. At least two hours in the language laboratory are required each week. **Conducted in German.** Prerequisite: 213 or 211, 212 or consent of instructor. **Winter, 4**

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

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

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

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

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

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

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

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

GERMAN 416 — SEMINAR. Prerequisite: same as 415. **Staff, 2**

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

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

TEACHING OF MODERN LANGUAGES. (See EDUCATION 343)

Russian

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

RUSSIAN 111-112 — BEGINNING RUSSIAN. Drill in sentence patterns, with special attention to pronunciation and oral work, composition and reading. Work in the language laboratory is required. **No credit is given for 111 unless 112 is completed.** A student with one year of credit in high school Russian may register for 122. **4**

RUSSIAN 211-212 — INTERMEDIATE RUSSIAN. Review of structure, conversation, reading, and composition. Drill in language laboratory is required. Prerequisite: 111-112 or two years of high school Russian. **3**

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

RUSSIAN 306 — ADVANCED RUSSIAN CONVERSATION. Intensive practice in audio-lingual skills. **Conducted in Russian.** Prerequisite: 305. **4**

RUSSIAN 311-312 — INTRODUCTION TO RUSSIAN LITERATURE. Readings from representative authors. **Conducted in Russian.** Prerequisite: 306. **4**

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

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

RUSSIAN 318 — RUSSIAN SOVIET LITERATURE. Major literary movements and figures with emphasis on works of Mayakovsky, Gorky, Fadeev, Leonov, Fedin, Sholokhov, and Pasternak. **Conducted in English.** **4**

Spanish

The student majoring in Spanish has three options. Spanish 217 or equivalent is required of all majors. In addition, the required courses for each area of emphasis are

1. Hispanic Literature (315, 316, 415, 416)
2. Hispanic Civilization and Culture (320, 321, 322, 323)
3. The Spanish Language (216, 313, 314, 412, 413, or 414)

in which the indicated course numbers are requisites. A Civilization and Culture major is encouraged to take related courses in art, history, geography, or music. A Language major is urged to take courses in linguistics, the English language, and so forth. Attention is called to the fourth option, the interdepartmental major in Latin American Area Studies.

SPANISH 111-112 — BEGINNING SPANISH. Drill in sentence patterns. Special attention to pronunciation and oral work. Composition and reading. Two to three hours each week are required in the language laboratory. **Does not count as credit toward a major. No credit is granted for 111 unless 112 is completed.** A student with one year of Spanish in high school may register for 112. **Staff. 4**

SPANISH 215 — INTRODUCTION TO HISPANIC CIVILIZATION. An intermediate course intended to broaden the basic proficiency of Spanish 111-112 with emphasis on content and variety within the broad spectrum of Spanish and Spanish American culture. Prerequisite: 215 or consent of instructor. **Steele. 4**

SPANISH 216 — CONVERSATION. Intensive practice in audio-lingual skills on the intermediate level. Prerequisite: 215 or consent of instructor. **Proaño. 4**

SPANISH 217 — SELECTED WRITINGS IN SPANISH. An advanced intermediate course representing a springboard into the various areas. The course content will include the study of examples of all genres: novel, short story, drama, essay, poetry, non-literary articles. Prerequisite: 215 or consent. **Steele. 4**

Literature

SPANISH 315 — SPANISH AMERICAN LITERATURE. Study of literary genres, periods or movements in Spanish America, emphases to be determined each semester course is taught. **Conducted in Spanish.** Prerequisite: 217 or equivalent. **Proaño. 3**

SPANISH 316 — SPANISH LITERATURE. Study of literary genres, periods or movements in Spain, emphases to be determined each semester course is taught. **Conducted in Spanish.** Prerequisite: 217 or equivalent. **Staff. 3**

SPANISH 415 — SEMINAR IN SPANISH AMERICAN LITERATURE. Study and discussion in depth of a selected topic, writer or work from Spanish American literature. **Conducted in Spanish.** Prerequisite: 315 or consent. **Steele. 3**

SPANISH 416 — SEMINAR IN SPANISH LITERATURE. Study and discussion in depth of a selected topic, writer or work from Spanish literature. **Conducted in Spanish.** Prerequisite: 316 or consent. **Staff. 3**

Civilization and Culture

SPANISH 320 — THE PHYSICAL ENVIRONMENT AND SOCIAL EVOLUTION OF THE SPANIARD. The contemporary Spaniard seen in relation to his or her geography, history, and political institutions. **Conducted in Spanish.** Prerequisite: 217 or equivalent. **Steele. 3**

SPANISH 321 — THE PHYSICAL ENVIRONMENT AND SOCIAL EVOLUTION OF THE SPANISH AMERICAN. The contemporary Spanish American seen in relation to his or her geography, history, and political institutions. **Conducted in Spanish.** Prerequisite: 217 or equivalent. **Steele. 3**

SPANISH 322 — CREATIVITY IN THE HISPANIC WORLD. The Spaniard and Spanish American seen through his or her artistic expression and heritage. **Conducted in Spanish.** Prerequisite: 217 or equivalent. **Staff. 3**

SPANISH 323 — IDEOLOGY AND TRADITION IN THE SPANISH SPEAKING WORLD. Attitudes, values, beliefs, and motivation of the Spaniard and Spanish American. **Conducted in Spanish.** Prerequisite: 217 or equivalent. **Proaño. 3**

Language

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

SPANISH 314 — ADVANCED GRAMMAR. Prerequisite: 217. **Armas. 3**

SPANISH 412 — PHONETICS AND PRONUNCIATION. Prerequisite: 217. **Staff. 3**

SPANISH 412 — COMPOSITION AND STYLISTICS. Composition on the advanced level with special attention given to modern Spanish creative writing. Prerequisite: 217 and 314 or consent. **Proaño. 3**

SPANISH 414 — ADVANCED READING AND TRANSLATION. Prerequisite: 217 and 314 or consent. **Staff. 3**

*Latin American Area Studies
(Conducted in English)*

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

SPANISH 263 — A COMPARISON OF THE CHILEAN AND CUBAN REVOLUTIONS. A sociological and political study of circumstances in Chile and Cuba leading to the development of their present governments; historical and economic analysis and comparison of these two nations as a means to a greater appreciation of the political and social problems of present-day Latin America. **Armas and Oldham. 3**

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

Other

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

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

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

- Credit* and *waiver* for a score of 700 on a College Board Achievement Examination
- Credit* and/or *waiver* for adequate performance on a CEEB Advanced Placement Test (See Advanced Placement in Catalog)
- Credit* and/or *waiver* for successful completion of the 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 a high-school language to a college year (111-112) etc. If the student continues his or her high-school language, the appropriate intermediate course is considered the basic measure of acceptable proficiency. An exception is made when the student begins a new language.

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

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

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

As language training varies throughout the country, students will be placed at the proper course level according to the results of a placement test.

Music

Major in Applied Music (B. Mus. Degree)

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

Major in Music Education (B. Mus. Degree)

Requirements: Music (58 hours) — Music 115-116, 141-142, 151-152, 161-162, 201-202, 203-204, 215-216, 307-308; Applied Music (16 hours), and Ensemble (4 hours); Education 213, 217, 315-316, 415, and 420.

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

Major in Theory and Composition (B. Mus. Degree)

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

Major in Music (B.A. Degree)

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

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

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

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

Chan, Hunter. 3

MUSIC 103b — CONCERT BAND.

Hunter. ½

103o — ORCHESTRA.

Bellino. 1

103c — CONCERT CHOIR.

Osborne. ½

(continued)

Credit is granted for participation in any of these ensembles at the rate of one-half credit hour for each of eight semesters. The credit is not subject to the 17 hour limit. Six semesters of participation will constitute fulfillment of the recommended Fine Arts requirement. (See Summary of Basic Requirements in Courses of Study.)

MUSIC 105 – OPERA WORKSHOP. A course which involves the preparation and performance of an opera or scenes from opera. Lectures will be given concerning the history of opera, and one opera will be studied in depth. **Larson. 1-2**

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

MUSIC 109 – CONTEMPORARY MUSIC. A survey of the music of today, including jazz, classical, rock, and electronic, designed for the general student. Emphasis will be placed upon the maximum involvement of each student in a single aspect of music of the last decade. (Offered second semester, 1972-73, and alternate years.) **Bostian. 3**

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

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

MUSIC 201-202 – HISTORY AND LITERATURE OF MUSIC I, II. An historical survey of the evolution of musical style in Western Europe from Classical Greece to the Classical Period. (Offered in 1972-73 and in alternate years.) **Osborne. 3**

MUSIC 203-204 – HISTORY AND LITERATURE OF MUSIC III, IV. An historical survey of the evolution of musical style in Western Europe from the Classical Period to the present. (Offered in 1973-74 and in alternate years.) **Fischer, Bostian. 3**

MUSIC 206 – EARLY AMERICAN BLACK MUSIC. This course will review the sociological, historical, and musical aspects of the development of Black American music focusing particularly on the period of 1895 to 1930. **Waldo. 2**

MUSIC 207 – MUSIC IN AMERICA. A survey of music-making in our land from the Psalm tunes of the Puritans, to the 18th-century Yankee tunesmiths, the minstrel shows, the development of jazz, John Knowles Paine, George Gershwin, Aaron Copland, and John Cage. Music 101 or permission of instructor. **Osborne. 3**

MUSIC 208 – PIANO LITERATURE. A survey of the literature for solo piano from the late Baroque period through the twentieth century. Prerequisite: Music 101 or consent of the instructor. (Offered in 1973-74 and in alternate years.) **Fischer. 3**

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

MUSIC 307-308 – ORCHESTRATION AND CONDUCTING. Basic course in score-reading and conducting combined with a study of the Orchestra and Band and in arranging for these organizations. (Offered in 1973-74 and in alternate years.) **Hunter. 3**

MUSIC 311-312 — STYLISTIC ANALYSIS. Analysis of rhythm, melody, harmony, form, and other stylistic features of representative works from the 18th through the 20th Centuries. (Offered in 1972-73 and in alternate years. **Fischer. 3**

METHODS IN MUSIC EDUCATION (See Education 315-316)

MUSIC 341 — COMPOSITION. Basic compositional techniques including composition in 20th century idioms progressing to atonal chromatic writing. Project in the student's individual style. Prerequisite: 215. **Borishansky. 3**

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

MUSIC 361-362 — DIRECTED STUDY. Staff. 3

MUSIC 401 — SPECIALIZED COURSES. Offered in any semester when warranted by demand and when feasible within the individual instructor's schedule. **Staff. 3**

- a. The Viennese Classical Period **Fischer.**
- c. Historical Survey of Solo Voice Literature **Larson.**
- e. Historical Survey of Chamber Music Literature **Bellino.**
- f. Choral Literature **Osborne.**
- g. The Organ — Its Design and Literature **Osborne.**
- h. Contrapuntal Styles **Fischer.**

MUSIC 441 — COMPOSITION. Practice in conceptualization. Study of extended and innovative uses of instruments and voice. Composing in the student's respective style. Prerequisite: 342. **Borishansky. 3**

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

MUSIC 451-452 — SENIOR RESEARCH. Staff. 4

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

Applied Music

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

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

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

(continued)

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

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

Philosophy

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

Major in Philosophy

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

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

A student preparing for graduate study in Philosophy should have a reading knowledge of French or German by the beginning of the senior year and at least an elementary knowledge of a second foreign language before graduation.

PHILOSOPHY 101 — BASIC ISSUES IN PHILOSOPHY. An understanding of the nature and function of Philosophy and of its relations to other fundamental human interests is sought through a consideration of representative philosophical problems as treated in selected writings of leading philosophers of the past and present. **This course satisfies the basic requirement in Philosophy or Religion. Offered both semesters.** Open to freshmen only.

Staff. 4

PHILOSOPHY 101 PP — PHYSICS AND PHILOSOPHY. Models and Thought Structures. A team-taught lecture-laboratory-discussion class dealing with the content, structure, and interrelationships of physics and philosophy. Specific philosophical questions like the limits and scope of human knowledge will be discussed together with and along side such particular physical theories as Newton's mathematical theory of causality and the theory of relativity. This course satisfies one laboratory science requirement and the basic requirement in Philosophy or Religion. Open to freshmen; sophomores by consent. Offered first semester, 1973-74. **Lisska, Winters. 8**

PHILOSOPHY 201 — PROBLEMS IN PHILOSOPHY. A basic consideration for upperclassmen of the nature and scope of philosophical activity. Following a discussion of the nature of philosophy, an in-depth treatment of select problems in philosophy will be undertaken, such as the mind-body problem, the nature of moral judgments, the scope of knowledge, the existence of God, and the nature of Existentialism. Prerequisite: Sophomore Standing. Not open to students having taken Philosophy 101. (To be offered in 1973-74). **Staff. 4**

PHILOSOPHY 205 — LOGIC. A study of reasoning in ordinary language and in contemporary symbolic languages with emphasis on the connections between the two. Attention is also given to informal fallacies, paradox, ambiguities of ordinary speech, the problems of definition, and the general characteristics of deductive arguments. **Straumanis. 4**

PHILOSOPHY 212 — CURRENT TOPICS IN PHILOSOPHY. An inquiry into philosophical issues and problems at the center of present attention. The topics examined vary from year to year in accordance with current interests and emphases. Open to freshmen and sophomores only. Prerequisite: 101 or consent. Topic for first semester, 1973-74. The Existential Predicament, **Staff.** Topic for second semester: to be selected **Staff. 4**

PHILOSOPHY 221 — ETHICS. Analysis of ethical language and the concepts *right*, *good*, and *ought*. Methods of justifying ethical decisions and types of ethical value systems. Emphasis on the practical applications of ethical theories in terms of personal and social morality. **Goldblatt. 4**

PHILOSOPHY 226 — SOCIAL AND POLITICAL PHILOSOPHY. A critical examination of some fundamental social concepts (revolution, violence, rights) and their applications to pressing social and political controversies. An examination of the foundations of political and social structures as well as an attempt to investigate the nature and methodologies of disciplines in the social sciences. Prerequisite: Sophomore Standing or consent. **Goldblatt. 4**

PHILOSOPHY 305 — METAPHYSICS: PERSPECTIVES ON REALITY. An analysis of the problems unique to metaphysics both from a historical and a contemporary perspective. An in-depth inquiry into the legitimacy of metaphysics, the problem of universals, the issue of substance, freedom versus determinism, the synthetic *a priori* the realism-idealism issue, the internal-external relation distinction, and the problem of individuation. Prerequisites: Junior Standing or consent. Philosophy 101 preferred but not required. (Not offered in 1973-74; offered in alternate years). **Staff. 4**

PHILOSOPHY 306 — THEORIES OF KNOWLEDGE. A seminar dealing with important contemporary problems in theory of knowledge with emphasis upon individual student contributions in the formulation and solutions and dissolutions of those problems. Prerequisites: Junior Standing or consent. Philosophy 101 preferred but not required. (Offered in alternate years). **Staff. 4**

PHILOSOPHY 312 — ADVANCED SYMBOLIC LOGIC. A topic-centered continuation of study in the symbolic languages introduced in Philosophy 205. According to student interest, topics might include modal logic, deontic logic, alternative systems of notation and proof, or foundations of mathematical logic. **Straumanis. 4**

PHILOSOPHY 327 — PHILOSOPHY OF CIVILIZATION. A seminar dealing with the sources of Western civilization and recent philosophies of civilization. Prerequisites: Sophomore standing and consent of instructor (Not offered in 1973-74) **Staff. 4**

PHILOSOPHY 331 — GREEK AND MEDIEVAL PHILOSOPHY. Investigation of origins of Western philosophy and science, followed by first-hand study of philosophical classics from Plato and Aristotle to Augustine and Thomas Aquinas. Prerequisite: Junior standing or consent. **Lisska. 4**

PHILOSOPHY 332 — MODERN PHILOSOPHY: DESCARTES TO HEGEL. Modern philosophies which have shaped the contemporary mind. First-hand acquaintance with the philosophical classics from Descartes to Kant. Prerequisite: Junior standing or consent. **Staff. 4**

PHILOSOPHY 334 — CONTEMPORARY PHILOSOPHY. Present-day philosophical movements such as instrumentalism, process philosophy, logical positivism, linguistic analysis, and existentialism as set forth by men such as Russell, Dewey, Whitehead, Ayer, Ryle, Sartre, and Marcel. Prerequisite: Junior standing or consent (Not offered in 1973-74; offered in alternate years) **Lisska. 4**

PHILOSOPHY 343 — CHINESE PHILOSOPHY. Philosophies of China from ancient to modern times. Study of representative philosophical literature in translation and analysis of briefer selections in Chinese. **The course assumes no prior acquaintance with the Chinese Language.** Prerequisite: Junior standing or consent (Not offered in 1973-74) **4**

PHILOSOPHY 344 — CLASSICAL CHINESE LANGUAGE AND THOUGHT. A philosophical and linguistic introduction to Chinese classical written language as a medium for the analysis of experience and for the expression of basic attitudes toward man, life, and nature. Readings in Chinese in the philosophical classics and poetry. **The course assumes no prior acquaintance with Chinese Language or Philosophy** and may be elected independently of 343. Prerequisite: Consent of instructor (Not offered in 1973-74) **4**

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

PHILOSOPHY 401 — PHILOSOPHY OF RELIGION. An examination of the basic traditional argumentation in respect to God's existence and an inquiry into the contemporary problems of religious knowledge and religious language. Prerequisite: 101 or consent. **Santoni. 4**

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

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

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

PHILOSOPHY 431-432 — SEMINAR IN PHILOSOPHY. Specialized study in some restricted field of philosophic thought is undertaken, the specific subject varying from semester to semester depending upon the needs of the students and the interests of the group. The course may be repeated with credit. Prerequisites: Second-semester junior standing and Philosophy major or consent. Topic for first semester, 1973-74. Nietzsche and Wittgenstein. Goldblatt. Topic for second semester: to be selected. **Staff. 4**

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

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

INTERDEPARTMENTAL 193-194 — VIOLENCE: A MULTIDISCIPLINARY STUDY. An inquiry into the meaning, origins, causes, and forms of violence from the perspective of relevant considerations in philosophy, biology, psychology, political science, sociology, and theology. An attempt to explore, for example, the relation (if any) of Lorenz' hypotheses concerning aggression to the interdisciplinary question of human nature and to the human problems of individual and collective violence. A confrontation with such issues as the justifiability of violence and the prospects of human survival in a world terrorized by human violence. Open to freshmen; sophomores by consent. A one year course which must be taken for two consecutive semesters. Meets Philosophy or Religion requirement. **Santoni. 8**

Physical Education

Major in Health and Physical Education

State Certification in Physical Education involves the following course plan:

Block A	8 hours	Education 213	3 hours
Block B	8 hours	Education 217	3 hours
Block C	8 hours	Education 420	3 hours
Biology 201	4 hours	Education 415-416	6 hours
P. E. Electives	3 hours		
Total	31 hours	Total	15 hours

PHYSICAL EDUCATION 329-330 (Block A) — METHODS, MATERIALS, AND TECHNIQUES OF PHYSICAL EDUCATION AND ATHLETICS.

The primary objectives of this block of study are to present the three major bodies of knowledge which will provide the Physical Education major with an understanding of the curriculum for elementary and secondary school students. Activity will include (1) the techniques of performing skills (2) the methods of teaching Physical Education for optimum participation and learning, and (3) the curriculum and materials of Physical Education. Students may elect any or all of the following units within this block for credit:

PE329 — METHODS AND MATERIALS	2
PE330 (LS) — LIFETIME SPORTS	3
PE330 (TS) — TEAM SPORTS	3

Ross, Staff. 8

PHYSICAL EDUCATION 339-340 (Block B) — THE STRUCTURAL AND FUNCTIONAL UNDERSTANDING OF HUMAN MOVEMENT. The primary objectives of this block of study are to present the three major bodies of knowledge which will provide the Physical Education major with an understanding of human movement. Such study will include (1) the science of Kinesiology and Anatomy centered in the structural and mechanical aspects of human movement (2) the Physiology of exercise emphasizing the functional aspects of human movement, and (3) the prevention and care of athletic injuries.

PE339 — KINESIOLOGY AND PHYSIOLOGY OF EXERCISE. 4

PE340 — FIRST AID INSTRUCTORS' COURSE AND ATHLETIC INJURIES AND TRAINING. 4

Staff. 8

PHYSICAL EDUCATION 429-430 (Block C) — THE HISTORY, PHILOSOPHY, ORGANIZATION, AND PRINCIPLES OF PHYSICAL EDUCATION AND ATHLETICS. The primary objectives of this block are (1) to present the foundations of Physical Education and Athletics through a study of the history of each, (2) to study the relationships and the cultural, educational, economic, and philosophical factors influencing the growth and development of Physical Education and Athletics, (3) to study the source and data of principles for Physical Education and Athletics, (4) to study the organization and administration of the school programs devised for each area, and (5) to consider future directions — probable, desirable, and achievable for each area.

P. E. 429 — HISTORY, PRINCIPLES, AND PHILOSOPHY. Staff. 5

P. E. 430 — ORGANIZATION AND ADMINISTRATION. Seils. 8

Electives for Majors

PHYSICAL EDUCATION 124 — CAMPING AND OUTDOOR EDUCATION. The summer camp as an educational and recreational agency. Designed to prepare students for counselorship. **Ross. 2**

PHYSICAL EDUCATION (Men) 235m-236m — SPORTS OFFICIATING. Methods and techniques of officiating both interscholastic and intramural athletic contests. Football and basketball units are designed to prepare students for the State of Ohio officials' examination. Two hours each of theory and of laboratory are given. Prerequisite: Sophomore standing. **Scott. 2**

PHYSICAL EDUCATION 319m — THEORY AND PRACTICE OF BASKETBALL COACHING. Includes instruction and supervised practice in the fundamental and advanced skills, offensive and defensive tactics, conditioning activities, purchase and care of equipment, public relations, organization, pre-season and in-season planning and practice, scouting, ethics, and conduct. Prerequisite: Block A. **Staff. 2**

PHYSICAL EDUCATION 320m — THEORY AND PRACTICE OF FOOTBALL COACHING. Includes instruction and supervised practice in the fundamental and advanced skills, offensive and defensive tactics, conditioning activities, purchase and care of equipment, public relations, organization, pre-season and in-season planning and practice, scouting, ethics, and conduct. Prerequisite: Block B. **Staff. 2**

PHYSICAL EDUCATION 361-362 — DIRECTED STUDY. Staff. 3

PHYSICAL EDUCATION 370 — AQUATIC EDUCATION. Coverage of all areas for the aquatics specialist as recommended by the Aquatic Council of the American Association of Health, Physical Education, and Recreation — instructional program, competitive swimming (men and women), swimming for the handicapped, skin and scuba diving, small craft, diving, synchronized swimming, water polo, and survival swimming. **Barclay. 3**

PHYSICAL EDUCATION 439 — SCHOOL AND COMMUNITY RECREATION. A study of the cultural, educational, economic, and philosophical factors influencing the growth and development of leisure and recreational pursuits in American life **Ross. 3**

PHYSICAL EDUCATION 440 — PERSONAL AND COMMUNITY HEALTH. A study and survey of the biological, psychological, and sociological data underlying sound modern health practices. **Seils. 3**

PHYSICAL EDUCATION 441 — SENIOR SEMINAR. A study of contemporary issues and problems in Physical Education and Athletics with guidance for the production of a senior thesis on a topic of the student's choice. **Seils, Staff. 2**

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

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

There is no physical education activities requirement at Denison. Registration for course credit is entirely voluntary. Courses are granted one half credit when completed within a seasonal quarter (e.g. Fall, Winter I, Winter II, Spring) and one credit when pursued for the full semester. All Varsity Sports for men and for women are given one credit for the sport season. A ceiling of six credit hours in Physical Education may be applied toward the 127 credit requirements 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, 1973-74

101-A SWIMMING STROKES (Co-Educational)

1. Offered Fall & Spring
2. $\frac{1}{2}$ hour Credit
3. Skills in nine basic strokes
4. Turns
5. Basic Diving
6. Red Cross Certification
7. 30-Minute Swim

102-A AMERICAN RED CROSS — SR. LIFESAVING (Co-Educational)

1. Offered 1st & 2nd Semesters
2. $\frac{1}{2}$ hour Credit
3. Certification with A.R.C.
Qualifies for Water Safety Employment with pools, beaches and summer camps.
4. Pre-Requisites: Above average swimming skills. Ability to pass the preliminary swimming test:
 1. 440 Yard Swim using 4 styles
 2. Tread water — surface dive
 3. Recover 10 lb. object — deep water
 4. Underwater swim 15 yards

103 A BASIC SKIN AND SCUBA DIVING (Co-Educational)

1. First & Second Semesters
2. **1 hour Credit**
3. All equipment furnished
4. Pre-Requisites
Good physical condition, free of chronic sinus or ear conditions, above average swimming skills
5. Successful completion will lead to certification as Sport Diver familiar with the principles of diving safety, diving Physics and Physiology, instruction in the operation and use of self-contained, compressed air, underwater breathing apparatus

104-A AMERICAN RED CROSS — WATER SAFETY INSTRUCTOR (Co-Educational)

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

106 A CANOEING — BEGINNING (Co-Educational)

1. Offered Fall & Spring
2. **½ hour Credit**
3. Rules of safety and conduct
4. Care of canoe
5. Stroke technique in lakes
6. Launching, landing, and disembarking
7. 10-20 mile trip of river
8. \$5.00 to \$10.00 Fee will depend upon activities of course (transportation, lodging, and meals)

107 A CANOEING, WHITE WATER (Co-Educational) (Intermediate and Advanced Class)

1. Offered Fall & Spring
2. **1 hour Credit**
3. Advanced strokes for fast moving water
4. The art of reading fast water
5. River tactics
6. Rescuing yourself and others
7. Weekend trip on fast moving water
8. \$20.00 to \$30.00 will depend upon activities of course (transportation, lodging and meals)

101-C OUTING AND CAMPCRAFT (Co-Educational)

For Camp Counselors

1. Offered 1st and 2nd Semester
2. **1 hour Credit**
3. Dealing with children
4. Tent Camping
5. Outdoor cooking & fire building
6. Lashing and knot tying
7. Crafts activities
8. Overnight
9. Fee: \$5.00 to \$10.00 — will depend upon activities of course (transportation, lodging and meals)

101-F FENCING (Co-Educational)

- 1 Offered Winter I, Winter II
- 2 $\frac{1}{2}$ hour Credit
- 3 Basic skill technique of foil fencing and bout experience
- 4 History, safety fundamentals
- 5 Equipment
- 6 Etiquette and terminology
- 7 Equipment supplied

101-G BEGINNING GOLF (Co-Educational)

- 1 Offered Fall and Spring
- 2 $\frac{1}{2}$ hour Credit
- 3 Fundamental skills and grip, stance, and swing
- 4 Technique practice with woods, long, mid and approach irons, putting
- 5 Rules, etiquette and terminology
- 6 No Fee

101-T BEGINNING TENNIS (Co-Educational)

- 1 Offered Fall and Spring
- 2 $\frac{1}{2}$ hour Credit
- 3 Fundamental skills
- 4 Singles and doubles play
- 5 Rules, scoring, etiquette, strategy and terminology

102-T INTERMEDIATE TENNIS (Co-Educational)

- 1 Offered Fall and Spring
- 2 $\frac{1}{2}$ hour Credit
- 3 Review of skills
- 4 Single strategy
- 5 Double strategy
- 6 Tournaments

105-T TRAMPOLINE (Co-Educational)

- 1 Offered Winter I, Winter II
- 2 $\frac{1}{2}$ hour Credit
- 3 Fundamental Skills
- 4 Progression through competitive routine
- 5 Up to advanced skills

Physics

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

(continued)

Major in Physics

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

The entering student desiring to major in Physics, Physics with a concentration in Astronomy, or related fields should consult early with a member of the department. In general, the minimum requirements for the major in Physics beyond the introductory course (121-122 or 221-222) are completion of 301-302, 305-306, 311-312, and two credits of 400, taken in the junior and/or senior years. Physics majors normally become proficient in computer programming and data processing. Majors are required to complete at least four courses (exclusive of computer science courses) in the Department of Mathematical Sciences.

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

Major in Physics (Environmental Studies Concentration)

See Environmental Studies

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

Staff. 4

PHYSICS 101 PP - PHYSICS AND PHILOSOPHY: MODELS AND THOUGHT STRUCTURES. A team-taught lecture-laboratory-discussion class dealing with the content, structure, and interrelationships of physics and philosophy. Specific philosophical questions like the limits and scope of human knowledge will be discussed together with and along side such particular physical theories as Newton's mathematical theory of causality and the theory of relativity. This course satisfies one laboratory science requirement and the basic requirement in philosophy or religion. Open to freshmen, sophomores by consent. Offered first semester, 1973-74.

Winters, Lisska. 8

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

Staff. 4

PHYSICS 121H-122H - GENERAL PHYSICS, HONORS SECTION. Same description as Physics 121-122, General Physics, but open to students with some prior experience with calculus. Primarily for physics, chemistry, and mathematics majors. (Not offered 1973-74).

Staff. 4

PHYSICS 221-222 — MODERN ANALYTICAL PHYSICS. A course in General Physics with emphasis on an analytical formulation of the concepts and methods of Physics, and with applications drawn from the active fields of modern Physics. Five lectures and one two-hour laboratory each week. Open to freshmen with strong high school Mathematics. Prerequisite: Math 121-122 or 221-222 or concurrent registration. (Not offered 1973-74) **Staff. 4**

PHYSICS 301-302 — MODERN PHYSICS. An intensive quantitative survey of the active fields of present-day Physics. Four lectures each week. Prerequisite: 121 or 122. **Staff. 4**

PHYSICS 305 — CLASSICAL MECHANICS. A course in classical mathematical Physics designed to provide the student with a basic understanding of the methods and procedures of physical analysis. Prerequisite: 122 or 222. **Staff. 4**

PHYSICS 306 — ELECTRICITY AND MAGNETISM. A course in the theory of electromagnetic interactions, including the sources and descriptions of electric and magnetic fields, Maxwell's equations and electromagnetic radiation. Prerequisite: 122 or 222. **Staff. 4**

PHYSICS 307 — 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**

PHYSICS 308 — THERMODYNAMICS. Covers selected topics from thermodynamics, kinetic theory, and statistical methods. Prerequisite: 122 or 222. **Staff. 3**

PHYSICS 311-312 — EXPERIMENTAL PHYSICS. A course in the theory and practice of physical research with emphasis on the understanding and use of present-day research instrumentation. Prerequisite: 122 or 222. **Staff. 3**

PHYSICS 340 — ADVANCED TOPICS. Independent work on selected topics at the advance level under the guidance of individual staff members. May be taken for a maximum of four semester hours of credit. Prerequisites: Junior standing and consent of chairman. **Staff. 1-2**

PHYSICS 361-362 — DIRECTED STUDY. Prerequisite: Consent of chairman. **Staff. 3**

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

PHYSICS 405 — ELECTROMAGNETIC THEORY. A course extending the work of 306 to include more general boundary value problems, additional implications of Maxwell's equations, and the wave aspects of electromagnetic radiation, including topics in modern physical optics. Prerequisite: 306 or consent. **Staff. 3**

PHYSICS 406 — 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**

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

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

TEACHING OF SCIENCE (See Education 311.)

Political Science

Major in Political Science

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

The Department highly recommends Mathematical Sciences 250, Computer Programming for the Social Sciences and Mathematical Sciences 102, Statistics for the Social Science. A political science major expecting to enter the foreign service or pursue an internationally oriented career should have a reading knowledge of a modern foreign language by the beginning of the senior year.

Major in Political Science (International Relations Concentration) See International Studies

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

Major in Political Science (Urban Studies Concentration) See Urban Studies

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

Introductory Courses

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

POLITICAL SCIENCE 202U — AMERICAN POLITICAL BEHAVIOR AND INSTITUTIONS. This section of 202 will focus primarily on urban political institutions and patterns of political behavior in the city. The idea of a metropolitan political system will be developed at length, with the purpose of demonstrating important connections between federal, state, and local governments, between government in the city and levels of support from significant urban publics, between public policy decisions in the urban area and policy outcomes. Major problems confronting city politics — crime, racial discrimination and tension, poverty, community involvement in education, the "crisis" of legitimacy — will be discussed and related to the general framework described above. (Open to freshmen and sophomores only) **Buell, 3**

POLITICAL SCIENCE 209 — INTRODUCTION TO THEORY IN POLITICAL SCIENCE. The basic objective of this course is to introduce majors

(continued)

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

POLITICAL SCIENCE 212 — INTRODUCTION TO THE METHODS OF POLITICAL SCIENCE. Designed to introduce the methods, approaches, and central questions of political analysis. After an introductory segment given over to general topics, a specific problem area will be selected in order to involve students in analysis of political behavior. (Open only to freshmen and sophomores) Buell. 4

POLITICAL SCIENCE 221 — COMPARATIVE POLITICS. A conceptual introduction to the comparative study of politics. The course will present basic social science concepts as tools to analyze politics and political change in modern industrial societies. The course will include a data analysis project utilizing Denison's IBM 1130 computer. Bishop. 4

POLITICAL SCIENCE 242 — INTRODUCTION TO INTERNATIONAL POLITICS. This course attempts to introduce basic concepts and methods of analysis of the international political environment and international interaction. It attempts to discuss such concepts as power, national objectives, instruments of policy and the international system. (Open only to freshmen and sophomores) Busch. 4

POLITICAL SCIENCE 252 — INTRODUCTION TO NORMATIVE POLITICAL THEORY. This course is designed to introduce students to normative political theory, by teaching students how to do normative political theory, rather than by studying the ideas of different political theorists. Emphasis will be placed on an understanding of important moral and political concepts, and on the problems involved in providing a moral justification of political conduct in terms of diverse sets of value perspectives. The objective of the course is to introduce students to normative political argument, and as such, to create an understanding of precisely what is involved in reasoning and arguing about politics from a normative philosophical foundation. Steinberg. 4

POLITICAL SCIENCE 262 — INTRODUCTION TO LEGAL AND JUDICIAL STUDIES. A basic introduction to the role of law in politics. Subjects to be covered include common and statutory legal systems, the structures and procedures of courts, methods of case and statutory analysis, the adversary system, judicial review, and the interplay between judicial, legislative and administrative branches. Clark. 4

Upper-Division Courses

POLITICAL SCIENCE 304a — THE DEVELOPMENT OF POLITICAL THOUGHT (ANCIENT AND MEDIEVAL). Basic political ideas in the classical and European tradition, from Plato to Machiavelli. Emphasis will be on both the understanding of particular thinkers and the relationship of ideas to contemporary problems and issues. Steinberg. 4

POLITICAL SCIENCE 304b — THE DEVELOPMENT OF POLITICAL THOUGHT (MODERN AND CONTEMPORARY). Basic political idea from Machiavelli to the present. The development of liberalism, conservatism, socialism, anarchism, and other political theories will be emphasized. Steinberg. 4

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

Steinberg. 4

POLITICAL SCIENCE 308 — POLITICS OF DEVELOPING NATIONS.

Taught jointly with Economics 316. It is an interdepartmental and interdisciplinary investigation of social-political-economic change and development. Emphasized will be the cultural, political, and economic barriers to modernization. In addition to historical examples, contemporary cases of development will be considered. The course will be particularly concerned with the dynamics of the transition from traditional to modern worlds. (Offered in alternate years)

Bishop. 4

POLITICAL SCIENCE 314 — THE NATIONAL POLITICAL PROCESS.

A study of the American national political process by examining public problems — how they are put on the agenda of government, how they are acted upon, the application of solutions, and evaluation of results. Special emphasis will be placed on congressional-executive relations and an occasional reference will be made to policy-making in other systems.

4

POLITICAL SCIENCE 319 — THE LEGISLATIVE PROCESS. An analysis of American legislative behavior and process with an emphasis on the United States Congress. Some topics to be covered include the committee system, professional staffing, voting behavior, and the role of Congress in national policy-making.

4

POLITICAL SCIENCE 320 — THE EXECUTIVE PROCESS. Since this has been described as the "Age of Executive Ascendancy," this course will deal with the recruitment and especially the behavior of chief executives on all levels of government (mayors, governors, presidents, and foreign chief executives) with primary emphasis on the U.S. President. In addition to in-depth analysis of the chief executive as an individual, an attempt will be made to survey the total executive branch and its relationship to other branches of government.

4

POLITICAL SCIENCE 322 — THE POLITICS OF THE SOVIET UNION AND EASTERN EUROPE. Designed to introduce the politics of the Soviet Union and eight East European states. Considered will be physical environment, language of Soviet politics (Marxism-Leninism), as well as some brief attention to Russian history and the history of working class movements. The Soviet Union will be considered in some detail as a political model. The Eastern European states of Albania, Bulgaria, Czechoslovakia, East Germany, Hungary, Poland, Romania, and Yugoslavia will subsequently be analyzed in terms of the transference of the Soviet model. In the course two themes will be emphasized — the developmental-modernization aspects of politics in the Soviet Union and Eastern Europe and the organizational bureaucratic aspects.

Bishop. 4

POLITICAL SCIENCE 331 — POLITICAL PARTIES AND ELECTORAL BEHAVIOR. This course focuses entirely on the political parties of the United States. The role of the party in government, the structure and contours of party organization, and the significance of party as a symbol to the electorate form the major topics of the course. In addition, a number of "party systems" in American history will be identified with the purpose of discovering the dynamics of a new and emerging party arrangement for the 1970's. Throughout the major emphasis will be placed on understanding and explaining the processes by which voters decide to participate and support a particular party and slate. Claims for a new technology of political campaigning will also be critically examined. Although no previous coursework in political science is required, it would be helpful.

Buell. 4

POLITICAL SCIENCE 332 — PUBLIC OPINION: POLITICAL PERSUASION AND CAMPAIGNS. An analysis of the sources and consequences of public opinion in the American political process. After discussing the normative role of public opinion in a democracy, students will look at the creation of public opinion through personal interaction group membership and through organized political campaigns. After discussing opinion formation, emphasis will shift to a discussion of the impact of public opinion on government decision-makers and political office seekers. A final section will deal with uses and methods of public opinion measurement. Special emphasis will be placed on campaign techniques and technology of the national presidential campaigns, giving students the opportunity to administer and participate in public opinion measurement and experimentation. **4**

POLITICAL SCIENCE 333b — URBAN POLITICS. Each Spring semester, Political Science 333 focuses on some specific problem areas of public policy confronting the nation's cities. This term the focus will be on poverty. The course will deal with definitions of poverty and their consequences, the difference between urban and rural poverty, the concentration of the poor, the antipoverty programs of the Kennedy, Johnson, and Nixon administrations, the role of policy-making institutions in dealing with poverty, and proposed solutions. **Buell 4**

POLITICAL SCIENCE 339 — COMPARATIVE FOREIGN POLICY: THE SOVIET UNION AND THE U.S. This course will be a comparative analysis of the sources, institutions, and conduct of foreign policy in the contemporary international arena. Emphasis will fall upon the ways in which the major international powers define their foreign policy goals and attempt to research them. **Bishop 4**

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

POLITICAL SCIENCE 346 — INTERNATIONAL LEGAL PROCESSES AND ORGANIZATION. This course consists of two basic portions. The first section comprising about five weeks, involves the analysis of the concept of international organization. Such topics as the process of economic integration, regionalism, and the functionalism of international organization vis-a-vis the international political system will be covered. The U.N. will also be examined, but from the perspective of system analysis and not just structure. The second portion includes a social scientific approach to the body of international law. Overall, our perspective will begin with studying the role of international law in the international system, and then move into a case study of the body of international law. **Clark 4**

POLITICAL SCIENCE 347 — JUDICIAL PROCESS. The process of judicial decision-making in state and federal courts. The court focuses upon such topics as judicial organization and staffing, the sources and instruments of judicial power, access to courts, legal reasoning, the decisional process, and the impact of judicial decisions. A major research paper is required for this seminar. (Offered in alternate years). **Clark 4**

POLITICAL SCIENCE 350 — LAW AND POLITICS (A,B,C) A variable content course dealing with the significant aspects of political jurisprudence. Topics will be drawn from constitutional law, civil liberties, administrative regulation and other aspects of public law and judicial studies. Students may enroll for multiple offerings. **Clark 4**

POLITICAL SCIENCE 355 – INTRODUCTION TO JURISPRUDENCE: AN INQUIRY INTO THE NATURE OF LAW AND JUSTICE. The evolution of legal philosophy from the ancients to the present covering such topics as natural law, the pure theory of law, sociological jurisprudence, legal realism, and contemporary legal theories. Open only to juniors and seniors. **Clark. 4**

POLITICAL SCIENCE 359 – THE CONDUCT OF AMERICAN FOREIGN AFFAIRS. A descriptive analysis of the major actors and their roles in the development and determination of American foreign and military policy. It seeks to investigate and explore the underlying assumptions and rationale of America's view of the world, and consequent goal formations. **Busch. 4**

POLITICAL SCIENCE 360 – PROBLEMS IN AMERICAN FOREIGN AND MILITARY POLICY. An examination of persistent problems facing the United States in its search for national security and international stability in the age of limited wars and nuclear weapons. The primary focus is the cold war politics of defense and deterrence. Prerequisite: 344 or junior standing. **Busch. 4**

Other

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

POLITICAL SCIENCE 402 – SEMINAR. Open to juniors and seniors from all departments with the consent of the instructor. Preference will be given to Political Science majors. **3 or 4**

402-a Supreme Court Biography

b. The Congress and Foreign Policy **3**

c. Law and Social Change: Southern Politics Before and After the Civil Rights Movement of the 1960's **3**

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

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

Psychology

Major in Psychology

A major in psychology requires a minimum of 30 semester-hours credit in psychology. Students are required to take Psychology 101 and may select a desirable pattern of courses according to the following guidelines.

A minimum of eight semester-hours is required from Group A. A maximum of 10 semester-hours of Group A course may be counted toward the 30 hour minimum major requirement. Additionally, at least four of the minimum eight semester-hours must be composed of a lecture-laboratory combination.

A minimum of six semester-hours from Group B courses is required. A maximum of 10 semester-hours is allowable toward the 30 hour minimum major requirement.

A minimum of three semester-hours is required from Group C with a maximum of four semester-hours being allowable toward the 30 hour minimum major. No more than four semester-hours of seminar credit (Psychology 402) may be counted toward the 30 hour minimum major.

Group A — 315a, 315b, 316a, 316b, 317a, 317b, 318a, 318b, 319a, and 319b

Group B — 217, 226, 338, and 411

Group C — 415, and 441

The student then should select electives from regular offerings in Psychology. Ordinarily, Directed Study, Minor Problems, or Honors courses will not be counted toward the minimum hours requirement.

Psychology majors are also required to take the Undergraduate Record Examination in Psychology during the spring of their junior year. During the senior year they are required to 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 departmental honors must take Senior Research (Psychology 451 and 452) and participate in the Senior Research Seminar.

The student should note that the flexibility of these requirements places maximal responsibility upon him or her to select a course of study which best fulfills his or her future goals. For example, Statistics and Experimental Design is helpful for many upper division courses. Students contemplating graduate school should be aware of the fact that many graduate schools require a course in Statistics. Most graduate schools also place emphasis upon course work in the natural sciences. Students contemplating graduate work in Psychology should also consider obtaining a reading knowledge of at least one foreign language (French, German, or Russian). Clearly, the success of the student in planning an appropriate plan of study depends upon his or her own goals and his or her own initiative. Students are encouraged to work closely with their adviser as soon as possible in planning an appropriate program.

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

Major in Psychology (Environmental Studies Concentration)

See Environmental Studies

Psychology 101 is prerequisite to all other courses in this department.

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

Staff. 3

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

Morris, Auge, Knipe, Thorson. 3

PSYCHOLOGY 226 — THEORIES OF PERSONALITY. Covers major theories of personality with intensive study of at least one theory. In Mr. Knipe's section, class meetings are concerned with a **social learning** approach to personality and behavior with other theories and approaches being presented through outside reading. 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 encounter group discussion.

Tritt, Knipe. 3

PSYCHOLOGY 313 — STATISTICS AND EXPERIMENTAL DESIGN. An introduction to techniques of measurement. Special emphasis is placed on probability and sampling theory, tests of significance, analysis of variance, and principles of statistical control in experimentation.

Parchem, Snyder. 4

PSYCHOLOGY 314 — PSYCHOLOGY TESTS AND MEASUREMENTS. Application of individual and group test.

2

PSYCHOLOGY 315a — LEARNING AND MOTIVATION: LECTURE. Experimental approach to problems of human and animal learning and motivation.

Morris, Auge. 2

PSYCHOLOGY 315b — LEARNING AND MOTIVATION: LABORATORY. Offers the student actual research experience in a variety of experimental situations. Must be taken concurrently with 315a or by consent.

Morris, Auge. 2

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

Thios. 2

PSYCHOLOGY 316b — COGNITIVE PSYCHOLOGY: LABORATORY. Provides the student with research experience on problems of current interest in Human Learning and Thought. Must be taken concurrently with 316a or by consent.
Thios. 2

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

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

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

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

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

PSYCHOLOGY 319b — PHYSIOLOGICAL PSYCHOLOGY: LABORATORY. Covers research techniques in physiological psychology through practical application to experimental problems. Must be taken concurrently with 319a, or by consent.
Kimbrell, Morris, Snyder. 2

PSYCHOLOGY 320 — ADVANCED CHILD PSYCHOLOGY.
Staff. 3

PSYCHOLOGY 338 — SOCIAL PSYCHOLOGY. Individual behavior as it is influenced by cultural forces.
Parchem, Thorson. 3

PSYCHOLOGY 345-346 — MINOR PROBLEMS. Independent work on selected topics under the guidance of staff members. Consent of instructor and department chairman.
Staff. 2-3

PSYCHOLOGY 361-362 — DIRECTED STUDY.
Staff. 3

PSYCHOLOGY 401 — SENIOR COLLOQUIUM. Current topics in Psychology. Recommended for senior majors.
Staff. 2

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

PSYCHOLOGY 411 — ABNORMAL PSYCHOLOGY. Psychopathology: its development, course, and treatment with emphasis upon prevention and cure.
Wolf. 4

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

PSYCHOLOGY 417 — INDUSTRIAL PSYCHOLOGY. Psychological principles and methods as they contribute to the solution of industrial problems.
3

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

PSYCHOLOGY 445-446 – MINOR PROBLEMS. Independent work on selected topics under the guidance of staff members. Consent of instructor and department chairman **Staff. 2-3**

PSYCHOLOGY 451-452 – SENIOR RESEARCH **Staff. 4**

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

Religion

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

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

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

Eight courses are required for the major, of which not more than one may be at the 100 level, plus the one-hour senior seminar.

RELIGION 101 – INTRODUCTION TO THEOLOGY. Theology is something you do, it is the process of formulating religious experiences in intellectual terms. Intrinsic *credibility* is its aim. But all ideas and beliefs have consequences. At this point theology becomes the art of applying basic insights to issues of *conscience*. In the first context, several theologians will be considered to determine the viability of their statements in our contemporary setting. In the second context, the course will deal with such issues as liberation movements, civil disobedience, violence, sex ethics and genetic surgery. The method of instruction will be class discussion with an emphasis upon written analysis of the issues. **Scott, Woodyard. 3**

RELIGION 103A — 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. 3**RELIGION 210 — THE NATURE OF RELIGION.**

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

Eisenbeis. 4**RELIGION 211 — INTRODUCTION TO THE OLD TESTAMENT.**

Orientation to the study of the Bible. An introduction to the history, literature, and religion of the Old Testament.

Eisenbeis. 4**RELIGION 212 — INTRODUCTION TO THE NEW TESTAMENT AND THE APOSTOLIC AGE.**

An introduction to the religion and literature of the New Testament: the rise of the Christian church, the Apostolic Age.

Eisenbeis. 4**RELIGION 213 — HISTORY OF CHRISTIAN THOUGHT.**

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

Martin. 4**RELIGION 214 — THE NATURE OF MAN: RELIGIOUS PERSPECTIVES.**

An inquiry into the phenomenon of man from a religious perspective. Conflicting understandings on human existence, from positivistic to humanistic, will be considered in relation to such issues as selfhood, freedom, and destiny. The method of instruction will be class discussion with an emphasis upon written analysis.

Woodyard. 4**RELIGION 224 — CHRISTIAN ETHICS.**

A critical study of the fundamentals of Christian morality as represented in contemporary Christian authors.

Scott. 4**RELIGION 303 — CONTEMPORARY RELIGIOUS THOUGHT.**

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

Scott. 4**RELIGION 304 — EXISTENTIALIST THEOLOGY.**

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

Scott. 4**RELIGION 308 — NEW TESTAMENT STUDIES.**

Studies in depth of New Testament subjects: a book such as Romans or one of the Gospels, problems of New Testament research, the problem of the historical Jesus, various concepts of New Testament theology, problems in New Testament literature, or influence of Judaism and Hellenism on the New Testament.

Eisenbeis. 4**RELIGION 309 — OLD TESTAMENT STUDIES.**

Studies in depth of Old Testament subjects: the Old Testament in relation to the Ancient Near East (Archaeology), an Old Testament book such as Job, problems of Old Testament literature, form criticism, literary problems, Hebrew Poetry, concepts of Old Testament theology, or history and culture of Israel.

Eisenbeis. 4

RELIGION 311 — KIERKEGAARD SEMINAR. Selected writings from Soren Kierkegaard's aesthetic, ethical and religious works are read and discussed, and special projects related to Kierkegaard's thought are undertaken by individual students. **Martin. 4**

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

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

RELIGION 321 — BUDDHISM. A study of modern Buddhism in relation to traditional Buddhist sources. Selected texts of early Buddhism are used as a basis for understanding in the Theravada Buddhism of Southeast Asia. Mahayana texts are read as the basis for understanding such East Asian sects as Pure Land, Tendai, Shingon, Nichiren and Zen. Representative contemporary interpreters of Buddhism are read and discussed. **Martin. 4**

RELIGION 336 — COMPARATIVE RELIGIOUS MYTHOLOGY. The course will investigate the nature of religious myth and its place in man's religious experience in a variety of traditions. The major emphasis will be on primitive mythology and Oriental mythologies. **Martin. 4**

RELIGION 340 — SEMINAR: POLITICAL THEOLOGY. Political theology is an attempt to understand the Christian faith utilizing man's existence in the social order as an interpretive context. The course will examine the basis for this posture in the teachings of Jesus, the ethical framework required, and attempts at formulation in Third World and Western Societies. **Woodyard. 4**

(1974-75 Seminar: *The Theology of Nature*, Scott, 4)

(1975-76 Seminar: *Heidegger on Being and Time*, Eisenbeis, 4)

RELIGION 350 — SENIOR SEMINAR. Staff. 1

RELIGION 361-362 — DIRECTED STUDY. 3

RELIGION 451-452 — DIRECTED RESEARCH. Staff. 4

RELIGION 461-462 — INDIVIDUAL WORK FOR HONORS. 4

Sociology and Anthropology

Major in Sociology

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

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

Major in Sociology: Concentrations in Anthropology or Urban Studies

Special concentrations in Anthropology and Urban Studies are offered by the department. For their specific requirements, consult with the Chairman.

Major in Sociology (Environmental Studies Concentration)

See Environmental Studies

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

Staff. 4

SOCIOLOGY 208 — HUMAN ECOLOGY. Population distribution, composition and growth, and its bearing on current economic, political, and social problems.

Staff. 3

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

Rice. 3

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

Cole. 3

SOCIOLOGY 301 - SOCIAL RESEARCH METHODS. Experience in the design and implementation of social research, current techniques of collecting, analyzing, interpreting and reporting data. **Required of Sociology majors.** Prerequisites: 207 or 330 and Mathematics 102 or Psychology 313. Offered second semester. **Thorpe. 4**

SOCIOLOGY 302 - GENERAL SOCIOLOGY. The sociological perspective applied to the issues of modern society. This course assumes a familiarity with the scientific method. Not recommended for potential majors. Restricted to juniors and seniors (See 207). **Staff. 4**

SOCIOLOGY 307 - URBAN SOCIOLOGY. The social structure of the metropolis including its class structure, behavioral patterns, and cultural framework are explored. An institutional and crosscultural approach will be utilized whenever possible. Prerequisite: 207, 330, or I.D. 211. **Potter. 4**

SOCIOLOGY 308 - INTRODUCTION TO SOCIAL WORK. A survey course including a history of social welfare, an analysis of public welfare administration, private agencies, and a descriptive comparison of the methods of social work, casework, group work, and community organization. Prerequisite: 207 or 330. Offered first semester. **Ransopher. 3**

SOCIOLOGY 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: 308 or consent of instructor. Offered second semester. **Ransopher. 3**

SOCIOLOGY 311 - CRIMINOLOGY. A study of the phenomenon of crime in American society as to amount, the varying rates in terms of area of residence, age, social class, and occupational group, and the causes and the treatment of criminal behavior. Prerequisite: 207, or 330. Offered first semester. **Mitchell. 4**

SOCIOLOGY 312 - MINORITY GROUPS. Anthropological, social psychological, and sociological interpretations of racial and ethnic prejudice and discrimination. Prerequisite: 207, or 330. Offered both semesters. **Mitchell. 4**

SOCIOLOGY 313 - THE FAMILY. The structural-functional analysis of the family as an institution, its inter-relationships with other social institutions, changing economic and social functions of the family as seen in historical and cultural perspective. Prerequisite: 207, or 330. Offered both semesters. **Cole. 3**

SOCIOLOGY 314 - AMERICAN INDIANS. This course explores the history and development of the American Indians from prehistoric times to the present, concentrating primarily on the Indians of North America. This survey course will cover many aspects of Indian culture. Prerequisite: 207, or 330. Offered second semester. **Valdes. 3**

SOCIOLOGY 315 - SOCIAL ORGANIZATION. A comparative analysis of the major institutional components of societies and an exploration of the social processes whereby these institutions are maintained, coordinated, and changed. Prerequisite: 207, or 330. Offered alternate years. **Rice. 4**

SOCIOLOGY 317 - THE SOCIOLOGY OF RELIGION. A study of the structure and function of religious behavior and the relationship of religion with other institutional areas in a society. Offered alternate years. **Staff. 4**

SOCIOLOGY 318 — SOCIOLOGY OF EDUCATION. A study of educational institutions, their social functions, and their inter relationships with other social institutions. Offered alternate years. **Staff. 3**

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

SOCIOLOGY 320 — WORLD ETHNOGRAPHY. Review of the culture areas of the world outside the western hemisphere on the basis of representative ethnographic studies. No prerequisites. Offered second semester. **Goodman. 3**

SOCIOLOGY 321 — CULTURE CHANGE. Theory of innovation, diffusion, and change; consequences for native societies of contact with American Culture. (Offered first semester.) Prerequisite: 207, or 330. **Goodman. 3**

SOCIOLOGY 322 — PEASANT CULTURE. Rural vs. urban and tribal societies: social organization, personality structure, life view, adaptations to random and directed change. Prerequisite: 207, or 330. (Offered second semester.) **Goodman. 3**

SOCIOLOGY 330 — GENERAL ANTHROPOLOGY. A descriptive, comparative, and generalizing study of man and his culture. No prerequisite. Offered both semesters. **Valdes, Potter. 4**

SOCIOLOGY 340 — COLLECTIVE BEHAVIOR. This course explores the social processes which give rise to crowds, cults, publics, and social movements. Collective behavior is viewed as a primary means of social change and an attempt is made to understand the conditions which precede, accompany, and follow collective action. Prerequisite: 207, 330, or consent. Offered first semester. **Thorpe. 3**

SOCIOLOGY 345-346 — SPECIAL PROBLEMS. Special offerings will be made from time to time in topics not covered in regular courses. (Examples: Sociology of Science, Military Sociology, Medical Sociology, Alienation, Mass Society, Social Stratification, Sociolinguistics.) Prerequisites: Sociology 207, or 330 and consent. **Staff. 3**

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

SOCIOLOGY 405 — SOCIOLOGY OF THE PRESCHOOL CHILD. Introduction to principles and theories underlying education for the preschool child and to techniques of observing young children and working with them as individuals and in groups. Two hours each week will be spent in the Granville Nursery School. Offered second semester. **Watson. 3**

SOCIOLOGY 415 — HUMAN RELATIONS IN INDUSTRY. A study of the organization and characteristics of modern industrial societies, of the effects of technology on industrial environments, and of the behavior of formal and informal groups in industry. The methodology of social research for analyzing and resolving group tensions in industry. Prerequisite: 207, or 330. Offered second semester. **Mitchell. 3**

SOCIOLOGY 416 — SOCIOLOGICAL THEORY. Analyses of central theoretical questions of Sociology, drawing upon the theories of major sociologists from Comte to the present. Open only to majors or by consent of instructor. Offered first semester. **Thorpe. 3**

SOCIOLOGY 420 — SEMINAR. Advanced study of special problems suggested by courses already taken. Open only to majors. Offered first semester. **Valdes. 3**

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

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

Speech Communication

Major in Speech Communication

A student majoring in Speech Communication must elect a minimum of 29 semester-hours of credit in the department. A student who chooses a *general speech communication* emphasis must take either Speech Communication 221 or 222, 304, 311 or 312, and 409. A student who concentrates in *speech science* must take Speech Communication 329, 330, 331, and 409. A student who elects a *communications* concentration must take Speech Communication 223, 225, 304, 327, and 409. Students who are interested in secondary school teaching must elect Education 339.

Attention is called to the value of training in speech communication for students aiming toward careers in law, government, business, administration, broadcasting, teaching, the ministry, industrial communication, public relations, advertising, sales, personnel, and mass communication.

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

SPEECH COMMUNICATION 110 — DIMENSIONS OF SPEECH COMMUNICATION. An overview of the speech communication process, including broadcasting (its impact and responsibilities), dialogue in dyads and groups, use of language, nonverbal communication, theory and practice, political communication, artistic communication, and issues of freedom of speech. Lecture-discussion, guest lecturers, student projects. **Markgraf. 4**

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

SPEECH COMMUNICATION 218 — SPEECH COMPOSITION. A study of principles governing the development, organization, and communication of ideas in formal speeches. Students will compose a limited number of speeches seeking to apply principles derived from theoretical materials and from an examination of famous speeches. **Dresser. 3**

SPEECH COMMUNICATION 221 — GROUP DISCUSSION. A study of oral communication in small problem-solving groups. Students will seek to synthesize the traditional logical and psychological approaches to the study of group behavior. **Dresser. 3**

SPEECH COMMUNICATION 222 — ARGUMENTATION AND DEBATE: CONTEMPORARY SOCIAL ISSUES. A course in the study of argumentation and of rhetorical techniques essential to the law court and the legislative assembly. Students will explore social problems and advocate solutions within the frameworks of panel discussions, argumentative and rebuttal speeches, direct examination and cross-examination, parliamentary procedure, and debate. **Markgraf. 3**

SPEECH COMMUNICATION 223 — PERSUASION. An introduction to the theory and practice of persuasion and an appraisal of its influences upon modern society. Emphasis is placed upon mass persuasion (advertising, propaganda, etc.) and persuasion in speaker-audience, dyadic and group centered situations. Students will prepare and deliver original persuasive speeches. **Markgraf. 3**

SPEECH COMMUNICATION 225 — RADIO AND TELEVISION IN SOCIETY. The history of radio and television development; a study of the structure of broadcasting, comparative study of broadcasting practices in other countries; the objectives of radio and television as a social force and cultural influence; a study of program types; and the analysis of existing programs aimed toward the development of acceptable standards for broadcasting. **Hall. 3**

SPEECH COMMUNICATION 227 — RADIO PRODUCTION PROCEDURES. Lecture-laboratory course in the production of complex program types; study of production problems, techniques, and procedures. This course covers actual production from initiation to airing. Prerequisites: Consent of instructor. **Hall. 3**

SPEECH COMMUNICATION 230 — CONTEMPORARY TELEVISION. Spring vacation trip to major television networks in New York City and observation of station operations, studio arrangements, and the productions of various types of programs from rehearsal through performance. An intensive study of network operational policies and procedures precedes the trip; a written report of the trip is required. Estimated cost of trip, exclusive of tuition, is \$100. Prerequisite: Consent of instructor. **Hall. 2**

SPEECH COMMUNICATION 244 — FREEDOM OF SPEECH. A critical analysis of theories and justifications of freedom of expression and of factors which determine the scope and practical exercise of free speech. Political, legal, ethical, and artistic aspects will be examined. **Markgraf. 3**

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

SPEECH COMMUNICATION 250 — PSYCHOLOGY OF SPEECH. A study of the psychological factors involved in interpersonal and group communication with special reference given to the application of these principles to public speaking, radio and television, group discussion, and speech correction. Attention is given to the speech personality and the verbal behavior of the disturbed personality. **Hall. 3**

SPEECH COMMUNICATION 304 — INTERPERSONAL COMMUNICATION. A seminar course investigating factors affecting communication between individuals. Students undertake projects concerned with such aspects of the communication process as the effect of social roles, semantic barriers to understanding, the effects of feedback on communication, and nonverbal communication. **Dresser. 3**

SPEECH COMMUNICATION 308 — COMMUNICATION, MAN AND SOCIETY. A study of language as instrumental in shaping man's personality and in structuring his culture. Typical topics studied are the relationship of communication to thought, to social perception, to ethical and aesthetic judgments, to mysticism, and to social values. **Dresser. 3**

SPEECH COMMUNICATION 311 — AGITATORS, ADVOCATES, AND SOCIAL REFORM. An historical approach to current issues and methods of social reform, especially concerning the racial question. The values,

(continued)

objectives and rhetorical techniques of advocates and agitators are studied by analyzing the premises, arguments, appeals, and persuasive strategies imbedded in speeches, debates, campaigns, and organized reform movements.

Dresser. 4

SPEECH COMMUNICATION 312 — COMMUNICATION THEORY AND CRITICISM. A survey (1) of theories and (2) of standards and methodologies used in understanding and appraising the practice of communication. Classical and humanistic theories and standards are compared with those derived from the technological and empirical sciences, i.e. Platonic, Aristotelian, Burkean, etc. Communication theories are compared with models and standards derived from semantics, cybernetics, S. R. behaviorism, etc.

Dresser. 4

SPEECH COMMUNICATION 327 — SEMINAR IN ADVERTISING COMMUNICATION. A seminar covering the principles of communication used by advertisers. Individual projects will be required of all students in the various communications media such as newspapers, radio, television, etc. Guest lecturers in the field of advertising.

Hall. 3

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

Hall. 3

SPEECH COMMUNICATION 330 — VOICE AND DICTION. A lecture-laboratory course designed to further the student's mastery of English speech.

Hall. 3

SPEECH COMMUNICATION 331 — INTRODUCTION TO SPEECH CORRECTION. The relations of speech to mental hygiene; the study of speech disorders and defects, diagnosis and therapeutic theories.

Hall. 4

SPEECH COMMUNICATION 332 — DIALECTS. A study of foreign dialects for radio, television, and theater, with special emphasis on phonetic changes and intonational patterns.

Hall. 3

SPEECH COMMUNICATION 361-362 — DIRECTED STUDY.

Staff. 3

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

Markgraf. 3

SPEECH COMMUNICATION 451-452 — SENIOR RESEARCH.

Staff. 4

SPEECH COMMUNICATION 461-462 — INDIVIDUAL WORK FOR HONORS.

Staff. 4

TEACHING OF SPEECH (See EDUCATION 339)

Theatre and Film

The three-hour basic requirement in the Arts may be satisfied by taking 103, 105, 111, 215, 323, 324, or 325.

Major in Theatre and Film

A candidate for the Bachelor of Arts degree in Theatre and Film shall elect 30-40 semester hours of credit. Students who wish to concentrate primarily in Theatre should take the following courses: 111, 113, 215, 301, 317, 323, 324, and 426. Students whose primary interest is in Film should take 111, 215, 219, 301, 312, 324, 326, and 410.

The candidate for the Bachelor of Fine Arts degree in Theatre and Film shall elect at least 40 hours in Theatre and Film, 15 hours in related art fields, and 16 hours in General Education.

In the freshman year the Bachelor of Fine Arts candidate should carry the second year of the foreign language carried in high school or French 111-112. Theatre courses should be 111, 113, 215, and 229.

THEATRE AND FILM 101 — BEGINNING ACTING. Designed for the non-major and dealing with the fundamentals of actor training from both a practical and theoretical base. Through exercise and improvisation, the student is introduced to the actor's vocabulary and practice. Fulfills Oral Communication requirement. **Staff. 2**

THEATRE AND FILM 103 — FORMS OF THEATRE ARTS. Basic study of the form, function, and history of the performing arts — theatre, film, and television. **Brasmer. 3**

THEATRE AND FILM 105 — FORMS OF THEATRE ARTS. Follows study plan of 103, but substitutes active participation in theatre production for the writing of critical reports and outside reading. **Brasmer. 3**

THEATRE AND FILM 111 — INTRODUCTION TO THE THEATRE. Intensive introduction to the study and practice of the arts and the literature of the theatre. **Brasmer, Morgan. 4**

THEATRE AND FILM 113 — VOICE FOR THE STAGE. An intensive practicum in voice and speech training for the actor. The Lessac system of structural, tonal, and consonant action is studied and applied to the dramatic interpretation of literature. Fulfills Oral Communication requirement. **Ryan. 3**

THEATRE AND FILM 115, 116, 117 — THEATRE PARTICIPATION. Theatre activity is open to all students in the University, who may, if they wish, receive credit toward their undergraduate degree by participation in the productions of the University Theatre and the Experimental Theatre. A student may enroll up to the eighth week of any semester on written permission of the departmental chairman. No student may enroll in the last semester of his or her senior year. **These courses may fulfill three hours of the Fine Arts requirement. 1**

- THEATRE AND FILM 215 - PRODUCTION FOR NON-COMMERCIAL THEATRE** Play selection, analysis, organization, management, direction, and technical design of plays for non-commercial theatre. Meets teacher certification for theatre. **Morgan, Brasmer. 4**
- THEATRE AND FILM 219 - ELEMENTARY CINEMATOGRAPHY** An introductory course exploring the nature of the cinematic medium from the point of view of production and technique, with an emphasis upon cinema as an aesthetic and narrative medium. Each student is expected to complete a series of film projects in 8 mm. or 16 mm. format. A student is required to share the expenses involved in his or her film production. **Stout. 4**
- THEATRE AND FILM 225 - CONTEMPORARY THEATRE.** Attendance at productions in New York during spring vacation, preceded by study of contemporary theatre and followed by a written report. Estimated cost of trip, exclusive of tuition, is \$250. **Brasmer. 2**
- THEATRE AND FILM 229 - ACTING: PHYSICAL TECHNIQUE.** The beginning course for majors interested in performance. Use of pantomime, improvisation, and gymnastics to develop a controlled flexibility in the use of the bodily mechanism. Prerequisite: Consent of instructor. Course repeatable for one credit. **Ryan. 3**
- THEATRE AND FILM 230 - ACTING: SCENE STUDY.** The scene as a unit of theatrical form, approached in terms of focus and interaction between characters. Offered each semester. Prerequisite: Consent of instructor. Course repeatable for one credit. **Staff. 3**
- THEATRE AND FILM 231 - ACTING: CHARACTERIZATION.** The factors in the script which determine characterization and the creation of these factors in specific roles. Offered each semester. Prerequisite: Consent of instructor. Course repeatable for one credit. **Staff. 3**
- THEATRE AND FILM 232 - ACTING: PERSONAL STYLE.** The developing of a personal point of view in approaching the creation of a vital presence on the stage. Offered each semester. Entrance by audition. Repeatable once for one credit. **Staff. 3**
- THEATRE AND FILM 240 - CHILDREN'S THEATRE.** Recommended for Education as well as Theatre majors, this course explores the uses and practices of drama with the child (Creative Dramatics) and drama for the child (Children's Theatre) through lecture, discussion, and practice teaching. **Ryan. 3**
- THEATRE AND FILM 301 - SCENIC DESIGN AND STAGE LIGHTING.** Theory and practice of scene and lighting design through intensive analysis of the dramatic structure in plays. **Morgan. 4**
- THEATRE AND FILM 312 - SEMINAR IN FILM.** The subject for the seminar will vary from year to year but this seminar treats Film in both a technical and an academic manner. The seminar is repeatable. **Staff. 4**
- THEATRE AND FILM 317 - TECHNICAL THEATRE.** Lecture and laboratory in scenery construction and painting, sound, stage management, and lighting. May include costuming under some circumstances. Class work with all productions. **Morgan. 4**
- THEATRE AND FILM 323 - THEATRE HISTORY.** Survey of World Theatre from the Greeks to 1880, exclusive of America. Emphasizes influences - cultural, social and political - as well as personalities, methods of production, and development of drama. **Stout. 4**
- THEATRE AND FILM 324 - HISTORY OF AMERICAN THEATRE.** The derivation of American Theatre in the patterns of colonial culture

(continued)

and the development of the Theatre from the 18th Century to the present. A strong emphasis is placed upon the development of drama in the 19th and 20th Centuries. **Brasmer. 4**

THEATRE AND FILM 325 — THE HISTORY OF THE MODERN THEATRE. Survey of World Theatre History from 1880 to the present day, exclusive of America. Particular emphasis is placed on the various revolutionary movements of the continental and British Theatre in the first four decades of the 20th Century. **Stout. 4**

THEATRE AND FILM 326 — HISTORY AND AESTHETICS OF FILM. A survey of the social and aesthetic history of the film from its beginnings as a record of historical reality to the emergence of the filmic reality in the contemporary film. **Brasmer. 4**

THEATRE AND FILM 361-362 — DIRECTED STUDY. **Staff. 3**

THEATRE AND FILM 401 — THEATRE PRACTICUM. Theory and creative practice in selected areas of theatre arts for the talented and superior student. As registration warrants, the areas listed below will be offered. No more than 15 credit hours in these areas will be counted toward graduation.

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

Staff. 2-15

THEATRE AND FILM 410 — ADVANCED CINEMATOGRAPHY. An advanced course which explores several approaches to the graphic and narrative properties of films. The student will be required to complete two films in 16 mm. format and will share the expenses involved in his or her film production. **Stout. 4**

THEATRE AND FILM 415 — PLAY DIRECTION. Theory and practical work in direction. Each student is responsible for selecting, casting, rehearsing, and producing one-act or longer plays presented in the Experimental Theatre. Prerequisites: 15 hours of Theatre and Film and consent of instructor. **Brasmer. 3**

THEATRE AND FILM 426 — THEORY OF THE THEATRE. The analysis and comparison of dramatic theories from Aristotle to the present, with emphasis on recent and current issues in theatrical theory, criticism, and scholarship. Prerequisite: Junior standing. **Brasmer. 4**

THEATRE AND FILM 451-452 — SENIOR RESEARCH. **Staff. 4**

THEATRE AND FILM 456 — SENIOR COMPREHENSIVE PROJECT. A practical project in performance, design, theatre management, or film with work accomplished in the University Theatre or the Experimental Theatre. Course can be elected to satisfy a comps experience in the department by BFA majors only. The course is offered both semesters but it can be taken only once. **Staff. 3**

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

Aerospace Studies*

The Department of Aerospace Studies offers the college student at Denison the opportunity to obtain an officer's commission in the United States Air Force through enrollment in the Air Force Reserve Officer Training Corps (AFROTC). The students may select either the four-year or two-year AFROTC program.

To participate in the four-year program the student normally enrolls in AFROTC in the freshman year and continues enrollment for the four years at Denison. The four-year program includes the basic course consisting of the freshman and sophomore years and the advanced course taken during the junior and senior years. Enrollment in the basic course does not require a commitment on the part of the student. Enrollment in the advanced course at the beginning of the junior year requires a written commitment on the part of the student in both the four-year and two-year program to accept a commission in the Air Force and to serve on active duty for a period of four years in a non-rated category, or, for six years if in a rated category of pilot or navigator.

The four-year student attends field training of four weeks at the end of the sophomore year. This training camp is conducted at an Air Force base, and the student is paid approximately \$280 plus travel pay of six cents per mile to and from base. Meals, lodging, and uniforms are provided at no cost to the student while at the training unit.

To qualify for the two-year program the student must successfully complete the Air Force Officer Qualification Test (AFOQT) and an Air Force Physical Examination in the second semester of the sophomore year. The student must then attend a six-week field training camp at the end of the sophomore year. This training takes the place of the two-year basic course at Denison. The pay for the six-week summer training session is approximately \$450 plus travel pay, meals, lodging, and uniforms. The student who successfully completes the six-week summer training may enroll in the advanced course at the beginning of the junior year.

The Air Force uniform, including shoes, is provided without cost to the student and is worn one day a week. The student is responsible for the proper care of the uniform. Textbooks and other instructional materials are supplied without cost by the Department of Aerospace Studies.

All cadets are eligible for the AFROTC Color Guard on a voluntary basis. Outstanding students are eligible for selection as members of the Arnold Air Society and for appointment as Distinguished Cadets and Distinguished Graduates.

The Flight Instruction Program provides each senior qualified for Pilot Training with 36½ hours of flight training in light aircraft at no expense to the student.

*Negotiations are underway for the termination of the ROTC program at Denison.

As a result, freshmen will not be able to enroll in the program.

Advanced course students (juniors and seniors) are paid a subsistence pay of \$100 per month, except while at summer training camp, for a period not to exceed 20 months. Two-year and four-year students who qualify for the Scholarship Program receives a subsistence pay of \$100 per month plus full tuition, fees, and textbooks.

Delays from active duty may be provided to those students who desire to attend graduate school prior to starting their commissioned service. Law school graduates and medical school graduates enter on active duty as Captains.

Officers who do not desire to continue graduate work are normally scheduled for active duty in the career area of their choice within 90 days after graduation.

Enrollment in AFROTC is accomplished by registering for the appropriate Aerospace Studies course during registration. Staff members of the Department of Aerospace Studies are available for consultation at anytime during the year, including the summer months.

Scholarships and Financial Assistance

The United States Air Force makes available scholarships to two-year and four-year students enrolled in the AFROTC program at Denison. Scholarship students are selected on a competitive basis. Selection is based on academic achievement, score on the Air Force Officer Qualification Test, and the evaluation of a scholarship review board. Final competition is on a nationwide basis.

Under this AFROTC program, the Air Force pays the cost of tuition, books, fees, supplies, and equipment plus a monthly subsistence pay of \$100.

AEROSPACE STUDIES 101-102 — UNITED STATES FORCES IN THE CONTEMPORARY WORLD. An introductory course exploring the broad component categories of U.S. Military forces, with primary emphasis and the majority of the material, on the United States Air Force. This includes the fundamental mission, organization, and weaponry of the Armed forces. Such knowledge will serve as a foundation for an introduction to defense policy. Open to freshmen only. **Lampe. 1**

AEROSPACE STUDIES 201-202 — UNITED STATES FORCES IN THE CONTEMPORARY WORLD. This is a continuation of AS 101-102; an introduction to defense policy discussing the framework or politico-military environment in which the U.S. Armed Forces operate. The course includes discussion and comparison of U.S. defense strategies and policies with other world powers. Prerequisite: 101-102. Concurrent enrollment in 101-102 and 201-202 may be permitted for selected sophomores. **Lampe. 1**

AEROSPACE STUDIES 250 — SIX-WEEK FIELD TRAINING. A six-week summer training camp conducted only for two-year AFROTC students at the end of the sophomore year. Two periods of training will be offered, one in June-July, and one in August-September. Consists of orientation to the U.S. Air Force, military history, development of communicative skills, physical training, and development of leadership skills. No letter grade assigned. Credit indicated by "P" for passed. **Not included in computation of grade-point average.** **U.S. Air Force Field Training Officers 3**

AEROSPACE STUDIES 301-302 — GROWTH AND DEVELOPMENT OF AEROSPACE POWER. A survey course about the development of airpower in the United States, mission and organization of the Defense Department, Air Force concepts, doctrine, and employment; astronautics and space operations; and the future development of aerospace power. Includes the United States space programs, vehicles, systems, and problems in space exploration. Prerequisite: 201-202, 250. Prescott. 3

AEROSPACE STUDIES 350 — FOUR WEEK FIELD TRAINING. Credit for this course will not be awarded unless it is taken in the summer prior to the junior or senior year. This course consists of a survey in depth of various Air Force Officers' career areas, an examination through field trips and lectures of the day-to-day operation of an Air Force Base and its place in the Air Force command structure, the presentation and solving of problem situations, an introduction to survival techniques and flight operations, emphasis will be maintained on development of initiative, communicative skills and leadership capabilities. Credits will be indicated by "P" for passed. Credits will not be included in computation of grade-point average. Two periods of training will be offered, one in June-July and one in July-August. U.S. Air Force Field Training Officers. 2

AEROSPACE STUDIES 401-402 — CONCEPTS OF AIR FORCE LEADERSHIP AND MANAGEMENT. A study of professionalism, leadership, and management. The course includes the meaning of professionalism, professional responsibilities, the Military Justice System, leadership theory, functions, and practices, management principles and functions, problem solving, and management tools, practices, and controls. Prerequisite: 301-302. Haddad. 3



CORRECTION!!!

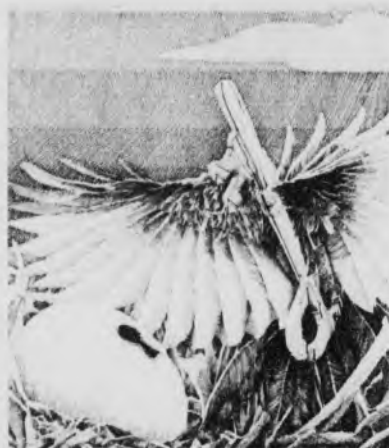
The previous document(s) may
have been filmed incorrectly...

Reshoot follows

AEROSPACE STUDIES 301-302 - GROWTH AND DEVELOPMENT OF AEROSPACE POWER A survey course about the development of aerospace in the United States economy and organization of the Defense Department in force structure, doctrine and employment, activities and space operations and the future development of aerospace power. Includes the United States aerospace program, economic, technical and problems in space exploration. Prerequisite: 201-202, 200. **Prescott 3**

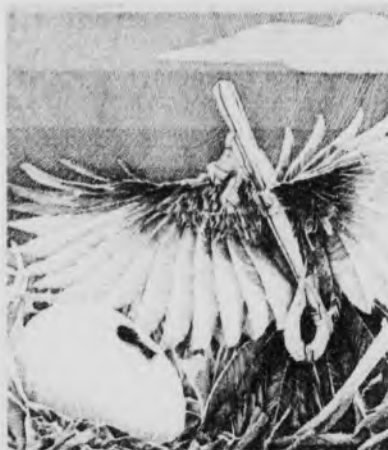
AEROSPACE STUDIES 350 - FOUR WEEK FIELD TRAINING Credit for this course will not be awarded unless it is taken in the summer term. As the going is almost good. This course consists of a survey in depth of various Air Force Officers' career paths in connection through field trips and lectures of the day-to-day operation of an Air Force Base and its place in the Air Force command structure; the presentation and delivery of military speeches in connection to selected instruments and flight operations; emphasis will be placed on development of initiative, communication, team work, and leadership capabilities. Credits will be indicated by P for present. Credits will not be included in computation of grade point average. Two periods of training will be offered, one in June-July and one in July-August. **U.S. Air Force Field Training Officers 2**

AEROSPACE STUDIES 401-402 - CONCEPTS OF AIR FORCE LEADERSHIP AND MANAGEMENT A study of professionalism, leadership and management. The course includes the meaning of professionalism, professional responsibilities, the Military Justice System, leadership theory, functions, and practice, management principles and functions, problem solving, and management tools, practices, and controls. Prerequisite: 301-302. **Haddad 3**



DENISON UNIVERSITY BULLETIN

THE HECKMAN BINDERY, INC. N. MANCHESTER, INDIANA



DENISON UNIVERSITY BULLETIN

Volume LXXIV, No. 2

August, 1974

The Denison University Bulletin is published by Denison University, Administration Building, Granville, Ohio 43023, four times a year (July, August, October, November). Second class postage paid at the Post Office at Granville, Ohio 43023.

Denison University aspires to be a pluralistic community which makes possible a wide range of learning and living experiences.

For approximately 150 years, Denison has been known as a community of intellectual excellence and high ideals. The learning experience which Denison students encounter is intended to be a joint effort on the part of students with the aid of the faculty.

As a college, Denison encourages students to shape educational programs that meet their special needs, interests, and plans. A Denison education attempts to balance depth and breadth — to combine the special competence and mastery of methodology and subject matter that are part of a major or concentration with an exploration of the varied resources available throughout the college.

Learning at Denison is in part a search for relationships among various kinds of knowledge and experience. It is an attempt, ultimately, to place education in the context of the crucial value questions facing society today.

The college's statement of objectives cites Denison's tradition of considering its students as "men and women who are becoming free." Denison places maximum responsibility on the student while providing support through concern and counseling in a personalized atmosphere.

Since Denison's founding in 1831, persons of all races, creeds, and national origins have been eligible for admission.

There are approximately 2,100 full-time students at Denison — 1,100 men and 1,000 women. Full-time faculty members number 142, with about three-fourths of the faculty holding the Ph.D. degree. Student-faculty ratio in 1973-74 was 13.83 to 1.

Denison is an independent liberal arts college offering four degrees: Bachelor of Arts, Bachelor of Science, Bachelor of Fine Arts, and Bachelor of Music. There are departmental, interdepartmental, concentration, and individually-designed majors available within these degree programs.

Denison is governed by a board of trustees, which is made up of 36 members, six of whom are nominated by the alumni. Many decisions regarding the programs of the college are made by the University Senate, which includes persons from the student body, the faculty, and the administration.

Statement of Objectives

Denison aspires to be a community of intellectual excellence and religious ideals.

Denison intends that its students educate themselves with the aid of a faculty devoted to teaching and engaged in advanced scholarship and research.

In addition to providing students with a proficiency in a single discipline, Denison hopes to give them a broad knowledge of the major forms of intellectual activity and to assist them in attaining an integrated conception of their own intellectual, moral, and religious life.

Denison considers its students as men and women who are becoming free. It envisions their future as a life based upon rational choice, a firm belief in the dignity of man, and charity and compassion unhampered by racial, cultural, religious, or economic barriers.

Accreditation

Denison is accredited by the North Central Association of Colleges and Secondary Schools, which was formed in 1913 and had Denison on its original list. Other agencies recognizing and approving Denison are the Ohio College

Association, the Ohio State Department of Education, American Association of University Women, Great Lakes Colleges Association, American Chemical Society, and the American Association of Colleges for Teacher Education.

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

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

Location

Denison is located in the village of Granville, Ohio.

Granville, founded in 1805, is in the central part of Ohio, seven miles west of Newark, the county seat; 27 miles east of the state Capitol grounds in Columbus; and 22 miles from the Columbus airport.

Interstate 70 is less than 10 miles south and Interstate 71 connects with Ohio 146 at Worthington (26 miles west of Granville) and with Ohio 133 four miles south of Mansfield. By the latter route, travelers change to Ohio 661 in Mount Vernon. Other state routes to Granville are 16 and 37.

Volume LXXIV, No. 2

August, 1974

The Denison University Bulletin is published by Denison University,
Administration Building, Granville, Ohio 43023, four times a year
(July, August, October, November). Second class postage paid at the
Post Office at Granville, Ohio 43023.

Denison University aspires to be a pluralistic community which makes possible a wide range of learning and living experiences.

For approximately 150 years, Denison has been known as a community of intellectual excellence and high ideals. The learning experience which Denison students encounter is intended to be a joint effort on the part of students with the aid of the faculty.

As a college, Denison encourages students to shape educational programs that meet their special needs, interests, and plans. A Denison education attempts to balance depth and breadth — to combine the special competence and mastery of methodology and subject matter that are part of a major or concentration with an exploration of the varied resources available throughout the college.

Learning at Denison is in part a search for relationships among various kinds of knowledge and experience. It is an attempt, ultimately, to place education in the context of the crucial value questions facing society today.

The college's statement of objectives cites Denison's tradition of considering its students as "men and women who are becoming free." Denison places maximum responsibility on the student while providing support through concern and counseling in a personalized atmosphere.

Since Denison's founding in 1831, persons of all races, creeds, and national origins have been eligible for admission.

There are approximately 2,100 full-time students at Denison — 1,100 men and 1,000 women. Full-time faculty members number 142, with about three-fourths of the faculty holding the Ph.D. degree. Student-faculty ratio in 1973-74 was 13.83 to 1.

Denison is an independent liberal arts college offering four degrees: Bachelor of Arts, Bachelor of Science, Bachelor of Fine Arts, and Bachelor of Music. There are departmental, interdepartmental, concentration, and individually-designed majors available within these degree programs.

Denison is governed by a board of trustees, which is made up of 36 members, six of whom are nominated by the alumni. Many decisions regarding the programs of the college are made by the University Senate, which includes persons from the student body, the faculty, and the administration.

Statement of Objectives

Denison aspires to be a community of intellectual excellence and religious ideals.

Denison intends that its students educate themselves with the aid of a faculty devoted to teaching and engaged in advanced scholarship and research.

In addition to providing students with a proficiency in a single discipline, Denison hopes to give them a broad knowledge of the major forms of intellectual activity and to assist them in attaining an integrated conception of their own intellectual, moral, and religious life.

Denison considers its students as men and women who are becoming free. It envisions their future as a life based upon rational choice, a firm belief in the dignity of man, and charity and compassion unlimited by racial, cultural, religious, or economic barriers.

Accreditation

Denison is accredited by the North Central Association of Colleges and Secondary Schools, which was formed in 1913 and had Denison on its original list. Other agencies recognizing and approving Denison are the Ohio College

Association, the Ohio State Department of Education, American Association of University Women, Great Lakes Colleges Association, American Chemical Society, and the American Association of Colleges for Teacher Education.

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

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

Location

Denison is located in the village of Granville, Ohio.

Granville, founded in 1805, is in the central part of Ohio, seven miles west of Newark, the county seat; 27 miles east of the state capitol grounds in Columbus; and 22 miles from the Columbus airport.

Interstate 70 is less than 10 miles south and Interstate 71 connects with Ohio 161 at Worthington (26 miles west of Granville) and with Ohio 13 four miles south of Mansfield. By the latter route, travelers change to Ohio 661 in Mount Vernon. Other state routes to Granville are 16 and 37.



Ralph Komives Art







Throughout the Catalog are 16 full-page statements written by these persons.

The unedited statements express each student's opinions about Denison.

By printing them, we hope to give you a more complete and honest picture about life as a student at Denison. Many students put a quote or a description at the end of their statement, further personalizing themselves to you. Individual photographs of each of the student writers are on pages 114 to 117. Addresses of each person accompany the photographs.

The tree, below East Maple Street in the village and a short walk from campus, is on land owned by Mr. H. E. Sutton, of Granville.

Not in the photograph is Mary Elsner, who had transferred to Tufts University before the photograph was taken.

Contents

Admission, 6	Registration and Academic Regulations, 56
Costs, 9	Courses of Study, 64 to 109
Financial Assistance, 12	College Lists, 120
Student Life, 18	Enrollment Statistics, 123
Campus, 31	Calendar, 124
Affiliations and Finances, 34	Catalog Credits, 126
Plan of Study, 42	How to Write to Us, 126
Off Campus Programs, 51	Index, 127
January Term, 53	Campus Map, 128



CREATIVITY

Admission

Denison University believes the aims of a liberal arts education are best attained within a heterogeneous community. The College encourages applications from members of all cultural, racial, religious, and ethnic groups.

Applicants are admitted as either a freshman or a student with advanced standing.

How to Apply

A Preliminary Application will be sent to you in response to an initial request for the College Catalog or other information.

After receiving this application from you, the Admissions Committee will place you on the mailing list and send you a Formal Application by October of the year prior to entrance. If you submit a Preliminary Application after September of that year, you will be sent a Formal Application immediately. Formal Applications should be returned to the College not later than March 1. If you apply after March 1, you will be considered for admission on the basis of dormitory space still available.

In evaluating your application, the committee takes into consideration the quality of your academic record, aptitude test scores, recommendations, school and community activities, your possible academic and personal contributions to the College, and your personal statement discussing your goals for college. While not a requirement, a personal interview is considered highly desirable.

Your need, if any, for financial assistance is not considered in the admissions process. The fact that you may seek financial aid by filing the Parents' Confidential Statement of the College Scholarship Service (see *Financial Assistance section*) is not considered by the Admissions Committee in its evaluation of your qualifications for admission.

Admission Requirements

The following minimum standards are required of every person applying to Denison:

Graduation and College Certification

These must be furnished by an accredited high school or preparatory school showing at least 15 acceptable units of credit as follows:

- 4 units of college preparatory English
- 2 units of college preparatory Mathematics (3 units are highly recommended, especially if you plan to major in science)
- 2 units in one Foreign Language
- 1 unit of History

2 units of Science

4 remaining units (at least 2 units should be in areas named above or in related subjects)

Exceptions to these requirements may be made by the Admissions Committee. You will be given special consideration if you plan to earn either the Bachelor of Fine Arts or the Bachelor of Music degrees. Special requirements for admission into these two degree programs are explained later in this section.

Entrance Examination

You must take the Scholastic Aptitude Test of the College Entrance Examination Board (CEEB). This test must be taken not later than January of your senior year. CEEB Achievement Tests are optional, but scores are welcomed. If extenuating circumstances prevent you from taking the SAT, you must make other arrangements with the Dean of Admissions and Financial Aid.

Other Requirements

In the Formal Application, three other admissions requirements are cited:

- recommendation by your high school principal, headmaster, or guidance officer
- personal information including a listing of school, church, and community activities
- statement of personal characteristics and interests.

Two other requirements are:

- application fee — a nonrefundable fee of \$15 must accompany the Formal Application
- health report — after you are accepted for admission, the College will send you a medical form to be filled out by your physician.

Special Admission Requirements/ Fine Arts and Music Applicants

A small quota of students is admitted each year to Denison to pursue the special degree programs of Bachelor of Fine Arts and Bachelor of Music. In applying for one of these programs, you must meet the minimum requirements listed above. In addition, you must submit the following evidence of your skills and/or talents with the respective departments:

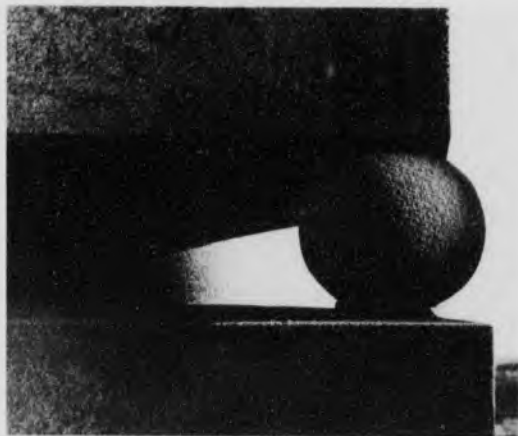
Art Department — a portfolio and/or slides or photographs of your art work

Dance Department — a personal audition

Music Department — a personal audition and/or audition tape

Theatre and Film Department — a personal audition and/or audition tape, or a portfolio of costumes and/or set designs.

If you want to enter the Fine Arts or Music programs, you should correspond early with the appropriate departmental



chairman. If you are admitted as a quota student in one of these special degree programs, you cannot change your degree program until completing at least one full year at Denison and obtaining the permission of the Registrar's Advisory Committee.

Different Types of Admission

Aside from the standard admission process explained above, three other options exist at Denison: Early Consideration of Freshmen, Early Admission, and Deferred Admissions. These options are discussed in detail below.



Early Consideration of Freshmen

A freshman applicant is generally admitted on the basis of grades for seven semesters of secondary school work, and the completion of the requirements listed above. *Special Consideration* for acceptance on the basis of six semesters is given if you are a top-ranking applicant who has taken the SAT of the CEEB not later than December of your senior year. As an early applicant, you may apply to other colleges and universities. You are not required to commit yourself to enroll at Denison.

Early Admission

A limited number of outstanding students may be admitted for enrollment at the end of their junior year in high school. You must have the recommendation of your secondary school and have taken the SAT by February to be considered for early admission.

Deferred Admission

Upon being accepted at Denison, you have the option of



delaying your entrance into the College for a year. You have until May 1 of the year you are accepted to inform the Admissions Office of your decision to postpone your entrance. You must pay a \$100 deposit by that date.

While on deferred admission, you must reconfirm your intention to enroll by March 1 of the following year. If you fail to do this, your deposit is forfeited and your acceptance is withdrawn.

Should you desire to enroll in the College at the beginning of the second semester, instead of at the end of the year, you would be admitted on a space-available basis. Should you decide to delay your entrance more than a year, an extension of your deferred admission would be at the discretion of the Admissions and Financial Aid Council.

Dates of Acceptance

If you are a regular candidate for admission, the Admissions Committee completes its selections and sends notifications of acceptance by April 15. If you are a candidate who has applied for early consideration, you will be notified on or about January 15 and you *must* reply by March 1.

Waiting List

Qualified applicants who cannot be offered acceptance by April 15, owing to limitations on dormitory space, are placed on a waiting list. Such applicants are given later consideration for any openings which may occur between late April and early September. Candidates are not ranked numerically on the waiting list, but all who wish to remain active are carefully reconsidered for available openings.

Fees and Deposits

The following fees and deposits are required:

- a registration deposit of \$25
- a room reservation deposit of \$25 (except for a local student who will commute from home)
- an advance payment of \$50 toward tuition for the first semester.

If you are accepted for admission, these deposits, totalling \$100, must be paid on or before May 1 and are *nonrefundable* after that date unless you are an Early Consideration candidate. Early acceptees must make deposits by March 1, *nonrefundable* after that date, or withdraw from early consideration. For further information, see Refund of Deposits section. An applicant from the waiting list, or a transfer student accepted after May 1, usually is allowed two weeks to make the payment of deposits.

Advanced Placement

This program of the CEEB was developed to give recognition to a person who takes college-level courses in his or her secondary school. You may be excused from

certain college requirements by satisfactorily passing the Advanced Placement examinations in English, Foreign Languages, American History, European History, Biology, Chemistry, Physics, Mathematics, Art History, and Music. Credit and waiver will be given if you score a 5 or a 4 on any of these examinations. Credit and/or waiver may be given for a score of 3 or 2 upon recommendation of the department concerned and the Registrar.

For information on Proficiency Examinations in all subjects and other methods of satisfying Denison's Foreign Language requirement, see the Plan of Study section of the catalog.

Transfers

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

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

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

Special Requirements

A transfer student eligible for Advanced Standing is expected to meet the requirements of a freshman and, in addition, submit the following:

- the Official Transcript of your complete college record to date showing you to be in good standing at the college you previously attended
- the Recommendation from the dean of the college last attended.

Advanced Standing

Upon Advanced Standing admission, you will be allowed credit without examination for liberal arts subjects taken at a college accredited by the North Central Association of Colleges and Secondary Schools or an accrediting body of similar rank.

Class standing at Denison is based on the number and quality of credits accepted for transfer. In addition to the two-year residence requirement, you must earn at least a C average at Denison to qualify for a degree. Any requirements for graduation from Denison not satisfactorily completed at the college previously attended must be taken in normal sequence.

Good Standing

The Admissions Committee expects transfer students to be in good academic and disciplinary standing at the college



previously attended. Semester-hours of credit — but not actual grades — are transferable for all liberal arts and science courses similar to those offered at Denison. Courses bearing below C grades are not accepted for transfer.

Annual Costs

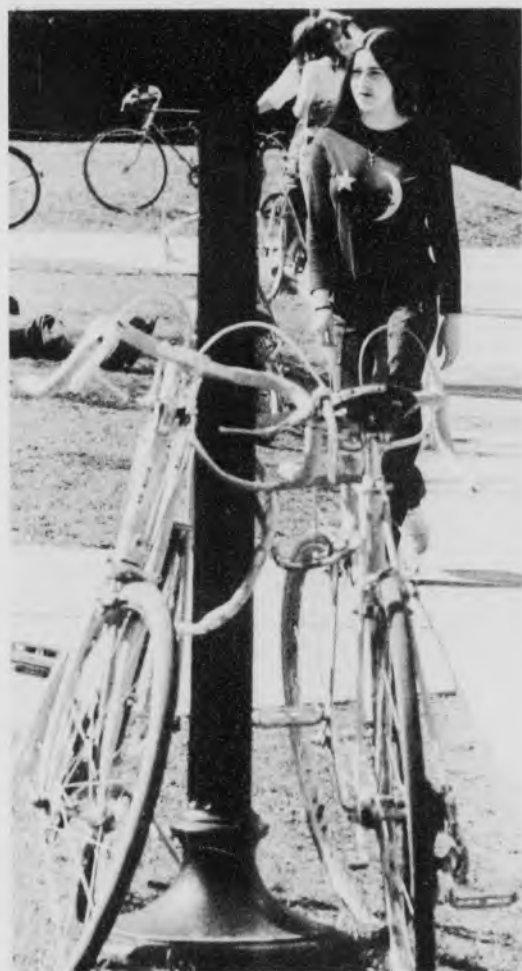
	Actual 1974-75	Projected 1975-76
Tuition	\$2,775	\$2,975
Activity fee	\$ 195	\$ 205
Board	\$ 670	\$ 710
Room	\$630-725	\$630-725

Each student on full tuition pays about \$750 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 \$2,775 annual tuition permits a student to take from 9 to 17 hours each semester. An additional charge of \$87 is made for each registered hour in excess of 17 hours for one semester or 35 hours over two semesters in the same



academic year. A student must petition the Registrar's Advisory Committee to take more than 17 hours of credit in a semester. A part-time student is charged \$87 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 \$195 activity fee enables the offering of student programs such as concerts, plays, guest lectures, and other activities of a social and recreational nature. It supports, in part, the Student Health Service, the College Union, and intercollegiate athletics. The activity fee provides funding for the Denison Campus Government Association (student government at Denison) and student organizations it sponsors. 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 \$670 a year. A five-day board plan is also available at \$620 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 \$630 a year. The price of a single room is \$725 a year. There is no additional room charge for residing on campus during the January Term if a student is a dormitory resident for the fall semester or the ensuing spring semester at Denison. *No room is rented for a shorter period than one semester.* Students will be charged for any damage to the furniture or the room beyond ordinary wear.

Special Fees

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.

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 \$87 per semester is charged to each student participating in an off-campus program.

Freshman Orientation

In June, Denison sponsors an orientation program for incoming students and their parents. Nine identical sessions, each lasting about one-and-a-half days, are held to provide counseling for students on course selection for the fall, placement tests, campus tours, and discussion of student life. A charge (including room and board) is made to students and their parents.

Books and Supplies

The cost of books and supplies is estimated at \$75 a semester.

Department of Music Fees

Music fees are required of a student taking private lessons in Applied Music, unless the student is majoring in music. On the basis of one private lesson a week including the necessary practice-time, the charge is \$87 a semester.

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

Any student who has played an instrument in band or orchestra for four semesters may take private lessons on that instrument without charge.

Damages Deposit

Each student living in a residence hall is required to pay a deposit of \$10. These deposits are used to cover on a prorata basis charges for damages to public areas and furniture and furnishings therein, loss of College property in these areas, and uncollected toll telephone calls.

The unexpended balance is refunded to the student upon graduation or withdrawal from the college. Bills are sent to students for amounts required to maintain their deposits at the \$10 level.

Payment of Bills

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

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

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

Deferment

Deferred payment of one-half of the net amount due for the first semester is permitted until November 1, and for the second semester until April 1, provided the request is made to the Cashier on or before the due date.

A monthly pre-payment plan and an extended repayment plan are available to parents of Denison students. Both plans also provide insurance for continued payment of educational expenses in case of death or disability of the insured parent. Details of these plans are sent to students as soon as they are accepted for admission.

Anyone wishing information in advance of this time should write to Insured Tuition Payment Plan, 6 St. James Avenue, Boston, Mass. 02116.

Refund of Deposits

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

Cancellation of room reservation or registration for the fall semester by a student enrolled at Denison during the previous spring semester must be made prior to May 1. Both the Registration Deposit of \$25 and the Room Deposit of \$25 are forfeited if the time limit is not observed. If a student does not preregister or indicate withdrawal by the cancellation date, both deposits shall be forfeited.

An entering student should read the Fees and Deposit section in the previous Admission part of the Catalog for regulations pertaining to other deposits.

A student withdrawing or dismissed from the College during the academic year shall forfeit the Registration and Room Deposits, except in the case of a withdrawal which results in no refund of second semester charges or for illness. A student granted permission to move into

off-campus apartments or into a fraternity prior to the start of the second semester will not forfeit the Room Deposit.

If a student withdraws because of illness, does not attend another college, and plans to register for a subsequent semester, the deposits are to be held. If the student does not register during the following two semesters, the deposits will be forfeited.

The Room Deposit of a student who cancels his or her room reservation within the time limit indicated above or is permitted to live off-campus or in a fraternity will be credited to his or her bill for the fall semester. In the case of a senior, or a withdrawing student entitled to a refund, Room and/or Registration deposits will normally be refunded in June.

Refund of Tuition, Activity Fee, Room and Board

Withdrawal after the due date of semester bills, but before Registration Day: Except in cases of illness confirmed by a physician, the charges for withdrawal from the College or cancellation of a dining hall or residence hall reservation after August 10 for the fall semester or January 10 for the spring semester shall be *25 percent of the semester tuition, 25 percent of the semester board charge, and full semester rent for the residence hall room. In no case shall the activity fee be refundable.* These policies apply to both the returning and entering student.

Withdrawal during a semester: After Registration Day there shall be no refund of room rent or board charge, except in the case of a student withdrawing from the College because of illness. Such a student shall be charged *10 percent of the semester room rent and board charge for each week or part thereof (not to exceed the semester rates).*

A student voluntarily withdrawing or dismissed for disciplinary reasons from the College during a semester will be charged *25 percent of tuition (not to exceed the semester charge) for each week or part thereof enrolled (enrollment begins the first day of classes).*

A student withdrawing from the College during a semester because of illness shall be charged *10 percent of tuition (not to exceed the semester charge) for each week or part thereof enrolled. In no case shall there be a refund of the activity fee.*

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

Financial Assistance

Denison University supports the conviction that every student accepted for admission should be able to attend the College regardless of financial circumstances. The financial aid program at Denison is designed to assist students to overcome so far as is possible the cost barrier often associated with private education. In addition, a limited number of honor stipends are awarded to students of special promise regardless of need.

Financial Need

Denison utilizes the College Scholarship Service (CSS) of the College Entrance Examination Board to determine the financial need of each applicant for aid. Essentially, this figure is the difference between the student's budget for a year at Denison minus the family contribution including expected summer earnings. Details of this calculation and the family contribution may be obtained at most secondary school guidance offices.

Awards

Awards normally consist of a combination of a grant-in-aid, loan, and job forming a "package" designed to meet the CSS financial need figure. The components of the package are subject to annual review and possible adjustment by the Financial Aid Committee. Honor awards up to \$300 are made to a select number of incoming freshmen who have shown outstanding academic potential. This stipend continues automatically if the student maintains a 3.0 cumulative average. Other special scholarships include the Sons and Daughters of Baptist Ministers and Missionaries, and the LaVerne Noyes for descendants of World War I veterans. More specific information on these and other scholarships may be obtained from the Office of Financial Aid.

Grants-in-Aid

Grants-in-aid constitute an outright gift to the student based on need. Grants are not automatically continued from one academic year to the next and may be adjusted as need changes. Each year, a grant recipient must resubmit the appropriate financial statement of the CSS. For a continuation of a grant, a student must (a) have need as determined by CSS, (b) be in academic good standing, and (c) be making satisfactory progress towards a degree. Exception to the stated policy may be made in cases involving significant contributions to the College or extenuating circumstances.

Loans

Denison has participated in the federally-appropriated and controlled National Direct Student Loan Program. The college also has established eligibility as a Guaranteed Loan lender. Depending upon federal funding, loans will be made to students under one of the two programs. Current information on student loans should be obtained from the Office of Financial Aid.

Jobs

On-campus employment opportunities are available to students wishing to contribute toward their college expenses. Work opportunities cover a wide variety of assignments, including dining hall, library, and other auxiliary services. Under the College Work-Study Program, academically-related jobs are made available to students coming from disadvantaged backgrounds.

Other Sources

Federal and State educational grants are available to eligible students. To determine eligibility under these programs, the student should consult with a guidance counselor.

Upperclass Awards

Various departmental scholarships and special stipends are available to enrolled students. Information concerning these scholarships can be obtained from the department concerned or from the Office of Financial Aid.

Graduate Honor Scholarships

Graduate Scholarships and fellowships are handled through the Office of the Graduate School Counselor and the Dean of Students. Contact these offices for information on graduate scholarships and fellowships.

How to Apply

No formal application is required to be considered for financial assistance. Entering students should submit the Parents' Confidential Statement (PCS) form to the College Scholarship Service by December 15 for those requesting Early Consideration and by March 1 for all other students. Notices of financial award are sent out within two weeks after the date of official notification of acceptance to the College.

Once the decision has been reached to attend college, the next question presents itself to be obviously, where? Presently enrolled in my seventh semester at Devison, I have reached a few personally biased conclusions concerning the nature of this college as an individualized educational institution.

Devison is a very small school and the advantages of this factor must be weighed carefully against possible drawbacks presented to some by the pleasantly isolated 2000 student atmosphere here. It is my feeling that the opportunities afforded by the very size of Devison's enrollment far outweigh (at the undergraduate level) the magnified chaos and impersonality of a state supported megaversity. I must add here that for all the fashionable criticism currently being levelled at private liberal arts colleges (i.e. homogeneity, irrelevancy, elitism, etc.) it has been my pleasure to discover many diverse outlets for an implacable and unpredictable store of creative energy.

In short, Devison offers to the individual seeking it, a unique environment in which to pursue his personal and academic goals, however humanistic or esoteric.

Chuck Osmond

For a Minority Student Denison is an academic and social experience. Going to any college or University can be a wonderful experience, but at Denison many opportunities are provided to gain this experience. At Denison you are offered freedom (academic, social and personal) and the opportunity to view and adjust to life as it will be in the real world after Denison, which is a very profitable and important experience for Minority Students.

The seclusion that is characteristic of Denison can be an asset as well as a hinderance. Being isolated on top of a hill without all the temptations of a busy metropolis provides an excellent atmosphere for studying (which is essential in obtaining academic excellence).

Socially, life at Denison for Minorities has improved some in my three years, but there still remains room for additional improvements. I feel with the new recruitment program and Black Studies Program life at Denison for minorities will become alot more bearable.

Edna Carita Diggz

"...I am a black woman tall as a cypress strong beyond all definition still defying place and time and circumstance assailed impervious indestructible look on me and be renewed."

Denison University offers to the student what one might call an idyllic environment for both academic and social learning. Located in the rolling hills of Ohio, it allows peace and quiet for those who seek it. The community has a strong sense of tradition evident by the perpetuation of the fraternity and sorority system, and by its alumni support. There is a pervading sense of security at Denison. For some, this security is appealing but for others it is stifling.

There are students at Denison who feel that the structured social groups are a favorable aspect of the school. Others feel that the influence of these groups is too prevalent, and view them as artificial social bonds.

alumni involvement is usually welcomed by an educational institution. But there are students on the campus who see their influence as impeding the progress of the school while stifling student activism and new ideas.

The inactivity on the campus makes me believe that it is too quiet. There is a lack of concern and curiosity about what goes on beyond the walls of the college. This is exemplified by the emphasis on recreation, and by the separation between academic and social learning. The two are inadequately integrated.

Despite efforts on the part of the administration, the campus is largely homogeneous. The few students who add diversity to the community are mere showpieces. I feel that there is more opportunity for personal growth in an environment which provides new and changing situations. Due to its isolation and lack of student diversity, Denison does not afford these opportunities.

The security in the Denison community may be ideal for some students. Yet, for me, the community was inhibiting to my sense of direction and personal growth.

Mary Eleanor

transferred to Tufts University

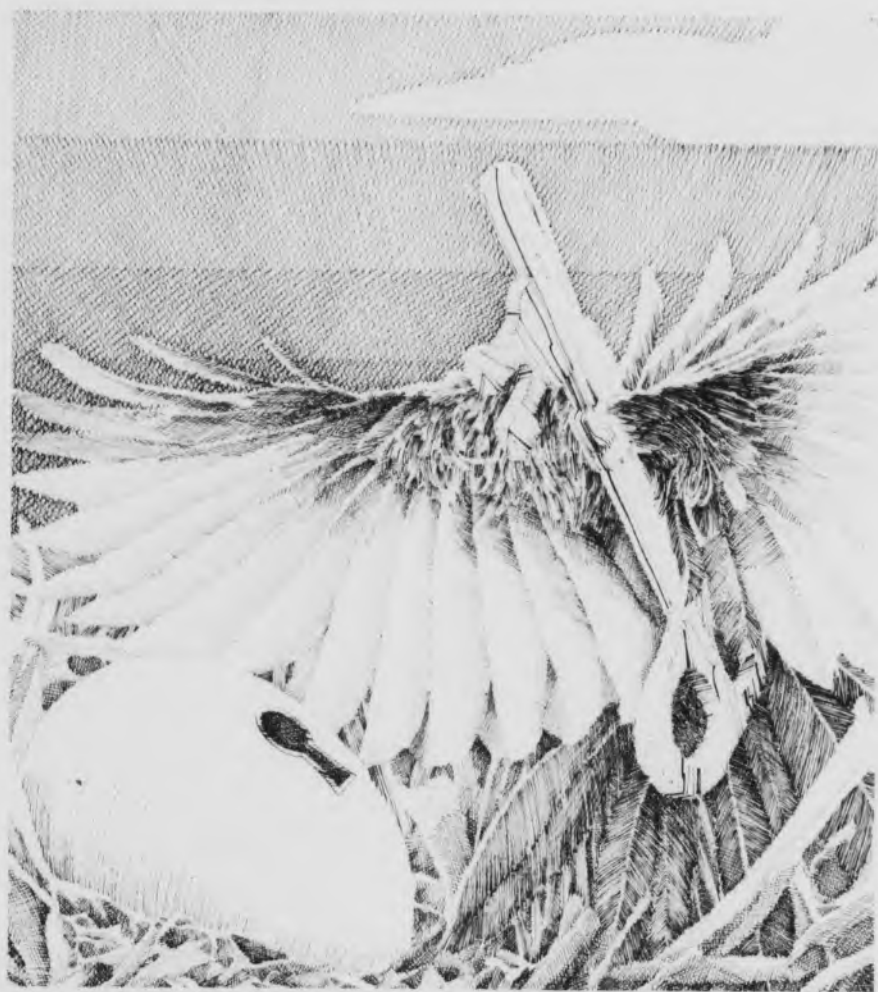
Denison, like most any college, is only as good as you want to make it. Very few colleges provide as much opportunity for the student as Denison does - the opportunity to make his or her college experience the best possible by filling the needs and suiting the ends he or she desires.

At a time when the validity of a liberal arts education is under suspicion one can easily overlook the advantages of the well-rounded and inter-relating course offerings that a liberal arts college, like Denison, can provide. In addition to this, Denison specifically offers the necessary freedom to formulate whatever course of study a student chooses.

Life at Denison is dominated by growth. Growth for the individual, his or her friends, and the faculty. Growth on personal, academic, and social levels. Growth that will naturally apply anywhere, whether it be directly into the outside world or in pursuit of further formal education.

Chess Barbattelli

- something very dear to me is my autonomy. it is important to me that I shape and form the things that will effect me, while at the same time valuing the viewpoints of others and trying to use them. I have little patience or desire to help and share with those who won't help themselves or share with others. some think I'm hard headed, some think I'm sensitive, I guess it all depends in what ways one is acquainted with me.



LEARNING

Activities

A Personalized Education

A Denison education is a personalized education which fosters intelligent and responsible living both within and outside the classroom.

The College seeks to maximize the opportunities for individual choice within the broad outlines of College policy. This personalized approach is made possible through the availability of advisers and counselors, flexibility in design of curriculum, and selfgovernment in nonclassroom activities.

The curriculum offers a variety of approaches to learning as well as a broad range of subject matter in the liberal arts. Adjunct programs provide opportunities for study in many settings in the United States and abroad where educational experiences are offered which supplement those available at Denison.

The Fine Arts

Art

Numerous art exhibits, gleaned from the College's art collections, are held throughout each year. Student art work is frequently exhibited. The College's art collections include a definitive Burmese collection, several other Oriental art pieces, Italian Baroque drawings, and a collection of art and artifacts of the Central American Cuna Indians. Valuable tapestries, paintings, vases, and other art work are on display in the new Burke Hall of Music and Art. Students enrolled in art history courses have access to the collections for study.

Dance

The Department of Dance presents at least two major productions each year.

In addition, Lynne Kothera, Richard Gain, Richard Kimble, Dancentral, the Don Redlich Dance Company, the Taneo Wakayama Troupe, and the Lotte Goslar Pantomime Circus have recently performed and/or been in residence on the Denison campus.

Music

Opportunities to hear and to participate in the production of music are provided by students, faculty, guest artists, and Denison choral and instrumental groups (explained below). Prominent musicians brought to the campus for concerts in recent years include:



Picasso's "Le Repas Frugal" from Denison U. Gallery

The Fine Arts Quartet, the Aeolian Chamber Players, pianists Earl Wild, David Burge, Francis Walker, Peter Lang, and Nicolas Constantinidis, soprano Mary Costa, violinist Arturo Delmoni, the Pro Arte Quartet, and viola d'amore artist, Karl Stumpf.

Theatre

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

In recent years the following plays have been staged:

The Cherry Orchard, The House of Bernarda Alba, 365 Days, And Miss Reardon Drinks a Little, Celebration, King Lear, a Pinter Repertory of Landscape, Silence, and Old Times, Camino Real, Of Thee I Sing, The House of Blue Leaves, Patience, The Cheats of Scapino, Hippolytus, A Touch of the Poet, The Way of the World, Rosencrantz and Guildenstern Are Dead, Back to Methuselah, Love's Labour's Lost, Hedda Gabler, The Three Sisters, Invitation to a March, The Life of Malcolm X, A Salute to Harold Prince, The Golden Fleece, Tom Paine, and A Funny Thing Happened on the Way to the Forum.



Burke Hall of Music and Art



Susan Alexander and Richard Gam/Dance



"Celebration"



David Burge



Denison String Orchestra in Burke Recital Hall



Burke Hall Art Gallery

Speakers, Films, and Concerts

Convocations with speakers representing a range of thought are held about every week each semester. In the past few years, the following persons have been on the Denison campus as convocation speakers:

Economists Milton Friedman and Paul Samuelson, National Urban League Director Vernon E. Jordan, Jr., psycho-therapist Albert Ellis, educators Jonathan Kozol, James Q. Wilson, and Robert Bellah, theologians Rosemary Ruether, G. Ernest Wright, Nathan Scott, and the late Abraham Heschel.

Novelist John Barth, black publisher Nathan Hare, choreographer Agnes De Mille, philosophers Huston Smith and Paul Ricoeur, journalists Tom Wicker, Max Lerner, Seymour Topping, and Min Yee, West German chancellor Helmut Schmidt, Berkeley Mayor Warren Widener, attorney William Kunstler, film critic Paul Zimmerman, former Cleveland Mayor Carl Stokes, physicist Philip Morrison, former attorney general Ramsey Clark, publisher Katharine Graham, Allard Lowenstein and Reid Buckley (in a liberal-conservative debate).

Indian activist Vine Deloria, actor and playwright Ossie Davis, black educator Charles G. Hurst, Jr., classicist William Arrowsmith, former HUD directors George Romney and Robert Weaver, poet Leroi Jones, feminist Betty Frieden, senators John Tower and Mark Hatfield and former senator Fred Harris, Dick Gregory, actress Lillian Gish, Benjamin Spock, and the late Saul Alinsky.

Films

The Denison Film Society, a student organization, shows high quality films each week during the academic year. Most films do not have an admission charge. During the spring semester of 1974, the following films were shown:

Gone With the Wind, Knife in the Water, A Streetcar Named Desire, Le Boucher, Sleuth, Marat-Sade, The Second Annual All-Denison Film Festival, Weekend, M, L'avventura, The Garden of the Finzi-Continis, Nosferatu, Shame, Casablanca, Through a Glass Darkly, Dirty Harry, Alexander Nevsky, and Frenzy.

Scheduled to be screened during the first semester of the 1974-75 academic year are the following films:

Bananas, The Seven Samurai, Gold Rush, Midnight Cowboy, The Learning Tree, The Best of the Denison Film Festivals, The Public Enemy, Scarecrow, The Wild One, The Lavender Hill Mob, The French Connection, Metropolis, Lonely Are the Brave, Wild Strawberries, O Lucky Man, The 400 Blows, A Fistful of Dollars, Loves of a Blond, and The Bad Seed.

Both the spring and fall semester films are screened under the direction of David Conte, president of the Denison Film Society.

In addition to these films, others are screened by the Inter-Fraternity Council, the Panhellenic Council, and

various fraternities and sororities. Examples of these films, which have a small admission price, include:

Klute, Psycho, Slaughterhouse Five, Hotel, Dr. Zhivago, The Point, and A Night at the Opera.

Bill Graham in Granville, Ohio?

Almost. Each semester a number of concerts are staged by the student government's social committee. Current student social chairman Anne Rathmell and past chairmen Pete Vanderploeg, Jim Rowe, John Breckenridge, Randy Robinson, and Stosh Yankowski have staged the following concerts on campus:

The Earl Scruggs Revue, The Paul Winter Consort, Eric Anderson, Herbie Mann and the Family of Mann, John Sebastian, The Byrds, Rick Roberts, John Prine, Leo Kottke, The J. Geils Band (twice), Tranquility, The Steve Miller Band, Two Generations of Brubeck, The McCoy Tyner Quartet, Mountain, Peter Nero, The Mark-Almond Band, Little Feat, Mason Proffit, The James Gang, John Denver and Mike Johnson and Dave Boise, B.B. King, The Ramsey Lewis Trio, The Who, Spirit, and Johnny Winter.

Campus Musical Organizations

Concert Choir

This organization of 125 mixed voices presents a major choral work each semester with orchestra and guest soloists. Recent performances have included The Mozart *Requiem*, Schubert's *Mass in E-Flat*, Brahms' *Requiem*, The Stravinsky *Symphony of Psalms*, and Vaughan Williams' *Hodie*.

Concert Band

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

The Chapel Choir

This group of 50 voices sings at student chapel services and prepares several major works during the year.

The Black Student Choir

Organized by black students, the choir performs both on campus and in churches and schools in nearby cities.

The Denison Singers

This small chamber ensemble presents a large variety of



The Earl Scruggs Revue



John Sebastian



Eric Anderson



Herbie Mann

appropriate literature throughout the year and makes an annual tour. In January, 1972, the Singers performed in seven European nations.

The Licking County Symphony Orchestra

A college-community orchestra which gives the student musician the opportunity of three or four public concerts per year. Members may be invited to participate in the orchestras which play for the choral concerts and opera workshop productions.

Student Media

The major student media on campus are *The Denisonian*, the weekly newspaper; WDUB, fm-radio station; *The Adytum*, the yearbook; and *The Exile*, the semi-annual literary magazine.

Founded in 1857, *The Denisonian* is a completely student staffed and controlled newspaper. Editorial,

reporting, and business positions are open every year. The newspaper and members of its staff have won awards in national competitions, most recently an "All-American" rating in 1973-74.

WDUB has a six-room studio complex in the basement of Blair Knapp Hall. The fm student station, on-the-air more than 120 hours a week, broadcasts most every type of music with a strong emphasis on progressive rock music, on-the-spot sports broadcasts, and campus and local reporting. Auditions for disc jockies, engineers, reporters, and other staff positions are held twice each year, in addition to a special January Term station internship.

The Adytum yearbook is published each year. Editorial, photography, and business posts are open to interested students.

The Exile publishes student fiction, non-fiction, poetry, and photography. Editorial positions are also open.

A limited number of students also submit papers to the *College's Journal of the Scientific Laboratories*, *The Journal of Biological Sciences*, and other publications of an academic nature.

College Dedicates Arts Complex

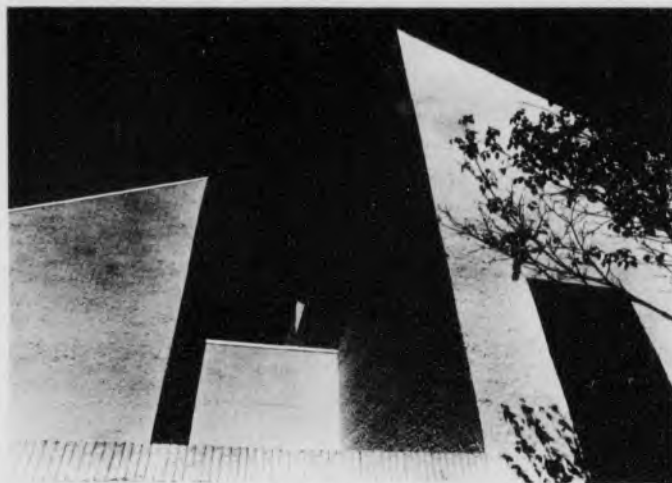
Hanks Presents Dedicatory Speech

Nancy Hanks, chairman of the National Endowment for the Arts, delivered the dedicatory address at the formal opening of Denison's \$1.25 million Burke Hall of Music and Art today at 3 p.m.

As chairman of the National Endowment for the Arts, Ms. Hanks administers the government's program to support the fine arts in America. Since becoming chairman in 1969, Ms. Hanks has seen the agency's budget rise from \$8 million to more than \$50 million.

Ms. Hanks was renominated to a second four-year term at a recent White House ceremony. She is currently awaiting Senate confirmation.

MS. HANKS also holds the presidentially appointed chairmanship of the National Council of the Arts. She is a magna cum laude graduate and trustee of Duke
(continued on page 7)



Burke Hall of Music and Art

An idea first conceived 24 years ago will finally be fulfilled today with the dedication of the Burke Hall of Music and Art.

Plans for Burke Hall were first conceived in 1949 when Edmund G. Burke revealed that he was naming Denison as the recipient of a \$1.25 million bequest in his will. In 1949, this amount would have been more than enough to cover the necessary building, but the college did not receive the money until the Burke estate was settled following his death in 1966.

OVER THE YEARS a series of committees has been attempting to develop a workable plan conforming to the specifications of the Burke will and the needs of the departments. Ace Morgan Theatre was completed in 1956 as a single concern not associated with Burke's gift.

In the late 1960's, a plan was completed for a \$4 million building connected to Ace Morgan. It was to include a 450-seat auditorium, a smaller recital hall, practice rooms, studios, classrooms, galleries, faculty offices, and two new practice organs.

BLUEPRINTS were drawn up for a large building divided into three segments, one each devoted to music, art, and theatre. The college was prepared to absorb the remainder of the building and maintenance costs. But federal financial aid was cut, and a change in priorities in Denison's budget resulted in a change in Burke's future. The original plans were shelved and new ones began.

In 1971, the fine arts departments decided new facilities were needed. A new plan, limited to the original \$1.25 million, was developed. It eliminated the 450-seat theatre, the organs, offices, practice rooms, studios, audiovisual learning center, film library, galleries and storage space.

THE PRESENT BUILDING has two levels. Art and theatre oc-
(continued on page 7)



the DENISONIAN

VOL. 108

DENISON UNIVERSITY, GRANVILLE, OHIO 43023, OCTOBER 3, 1973

No. 3

Fall Meeting

Trustees Debate Religious Nature Of College



Denison dogs: an endangered species?

Three controversial issues face the Board of Trustees when it meets here Thursday and Friday.

The board's Executive Committee will consider Thursday a statement on the religious nature of the college authored by trustee John E. F. Wood and President Joel P. Smith. The Executive Committee may approve or amend the statement before passing it on to the entire board for consideration Friday.

THE CONTENT of the statement has not been revealed. It will speak in some way to the concern over Denison's religious nature generated during the long debate over the plan at the entrance to the college. If the board approves a statement at this meeting, it will be made public Friday afternoon.

The Executive Committee will also receive and act on the recommendation of the board committee which reviewed Denison's 24-hour visitation policy. The committee's recommendation will also not be released until after the board meeting.

THE DEBATE over students on the Board of Trustees has shifted to a proposal calling for an unspecified number of seniors to serve on committees of the board and for three seniors to be elected to serve three-year terms as board members after graduation.

This proposal will be presented to the Student Affairs Committee of the board Thursday by its framers, Terry Judd, Tom Price, Jim Sivon, and Robb Knepper.

The only opportunity for students to meet trustees will be Thursday when 11 board members participate in discussions on career opportunities in various fields, starting at 3 p.m.

Charles Brickman and Donald Shackelford will talk on banking and investments at 3 p.m. in Knapp 108. Mary Nash and John J. O'Neill will answer questions about careers in real estate and property at the same time in Knapp 105.

The legal profession will be the subject of the session at 4:15 p.m. in Knapp 108. Richard Speidel and Loren Souers will lead the talk.

Yom Kippur, the most solemn festival of the Jewish year, begins Friday. The Kol Nidre service will be Saturday at 10 a.m. It is open to the entire community.

Rosh Hashanah, the Jewish new year, began Sept. 26. The nine days until Yom Kippur are called "high holy days" or "days of awe." It is a period during which persons confront their behavior of the past year, resolving to correct faults and errors.

Mary Stafford will discuss teaching at 4:15 p.m. in Knapp 207. At the same time in Knapp 105, Malcolm McNiven and William A. Cornell will meet with those interested in business.

Mary Jane McDonald and Joseph McMahon will lead the meeting on government and politics at 4:15 p.m. in Knapp 206.

Turnout Remains Low In DCGA Senate Election

by Peggy Polanski

Despite a disappointing 38 per cent turnout for DCGA elections, Speaker of Student Senate, Larry Giordano, is optimistic about the future of student government.

The percentage of students voting in last Friday's elections ranged from 69 per cent voting in Monomoy to 21 per cent in Shepardson. Men's dorms voted in numbers as great as 44 per cent in Curtis East, while the lowest turnout among men's dorms was 26 per cent in East Hall.

Giordano pointed to the number of candidates for senate rather than voter turnout as a reason for optimism. He noted that almost every seat had at least two people seeking election, and in several cases three candidates sought the same position.

COMMENTS BY students about the elections pointed out a feeling of apathy: "There wasn't a very good attempt to generate real enthusiasm for the elections... No evidence of any campaigning... Total lack of concern that people were informed... Elections were low-key."

The general lack of interest shown by students in governance activities was evidenced by the absence of campaigning by candidates. Although members of DCGA Executive Committee made an effort to publicize the elections early in September, most students commented that they knew little about the purpose or functions of Student Senate.

(continued on page 2)

Council Considers Animal Prohibition

Health and Safety Committee, a subcommittee of Campus Affairs Council, will consider early next week a recommendation advocating a ban on all pets from university property.

The recommendation was drafted by the University Residence Council two weeks ago. The council was prodded into action following an accident involving Glenna Basore, a library employee who fractured her hip in a collision with two dogs.

DR. RALEIGH PETTEGREW, chairman of the Health and Safety
(continued on page 4)



Elsberg on the Watergate transcripts: "It is political pornography—the pornography of power."



Fonda on the Kent State investigation: "You cannot stop with the ground soldier but must get to those who make policies."



Band on domestic suppression: "The people who pulled the triggers at Kent and Jackson State are the William Calleys of the domestic war."

Kent State: Four Years Later

A crowd of 7,500 converged on Kent State last weekend to pay tribute to those slain four years ago and to unleash a scalding attack on the Nixon administration. A report appears on Page 5.

Black Applications Stay Low

Four years after the Black Demands, the college has failed in its attempt to increase black enrollment to 100 students due to high black attrition and a dearth of black applicants.

In the aftermath of the black protest of 1970, the Denison University Board of Trustees had agreed to boost black enrollment to 100 students in an unspecified period of time. Today, black enrollment is 60 students.

Although black attrition has eased considerably (ten per cent now compared to 35-40 per cent two years ago), a shortfall in black admission applications has forced the university to induct an average only 20 black students every year.

"THE BASIC PROBLEM in achieving the goal of 100 black students is in getting more applications — that is the point we are fondering on," said Dr. William Hoffman, Director of Admissions. Hoffman believes that 100 black applications per annum are needed if the target is to be met. As of May 8, the college had received only 46 completed applications for 1974-75 and it has never received more than 90 black completed applications in the last four years.

A lack of applications means small black freshman classes. Last year Denison enrolled 17 black freshmen. The highest number of black freshmen to be enrolled in a given year over the last five years was in 1969 when 24 were enrolled.

HIGH ATTRITION rates in recent years have also eroded the strength of the black population on

campus. For example, of the initial 25 black students in the Class of 1975, only eight are left today.

Black enrollment has actually declined by almost 15 students during the last five years.

Hoffman and Dr. Arthur Zebbs, Director of Black Studies, identified the following factors as strongly influential in limiting the number of black applications:

- Blacks, especially urban blacks, are reluctant to enroll in a predominantly white, semi-rural college.
- Denison is not well-known in black high schools, and also lacks contacts in black academic circles.
- Denison's high tuition rates are a deterrent for black students who are members of low-income families.
- Negative feedback received from students currently on campus has led some high school

(continued on page 10)

BLACK ADMISSIONS

	Black Applications	Black Freshman Enrollment
1971	90	20
1972	61	19
1973	62	17
1974	46*	—

*As of May 1.



the DENISONIAN

Vol. 108

DENISON UNIVERSITY, GRANVILLE, OHIO 43023, MAY 9, 1974

No. 21

Meet President

Language Majors Protest Faculty Cuts

by Colleen Coughlin

Language students met with President Joel P. Smith on Monday to voice concern about the decision not to tenure Drs. Franklin Proano (Spanish), Iise Winter (German), and Vitaly Wovk (Russian) of the Modern Language Department.

Tony Trzeciak, a junior Soviet Studies and Russian major, led the group consisting of French fellow Kristen Karsten, German fellows Karin Schiassa and JoAnne Walker, and Spanish major Sally Walters. The students' hope is that "the professors in question are reinstated and are given tenure," Trzeciak says.

PRESIDENT SMITH cited "uncertain enrollment" as being of primary importance in the tenure decisions. The present and anticipated enrollment situation is uncertain, and especially uncertain in modern languages where enrollment "may" decline.

Smith termed all promises implied when professors were initially offered posts possible breaches of promise is "utterly untrue."

Wovk told the *Denisonian* that prior to signing his original contract in 1968, tenure had not only been implied, but also he had received verbal commitments from both his department chairman, Dr. Charles Steele, and the acting president of the college, Dr. Parker Lichtenstein. Dr. Steele is willing to support Wovk's statement that tenure was implicit

when Wovk was offered his position.

Smith did not discuss individual situations, citing "general expectations that these matters be treated confidentially."

The president stated that there is no particular financial problem affecting tenure, though "there certainly is a financial dimension to the subject." The financial dimension "is not, was not a principle consideration," Smith added.

The students expressed concern about the effect upon the department by removing three native speakers with direct experience in the culture as well as the language. Smith stated that having the positions non-tenured may affect the quality over time but that this is "not inevitable." He aims to maintain the high quality of the department which students desire. The positions will be filled, but not necessarily with tenure.

THE STUDENTS mentioned need for and value of stability in a language department. The department has some floating positions and having more might prove critical to the department, Ms. Karsten said. The students considered inflections and intonations best learned through working closely with one professor or with a native.

With this issue the *DENISONIAN* ceases publication for the 1973-74 academic year. The first issue next fall will be published on Sept. 18.

Smith considers Denison's flexibility primary. He defines flexibility as a "capacity to respond to changed circumstances." Such circumstances are enrollment, patterns of enrollment and themes of student interest over time.

The language students noted great flexibility of the three professors. Winter has taught interdepartmental courses, Wovk and Proano teach Physics and Latin American Studies respectively. When Denison hoped to become the Russian center for GLGA six years ago, Wovk established and developed the Russian and Soviet Studies programs.

Spanish and Russian enrollment has risen for next year. The students further noted a higher ratio of majors to full time faculty in Russian than in physics. Wovk has five declared plus four highly probable majors. Physics has roughly 22 majors and five full time professors on campus, four of whom are tenured. The ratio in physics is about four majors to each professor.

"I think currently it appears that one department has been singled out to absorb a disproportionate amount of attention... for careful planning," Smith said. He believes that in five to ten years it will not seem disproportionate. He also envisages future cuts in other departments.

(continued on page 4)

Play Lists of Selected WDUB Disc Jockeys

Tom Harry, April 30, 1974, 2:30 to 5 pm

What Are You Doing the Rest of Your Life? — Milt Jackson
Crystal Ship — The Doors
What's Going On? — Les McCann
Love Song — Lani Hall
Maybe — Dave Mason
Dear Prudence — Beatles
Wild Horses — Rolling Stones
I Could Never Repay Your Love — Stanley Turrentine
You've Made Me So Very Happy — Blood, Sweat and Tears
Where is the Love? — Grover Washington
Rainbow Song — America
Plum — George Benson
Till the Morning Comes — Grateful Dead
Tropea — Deodato/Airto in Concert
A Case of You — Joni Mitchell
Song for Adam — Jackson Browne
I Ain't Blue — Bonnie Raitt
To a Flame — Astrud Gilberto
Fire and Rain — California Concert
Jody — Jeff Beck
Be Yourself — Kenny Burrell
Inner City Blues — Marvin Gaye
Right Off — Miles Davis

Midge Darin, May 2, 1974, 5 to 7:30 pm

Any Major Dude Will Tell You — Steely Dan
When I Meet Them — Seals and Crofts
Just a Dream Away — Tufano and Giamarese
All I Want to Be — Peter Frampton
You're So Good to Me — Humble Pie
Summer's Gone — Crowfoot
Let a Woman Flow — It's A Beautiful Day
Ride The Wind — Youngbloods
Downright Woman — Boz Scaggs
Fazon — Sopwith Camel
We Don't Live Here No More — Fat City
Jenny — Sweet Thursday
Lawyer's Lament — Nicky Hopkins
Song for Judith — Judy Collins
Cactus Tree — Joni Mitchell
Rainy Day Lady — Bonnie Koloc
I Gave My Love a Candle — Bonnie Raitt
You Light Up My Life — Carole King
A Case of You — Joni Mitchell
Pathway to Glory — Loggins and Messina
Road to Glory — Ozark Mountain Daredevils
Today's the Day — McKendree Spring
Keep on Trying — Chris Darrow
Today I Started Loving You Again — Blue Ridge Rangers
Country Livin' — Delbert and Glen
A Good Love is Like a Good Song — Casey Kelley
Your's For a Song — Michael Stanley
Snowflakes — Severin Browne
Because of You — Gene Clark
Just Can't Be — Flying Burrito Brothers
Conversation — Atlanta Rhythm Section
Hear the Wind Howl — Leo Kottke
Beauty — Mike Deapy
In Your Eyes — Michael Johnson
Be On Your Way — Dan Fogelberg



Stan Soloway, May 3, 1974, 7 to 9:30 am

Don't Think Twice — Joan Baez
A Good Love is Like a Good Song — Casey Kelley
Tell All the People — Merry Clayton
It Don't Have to be That Way — Jim Croce
Woman Child — Harry Chapin
My Opening Farewell — Michael Johnson
Stars — Dan Fogelberg
Dreamer — Nicky Hopkins
Both Sides Now — Judy Collins
House Song — Paul Stookey
House at Pooh Corner — Loggins and Messina
Our Lady of the Well — Jackson Browne
Days are Short — Arlo Guthrie
Uncle John's Band — Grateful Dead
All I Remember is You — Eric Anderson
Lydia — Groucho Marx
Broadway Rag — Max Morath
Anytime — Arlo Guthrie
Mr. Bojangles — NGDB
The Night They Drove Ole Dixie Down — Joan Baez
Jackie Wilson Said — Van Morrison
You're Sixteen — Ringo Starr
I Love the Man You Are in Me — Janis Ian
Do What You Gotta Do — Roberta Flack
I Gotta Name — Jim Croce
Wine and Roses — John Fahey
See You Soon — Michael Johnson
Hello My Lover — Boz Scaggs
Penny Lane — Beatles
My Time — Boz Scaggs
No Tears in the End — Roberta Flack
I Must Be Going — Groucho Marx
Maple Leaf Rag — Max Morath
Everybody Works But Father — Groucho Marx
Keep on Truckin' — Hot Tuna
Friends — Buzzy Linhart
Photograph — Ringo Starr
Mardi Gras — Professor Longhair

Ed Stone, April 26, 1974, 7 to 9 am

Desert People — Seals and Crofts
Straight Life — Bobby Goldsboro
Recently — Jim Croce
Any Old Time — Maria Muldaur
Make It Without You — Bread
It Doesn't Matter to Me — Bread
The Making of You — Curtis Mayfield
I Need You to Turn to — Elton John
If You Would Just Drop By — Arlo Guthrie
Good Morning Heartache — Diana Ross
Since I Fell — Bonnie Raitt
Am I Blue — Bette Midler
Goodtime Day — Loggins and Messina
House at Pooh Corner — Loggins and Messina
Song of Long Ago — Carole King
Sweet Mary Alter — Lori Leiberman
Lonely Girl — Mark Almond
Bridge Over Troubled Water — Simon and Garfunkle
Love Song — Dionne
Tom Dooley — Kingston Trio
Long Black Veil — The Band
Ventura Highway — America
Ain't No Woman — Four Tops
Jesus Was a Crossmaker — Judee Sill
Here to Stay — Boz Scaggs
By My Side — Godspell
Corner of the Sky — Pippin
When I Fall in Love — Lettermen
Stay — Severin Browne
Through With Buzz — Steely Dan
Old Smokey — Linda Lewis
High and Dry — Gordon Lightfoot
Give Me One More Chance — Clifford T. Ward
Easy Come, Easy Go — Amazing Blondel
As Time Goes By — Nilsson

Vic Peirce, April 24, 1974, 10 pm to 1 am

Stuffy — Gene Ammons
Stuffy Turkey — Thelonius Monk
Money Jungle — Ellington/Mingus/Roach
Jitterbug Waltz — Rahsaan Roland Kirk
Jump, Lester, Jump — Lester Young
Kitty — Ben Webster and "Sweets" Edison
All the Things You Are — Don Byas
Opus 4 — Charles Mingus
A Tune for the Tutor — Coleman Hawkins and Clark Terry
Rocky Mountain Willie — Sir Edward
Blue's Blues — Blue Mitchell
K-4 Pacific — Gerry Mulligan
Sound Down — Joe Farrell
Frankie and Johnny — Milt Jackson
Caretul — Jim Hall
Throb — Gary Burton
In the Back — Harold Land
Now's the Time — Richard Davis
Healing Song — Pharoah Sanders
Return to Forever — Chick Corea
Walk Spirit, Talk Spirit — McCoy Tyner
Kora's Dance — The Awakening

Student Government

Student Government at Denison places a great deal of freedom and responsibility upon the students.

Through the Denison Campus Government Association (DCGA), students budget and direct the main organizations on campus such as the Student Senate, the WDUB radio station, the Denison Film Society, the *Denisonian* newspaper, and the *Adytum* yearbook.

Representation on the University Senate, the Campus Affairs Council, the Academic Affairs Council, the Admissions and Financial Aid Council, and the Priorities Council gives students a voice in directing the College as a whole.

Each college-operated residence hall is run with the aid of student House Councils, student advisers, and the University Residence Council, which is composed of student head residents and dorm presidents. The activities and programs of Denison's ten fraternities and six sororities are coordinated through the student-composed Inter-Fraternity Council and Panhellenic Council.

Under this system of government, each student can therefore enjoy freedom within the limits of respect for the rights of others and is offered a variety of opportunities in which he or she can express individual interests and responsibilities.

Special Interest Clubs

Departmental clubs exist in almost every field of study, ranging from foreign languages to debating.

Religious Activities

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

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

The Jewish Community, a campus organization sponsored by Jewish students and faculty, promotes their cultural experience and participation in worship. A Jewish Rabbi is on campus during each week.

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

The College provides an opportunity for worship on Thursday evenings in Swasey Chapel under the direction of the Dean of the Chapel and a student committee. These services are non-denominational and often experimental in nature. They encourage persons to experience and reflect upon the religious dimension of human existence. Attendance is voluntary.

The Denison Community Association (DCA) sponsors a variety of programs for the expression of social and religious concerns through community service projects, field trips, and discussions. DCA assists students of various

religious persuasions in organizing groups to foster their own spiritual nurture.

Academically, Denison provides instruction in Christian and non-Christian religions on an elective basis.

Sports Activities

The Athletic Program at Denison is an integral part of the physical education curriculum. Each student is encouraged to participate as fully in intramural and intercollegiate athletics as his or her academic program permits. The College provides professional coaching, excellent training facilities, and athletic equipment and supplies. It carefully supervises all intramural and intercollegiate sports.

Denison competes in intercollegiate football, soccer, basketball, swimming, track, cross-country, baseball, tennis, golf, lacrosse, and wrestling. It also has Ice Hockey, Rugby, and Sailing clubs, and an intercollegiate Bowling Club.

Denison women have instruction and faculty supervision for intercollegiate teams in basketball, bowling, golf, field hockey, swimming (both speed and synchronized club), tennis, and volleyball. In addition, women participate in intramurals and recreational activities in season.

In its intercollegiate program for both men and women, the College seeks to compete with institutions of similar size and similar educational and athletic standards.

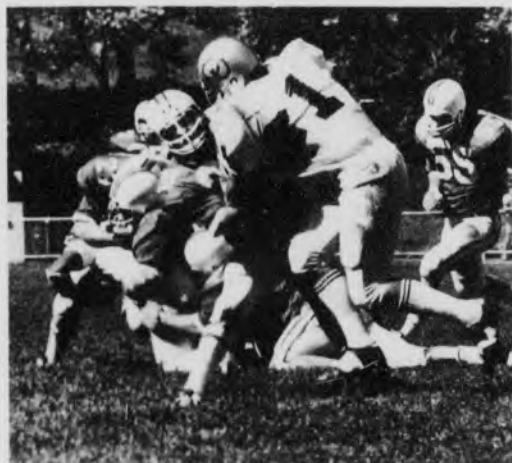
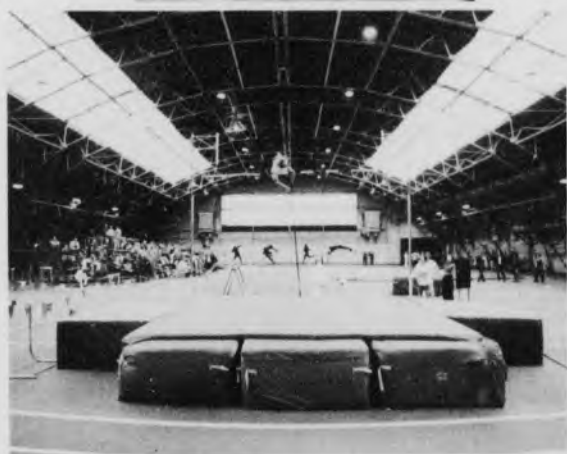
Denison is a member in good standing of the National Collegiate Athletic Association, the Ohio Athletic Conference, and is a district member of the Midwest Association for Intercollegiate Sports for Women.

The athletic policy of Denison University is controlled in its entirety by the faculty. The Department of Physical Education operates within the academic budget, and all receipts from and expenditures for intercollegiate contests are handled by the College controller.

Denison's intramural athletic competition is one of the most extensive in the nation. It excludes men on varsity teams. Contest areas are football, speedball, basketball, track, wrestling, volleyball, softball, swimming, tennis, golf, handball, paddleball, table tennis, and bowling.

Facilities for women include separate playing fields for archery, hockey, lacrosse, soccer-speedball, six tennis courts, riding ring and nature trails, and an unusually fine area within the Biological Reserve for Outdoor Education activities. Indoor facilities include a joint use with the men of the Gregory Swimming Pool, Lamson Lodge, Cleveland Hall, and Livingston Gymnasium.

Deeds Field. This area was named for the donor, Colonel Edward A. Deeds of the Class of 1897. It utilizes the natural amphitheatre on the slope to the north of the Chapel. The football field and stadium were built in 1922.



A Guide to Student Living

At Denison it is assumed that each student will exercise a high level of personal maturity, integrity, and self-discipline, and that a respect for the rights and privileges of others in the community will be of paramount concern in such self-government.

Corresponding to such expectations, Denison maintains a minimum of institutional regulations over student life, but strives to provide a maximum of guiding support for student self-determination through concern and counseling on the part of faculty, administration, and fellow students.

Denison is a residential college, and as such provides many living options within certain regulating guidelines. There are both men's and women's dormitories on each of the two residential quadrangles. *All freshmen must live in the dormitories and all dormitory residents dine in one of the two College dining halls.* Freshmen room with their first-year classmates but live in the company of upperclassmen, some of whom are specially selected to provide counseling to freshmen.

Freshmen are *not* allowed to maintain cars on campus, and no pets are permitted in any dormitory.

Because Denison is a residential college, *students are expected to reside in college housing* (residence halls and fraternity housing). There is a *limited* option for both men and women to live in off-campus housing. Students must obtain approval of the Office of Student Personnel to live off-campus.

Each living unit is self-governing and functions on a basis of cooperation among students and mutual respect between students and administration. Each living unit determines its own policies and regulations concerning conditions for study, hours for coed visitation, and internal governance. In the case of infractions, students are first judged and counseled by their peers under existing House Council provisions.

Generally, then, guidelines for living at Denison are characterized by broad freedoms of self-governance bounded by adherence to state and local law, and by deep respect for the rights of others. A fully detailed explanation of college regulations may be found in *The Undergraduate* which is distributed to all students.

To facilitate the student's decision-making concerning his or her personal mode of living, Denison offers many counseling, guidance, and placement services to which all members of the community have ready access. Denison's counseling program functions to help the student make his or her adjustment to college life as easy and fulfilling as possible. In the dormitories, selected students are given the responsibility of assisting freshmen. In the classroom, faculty members and students share the learning process with a closeness possible only in a small college. Outside the classroom, every student may benefit from a complete professional counseling service.

Counseling Staff

The Counseling Staff includes the Deans of Students, the Director of the Psychological Clinic, the College Physician, Deans of the Chapel, the Director of Graduate School Counseling, the Director of Vocational Services, faculty counselors, departmental chairmen, and head residents and student advisers for men and for women.

Psychological Counseling

In line with the belief that one central aspect of learning is a developing awareness of one's own self and one's relationship to others, Denison provides for the full-time services of a professionally qualified Clinical Psychologist. On a confidential basis, the Director of the Psychological Clinic is available and directly accessible to all members of the campus community for conferences of a highly individualized and personal nature. In addition, he assists faculty, student personnel staff, and student advisers in their counseling roles.

Counseling of Freshmen

A freshman is assigned to a selected faculty counselor, who will advise him or her through the first two years or until a major field is chosen. After choosing a major field, the student is assigned to a faculty counselor in the department in which he or she has chosen to major. The faculty counselor helps the student plan an academic program consistent with the aims and obligations of a liberal arts education, and a program which is in keeping with the student's abilities, aptitudes, and aspirations.

Student Advisers

In the residence halls student advisers, a selected group of upperclass students, help freshmen to understand many aspects of college life. Two Assistant Deans of Students serve as residence counselors and coordinators. The head residents in each hall also advise students.

Center for Black Studies

The Center for Black Studies provides counseling for the particular needs or problems of black students. The Center is staffed by the Director and his Assistant. A reference library is coordinated through this office. The center also provides post-graduate fellowship information for black students.

Office of Student Personnel

The Office of Student Personnel assists students in finding and using the various resources of Denison. Staffed by the



Black Arts Festival



Deans of Students and the Director of the Psychological Clinic, and assisted by the Director of Graduate School Counseling and the Director of Vocational Services, the office provides specialized counseling for individuals and coordinates a variety of student activities. It maintains a cumulative record for each student. The Office of Student Personnel endeavors to help students discover their own interests and aptitudes so that they may wisely plan their total college program.

Special Education Services

Several extra-classroom services are available through the Office of Student Personnel to students for the enhancement of their academic performance. These services are available to any student wishing to improve his or her study skills and reading efficiency or comprehension. They include:

□ **Diagnostic and Skill-Building Lab** — A staff member, a self-instruction lab, and other services designed to help students assess their learning skills are available. Self-instruction materials are prescribed for students wishing to strengthen their skills.

□ **Tutoring** — Tutoring for students having academic difficulty is available free of charge for students on financial aid. All other students will be expected to pay the student tutor the established hourly rate.

Career Counseling Services

The Office of Student Personnel in cooperation with faculty advisers and the Office of Vocational Services provides counseling service for students on the various career and life options throughout the student's years at Denison. Special testing for personal interest and aptitude, special seminars and discussion groups, as well as a variety of off-campus study options, provide opportunities to the student to better understand himself or herself, his or her interests and personal capacities, as a guide to thoughtful career choice.



Rev. David Gibbons/
Associate Dean



Sandra Holden/
Assistant Dean



June Orientation





Dr. F. Trevor Gamble - Dean of Students



Dr. Susan Bowling/Associate Dean



Thomas Decker, Assistant Dean
(Second from left)



Pia Crandell/Assistant Dean

Teacher Placement

Denison's Department of Education maintains a separate appointment service to assist graduates seeking first teaching positions and in transferring to better positions upon evidence of successful experience.

Vocational Placement

Students seeking employment in business, industry, or government service upon graduation may make arrangements through the Office of Vocational Services to interview college recruiters. A reference file for each student is maintained in the office upon request.

As a participant in the GRAD computerized placement service operated by the College Placement Council, the office can serve effectively alumni seeking employment.

Student Health Service

Denison recognizes its responsibility for the health and well-being of its students by providing medical service, adequate health instruction, and the efficient administration of dining halls and residence halls. A College Physician and four registered nurses comprise the staff of Whisler Memorial Hospital. Prompt medical attention is available and an up-to-date clinic is maintained. A trained nurse is on duty at all times.

Veteran Counseling

Matters involving students who have been in a branch of the military service or those who are sons or daughters of deceased veterans are handled by the Deans of Students.

Graduate School Counseling

A majority of Denison students seek additional training in professional and graduate schools after being graduated from the College. The Registrar has been selected to give guidance to these students, in addition to counsel given by the departmental adviser. The Registrar's help includes personal counseling on educational and vocational problems; information about advanced programs of study in graduate and professional schools; and the opportunities for scholarships, fellowships, and assistantships.

The Campus

Denison's campus, which consists of 1,000 acres on College Hill and adjacent land in both the valleys to the north and south of the hill, provides ample space for expansion.

On the horseshoe-shaped ridge the major academic buildings are at the center — the library, classroom buildings and laboratories, the college union, and the chapel. At the east end are eight residence halls — one incorporating a dining hall, and the college hospital. To the west are three residence halls, a dining hall, and ten fraternity chapter houses.

In the valley directly north of the ridge lie the extensive athletic and recreation fields and the buildings providing facilities for various sports.

On the Lower Campus to the south of the ridge are the buildings used for the Fine Arts and five sorority chapter houses. The other sorority chapter home is in the next block.

Sororities maintaining chapters at Denison are Kappa Alpha Theta, Delta Delta Delta, Kappa Kappa Gamma, Alpha Phi, Delta Gamma, and Pi Beta Phi. Their chapter homes are used for social purposes only, not as residences for students. Fraternity chapters at Denison are listed below.

Living Units

Denison recognizes the experience of group living as an important part of a college education. To that end the College operates residence halls and provides food service for both women and men students. Most of the rooms accommodate two students each, but many of the upperclass women live in suites for three or four students. Upperclass men may live in one of 10 fraternity chapter houses. Both upperclass men and women may elect to live off-campus through a quota system.

East Quadrangle of Student Residences

Located on College Hill, at the eastern end of the ridge, it consists of eight residence halls, accommodating approximately 545 women and 405 men. Women live in Shaw, Beaver, Sawyer, Huffman, and Shepardson Halls and Gilpatrick House, and men reside in East and Crawford Halls.

West Quadrangle of Student Residences

Located on College Hill, at the western end of the ridge, it consists of four residence halls, accommodating approximately 350 women and 225 men. Women live in Curtis West and Shorney Halls while men reside in Curtis East and Smith Halls.

Lower Campus Student Residences

Housing units on the Lower Campus are Monomy Place, Monomy Cottage, and King Hall.

Fraternity Housing

Fraternities with chapters at Denison are Sigma Chi, Beta Theta Pi, Phi Gamma Delta, Kappa Sigma, Phi Delta Theta, Delta Chi, Lambda Chi Alpha, Sigma Alpha Epsilon, Delta Upsilon, and Alpha Tau Omega. The 10 chapter homes house upperclass men.

Buildings

□ **Swasey Chapel** with its stately tower dominating the Denison campus, serves as a landmark to travelers approaching Granville. Swasey Observatory, built in 1910, stands directly east of the Chapel.

□ **Beth Eden House** is the large, white house just west of Swasey Chapel. It houses the Admissions and Financial Aid offices. Parking is available in the lot east of the Chapel.

□ **William Howard Doane Library** — This structure stands at the west end of the Academic Quadrangle. The library has in excess of 200,000 volumes not counting government publications, which bring the total to 360,000 volumes. Periodicals received exceed 1,200 and an extensive collection of phonograph records is maintained. In order that the library may best serve the total needs of the student, the general book collection in the stacks is open to every student. Study space is provided for more than 550 persons, including 250 individual tables or carrels.

□ **Doane Administration Building** — The one-time academy building contains most College offices.

□ **Life Science Building** is used by the Department of Biology.

□ **Barney Science Hall** — It is used by the Departments of Geology and Geography, Mathematical Sciences, and Physics.

□ **Ebaugh Laboratories and Herrick Hall** — This complex, opened for use during the 1966-67 academic year, houses the Chemistry department. It contains a three-story laboratory block, offices, classrooms, library, and the 292-seat auditorium section.

□ **Denison Fellows Hall** — The Departments of English, History, and Modern Languages are housed in this unit. In addition, the Computer Center is located in this building. The unit is directly south of the Life Science Building.

□ **Blair Knapp Hall** — Provided in this facility are classrooms and office space for the Departments of Education, Sociology and Anthropology, Economics, Speech Communication, Political Science, Religion, Philosophy, and Psychology.



East Quad of Dormitories



Behind Slayter Hall



Shorney Hall



Academic Quad

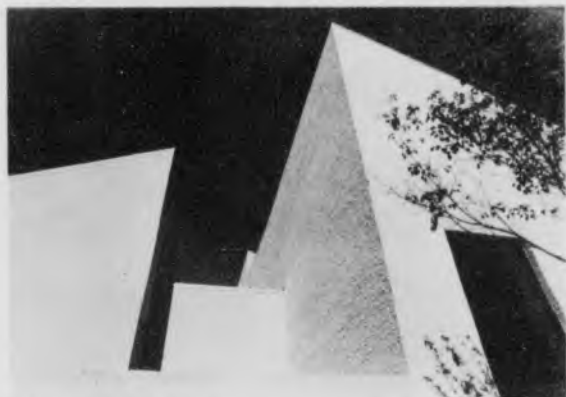


Burton Hall





Curtis Hall



Burke Hall of Music and Art



Curtis Dining Hall



Physical Education Center



41



Herrick Hall



□ **Slayter Hall** — This College Union building contains the Bookstore, mail room and individual boxes for all students, lounges, bowling lanes and other recreational facilities, the college Snack Bar, offices for student organizations and the Dean of the Chapel, meeting rooms, and a 300-seat auditorium equipped for motion pictures.

□ **Whisler Hospital** — Located near the East Quadrangle of student residences.

□ **Colwell House** — This Building houses the Alumni, Development, and News Services and Publications offices and the Bandersnatch, student-operated coffee house. It is located west of the East Quadrangle.

□ **Cleveland Hall** — Located on the south slope of College Hill near the Lower Campus, this building accommodates physical education courses, recreational activities, studio art courses, and dance performances.

□ **Theatre Arts Building** — On College Street on the Lower Campus, it contains the workshop for building scenery and making costumes with ample space for storing both scenery and costumes, and a 200-seat auditorium, the Ace Morgan Studio Theatre. Its library contains the Ethel R. Outland Theatre Collection.

□ **Burke Hall of Music and Art** — This new facility, completed and dedicated in the fall of 1973, houses a new recital hall, workshop theatre, and art gallery with related seminar and storage areas.

□ **Other Lower Campus Buildings** — are the Doane Art Building; Burton Hall, which houses the Department of Music; the Arts Annex; King Hall, a residence hall; and Stone Hall, apartments for faculty, staff, and married students.

□ **Physical Education Center** — Located just east of Deeds Field, it serves a variety of College and community uses. The only section named when the building was erected was the Alumni Memorial Field House. This portion contains the newly-surfaced, rubberized asphalt indoor track and the undercover practice area for football, baseball, tennis, and other teams.

The remainder of the building, Livingston Gymnasium, contains a completely modern gymnasium with apparatus and equipment rooms, classrooms, offices, and a spacious basketball court capable of seating 3,000 spectators.

In 1962 the Gregory Swimming Pool was completed. It serves the needs of both men and women.

On the north campus at the center of the women's athletic grounds is Lamson Lodge. It serves as a shelter house and recreation classroom.

Affiliations and Finances

Special Affiliations and Resources

The Biological Reserve

The Denison University Biological Reserve is a 350-acre Laboratory of the Environmental Sciences that comprise the northeast corner of the campus. Divided into three sections — the 170-acre Environmental Laboratories, the 50-acre Norpell Woods, and the Taylor-Ochs Tract — the Reserve offers students and faculty of any department the opportunity to study, teach, or do research in the out-of-doors. The basic program is dedicated to the inherently complex study of the effect of human activity on the ecology of natural systems. Facilities include an office, laboratory-shop, meteorological station, a comparative psychology field laboratory, and plots for the long-term study of plant succession, fire ecology, animal behavior, and an outdoor education area. Work at the Reserve is under the administration of a Director, an Advisory Board, and a Student Committee.

The Computer Center

The Computer Center was established in 1964 to meet the growing research needs of students and faculty. The Computer Center is located in a separately air-conditioned area in Denison Fellows Hall. The Center houses a powerful PDP 11 model 45 time-sharing system with 16 active terminals, a line printer, card reader, five magnetic tape drives, and 80 million characters of on-line disk storage. Ten terminals are centralized in Denison Fellows Hall and others are in Blair Knapp, Life Science, Barney Science, and Ebaugh Laboratories. All academic and business data processing is performed on this system.

Student assistants play a large role in maintaining the day-to-day operation of the system. In this capacity, students receive training in all facets of computing activities ranging from key punching to system design. Formal courses in Computer Science are offered by the Department of Mathematical Sciences.

From the initial use in research areas, computing activities have grown to include many applications in academic courses in the Natural and Social Sciences. Many administrative systems are also in use. There is currently a heavy investment of effort in exploring the expansion of teaching opportunities that may be obtained from computing facilities.

The Center is active 24 hours a day and may be used by any member of the Denison Community. All students wishing to do so may obtain account numbers for the system. Current policy on allocation of system resources may be obtained from the Director.



The Great Lakes Colleges Association

This association was formed in 1961 as a cooperative venture for the improvement of higher education in its member colleges. Denison is one of the original 12 private liberal arts colleges which comprise the GLCA. Since its inception, the GLCA has established numerous programs, including several off-campus study centers within the United States and overseas.

The Inter-University Consortium for Political Research

This consortium is a part of the Survey Research Center of the University of Michigan — the largest political data archive of its type in the world. Members of the Denison faculty may receive material through the Consortium for use in class projects and individual research.

The Denison Scientific Association

Established in 1887, the association issues the *Journal of the Scientific Laboratories* and meets for the presentation of scientific papers by faculty and students. The *Journal*, founded by Professor Clarence Luther Herrick in 1885, is circulated internationally.

Campus Periodicals

Periodicals published at Denison include the *Journal of the Scientific Laboratories* (1885); the *Psychological Record* (1959), quarterly journal dealing with theoretical and experimental psychology, and the *Journal of Biological Sciences* (1964), research, attitudes, and book reviews.

A monthly publication, *in the month*, was established in 1941. Enlarged in 1953, it circulates free of charge among alumni, trustees, faculty, students, parents of students, Baptist ministers of Ohio, principals, headmasters, and guidance officers of secondary schools, and a host of other friends of Denison.

The Alumni Office publishes a quarterly journal, *The Alumnus*, sent to graduates and former students.

Assets and Finances

As recorded June 30, 1973, the total market value of Denison's endowment fund assets was \$18,458,000. The stated value of Denison's land, buildings, books, and equipment is \$26,755,000. This, however, is a conservative figure. It is based on actual building cost. The balance sheet shows total assets of \$50,237,000 at book value.

Endowment has been acquired through gifts and bequests. Several modern buildings have been financed through capital-gifts campaigns. Endowment income plus gifts and grants are necessary to underwrite the educational budget to the extent of approximately \$765 per student per year. Nationwide solicitation called *The Annual Support Program*, which involves both alumni and parents of current and former students, has helped to raise these funds. This source approaches \$400,000 annually, about 50 per cent coming from parents. No college in the nation has, as yet, claimed comparable parental support.

In the college year 1972-73, educational and general expenses, excluding auxiliary enterprises, amounted to \$6,855,000. Income from tuition and fees totaled \$5,248,000. The difference of \$1,607,000 between student income and educational and general expenses comes from endowment, gifts, and grants.

The increase in the total budget over the past five years is an indication of Denison's growth since 1969. In that year, the total budget, auxiliary enterprises included, was \$6,798,000. The total budget for 1973-74 approached \$10,000,000.

During 1972-73, \$968,000 was expended for scholarship assistance. The corresponding figure was \$464,000 in 1969. In addition to this aid, there was substantial amounts of student loans and a significant student employment program. Neither of these latter two forms of student aid is included in these figures.

denison thursday

May 9, 1974

- 8:30 a.m.-Midnight Book Sale of old materials, Library Seminar Room
8:30 a.m.- Academic Affairs Council Meeting, Doane Conference Room
9:30 a.m.-3:30 p.m. United Farm Worker's Information Table, Slayter Hall 2nd floor Lounge
12:30 p.m. Faculty Luncheon Group, Dr. Donald Valdes, "What Was Here: the Mound-builders of Central Ohio," Faculty Snack Bar
5:00 p.m. Denison International Students Association Dinner, Huffman Hall
6:00 p.m. Meeting, Christian Science Organization, DCA Room
6:30 p.m. Bible Fellowship and Sharing, Way Ministry, Curtis East 118
7:00 p.m. Instructional Meeting, First Denison Auto Rally, planned and sponsored by Experimental College Defensive Driving Class, Fellows 102
8:00 p.m. Sigma Xi Lecture, Dr. Carmine Clemente, UCLA, "To Sleep: perchance to dream...perhaps to die," Life Science Auditorium
8:15 p.m. Student Dance Concert in Lecture-Demonstration Format, Burke Hall
9:30 p.m. Student One Act Play, "Overruled," a comedy by George Bernard Shaw, directed by Laurie Stieff '74, Bandersnatch (no admission charge)

ANNOUNCEMENTS

- TODAY: WDUB'S AUDITIONS, 2:30-5 p.m. and 6:30-8 p.m. in Blair Knapp Hall (see below).
AUTO RALLY INSTRUCTIONAL MEETING at 7 p.m. for interested students and faculty.
Leave from Ebaugh Pond Parking Lot at 8:30 a.m. Saturday.
Sophomore Women Room Selection, 6-8 p.m. in Lower Huffman Hall
DOWNS RESERVATIONS DUE for May 16th Style Show-Luncheon (to Martha Tavener, Library)
TOMORROW: Nominations for Councils and Boards DUE AT NOON in Doane 208, Secretary's Office.

Student Volunteers are needed to help finish off the Telethon effort for the 1973-74 fiscal year. Contact Phil Wince, Ext. 292. Hours available are TODAY, 6:30-9:30 p.m., and Monday & Tuesday, May 13 & 14 -- pay is \$2 per hour.

Anyone interested in working at the WDUB radio station in any capacity is encouraged to AUDITION TODAY in the WDUB Studio, Blair Knapp Hall.

Ronald Thompson, Dean of Admissions, Medical College of Ohio at Toledo, will be ON CAMPUS TOMORROW. Individual appointments may be arranged with him, 2:15-4 p.m., in Doane 205. At 4 p.m. he will have a group meeting in Knapp 108 for any interested students to talk about admissions and answer any questions.

The Denison Peace Committee is sponsoring a Training Session for Military and Draft Counselors, Saturday & Sunday, May 11 & 12, in Faculty Lounge. The director will be Jerry Kinchy from the Central Committee for Conscientious Objectors.

STUDENTS must have an application on file if interested in working next year on campus. Applications are now ready for the 1974-75 year -- stop at the Student Employment Office, Beth Eden House 2nd floor.

Auditions are now being held for all of next year's choirs. Students are encouraged to try out this spring rather than waiting until September - call Ext. 220 for an appointment.

The 1973 Collegiate Costume and Scene Design Exhibit is on display until May 17 in the lobby of the Theatre Arts Building. Sponsored by the American Theatre Association, it includes more than 40 designs which represent the outstanding work of undergraduate and graduate designers from various colleges and universities in America. Plays include "The Prophet," "The Tempest," "Androcles and the Lion," and others

TRYOUTS for "Sunday Excursion" by Alec Wilder, which will be performed by the Opera Workshop this fall, will be held at 7:30 p.m. May 21 in Burton 108. Anyone interested in trying out should see Mr. Larson in Burton 108 to obtain a score. The parts are 1 soprano, 1 mezzo, 1 tenor, 1 baritone, and 1 bass.

COMING EVENTS

FRIDAY

- 11 a.m.-3 p.m. TRI DELT ICE CREAM SALE, Front of Slayter Hall
12:30 p.m. CAMPUS AFFAIRS COUNCIL MEETING, Doane Conference Room
1:30 p.m. COLLAGE OF SHAKESPEAREAN SCENES, Outdoor Amphitheater between Barney Hall and Cleveland Hall (no admission charge)
1:30 p.m. OMICRON DELTA EPSILON LECTURER, Stephen Bailey '73, "The Relevance of Denison Economics to Mr. Bailey's work with the Governor of West Virginia," Knapp 207
4:00 p.m. JEWISH SABBATH SERVICE, Bandersnatch
6:00 p.m. BLACK ARTS FESTIVAL, Denison's Black Choir, with guest poet Ricky Welden, followed by performance by Denison's African Dance Troupe, directed by John K. Benissan, visiting lecturer, Burke Recital Hall
8 & 10 p.m. DENISON FILM SOCIETY, "Dirty Harry," Slayter Auditorium (75c)
8:15 p.m. STUDENT DANCE CONCERT in Lecture-Demonstration Format, Burke Hall
9:30 p.m. STUDENT ONE ACT PLAY, "Overruled," directed by Laurie Stieff '74, Bandersnatch

I never would regret my coming to Denison.
As an international student, Denison presents a
tremendous academic, social, and emotional
change and experience.

By being in a different and provocative
situation, I have to learn and mature fast in
every respect. I have to know myself. I have
to give myself a unique identity. I have to
have a meaningful existence to cast a
shadow in the sun.

I have.

Environment may help shape our personalities.
But I am also convinced that we can make the
place what it is. I beg to differ with those who
claim that Denison is a dry place. Denison offers
such individual freedom and diverse opportunities,
it is up to one to seek, decide, and embrace.

Had pledged allegiance to
that fair Lady — Life?
Thus in hot pursuit of Time
who holds the strings —

Wish 9 am 9 am
.....

Echo! Valleys and Mountains!

9 — am — 9 — am!

J. Holthoff

In the final analysis Liberal Arts schools are practically as plentiful as are small towns in Ohio. It is seldom that you'll find much difference, physically or academically between any two colleges of the same general caliber. Although Denison is definitely a distinctively high-quality institution, there are many other colleges not really much different from it in these general terms. Personally, however, I've found that one of Denison's most unique qualities arises from constructs less concrete than books and dorms. It is the deep care and personal commitment exhibited by so many members of this community for other people here. At Denison the positive relationships between students, faculty, administration and supportive services are almost too good to believe; quite different, perhaps, than anything you've ever known before. Denison is a personal place, a happy place - a place to grow. It's the people here, themselves, who make one of the major differences between Denison and the dozens of other small colleges there are to choose from.

Larry Giordano '75

Well, what are you? What is it about you that you have always known as yourself? What are you conscious of in yourself: your kidneys, your liver, your blood vessels? No. However far back you go in your memory it is always some external manifestation of yourself where you come across your identity: in the work of your hands, in your family, in other people. And now, listen carefully. You in others - this is what you are, this is what your consciousness has breathed, and lived on, and enjoyed throughout your life, your soul, your immortality - your life in others.

- Boris Pasternak, Dr. Zhivago

As a Jewish student at Denison, I initially found it quite difficult to cope with the predominantly Protestant student body. However, after my first two years here, I can honestly say that the University has enriched my Jewish experience because, as a member of a definite minority, I've been forced to reexamine my brand of Judaism. Despite what at times seems to be a recalcitrant administration insensitive to Jewish students and Jewish issues, the members of the community have met these adversities by drawing closer together, asserting both our existence and our identity. So ironically, Denison, although not necessarily aware of the fact, serves to reinforce a Jewish student's religious and cultural identity.

The above article is written by Hal Arenstein, class of 76. Hal is past Coordinator of the Denison Jewish Community, a History and Political Science Major, a member of University Senate, the University Judicial Council, the Social Chairman of the Alpha Tau Omega Fraternity, a member of the Denison Varsity Basketball team, a basketball coach in the Granville Recreational Commission, and a Cincinnati Red's fan.

Denison is one of the most beautiful places I've ever been — not just the campus but the approach to life. It's one of the few places where people can still have fun — sledding down the hill to the gym, having a tug of war across the pond — but more than that it's a place to learn and grow somewhat apart from the hassles of society so that one can then enter it as a mature, productive member without having gotten lost in the process.

For the most part the faculty approaches each student as a sensitive, unique human being; education becomes a very personal and demanding thing not confined to textbooks and classrooms. There are a wide variety of students here, they can't be descriptively stereotyped, but the important thing is that I've found lasting friends among them.

One of the most meaningful parts of my Denison experience has been the Biological Reserve. There are woods and fields undisturbed by "progress," it's a place to observe and reflect, to be free and happy. Watercress grows by the spring, snow lies gently on the fir trees.

Granville is a small town; one can still walk alone at night without fear, the air is usually clean, the people are mostly friendly.

But anyplace is what one makes of it. Of course sometimes the food is bad, the dorm noisy, the students immature, and the culture of the city appealing. There are academic areas in which Denison is inadequate or lacks altogether; yet for me right now, this is where I should be.

Liz Zeller

"If this indeed be the hour in which I lift up my lantern, it is not my flame that shall burn therein."

Gibran



UNDERSTANDING

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 interdepartmental or an individually-designed area;
- successfully completed a comprehensive experience in the major field;
- successfully participated in at least two January Terms;
- resided at Denison for at least six semesters.

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

Degrees Available at Denison

Bachelor of Arts

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

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

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

Bachelor of Science

A candidate for the Bachelor of Science Degree may concentrate in any of the following fields: Biology (Botany or Zoology), Chemistry, Earth Science or Geology, Mathematical Sciences, Physics (Astronomy), and Psychology.

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

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

Bachelor of Fine Arts

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

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

Each student will take a minimum of 16 hours credit from the courses listed as a part of the general education program outside the fine arts. Special procedures may apply to students who seek admission as BFA candidates.

Bachelor of Music

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

The general education requirements are basically the same for all degrees earned at Denison. (see General Education.) A student planning to teach Music in the public schools will elect Education 213, 217, 315-316, 415-416, 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



Dr. Naomi Garrett / Visiting Lecturer

grade on their honors project and the recommendation of their major department or appropriate committee in the case of an interdepartmental major.

High Honors

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

Honors

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

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



General Education

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

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

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

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

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

English and Literature

Two courses chosen from those offered by the English department (200 and all writing courses except 101 are excluded) or one such course and a literature course offered by either the Modern Languages department or the Classics program.

Fine Arts

One course chosen from Music 101, 201-202; or Theatre and Film 103, 105, 111, 215, 323, 324, or 325; or Art 101, 103 (sections one or two), any Art History course.

Foreign Language

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

Philosophy and Religion

One course chosen from Interdepartmental 18; or Philosophy 101, to be taken in freshman year, or Religion 101, 102, 103, 211, 212; to be taken in Freshman or Sophomore year.

Science

Three Introductory one-semester courses in 3 different departments chosen from Astronomy 100a or 100b; Biology 100, 110, 111, or 112; Chemistry 100 or 201; Geology 105 or 111; Mathematics 101 or 102; Physics 100 or 121; Psychology 101; or Interdepartmental 100.

Social Sciences

Two courses chosen from Economics 200, any Political Science course, or Sociology 207, 330.

History

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

Oral Communication

Proficiency in Oral Communication is required. This may be demonstrated through a special test during the freshman or sophomore year. If this is not done, one course must be chosen from the following: Speech Communication 101, 110, 113, 218, 221, 222, 223, 227, or 304, or Theatre and Film 101, 113, 229, 230, 231, or 232.

Recommended Course

In addition, a student must elect at least one 3- or 4-credit course from the following group but in a *different discipline* than that used to fulfill the other general education requirements:

- Fine Arts — any of the above listed courses
- Mathematical Sciences 123 or Philosophy 105 or 312
- Philosophy and Religion — any course at the 200 level or above to be taken in the junior or senior year
- Social Sciences — any of the above listed courses

Please note:

A course as referred to above may be for either 3 or 4 credit hours.

These requirements vary for the BFA and BMus degrees. It may be that successful completion of a freshman or sophomore seminar may also meet some of the above requirements.

The Major

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

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

The Departmental Major

The following departmental majors are offered:

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

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

The Interdepartmental Major

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

A student may major in:

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



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

The Individually Designed Major

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

- At least 20% of the total number of hours taken by the student must be in the program declared as a major.
- While there is no upper limit on the total number of courses which may be taken in an individually designed major, a student may take no more than 40 hours in one department for the BA and BS degree.
- The choice of the individually designed major is subject to the approval of the adviser and the appropriate committee of the Academic Affairs Council. The student should be sponsored by an adviser and other faculty consultants as they deem necessary.
- The major should include at least five courses which are other than directed or independent studies. The major should also include at least one directed or independent study suitable to the area of the proposed program.

Students interested in this major should see Dr. Parker E. Lichtenstein. Individually Designed Majors approved in the last two years include the following titles:

"The Psychology of Speech," "Communication, Man, and Society," "Science and Human Values," "American Subcultures," "Human Relations and Pre-Medical Science," "Morality and Patterns of Social Interaction," "American Studies," "Biology and Studio Art," "Japanese Studies," and "America and Europe — History and the Literary Imagination."

The Concentration

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

The following concentrations are offered:

- Anthropology
(Sociology)
- Art History (Art)
- Astronomy (Physics)
- Botany (Biology)
- Communications
(English, Speech Communication,
Theatre and Film)
- Computer Science
(Mathematical Sciences)
- Education (all
departments)
- Environmental Studies
(Economics, Political
Science, Sociology,
Psychology, Biology,
Chemistry, Geology,
Physics)
- International Relations
(Political Science —
Trans-departmental)
- Studio Art (Art)
- Urban Studies
(Sociology)
- Zoology (biology)

Most of these concentrations are described in the departmental listings. Descriptions of some of the concentrations follow:

International Relations Concentration

The International Relations concentration exists within the Political Science major. Students electing this concentration must therefore fulfill the requirements of the Political Science major detailed in the college Course Description Book.

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

Strongly recommended are Economics 316 (also Political Science 308, may be taken for credit in either department), Economics 200, 301, or 302, History 307, History 351,

History 353, and History courses concentrating on Asia, Africa, and Latin America. Interdepartmental courses with distinct international orientations are also acceptable.

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

Environmental Studies Concentration

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

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

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

- In so far as possible, the student should choose courses related to Environmental Studies for satisfying the G.E. requirements. A list of those recommended is available from the Environmental Studies coordinator.
- The student will complete a major in one department chosen: Economics, Political Science, Sociology, Psychology, Biology, Chemistry, Geology, or Physics. A major in another department may be possible with the approval of that department and the Environmental Studies committee.
- A minimum of 20 hours in addition to those courses needed to satisfy the G.E. or major requirements should be selected from among those courses recommended for this

concentration. This list is also available from the coordinator.

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

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

Educational Planning

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

During the first year of residence, a student is responsible for designing his or her own program of study. This program should be suited to the student's particular needs, interests, life aspirations, and career plans. A two-day period in the spring is set aside for the student to review his or her plan with the faculty adviser.

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

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

The student then updates his or her educational plan annually and reviews it with the faculty adviser prior to May pre-registration.

The Comprehensive

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

Academic departments may, on the approval of their plans by the Academic Affairs Council, require majors to

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

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

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

Pre-Professional Programs

A limited number of opportunities are available for students to combine time at Denison with time at certain professional schools. Generally this would mean entering such a school at the end of the Junior year at Denison. The details of these possibilities are available from the Registrar.

Many graduates of Denison go on to Medical and Dental School, Law School and Graduate Business School.

Strong counseling services exist in each of these areas. Committees made up of interested faculty and the Registrar meet with students interested in these professions. Representatives from professional schools come to Denison regularly. Data centers provide material for students.

The curriculum is a strong and diverse one in each of these areas. Medical and Dental schools do not require any particular major but certain courses are required. They are the following: Biology — a year, courses 110, 112; Chemistry — inorganic and organic, courses 201-202, 223-224 and either 225-226 or 227-228; Physics — a year, courses 121-122; Mathematics — some medical schools require a year. Medical and dental schools expect that the record be a strong one in these required courses. The present student takes the Medical College Admission Test near the end of the junior year.

Law Schools do not require any particular major or set of courses. There are strong departments and courses at Denison from which the pre-law student may choose. Courses in Economics, Political Science, Sociology, History, Mathematics, English are recommended. The intellectual capability of the student is of primary significance in Law School admissions. During the January Term special projects, including law-related internships, may be arranged. Through the Philadelphia and Washington semester plans, longer internships are possible. The Law School Admissions Test is given in the fall of the senior year.

An undergraduate program in liberal arts is considered to be one of the most satisfactory preparations for graduate study in business administration and management. While no particular major is required, the student is expected to be familiar with history, mathematics, and the social, natural and behavioral sciences. A strong academic record including leadership experiences is desired. The student takes the Admission Test for Graduate Study in Business in the fall of the senior year.

Cooperative programs exist in the following areas:

Forestry

A student may, under certain conditions, secure in five years a degree from Denison and a Master of Forestry from Duke University.

Engineering

A somewhat similar program is available in various engineering programs leading to a BS degree and an engineering degree at Rensselaer Polytechnic Institute, the University of Rochester, Washington University, and other approved colleges of engineering.

Physical Therapy

After completing certain requirements at Denison, a student may earn a bachelor's degree on successful completion of a year or more of work at various universities offering programs in physical therapy.

Medical Technology

A program combining liberal arts education and specialized training in medical technology is available through cooperation with accredited programs offered at selected hospitals and universities. Students enter the program after three years at Denison. At the end of the fourth year a student may obtain a bachelor's degree and certification in medical technology.

Additional Opportunities

Advanced Placement

A program to give recognition to the student who takes college-level courses in secondary school is Advanced Placement. Denison welcomes such a student who may be excused from certain college requirements by satisfactorily passing the Advanced Placement Examinations of the College Entrance Examination Board in any of the following: English Composition and Literature, Foreign Languages, American History, European History, Biology,

Chemistry, Physics, and Mathematics.

Credit will be given to a student who completes Advanced Placement Examinations with scores of 4 or 5. Credit and/or waiver may be given for a score of 3 or 2 upon recommendation of the department concerned and/or the Registrar.

Proficiency Examinations

These examinations are regularly scheduled at the beginning of each academic year at Denison. When an entering student passes an examination covering a course in general education, he or she will be excused from taking that course. If he or she passes the examination with a grade of A or B, the student will receive the corresponding academic credit.

Any student may take a proficiency examination in any Denison course provided that the student has not completed an equivalent — or a more advanced — course in the same area. If the examination is passed with a grade of A or B the student will receive the corresponding course credit toward graduation. If the examination is passed with a grade of C, no credit will be given but, if the course is required, it may be waived with the approval of the departmental chairman concerned and the Registrar.

Proficiency examinations taken other than at the beginning of the freshman year (1) may not be given where class participation as such is the basis for credit, and (2) such examinations must be taken not later than the middle of any semester and the student shall make application at least three weeks in advance of the examination. Applications may be obtained from the Registrar and must receive approval of the department involved.

Special Academic Projects

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

Directed Study

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



be approved by the end of the first week of the semester in which it is to be undertaken. Directed Studies are to be taken for 3 or 4 credits.

Senior Research

A student may enroll for Senior Research in his or her final year at Denison provided he or she has not enrolled for Individual Work for Honors. Senior Research requires a major thesis, report or project in the student's field of concentration and carries eight semester hours of credit for the year. It may be converted to Individual Work for Honors if application is made at least five weeks before the end of classes in the spring semester. Semester hours of credit for Senior Research *shall not* be counted toward the maximum hours allowed in the student's major.

Honors Project

Any senior whose record during the four or six semesters preceding application shows at least a 3.4 grade-point average with the recommendation of his or her department may undertake a two-semester Honors Project in a specific topic related to his or her major field. Such a study must be recommended by the student's academic adviser and the departmental chairman and approved by the Academic Affairs Council. If completed successfully, an Honors Project earns eight credit-hours towards graduation and the possibility of graduation with Honors.

Independent Study

Independent Study involves relatively undirected student effort in the pursuit of some clearly defined goals. In this



effort a student may employ skills and information developed in previous course experiences or may develop some mastery of new skills.

A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project adviser. The approval must be submitted on the appropriate form to the Registrar at the time of registration and meet certain criteria.

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

Examples of Independent Studies approved in the 1974-75 academic year include:

"An Internship at the Tyrone Guthrie Theatre,"
"Bedford-Stuyvesant: A Ghetto Enrichment Internship," and
"The Realization of a Dream: An Encounter with Solitude, Loneliness, Creativity, and Strangers in Small Communities through Historical Study, Photography, Reading, and Writing while Backpacking."

And Other Opportunities

Experimental College

In keeping with the belief that students should have a hand in educating themselves and one another, Denison offers an entirely student-organized, student-taught parallel curriculum called the Experimental College. Any student may propose and teach a course of special interest on an informally-structured basis for which credit may be given. New Experimental College subject offerings are announced at the beginning of each semester.

Teaching Opportunities

In addition to the Experimental College and the formal teacher training offered by the Education Department, opportunities exist at Denison for the student to engage in varied teaching experiences, whether as a departmental fellow, in tutorial or student advisory programs, or in special courses designed by faculty to include instruction on the part of students. Students may gain valuable insights through working closely and sharing with faculty in the academic experience.

Dean's List

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

Honorary Societies

Several honorary societies exist at Denison including Phi Beta Kappa, the Phi Society, and many departmental groups. Each year new members are elected to Phi Beta Kappa from students in the senior and junior classes ranking highest in scholarship. The Phi Society is a means of giving recognition to high scholastic attainment by freshmen.

Graduate Record Examinations

These examinations, while no longer required for graduation, are available to students through national administrations at designated times. The aptitude test and the advanced test in the major field are generally necessary for the student who is applying for admission to graduate study in his or her undergraduate discipline. Consult the Graduate School Counselor.

Convocation and Chapel Attendance

One or one-half credit-hour may be earned each semester, providing the record shows the student has met the appropriate attendance requirements. Many lectures, recitals, concerts, and other cultural and educational events are offered for supplementary convocation credit in addition to the all-college convocations.

Off-Campus Programs

Denison participates in various off-campus programs officially sponsored and supervised by recognized American colleges and universities and the Great Lakes Colleges Association. These programs are open to any Denison student who meets certain requirements. Details are available from Associate Dean of Students David Gibbons.

International Programs

Great Lakes Colleges Association programs are available at various places in Beirut, Lebanon; Tokyo, Japan; various places in India; various locations in Africa, and in Bogota, Colombia. Requirements vary as to language competence, but, generally, instruction is in English. It is possible to participate in the programs in Japan and Colombia for a single semester. A semester program in comparative urban studies is also available. Summer programs are available in Yugoslavia, and Taiwan. In addition, the GLCA program at the University of Aberdeen in Scotland offers a limited number of places for Denison students. A brochure describing these programs is available through Associate Dean of Students David Gibbons.

Other recognized programs in which Denison students have participated are located in London, Paris, Florence, Basel, Copenhagen, Munich, Rome, and other European cities. Additional opportunities also exist for study in Latin America, The Far East, and Africa.

Domestic Programs

The Washington Semester

This program is a means of introducing superior students to the source materials and governmental institutions in Washington, D.C. This study includes regular courses, a seminar, and a directed, independent investigation on a subject of particular interest to the student.

The Urban Semester in Philadelphia

The Great Lakes Colleges Association and the Philadelphia Board of Education sponsor jointly this urban semester for students in member colleges of GLCA. The program is designed to give students direct participation in the social changes bordering at times on revolution, that are occurring in urban areas. In large measure, the city itself is classroom, textbook, and curriculum. Students in the program are assigned to professionals engaged in improving the qualities of urban living. These people — educators, religious leaders, community leaders, urban administrators — help supervise student work on individual urban projects.

Students follow a directed course of relevant academic studies, including seminars, research reports, and discussion groups. Students receive a full semester of academic credit for successful participation.

The New York City Art Program

The Great Lakes Colleges Association sponsors an Art Program in New York City for students in member colleges. Students in the program serve apprenticeships in museums, theatres, and studios in the New York City area. They also follow a directed course of academic study, receiving a full semester of academic credit for successful participation.

The Merrill-Palmer School

Merrill-Palmer School in Detroit, Michigan, offers an opportunity for a limited number of superior Denison students interested in work in the areas of human development and human relations with particular emphasis on family life. The student should plan to take one semester in residence in Detroit during the junior year.

Black College Student Exchange Program

A Student Exchange Program with Black Colleges, usually for one semester, is in effect with Howard University, Fisk University, Morehouse College, and other predominantly black universities.

Any Denison student may apply for this program of intergroup relations which awards full credit toward a degree at Denison.

The Oak Ridge Science Semester

The Great Lakes Colleges Association and the Division of Nuclear Education and Training of the United States Atomic Energy Commission sponsor a Science Semester for biology, chemistry and physics students in member colleges. The program is held during the fall semester at the Oak Ridge National Laboratory in Oak Ridge, Tennessee, and provides opportunities for students to study and work directly on research projects with scientists involved in intensive investigations.



Susan Engle '72 and Clifford Davis '72 during Demison Singers European Tour



New York Arts Program: Leslie Oweida '74 working with Cay Patton, casting director of the American Place Theater



Philadelphia Urban Semester: Scott Devenney '74 teaching exceptional children

The January Term

Structure

The January Term of 4-1-4 scheduling pattern is both a calendar and a curricular plan. A fall semester is completed before Christmas vacation; a single project is elected upon which the student will concentrate during the month of January; and a second semester begins early in February. Hence, the academic year is divided into terms of four, one, and four months. Thus, Denison retains the basic advantages of operating on a two-semester calendar system with the added bonus of the January Term's in-depth concentration.

Under the structure of the January Term, topics not normally offered within the regular curriculum are explored; seminars in small groups and independent study are encouraged; and opportunities for off-campus study, both in this country and abroad, are made available. Freedom exists for the scientist to become immersed in artistic endeavor or for the artist to become acquainted with topics in contemporary science without the sanction of letter grades or examination pressures.

The flexible structuring of the program offers the advantages of being able to revise curricular content annually as the interests and needs of students change. Student participation in the formulation of the curriculum and in the generation of new topics for study and investigation is invited. The faculty is challenged to respond to those specific interest areas evolved by the students and to the exciting prospects of working and learning with students in innovative projects.

Guidelines

Guidelines, as recommended by the January Term Committee and adopted by the faculty, are as follows:

- The completion of two January Terms will be required of all students for graduation.
- Courses taken during the year may not be used to satisfy January Term requirement, nor may extra January Terms be used to meet other graduation requirements. Projects offered in January should not duplicate courses offered in the regular curriculum.
- Participation in projects shall be reported to the Registrar by the faculty sponsor, but no formal grading evaluation is assumed by "participation."

There will be a board charge for students who live on campus during January but there will not be an additional charge for room or tuition. Books, travel, and off-campus living expenses will be the responsibility of the participant.

Students interested in Independent Study will be assigned to or may choose a faculty member from a list of Independent Study sponsors. Instructors not assigned to the pool of Independent Study sponsors may also serve in that

capacity. The student and sponsor collaborate in the detailed planning of the project which is then submitted to the January Term Office. Evaluation and approval is the responsibility of the faculty sponsor.

Projects will be listed annually in the January Term catalog prepared by the January Term Office.

January Term Options and Opportunities

On-Campus

The student can choose from among a broad range of projects utilizing varying educational formats. All library resources are available and use of specific research aids such as scientific equipment or College collections can be arranged. In addition to the more formal phase of the Term, a student is invited to become involved in numerous intellectual, cultural and social events programmed for January. A series of speakers present views and challenges individuals to develop their own. Student-faculty forums and discussion groups are free to investigate topics of mutual concern. An extensive film program designed to include a broad spectrum of cinematographic art and commentary is presented. Music, theatre, and art occupy a prime place in the month's activities. An informal sports program provides recreational relief. And a social program, designed by students, enlivens the January scene.

Off-Campus, U.S.A.

Florida and its natural history, the Amtrak Railway System, and the Presidential Inauguration in Washington, D.C. were among the topics Denison students and faculty investigated on a first hand basis in January, 1973. Last January Term saw students enrolled in Huey Long's Louisiana, Colorado Outward Bound, and Collier County (Florida) Almanac. Students worked on Independent Study projects in many cities.

Abroad

London, Paris, Munich, Rome, and Bombay offer the mature student infinitely more than the romance of travel. Serious study of the theatre, art, music, literature, languages, politics, and customs is an opportunity inherent in a number of existing projects. Not only is a student able to develop his or her own insights into another culture, as could be possible on a summer jaunt, but the lack of tourists and guidance of a faculty member expert in the areas being studied add to the depth of the experience.

Independent Study

Denison's January Term has as one of its prime options the potential for a student to develop an independent project



which is of interest or concern to that individual. Concrete answers to a research problem may be found; month-long concentration by a poet may produce a significant collection of poems; or profound insight may follow intensive study of a philosophical question. A list of recent independent studies and formal courses follow.

Internships

Students are urged to seek exposure to and training in vocational and para-professional activities.

Exchanges

Opportunities for Denison students to exchange with students at other universities such as those in the Great Lakes Colleges Association and member colleges of the Association for Innovation in Higher Education.

Examples of January Term Experiences

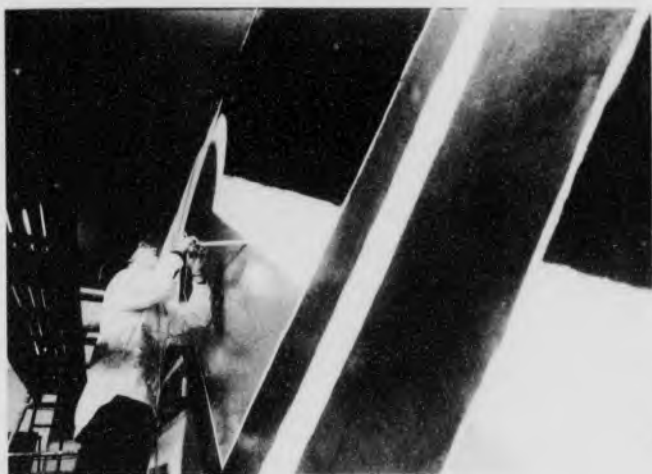
Formal Courses

Some of the formal on and off campus courses offered recently during January Terms include: Art Historians Tour Museums, The London Theatre, Beginning Norwegian, You and Heredity, Colorado Outward Bound, Southeastern Safari, Do Your Own Library Thing, Professional Dance Study Tour of New York City, Beginning Ceramics, Radio Broadcasting — WDUB, Mural Painting, Intermediate Chess, Harpsichord Building, Problems in Mathematics, Live and Learn, Theatre Production Seminar, Simulation Games and Techniques, Folk Decoration of Pennsylvania Germans, Cobol Programming, Experiments with Numbers, Zen Meditation, Unstructured Self Expression, 50 Years Ago — Examination of American Life, Science Fiction and Man's Place in the Universe, Music Composition for Non-Majors, and Law Against the People.

Independent Studies

Some of the independent studies designed and completed by students during recent intersession terms include: Preschool Program for the Mentally Retarded, Study of Accounting, Immersion Program in Spanish in Cuernavaca, Mexico, The Art of Animal Tracking, Truck Driver Training School, Woodcuts, Senatorial Internship, Internship in a Veterinary Hospital, Preservation of the Human Body After Death, Study of Dutch Languages, Working with Cerebral Palsy Children, Problems of Cost and Profitability Within Bloomingdale's, The Anatomy of a Racing Team, Teaching Preschool Children, Mental Retardation, Court Room Procedure, Learning Italic Handwriting, Programs for the Elderly, Teaching the Educably Mentally Retarded, Examination of Roman Techniques in Portrait Painting, Advanced Candlemaking, Future Trends in T.V. Advertising: Projection Over the Next Ten Years, Writing and Illustrating a Children's Book, Women in Law, Establishment of a Used Book Co-op, Working with Underprivileged Children, Election '72 — Smalltown U.S.A., The Role of the Individual in Contemporary Society, Basic Electronics and Troubleshooting of Clinical Laboratory Instruments, Special Effects for Dance Design — Scenic and Lighting, A Study of Appalachian Music, The Psychology of Sleep and Dreams, The Olympics in Germany — 1936 and 1972, The Economics of a Food Store, An Intensive Study into the Works of Mark Twain, Earthquake Resistant Structures, The Swedish Welfare System, Drug Education in the Pittsburgh Schools, Obstetrics and Gynecology, The Art of Oriental Self Defense — Karate, Rubbing Brasses in England, Impact of Independent Regulatory Commissions on Airlines, Examination of Present and Future Trends in Banking, An Inquiry of the Stock Broker and His Methods, A Field Study of the Cultural Aspect of Cubans in Exile (Miami, Fla.), Pollution in the United States, A Self-Discipline Course in Yoga, Journal by Photo of Experiences in Africa and Canary Islands, and Recruit High School Students for Enrollment to Denison.





Mural painting class



Furniture refinishing class



President Smith serving at January Term kickoff dinner



"365 Days" theater intersession project



Huey Long class at his grave

Registration and Academic Regulations

Registration

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

Normal Registration

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

Reduced Registration

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

Excess Registration

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

Additional credit

With the consent of the instructor and fulfilling of the required grade-point average a student may register for

an additional hour of credit in a course beyond the introductory level. The instructor will specify the nature of the extra work required by the additional hour.

Partial Registration

A regular student, with the permission of the appropriate Dean of Students, may take a part-time schedule of eight or fewer academic semester-hours of credit.

Special Registration

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

Changes in Registration

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

Late Registration

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

Transcript Fees

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

Student Classification

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

- Freshman Standing** — A student is classed as a freshman unless he or she is deficient in more than one unit of preparatory work.



Dr. Samuel Schaff, Registrar

- Sophomore Standing** — A student must have 26 semester-hours of credit.
- Junior Standing** — A student must have 60 semester-hours of credit.
- Senior Standing** — A student must have 94 semester-hours of credit.

Eligibility Rule

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

By rule of the Ohio Conference freshmen are eligible to participate in intercollegiate athletics.

Recognition of Credit Earned Elsewhere

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

Grades Earned Elsewhere

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

Extension or Correspondence Study

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

Withdrawal From Courses

To withdraw from a course a formal report must be signed by the student's adviser and presented to the Registrar. A student who withdraws from a course without official permission will receive a grade of F (failure) on his or her permanent record. (See following Special Academic Requirements section for grades recorded upon withdrawal from courses.)

Withdrawal From the College

A student who finds it necessary to leave Denison before the close of the semester must, in order to receive an honorable dismissal, report to the appropriate Dean of Students and arrange for an official withdrawal. Except in cases of illness and/or by permission of the Registrar's Advisory Committee, grades of WP or WF with Fail penalty will be entered on the permanent record of the student who withdraws from Denison after the mid-term of classes.

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

Registration Procedure

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

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

Advance Registration

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

Registration

On Registration Day a copy of the final detailed schedule of classes as described above is deposited with the Registrar's Office providing payment of the prescribed fees has been made that day or earlier at the Cashier's Office.

Special Academic Regulations

Grading System

A	(Excellent) 4 points for each credit-hour.
B	(Good) 3 points for each credit-hour.
C	(Fair) 2 points for each credit-hour.
D	(Passing) 1 point for each credit-hour.
F	(Failure) 0 points for each credit-hour.
I	(Incomplete)
S	(Satisfactory) 0 points for each credit-hour.
U	(Unsatisfactory) 0 points for each credit-hour.
WF	(Withdrawn Failing)
WP	(Withdrawn Passing)
CR	(Credit) 0 points for each credit-hour.
NG	(No Grade Reported).

Incomplete

An incomplete is recorded at the discretion of the instructor. At the time an incomplete is filed it must be accompanied by a letter grade which the Registrar shall record as the official grade for the course unless the instructor changes that grade by the end of the sixth week of the following semester. Any further extension of time to complete the course requirements necessitates a petition to and the approval of the Registrar prior to the date for recording the official grade. No grade will be recorded if a student receives permission to withdraw from a course before the end of the fifth week of classes.

Withdrawn Failing or Withdrawn Passing

Withdrawn Failing or Withdrawn Passing is recorded when a student officially withdraws from a course after the fifth week of a semester. A WF shall count as a Failure. A WP shall not count in the grade point average. However, if a student withdraws from the College before the end of the mid-term of classes, no courses are entered on his or her permanent record. (See Withdrawal from the College under Registration.)

Satisfactory/Unsatisfactory Evaluation

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

Academic Probation

If a student's cumulative grade-point average is less than 2.0 at the end of any semester, he or she will be on academic probation. The student will be continued on academic probation until his or her cumulative grade-point average is 2.0 or above.

Sophomore and junior students on academic probation at the end of the academic year shall be readmitted for the

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

Residence Requirement

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

Special Student

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

Academic Suspension

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

Eligibility for Re-Enrollment

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

A former student, who was in good academic and social standing when he or she left the College, may be readmitted to Denison by writing to the appropriate Dean of Students and by repayment of the \$25 registration deposit.

Back in the spring of 1969 (so long ago!) a girl flipped through Fanejoy's College Guide looking for a small private college in Ohio that didn't require chapel and that had a good French department. That girl was me and out of the several colleges that fit my criteria, Denison was the one I chose. Having thought only about getting into college, and not about what would happen once I got there, I was somewhat amazed by what I found at Denison. I had the chance to do all the things I'd ever heard that one did in college plus an abundance of things I never knew existed. The options seemed limitless - sorority, independent; involvement, non-involvement, somewhere in between; a traditional major, a double major, a self-designed major; stay on campus, go abroad for a semester; pants, skirts. There were people concerned (or not concerned) about everything you could think of. No matter what I was interested in there was someone to talk to about it - professors, students, or deans. My choices were no sorority, some involvement, the Philadelphia Urban Semester, an Urban Studies major, and jeans most of the time. I took advantage of what there was. That's what Denison is all about - taking advantage of the options, doing what feels right for you.

Frank Tomidore

practical, independent, and like a pomegranate - a several chambered, many seeded fruit with a tough red rind, the edible portion consisting of pleasantly acid flesh developed from the outer seed coat, tart and sweet

I think I have had some very special experiences here at Denison, and that is why it means so much to me to be here. My January Term courses have been the best of these experiences, helping me learn much about myself and my resources and abilities, as well as teaching me about relating with others. I loved these courses — they became a part of my life and brought me into contact with many who are now close to me. Through these courses I have come into contact with many Granville people, and that is one of the most exciting aspects of all. To feel a part not only of the Denison community, but of the Granville community has meant a great deal to me, and has changed my outlook of things on the hill considerably. I now feel that I am part of something bigger than school — I am also involved in some of the everyday occurrences of town life.

Jan Watterson

"I've known Jan since she first came to Denison and I really admire her. She works hard and gets more out of her interactions here than most people. She simply enjoys learning — about everything — and takes advantage of the opportunities offered here."
— Anne

How does one sum up several years experience in just a few words? Obviously, it's just about impossible. My experience here at Denison has encompassed many things - both good and bad. I believe, however, that there are two very important things that I have gained from my Denison experience. One is personal growth in my ability to relate to others. Just having to live together with others has forced me to examine my life style and attitudes, in short to learn more about myself, and to develop my ability to get along with other people, to appreciate other people.

The other thing I have gained here at Denison is self-confidence. I have proven to myself that I have the ability to do well academically but, more important, I have learned that I have something of worth to offer others - that as I learn from others, they can also learn from me.

I believe I can honestly say that Denison has helped me develop these qualities by providing an atmosphere where I can feel relaxed, open to learning, and, more important, where I can be myself. Of course no place is free from problems or worries. It's not easy to accept the fact that you can't get along with someone. However, I feel that the way a person grows and develops is through learning to work through such problems. Denison has provided me with the opportunity to do just that.

E. Kristie Thomas

'75

"It's only to let you see, Mr. Jukes, that you don't find everything in books. All these rules for dodging breezes and circumventing the winds of heaven, Mr. Jukes, seem to me the maddest thing when you come to look at it sensibly."

Joseph Conrad, Typhoon

As an institution and as a way of life Denison is in total, an educational experience. Most come here to study an aspect of the liberal arts curriculum. In addition, most people come to be a part of the seemingly endless activities that make Denison the busy place it is. Yet all come away with much more than an education or experience in these areas.

The greatest impact of the Denison education is not in academics or activities but in living and learning with people. Every day, people — students, faculty, and administrators alike — interact on intellectual and social levels.

We share experiences, successes, failures, frustrations, but most of all, we share ourselves. There is no way in words to describe the value and growth gained from others while here at Denison. But it continues day after day.

People make Denison an educational endeavor. People make Denison a community. In all, people are Denison's greatest and most valuable resource.

Bill Schend, '76 -
Student Body President 1974-75

"The Smile That You Send Out Returns To You" —

Indian Wisdom



W I S D O M

Interdepartmental Majors

French Area Studies

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

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

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

Course Offerings

French Area Studies

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

Language and Literature

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

Economics

Economics 200 — Principles and Problems
Economics 314 — International Economics

Geography

Geography 232 — Geography of Western Europe

History

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

Political Science

Poli. Sci. 221 — Comparative Politics
Poli. Sci. 341 — International Political Systems and
Processes

Electives

English 349 — Readings in European Literature
English 350 — Modern European Literature
I.D. 271-272 — Linguistics
Art 205-206 — History of Art Survey
Art 407-408 — Modern Art

The France Area Study major is coordinated by Dr. Walter Secor, Professor of Modern Languages.

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

A student interested in this program should contact Mr. Secor.

Latin American Studies

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

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

Although the designed program is a flexible one, offering some options to the students, a minimum of 30

hours is required. Nevertheless, special consideration would be given by the Committee of Latin American Studies to individual needs and interests.

Course Offerings

Latin American Studies

Spanish 201 — Introduction to Latin American Area Studies

Seminars

Latin American 401 — Two Seminars in Problems in Latin America

Language and Literature

Proficiency in Spanish or Portuguese and one of the following:

Spanish 216 — Conversation

Spanish 216 — Conversation

Spanish 217 — Masterpieces of Spanish American Literature

I.D. 378 — Study of Selected Works of Spanish-American Writers in Translation

Economics

One of the following:

Economics 316 — Economic Development

Economics 350 — Latin American Economic Development

Geography

Geography 230 — Geography of Latin America

History

Two of the Following:

History 391 — Introduction to Latin America

History 392 — Modern South America

History 393 — Modern Latin America: Evolution or Revolution

History 394 — History of Brazil

Sociology and Anthropology

Sociology 319 — South American Indians

The Latin American Studies major is organized and administered by a faculty committee and a coordinator.

Dr. Joseph R. de Armas, Professor of Spanish, is coordinator of the Latin American Studies Program. Faculty committee members are Drs. Donald M. Valdes, Professor of Sociology and Anthropology; Charles W. Steele, Professor of Spanish; Richard H. Mahard, Professor of Geography; Robert B. Toplin, Assistant Professor of History; Paul G. King, Associate Professor of Economics; and Felicitas D. Goodman, Assistant Professor of Sociology and Anthropology.

A student interested in the Latin American Studies major should contact Mr. de Armas.

Black Studies

Black Studies is both international and interdisciplinary in scope.

The Black Experience in the United States is unique. This experience cannot be duplicated, yet it can be understood through the discipline of scholarly analysis and synthesis. Black Studies attempts to examine all facets of society in which black people have found themselves historically and in contemporary times.

This requires a knowledge of the forms of sociological, psychological, economic, political, and religious development of the Black Community. It requires a knowledge of the ideological foundations that support and sustain racism, which helps to fashion and shape the Afro-American Experience.

It is also necessary to have a knowledge of the historical antecedents of West African societies and the influence of those antecedents in non-African countries.

There are many career opportunities in this new field, particularly in higher education, government, international service, and industry. Black Studies offers courses to meet the needs of students who have other career goals, such as teaching in elementary or secondary schools, which require background knowledge of the Black Experience.

Course Offerings

Black Studies

235 — The Nature of Black Studies

385 — Senior Project

Art

313 — African Art

Dance

225 — Jazz and Ethnic Forms

English

255 — Imagination and Black Experience in America

281 — Oral Tradition and Folk Imagination (Black)

318 — The Harlem Renaissance

356 — The Narrative of Black America

358 — The Poetry of Black America

History

215 — A History of Blacks in America

316 — Topics in Black History

Latin American Studies

401 — Seminars

Music

- 111 — African Music
- 206 — Early American Black Music

Religion

- 312 — Black Perspectives in Theology

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

A Black Studies Practicum, offering exposure to the economic, social, and political life of the Black Community, is established. Opportunities for students may include liaison work with various institutions that serve the Black Community, including the Urban League, the Bedford-Stuyvesant D & S Corporation, and the Dartmouth Education Center.

Students, through the Center for Black Studies, have taken part in individual projects in congressional offices in Washington, D.C.

The Faculty

Arthur A. Zebbs

Director and Assistant Professor (1972-)
B.A., Dillard U.; M.Div., Oberlin Graduate School of Theology
Rev. Zebbs, a scholar, minister, and former community action worker, has been director of Black Studies at Denison since June, 1972. He came to Denison from Columbus, O., where he had been active in civil rights and community action causes since 1962. An ordained minister of the African Methodist Episcopal Church Zion, Rev. Zebbs, was involved in the ministry during his early days in Columbus and, prior to that, in Cleveland and Elyria, O. During the 1971-72 academic year, he was a visiting lecturer in the history department here. Rev. Zebbs is also an editorial columnist for the weekly Ohio black newspaper, "The Call and Post."

Other faculty who teach Black Studies courses are Benjamin F. McKeever, Assistant Professor of English; Dr. Larry Ledebur, Associate Professor of Economics; Dr. Claiborne Thorpe, Professor of Sociology; Dr. John Kirby, Assistant Professor of History; Dr. Naomi Garrett, Visiting Lecturer; Dr. William Nichols, Associate Professor of English; John Jackson, Assistant Professor of Religion; Dr. Emmett Buell, Assistant Professor of Political Science; Dr. Joseph de Armas, Associate Professor of Modern Languages; and John Benissan, Visiting Lecturer in Dance and Music.

A book containing descriptions of courses offered this year at Denison is available by writing Denison University, Office of Publications, P.O. Box B, Granville, O. 43023.

Classical Studies

The argument of the Classics is that the process of "making it new day by day making it new" is affected by a clear view of the past. The Classics work as either a catalyst or structure for contemporary thought. They are the texts that have sufficient life to function as such and which, in a manner of speaking, have conquered time. The curriculum of the Classics is a unity of the literary, the philosophic, and the historic traditions (both Greek and Latin). It breaks down "modernist" distinctions among disciplines and departments.

The program of Classics has two divisions. The language program which teaches the student to read Greek or Latin by a close analysis of the language and by reading texts of intellectual significance. And the Program of Classical Studies which reads literature, philosophy, and history in translation. The focus is on the material as literature and real intellect. The courses are designed to serve primarily three kinds of students:

- 1) students who want to learn how to write;
- 2) students, primarily interested in another discipline (such as history, philosophy, law, literature, religion, linguistics) who want to know something about "the Classical component" in the Western civilization, or in their own discipline particularly;
- 3) students who want intensive preparation in the literature and language of classical antiquity, either because they feel it is the best preparation for another career (e.g. law, government, administration, journalism) or because they intend to become "classicists."

They use according to the skill of the student and the nature of the course, the four forms of criticism: criticism by discussion or explication, criticism by comparison, criticism by translation, and criticism by new composition (either in the same or different media).

There is an interdisciplinary major entitled Classics.

Course Offerings

Greek Language

Greek

- 111-112 — Beginning Greek
- 211-212 — Introduction to Greek Literature
- 361-362 — Directed Study

Latin Language

Latin

- 111-112 — Latin for Writers and Beginning Latin
- 211-212 — Introduction to Latin Literature
- 361-362 — Directed Study

Classical Civilization

- 101 — Greek Literature in Translation
- 102 — Latin Literature in Translation
- 211 — Classical Western Thought (Rome and Roman Law)
- 212 — Classical Western Thought (Aristotle and Plato)
- 361-362 — Directed Study

The Faculty

Peter B. Way

Assistant Professor (1972-)
B.A., Oberlin College; M.A., Columbia U.

Mr. Way, head of classical studies, received his professional training in Greek and Latin. His interests include literary matters from A to Z and intellectual history, particularly the Aristotelian Tradition.

William F. McNaughton

Visiting Lecturer (1972-)
B.A., Brooklyn College, Ph.D., Yale U.

William F. McNaughton is a Visiting Lecturer in Classics. He has co-authored two books and authored five others on literature and on Oriental thought. The most recent are *Chinese Literature: An Anthology* and *The Confucian Vision*. Listed in "Who's Who in America," Dr. McNaughton was designated a "distinguished translator" by the Asia Society in 1974.

East Europe and Soviet Studies

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

Course Offerings

Soviet Studies

- 115 — The Soviet Union as a Way of Life

Economics

- 312 — Comparative Economic Systems

Geography

- 240 — Geography of the Soviet Union

History

- 347 — Russian to 1917
- 348 — Soviet History
- 360 — Eastern Europe: The Cultural Battleground of Europe

Political Science

- 322 — Politics of the Soviet Union and Eastern Europe
- 339 — Comparative Foreign Policy: The Soviet Union and the United States
- 402 — Various Topics on Soviet Elite and Soviet Foreign Policy

Russian

- 111-112 — Beginning Russian
- 211-212 — Intermediate Russian
- 305 — Advanced Russian Grammar and Composition
- 316-317 — 19th Century Literature in Translation
- 318 — Russian Soviet Literature

Urban Studies

The Trans-departmental Urban Studies major is designed to confront the student with the broad range of urban life and problems. The major represents a cooperative effort among various departments at the college to take a comprehensive look at urban existence.

The complex and multi-dimensional nature of cities requires a contribution from several disciplines for full understanding. Denison faculty members who share interest and experience in urban areas have developed a coordinated approach to the major that includes a core of courses. The core is intended to provide the foundation upon which a student can build further knowledge according to his or her individual interests.

Denison's geographical location precludes direct contact with urban life. However, we believe that for most students first-hand exposure to cities is essential and has educational merit. For this reason, the student may include experimental studies as part of his or her major. A number of experimental options are available through Denison's participation in various GLCA programs. Individual students who desire may establish relationships with agencies serving urban functions in the Newark or Columbus area. Alternately, the Urban Studies faculty offers research opportunities in joint endeavors to investigate urban life in nearby cities. In specific instances, some students may prefer to limit their undergraduate courses to those available within the regular course curriculum.

A concerted effort to explore urban phenomena necessitates integration and unification. We hope to achieve this

goal through students' exposure to several perspectives and experiences. Additionally, a formal coordinating effort will culminate the student's career at Denison.

Course Offerings

Core Courses

- I.D. 211 — The Study of Urbanization
- Hist. 312 — The City in America
- Soc. 307 — Urban Sociology
- Econ. 202 — Urban Economics
- Poli. Sci. 333 — Urban Politics

Possible Cognate Courses

Art

- 312 — History of Contemporary Architecture

Black Studies

- 235 — The Nature of Black Studies

Economics

- 300 — Contemporary Economic Issues and Policy
- 302 — Micro Economics
- 310 — Public Finance
- 316 — Economic Development
- 318 — Economic Development of the United States

English

- 255 — Imagination and Black Experience in Literature
- 318 — The Harlem Renaissance

History

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

Interdepartmental

- 441-442 — Environmental Studies
- 441A-442A — Environmental Studies Seminar

Political Science

- 211 — American Political Behavior and Institutions
(section 2 U — urban emphasis)

Psychology

- 338 — Social Psychology

Sociology

- 208 — Human Ecology
- 209 — Social Problems and Social Policy
- 313 — The Family
- 340 — Collective Behavior

A student interested in Urban Studies should contact Mr. Wallace Chessman.

Interdepartmental Courses

- 18 — Introduction to Philosophy and Theology
- 130 — Psychology of Effective Study
- 140 — Career Planning
- 246 — Women's Studies
- 271-272 — General Linguistics
- 320 — Asian Literature in Translation
- 324 — Religion and Psychology
- 341 — Caribbean Studies
- 349 — Jewish Culture and Intellectual History
- 372 — Summer Program in Cross-Cultural Psychology
- 441-442 — Environmental Studies
- 441A-442A — Environmental Studies Seminar

Experimental Courses

- 131 — Personal Growth and Development: Preparation and Planning
- 190-191 — Poverty and the Social Sciences
- 305 — A Fall Challenge
- 313-314 — Classical East Asian Thought
- 367 — The French Novel 1900-1970

Departmental Majors

Art

Mankind through all ages existed with art, made art, and learned to appreciate art. The Denison Art Department takes this into consideration and strives to pass on its aesthetic commitments to the student. The Department is unique in offering an extensive undergraduate curriculum, twenty-one offerings in Painting, Sculpture, Graphics, Ceramics, Photography, and eighteen courses in the History of Eastern, Western, and Primitive Art. Other programs such as museum exhibitions, museology, off-campus study, and independent work serve to enhance the program further.

The department feels that it enlarges the human spirit by focusing on the visual experience past, present, and future. To this end, an active faculty of practicing artists and art historians work on an individual basis with each student.

Course Offerings

History of Art

- 101 — Forms of Visual Arts
- 121 — Field Trip
- 205-206 — History of Art Survey
- 301 — Ancient Art
- 303 — Medieval Art
- 304 — Italian Renaissance Art
- 305 — Northern Renaissance
- 306 — Baroque Art
- 307 — Indian Art
- 308 — Art of China and Japan
- 309 — Islamic Art
- 310 — Burmese Art
- 311 — Art and Social Protest
- 312 — History of Contemporary Architecture
- 313 — African Art
- 407-408 — Modern Art
- 425 — Art in America

Studio

- 103 — Elements of Visual Arts (Sections One and Two)
- 115 — Principles of Painting
- 131 — Principles of Printmaking
- 141 — Principles of Sculpture
- 211-212 — Life Drawing
- 213-214 — Life Drawing Workshop
- 215 — Painting
- 217-218 — Introduction to Still Photography
- 221-222 — Ceramics
- 231-232 — Graphics
- 241-242 — Sculpture
- 315-316 — Intermediate Painting
- 317-318 — Advanced Photography

- 321-322 — Intermediate Ceramics
- 341-342 — Intermediate and Advanced Sculpture
- 361-362 — Directed Study
- 401 — Visual Arts Practicum
 - a. Figure and Portrait Painting
 - b. Design
 - c. Historic Methods and Materials of Painting and Drawing
 - d. Ceramics
 - e. Sculpture
 - f. Graphics
 - g. Commercial Art
 - h. Fashion Illustration
 - i. Seminar in Art Theory
 - j. Assemblage
 - k. Watercolor
- 403 — Museology
- 451-452 — Senior Research
- 461-462 — Individual Work for Honors Teaching of Public School Art (see Education 341)

Recent Student Projects

- Art of Assemblage* — Tom Nye
- Advanced Watercolor Techniques* — Brian Kammerer
- Figure Imagery* (an honors project) — Mary Albert
- Da Frienze Santa Maria Novella* — Heather Richey
- Chinese Blue and White Porcelain* (an honors project) — Alice Thomas
- Cuna Molas* (an honors project) — Thomas B. F. Cummins
- A Proposal for a Black Printmaker's Exhibition* — Sheila Newkirk
- Medieval Iconography of the Last Supper* — Nanette Vicars
- The Tree of Jesse* (an honors project) — Marty Woodruff

The Faculty

George J. Bogdanovitch

Professor and Chairman and Coordinator of the Arts (1972-)
B.A. Rutgers U.; M.F.A., U. of Iowa

Mr. Bogdanovitch was associate professor of painting and art history at Washington State U. for four years before coming to Denison in 1972. While at Washington State U., he was also gallery director for three years. Mr. Bogdanovitch has taught at several other colleges and his paintings have comprised 11 one-man shows and been included in many exhibitions.

Eric E. Hirshler

Professor (1959-)
B.A., Bowdoin College; M.A., Ph.D., Yale U.

Dr. Hirshler has traveled and studied extensively in Europe, the United States, and most recently in Canada. For several years he has been principal investigator and administrative director of the Smithsonian supported archeological excavations undertaken by Denison in Sirmium, Yugoslavia. He has received several grants for further research in his main fields of interest — Baroque, Medieval, and Modern Art.

Michael Jung

Associate Professor (1967-)
B.A., Denison U.; M.S., M.F.A., U. of Wisconsin

The recipient of Ford Foundation and Denison Research Foundation grants, Mr. Jung teaches painting, drawing, and photography. His paintings have appeared in ten one-man shows at various

universities and he has received numerous awards for his work. Among his interests is film-making, having judged a recent campus film festival and taken January Term students to London for a documentary film study. He has done documentary film work in Yugoslavia, Great Britain, the United States, and Panama. Mr. Jung, who has traveled in 35 foreign countries, was acting director of Denison's Yugoslav excavations in 1970. He and several art students recently completed extensive courtroom ceiling mural restoration in Newark, O. In spring 1973, he headed a Cuna Indian Research expedition to the San Blas Islands, off the coast of Colombia.

Ralph C. Komives

Assistant Professor (1969-)

B.F.A., Illinois Wesleyan U.; M.F.A., Southern Illinois U.

"It has been a great mystery to me how little I perceive. My senses are numbed to the electrical inputs of the television, the radio, the automobile and the airplane. The distance from one country to another is not measured in miles but in hours, minutes, and seconds. Violence on the other side of the globe is viewed and reviewed in minutes via satellite. Dress or fashion can change in days as the result of a well orchestrated advertising campaign. My work is an outlet, a way to re-perceive my environment, a way to make solid those things which only exist as rays from picture tubes, a way to make completed thoughts or ideas that cannot be fed into electronic dispensers and news weeklies. Artists, or those who call themselves artists, often hide in the esoteric, never saying enough to be complete — never quite working in a forthright manner. I hope only to offer an alternative way to perceive ourselves, our society, and our systems."

Steven W. Rosen

Assistant Professor, Director and Curator of the Denison Collections (1970-)

B.S., U. of Utah; M.A., State U. of New York at Binghamton.

Mr. Rosen has administered a Samuel H. Kress Foundation grant that enhanced the study of art history in a four college consortium. He has participated in the college's Surminian excavations as a Smithsonian fellow. Mr. Rosen's major interests are urban aesthetics, collection of prints, drawings, and contemporary sculpture.

Mary Kay Campbell

Lecturer (1956-)

Mrs. Campbell teaches printmaking, drawing, and design. During two January Terms, she offered design on fabric which featured printing and/or dyeing fabrics for use as wallhanging or garments. Her other interests include stained glass, travel, yellow, and an appreciation of wholeness. Her infectious enthusiasm for life-art is quite easily caught.

Senior Fellows

Catherine Currin, Charlottesville, Va.

Thomas Nye, Excelsior, Minn.

A book containing descriptions of courses offered this year at Denison is available by writing Denison University, Office of Publications, P.O. Box B, Granville, O. 43023.

Astronomy

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

Course Offerings

Astronomy

- 100a — Exploration of the Galaxy
- 100b — Evolution of Stars and Galaxies
- 311-312 — Special Topics in Astronomy
- 361-362 — Directed Study
- 451-452 — Senior Research
- 461-462 — Individual Work for Honors

Biology

The Biology Department recognizes the unique nature of its subject matter — the life sciences — not only as a field of substantive knowledge applicable to scientific pursuits, but also as a natural amalgamative area of intrinsic worth and beauty joining the other natural sciences to the concerns of the humanities. To this end, the department aspires to imbue all of its course content and presentation for both majors and nonmajors with a sense of the inherent worth and the aesthetic unity present in the complexities of all life forms. The substantive content is seen to be enhanced by this philosophy since a genuine understanding of interdisciplinary relationships requires a considerable depth of knowledge.

Within this overall framework the department concerns itself with four primary but not mutually exclusive areas: preparation of pre-professional students, including those interested in medicine, dentistry, medical technology, nursing, other paramedical areas, and forestry; preparation of graduate school candidates who wish more advanced and specialized training in biology for careers in research, teaching, or directly in such fields as agriculture, environmental relations, or industrial areas; preparation of students for teaching life sciences or for immediate job entry into less specialized careers in some of those areas

named above; perhaps most important, the introduction and exposure of non-major as well as major students to the nature, philosophy, and practice in science in general and to life science in particular, especially to the questions of ethics, aesthetics, and the role of biology in today's society and world.

For the major there is a considerable flexibility of choice in preparing for himself or herself a personal curriculum. Further, by careful selection of courses from correlated disciplines, a student may develop a program leading to further work in interdisciplinary endeavors.

Independent investigation at many levels is a vital aspect of the departmental offerings. Many courses integrate laboratory experience with individual projects which often lead to more involved research programs. The student may continue his or her investigations through the senior year, possibly leading to graduation with honors.

Course Offerings

Biology

- 100 — General Biology
- 110 — General Zoology
- 111 — General Botany
- 112 — Molecular Biology
- 201 — Human Anatomy and Physiology
- 210 — Invertebrate Zoology
- 211 — Comparative Anatomy
- 213 — Field Zoology
- 214 — Environmental Biology
- 215 — General Bacteriology
- 216 — Advanced Bacteriology
- 218 — Plant Morphology
- 220 — Systematics
- 221 — Community Ecology
- 222 — Parasitology (on demand)
- 223 — Histology
- 224 — Developmental Biology
- 225 — Genetics
- 226 — Microbial Genetics
- 227 — Entomology (on demand)
- 232 — Plant Physiology
- 233 — General Physiology
- 234 — Animal Physiology
- 236 — Radiation Biology
- 240 — Behavior
- 250 — Chemical Foundations of Biology
- 302 — Biochemistry
- 326 — Evolution and Biological Theory
- 350 — Minor Problems
- 361-362 — Directed Study
- 400 — Senior Seminar
- 451-452 — Senior Research
- 461-462 — Individual Work for Honors

Recent Student Projects

Elucidation of Elemental Composition in Certain Human Body Tissues — Bruce Rosenthal

Transplantation of Islets of Langerhans in Rattus norvegicus: Preliminary Investigations and Techniques (an honors project) — David Paplow

The Effects of Grouping on Oxygen Consumption in the Starhead Topminnow, Fundulus Notti Dispar (an honors project) — Rex Mahnensmith

Sphereoplast Formation and Acetate Uptake in the Bacterium, Alcaligenes eutrophus — Martha Kimball

The Microbial Metabolism of Nitrotriacetic Acid (an honors project) — Sheila Parks

Neutron Activation Analysis of Aluminum in Human Post Mortem Lung Tissue (an honors project) — John Mantis

Determining Differences in Vegetation of Denuded Quadrats Due to the Season of Initiation — Robert Grubbs

Measurement of the Ventilation Rate of the Swordtail (Xiphophorus helleri) as Influenced by Copper (an honors project) — David Kesler

Hoarding Behavior in Peromyscus Leucopus, the White-Footed Mouse (an honors project) — Sunny Fluharty

Determinations of Aluminum in Human Lung Samples by Neutron Activation — Joy Bartram

The Faculty

Philip E. Stukus

Assistant Professor and Chairman (1968-)
B.A., St. Vincent College; M.S., Ph.D., Catholic U. of America
Dr. Stukus was president of the Denison Scientific Association in 1971-72. He has maintained an active research program in the area of bacterial physiology. He conducted National Science Foundation-funded research during the summer of 1971 and reported on that research at the annual meeting of the American Society for Microbiology. He attended a summer institute in 1972 at the U. of New Hampshire.

Robert W. Alrutz

Professor and Director of the Biological Reserve (1952-)
B.S., U. of Pittsburgh; M.S., Ph.D., U. of Illinois
Dr. Alrutz is director of the Denison Biological Reserve and Environmental Studies coordinator. He has served as chairman of the biology department and headed the Summer Institute in Ecological Studies. A visiting scientist with the Ohio Academy of Science, Dr. Alrutz's current research centers on behavioral biology of wild populations of small mammals.

K. Dale Archibald**

Professor (1948-)
B.A., Denison U.; M.A., Ohio State U.; B.D., Colgate-Rochester Divinity School; Ph.D., Ohio State U.
Dr. Archibald for 12 years held a Nova Scotia Research Fund grant as director of Forest Insect Research. He became interested in the forest aphids of Nova Scotia while on the faculty of Acadia U. at Wolfville, N.S., before joining the faculty of his alma mater in 1948. His current research interests are in the field of developmental biology.

Robert R. Haubrich

Professor (1962-)
B.S., M.S., Michigan State U.; Ph.D., U. of Florida
*I was born in Claremont, N.H. (1923) and attended the U. of New Hampshire (no degree), Michigan State U. (B.S. — forestry, wildlife

option; M.S. — zoology, botany), and the U. of Florida (Ph.D. — biology, psychology). I worked in Arctic Limnology (summer 1952) at Pt. Barrow, Alaska; invertebrate zoology (summer 1953) Marine Biological Laboratory, Woods Hole, Mass.; studied ecological succession at the George Reserve (U. of Michigan) during summers of 1957-59; attended a Comparative Anatomy Institute at Harvard U. (summer 1962); and worked at the Earlham College Biological Station (teaching and research) in 1966-71. I taught at East Carolina College and Oberlin College before coming to Denison in 1962. Teaching areas at Denison include general zoology (Bio. 110), invertebrate zoology (Bio. 210), comparative anatomy (Bio. 211), and Behavior (Bio. 240). Research interests include studies of aggression and hierarchical behavior in amphibians (S. African frog) and behavior, population, and development of the star-headed guppinnow."

Gail R. Norris

Professor (1949-51, 59-)
B.S., Ohio U.; M.S., Ph.D., Ohio State U.

Dr. Norris is a fellow in the American Nuclear Society and serves as the campus representative of the GLCA's Oak Ridge National Laboratory off-campus program. He is the pre-med advisor for Alpha Epsilon Delta, the honorary pre-medical group here, and counsels students interested in medical technology. Active in the local Methodist church, Dr. Norris serves as a Denison representative on the GLCA Council and is interested in the stock market and table tennis.

Allen L. Rebuck

Associate Professor (1966-)
B.S., Franklin and Marshall College; M.S., Pennsylvania State U.; Ph.D., Duke U.

Kenneth P. Klatt

Assistant Professor (1969-)
B.S., Ohio State U.; Ph.D., U. of Minnesota

Since he has been at Denison, Dr. Klatt has received grants from the Research Corporation and the National Science Foundation to support his research. He is interested in studying the metabolism and physiology of certain fungi.

Ken V. Loats**

Assistant Professor (1968-)
B.A., Central College; M.S., State U. of Iowa; Ph.D., Ohio State U.
Dr. Loats' research centers on plant physiology.

Raleigh K. Pettegrew*

Assistant Professor (1968-)
B.A., Baldwin-Wallace College; Ph.D., Kent State U.
Dr. Pettegrew specializes in temperature regulation research. During the summer of 1971, he directed student research in biology under a National Science Foundation's Undergraduate Research Participation program. Dr. Pettegrew, who is interested in the history of medicine, is a member of the Licking County Family Service's board of directors and chairman of that group's committee on aging.

Senior Fellows

Debra Cook, Park Ridge, Ill.
Karen Long, Snyder, N.Y.
Richard Noyes, Orchard Park, N.Y.
Rebecca Peters, Middletown, O.
Bruce Rosenthal, Pittsburgh, Pa.

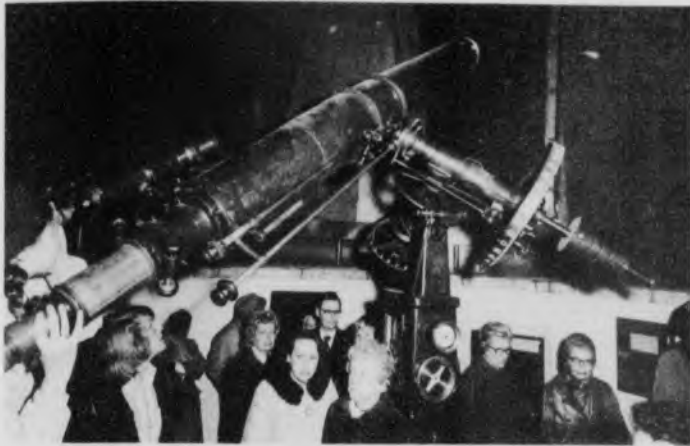


Dr. Joseph de Armas/Latin American Studies



Peter Way/Classics

*On Leave 1st Semester
**On Leave 2nd Semester



Dr. Robert Alrutz / Biology



Dr. Robert Haubrich / Biology



Rev. Arthur Zebbs, center and Benjamin McKeever / Black Studies

Chemistry

The Chemistry Department offers strong pre-professional background for students interested in careers in chemistry. It also affords opportunities for the chemical education needed by students in allied disciplines such as medicine and the other sciences. A few courses are offered exclusively for the non-science student.

The department's program is approved by the American Chemical Society, and our graduates readily find jobs or gain admission to graduate and professional schools of high quality. A large percentage of majors attend medical or dental school; some do so after only three years at Denison. A number pursue graduate work in chemistry or biochemistry leading to the M.S. and/or Ph.D. degrees. Some enter the business world; some become secondary school teachers; others are employed as chemists by chemical companies or research foundations.

The chemistry curriculum was modified early in 1974. Students may elect a program which leads either to a B.A. or a B.S. degree, depending on their interests. Both degree options include the need to pass a required comprehensive examination, normally taken in the spring of the junior year. This examination is designed to measure, qualitatively and quantitatively, both factual knowledge and interpretive ability. The comprehensive exam is followed by participation in the Chemistry Seminar in the fall semester of the senior year.

An important facet of an undergraduate chemistry program is the need for learning to make competent and critical judgments in the area of independent laboratory research. The department has a strong tradition of student participation in programs related to this general goal. Many of our majors undertake laboratory investigations (of variable duration) under the supervision of a faculty member. These investigations are frequently made even more productive through close cooperation with the Owens-Corning Fiberglas Technical Center in Granville, and with Ohio State University and Battelle Memorial Institute in Columbus. Often such directed studies will lead to senior research problems which qualify the student for graduation with high or highest honors. Some ultimately lead to publications in scholarly journals. In all cases students are given a chance for seriously examining chemical problems of interest.

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

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

Course Offerings

Chemistry

- 100 — Contemporary Chemistry
- 108 — Introduction to College Chemistry
- 201-202 — General College Chemistry
- 223-224 — Organic Chemistry
- 225-226 — Organic Chemistry Laboratory (Majors)
- 227-228 — Organic Chemistry Laboratory (Non-majors)
- 250 — Introduction to Research
- 300 — Impact of Chemical Science
- 302 — Biochemistry
- 317 — Inorganic Chemistry
- 341-342 — Physical Chemistry
- 351 — Topics in Experimental Chemistry
- 361-362 — Directed Study
- 421 — Topics in Organic Chemistry
- 431 — Chemical Analysis
- 441 — Topics in Physical Chemistry
- 451-452 — Senior Research
- 461-462 — Individual Work for Honors
- 471 — Chemistry Seminar

Recent Student Projects

- Amino Acid Compositions of Blue-Green Algal Ferredoxins* (an honors project) — Thomas Anderson
- The Investigation of 1-Substituted Tetrazole Complexes of Selected Transition Metals* (an honors project) — Robert Biefeld
- Formation of 1,3-Dioxolanes in the Reaction of Epoxides with Carbonyl Compounds: A Mechanistic Study* (an honors project) — David Chesler
- A Study of the Interaction of Trifluoromethyl Iodide and Xenon Difluoride* (an honors project) — Robert Mannino
- Quantum Mechanics for Chemists* — Robert Mannino
- Chemical Dating* — Michael Mortimer
- Separation of Amino Acids* — Cathy Morgan
- Nitric Oxide and Nitrosyl Chloride Reactions with Rhodium Ligands* (an honors project) — James Miller
- The synthesis of Azocyclopentane, Azocyclohexane, and Azocycloheptane* (an honors project) — Edward Monie
- Computer Programs with Chemistry Computer Program Library* — Russell Sawyer
- Reactions of IrCl(CO)(PPh₃)₂ with Nitric Oxide Ligands* (an honors project) — John Snyder
- Chemistry Computer Simulations* (an honors project) — Steven Ytterberg

A book containing descriptions of courses offered this year at Denison is available by writing Denison University, Office of Publications, P.O. Box B, Granville, O. 43023.

The Faculty

Gordon L. Galloway

Associate Professor and Chairman (1967-)
B.S., Franklin and Marshall College; Ph.D., Michigan State U.

Dr. Galloway was trained in the special area of inorganic chemistry. In addition to teaching that subject, he has also taught in the first-year chemistry sequences for pre-professional students as well as in the chemistry course designed exclusively for non-science majors. He has served as a member of the editorial board of the *Journal of Chemical Education* since 1970, was editor of Volume II of *Collected Readings in Inorganic Chemistry*, published in 1972, and is an active member of the general chemistry sub-committee of the division of chemical education of the American Chemical Society. He has co-authored a number of scientific articles, has been actively interested in (and has taught in the area of) the relationship of science to human values, and continues to work on the writing of a general chemistry textbook. Dr. Galloway relaxes by what he calls "almost compulsive" daily exercise which takes the form either of one mile of swimming or an hour of squash.

John B. Brown

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

Dr. Brown has taught at Denison since 1952. In addition to his teaching duties, he has served as chairman of the chemistry department and acting director of the library. Dr. Brown is a member of Phi Beta Kappa and the American Chemical Society and is a fellow of the American Institute of Chemists.

William A. Hoffman, Jr.

Professor and Dean of Admissions and Financial Aid (1960-)
B.S., Missouri Valley College; M.S., Ph.D., Purdue U.

Dr. Hoffman was appointed dean of admissions and financial aid in 1973. He is past chairman of the Columbus, O., section of the American Chemical Society, is interested in solution chemistry, and has participated in studies of the local water supply. Dr. Hoffman is also dean of resident campus doodlers and is an apologist for the F.D.A. He has explored both areas in January Term courses.

Dwight R. Spessard

Professor, Wickenden Chair of Chemistry (1953-)
B.S., Otterbein College; Ph.D., Case Western Reserve U.

Dr. Spessard has received numerous research grants from the National Cancer Institute of the National Institutes of Health to support his work in synthesizing potential anti-cancer drugs. Active in the Columbus section of the American Chemical Society, Dr. Spessard is a member of the pre-medical committee on campus. He is an avid gardener, bowler, and tennis buff.

Richard R. Doyle

Associate Professor (1967-)
B.S., Drexel Inst. of Technology; M.S., Ph.D., U. of Michigan

Dr. Doyle was a member of the University Judicial Board in 1972-74 and has served on the January Term Review Board. Dr. Doyle is interested in the chemistry of mushrooms and offered a course in furniture refinishing during the 1972 and 1973 January Terms. He is presently serving as a career counselor for the Chemistry Department.

George L. Gilbert

Associate Professor (1964-)
B.S., Antioch College; Ph.D., Michigan State U.

Dr. Gilbert has been a university senator and coordinator of the sciences. His research interests range from synthesis of potential

anticancer drugs to development of new instructional techniques. Dr. Gilbert has twice offered January Term courses in glassblowing. He relaxes by camping and dabbling in creative cookery.

Thomas A. Evans***

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

Dr. Evans is the department's representative on the environmental studies committee (interested mainly in water quality, energy, and land use problems). His research, currently supported by a grant from the Petroleum Research Fund of the American Chemical Society, involves projects ranging from basic organic chemistry to pharmacology. He enjoys backpacking, handball, and golf.

Robert K. Wismer

Assistant Professor (1974-)
B.S., Haverford College; Ph.D., Iowa State U.

Senior Fellows

William Scott Glickfield, Marion, Ind.
Chu Ngi Ho, Mukah-Sarawak, Malaysia

Junior Fellows

Lee R. Dilworth, Montpelier, O.
Juliana Panchura, Pittsburgh, Pennsylvania

Dance

To further the creative process:

- To make knowledge his or her own by questioning and searching for meanings, by organizing materials, by following problems through to their conclusions and by acting upon them.
- To understand the universal principles of all art forms by applying these principles to all media, and as a result, to become independently and creatively productive.
- To develop each person's awareness and capabilities to enable him or her, as a physical, mental and spiritual being, to produce at his or her highest potential, as teacher, performer, and individual.

To develop the teacher-performer:

- To acquire a sufficient body of knowledge in dance and in all the fine arts.
- To develop the instrument to its fullest capacity.
- To become proficient in the knowledge of the craft involved in composition in many forms.
- To acquire a knowledge of theory and methods of teaching.
- To understand principles of anatomy and kinesiology applicable to the dancer and to the teacher of dance.

- To acquire a knowledge of the history of dance and to understand and relate its concepts and theories in the light of contemporary concepts and forms.
- To extend knowledge and experience to the construction of choreographic works.
- To become competent in the teaching of children and adults.
- To provide a background for graduate school training in dance therapy.

Course Offerings

Dance

- 131, 141,
 151, 161 — Techniques of Movement
 205 — Beginning Composition for Dance
 206 — Intermediate Composition for Dance
 225 — Jazz and Ethnic Forms
 323-324 — The Art Form as Explored Through Dance
 353-354 — Applied Anatomy and Kinesiology for Dancers
 361-362 — Directed Study
 425 — Performance Workshop
 440-441 — Dance Notation
 451-452 — Senior Research
 461-462 — Individual Work for Honors

Recent Student Projects

- Dance Therapy* — Lynda Holloway and Dana Johnson
Advanced Composition for Production — Jan De Turk, Mary Chris O'Connor, Cathy Cassel, Vicki Belazis, Sharon Thurston, Carol Cook, Carl Tillmanns, and Lenore Partington
Beginning Student Teaching — Mary Chris O'Connor, Molly Taylor, Dana Johnson, Carl Tillmanns, Lynda Holloway, and Pamela Sawyer
Intermediate Student Teaching — Sharon Thurston
Advanced Student Teaching — Alice Walz and Elizabeth Lucas
Lighting Designer and Production Stage Manager for Denison Dance Department and Oberlin Dance Department — Arnie Engelman

The Faculty

Virginia C. Northrop

Associate Professor and Chairman (1952-)
 B.A., William Smith College; M.A., Sarah Lawrence College
 Mrs. Northrop, a member of the faculty since 1952, has continued her professional study with artists at the Martha Graham School, the Merce Cunningham Studio, the Mary Anthony and Irving Burton Studio, and study at other universities. She is interested in both physiological and psychological aspects of dance therapy and nutrition as a basis for health.

Susan Alexander*

Assistant Professor (1971-)
 B.A., U. of California, Santa Barbara; M.A., Mills College
 Professionally trained with Merce Cunningham and Viola Farber

in New York and with Margaret Jenkins and David Wood in California. Currently a soloist with Dancentral modern dance company in Columbus.

Margaret S. Patton

Assistant Professor (1974-)
 B.S., U. of Illinois; M.A., Ohio State U.

Artists-in-Residence

Lynn Dally, first semester
 Richard Kimble, second semester

Senior Fellows

Elizabeth Lucas, Columbus, O.
 Mary Chris O'Connor, Port Washington, N.Y.

Economics

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

First, to promote an understanding of basic economic aspects of society and to provide a base for intelligent and effective participation in modern society. Whatever one's interests or career plans, intellectual curiosity about the functioning of the economy and a willingness to engage in analysis are prime requisites for success.

Second, to provide essential background in economics for students considering careers in business or government and for graduate study leading to careers in business, business economics, government, international affairs, high school and college teaching, industrial relations, and law. The combined major in mathematics and economics is especially useful for students contemplating graduate work at major schools of business. While not professional, the department's program provides a basic grounding in the materials needed in many careers, especially business.

Third, to furnish a basic foundation in economics for students planning to pursue graduate studies in economics. All majors take a full year of intermediate theory and are encouraged to take mathematics as their ability allows. Those interested in economics as a career should consider the joint mathematics-economics major.

The department encourages all students to be flexible in designing their own sequence of courses, including interdepartmental and joint majors, depending on their career objectives. At least six seminars are offered each academic year on assorted topics, many of these at student request. In addition, senior research, honors work, January business internships and directed studies give economics majors a wide variety of experiences.

*On Leave 1st Semester

Course Offerings

Economics

- 200 — Principles and Problems
- 249 — Accounting Survey
- 300 — Contemporary Economic Issues and Policy
- 301 — Macro Economic Analysis
- 302 — Micro Economic Analysis
- 310 — Public Finance
- 311 — History of Economic Thought
- 312 — Comparative Economic Systems
- 313 — Industrial Organization and the Public Control of Business
- 314 — International Economics
- 315 — Money and Banking
- 316 — Economic Development
- 317 — Labor Economics
- 318 — Economic Development of the United States
- 320 — Urban Economics
- 323 — Managerial Economics
- 350 — Seminars
- 361-362 — Directed Study
- 451-452 — Senior Research
- 461-462 — Individual Work for Honors
- Teaching of Social Studies (See Education 320)

Recent Student Projects

- The Multinational Corporation: An Analysis of Licensing and Nationalism* (an honors project) — Christine Amsler
- Provision of Social Services in the United States and the Soviet Union: A Comparative Study* — Tony Trecziak
- Simulation Model of the Retail Florist Industry* (an honors project) — Robin Symes
- The Economic Philosophy of John Kenneth Galbraith* (an honors project) — Robert Knuepfer
- The Role of Motivation in Job Situations: Its Relationship to Satisfaction, Performance, and Pay* (an honors project) — Carl Moellenberg
- An Examination of Computer Games and Models in Economics* — Dave Huddelston
- An Economic Framework for the Analysis of Land Use Planning* (an honors project) — Jeff Nelson
- Entrepreneurial Activity: The First Years of Operation of a Firm* — Philip Rudolph
- Wage Determination and the Phillips Curve* (an honors project) — John Oest.

A book containing descriptions of courses offered this year at Denison is available by writing Denison University, Office of Publications, P.O. Box B, Granville, O. 43023.

The Faculty

Paul G. King**

Associate Professor and Chairman (1967-)
A.B., M.A., U. of Detroit; Ph.D., U. of Illinois

Dr. King is a specialist in economic policy and he took part in the GLCA Yugoslav faculty seminar during the summer of 1971. He is a member of the university senate's amendments committee. Dr. King enjoys golf and bridge.

Daniel O. Fletcher

Professor (1966-)
A.B., Oberlin College; M.A., Ph.D., U. of Michigan

Dr. Fletcher is specifically interested in government and business relations. He has taught this subject on four campuses and worked in Washington, D.C. getting practical experience. Dr. Fletcher is the author of articles dealing with American economic history.

Stanley W. Huff**

Associate Professor (1967-)
B.A., Kenyon College; M.A., Ph.D., Princeton U.

Dr. Huff currently is engaged in research and writing on various topics in manpower economics. He recently developed and is teaching a course in career planning. He recently served on the university priorities council and has taken part in summer research in Yugoslavia. Last year he served as an officer of the Midwest Economics Association and has delivered a paper on the economics of school busing to that group.

Larry C. Ledebur

Associate Professor (1967-)
B.A., Austin College; M.A., Ph.D., Florida State U.

Dr. Ledebur served as Associate Dean of Students (in charge of upperclassmen) for three years before returning to full-time teaching in the fall of 1973. He is co-author of two books: *Economic Disparity* and *Urban Economic Problems and Prospects*, and has written a number of articles. His current research interests are leadership dynamics, creative critical thinking, and "future" studies and matching cognitive thinking styles with learning modes.

Robin L. Bartlett

Assistant Professor (1973-)
A.B., Western College; M.A., Ph.D., Michigan State U.

Dr. Bartlett is particularly interested in the issues of women as workers and money and banking. Her dissertation pertained to the impact of women on the distribution of family earnings. In addition, her experience as an economist at the Federal Reserve in Washington gives her firsthand knowledge of the interworkings of its research staff. She also enjoys sports, particularly golf.

Richard L. Lucier

Assistant Professor (1971-)
B.A., Beloit College; M.S., Purdue U.; Ph.D. Claremont Graduate School

Dr. Lucier, a university senator, is co-academic adviser with Dr. John Kessler for international students attending Denison. His research interests include revenue sharing, economic analysis of voting behavior, and multinational corporations. He has presented a discussion of "International Money Markets" to Alumni Clubs in Buffalo and Rochester, N.Y., and St. Louis, Missouri.

Frank L. Slesnick

Assistant Professor (1969-)
B.A., Oberlin College; Ph.D., U. of Minnesota

During the 1972 and 1974 January Terms, Dr. Slesnick co-directed

a course, "Kibbutzim, Communes, and other Utopian Communities — Alternatives to Our Technocratic Society." His special academic interests relate to the economics of health and the financing of state and local expenditures.

Peter M. Solar

Instructor (1974-)
B.A., Swarthmore College

Fumiaki Miyashita

GLCA Exchange Professor (1974-)
B.A., Keio U.; M.A., Waseda U.

Education

The Education Department has two basic goals.

One such goal is to develop persons who are sufficiently knowledgeable about the education process and the institutional framework within which formal education presently takes place that they can make intelligent value judgments and decisions about current and future educational issues.

The second goal is to prepare professionals who possess the characteristics described above, and who in addition, possess the understandings, skills, and attitudes necessary to effectively and significantly facilitate the desirable growth and learning of young people.

In relation to that proportion of those parts of the teacher certification program which a student completes, he or she will be able to:

- Describe the physiological, emotional, and intellectual growth patterns which characterize human beings from infancy through adolescence, and relate the significance of these patterns to theories of learning.
- Describe the major characteristics and problems of American education, both past and present, and critically evaluate several of the most important educational trends in relation to their potential for meeting these problems.
- Philosophize concerning some of the crucial issues and presuppositions of education and relate prominent educational philosophies to basic practical problems of contemporary education.
- Select, from a wide variety of materials, resources, and teaching approaches, those which are most appropriate to his or her teaching field(s), his or her own personality, the nature of individual learners, and the occasion at hand, and utilize them in such a way as to motivate learning and promote desirable growth in young people.

Course Offerings

Education

- 213 — Curriculum and the Social Order
- 217 — Child and Adolescent Development
- 311 — Teaching of Science
- 315 — Teaching of Music in the Elementary School
- 316 — Teaching of Music in the Secondary School
- 320 — Teaching of Social Studies
- 326 — General and Special Methods of Teaching
- 329-330 — Methods, Materials, and Techniques of Physical (Block A) Education and Athletics
- Unit A1 — Methods and Materials
 - 331 — Teaching of English
 - 339 — Teaching of Speech
 - 341 — Teaching of Art
 - 343 — Teaching of Modern Languages
- 345-346 — Special Problems
- 361-362 — Directed Study
 - 373 — Issues in Higher Education
 - 415 — Student Teaching
 - 417 — Internship
 - 420 — Philosophy of Education

Recent Student Projects

- Field Experiences in Elementary Education* — Stephen Ryan
- Montessori Education* — Catherine Gellein and James Hadley
- Curriculum Innovation in Teaching Secondary English* — Jane Sterling
- Field Experience in School Guidance* — Charles Whipple
- Education of the Mentally Retarded* — Scott Devenney

The Faculty

Thomas F. Gallant

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

Dr. Gallant presently is serving a term as university senator and has been chairman of the university judicial board for the past two years. As head of the education department, he fills the position of chairman of the faculty-student committee on teacher education. He has had published several articles exploring the Progressive Education movement of the 1920's-40's and its parallels in higher education today. Dr. Gallant's hobbies are handball and family camping.

Samuel D. Schaff

Professor and Registrar (1948-)
B.A., Denison U.; M.A., Ohio State U.; Ed.D., Columbia U.

Dr. Schaff, a member of the administration and faculty since 1948, was appointed registrar in 1965. He serves students as registrar and counsels upperclassmen as Denison's graduate and professional school counselor. Dr. Schaff serves as chairman of three university committees: the registrar's advisory committee and the faculty premedical and prelaw committees.

Robert B. Lillich

Assistant Professor (1970-)
B.A., Oberlin College; M.S., Purdue U.; Ph.D., Kent State U.

Dr. Lillich taught high school physics and mathematics for five

years in Pennsylvania and Ohio and was a staff member of Harvard Project Physics for one-and-a-half years before coming to Denison. He is primarily interested in science teaching, especially activities at the interface between science and other subject areas. His other interests include photography, silk screen printing, marionettes, and bringing more humor to the Denison campus.

English

The English department at Denison brings to the study of language and literature a wide diversity of viewpoint and method. As a department we believe that literature is a serious expression of human capabilities and inadequacies, aspirations and disappointments. We believe, further, that people can learn to deal with their inadequacies and disappointments by increasing their ability to function symbolically in their environment. We wish to share these beliefs with our students, exploring with them the possibilities for becoming actively creative human beings.

We urge our students to range widely in quest of their purposes — in the literature of the past as well as the present, of cultures foreign as well as familiar. We encourage them, moreover, to participate in the process of improving our tools and methods of symbolization, both in writing and in related media.

We especially value an increased sensitivity to uses and misuses of the English language; its multiple potentialities for expressiveness and for banality or degradation; its social conventions or implications and its manifestations of distinctive human personality; its existence as a symbol-system and its relationship to other symbol-systems of human thought and imagination.

For those students who wish to major in English, to develop a special competence in literature and/or writing, the department offers programs of study intended to foster such development. Our offerings in writing are extensive and varied; our courses in literature present the subject matter from many diverse viewpoints and in numerous patterns of organization — by historical era, by genre, by nationality or culture, and by theme or subject matter.

We do not, however, view writing and literary study as the exclusive prerogatives or responsibilities of a single department. Our objectives relate closely to those of other disciplines and departments within a liberal arts college. We and our students hope to pursue our work in English as a development, in part, of this inter-relationship among the various academic disciplines which exist at Denison.

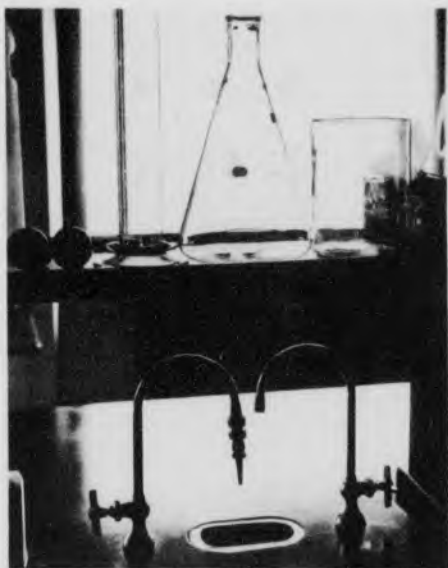
Course Offerings

English

- 101 — Writing Workshop
- 102 — The Literary Imagination
- 200 — Corrective and Developmental Reading
- 210 — Major English Writers
- 215 — Shakespeare
- 217 — Newswriting and Editing
- 218 — The Bible as Literature
- 219 — 20th Century British and American Poetry
- 220 — 20th Century British and American Fiction
- 230 — American Literature
- 237 — Advanced Composition
- 240 — The Modern Drama
- 255 — Imagination and Black Experience in America
- 257 — Narrative Writing
- 267 — Essay and Article Writing
- 277 — Poetry Writing
- 281 — Oral Tradition and Folk Imagination (Black)
- 300 — Contexts for Literature
- 308 — Rendezvous with the Third World
- 310 — Studies in Literature
- 318 — The Harlem Renaissance
- 323 — Milton and the 17th Century
- 324 — The Romantic Movement in England
- 329 — Renaissance Drama
- 331 — Non-dramatic Literature of the Renaissance
- 332 — Chaucer and Middle English Literature
- 335 — Victorian Prose and Poetry
- 339 — The Age of Wit and Satire
- 341 — The English Novel
- 342 — Studies in the Modern Novel
- 346 — The English Language
- 349 — Readings in European Literature
- 350 — Modern European Literature
- 356 — The Narrative of Black America
- 358 — The Poetry of Black America
- 361-362 — Directed Study
- 373 — The American Literary Renaissance
- 375 — American Realism and Naturalism
- 407-408 — Seminar in Writing
- 410 — Literary Criticism
- 415 — Shakespeare Studies
- 430 — Problems in Literature
- 451-452 — Senior Research
- 461-462 — Individual Work for Honors
- Teaching of English (See Education 331)

Recent Student Projects

- Mythic and Religious backgrounds in Literature* — Billie Taylor
- A Novel by a Biology Major* — John Daly
- Sylvia Beach and the American Expatriots in Paris Following World War I* (an honors project) — Heidi Herrington
- Myth as Metaphor in the Fiction of Malcolm Lowry* (an honors project) — Laura Deck
- Navigator Renavigatus: A Study in Herman Melville* (an honors project) — Robert Seith



Dr. Anne Shaver/English



Dr. Frank Slesnick/Economics



Dr. Thomas Gallant/Education



Dr. Paul King/Economics



Dr. Dominick Consolo/English



Richard Kimble/ Dance Artist-in-Residence



Dr. Robert Lillich/ Education



Dr. Kenneth Marshall/English



Chiaroscuro: A Collection of Six Short Stories (an honors project) — Heather Johnson
Woman and Women in Lawrence's Fiction (an honors project) — Barbara Bennett
Beowulf and the Twentieth Century — John Vogt
The Second Reading: Ezra Pound's Eleven New Cantos — Suzi Harriss
Twenty Poems by Hagiwara Sakutaro — Suzanne Olton

The Faculty

Kenneth B. Marshall

Professor and Chairman (1953-)
A.B., M.A., Ph.D., U. of Michigan

Paul L. Bennett

Professor (1947-)
B.A., Ohio U.; M.A., Harvard U.

Paul Bennett is a student of modern and American literature, gardener, orchardist, and inveterate rope-jumper. He has written film scripts for colleges and industry, and publishes poetry, articles, and fiction in various magazines. In 1973-74 he held a writing fellowship awarded by the National Endowment for the Arts.

Dominick P. Consolo

Professor (1958-)
B.A., M.A., Miami U.; Ph.D., U. of Iowa
A former professional jazz trumpet player, Dr. Consolo recently was a Fulbright-Hays Lecturer in literature at Tel-Aviv U. in Israel.

Lenthiel H. Downs

Professor (1947-)
B.A., Tusculum College; M.A., Ph.D., U. of Iowa
Dr. Downs has served a term as chairman of the English department. In recent years, he has co-authored two books: *A Primer for Playgoers* and *Contemporary Literature of the Western World*.

Quentin G. Kraft*

Professor (1961-)
A.B., Brown U.; M.A., Ph.D., Duke U.

Richard Kraus

Professor (1966-)
A.B., A.M., U. of Michigan; Ph.D., Stanford U.
Winner of three Avery Hopwood Literary Prizes, Breadloaf Writing Fellow, Stanford Writing Fellow. Previously taught at U. of Michigan, U. of Minnesota, Leland Stanford Junior U., U. of Utah, and San Francisco State College. Visiting associate professor of English at Stanford in 1971.

Nancy E. Lewis

Professor, Lorena Woodrow Burke Chair (1946-)
A.B., Denison U.; M.A., Duke U.; Ph.D., Ohio State U.
Dr. Lewis holds the Lorena Woodrow Burke Chair of English. Her field of academic interest is English literature of the Renaissance and the Seventeenth Century, with special attention on Shakespeare and Milton. Dr. Lewis is a past chairman of the English department, a former university senator, and currently serves on the academic affairs council.

John N. Miller

Professor (1962-)
A.B., Denison U.; A.M., Ph.D., Stanford U.

A sports and symphonic music enthusiast, he recently edited *A World of Her Own: Writers and the Feminist Controversy*, a volume examining various writers' views toward women. More than eighty of Dr. Miller's poems have appeared in various periodicals. Dr. Miller has been vice-chairman of Denison's teaching faculty.

Tommy R. Burkett

Associate Professor (1963-)
B.A., M.A., Rice U.; Ph.D., U. of Kansas

William W. Nichols

Associate Professor (1966-)
B.A., Park College; M.A., Johns Hopkins U.; Ph.D., U. of Missouri
William Nichols brings to Denison a touch of the Pacific Northwest, where he grew up. A student of biography and autobiography, Mr. Nichols spent his sabbatical year, 1973-74, on the Oregon coast studying, among other things, the significance of Thomas Wolfe's title *You Can't Go Home Again*.

Charles J. Stoneburner

Associate Professor (1966-)
A.B., DePauw U.; B.D., Drew U.; M.A., Ph.D., U. of Michigan
Descendant of early wasp farmers & clergymen in the region, who has lost his sting; former pastoral & campus minister, who is still grass-stained from that idyll; bookworm without backbone but with belly-laughter, the guffaws of which are structural & the giggles ornamental, bafloon of bafflement, clodhopping plodder among grasshoppers, dumpy, orotund, pedantic & otherwise stodgy, bearded, blackclad, red-thermos-bearing, Tony Stoneburner is a would be master & servant of language in which human word doubles as divine Word, an interlinear & marginal interpreter of text & context, & a victim of two oxidations — the bright quick fire of Methodist enthusiasm & the slow, dull rust of postromantic-modernist irony.

Ann K. Fitzgerald

Assistant Professor and Assistant to Provost (1972-73, 74-)
B.A., Mt. Holyoke College; M.A., U. of Wisconsin

Benjamin F. Mc Keever

Assistant Professor (1971-)
B.S., Ohio U.
A Cancerian by birth, Mr. McKeever is married to a Cancerian, Bernadette, former assistant dean of students. He and his wife came to Denison in 1971, after he had taught Afro-American literature for two years (1969-71) in the English Department of their Alma Mater. Formerly involved in community action programs in his hometown of Pittsburgh, Mr. McKeever has done graduate work at the U. of Chicago and the Chicago Theological Seminary. Theology and literature as well as Afro-American Studies represent his major academic interests which Mr. McKeever translates into courses treating mythology, folklore, and "multiethnic" literature.

Nancy A. Nowik

Instructor (1972-)
A.B., Mundelein College; M.A., Stanford U.
Ms. Nowik taught at Ohio State U. before joining the Denison faculty. She taught at the U. of Santa Clara before going to Ohio State in 1968 to work on a Henry James dissertation for her doctorate degree. Ms. Nowik enjoys recorders, horses, and biographical and autobiographical writings. She has held Woodrow Wilson and NDEA fellowships.

Anne Shaver

Instructor (1973-)
A.B., U. of Kentucky; M.A., Northwestern U.; Ph.D., Ohio U.

*On Leave 1st Semester

Geology and Geography

The objective of the Department of Geology and Geography is a three-fold one: first, to teach courses which enable Denison students to become acquainted with earth science, particularly those aspects related to environmental problems and aspects involving concepts of time and scale and the interrelatedness of geology with other sciences — astronomy, chemistry, physics, and biology; secondly, to prepare majors to enter graduate school equipped with basic information, skills, and understanding, leading, after University training, to a career as a professional geologist or geographer; and thirdly, to equip young men and women with the necessary information and skills to enter upon a career as a teacher of earth science in the secondary schools.

Course Offerings

Geology

- 105 — Fundamentals of Earth Environment
- 111 — Physical Geology
- 113 — Historical Geology
- 211 — Mineralogy
- 212 — Petrology
- 213 — Paleontology
- 214 — Sedimentation and Stratigraphy
- 215 — Geology of Natural Resources
- 311 — Structural Geology
- 312 — Advanced Physical Geology
- 320 — Geological Investigation in the Field
- 361-362 — Directed Studies
- 400 — Summer Geology Field Camp
- 401 — Selected Topics in Geology
- 461-462 — Individual Work for Honors

Geography

- 225 — Geography of Eastern United States
- 226 — Geography of Western United States
- 230 — Geography of Latin America
- 232 — Geography of Western Europe
- 240 — Geography of Soviet Union
- 261 — World Political Geography
- 361-362 — Directed Studies

Recent Student Projects

- Victorian England and Modern America: A Geopolitical Comparison of Two Nations During Their Eras of World Leadership* — Peter Acker
- Readings in Environmental Geology* — Michael Beck
- The Petrographic Study of Flint from Aboriginal Quarrying Sites in Southeastern Ohio* (an honors project) — Jeff Carskadden
- Oceanography: Selected Topics* — John Charley

- A Study of Three Scottish Geologists in the Intellectual Climate of the Early 19th Century* — Emily Cline
- Readings in Oceanography* — Roger Gilfert
- Readings in Oceanography* — Thomas Hardy
- The Primitive Earth* — David Horning
- Subsurface Mapping* (a project in petroleum geology) — Keith Niskanen
- A Non-scientist's Science Course* — Elizabeth Phillips
- Depositional Parameters of the Berne Conglomerate and the Geologic Significance of Factor Analysis* (an honors project) — Robert Rice
- Aspects of Environmental Geology* — Susan Specht

The Faculty

Kennard B. Bork

Associate Professor and Chairman (1966-)
B.A., DePauw U.; M.A., Ph.D., Indiana U.

Dr. Bork directed the first two January Terms at Denison in 1971 and 1972. He is the author of several articles on invertebrate paleontology and reconstruction of ancient environments using statistical analysis of sediments. His current research focuses upon the history of French geology and he enjoys reading, art history, opera, and baroque music.

Charles E. Graham

Professor (1953-)
B.S., M.S., Washington State U.; Ph.D., U. of Iowa

A former university senator, Dr. Graham has researched and published articles on the Berne Conglomerate, a rock unit found in Central Ohio. A concerned environmentalist, Dr. Graham serves on an advisory solid waste disposal committee to the local county commissioners and accompanied students on a Southeastern Safari during the 1971 and 1972 January Terms. He enjoys white water canoeing, hiking, skin diving, and camping. During the first semester of 1973-74, he studied the landscapes of recent tectonic and volcanic activity in Iceland, Japan, and Hawaii.

Richard H. Mahard

Professor (1941-)
A.B., Eastern Michigan U.; M.A., Ph.D., Columbia U.

Dr. Mahard has served as secretary, vice-president, and chairman of the geology and geography section of the American Association for the Advancement of Science. In addition to serving the Denison community as a university senator, Dr. Mahard is currently serving his second term as a member of the Granville Village Council. Dr. Mahard's particular concern as one of Denison's longer-tenured faculty members is the problem of town-college relationships.

Robert J. Malcuit

Assistant Professor (1972-)
B.S., M.S., Kent State U.; Ph.D., Michigan State U.

Dr. Malcuit has broad research interests in the geological sciences. Currently his research is centered on deciphering geological evidence relating to the history of the lunar orbit (an extension of his doctoral thesis research) and to the petrologic evolution of the primitive earth and moon.

Senior Fellow

Susan Specht, West Islip, N.Y.

Junior Fellow

John Bair, Lancaster, Pa.

History

The Department of History seeks to advance historical studies and humane learning along a broad front.

We believe that our introductory surveys provide students with invaluable perspectives upon the problems and prospects of their own times. Our advanced courses, in more systematic and intensive ways, pursue the same objective; they also reveal more of the rigor, the wonder, the wide possibilities of the discipline. Most of our majors do not go on into graduate work in the field, but our aim is that all will find the historical approach vital to their enjoyment of life.

Though every field of learning has its historical dimension, the professional possibilities for persons trained in history are most obvious in teaching, the law, the foreign service, libraries, museums, editing, and news research.

Course Offerings

History

- 201 — The Individual and the Social Order in Ancient and Medieval Times
- 202 — The Individual and the Social Order in Modern Times
- 205 — Early Modern Europe
- 211 — Modern Europe
- 215 — The History of Blacks in America
- 221 — American Civilization
- 301 — The Colonial Background to the American Revolution
- 302 — The Idea of American Union: The Early National Period
- 303 — The American Frontier
- 305 — Recent American History
- 307 — American Diplomatic History
- 311 — American Intellectual History
- 312 — The City in America
- 314 — American Social History since 1860
- 316 — Topics in Black History
- 333 — The Middle Ages
- 335 — England in the Middle Ages
- 337 — The Age of the Renaissance
- 338 — The Age of the Reformation
- 342 — England under the Tudors and Stuarts
- 343 — Modern Britain
- 347 — History of Russia to 1917
- 348 — History of the Soviet Union
- 351 — European Diplomatic History: 1815-1914
- 352 — Social History of Modern Europe (19th and 20th Centuries)
- 353 — War and Revolution in the 20th Century
- 356 — Intellectual and Cultural History of Modern Europe (19th and 20th Centuries)
- 360 — Studies in History
- 361-362 — Directed Study
- 371 — China in Revolution
- 373 — History of Japan

- 375 — Development of the Modern Middle East
- 391 — Introduction to Latin America
- 392 — Modern South America
- 393 — Modern Latin America: Evolution or Revolution?
- 394 — History of Brazil
- 431 — Seminars
- 451-452 — Senior Research
- 456 — Senior History Project
- 461-462 — Individual Work for Honors

Recent Student Projects

- The Modern Development of the Newark Area: A Social and Pictorial History* — Linda Daniell
- Southern Populism and the Southern Negro* (an honors project) — William Hulligan
- An Evaluation of Hitler's Leadership Ability* — Ty Magnuson
- Machiavelli and Renaissance Humanism* (an honors project) — Anne Sprecher
- Man's Plight: A Dialogue between T. Jefferson, Martin Luther King, and Voltaire* — Paul Coleman
- Reflection of Historical Themes from 1920-1960 through Music* — Leslie Gleason
- The Democratic Dilemma: Can Liberty and Equality Co-exist?* — Margaret Walker
- The Convergence of the American and Soviet Political and Economic Systems* — Linda Bangs
- Back to the Garden, 1910-1973 (A Comparative Study of Utopian Groups in Early 19th Century and Today)* — Peter Childs
- History Viewed Through the Historical Novel, 19th Century* — Ellen Wise

The Faculty

Clarke I. Wilhelm

Professor and Chairman (1962-)
B.A., U. of Minnesota; M.A., Ph.D., Johns Hopkins U.

Dr. Wilhelm was a university senator and chaired the senate during its first year in 1971-72. He has edited *VIDYA*, a journal of the Regional Council for International Education. A member of several committees, Dr. Wilhelm enjoys the film, popular culture, and athletics.

G. Wallace Chessman

Professor, Alumni Chair (1950-51, 53-)
B.A., M.A., Ph.D., Harvard U.

Except for two years of service with the State Department, Dr. Chessman has taught at Denison since 1950. Dr. Chessman specializes in Theodore Roosevelt, and the Progressive Movement. He has written two books on Roosevelt, the latest being *Theodore Roosevelt and the Politics of Power*. He also wrote *Denison, The Story of an Ohio College*, and now serves as the college's Archivist.

Wyndham M. Southgate

Professor (1946-)
B.A., M.A., Ph.D., Harvard U.

Dr. Southgate specializes in Medieval English and Tudor-Stuart History. Upon his release from the Navy as a full commander in 1946, he joined the Denison faculty as assistant professor of

History and English. He was chairman of the history department in 1960-63. In 1962, his *John Jewel and the Problem of Doctrinal Authority* was published.

Morton B. Stratton

Professor (1943-)

B.A., Tufts U.; A.M., Ph.D., U. of Pennsylvania

Dr. Stratton has just completed his third term as chairman of the department of history. Recently returned from a trip to Japan and other Asian countries, his current interests include the comparative study of institutions of the East and West.

David S. Watson

Professor (1954-)

B.A., Illinois College; Ph.D., U. of Chicago

Dr. Watson's academic interests are modern British history and European intellectual history. He enjoys reading, dogs, and traveling on freighters. A staunch Yank, he confesses to a severe case of Anglophilia.

Bruce E. Bigelow

Assistant Professor (1971-)

B.A., College of Wooster; M.A., Ph.D., U. of Chicago

Dr. Bigelow is a specialist in Russian and Middle Eastern history. He has been the recipient of NDEA foreign language and Fulbright-Hays foreign study fellowships. Dr. Bigelow served as assistant director of the GLCA urban studies seminar in Yugoslavia during the summers of 1970 and 1972.

William C. Dennis*

Assistant Professor (1968-)

A.B., Earlham College; M.A., Ph.D., Yale U.

"I think it would be very wicked indeed to do any thing to fit a boy for the modern world."

"It's a short-sighted view, Scott-King."

"There, headmaster, with all respect, I differ from you profoundly. I think it the most long-sighted view it is possible to take."

Evelyn Waugh, *Scott-King's Modern Europe*

Michael D. Gordon*

Assistant Professor (1968-)

B.A., M.A., Ph.D., U. of Chicago

Dr. Gordon offers courses in Early Modern European history. His particular specialties are Spanish history and Renaissance political thought. A university senator, he is chairman of the admissions and financial aid council.

John B. Kirby

Assistant Professor (1971-)

B.A., U. of Wisconsin; M.A., U. of Michigan; Ph.D., U. of Illinois

"As an undergraduate at the U. of Wisconsin, I came to believe that history was the most meaningful way to learn who we are as a people and what we should do. After too many years of graduate school and various community involvements, I still believe in that premise but with far less certainty."

Judith Laird

Assistant Professor (1974-)

B.A., Winthrop College; M.A., U. of Manchester

Larry K. Laird

Assistant Professor (1974-)

B.A., Kansas State U.; M.A., Ph.D., U. of Kansas

Donald G. Schilling

Assistant Professor (1971-)

B.A., DePauw U.; M.A., Ph.D., U. of Wisconsin

In 1969-70, Dr. Schilling was a Charles K. Adams Fellow and spent the year doing research in Great Britain on British educational policy in Kenya from 1894 to 1939. He continues to work and write on this topic. His academic interests, however, are varied, including modern European history, nationalism, African history, and the interaction of Europe with the Third World. The development and use of new teaching techniques such as simulation/gaming also intrigue him. For relaxation and exercise he turns avidly to tennis.

Robert B. Toplin**

Assistant Professor (1968-)

B.A., Pennsylvania State U.; M.A., Ph.D., Rutgers U.

Dr. Toplin recently completed writing two books, a study of the abolition of slavery in Brazil and an examination of slavery and race relations in Latin America. Work for these and other studies has been supported by grants from the Ford Foundation, the Denison University Research Foundation, the American Philosophical Society, and the National Endowment for the Humanities. Dr. Toplin, a Latin American specialist and member of the university senate, is also interested in the problem of violence. He recently developed a course, "The Problems of Violence in American History and Culture," and plans to write a book on the subject. In terms of recreation, Dr. Toplin enjoys paddle ball in the winter, tennis in the summer, and trips to Latin America anytime of the year.

Senior Fellows

Carolyn Lown, Batavia, N.Y.

Nancy Musgrave, Pittsburgh, Pa.

Mary Chris O'Connor, Washington, N.Y.

Robert Riley, Toledo, O.

Mathematical Sciences

The Department of Mathematical Sciences has designed a program that aims at meeting the educational needs of the following groups: 1) Those students interested in a professional career in mathematics (including computer science); 2) those students in other disciplines which use mathematics as a tool; and 3) those students who want to gain some understanding of mathematics as an art and science (see Mathematics 100, 101, 102). Those students majoring in mathematics can concentrate in areas of particular interest such as pure mathematics, applied mathematics or computer science. Students have access to the computer center which is equipped with a PDP 11 model 45 time-sharing system.

The department also offers a program in cooperation with the Economics Department which emphasizes the uses of mathematics as it relates to business management and economic theory. A student interested in quantitative aspects of Economics who wishes a strong mathematics background may elect this combined major.

A wide variety of opportunities exist for the person with training in mathematical sciences. Graduates may take

*On Leave 1st Semester

**On Leave All Year

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

Course Offerings

Mathematical Sciences

- 100 — Mathematics — Art and Science
- 101 — Introductory Computer Science
- 101H — Introductory Computer Science (Honors)
- 102 — Statistics — Data Analysis
- 105 — Introductory Mathematics
- 121-122 — Introductory Calculus
- 123-124 — Introductory Applied Calculus
- 125-126 — Honors Calculus
- 221 — Elementary Linear Algebra
- 222 — Intermediate Analysis
- 251 — Computer Programming and Problem Solving
- 253 — Assembly Language
- 307-308 — Probability and Mathematical Statistics
- 321-322 — Advanced Analysis
 - 351 — Differential Equations
 - 352 — Numerical Analysis
 - 353 — Programming Languages and Data Structures
 - 354 — Computability and Formal Languages
 - 355 — Computer Organization and Systems Programming
- 361-362 — Directed Study
 - 365 — Abstract Algebra
 - 366 — Linear Algebra
 - 375 — Modern Geometry
 - 399 — Mathematics Seminar
- 400-401 — Advanced Mathematical Topics
- 402-403 — Advanced Topics in Computer Science
- 451-452 — Senior Research
- 461-462 — Individual Work for Honors

Recent Student Projects

- Mathematical Models in the Social Sciences* — Jane Taft
- Simulation Models in Industry* — Barbara Moss
- Statistical Applications in Psychological Testing* — David Damschroder and Susan Randolph
- Abstract Algebra and Applications to Computer Science* — Cathy Brooks

- A Study of the Hypergeometric Series and Its Pade Approximants* (an honors project) — Aleta Bluhm
- Electrical Impedance Plethysmography* — John Morgan
- Implementation of the General Purpose System Simulator (GPSS) on a Small Computer* (an honors project) — James A. Harris
- Mathematical Models of Biological Systems* — John Dolbee
- A Computer Plotter Program Package for Non-programmers (Applications Users)* — Scott Glickfield
- Data File for Computer Storing and Sorting of Library Card-File Information in COBOL* — Sharon Watts
- Operational Calculus* — Cynthia Fidao
- Measure and Integration* (an honors project) — Gregory Hudak
- Topics in Complex Analysis* — Susan Woelfel and Cynthia Fidao
- Topics in Statistics* — Rex Mahnensmith
- Partial Differential Equations* — Woodward Hoffman
- Theory of Regression Analysis* — Sarah Williams

The Faculty

Daniel D. Bonar

Associate Professor and Chairman (1965-68, 69-)
 B.S. Chem. Eng., M.S., West Virginia U.; Ph.D., Ohio State U.
 Dr. Bonar is listed in *American Men of Science* and is the author of *On Annular Functions*, a volume distributed worldwide, as well as several journal articles, all in the area of mathematics. He is a past member of the university senate and the priorities council and is presently a member of the admissions and financial aid council. Dr. Bonar serves in the community as vice president of the Granville School Board and as a member of the Licking County Joint Vocational School Board.

Arnold Grudin

Professor (1953-)
 B.A., New York U.; M.A., Columbia U.; Ph.D., U. of Colorado

W. Neil Prentice

Professor (1957-)
 A.B., Middlebury College; A.M., Brown U.; Ph.D., Syracuse U.
 Dr. Prentice served as director of the computer center here in 1964-71. During the winter of the 1971-72 academic year, he was a visiting fellow in the department of computer and information science at Ohio State U.

Marion Wetzel**

Professor, Benjamin Barney Chair of Mathematics (1946-)
 A.B., Cornell College; M.A., Ph.D., Northwestern U.

Zaven A. Karian

Associate Professor (1964-)
 B.A., American International College; M.A., U. of Illinois; Ph.D., Ohio State U.

Dr. Karian has twice presented papers and once chaired a numbers theory session during meetings of the American Mathematical Society. He is a member of the Denison Scientific Association and the Denison International Students Association. He enjoys studying the history of science and mathematics and playing chess and bridge.

Senior Fellows

David Damschroder, Gibbonsburg, O.
Linda Hickham, Pittsburgh, Pa.
Woodward Hoffman, Granville, O.
Barbara Moss, Midland, Mich.
Kenneth Peters, Garfield Heights, O.
Joan Peterson, Lyndhurst, O.
Jane Taft, Mountain Lakes, N.J.

Junior Fellow

Karen Brethen, Centerville, O.

Modern Languages

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

A student wishing to spend a summer, a semester, or the junior year abroad with officially sponsored and supervised programs should consult members of the department. See Off-Campus Programs. 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.

A book containing descriptions of courses offered this year at Denison is available by writing Denison University, Office of Publications, P.O. Box B, Granville, O. 43023.

Course Offerings

French

- 111-112 — Beginning French
- 201-202 — Area Study: France
 - 211 — Readings in Intermediate French
 - 212 — French Conversation and Composition
 - 250 — Intermediate Conversation
 - 311 — Introduction to French Literature I
 - 312 — Introduction to French Literature II
 - 313 — Explication de Textes
 - 317 — 17th Century Literature
 - 318 — 18th Century Literature
 - 319 — 19th Century Prose and Poetry
 - 320 — 20th Century Theatre
 - 322 — Themes and Perspectives of the 20th Century Novel in France
- 361-362 — Directed Study
- 401-402 — Problems in Area Study
 - 415 — Advanced French Grammar and Writing
 - 418 — Seminar
- 451-452 — Senior Research
- 461-462 — Individual Work for Honors
- Teaching of Modern Languages (see Education 343)

German

- 111-112 — Beginning German
- 211-212 — Intermediate German
 - 213 — Intermediate Conversation
 - 301 — Introduction to German Civilization
 - 302 — Contemporary German Culture
- 311-312 — Introduction to German Literature
 - 313 — Advanced Conversation and Composition
 - 317 — German Classics
 - 321 — The Romantic Period in Germany
 - 322 — 19th Century Prose and Drama
- 361-362 — Directed Study
- 401-402 — Problems in Area Study
 - 413 — Advanced Composition and Grammar
 - 414 — The German Lyric
 - 415 — Survey of German Literature before 1700
 - 416 — Seminar
- 451-452 — Senior Research
- 461-462 — Individual Work for Honors
- Teaching of Modern Languages (See Education 343)

Russian

- 111-112 — Beginning Russian
- 211-212 — Intermediate Russian
 - 305 — Advanced Russian Grammar and Composition
 - 306 — Advanced Russian Conversation
- 311-312 — Introduction to Russian Literature
 - 316 — 19th-Century Russian Literature in Translation from Pushkin to Turgenev
 - 317 — 19th-Century Russian Literature in Translation from Dostoevsky to Blok
 - 318 — Russian Soviet Literature

Spanish

- 111-112 — Beginning Spanish
201 — Area Study: Latin America
215 — Intermediate Spanish
216 — Conversation
217 — Masterpieces of Spanish American Literature
218 — Masterpieces of Spanish Literature
313 — Advanced Conversation
314 — Advanced Grammar
315 — Spanish American Literature
316 — Spanish Literature
324 — Ideology and Tradition in the Spanish Speaking World
341 — Caribbean Studies
361-362 — Directed Study
401 — Problems in Area Study
412 — Phonetics and Pronunciation
413 — Composition and Stylistics
414 — Advanced Reading and Translation
415 — Seminar in Spanish American Literature
416 — Seminar in Spanish Literature
451-452 — Senior Research
461-462 — Individual Work for Honors

Recent Student Projects

- Women in Eluard's Poetry* (an honors project) — Sandra Davis
The Evolution of Victor Hugo's Political Ideas During His Exile (an honors project) — Kristine Karsten
The Problem of Disaffection in Selected Novels of Francois Mauriac (an honors project) — Catherine Richman
Two Nobel Prize Winners in Search of an Ethic (an honors project) — Diane Shoos
Hesse After the First World War until 1922: the Influences of Novalis and Nietzsche (an honors project) — Paul Russell, Jr.
From Reality to Realism: Theodor Fontane, 1888-1898 (an honors project) — Kathryn Shailer
Satire in the Short Stories of Heinrich Bolls (an honors project) — Karin Schlassa
The Political Element in Bertolt Brecht's Writings (an honors project) — Carla Stevens
Elements of Naturalism in Selected Novels of Pio Baroja (an honors project) — Christine Clark
Causes of Anti-semitism in Spain and its Reflection in Golden-Age Drama (an honors project) — Charles Ganelin
The Human Problem of Spain seen in the Works of Galdos, Unamuno, and Cela (an honors project) — Ellen Trautman

The Faculty

Charles W. Steele

Professor and Chairman (1949-)
B.A., U. of Missouri; M.A., U. of California; Ph.D., Ohio State U.
Dr. Steele recently returned from Cali, Colombia, where he spent a year teaching English at the Universidad del Valle. During recent

years, he has led student groups abroad under the Experiment in International Living program, coordinated the language part of Peace Corps summer programs at Denison and Stanford U., and studied in Bogota, Colombia, with the aid of a GLCA summer grant. He is past president of the Ohio Association of Teachers of Spanish and Portuguese.

Milton D. Emont**

Professor of French (1954-)
B.A., New Jersey State College, Montclair; M.A., Middlebury College; Ph.D., U. of Wisconsin

F. L. (Ted) Preston

Professor of French (1949-)
A.B., Ohio U.; A.M., Harvard U.; Ph.D., Ohio State U.
Dr. Preston teaches French and supervises the language laboratory. He serves as secretary of Phi Beta Kappa and Omicron Delta Kappa, upperclass men's leadership honorary society and as faculty advisor of Phi Delta Theta fraternity. Dr. Preston, who enjoys traveling, gardening, and photography, is Denison's faculty representative to the Ohio Athletic Conference. His academic interests lie in the fields of the methods of teaching modern languages and the eighteenth century age of French elegance.

Walter T. Secor

Professor of French (1940-)
A.B., Grinnell College; M.A., Ph.D., Columbia U.
Dr. Secor specializes in French language, literature and civilization. A member of Phi Beta Kappa and listed in *Who's Who in America*, he has been extensively involved in study abroad programs such as the Sweet Briar Junior Year in France and the Experiment in International Living. Dr. Secor, who is a faculty marshal, is especially interested in the decentralization of the French Theatre through the Maisons de la Culture and the Centres Dramatiques. He is the author of *Paul Bourget and the Nouvelle*.

Joseph R. de Armas

Associate Professor of Spanish (1966-)
Teacher's Diploma, Havana Normal School; Ed.D., Ph.D., U. of Havana
Dr. de Armas teaches Spanish and Latin American Studies. Dr. de Armas taught for 15 years in Havana and directed the "Frank Pais" School in the Cuban Rebel Army before coming to this country in 1961. He serves as coordinator of the committee for Latin American Studies and teaches Experimental College courses in the dynamics of student revolutions in Latin America, Mexico, and Cuba.

Arnold Joseph

Associate Professor of French (1963-)
B.S., M.A., Ph.D., Ohio State U.
In addition to teaching French, Dr. Joseph directed the 1973 and 1974 January Terms. In 1969-70, he headed the Sweet Briar Junior Year in France program. Dr. Joseph is interested in mushrooms, myth and metaphor, and alliteration.

John D. Kessler

Assistant Professor of German (1969-)
B.A., Ohio Wesleyan U.; M.A., Ph.D., U. of Texas
Dr. Kessler has been a university senator. A specialist in German literature, Dr. Kessler received a Ford Foundation grant in the summer of 1971 to study in Nurnberg, Germany. He enjoys music of many sorts and a work he translated has been published in "Dimension," a journal of contemporary German arts and letters. An academic advisor to the international students at Denison, he is a member of the task force on the quality of student life. He is also interested in linguistics, and attended the linguistic institute at the U. of Michigan last summer.

Franklin Proaño

Assistant Professor of Spanish (1967-)
B.A., Classic Loyola College (Ecuador); M.A., Lic. Humanities, Lic. Phil., Ph.D., Catholic U. of Quito (Ecuador); Ph.D., Ohio State U.
Dr. Proaño has studied in ten universities in this country and in South America. He was a mountaineer and climber with the "Club Los Andes" and "Nuevos Horizontes." Dr. Proaño, who has traveled throughout South and Central America, enjoys the study of comparative religions.

Ilse Winter*

Assistant Professor of German (1967-)
Diploma, U. of Kiel (Germany); M.A., Ph.D., Rutgers U.
Dr. Winter taught in West Germany and at Rutgers U. before coming to Denison. A native and citizen of Germany, Dr. Winter specializes in modern German literature and Romanticism.

Vitaly Wovk

Assistant Professor of Russian (1968-)
B.A., Mississippi State U.; M.A., Ph.D., Ohio State U.

Senior Fellows

French

Carol Holladay, Canton, N.Y.

German

Judith Maxson, Ridgefield, Ct.

Spanish

Joyce George, Wayne, N.J.
Diane Kent, Sherrill, N.Y.

Foreign Language Requirement

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

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

- *Credit and waiver* for a score of 700 on a College Board Achievement Examination.
- *Credit and/or waiver* for adequate performance on a CEEB Advanced Placement Test. (See *Advanced Placement*.)
- *Credit and/or waiver* for successful completion of the Proficiency Examination given each year in September before classes begin by the Department of Modern Languages (See *Proficiency Examinations*).
- Waiver for four or more years of one high school language submitted for entrance to Denison.

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

The following programs exist for completing the language 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 high school language is continued, he or she may fulfill the language requirement through one of the following alternatives: French 212 (3 hours), 211-212 (6 hours); German 212 (3 hours) or 213 (4 hours), 211-212 (6 hours); Russian 211-212 (6 hours); Spanish 216 or 217 or 218 (3 hours) or 215 plus 216 or 217 or 218 (6 hours).

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

Music

The Department of Music is concerned principally with providing an environment of participatory opportunities in music for the academic community as a whole. Within this aspect of being a service department to the college the Music Department provides courses for the general student, instrumental and vocal ensembles and applied music lessons. Additionally the Department produces or sponsors about forty programs during the academic year in an effort to make music an important part of educational life at Denison. Approximately eighty percent of the instruction which the faculty in music provide is to the general college student as opposed to that for the music major.

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

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

Course Offerings

Music

- 101 — Forms of Music
- 103b — Concert Band
- 103o — Orchestra
- 103c — Concert Choir
- 105 — Opera Workshop

*On Leave 1st Semester

- 107 — Chamber Music Workshop
- 108 — Private Lessons in Piano, Organ, Harpsichord, Voice, Violin, Viola, Violoncello, String Bass, Viola d'amore, Guitar, Flute, Clannet, Oboe, Bassoon, Saxophone, Trumpet, French Horn, Trombone and Percussion.
- 109 — Contemporary Music
- 111-112 — African Music
- 114 — Elementary Music Theory and Sight Singing
- 115-116 — Music Theory I, II
 - 141 — Woodwind Instruments Class
 - 142 — Brass Instruments Class
 - 151 — String Instrument Class: Violin and Viola
 - 152 — String Instrument Class: Cello and Bass
- 161-162 — Voice Class
 - 171 — Percussion Class
- 201-202 — History and Literature of Music I, II
- 203-204 — History and Literature of Music III, IV
 - 206 — Early American Black Music
 - 207 — Music in America
 - 208 — Piano Literature
- 215-216 — Music Theory III, IV
- 307-308 — Orchestration and Conducting
- 311-312 — Stylistic Analysis
- 341-342 — Composition
- 361-362 — Directed Study
- 441-442 — Composition
- 451-452 — Senior Research
- 461-462 — Individual Work for Honors

The Faculty

R. Lee Bostian

Professor and Chairman (1966-)
B.A., M.A., Ph.D., U. of North Carolina

Dr. Bostian has headed the department of music since coming to Denison. A musicologist with special interest in 18th century Italian opera and symphony and in 20th century music, Dr. Bostian has taught courses for the general student in contemporary music and in interdepartmental studies (e.g. Creativity and Madness). He was coordinator of the arts in 1970-72 and directed the forming of the Events in the Arts series.

Frank J. Bellino

Professor (1958-)
B.F.A., Ohio U.; Mus. M. Eastman School of Music

Mr. Bellino teaches the violin and the viola and is principal violist with the Columbus Symphony Orchestra. He directs the Denison String Orchestra and the Licking County Symphony Orchestra. He has also played with the Minneapolis Symphony under Antal Dorati, the Rochester Philharmonic under Erich Leihndorp, and the Houston Symphony under Efrem Kwitz. Mr. Bellino, who was a Fulbright scholar at St. Cecilia Conservatory in Rome, specializes in the research and performance of the viola d'amore.

George R. Hunter**

Professor (1954-)
B.F.A. (Mus. Ed.), B.F.A. (Mus.), M.F.A. (Mus.), Carnegie-Mellon U.

Mr. Hunter teaches brass instruments. A member of the Licking County Symphony Orchestra, he has composed a number of choral and band pieces and conducts the Denison Concert Band. Among Mr. Hunter's interests are Germanic Culture, 18th Century Pennsylvania History, and World War I aircraft. He served as chairman of the music department in 1964-66.

Egbert W. Fischer

Associate Professor (1961-)
A.B., Harvard U.; M.A., Case Western Reserve U.

Mr. Fischer, whose main interest is in performance, studied piano with Leonard Shure in Boston, New York, and Cleveland, where he was his assistant for two years. His other interests include musical analysis, the aesthetics of music, psycho-acoustics, psychophysics, psycho-physiology, and the physiology of piano technique. In addition to being a faithful jogger, Mr. Fischer has a passion for camping, snorkeling, mountain hiking, and river floating in northwestern Montana, his native state.

William Osborne**

Associate Professor (1961-)
Mus. B., Mus. M., A. Mus. D., U. of Michigan

Dr. Osborne is the university organist and director of choral activities at Denison. He has directed the Denison Singers, a highly-acclaimed mixed chorus, since he formed the group in 1961. Aside from the U. of Michigan, he has studied at the Berkshire Music Center, Lenox, Mass., and the American Conservatory in Fontainebleau, France.

Elliot D. Borishansky*

Assistant Professor (1968-)
B.A., Queens College; M.A., Columbia U.; A. Mus. D., U. of Michigan

A former Fulbright Scholar in music competition, Dr. Borishansky has created several music compositions and orchestras such as the New York Philharmonic have performed his work. The Denison Singers, the university's mixed choral group, has sung many of his compositions and Dr. William Osborne, university organist, recently performed Dr. Borishansky's first organ composition. The Advance record company has recorded clarinet pieces he composed.

Marjorie Chan

Assistant Professor (1968-)
B. Mus., Oberlin College; M. Mus., Indiana U.; D. M. A., U. of Southern California.

Herman W. Larson

Assistant Professor (1944-)
A.B., Augustana College (S.D.)

Mr. Larson has done graduate work at the American Conservatory of Music in Chicago. He is the director of the Denison opera workshop and serves as an adjudicator for the Ohio Music Educators Association. The tenor soloist at Columbus' First Congregational Church since 1944, Mr. Larson has directed three glee clubs and choruses in the area for several years. He started the OSU-Newark Chorale and directed it for two years. Mr. Larson taught a course in Norwegian during the last three January Terms.

Susan J. Dersnah

Instructor (1974-)
B. Mus., Michigan State U.; M.A., Eastman School of Music

Part-time Instructors

Eileen Bellino, voice
Martha Hunter, piano
Glenn Harriman, trombone
David Kortier, bassoon
Jayne Latolais, theory and piano
Joseph Lord, winds
John McCormick, guitar
Gwendolyn Shrader, piano
John Ulrich, piano

*On Leave 1st Semester

**On Leave 2nd Semester

Philosophy

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

Course Offerings

Philosophy

- 101 — Basic Issues in Philosophy (Freshman Only)
- 105 — Logic
- 201 — Problems in Philosophy (Sophomore, Junior, and Senior)
- 212 — Current Topics in Philosophy (Freshman and Sophomore)
- 221 — Ethics
- 226 — Social and Political Philosophy
- 305 — Metaphysics: Perspectives on Reality
- 306 — Theories of Knowledge
- 312 — Advanced Symbolic Logic
- 327 — Philosophy of Civilization
- 331 — Greek and Medieval Philosophy
- 332 — Modern Philosophy: Descartes to Hegel
- 334 — Contemporary Philosophy: 1900 to Present
- 343 — Chinese Philosophy
- 344 — Classical Chinese Language and Thought
- 361-362 — Directed Study
- 401 — Philosophy of Religion
- 403 — History and Philosophy of Science
- 405 — Philosophy of the Arts
- 420 — Philosophy of Education
- 431-432 — Senior Seminar
- 451-452 — Senior Research
- 461-462 — Individual work for honors

A book containing descriptions of courses offered this year at Denison is available by writing Denison University, Office of Publications, P.O. Box B, Granville, O. 43023.

Recent Student Projects

- Existentialism* — Louise Tate, Paul Brown, and Rick Brunk
- Philosophy of Humor* — Tom Coulter
- Marxism* — Debbie Furlan
- Norman Mailer* — Chester English and Betty Barton
- Foundations of Mathematics* — Linda Newman
- Legal Reasoning* — Web Templeton
- Women in History of Church* — Lyn McKenna
- Advanced Symbolic Logic* — Paul Belazis, Nancy Ritter, and Jay Callander
- Natural Law and Jurisprudence* — Leslie Oweida, Marvin Mills, and Oren Henry
- Themes in Medieval Philosophy* — Dianne Pfeiffenberger and Eric Miller
- Contemporary Ethical Naturalism* — John Bye
- Topics in Analytic Philosophy* — Les Lewis
- Topics in the Philosophy of Law* — George Tetler

The Faculty

Anthony J. Lisska

Assistant Professor and Chairman (1969-)
A.B., Providence College; M.A., St. Stephen's College; Ph.D., Ohio State U.

Dr. Lisska's primary academic interest centers around medieval philosophy. His interest is in evaluating medieval philosophy and explaining its issues so the contemporary analytic philosopher can understand the medievals. He has received a Ford Foundation Grant to complete work on his book, *Thomas Aquinas' Theory of Perception*. A member of the classics and the registrar's advisory committees, he is past president of the east central division of the American Catholic Philosophical Association. A regular book reviewer for "The Thomist," Dr. Lisska has published and read papers on medieval philosophy.

Ronald E. Santoni**

Professor (1964-)
B.A., Bishop's U.; M.A., Brown U.; Ph.D., Boston U.

Dr. Santoni, a pacifist, recently completed teaching a one year, experimental, multidisciplinary course on violence. A post-doctoral fellow of the Society for Religion in Higher Education, he was one of the invited scholars participating in the spring, 1974 "Justification of Violence" colloquium at SUNY, Buffalo. Dr. Santoni's academic interests focus on the philosophy of religion, existentialism, and social and political philosophy. In addition to editing and co-editing two books and contributing to another, he has written more than 60 articles and book reviews. Active in civil rights, peace and anti-war activities, Dr. Santoni is on the National Executive Committee of the Episcopal Peace Fellowship. The father of five daughters and a son, he says he spends a lot of time "chasing girls."

Marilyn Friedman

Assistant Professor (1973-)
A.B., Washington U.; Ph.D., U. of Western Ontario

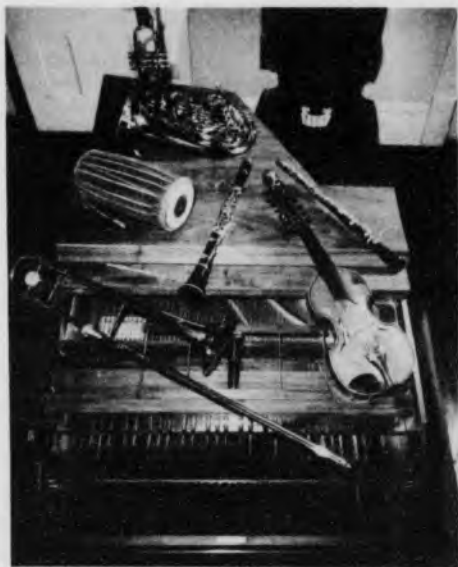
Dr. Friedman's philosophical interests include philosophy of mind and the history of modern philosophy. Her undergraduate degree is in political science and she maintains a strong interest in the philosophical relevance of contemporary work in social science.

David A. Goldblatt*

Assistant Professor (1968-)
B.A., Brooklyn College; Ph.D., U. of Pennsylvania

Dr. Goldblatt studied architecture at Pratt Institute and taught at the U. of Pennsylvania before coming to Denison.

*On Leave 1st Semester
**On Leave 2nd Semester



Dr. Wallace Chessman/History



Dr. Richard Mahard/Geology and Geography



Dr. Arnold Joseph/Modern Languages



George Hunter / Music



Dr. William Dennis, left, and Dr. Robert Toplin, right / History



Dr. Clarke Wilhelm / History



Dr. W. Neil Prentice / Mathematical Sciences



Joan Straumanis

Assistant Professor (1971-)
B.A., Antioch College

With ties to both mathematics and philosophy, Ms. Straumanis likes to think of herself as a messenger between the "two cultures": the sciences and the humanities. Her special pitch is to defend the compatibility of rationality and passionate concern to those who are losing faith in one or the other. Being a woman, married, and mother of three children, she devotes much attention in her personal and professional life to the problems of women, and advocates analysis and revision of the social roles of both men and women. She is a university senator and member of the campus affairs council.

Michael E. Zimmerman

Assistant Professor (1974-)
B.A., Louisiana State U.; M.A., Ph.D., Tulane U.

Physical Education

The primary purpose of physical education is to provide an opportunity for each student to encounter, through participation in selected sport and recreational activities, a satisfying self-identity, self-expression and self-adjustment experience. With this "totality" of person in mind the general objectives of Physical Education need to be of a total nature, that is, not only physical but sociopsychologic and philosophic as well. Within this context we seek the following objectives:

- To provide the opportunity for students to discover a sense of identity — to know one's self.
- To assist students to discover the meaningfulness of individual persons in contrast to "things."
- To provide a fertile situation for students to have practice in making value judgments.
- To provide as many opportunities as possible within the program for students to make meaningful value choices.
- To provide the situation for students to develop a sense of freedom with an accompanying and corresponding sense of responsibility.
- To awaken in students a sense of "caring" not only for the self but also other selves.

Such objectives represent both the immediate and the ultimate teacher concerns. Physical education classes provide important and unique opportunities for the realization of such goals.

In addition, the individual student may encounter in theory and/or practice in the immediate present or in the long range future the following experiences:

- *Maintenance and development of the process of "valuing"* or making ethical judgments, which is basically a question of conduct. Both moral and aesthetic consideration are imbedded in every sport

situation and thus this situation is ideal for assisting young adults in the development of a sense of values.

- *Promotion and accomplishment of physical health.* (i.e. strength, agility, endurance, vigor, flexibility, vitality, neuro-motor skills, coordination, health knowledge, habits and attitudes.)
- *Accomplishment and growth in the development of social competencies.* (i.e. cooperation, tolerance, competitiveness, consideration, empathy and forbearance.)
- *Development and growth in emotional responses* in regard to self, others, and inanimate "things" (space, time) and circumstances. The basic emotions such as love, fear, anger, etc. are inherent aspects of the sport situation and more importantly an individual engaging in a sport situation is totally "involved" and there is no "phonyness."
- *Discovery and development of recreational interests* not only for the moment but actually laying the groundwork for the future and thus having the interest and ability to make worthy use of future leisure time.
- *Promotion and development of creative thinking* and concomitant action as used in sports, games and recreation activities.
- *Development and promotion of a perspective toward life* in knowing the ingredients of daily life in relation to work, play, rest and relaxation.

Course Offerings

Physical Education

Activity Courses

Aquatics

- 101A — Swimming Strokes
- 101D — Diving
- 102A — Senior Life Saving
- 104A — Water Safety Instructors
- 103A — Basic Skin & Scuba

Individual & Dual Sports

- 101C — Archery — Target & Field
- 101B — Badminton
- 101W — Body Shaping & Weight Control (women)
- 102B — Beginning Bowling
- 103B — Intermediate Bowling
- 104F — Fencing
- 101F — Folk & Square Dancing
- 101G — Beginning Golf
- 102G — Intermediate Golf
- 105G — Gymnastics
- 106H — Handball
- 108P — Paddleball
- 101J — Run for Your Life
- 101S — Sports Survey
- 101T — Beginning Tennis
- 102T — Intermediate Tennis

- 109T — Trampoline
101M — Weight Training

Outdoor Education

- 101B — Backpacking
103C — Canoeing
101O — Outing & Campcraft

Women's Intercollegiate Sports

- 101X — Basketball
102X — Bowling
103X — Golf
104X — Field Hockey
105X — Speed Swimming
106X — Synchronized Swimming
107X — Tennis
108X — Volleyball
109X — Lacrosse

Men's Intercollegiate Athletics

- 101Y — Baseball
102Y — Basketball
103Y — Cross Country
104Y — Football
105Y — Golf
106Y — Lacrosse
107Y — Soccer
108Y — Swimming
109Y — Tennis
101Z — Track
102Z — Wrestling

Major Courses: Physical Education

- 339 — Kinesiology & Physiology of Exercise
340 — Athletic Training & First Aid
329 — Methods & Materials of Phys.ed.
429 — History, Philosophy & Principles of P.E.
430 — Organization & Administration of P.E.
318 to 322 — Techniques & Theory of Team Sports
(Select 3 of 5 courses)
318 — Baseball & Track (men and women)
319 — Basketball (men and women)
320 — Football (men only)
321 — Field Hockey (women) Volleyball
(men and women) Wrestling (men)
370 to 373 — Techniques & Theory of
Individual Sports (select 3 of
the 4 courses)
370 — Aquatics
371 — Archery, Badminton & Bowling
372 — Golf & Tennis
373 — Gymnastics

Electives for Majors and Non-Majors

- 124 — Camping & Outdoor Education
235 — Sports Officiating
236 — Sports Officiating
439 — School & Community Recreation
440 — Personal & Community Health

- 361-362 — Directed Study
451-452 — Senior Research
461-462 — Individual Work for Honors

Recent Students Projects

- Considerations for a Competitive Swimming Program* (an honors project) — Andrea McMakin
Basics of Football's Wishbone Offense — Tom Davis
Lacrosse and Esoteric Cogitations Thereof (an honors project) — Ted Haynie
Research on Year-Round Training Program for High Jumper — Charles Lihn
Historical Study of Track at Denison University — Paul Mitchell
Research on Year-Round Training Program for Pole Vaulting (an honors project) — Charles Best
Athletic Training (an honors project) — Gary Lake
Recent Trends in Physical Education — Cheryl Holt
Evolution of Golf Clubs — Ernest Tatham

The Faculty

Mattie E. Ross

Associate Professor, Director of the Off-campus Experience, and Chairman (1952-)
B.S., Ed.; Central Missouri State College; Ed.M., U. of Missouri; Ph.D., Ohio State U.

Dr. Ross, a past university senator, serves on the Cranville Recreation Commission. She is an avid camper and white water canoeist. During the 1971 and 1972 January Terms, she accompanied groups of students on "Southeastern Safaris" through the southeast section of the country.

Roy Seils

Professor and Director of Intercollegiate Athletics for Men (1963-)
B.A., Denison U.; Ed.M., Ed.D., Boston U.

Dr. Seils coaches Denison's cross-country and golf teams in addition to being athletic director. He is a member of the NCAA and NACDA. Currently he is vice-president of the Ohio Athletic Conference. He has directed Peace Corps training programs and was division director at the U. of Texas at El Paso before returning to his alma mater.

Elizabeth C. Van Horn**

Associate Professor and Director of Intercollegiate Sports for Women (1953-)
B.S.Ed., Miami U.; M.S., Wellesley College; Ph.D., Ohio State U.

In addition to serving as director of the intercollegiate sports program for women, Dr. Van Horn specializes in teaching individual sports including fencing. Presently she coaches the intercollegiate swimming and tennis teams. Traveling and reading are two of her favorite pastimes and she hopes to eventually visit most countries in the world. Penny has served as chairman of the AAUP Committee (Status of Women) for the past two years. She is active in church endeavors and other religion related concerns.

Theodore H. Barclay

Assistant Professor and Director of the Major Program (1962-)
B.S.Ed., Ohio State U.; Ed.M., Kent State U.

Mr. Barclay is varsity swimming and soccer coach and administrator of Gregory Pool. He teaches mainly aquatic courses such as

scuba diving and water safety instruction. His soccer teams have won the NCAA Midwest Regional championship three times since 1962 and his swimming teams have finished not lower than second place in the OAC since 1965. He holds the rank of Commander in the Naval Air Reserve and claims to be the third best handball player at Denison.

Dale S. Googins

Assistant Professor (1962-)
B.S., M.Ed., Bowling Green State U.

Mr. Googins is the trainer for all athletic teams at Denison. A guest lecturer at several coach and trainer clinics, Mr. Googins is currently president of the Great Lakes Athletic Trainers Association, after having served as secretary-treasurer and vice-president of that group. The recipient of a Denison University research grant, he was a 1968 national winner in a protective equipment design contest.

Keith W. Piper**

Assistant Professor and Director of the Activity Courses (1951-)
A.B., Baldwin-Wallace College; M.A., Case Western Reserve U.
Mr. Piper is head football coach and assistant track coach.

Richard S. Scott

Assistant Professor and Co-Director of the Recreation Program (1958-)
B.S., Pennsylvania Military College; Ed.M., U. of Pittsburgh
Mr. Scott is head coach of Denison's basketball and baseball teams and serves as director of intramurals. He enjoys fishing and hunting.

Robert I. Shannon

Assistant Professor (1954-)
B.A., Denison U.; M.A., Ohio State U.
Mr. Shannon is head track coach and assistant football coach. He is dean of the Ohio Athletic Conference's track coaches and chairman of that group's track committee. He has held a Fulbright lectureship at the U. of Bagdad, Iraq, and serves as a deacon in a Granville church.

Sharon Shepherd

Assistant Professor (1973-)
B.S., Linfield College; M.S., Ohio U.
Ms. Shepherd is intercollegiate field hockey and volleyball coach and a scuba instructor. She has been an international competitor for the United States in track and field for nine years and has traveled world-wide. She has also competed on the national level in bowling, volleyball, field hockey, track, and soft ball. She is active in playing U.S.V.B.A. volleyball and field hockey, and is an avid physical fitness buff. Her second field is home economics. She makes all her own clothes and is a fine cook.

Ferris Thomsen, Jr.

Assistant Professor (1965-)
B.S., U. of Pennsylvania
Mr. Thomsen is head coach of Denison's lacrosse and wrestling teams and an assistant football coach. He is currently the faculty adviser to Omicron Delta Kappa and the Fellowship of Christian Athletes. During the 1972 January Term, he took the lacrosse team to England where they faced an impressive slate of British teams.

A book containing descriptions of courses offered this year at Denison is available by writing Denison University, Office of Publications, P.O. Box B, Granville, O. 43023.

Physics

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

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

Course Offerings

Physics

- 100 — Current Topics in Physics
- 110 — Medical Physics
- 121-122 — General Physics
- 121H-122H — General Physics, Honors Section
- 123 — Introductory Modern Physics
- 211 — Solid State Electronics
- 221-222 — Modern Analytical Physics
- 305 — Classical Mechanics
- 306 — Electricity and Magnetism
- 312 — Experimental Physics
- 320 — Modern Physics
- 321a — Geometrical Optics
- 321b — Thermodynamics
- 322a — Physical Optics
- 322b — Quantum Mechanics
- 340 — Advanced Topics
- 361-362 — Directed Study
- 400 — Seminar
- 405 — Advanced Dynamics
- 406 — Electromagnetic Theory
- 451-452 — Senior Research
- 461-462 — Individual Work for Honors Teaching of Science (See Education 311)

Recent Student Projects

- Stellar Evolution, Model Building* (an honors project) — Clifford Thomas
- Magnetic Fluids: A Possible Method for Separating Sulfur from Coal* (an honors project) — Dexter Tight
- A Slowing of the Rotation Rate of Venus* — James Terry
- Construction of a Long Path High Resolution Infrared Spectrograph* — Andrew St. James

**On Leave 2nd Semester

A Comparison of the Theories of Language of Benjamin Whorf and Noam Chomsky, with Comments on their Import for Science (an honors project) — Leigh Coen
An Investigation of the Second Overtone of the Unsymmetric Stretching Mode of C₃H₂ (an honors project) — David Curry
Separation and Interpretation of Thermoluminescence Glow Curves — Gwynne Roshon

The Faculty

Lee E. Larson

Associate Professor and Chairman (1966-)
B.S., Bates College; M.A., Dartmouth College; Ph.D., U. of New Hampshire
Teacher, physicist, farmer, and fireman. Physics, astronomy, environmental studies, outward bound program, and students are part of his work day. At home Dr. Larson raises chickens, lambs, pigs, bees, garden and orchard, and makes maple syrup. In his "spare" time, he is assistant chief of the Granville Volunteer Fire Department. He enjoys hiking, canoeing, tinkering with machinery and old clocks, and "fixing things."

F. Trevor Gamble

Professor and Dean of Students (1963-)
A.B., Colgate U.; M.A., Ph.D., U. of Connecticut
Dr. Gamble's research has centered on solid state physics and electron spin resonance which has provided the basis for four scientific publications. He has, for a number of years, served as a consultant to the Columbus Laboratories, Battelle Memorial Institute. He is a member of the campus affairs council and the admissions and financial aid council. He enjoys sailing, flying, astronomy, and international affairs.

Samuel C. Wheeler, Jr.

Professor, Henry Chisholm Chair of Physics (1948-)
A.B., Miami U.; M.S., U. of Illinois; Ph.D., Ohio State U.
Dr. Wheeler is presently one of two faculty members who represent Denison on the GLCA academic council. Dr. Wheeler has served as a program director and a consultant with the National Science Foundation and held a science faculty fellowship from the organization. A member of Phi Beta Kappa, Sigma Xi, as well as professional societies in physics and astronomy, he was chairman of the department of physics and astronomy in 1960-70 and is currently an examiner for the North Central Association's Commission on Higher Education, an educational accreditation agency.

Roderick M. Grant

Associate Professor (1965-)
B.S., Denison U.; M.S., Ph.D., U. of Wisconsin
Dr. Grant's research centers on solid state, with applications in medical physics. Dr. Grant is the creator of a multimedia light show, entitled "Physics is Fun," which blends art, music, and physics in an attempt to show the unity of some concepts of physics. He is active in audiovisual work at Denison as well as nationally.

Jeffrey S. Jalbert

Associate Professor and Director of Computer Center (1967-)
B.S. Fairfield U.; Ph.D., Virginia Polytechnic Institute

Ronald R. Winters

Associate Professor (1966-)
A.B., King College; Ph.D., Virginia Polytechnic Institute
Dr. Winters' research interests are neutron capture cross sections

and nucleosynthesis in stellar interiors. The cross section measurements are made at the Oak Ridge National Laboratory. Current research includes a collaborative effort with scientists at ORNL and at both the Canadian and Australian atomic energy commissions.

Michael E. Mickelson

Assistant Professor (1969-)
B.S., Ph.D., Ohio State U.
Dr. Mickelson received a \$22,000 grant from the Research Corporation in 1971 for research in molecular spectroscopy and a renewal grant of \$17,000 in 1974. He is presently doing research in molecular structure relating to astrophysical, environmental, and theoretical problems. He has served as director of two National Science Foundations Summer Undergraduate Research Participation Grants in Physics and regularly directs student research during the summer and academic year. He is chairman of the editorial board of the "Journal of the Scientific Laboratories" and a member of the university judicial council. A sailboat racing enthusiast, he is a member of the North American Yacht Racing Union, and is adviser to the Denison Sailing Club.

Senior Fellows

Robert Barnard, Vienna, Va.
Marie Baehr, Loveland, O.
Woodward Hoffman, Granville, O.
Chu Ngi Ho, Mukah-Sarawak, Malaysia
Cynthia Krasowski, Brackenridge, Pa.

Junior Fellows

Einar Kjartansson, Brunna Akureyri, Iceland
Khoon Min Lim, Garden Penang, Malaysia

Political Science

The Political Science Department views its general purpose in terms of three general objectives. These objectives are fundamental to the concept of a liberal arts education and to the beginnings of a sophisticated understanding of the political process.

The primary objective of the Department is to convey to students the complexity of politics and the assumptions and methods of social science by which this complexity may be unraveled and analyzed systematically. In this connection, the Department seeks to equip students with a basic understanding of the operations by which social science defines basic terms and analyzes data.

A second objective of the Department is to provide students with a fund of theories and information about politics. Courses offered by the Department seek to describe and explain the activities of political individuals, groups, and institutions. Much emphasis is placed upon the

process of public policy formulation in a diversity of national settings.

Finally, through its coursework and counseling the Department hopes to contribute to the education of Denison students as well-informed and responsible members of society. An awareness of social science assumptions, methods, plus the basic information acquired in Political Science courses, we feel, will prove valuable to students in their future careers.

Course Offerings

Political Science

- 202 — American Political Behavior and Institutions
- 202u — American Political Behavior and Institutions (Urban Emphasis)
- 209 — Introduction to Theory in Political Science
- 212 — Introduction to the Methods of Political Science
- 221 — Comparative Politics
- 242 — Introduction to International Politics
- 252 — Introduction to Normative Political Theory
- 262 — Introduction to Legal and Judicial Studies
- 304a — The Development of Political Thought (Ancient and Medieval)
- 304b — The Development of Political Thought (Machiavelli to Mill)
- 304c — Contemporary Political Thought (Marx to Present)
- 306 — Issues of Political Thought
- 308 — Politics of Developing Nations
- 314 — The National Political Process
- 319 — The Legislative Process
- 320 — The Executive Process
- 321 — State Government and Politics
- 322 — The Politics of the Soviet Union and Eastern Europe
- 331 — Political Parties and Electoral Behavior
- 333 — Urban Politics (A.B.C.)
- 339 — Comparative Foreign Policy: The Soviet Union and the United States
- 341 — International Political Systems and Processes
- 346 — International Legal Processes and Organization
- 347 — Judicial Process
- 350 — Law and Politics (A.B.C.)
- 354 — Law and Society
- 355 — Introduction to Jurisprudence: An Inquiry into the Nature of Law and Justice
- 357 — Soviet Foreign and Military Policy
- 359 — The Conduct of American Foreign Affairs
- 360 — Problems in American Foreign and Military Policy
- 361-362 — Directed Study
- 402 — Seminars
- 451-452 — Senior Research
- 461-462 — Individual Work for Honors

Recent Student Projects

The Press and the Presidency: Trials of the Nixon Administration (an honors project) — Dave Abbott

- The Codification Movement: A Study in the Legal Thought of Story and Field* — Joe Potts
- The Conservative Coalition: A Preliminary Examination* (an honors project) — Frank Steinberg
- The Legal Philosophy of Roscoe Pound* — Gary Tober
- Theories of Social Change* — Jim Sison
- The Independent Voter: A Critical and Empirical Look at an Important Concept of Voting Behavior* (an honors project) — James Giffin
- The Inadequacy of Pluralism as a Theory of Public Policy-Making: An Emphasis on Environmental Policy* (an honors project) — Barbara Novak
- Marxism* — Alemneh Delene
- The Ostvertrage — Treaties with Moscow and Warsaw — in the Context of West German Domestic and Foreign Policy* (an honors project) — Janet Ridenour
- The Codification of an International Space Law Code: Precedents and Problems* (an honors project) — Gary Grant
- The Role of Bureaucratic Politics and Organizational Processes in American Foreign Policy-Making* — Jim Russick
- The Dignity of Sisyphus: The Works of Albert Camus* (an honors project) — Fred Corbin
- Readings on the Congress* — David Spetka

The Faculty

William J. Bishop

Associate Professor and Chairman (1967-)
B.A., M.A., Ph.D., Northwestern U.

Dr. Bishop is a university senator. His academic interests center on comparative politics, political elites and leadership in industrial states, and politics in the Soviet Union and East Central Europe.

Emmett H. Buell, Jr.

Assistant Professor (1969-)
B.A., M.A. Louisiana State U.; Ph.D., Vanderbilt U.

Dr. Buell offers coursework in the fields of urban politics and American political behavior. He received support from the American Political Science Association, the Ford Foundation, and the Urban and Regional Center at Vanderbilt for research on the political roles of anti-poverty program decision-makers. He is the campus representative of the Washington Semester program. Dr. Buell has contributed to several political science journals and is currently at work on a political parties and electoral behavior textbook.

Terry J. Busch

Assistant Professor (1973-)
B.A., U. of Florida; M.A., U. of Dayton

Mr. Busch's fields of academic interest and specialization include American foreign and national security policy and international relations. He is the co-author of several articles on the American military profession and the military establishment and was a participating Fellow in the National Security Education Seminar in Colorado Springs in the Summer of 1972. He is presently a candidate for the Ph.D. degree at Miami of Ohio U.

Ronald H. Clark

Assistant Professor (1969-)
A.B., U. of California, Riverside; M.A., Ph.D., U. of California, Santa Barbara

Dr. Clark is interested in the role of social science in studying law. He was a Woodrow Wilson Dissertation Fellow in 1969 and spent

the summer of 1971 on a post-doctoral grant at the Interuniversity Consortium for Political Research at the U. of Michigan. Dr. Clark was visiting assistant professor at Ohio State U. during 1972 and 1973, while he devoted the summer of 1973 to teaching and research at the U. of California, Santa Barbara. He has contributed over a dozen articles and reviews to political science journals and law reviews. His current project is a book on the Warren Court and criminal procedure.

Dorothy H. Clayton

Assistant Professor (1974-)
B.A., M.A., U. of Florida

Ms. Clayton's academic interests are in American government and political behavior at both the national and state level. A member of Phi Beta Kappa, she has engaged in an extensive data codification project in connection with a larger study of comparative state legislatures. Ms. Clayton was a Woodrow Wilson Fellow in 1964-65 and a Ford Foundation Fellow in 1965. She is currently completing the Ph.D. degree at the U. of California, Berkeley.

Gerald L. Clayton

Assistant Professor (1974-)
B.A., U. of Florida; M.A., U. of California, Berkeley.

Mr. Clayton's academic interest is American national politics. He was an American Political Science Association Congressional Fellow in 1970-71, working in Washington with Cong. Charles Bennett (D-Fla.) and Senator Sam Ervin (D-N.C.). A member of Phi Beta Kappa, he was a Woodrow Wilson Fellow in 1964-65. He previously taught at the College of William and Mary and San Jose State U. before coming to Denison. Mr. Clayton is a candidate for the Ph.D. degree at Berkeley.

Dennis M. Sherman***

Assistant Professor (1971-)
B.S., U. of Wisconsin; M.A., U. of Massachusetts

Mr. Sherman's academic interests include American foreign policy and national security policy. Mr. Sherman is currently writing about Congress and its role in foreign policy for future publication. He is a candidate for the Ph.D. degree at the U. of Wisconsin at Madison.

Jules Steinberg

Assistant Professor (1972-)
A.B., U. of California, Berkeley; M.A., U. of Wisconsin

Mr. Steinberg is currently worked towards the completion of the Ph.D. degree at the U. of Wisconsin, Madison. His primary academic interest is political philosophy.

Senior Fellows

Cynthia Biddle, Crawfordsville, Ind.
Louisa Cresson, Bryn Mawr, Pa.
Thomas Kindle, Lancaster, O.
Robert Matteucci, Cincinnati, O.

Psychology

The Psychology Department seeks to aid students in achieving an understanding of their own behavior and experiencing in relation not only to themselves but to others and to the physical environment. We strive to do this by development of a continued curiosity about behavior and by familiarizing the student with the research tools, techniques, and strategies of investigation which may be employed in seeking answers to the many questions which arise in the study of the behavior of humans and other organisms.

Our department is founded on a firm belief in the scientific study of behavior. We expect students to become familiar with the various modes of inquiry within the science of psychology and to be able to evaluate contrasting views of behavior. Students are also expected to develop proficiency in analysis of psychological issues and to be able to apply scientific psychological techniques of analysis to appropriate problems in other fields.

Modern psychology is a broad, diverse and expanding field. By providing a sound program of basic courses and individual study and research opportunities, the department is able to provide the interested student with both breadth and depth in the study of behavior, and to prepare him or her to deal with future developments in psychology. By concentrating on basic psychology, our program is designed to provide thorough fundamental training for the student desiring to prepare for post-graduate study or work in psychology or related fields, and at the same time it is also broad and flexible enough to provide the interested student (non-majors included) with significant opportunities in the study of behavior.

Course Offerings

Psychology

- 101 — General Psychology
- 217 — Child and Adolescent Development
- 226 — Theories of Personality
- 313 — Statistics and Experimental Design
- 314 — Psychological Tests and Measurements
- 315a — Learning and Motivation: Lecture
- 315b — Learning and Motivation: Laboratory
- 316a — Cognitive Psychology: Lecture
- 316b — Cognitive Psychology: Laboratory
- 317a — Sensation and Perception: Lecture
- 317b — Sensation and Perception: Laboratory
- 318a — Comparative Psychology: Lecture
- 318b — Comparative Psychology: Laboratory
- 319a — Physiological Psychology: Lecture
- 319b — Physiological Psychology: Laboratory
- 320 — Advanced Child Psychology
- 338 — Social Psychology
- 345-346 — Minor Problems
- 361-362 — Directed Study
- 401 — Senior Colloquium
- 402 — Seminars
- 411 — Abnormal Psychology

A book containing descriptions of courses offered this year at Denison is available by writing Denison University, Office of Publications, P.O. Box B, Granville, O. 43023.



Sharon Shepherd / Physical Education



Dr. Emmett Buell / Political Science



Dr. Ronald Santoni / Philosophy





Jules Steinberg / Political Science



Dr. Michael Mickelson / Physics



Dr. Marilyn Friedman / Philosophy



Dr. Rita Snyder / Psychology



Robert Shannon / Physical Education

- 415 — History and Systems of Psychology
- 417 — Industrial Psychology
- 441 — Advanced General Psychology
- 445-446 — Minor Problems
- 451-452 — Senior Research
- 461-462 — Individual Work for Honors

Recent Student Projects

- Learning and Emotional Effects of Protein* (an honors project) — Aimee Barmer
- Operant Conditioning of Heart Rate Slowing* — Alex Myers
- Why/Why not is a bird in the hand worth two in the bush? Or, A Study in Delay of Gratification* — Nan Fretschi
- The Neurophysiological Contribution of Brain-Cholingeric Activity to Response Inhibition During Learning* (an honors project) — Eric Neilson
- Bandits in the School* (an honors project) — Mark Weincott
- Childhood Obesity* — Melinda Roshon
- Smoking Behavior* — Becky Henry
- Sleeping Patterns of College Students* (an honors project) — Carolyn Andrews

The Faculty

Gordon M. Kimbrell**

Associate Professor and Chairman and Coordinator of the Sciences (1967-)
A.B., Ph.D., U. of Tennessee

The author of numerous articles, Dr. Kimbrell is currently writing in the area of psychological aspects of obesity, a subject he has based January Term courses on. His academic and research interests also center on the comparative, ethological, and physiological analysis of behavior, with current projects involving the experimental analysis of the behavior of starlings, evaluation of the behavioral characteristics associated with early-onset obesity, self-modification procedures for weight control, and the factors which predict success or failure in weight control.

Charles J. Morris

Associate Professor, Acting Chairman, and Assistant Dean of the College (1969-)
B.S., Denison U.; M.A., Ph.D., U. of Missouri

Irvin S. Wolf

Professor (1954-)
A.B., Manchester College; M.A., Ph.D., Indiana U.

Dr. Wolf served as chairman of the psychology department in 1954-70. He has written several articles and co-authored *Program on the Teaching of Psychology in the Secondary School* and is a member of several psychological and scientific associations. In addition to his teaching duties, Dr. Wolf is editor of "The Psychological Record," managing editor of the "Journal of the Scientific Laboratories," and consulting editor of "The Behavioral Science Teacher."

Robert J. Auge

Assistant Professor (1972-)
B.A., U. of Colorado; Ph.D., Arizona State U.

"My primary academic interest is behavior theory. Within this broad area, I am especially interested in conditioned reinforcement, stimulus control, and schedule-induced and schedule-dependent phenomena. Research to date, using an observing response paradigm, has investigated contextual factors in the establishment and measurement of conditioned reinforcement. In addition, I am interested in the evolution and development of behavior. A special interest concerns student research, a topic I can

always find time to discuss. Science-fiction, chess, skiing, and almost anything relating to nature consumes what remains of my time."

Gordon C. Hammerle

Assistant Professor (1974-)
B.S., Denison U.; Ph.D., Indiana U.

Allen L. Parchem

Assistant Professor (1972-)
B.A., Macalester College; M.A., Ph.D., U. of Vermont

"My primary departmental responsibilities are in the areas of social psychology and historical development of psychology. My research and theoretical interests include the areas of negotiation processes, organizational behavior, and the nonviolent resolution of conflict. My philosophical interests lead me to examine the roots of psychology. Since coming to Denison, I have been involved in two Outward Bound courses and am interested in combining the Outward Bound experiential learning model with the more traditional form of higher education."

Rita E. Snyder

Assistant Professor (1973-)
B.A., U. of Michigan, Ph.D., Indiana U.

Dr. Snyder joined the psychology faculty in the fall of 1973.

Samuel J. Thios

Assistant Professor (1972-)
B.A., Wake Forest U.; M.A., U. of Richmond; Ph.D., U. of Virginia

Dr. Thios taught at the U. of Virginia before coming to Denison. A member of the Society of Sigma Xi, Dr. Thios specializes in human learning, memory, and cognitive processes. He has a special interest in methods for improving learning and memory efficiency.

Esther Thorson

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

Dr. Thorson teaches social and perceptual psychology. She is currently doing research in the development of politically socialized behaviors in children and in perceptual-processing differences in good and poor readers. Dr. Thorson is also interested in the possibilities for mathematical or other types of formal modelling and simulating in the social sciences in general.

Judith Hammerle

Instructor (1974-)
B.A., State U. of New York, Stony Brook

Donald G. Tritt

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

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

Senior Fellows

- David Williams, Culver, Ind.
- Janis Hakola, Berea, O.
- Elaine Kristie Thomas, Rochester, N.Y.
- Larry Giordano, Buffalo, N.Y.
- Nanette Frautschi, Rossford, O.

**On Leave All Year

Religion

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

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

The major in religion seeks to give students a focus which will enable them to integrate their study of a variety of fields into a cohesive world-view. The courses for the achievement of these objectives will be chosen in consultation with the Department Chairman.

Course Offerings

Religion

- 101 — Introduction to Theology
- 103 — World Religions: Man's Living Religions
- 210 — Nature of Religion
- 211 — Introduction to the Old Testament
- 212 — Introduction to the New Testament
- 213 — History of Christian Thought
- 214 — The Nature of Man
- 224 — Christian Ethics
- 303 — Contemporary Religious Thought
- 304 — Existentialist Theology
- 308 — New Testament Studies
- 309 — Old Testament Studies
- 311 — Kierkegaard Seminar
- 312 — Black Religion and Black Theology
- 320 — Hinduism
- 321 — Buddhism
- 336 — Comparative Religious Mythology
- 340 — Seminar: Evangelical Theology
- 350 — Senior Seminar
- 361-362 — Directed Study
- 451-452 — Senior Research
- 461-462 — Individual Work for Honors

Recent Student Projects

- Teilhard and Purposeful Human Existence* (an honors project) — Robert Fuller
- The Problem of Religious Knowledge* (an honors project) — Mary Ellen Trahan

- The Nature and Scope of Non-violence* — Peter Porteous
- The Christology of Paul Tillich* — Kathy Keogh
- The Life and Teachings of Ramanuja* (an honors project) — Jill Parker
- Critical Study of the Teachings of Sri Aurobindo* (an honors project) — Sally Dilgart
- The Thought of Thomas Merton* — Mary Juno Patton
- Understanding of Time in the New Testament Writings* (an honors project) — Wayne Peck
- Concept of Peace in Hebrew Thought with Special Stress on Old Testament Writings* (an honors project) — Dean Hansell
- The Parables and the Teachings of Jesus* (an honors project) — David Betz

The Faculty

Walter Eisenbeis

Professor and Chairman (1961-)
Staatsexamen, Paedagogische Akademie Wuppertal (Germany); Ph.D., U. of Chicago

Dr. Eisenbeis concentrates in Biblical studies, Semitic languages, hermeneutics, and the philosophy of existence, and is a member of the international Organization of Septuagint and Cognate Studies, the Society of Biblical Literature, the American Oriental Society, and other learned societies. He is the author of *Die Wurzelshalem im Alten Testament*. He enjoys travel, archaeology, and music.

James L. Martin

Professor (1957-)
B.A., Oklahoma City U.; B.D., Ph.D., Yale U.

Dr. Martin, a member of the priorities council, is a former member and chairman of the university senate. He spent a post-doctoral year at Cambridge U. in England, studying under a Ford Foundation grant. Dr. Martin, who has a special interest in South Indian Hinduism, has visited that country twice on sabbatical leaves to do field research on Hindu temples, festivals, and practices.

Lee O. Scott

Professor (1952-)
B.A., Occidental College; B.D., Union Theological Seminary; Ph.D., Yale U.

Contemporary religious thought, theology, and religious ethics are Dr. Scott's academic interests. For many years chairman of core studies in philosophy and religion, he has taught in interdisciplinary programs at Denison and elsewhere. Past chairman of the faculty, Dr. Scott serves on the president's advisory board and the academic affairs council. Dr. Scott has done post-doctoral work at Edinburgh, Harvard, and Oxford.

David A. Gibbons

Assistant Professor and Associate Dean of Students (1961-)
A.B., Oberlin College; B.D., S.T.M., Yale U.

A member of the faculty since 1961, Rev. Gibbons is a member of the admissions and financial aid council, and the registrar's advisory committee. As associate dean of students, his responsibilities include career counseling, orientation, academic advising, and off-campus study. He is a member of the board of deacons of Granville's Baptist Church and serves on the board of directors of Licking County's Mental Health and Big Brother associations. His main academic interest is philosophical theology. His leisure activities include tennis, paddleball, and travel.

David O. Woodyard

Assistant Professor and Dean of the Chapel (1960-)
 B.A., Denison U.; M.Div., Union Theological Seminary;
 D.Min., Vanderbilt U. School of Theology

In addition to teaching, Dean Woodyard is responsible for the convocation and chapel programs offered on the campus. He is available for personal counseling as well as discussions of political and social issues. Dean Woodyard is the author of five books, one of the more recent being a consideration of political theology entitled *Beyond Cynicism: The Practice of Hope*.

John L. Jackson

Instructor and Associate Dean of the Chapel (1974-)
 B.S., Miles College; M.Div., Harvard Divinity School

Rev. Jackson assisted at the Union United Methodist Church, Boston, Mass., before coming to Denison in the fall of 1974.

Senior Fellows

Mary Ellen Trahan, Bay City, Mich.
 Jeff Goldsmith, Columbus, O.
 Dan Tate, Bloomfield Hills, Mich.

Sociology and Anthropology

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

Course Offerings**Sociology and Anthropology**

- 207 — Foundations of Social Life
- 208 — Human Ecology
- 209 — Social Problems and Social Policy
- 213 — Education for Marriage and Family Life
- 301 — Social Research Methods
- 302 — General Sociology

- 307 — Urban Sociology
- 308 — Introduction to Social Work
- 309 — Social Casework
- 311 — Criminology
- 312 — Minority Groups
- 313 — The Family
- 314 — American Indians
- 315 — Social Organization
- 317 — The Sociology of Religion
- 318 — Sociology of Education
- 319 — South American Indians
- 320 — World Ethnography
- 321 — Cultural Change
- 322 — Peasant Culture
- 330 — General Anthropology
- 340 — Collective Behavior
- 345-346 — Special Problems
- 361-362 — Directed Study
- 405 — Sociology of the Pre-School Child
- 415 — Human Relations in Industry
- 416 — Sociological Theory
- 420 — Seminar
- 451-452 — Senior Research
- 461-462 — Individual Work for Honors

Recent Student Projects

- A Comparison of Ecological and Socio-Cultural Explanations of Land-Use Patterns: An Examination of the Zoning Process in the United States* (an honors project) — Roger Dorris
- An Empirical Study of the Relationship Between Romanticism, Emotional Maturity, and Marital Adjustment* — Michael Cech
- The Determinants of Dyadic Commitment Among Cohabiting Couples: A Pilot Study* (an honors project) — Don Bower
- An Empirical Study of the Relationship Between Academic Interest Areas of Junior High and High School Teachers and Religiosity* — Jeanne Lehman
- Medical Sociology* — Nancy Woodlock
- A Study of Juvenile Institutions with Special Examination of the Conversion of the Juvenile Diagnostic Center of Columbus, O., to the Buckeye Youth Center* (an honors project) — Margaret Hanrahan
- Work and Technology* — Chris Gault
- Witchcraft in Western and Non-Western Society* — David Dennis, Robert Orfeo, Kathleen Rudolph, and Thomas Harry
- Theories of Deviance and Relationships Between Theory and the Development of U.S. Penal Philosophy* — Anne Hornsby
- Law and Society* — Michael Heitz
- Internship with Licking County Planning Commission* — Marc Smith
- Sociological Aspects of Group Therapy and the Alcoholic* — Leslie Bakken
- South Africa: Political Preconditions and Social Development* — Eric Hoffman

The Faculty

Claiburne B. Thorpe

Professor and Chairman (1970-)
A.B., North Carolina Central U.; M.A., U. of Oregon,
Ph.D., New School for Social Research

Dr. Thorpe, who has taught at Denison since 1970, is the author of several articles. His teaching specialty is research methods and theory but his academic interests are multiple, ranging from language to astronomy. Since coming to Denison he has directed two unique surveys: local resident feeling about the development of Granville, and the first detailed study of Amtrak railroad passenger service. Dr. Thorpe is a jazz buff and an avid sports enthusiast.

Irving E. Mitchell

Professor (1949-)
A.B., Gordon College; M.A., U. of New Hampshire;
Ph.D., Boston U.

Dr. Mitchell has served three terms as chairman of the department of sociology and anthropology. He specializes in criminology, specifically, police education and penal reform. Dr. Mitchell is active in several local community service organizations and was chairman of the Mound-builders Guidance Center in 1958-69. Dr. Mitchell, who is listed in *Who's Who in America*, enjoys boating and is a member of the U.S. Power Squadron.

Donald M. Valdes**

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

Dr. Valdes is the author/editor of two sociological texts. He has a penchant for teaching introductory sociology and anthropology courses and twice served as chairman of the department. The former Denison wrestling coach has accompanied students to various Mexican archaeology sites during January Terms. Although he plays a "poor but enthusiastic" game of tennis, his favorite activity is sailing.

Charles L. Cole

Assistant Professor (1972-)
B.A., Texas Wesleyan College; M.A., Texas Christian U.; Ph.D.,
Iowa State U.

The author of several articles, Dr. Cole is a member of several sociological and scientific societies, currently serves as president of the Ohio Council on Family Relations, and is recognized for his research and teaching in the area of marriage and family. While completing his doctoral dissertation he was awarded both the Groves Conference on Marriage and Family Outstanding Student Scholar Award and the National Council on Family Relations Outstanding Student Award for his contributions to the field of family studies. Dr. Cole's current research and writing, which have been supported by Denison's faculty development activities and research foundation summer grants, focus upon marital and non-marital cohabitation adjustment and commitment.

Felicitas D. Goodman

Assistant Professor (1968-)
Diploma, U. of Heidelberg (Germany); M.A., Ph.D., Ohio State U.

Born and raised in Hungary, Dr. Goodman has written a book and several articles on glossolalia and recently offered a January Term seminar on altered states of consciousness. Dr. Goodman has mastered several languages, including German, Hungarian, French, Spanish, and Mayan, and also studied Navaho and Quechua. She enjoys the New Mexico desert where she has built an adobe house doing most of the labor herself.

David L. Potter***

Assistant Professor (1972-)
B.A., Amherst College; M.A., Syracuse U.

Dr. Potter is coordinator of the urban studies program. He joined the Denison faculty after having been assistant to the director and instructor in the public affairs program at Syracuse U. He specializes in urbanization, social change, Southeast Asia (particularly, the Philippines), and structural theory. He has received a Wenner-Gren Foundation award for anthropological research.

T. J. Rice

Assistant Professor (1973-)
B.S., Cornell U.; M. Econ. Sc., National U. of Ire (Dublin); Ph.D.,
Purdue U.

Dr. Rice's special research concerns are in social stratification and occupational mobility, while his teaching interests include sociological theory, deviance, social problems, American institutions, and collective behavior. He is a David Ross Foundation grant holder for dissertation research on social mobility in four North American urban areas. Born and raised in the Irish Republic and, true to Irish tradition, he enjoys being a bachelor, playing folk music on the harmonica, and riding horses through the woods.

Russell P. Geiger

Instructor (1974-)
B.A., Ohio Wesleyan U.

Senior Fellows

Charles Berns, Albany, N.Y.
Linda Borton, New Hartford, N.Y.
Anne Hornsby, Newport News, Virg.

Junior Fellow

Joset Wright, Indianapolis, Ind.

Speech Communication

The goals of the Speech Communication Department are to help the student to become a more able individual on two closely related levels, behavioral and cognitive, and to provide pre-professional training in specific areas.

On the behavioral level, the Department seeks primarily to enable the student to give effectiveness to his or her ideas through cogent and persuasive expression of them in circumstances which may vary widely, and to enhance the student's ability to grasp with perceptiveness and sensitivity ideas expressed by others.

On the cognitive level, the objective of the Department is to give the student an understanding of the process by which the expression and perception of ideas and feelings can influence human behavior. An understanding of this process includes a grasp of physiological, psychological, semantic, and social factors affecting both normal and

detective human communication; an understanding of the impact of electronic mass communication on society and the individual; insight into the role of speech communication in business and the political process; etc.

The Department provides pre-professional training for students considering careers in law, business administration, broadcasting, teaching, the ministry, personnel, sales, government, advertising, speech pathology, public relations, and other fields.

Course Offerings

Speech Communication

- 101 — Public Speaking
- 110 — Dimensions of Speech Communication
- 113 — Reading Aloud Literature
- 218 — Speech Composition
- 221 — Group Discussion
- 222 — Argumentation and Debate: Contemporary Social Issues
- 223 — Persuasion
- 225 — Radio and Television in Society
- 227 — Radio Production Procedures
- 230 — Contemporary Television
- 244 — Freedom of Speech
- 247 — General Semantics
- 250 — Psychology of Speech
- 304 — Interpersonal Communication
- 308 — Communication, Man and Society
- 311 — Agitators, Advocates and Social Reform
- 312 — Communication Theory and Criticism
- 327 — Seminar in Advertising Communication
- 329 — Applied Phonetics
- 330 — Voice and Diction
- 331 — Introduction to Speech Correction
- 332 — Dialects
- 361-362 — Directed Study
- 409 — Seminar in Speech
- 451-452 — Senior Research
- 461-462 — Individual Work for Honors Teaching of Speech — (See Education 339)

Recent Student Projects

- The Image of Women on Television: A Primary Target for Attack* (an honors project) — Linda Palenscar
- Perception and the Aphasic* (an honors project) — Susan Stafford
- The Investigation of the Persuasive Techniques of Television Advertising* (an honors project) — Barbara Jack
- A Rhetorical Analysis of Wit and Humor in the Campaign Speaking of Adlai Stevenson* (an honors project) — George Fouts
- A Rhetorical Analysis of the Campaign Speeches of John F. Kennedy and Richard M. Nixon* (an honors project) — Helen Greer
- An Analysis of the Application of the Rhetoric of Aristotle in the Speeches of Winston Churchill* (an honors project) — Charlotte Moyers

Senator Everett McKinley Dirksen's Use of Speech in the Origin and Passage of the Civil Rights Act of 1964 and the Voting Rights Act of 1965 (an honors project) — Barbara Ruhe

A Study of the Possibility of Isolating the Left Hemisphere of the Brain by means of Drugs as an Agent in the Therapeutic Retraining of Aphasics (an honors project) — Gretchen Lighthizer

Research and Live Broadcast over WDUB of Apollo 16 Space Shot — Dave Northrup

TV Advertising: Making of Original Films and Music — Richard Lewis

Psychology of Black Speech — Kenneth Fujka

The Faculty

Bruce R. Markgraf

Professor and Chairman (1966-)

B.S., M.S., Ph.D., U. of Wisconsin, Madison

Teacher, playwright, reviewer, confidant, all-around good egg. Peace.

William R. Dresser**

Professor (1960-)

B.A., Denison U.; M.A., Ph.D., Northwestern U.

Dr. Dresser, coach of Denison's intercollegiate debating teams and former chairman of the university senate, is author of several articles pertaining to argumentation and co-editor (with S. I. Hayakawa) of *Dimensions of Meaning*, a short anthology examining applications of general semantics. Before coming to Denison he taught at the U. of New Hampshire and at Boston U. His professional interests encompass the process of human communication; his nonprofessional concerns include travel, trashy books, and the thinking of deep thoughts.

William L. Hall

Assistant Professor (1954-)

B.A., M.A., West Virginia U.

Mr. Hall has worked in sales, radio broadcasting, and edited an industrial organ, in addition to teaching. Before coming to Denison, he taught at several colleges, the Pentagon, and various military installations in the U.S., Germany, and England.

Senior Fellows

Polly Pitt, St. Davids, Pa.
Susan Ulrich, Akron, O.
Robert McClelland, Berea, O.

Junior Fellow

Barbara Benedict, Dayton, O.

A book containing descriptions of courses offered this year at Denison is available by writing Denison University, Office of Publications, P.O. Box 8, Granville, O. 43023.

Theatre and Film

The practice and study of theatre and film involves the students in the complex craft of imparting significant form to dramatic actions. In both practice and study students can discover their innate skills and talents, thereby enlarging self awareness and an understanding of the human community; or prepare themselves through concentrated pre-professional training for future creative work in theatre and film.

The Bachelor of Arts sequence allows a student wide flexibility in choosing areas of study in disciplines outside of his or her major interest. The Bachelor of Fine Arts sequence of courses provides a structured preprofessional training for those who seek apprenticeship as artisans in theatre and film. In either program classroom instruction and directed study in the history, theory and aesthetics of theatre and film are set side by side with training in voice, body movement, stagecraft, design, management and cinematography.

The student actively participates in the productions for the University and Experimental Theatre season of plays and in the making of films. Professional standards of production are employed by the instructional staff in order to impart high standards of quality workmanship.

The department encourages a semester of off-campus study in either the GLCA Fine Arts semester program in New York or in an accredited European program. The B.F.A. student is expected to engage in significant summer employment in theatre or film.

Course Offerings

Theatre and Film

- 101 — Beginning Acting
- 103 — Forms of Theatre Arts
- 105 — Forms of Theatre Arts (Participation)
- 111 — Introduction to the Theatre
- 113 — Voice for the Stage
- 115, 116, 117 — Theatre Participation
- 215 — Production for Non-commercial Theatre
- 219 — Elementary Cinematography
- 225 — Contemporary Theatre
- 229 — Acting: Physical Technique
- 230 — Acting: Scene Study
- 231 — Acting: Characterization
- 232 — Acting: Personal Style
- 240 — Children's Theatre
- 301 — Scenic Design and Stage Lighting
- 312 — Seminar in Film
- 317 — Technical Theatre
- 323 — Theatre History
- 324 — History of American Theatre
- 325 — The History of the Modern Theatre
- 326 — History and Aesthetics of Film
- 361-362 — Directed Study

- 401 — Theatre Practicum
 - a. Problems in Costuming
 - b. Problems in Styles of Stage Direction
 - c. Special Studies in Drama
 - d. Problems in Theatre Management
 - e. Advanced Problems in Scenic and/or Lighting Design
 - f. Problems in Theatre Design
- 410 — Advanced Cinematography
- 415 — Play Direction
- 426 — Theory of the Theatre
- 451-452 — Senior Research
- 456 — Senior Theatre Project
- 461-462 — Individual Work for Honors

Recent Student Projects

- History of Black Drama* — RoNita Hawes
- Bernard Shaw, the Director* — Leslie Oweida
- Film and Shakespeare* — Ademir Kenovic
- Non-commercial TV Production* — Karen Kendig
- David Merrick: The Study of a Producer* — Gary McAvay
- Advanced Stage of Lighting: The Cherry Orchard* — Alan Crawshaw
- Playwrighting* — William Mayo
- The Fitzgeralds: A Study in Reader's Theatre* — Suzanne Fagan
- Sergei Mikhailovich Eisenstein: The Political Influences on His Films and Career* (an honors project) — Jennifer Duncan

The Faculty

William Brasmer

Professor and Chairman (1948-)
B.S., M.A., Northwestern U.

Mr. Brasmer has staged more than 75 major productions since coming to Denison. He was managing director of the Denison Summer Theatre for 18 years. Mr. Brasmer is currently writing a definitive study on Matt Morgan, American illustrator, and is an advisory editor of "Pantom!" the journal of the British Pantomime Association. Co-editor of *Black Drama*, he has been trained at the U. of North Carolina and the Royal Academy of Dramatic Arts, in addition to his study at Northwestern. Mr. Brasmer, who has a penchant for alliteration and finely-honed adjectives, is concerned with the creative possibility of student talent.

Bobby E. Horn

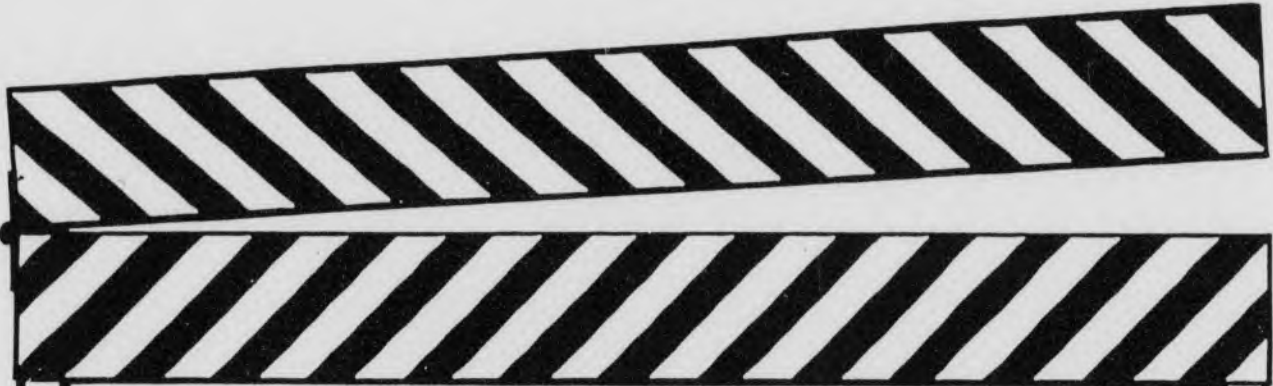
Assistant Professor (1973-)
A.A., Kilgore College; B.F.A., U. of Texas;
M.A., Southern Illinois U.

Mr. Horn designed at the U. of Texas, Southern Illinois U., Ithaca College, and Occidental College before coming to Denison.

Calvin L. Morgan

Assistant Professor (1971-)
B.A., Davis and Elkins College; M.A., U. of Washington

Mr. Morgan designed more than 20 sets for university, repertory theatre, and festival plays before coming to Denison. In addition to being technical director of theatre here, he recently was designer for Peter Fonda's new film, *Idaho Transfer*. In his spare time, Mr. Morgan designs and builds harpsichords.



CORRECTION!!!

The previous document(s) may
have been filmed incorrectly...
Reshoot follows

David O. Woodyard

Assistant Professor and Dean of the Chapel (1960-)
B.A., Denison U.; M.Div., Union Theological Seminary;
D.Min., Vanderbilt U. School of Theology

In addition to teaching, Dean Woodyard is responsible for the convocation and chapel programs offered on the campus. He is available for personal counseling as well as discussions of political and social issues. Dean Woodyard is the author of five books, one of the more recent being a consideration of political theology entitled *Beyond Cynicism: The Practice of Hope*.

John L. Jackson

Instructor and Associate Dean of the Chapel (1974-)
B.S., Miles College; M.Div., Harvard Divinity School
Rev. Jackson assisted at the Union United Methodist Church, Boston, Mass., before coming to Denison in the fall of 1974.

Senior Fellows

Mary Ellen Trahan, Bay City, Mich.
Jeff Goldsmith, Columbus, O.
Dan Tate, Bloomfield Hills, Mich.

Sociology and Anthropology

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

Course Offerings

Sociology and Anthropology

- 207 — Foundations of Social Life
- 208 — Human Ecology
- 209 — Social Problems and Social Policy
- 213 — Education for Marriage and Family Life
- 301 — Social Research Methods
- 302 — General Sociology

- 307 — Urban Sociology
- 308 — Introduction to Social Work
- 309 — Social Casework
- 311 — Criminology
- 312 — Minority Groups
- 313 — The Family
- 314 — American Indians
- 315 — Social Organization
- 317 — The Sociology of Religion
- 318 — Sociology of Education
- 319 — South American Indians
- 320 — World Ethnography
- 321 — Cultural Change
- 322 — Peasant Culture
- 330 — General Anthropology
- 340 — Collective Behavior
- 345-346 — Special Problems
- 361-362 — Directed Study
- 405 — Sociology of the Pre-School Child
- 415 — Human Relations in Industry
- 416 — Sociological Theory
- 420 — Seminar
- 451-452 — Senior Research
- 461-462 — Individual Work for Honors

Recent Student Projects

- A Comparison of Ecological and Socio-Cultural Explanations of Land-Use Patterns: An Examination of the Zoning Process in the United States* (an honors project) — Roger Dorris
- An Empirical Study of the Relationship Between Romanticism, Emotional Maturity, and Marital Adjustment* — Michael Cech
- The Determinants of Dyadic Commitment Among Cohabiting Couples: A Pilot Study* (an honors project) — Don Bower
- An Empirical Study of the Relationship Between Academic Interest Areas of Junior High and High School Teachers and Religiosity* — Jeanne Lehman
- Medical Sociology* — Nancy Woodlock
- A Study of Juvenile Institutions with Special Examination of the Conversion of the Juvenile Diagnostic Center of Columbus, O., to the Buckeye Youth Center* (an honors project) — Margaret Hanrahan
- Work and Technology* — Chris Gault
- Witchcraft in Western and Non-Western Society* — David Dennis, Robert Orfeo, Kathleen Rudolph, and Thomas Harry
- Theories of Deviance and Relationships Between Theory and the Development of U.S. Penal Philosophy* — Anne Hornsby
- Law and Society* — Michael Heitz
- Internship with Licking County Planning Commission* — Marc Smith
- Sociological Aspects of Group Therapy and the Alcoholic* — Leslie Bakken
- South Africa: Political Preconditions and Social Development* — Eric Hoffman

The Faculty

Claiburne B. Thorpe

Professor and Chairman (1970-)
A.B., North Carolina Central U.; M.A., U. of Oregon,
Ph.D., New School for Social Research

Dr. Thorpe, who has taught at Denison since 1970, is the author of several articles. His teaching specialty is research methods and theory but his academic interests are multiple, ranging from language to astronomy. Since coming to Denison he has directed two unique surveys: local resident feeling about the development of Granville, and the first detailed study of Amtrak railroad passenger service. Dr. Thorpe is a jazz buff and an avid sports enthusiast.

Irving E. Mitchell

Professor (1949-)
A.B., Gordon College; M.A., U. of New Hampshire;
Ph.D., Boston U.

Dr. Mitchell has served three terms as chairman of the department of sociology and anthropology. He specializes in criminology, specifically, police education and penal reform. Dr. Mitchell is active in several local community service organizations and was chairman of the Mound-builders Guidance Center in 1958-69. Dr. Mitchell, who is listed in *Who's Who in America*, enjoys boating and is a member of the U.S. Power Squadron.

Donald M. Valdes**

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

Dr. Valdes is the author/editor of two sociological texts. He has a penchant for teaching introductory sociology and anthropology courses and twice served as chairman of the department. The former Denison wrestling coach has accompanied students to various Mexican archaeology sites during January Terms. Although he plays a "poor but enthusiastic" game of tennis, his favorite activity is sailing.

Charles L. Cole

Assistant Professor (1972-)
B.A., Texas Wesleyan College; M.A., Texas Christian U.; Ph.D., Iowa State U.

The author of several articles, Dr. Cole is a member of several sociological and scientific societies, currently serves as president of the Ohio Council on Family Relations, and is recognized for his research and teaching in the area of marriage and family. While completing his doctoral dissertation he was awarded both the Groves Conference on Marriage and Family Outstanding Student Scholar Award and the National Council on Family Relations Outstanding Student Award for his contributions to the field of family studies. Dr. Cole's current research and writing, which have been supported by Denison's faculty development activities and research foundation summer grants, focus upon marital and non-marital cohabitation adjustment and commitment.

Felicitas D. Goodman

Assistant Professor (1968-)
Diploma, U. of Heidelberg (Germany); M.A., Ph.D., Ohio State U.

Born and raised in Hungary, Dr. Goodman has written a book and several articles on glossolalia and recently offered a January Term seminar on altered states of consciousness. Dr. Goodman has mastered several languages, including German, Hungarian, French, Spanish, and Mayan, and also studied Navaho and Quechua. She enjoys the New Mexico desert where she has built an adobe house doing most of the labor herself.

David L. Potter***

Assistant Professor (1972-)
B.A., Amherst College; M.A., Syracuse U.

Dr. Potter is coordinator of the urban studies program. He joined the Denison faculty after having been assistant to the director and instructor in the public affairs program at Syracuse U. He specializes in urbanization, social change, Southeast Asia (particularly, the Philippines), and structural theory. He has received a Wenner-Gren Foundation award for anthropological research.

T. J. Rice

Assistant Professor (1973-)
B.S., Cornell U.; M. Econ. Sc., National U. of Eire (Dublin); Ph.D., Purdue U.

Dr. Rice's special research concerns are in social stratification and occupational mobility, while his teaching interests include sociological theory, deviance, social problems, American institutions, and collective behavior. He is a David Ross Foundation grant holder for dissertation research on social mobility in four North American urban areas. Born and raised in the Irish Republic and, true to Irish tradition, he enjoys being a bachelor, playing folk music on the harmonica, and riding horses through the woods.

Russell P. Geiger

Instructor (1974-)
B.A., Ohio Wesleyan U.

Senior Fellows

Charles Berns, Albany, N.Y.
Linda Borton, New Hartford, N.Y.
Anne Hornsby, Newport News, Virg.

Junior Fellow

Josef Wright, Indianapolis, Ind.

Speech Communication

The goals of the Speech Communication Department are to help the student to become a more able individual on two closely related levels, behavioral and cognitive, and to provide pre-professional training in specific areas.

On the behavioral level, the Department seeks primarily to enable the student to give effectiveness to his or her ideas through cogent and persuasive expression of them in circumstances which may vary widely, and to enhance the student's ability to grasp with perceptiveness and sensitivity ideas expressed by others.

On the cognitive level, the objective of the Department is to give the student an understanding of the process by which the expression and perception of ideas and feelings can influence human behavior. An understanding of this process includes a grasp of physiological, psychological, semantic, and social factors affecting both normal and

defective human communication; an understanding of the impact of electronic mass communication on society and the individual; insight into the role of speech communication in business and the political process; etc.

The Department provides pre-professional training for students considering careers in law, business administration, broadcasting, teaching, the ministry, personnel, sales, government, advertising, speech pathology, public relations, and other fields.

Course Offerings

Speech Communication

- 101 — Public Speaking
- 110 — Dimensions of Speech Communication
- 113 — Reading Aloud Literature
- 218 — Speech Composition
- 221 — Group Discussion
- 222 — Argumentation and Debate: Contemporary Social Issues
- 223 — Persuasion
- 225 — Radio and Television in Society
- 227 — Radio Production Procedures
- 230 — Contemporary Television
- 244 — Freedom of Speech
- 247 — General Semantics
- 250 — Psychology of Speech
- 304 — Interpersonal Communication
- 308 — Communication, Man and Society
- 311 — Agitators, Advocates and Social Reform
- 312 — Communication Theory and Criticism
- 327 — Seminar in Advertising Communication
- 329 — Applied Phonetics
- 330 — Voice and Diction
- 331 — Introduction to Speech Correction
- 332 — Dialects
- 361-362 — Directed Study
- 409 — Seminar in Speech
- 451-452 — Senior Research
- 461-462 — Individual Work for Honors Teaching of Speech — (See Education 339)

Recent Student Projects

- The Image of Women on Television: A Primary Target for Attack* (an honors project) — Linda Palenscar
- Perception and the Aphasic* (an honors project) — Susan Stafford
- The Investigation of the Persuasive Techniques of Television Advertising* (an honors project) — Barbara Jack
- A Rhetorical Analysis of Wit and Humor in the Campaign Speaking of Adlai Stevenson* (an honors project) — George Foulos
- A Rhetorical Analysis of the Campaign Speeches of John F. Kennedy and Richard M. Nixon* (an honors project) — Helen Greer
- An Analysis of the Application of the Rhetoric of Aristotle in the Speeches of Winston Churchill* (an honors project) — Charlotte Moyers

Senator Everett McKinley Dirksen's Use of Speech in the Origin and Passage of the Civil Rights Act of 1964 and the Voting Rights Act of 1965 (an honors project) — Barbara Ruhe

A Study of the Possibility of Isolating the Left Hemisphere of the Brain by means of Drugs as an Agent in the Therapeutic Retraining of Aphasics (an honors project) — Gretchen Lighthizer

Research and Live Broadcast over WDUB of Apollo 16 Space Shot — Dave Northrup

TV Advertising: Making of Original Films and Music — Richard Lewis

Psychology of Black Speech — Kenneth Fujika

The Faculty

Bruce R. Markgraf

Professor and Chairman (1966-)

B.S., M.S., Ph.D., U. of Wisconsin, Madison

Teacher, playwright, reviewer, confidant, all-around good egg. Peace.

William R. Dresser**

Professor (1960-)

B.A., Denison U.; M.A., Ph.D., Northwestern U.

Dr. Dresser, coach of Denison's intercollegiate debating teams and former chairman of the university senate, is author of several articles pertaining to argumentation and co-editor (with S. I. Hayakawa) of *Dimensions of Meaning*, a short anthology examining applications of general semantics. Before coming to Denison he taught at the U. of New Hampshire and at Boston U. His professional interests encompass the process of human communication; his nonprofessional concerns include travel, trashy books, and the thinking of deep thoughts.

William L. Hall

Assistant Professor (1954-)

B.A., M.A., West Virginia U.

Mr. Hall has worked in sales, radio broadcasting, and edited an industrial organ, in addition to teaching. Before coming to Denison, he taught at several colleges, the Pentagon, and various military installations in the U.S., Germany, and England.

Senior Fellows

- Polly Pitt, St. Davids, Pa.
- Susan Ulrich, Akron, O.
- Robert McClelland, Berea, O.

Junior Fellow

- Barbara Benedict, Dayton, O.

A book containing descriptions of courses offered this year at Denison is available by writing Denison University, Office of Publications, P.O. Box R, Granville, O. 43023.

Theatre and Film

The practice and study of theatre and film involves the students in the complex craft of imparting significant form to dramatic actions. In both practice and study students can discover their innate skills and talents, thereby enlarging self awareness and an understanding of the human community; or prepare themselves through concentrated pre-professional training for future creative work in theatre and film.

The Bachelor of Arts sequence allows a student wide flexibility in choosing areas of study in disciplines outside of his or her major interest. The Bachelor of Fine Arts sequence of courses provides a structured preprofessional training for those who seek apprenticeship as artisans in theatre and film. In either program classroom instruction and directed study in the history, theory and aesthetics of theatre and film are set side by side with training in voice, body movement, stagecraft, design, management and cinematography.

The student actively participates in the productions for the University and Experimental Theatre season of plays and in the making of films. Professional standards of production are employed by the instructional staff in order to impart high standards of quality workmanship.

The department encourages a semester of off-campus study in either the GLCA Fine Arts semester program in New York or in an accredited European program. The B.F.A. student is expected to engage in significant summer employment in theatre or film.

Course Offerings

Theatre and Film

- 101 — Beginning Acting
- 103 — Forms of Theatre Arts
- 105 — Forms of Theatre Arts (Participation)
- 111 — Introduction to the Theatre
- 113 — Voice for the Stage
- 115, 116, 117 — Theatre Participation
- 215 — Production for Non-commercial Theatre
- 219 — Elementary Cinematography
- 225 — Contemporary Theatre
- 229 — Acting: Physical Technique
- 230 — Acting: Scene Study
- 231 — Acting: Characterization
- 232 — Acting: Personal Style
- 240 — Children's Theatre
- 301 — Scenic Design and Stage Lighting
- 312 — Seminar in Film
- 317 — Technical Theatre
- 323 — Theatre History
- 324 — History of American Theatre
- 325 — The History of the Modern Theatre
- 326 — History and Aesthetics of Film
- 361-362 — Directed Study

- 401 — Theatre Practicum
 - a. Problems in Costuming
 - b. Problems in Styles of Stage Direction
 - c. Special Studies in Drama
 - d. Problems in Theatre Management
 - e. Advanced Problems in Scenic and/or Lighting Design
 - f. Problems in Theatre Design
- 410 — Advanced Cinematography
- 415 — Play Direction
- 426 — Theory of the Theatre
- 451-452 — Senior Research
- 456 — Senior Theatre Project
- 461-462 — Individual Work for Honors

Recent Student Projects

- History of Black Drama* — RoNita Hawes
- Bernard Shaw, the Director* — Leslie Oweida
- Film and Shakespeare* — Adimir Kenovic
- Non-commercial TV Production* — Karen Kendig
- David Merrick: The Study of a Producer* — Gary McAvay
- Advanced Stage of Lighting: The Cherry Orchard* — Alan Crawshaw
- Playwrighting* — William Mayo
- The Fitzgeralds: A Study in Reader's Theatre* — Suzanne Fagan
- Sergei Mikhailovich Eisenstein: The Political Influences on His Films and Career* (an honors project) — Jennifer Duncan

The Faculty

William Brasmer

Professor and Chairman (1948-)
B.S., M.A., Northwestern U.

Mr. Brasmer has staged more than 75 major productions since coming to Denison. He was managing director of the Denison Summer Theatre for 18 years. Mr. Brasmer is currently writing a definitive study on Matt Morgan, American illustrator, and is an advisory editor of "Panto!," the journal of the British Pantomime Association. Co-editor of *Black Drama*, he has been trained at the U. of North Carolina and the Royal Academy of Dramatic Arts, in addition to his study at Northwestern. Mr. Brasmer, who has a penchant for alliteration and finely-honed adjectives, is concerned with the creative possibility of student talent.

Bobby E. Horn

Assistant Professor (1973-)
A.A., Kilgore College; B.F.A., U. of Texas;
M.A., Southern Illinois U.

Mr. Horn designed at the U. of Texas, Southern Illinois U., Ithaca College, and Occidental College before coming to Denison.

Calvin L. Morgan

Assistant Professor (1971-)
B.A., Davis and Elkins College; M.A., U. of Washington

Mr. Morgan designed more than 20 sets for university, repertory theatre, and festival plays before coming to Denison. In addition to being technical director of theatre here, he recently was designer for Peter Fonda's new film, *Idaho Transfer*. In his spare time, Mr. Morgan designs and builds harpsichords.

Patricia Ryan

Assistant Professor (1972-)
B.A., Westhampton College; M.A., Wayne State U.

A former University senator, Ms. Ryan has received grants from the Ford Foundation and the Denison Research Foundation. Since coming to Denison, Ms. Ryan, a member of several campus committees, has directed seven theatre productions: *Patience*, *Rosencrantz and Guildenstern are Dead*, *Three Sisters*, *Magical Faces*, *House of Blue Leaves*, *Miss Reardon Drinks a Little*, and *The Cherry Orchard*. During the summers, Ms. Ryan has been a leading actress with the Colorado Shakespeare Festival.

R. Elliott Stout

Assistant Professor (1966-)
B.A., M.A., Ph.D., Ohio State U.

Dr. Stout directs Denison's film program and advises the Denison Film Society. A filmmaker, stage director, and actor, Dr. Stout is interested in the history of theatre and cinema, cinematography, experimental theatre, and Middle Eastern studies. With a quasi-academic interest in gastronomy, Dr. Stout is enthusiastic about cigars, table tennis, and opera.

Senior Fellows

Alan Cummings, Cincinnati, O.
John Eby, Aurora, O.

Junior Fellow

Robert Jones, Gahanna, O.



Dr. Walter Eisenbeis / Religion



"King Lear"



"House of Bernada Alba"



Dr. James Martin / Religion



Dr. T. J. Rice/Sociology and Anthropology



Dr. William Dresser/Speech Communication



Critic Paul Zimmerman, center, with film students and Dr. Elliott Stout



Rev. David Woodward/
Dean of the Chapel



Dr. Donald Valdes/Sociology and Anthropology

The pressures here at Denison make it a place where one can be as much of an individual as one would wish to be. One can avoid the Denison mold. There is often a struggle to keep one's individuality intact but this struggle has been of utmost importance to me. Although Denison is a conservative university, it has helped to liberalize me. In other words, although many of its structures are rigid, there is much exchange of ideas promoting experiment and change. It is up to future Denison students to carry these ideas through.

In many ways, the intensity of Denison is a microcosm of the intensity of the outside world. Outworn traditions exist here as well as impinging requirements, ever-present red tape, inertia in relation to social issues, stereotyped male and female attitudes, and adolescent explosions of immaturity. Homogeneous Denison is not utopia. But the small community of Granville with Denison provides a pleasant atmosphere in which to spend four years of exploration.

Jane Joldersma '74

Fire, steel
Wind and water
The sun mediates
Flowers grow in spite
Nourished by the earth
Defined by the soul

Most importantly, Denison has offered me the opportunity to begin to discover my own identity. Some may say the college is hidden away in a small New England fashioned town - a haven from reality. But the people I've encountered and the experiences I've had, seem to me to be indicative of many of the questions, problems, and joys all individuals experience at some point in their lives. I've enjoyed a community where I haven't felt overwhelmed by size and numbers, and yet big enough to always be meeting new faces. Of course, it's taken some effort on my part to reach out to others and seek opportunities. But I've found that once the effort was made, people were more than willing to help. Denison has been a place where in the process of seeking answers to important questions for myself, I have felt a love and concern from those surrounding me.

Paul Cogburn Bryant

"And so... put on a heart of compassion, kindness, humility, gentleness, and patience; bearing with one another and forgiving each other, whoever has a complaint against anyone; just as the Lord forgave you, so also should you. And beyond all these things put on love, which is the perfect bond of unity. And let the peace of Christ rule in your hearts... And whatever you do in word or deed, do all in the name of the Lord Jesus, giving thanks to Him through God the Father."

Colossians 3:12-15, 17

A total overall view of Denison is almost impossible for one person to conceive, but I do consider it home for the rest of the time that I will be here. To be honest though, I did not consider it home until half way through my sophomore year. I am an Environmental major, a mountain climber, and have been on the mountain most of the last several years of my life. I had thought about transferring several times, but I considered the people and things that I would have to leave behind here and decided that this is where I belong.

Here as well as any place else the departments vary in value and difficulty, but you get out what you put in.

Biology, being as good as a department as it is here, makes you accept a challenge if you want it. I have personally accepted it, and I thoroughly enjoy it. J. Newcomb.

Denison has, in spite of many, many exasperations, really been what I was looking for in terms of a college. The irony of it is that, though I chose Denison when I was a high school senior because it was a small (and therefore abounding in the familiar) institution, by the time I became a senior here, I had become bored with what was a stultifying (and decidedly provincial) small-town college life.

Why has Denison been ideal for me, then, if it offers these drawbacks? Simply that I never could have become bored with it if I hadn't grown somehow while I was here. Don't get me wrong - it's as possible to be bored with the pulse of the big city as it is to be with the squirrels in Granville, Ohio. The difference is, I couldn't have made it at the big colleges, the multiversities, at "state." I needed this atmosphere to involve me with Academia. That goes on here with the best of spirit, like anywhere else, only here someone has time to help if you really mess something up.

Let's be honest - Denison isn't in the Ivy League. For that I am thankful. We are, however, "of a kind" that resists typification; whatever else we might be, and being conscious that Denison is a place that might not be for everybody, I can still say that I "made it" here when I couldn't have elsewhere. Now I am ready to go on.

Bob Serth



Bill Ichord, a Junior
Slayter Box 1434 or
40 Lawrence Rd., Scarsdale, N.Y. 10583



Noel Cogburn Bryant, a Senior
Slayter Box 718 or
224 E. Broadway, Apt. B, Granville, O. 43023



Kristie Thomas, a Senior
Slayter Box 1814 or
80 Plaza Dr., Rochester, N.Y. 14617

Campus Address: Slayter Box #
Denison University
Granville, O. 43023



Larry Giordano, a Senior
Slayter Box 903 or
103 Virgil Ave., Buffalo N.Y. 14216



Ho Chu Ngi, a Senior
Slayter Box 2064 or
23 Main Bazaar, Mukah-Sarawak, Malaysia



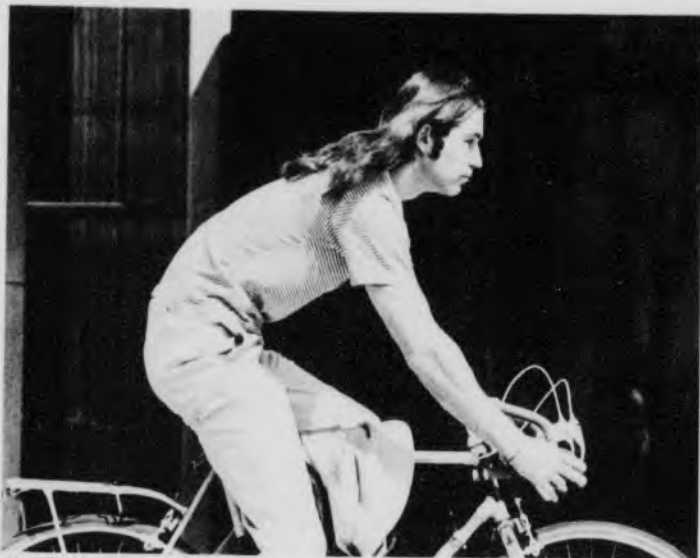
Jane Joldersma, a 1974 Graduate
c/o 13 Berndale Dr.,
Westport, Ct. 06880



Mary Elsner, Transferred
Tufts U., 228 Houston Hall
Medford, Mass. 02115



Edna Diggs, a Senior
Slayter Box 687 or
916 St. Paul S. Blvd., Norfolk, Va. 23510



Chuck Osmond, a Senior
Slayter Box 1641 or
32899 S. Woodland Rd., Cleveland, O. 44124



Chess Barbatelli, a Junior
Slayter Box 341 or
1000 W. Dean Rd., Milwaukee, Wis. 53217



Liz Zeller, a Junior
Slayter Box 211 or
827 Clifton, Redlands, Ca. 92373



Bob Seith, a 1974 Graduate
c/o U. of Arkansas, Dept. of English
Fayetteville, Ark. 72701



Jan Watterson, a Junior
Slayter Box 2417 or
1370 N. Union Ave., Salem, O. 44460



Hal Arenstein, a Junior
Slayter Box 295 or
6 Walnut Ave., Wyoming, O. 45215



Ruth Pomidore, a 1974 Graduate
c/o 15412 Waterloo
Cleveland, O. 44110



Tom Newcomb, a Junior
Slayter Box 1985 or
54 Crest Rd., Fairport, N.Y. 14450

Campus Address: Slayter Box #
Denison University
Granville, O. 43023

Joel P. Smith*

President (1969-)

B.A., LL.D., Beloit College; B.A., Oxford
U.; J.D., U. of Wisconsin

"As a first-rate liberal
arts college, we are
committed to rigor,
to intellectual
inquiry and to a
sustained concern
that each student
will take seriously
his or her responsi-
bility to refine
personal vision in
order to live both
conscientiously and
effectively."



*On Leave 1st Semester



Louis F. Brakeman

Provost and Professor of Political Science (1962-)
A.B., Kalamazoo College; M.A., Ph.D., Tufts U.

Dr. Brakeman, appointed provost in 1973, has served as dean of the college and chairman and professor of political science. He has held Fulbright and Danforth fellowships and is chairman of the GLCA dean's council. A university senator, he is a member of the academic affairs council and the president's advisory board. Dr. Brakeman is concerned with curricular reform, the improvement of teaching, and classroom simulation. He is one of three authors of a textbook, *Introductory Problems in Political Research*.



Andrew Sterrett

Dean of the College and Professor of Mathematical Sciences (1953-)

B.S., Carnegie Inst. of Technology; M.S., Ph.D., U. of Pittsburgh
Dr. Sterrett was named dean of the college in 1973. Dr. Sterrett has been chairman of the Ohio Section of the Mathematical Association of America (MAA) and director (1970-72) of the Committee on the Undergraduate Program in Mathematics (CUPM). CUPM is a committee of the MAA that is charged with making curricular recommendations in mathematics to colleges and universities. He has co-authored a five-volume series, *Programmed Calculus* (1968), and *Linear Systems: An Introduction* (1973). Currently, he is preparing a book on probability with statistical applications.

Parker E. Lichtenstein

University Professor (1949-)
B.S., M.S., U. of Massachusetts; Ph.D., Indiana U.

Dr. Lichtenstein has served as acting president, dean of the college, and chairman of the psychology department. In 1970, he was appointed Denison's first university professor, a unique professorship related to several academic disciplines. He has served on the university senate and been national chairman of the American Conference of Academic Deans.

William F. Windle

Research Professor (1971-)
B.S., Sc.D., Denison U.; M.S., Ph.D., Northwestern U.

Dr. Windle returned to his alma mater in 1971 after retiring as research professor emeritus of rehabilitation medicine at New York U. A noted physiology researchist and educator, Dr. Windle has received numerous honors including the Weinstein Award from the United Cerebral Palsy Association and the Albert Lasker Basic Medical Science Award. He is founder and editor-in-chief of "Experimental Neurology" and has authored *Textbook of Histology and Physiology of the Fetus*. Dr. Windle is currently conducting research on brain damage in newborn infants in a specially-equipped laboratory on campus.

Visiting Lecturers (Part-Time)

Art

Jeffrey S. Alexander, 1973-
B.A., U. of California at Santa Barbara

Rose Marie Porter, 1974-
B.A., Washington U.; M.A., Ohio State U.

English

Karolyn Burkett, 1969, 1971-
B.A., U. of Kansas

Naomi Garrett, 1972-
A.B., Benedict College; M.A., Atlanta U.; Ph.D., Columbia U.

William McNaughton, 1972-
B.A., Brooklyn College; Ph.D., Yale U.

Jewish Studies

Jeffrey A. Foust, 1974-
B.A., Brandeis U.; M.A., Oberlin College

Modern Languages

Marietta G. Emont, 1958-
B.A., M.A., U. of Wisconsin

Music

Elizabeth Borishansky, 1973-
Mus. B., B. Mus. Ed., Stetson U.; Mus. M., U. of Michigan

Physical Education

Lynn Cunard Schweizer, 1973-
B.A., Ohio U.

Psychology

Marilyn Burgess, 1968-
B.S., Denison U.

Sociology and Anthropology

Cyril G. Ransopher, 1964-
B.S. Ed., Ohio State U.; M.S. (Soc. Adm.) Case Western Reserve U.

Marjorie Watson, 1959-

The Board of Trustees

Officers

Sumner Canary , Ph.B., J.D., LL.D.	Chairman
R. Stanley Laing , B.S., M.B.A.	First Vice Chairman
John H. Thomas , B.S.	Second Vice Chairman
Lola C. Garrity (Mrs. George)	Secretary
Peter P. Wieliczko , B.S.	Treasurer
Steven W. Bowman , B.S., M.B.A.	Assistant Treasurer

Members

(ex-officio) **Joel P. Smith**, B.A., B.A., J.D., LL.D. President

Class I — Terms Expire June, 1975

- ***Charles G. Ashbrook**, Ph.B. Retired Chairman, Board of P.O. Box 358, Directors, North American Granville, O. 43023 Life Insurance Co.
- Russell H. Bishop**, A.B., B.D., D.D. Senior Minister, 3630 Fairmount Blvd., First Baptist Church Shaker Heights, O. 44118 of Greater Cleveland
- ***William G. Bowen**, B.A., Ph.D. President, Princeton U. 1 Nassau Hall, Princeton, U., Princeton, N.J. 08540
- Sumner Canary**, Ph.B., J.D., LL.D. Attorney-at-Law, 1144 Union Commerce Building, Arter & Hadden Cleveland, O. 44115
- Edward T. Gardner, Jr.**, B.S. President, Gardner Suite 1204, 52 Vanderbilt Ave., Enterprises, Inc. N.Y., N.Y. 10017
- ***Richard G. Lugar**, B.A., M.A. Mayor, City of Indianapolis 2501 City-County Building, Indianapolis, Ind. 46204
- ***Malcolm A. McNiven**, B.A., M.S., Ph.D. Vice President for Marketing Research, 608 Second Ave., Pillsbury, Co. Minneapolis, Minn. 55402
- ***Richard E. Speidel**, B.A., LL.B., LL.M. Professor of Law, West Leigh, Route 2, U. of Virginia Charlottesville, Va. 22901
- ***Mary Stafford (Miss)**, B.A. Graduate School Student Harvard Business School
- ***Joseph H. Thomas**, B.A., M.B.A. Managing Partner, 2100 Central National Bank Bldg., McDonald & Co. Cleveland, O. 44114

Class II — Terms Expire June, 1976

- Eugene Exman**, Ph.B., M.A., Rel.Ed.D. Retired Vice President, P.O. Box 555, Barnstable, Mass. 02630 Harper & Row
- ***James B. Holderman**, B.A., Ph.D. Vice-President for Education, 2801 N. Meridian St., Lilly Endowment, Inc. Indianapolis, Ind. 46208
- Mary Lazarus (Mrs. Robert K., Jr.)**, B.A. 2094 Park Hill Drive, Columbus, O. 43209
- ***Richard F. Neuschel**, A.B., M.B.A. Director, McKinsey & Co. 14 Woodacres Rd., Brookville, Glen Head, N.Y. 11545
- Stanley C. Pace**, B.S., M.S. Executive Vice President, 23555 Euclid Ave., Cleveland, O. 44117 TRW, Inc.
- ***Edward M. Thiele**, B.A. Vice Chairman, Board of Directors, Prudential Plaza, Chicago, Ill. 60601 Leo Burnett Co., Inc.
- John H. Thomas**, B.S. Retired Vice Chairman, Owens-Corning P.O. Box 901, Toledo, O. 43659 Fiberglas Corp.

*Denison Alumnus

Class III — Terms Expire June, 1977

- John W. Alford**, A.B. President, Park National Bank 50 N. Third St., Newark, O. 43055
- ***Charles A. Brickman**, B.A., M.A. Vice President, Kidder, Peabody & Co. Inc. 1 First National Plaza, Chicago, Ill. 60670
- ***J. William Henderson, Jr.**, B.A., M.B.A., Ph.D. Consultant, 4740 Riverside Dr., Henderson & Associates Columbus, O. 43220
- R. Stanley Laing**, B.S., M.B.A. Koizuma Group, U.S.A., Inc. Winters Bank Tower, Suite 2850, Dayton, O. 45402
- ***Mary Estey Nash (Mrs. Arthur I.)**, B.A. Realtor, Hecht, Egan 7 Sheridan Rd., Seven Bridges, & Nash, Inc. Chappaqua, N.Y. 10514
- John J. O'Neill**, B.A. President, Southgate P.O. Box 396, Newark, O. 43055 Development Corp.
- ***Donald B. Shackelford**, B.A., M.B.A. Chairman of the Board, c/o 66 E. Broad St., Columbus, O. 43215 State Savings Co.
- ***Loren E. Souers**, A.B., LL.B. Attorney-at-Law 1200 Harter Bank Bldg., Black, McCuskey, Souers. Canton, O. 44706 and Arbaugh
- M. J. Warnock**, B.S. Chairman of the Board, Armstrong Cork Co. Liberty & Charlotte Sts., Lancaster, Pa. 17604
- ***John E. F. Wood**, A.B., M.A., LL.B. Attorney-at-Law, Dewey, 140 Broadway, 45th Floor, Ballantine, Bushby, N.Y., N.Y. 10005 Palmer, and Wood

Class IV — Trustees Elected from Alumni Nomination

- ***Joseph E. McMahon**, B.A., J.D. Director of Government 1801 "K" St. N.W. Regulations, Westinghouse Electric Corp. Washington, D.C. 20006 (Term Expires, 1975)
- ***William T. Esrey**, B.A., M.B.A. Vice President and Controller, 46 William St., Dillon, Read & Company, Inc. N.Y., N.Y. 10005 (Term Expires, 1976)
- ***Mary Jane McDonald (Mrs. John C.)**, B.A. 695 Snowdon Drive, Newark, O. 43055 (term expires, 1977)
- ***Julia L. Lacy (Mrs. Andre B.)**, B.S. 5686 N. Pennsylvania St., Indianapolis, Ind. 46220 (Term Expires, 1978)
- ***Fanny Pease Smith (Mrs. George R.)**, B.A. Coordinator, 2003 Calvin Cliff Women's Committee, Cincinnati Art Museum Cincinnati, O. 45206 (Term Expires, 1979)
- ***Edgar W. Holtz**, A.B., J.D. Attorney-at-Law 815 Connecticut Ave., Hogan and Hartson Washington, D.C. 20006 (Term Expires, 1980)

Trustees — Emeriti

- Joseph A. Anderson**, B.S. in Mech. Eng., Retired LL.D., 1962-72 Vice President, 3301 Hawthorne Drive, General Motors Corp. Flint Mich. 48503
- ***Ernest C. Brelsford**, B.S., 1948-54, 1955-73 Retired 4537 Via Esperanza, Hope Ranch Park, Vice President, Santa Barbara, Calif. 93110 TRW, Inc.

- Frederick C. Crawford**, B.A., M.C.E., D.Eng., 1943-71 *Honorary Chairman of the Board, TRW, Inc.*
23555 Euclid Ave., Cleveland, O. 44117
- ***Samuel S. Davis**, 1954-60, 1961-70 *Chairman of the Board,*
2321 Onandaga Dr., Columbus, O. 43221 *Corco, Inc.*
- Cyrus S. Eaton**, A.B., M.A., LL.D., C.D.L., 1916-67 *Chairman,*
Terminal Tower, Cleveland, O. 44113 *Board of Directors,*
C. & O. Railroad Co.
- ***William P. Huffman**, B.S., 1939-1973 *Retired*
709 Gas & Electric Building, Dayton, O. 45402
- ***Alice McCann James (Mrs. Harold A.)**, B.A., 1938-1971
4922 Courville Rd., Toledo, O. 43623
- ***Phil G. Mavon**, A.B., 1961-73 *Chairman of the Board,*
222 S. Riverside Plaza, Suite 1640, *G.A. Mavon & Co.,*
Chicago, Ill. 60606 *Insurance*
- ***Norman J. Padelford**, Ph.B., A.M., Ph.D., LL.D.,
1954-60, 1961-73 *Professor, Political*
6 Ravenscroft Rd., Winchester, Mass. 01890 *Science, MIT*
- Everett D. Reese**, B.S., LL.D., 1953-71
Suite 1100, 88 E. Broad St., Columbus, O. 43215
- ***George M. Roudebush**, Ph.B., LL.B., 1941-74 *Attorney-at-Law,*
915 Williamson Bldg., *Roudebush, Adrion,*
Cleveland, O. 44114 *Brown, Corlett, and Ulrich*
- Charles Lyon Seasholes**, A.B., B.D., D.D., *Retired*
L.H.D., 1932-65
57 Pine Crest Rd., Newton Centre, Mass. 02159
- ***G. Herbert Shorney**, B.S., 1929-71 *Chairman*
380 S. Main Place, *of the Board,*
Carol Stream, Ill. 60187 *Hope Publishing Co.*
- ***Norman F. Smith**, B.S., 1958-73 *Retired President,*
19901 Van Aken Blvd., *The Osborn Mfg. Co.*
Shaker Heights, O. 44122
- ***Henry S. Stout**, B.S., 1942-48, *General Agent Emeritus,*
1949-72 *John Hancock*
1248 Laurelwood Rd., *Life Insurance Co.*
Dayton, O. 45409
- ***Dexter J. Tight**, B.S., M.S., 1945-69 *Retired*
170 Wildwood Way, Woodside, Calif. 94062
- ***Ford R. Weber**, B.S., 1942-70 *Retired*
4014 Southway Ct., Toledo, O. 43614
- W. Alfred Everhart**, 1920-64 *Professor-Emeritus of Chemistry*
A.B., Miami U.; M.S., Lehigh U.; Ph.D., Ohio State U.
- Donald R. Fitch**, 1924-66 *Registrar-Emeritus*
Ph.B., M.S., Denison U.
- Leland J. Gordon**, 1931-63 *Professor-Emeritus of Economics*
B.S., A.M., Ph.D., U. of Pennsylvania
- James W. Grimes**, 1961-70 *Professor-Emeritus of Visual Arts*
B.F.A., M.F.A., Cornell U.; Ph.D., Ohio State U.
- Elizabeth Hartshorn (Miss)**, 1957-72 *Dean of Women-Emeritus*
B.S., Connecticut College; M.A., Columbia U.;
Ed.D., U. of California at Los Angeles
- Maylon H. Hepp**, 1946-73 *Professor-Emeritus of Philosophy*
A.B., M.A., Oberlin College; Ph.D., Brown U.
- Burt T. Hodges**, 1934-65 *Treasurer-Emeritus*
B.S., Denison U.; M.A., U. of Chicago
- Samuel M. Holton**, 1956-66 *Assistant Professor-Emeritus*
B.S., M.S., Denison U. *of Education*
- Richard H. Howe**, 1920-63 *Associate Professor-Emeritus*
B.S., M.S., Denison U. *of Physics and Astronomy*
- Alfred J. Johnson**, 1928-66 *Business Manager-Emeritus*
B.A., Denison U.; M.B.A., Harvard U.
- Horace King**, 1931-72 *Professor-Emeritus of Art*
A.B., A.M., Ohio State U.
- Joseph L. King**, 1924-62 *Professor-Emeritus of English*
A.B., LL.D., Richmond College; A.M., Ph.D., Columbia U.
- A. Collins Ladner**, 1928-53 *Assistant Professor-Emeritus*
A.B., A.M., Brown U. *of Mathematics*
- Danner L. Mahood**, 1927-66 *Associate Professor-Emeritus*
B.S., Davidson College; M.S., U. of Virginia. *of English*
- Charles L. Major**, 1931-60 *Assistant Professor-Emeritus*
A.B., A.M., College of William and Mary *of Education*
- George D. Morgan**, 1927-62 *Professor-Emeritus of Biology*
B.S., Denison U.; M.S., U. of Pittsburgh;
Ph.D., Ohio State U.
- Ruth A. Outland (Miss)**, 1941-64 *Director-Emeritus of*
A.B., Coe College *Public Information*
- Norman H. Pollock, Jr.**, 1948-74 *Professor-Emeritus of History*
A.B., Denison U.; A.M., Harvard U.;
Ph.D., U. of Pennsylvania
- Conrad E. Ronneberg**, 1946-66 *Professor-Emeritus*
B.A., Lawrence U.; M.S., Massachusetts Inst. *of Chemistry*
of Technology; Ph.D., U. of Chicago
- Ellenor O. Shannon (Miss)**, 1936-65 *Associate Professor-*
A.B., Tulane U.; A.M., Columbia U. *Emeritus of English*
- Natalie M. Shepard**, 1950-73 *Professor-Emeritus*
B.S., Alfred U.; M.A., Columbia U.; *of Physical Education*
Ed.D., New York U.
- Brayton Stark**, 1927-61 *Associate Professor-Emeritus*
Mus. B., A.B., Denison U.; *of Music*
A.M., Harvard U.; F.A.G.O.
- Cephus L. Stephens**, 1949-72 *Professor-Emeritus of*
B.S., M.A., Ph.D., Ohio State U. *Political Science*
- Harold H. Titus**, 1928-64 *Professor-Emeritus of Philosophy*
A.B., D.Litt., Acadia U.; B.D., Colgate-Rochester
Divinity School; Ph.D., U. of Chicago
- Harry V. Truman**, 1948-67 *Professor-Emeritus of Biology*
A.B., Ohio Wesleyan U.; A.M., Western Reserve U.;
Ph.D., U. of Wisconsin

Faculty Emeriti

- Francis C. Bayley**, 1946-70 *Professor-Emeritus of Logic*
A.B., Dickinson College;
B.D., Drew U.; Ph.D., Columbia U.
- John L. Bjelke**, 1925-51 *Secretary-Emeritus, Denison*
Ph.B., Denison U.; M.A., Columbia U. *Society of the Alumni*
- Edward M. Collins**, 1948-69 *Professor-Emeritus of Chemistry*
B.S., A.M., Ph.D., Princeton U.
- Lionel G. Crocker**, 1928-67 *Professor-Emeritus of Speech*
A.B., A.M., Ph.D., U. of Michigan; Pd.D., Otterbein
College; L.H.D., Drury College
- Lindley Richard Dean**, 1921-67 *Professor-Emeritus of*
A.B., Dartmouth College; *Classical Languages*
A.M., Ph.D., Princeton U.
- Lois E. Engleman (Miss)**, 1948-64 *Librarian-Emeritus*
B.A., Millikin U.; B.S. in L.S., Western Reserve U.;
M.S., Columbia U.

*Denison Alumnus

The Administrative Staff

- Joel P. Smith**, 1969- *President*
B.A., U. of Wisconsin; B.A., Beloit College; B.A., Oxford U.; J.D., U. of Wisconsin
- Lola C. Garrity (Mrs. George)**, 1962- *Administrative Assistant to the President and Secretary to the Board of Trustees*
- Louis F. Brakeman**, 1962- *Provost*
A.B., Kalamazoo College; M.A., Ph.D., Tufts U.
- Elizabeth T. Owen (Mrs. Robert)**, 1957- *Administrative Assistant to the Provost*
A.B., Denison U.
- Andrew Sterrett**, 1953- *Dean of the College*
B.S., Carnegie Inst. of Technology; M.S., Ph.D., U. of Pittsburgh
- Charles J. Morris**, 1969- *Assistant Dean of the College*
B.S., Denison U.; M.A., Ph.D., U. of Missouri

General Administration

- Samuel D. Schaff**, 1948- *Registrar and Graduate School Counselor*
A.B., Denison U.; M.A., Ohio State U.; Ed.D., Columbia U.
- Larry R. Murdock**, 1971- *Assistant Registrar*
B.A., Waynesburg College; M.A., Ohio U.
- David O. Woodyard**, 1960- *Dean of the Chapel*
B.A., Denison U.; B.D., Union Theological Seminary; S.T.M., Oberlin College
- John L. Jackson**, 1974- *Associate Dean of the Chapel*
B.S., Miles College, M.Div., Harvard Divinity School
- Jeffrey Faust**, 1974- *Jewish Rabbi*
B.A., Brandeis U.; M.A., Oberlin College
- Rev. John M. Fulcher**, 1972- *Catholic Priest*
B.A., St. Charles College
- Charles B. Maurer**, 1971- *Director of Library*
B.A., A.M.L.S., U. of Michigan; M.A., Ph.D., Northwestern U.
- 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)
- Andrew H. Wang**, 1969- *Assistant Librarian for Technical Services*
B.A., National Cheng Chu U. (Taiwan); M.S. in L.S., Atlanta U.
- Josephine P. Moss (Ms.)**, 1950- *Archivist*
A.B., Hiram College; B.S. in L.S., Case Western Reserve U.
- Margaret Hanson (Mrs.)**, 1969- *Reference Librarian*
B.A., Upper Iowa U.; M.S. in L.S., U. of Kentucky
- Che Gil Chang**, 1971- *Catalog Librarian*
B.A., M.A., Seoul National U. (Korea); M.L.S., George Peabody College
- Elizabeth Tynan (Ms.)**, 1973- *Assistant Reference Librarian*
B.A., Beaver College; M.S. in L.S., U. of North Carolina
- William Brasmer**, 1948- *Director of Theatre*
B.S., M.A., Northwestern U.
- Jeffrey S. Jalbert**, 1967- *Director of Computer Center*
B.A., Fairfield U.; Ph.D., Virginia Polytechnic Inst.
- N. Douglas Hughes**, 1972- *Systems Analyst*
- Rev. Arthur A. Zebbs**, 1972- *Director of the Center for Black Studies*
B.A., Dillard U.; M. Div., Oberlin Graduate School of Theology
- Ann Kessler (Ms.)**, 1974- *Director of the January Term*
A.B., Radcliffe College
- David Gallup**, 1974- *Director of Media Services*
B.A., M.Ed., Westminster College

Student Services

- F. Trevor Gamble**, 1963- *Dean of Students*
A.B., Colgate U.; M.A., Ph.D., U. of Connecticut
- David A. Gibbons**, 1961- *Associate Dean of Students*
A.B., Oberlin College; B.D., S.T.M., Yale U.
- Susan R. Bowling (Ms.)**, 1973- *Associate Dean of Students*
B.S., M.S., Florida State U., Ed.D., U. of Tennessee
- Thomas W. Decker**, 1973- *Assistant Dean of Students*
B.A., Dickinson College; M.Ed., U. of Virginia
- Pia Chambers Crandell (Ms.)**, 1973- *Assistant Dean of Students*
B.A., Kalamazoo College, M.A., Eastern Michigan U.
- Sandra J. Holden (Ms.)**, 1974- *Assistant Dean of Students*
B.S., Tennessee State U.; M.S., Western Illinois U.
- Donald G. Tritt**, 1959- *Director of Psychological Clinic*
B.S., Ohio State U.; Ph.D., U. of Chicago
- Irving A. Nickerson**, 1956-57, 1964- *Physician and Administrator of Whisler Hospital*
B.A., M.D., Ohio State U.
- Roy Seils**, 1963- *Director of Athletics*
B.A., Denison U.; Ed.M., Ed.D., Boston U.

Admissions and Financial Aid

- William A. Hoffman, Jr.**, 1960- *Dean of Admissions and Financial Aid*
B.S., Missouri Valley College; M.S., Ph.D., Purdue U.
- Charlotte F. Weeks (Miss)**, 1944- *Associate Director of Admissions*
A.B., Denison U.; M.A., Columbia U.
- Gordon H. Condit**, 1949-50, 1964- *Associate Director of Admissions*
B.A., Denison U.; M.A., Case Western Reserve U.
- Albert W. Davison, Jr.**, 1965- *Director of Financial Aid and Vocational Services*
B.A., Denison U.; B.S.Ed., M.A., Ohio State U.
- Juliana Karlsson (Ms.)**, 1973- *Admissions Counselor*
B.A., U. of Rhode Island
- Nancy Ball (Ms.)**, 1974- *Admissions Counselor*
B.A., Denison U.; M.A., Indiana U.
- John Cammack**, 1974- *Admissions Counselor*
B.A., Denison U.
- Thomas P. Anderson**, 1974- *Admissions Counselor*
B.A., Hardin-Simmons U.; M.Ed., Lynchburg College

University Relations

- Calvin K. Prine**, 1959- *Director of University Relations and Development*
B.A., Denison U.; J.D., U. of Pennsylvania
- Philip D. Wince**, 1973- *Assistant Director of Development*
B.A., Denison U.
- Bob Kinney**, 1970- *Director of News Services and Publications*
B.S., Ohio U.
- Chris Graves (Ms.)**, 1973- *Assistant Director of News Services and Publications*
B.A., Ohio State U.
- Beatrice P. Stephens (Mrs. C.L.)**, 1947- *Director of Alumni Affairs*
A.B., Lawrence U.
- Thomas B. Martin**, 1970- *Associate Director of Alumni Affairs*
B.A., Denison U.

Finance and Management

J. Leslie Hicks, Jr. , 1968- B.A., Gettysburg College; M.S., Bucknell U.	<i>Vice-President for Finance and Management</i>
Peter P. Wieliczko , 1966- B.S., Babson Inst.	<i>Treasurer</i>
Steven W. Bowman , 1971- B.S., M.B.A., Bowling Green State U.	<i>Assistant Treasurer</i>
Alice M. Dodsworth (Mrs. Harlan) , 1956- B.S., Princeton U.; C.P.A.	<i>Administrative Assistant Controller</i>
Louis Petito , 1953- B.A., Princeton U.; C.P.A.	<i>Cashier</i>
Marguerite Brown (Mrs. Richard) , 1966-67, 1968- B.S., M.B.A., Bowling Green State U.	<i>Payroll Supervisor</i>
Norma S. Franklin (Mrs. Daniel) , 1974- B.S., M.B.A., Bowling Green State U.	<i>Assistant to the Controller</i>
Gwendolyn Williams (Mrs. Franklin) , 1949- B.S., M.B.A., Bowling Green State U.	<i>Director of Physical Plant</i>
William J. Sharp, Jr. , 1969- B.S., Mch. Engr., Drexel Inst. of Technology	<i>Chief Security and Safety Officer</i>
Arthur M. Shumway , 1955- B.S., Johnson C. Smith College	<i>Director of Purchasing</i>
Herman L. Counts, Jr. , 1966- B.S., Johnson C. Smith College	<i>Purchasing Agent</i>
George J. Campbell , 1970- B.S., Susquehanna U.	<i>Business Manager</i>
Kenneth W. Poole , 1966- B.A., U. of Michigan	<i>Manager of Bookstore</i>
Raymond A. McKenna , 1955- B.A., Brown U.	<i>Coordinator of the College Union and Assistant Manager of Bookstore</i>
Raymond L. Rausch , 1962- B.S., B.S.Ed., Ohio State U.	<i>Director of Residence Hall Services and Conference Coordinator</i>
Warren E. Adams , 1971- B.S., M.B.A., Bowling Green State U.	<i>Recreation Center Manager</i>
Warren J. Copenhefer , 1962- B.S., M.B.A., Bowling Green State U.	<i>Food Service Director</i>
David Wahl , 1972- B.A., U. of Pittsburgh	<i>Manager, Hulfman Dining Hall</i>
Joan Patterson (Mrs. Waldo) , 1962- B.S., M.B.A., Bowling Green State U.	<i>Manager, Curtis Dining Hall</i>
David B. Cibulka , 1973- B.S., Wittenberg U.	

Enrollment by State and Foreign Country

First Semester, 1973-74

State	Men	Women	Total
Alabama	0	1	1
Arizona	2	1	3
California	4	6	10
Colorado	2	5	7
Connecticut	41	49	90
District of Columbia	7	5	12
Delaware	1	4	5
Florida	8	13	21
Georgia	2	1	3
Hawaii	1	1	2
Iowa	3	1	4
Illinois	75	62	137
Indiana	31	32	63

State	Men	Women	Total
Kansas	0	5	5
Kentucky	43	11	24
Massachusetts	25	28	53
Maryland	42	38	80
Maine	2	1	3
Michigan	40	48	88
Minnesota	5	8	13
Missouri	17	16	33
Nebraska	1	1	2
North Carolina	2	5	7
North Dakota	0	1	1
New Hampshire	3	1	4
New Jersey	61	53	114
New York	130	109	239
Ohio	416	301	717
Oklahoma	0	1	1
Oregon	0	2	2
Pennsylvania	102	122	224
Rhode Island	3	3	6
South Carolina	0	1	1
Tennessee	3	6	9
Texas	3	2	5
Virginia	14	20	34
Vermont	1	0	1
Wisconsin	16	12	28
West Virginia	16	12	28
Total	1,092	988	2,080

Foreign Countries	Men	Women	Total
Argentina	0	1	1
Australia	2	2	4
Canada	1	0	1
Costa Rica	1	0	1
Ethiopia	1	0	1
Germany	1	0	1
Ghana	2	0	2
Guam	1	0	1
Guatemala	1	1	2
Hong Kong	1	0	1
Iceland	1	0	1
Iran	1	0	1
Italy	1	0	1
Japan	3	0	3
Korea	1	0	1
Luxembourg	0	1	1
Malaysia	2	3	5
Mexico	1	0	1
Norway	0	1	1
Nicaragua	0	1	1
Nigeria	2	0	2
Pakistan	2	0	2
Peru	1	0	1
Philippines	0	1	1
Scotland	0	1	1
Switzerland	2	0	2
Thailand	1	0	1
Total	29	12	41
Grand Total	1,121	1,000	2,121
Total States			39
Total Foreign Countries			27

Student Enrollment for 1973-74

First Semester

	Men	Women	Total
Seniors	236	223	459
Juniors	243	188	431
Sophomores	302	284	586
Freshmen	340	305	645
Total Full-time	1,121	1,000	2,121
Part-time and Special	10	23	33
Grand Total	1,131	1,023	2,154*

Second Semester

	Men	Women	Total
Seniors	255	234	489
Juniors	206	182	387
Sophomores	304	266	569
Freshmen	330	296	626
Total Full-time	1,095	978	2,073
Part-time and Special	25	26	51
Grand Total	1,120	1,004	2,124**

*does not include 61 women and 22 men studying off-campus first semester

**does not include 50 women and 15 men studying off-campus second semester

Denison Calendar for 1974-75

First Semester 1974

August 31 Saturday	College Residence Halls open
September 3 Tuesday	Proficiency and Placement Examinations and Academic Advising for Freshmen and Transfer Students who did not participate in June Orientation
September 4 Wednesday	Registration for First Semester and College Food Service begins
September 5 Thursday	Classes begin, 8:30 am

September 28 Saturday	Fall Parents' Weekend
October 19 Saturday	Homecoming
October 22 Tuesday	Midsemester grades due for freshmen
October 26-29 Saturday-Tuesday	Fall Break
November 27 Wednesday	Thanksgiving Vacation begins, 12:20 pm
December 2 Monday	Classes resume, 8:30 am
December 13 Friday	Classes end for First Semester, 5 pm
December 16-19 Monday-Thursday	Final Examinations
December 20 Friday	First Semester Ends, 5 pm

January Term

January 6 Monday	January Term opens, 8:30 am
January 31 Friday	January Term ends, 5 pm

Second Semester 1975

February 3 Monday	Registration for Second Semester
February 4 Tuesday	Classes begin, 8:30 am
March 21 Friday	Spring Vacation begins, 5 pm
April 1 Tuesday	Classes resume, 8:30 am
April 26 Saturday	Spring Parents' Weekend
May 21 Wednesday	Classes end for second semester, 5 pm
May 23-24, 26-27 Friday-Saturday Monday-Tuesday	Final Examinations
May 28 Wednesday	Second Semester ends, 5 pm
May 30 Friday	Baccalaureate Service
May 31 Saturday	Commencement
June 7 Saturday	Alumni College and Class Reunion Weekend

Two day orientation sessions will be held for incoming freshmen and transfer students through the month of June.

Denison Calendar for 1975-76

(Tentative — subject to change)

First Semester 1975

August 31 Sunday	College Residence Halls open
September 2 Tuesday	Proficiency and Placement Examinations and Academic Advising for Freshmen and Transfer Students who did not participate in June Orientation
September 3 Wednesday	Registration for First Semester and College Food Service begins
September 4 Thursday	Classes begin, 8:30 am
October 4 Saturday	Fall Parents' Weekend
October 18-21 Saturday-Tuesday	Fall Break
October 21 Tuesday	Midsemester grades due for freshmen
October 25 Saturday	Homecoming
November 26 Wednesday	Thanksgiving Vacation begins, 12:20 pm
December 1 Monday	Classes resume, 8:30 am
December 12 Friday	Classes end for First Semester, 5 pm
December 15-18 Monday-Thursday	Final Examinations
December 19 Friday	First Semester ends, 5 pm

January Term

January 5 Monday	January Term opens, 8:30 am
January 30 Friday	January Term ends, 5 pm

Second Semester 1976

February 2 Monday	Registration for Second Semester
February 3 Tuesday	Classes begin, 8:30 am
March 19 Friday	Spring Vacation begins, 5 pm
March 29 Monday	Classes resume, 8:30 am
April 24 Saturday	Spring Parents' Weekend
May 19 Wednesday	Classes end, 5 pm

May 21-22, 24-25 Friday-Saturday Monday-Tuesday	Final Examinations
May 26 Wednesday	Second Semester ends, 5 pm
May 28 Friday	Baccalaureate Service
May 29 Saturday	Commencement
June 5 Saturday	Alumni College and Class Reunion Weekend

Two day orientation sessions will be held for incoming freshmen and transfer students through the month of June.

1974

CALENDAR

For months — September 1974, to June 1976

OCTOBER

S	M	T	W	T	F	S
	1	2	3	4	5	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

NOVEMBER

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

SEPTEMBER

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

1975

JANUARY

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

FEBRUARY

S	M	T	W	T	F	S
					1	
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

MARCH

S	M	T	W	T	F	S
					1	
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

APRIL

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MAY

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JUNE

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

JULY

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

AUGUST

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

SEPTEMBER

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

OCTOBER

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

NOVEMBER

S	M	T	W	T	F	S
					1	
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

DECEMBER

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

1976

JANUARY

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

FEBRUARY

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	

MARCH

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

APRIL

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MAY

S	M	T	W	T	F	S
					1	
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JUNE

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Catalog Credits

Art

The front cover illustration and artwork on pages 5, 17, 41, and 63 are by Mark Barenfeld, of Meigs County, O.

Printer

This Catalog was printed on 100 per cent recycled paper by Harry Hoffman & Sons Printing, Buffalo, N.Y.

Photography

Photo Identification: In case of multiple photographs per page, the identification is clockwise, beginning in the upper left hand corner of the page with Photo A.

- 2 — John Bildahl, a 1973 Graduate, Photos A, B, D, E; Tyler Casey, a Sophomore, C, F; Rich Lodge, a Senior, G; Newark (O.) Advocate, H.
- 3 — Bildahl, A, B, D, F, G, H; Casey, C, E.
- 4 — Bildahl.
- 7 — Bob Seith, a 1974 Graduate, A; Bildahl, B; Casey, C, D.
- 9 — Advocate.
- 18 — Seith.
- 19 — Perkins & Will, A; Bildahl, B, D, E, F; Casey, C.
- 21 — Bildahl.
- 24 — Bildahl.
- 27 — Casey, A, B, C, F; Bildahl, E; Advocate, D.
- 29 — Bildahl, A, B.; Advocate, C; Don Johnson, D; Casey, E, F.
- 30 — Seith, A; Casey, B; Bildahl, C, D.
- 32 — Casey, A, C, D, E, H; Bildahl, B, F; Seith, G.
- 33 — Casey, A, C, D, E, F, H; Bildahl, B, G.
- 35 — Bob Kinnev.
- 43 — Bildahl, A; Seith, B; Casey, C.
- 45 — Seith.
- 49 — Seith, A; Advocate, B.
- 52 — Paul Cummings, a 1973 Graduate, A; Great Lakes Colleges Association, B; Bill Heltzel, a 1974 Graduate, C.
- 54 — Bildahl, A; Casey, B.
- 55 — Advocate, A, B; Bill Dennis, C; Bildahl, D, E.
- 57 — Seith.
- 72 — Bildahl, A; Seith, B.
- 73 — Bildahl, A, C, D, E, F; Casey, B.
- 80 — Bildahl, A, B; Seith, C, D, E, F.
- 81 — Seith, A, C, D; Bildahl, B, E, G; Casey, F.
- 92 — Seith, A, B, D, F; Bildahl, C, E.
- 93 — Seith, A, C; Bildahl, B, D, E, F.
- 100 — Bildahl, A, B, C, D; Marc Demmon, a 1973 Graduate, E; Seith, F.
- 101 — Bildahl, A, B, D, E; Casey, C, F.
- 108 — Casey, A; Seith, B; Bildahl, C, D.
- 109 — Casey, A; Bildahl, B; Seith, C, D, E, F.
- 114 — Bildahl, A, B, D; Casey, C.
- 115 — Casey, A; Bildahl, B, C; Gillian Teweles, D.
- 116 — Bildahl, A, D; Casey, B, C.
- 117 — Casey, A, C; Devora Shair, B; Bildahl, D.
- 118 — Casey, A; Bildahl, B.
- 119 — Bildahl, A; Casey B.

How to Write to Us

All addresses: Granville, O. 43023

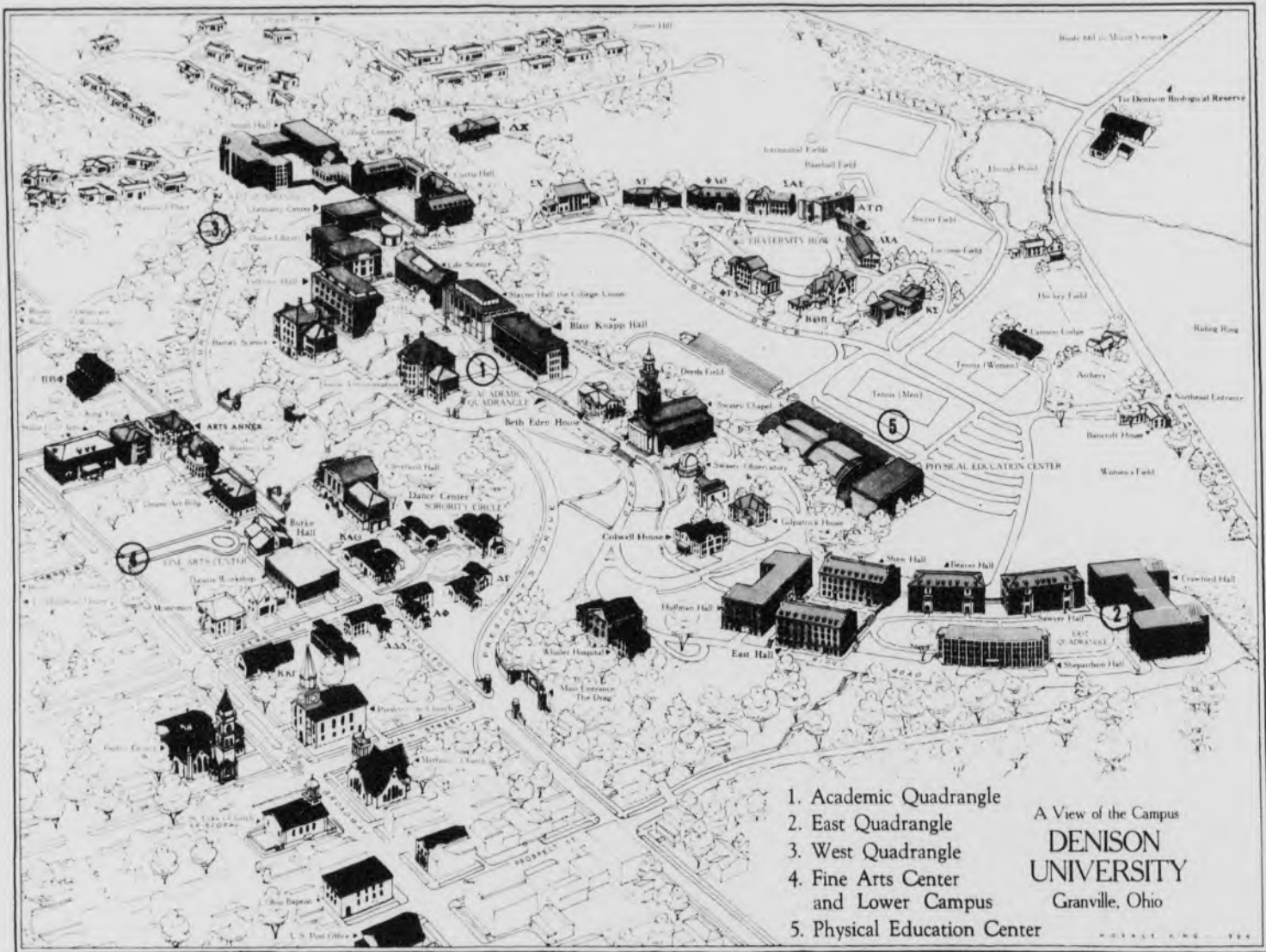
Mail will be delivered more promptly if you include the P.O. Box.

General Information	Denison University, Box 239
Admissions	Office of Admissions, Box 149
Alumni Relations	Society of the Alumni, Box A
Athletics	Director of Athletics, Box 239
Business Matters	Director of Finance and Management, Box 110
Cashier	Cashier's Office, Box 239
Controller	Denison University, Box 239
Dean of Students	Dean of Students, Box 239
Development	Director of Development, Box C
Educational Program	Dean of the College, Box 239
Placement of Seniors	Office of Vocational Services, Box 118
Purchasing	Office of Purchasing, Box 119
Football	Football Coach, Box 637
Graduate School Counseling	Office of Graduate School Counselor, Box 248
Library	W.H.Doane Library, Box 179
Physician	Whisler Hospital, Box 239
President	Office of President, Box 89
Publications	Office of News Services and Publications, Box B
Scholarships, Financial Aid	Office of Financial Aid, Box 118
Theatre Tickets	University Theatre, Box 131
Transcript, Academic Record	Office of Registrar, Box 248
Trustees	Office of Treasurer, Box 110

College offices are open Monday through Friday from 8:30 am to noon and 1 to 4:30 pm (4 pm Eastern Daylight Time during summer months). The Office of Admissions is also open from 8:30 am to noon on Saturdays from mid-September to Commencement.

Index

- Academic Honors, 42
Accreditation, 1
Activities, 18
Administrative Staff, 122
Admission, 6
 Requirements for, 6
 Different Types, 7
 Fees & Deposits, 8
 Advanced Placement, 8
 Transfers, 8
Anthropology, 104
Application
 for Admission, 6
 for Scholarships, 12
 for Work, 12
Area Studies
 French Area Studies, 64
 Latin American Studies, 64
 East European & Soviet
 Studies, 67
Art, 69
Art Collection, 18
Assets & Finances, 35
Astronomy, 70
Athletics, 26
Auditing Classes, 10
Awards, 12
- Bills
 Payment of, 11
 Determent, 11
 Refunds, 11
Biological Reserve, 34
Biology, 70
Black College Student
 Exchange, 51
Black Studies, 65
Board Charges, 10
Books & Supplies, 10
Buildings, 31
- Calendars, 124
Campus & Buildings, 31
Catalog Credits, 126
Center for Black Studies, 28
Chapel, 50
Chemistry, 74
Classical Studies, 66
Class Ranking, 56
College Entrance Exams, 6
Community Association, 26
Comprehensive Exams, 47
Computer Center, 34
Computer Science, 85
 Concentration, Areas of, 46
 Concerts, 20
Conservatory of Music, 89
 Contents, 4
 Convocations, 20, 50
 Costs, 9
Counseling, 29, 30
Courses of Study, 64 to 109
Credits, Transfer of, 8, 57
- Dance, 18, 75
Dean's List, 50
Degree with Honors, 42
- Degrees
 Bachelor of
 Art, 42
 Fine Arts, 42
 Music, 42
 Science, 42
Denison Daily, 36
Deposits, 8, 11
Directed Study, 48
Dormitories, 31
Dropping Courses, 56
- Earth Science, 83
Economics, 76
Education, 78
Educational Plan, 47
Eligibility Rule, 57
Endowment, 35
English, 79
Enrollment Statistics, 123
Environmental Studies, 46
 Excess Hours, 56
Exchange Students, 51, 54
Expenses, 9
Experimental College, 50
Experimental Courses, 68
- Faculty
 Members of, 64 to 109
 Emeriti, 121
Fees, 8, 9, 10
Fellows, Student, 50
Films, 20
Financial Assistance, 12
Fine Arts Events
 Art, 18
 Dance, 18
 Music, 18
 Theatre, 18
 Convocations, 20
 Films, 20
 Concerts, 20
Food Service, 10, 31
Forestry Course, 48
Fraternities, 31
French, 87
- General Education, 44
Geography, 83
Geology, 83
German, 87
Grade-Point System, 58
Graduate Record Exams, 50
Graduation Requirements,
 42, 44
Grants-in-Aid, 12
Great Lakes Colleges Assoc., 35
Greek, 66
Guide to Student Living, 28
- Health Service, 30
History, 84
Honorary Societies, 50
Honors, 42
Honors Project, 49
Hospital, 30
Housing, 31
- Individually Designed
 Major, 45
Independent Study, 49
Instruction, Courses of, 64
 to 109
Insurance, 11
Intercollegiate sports, 26
Interdepartmental Courses, 64
International Programs, 51
International Relations, 46
Inter-University Consortium for
 Political Research, 35
- January Term, 53
 Examples of, 54
Jewish Community, 26
Jobs, 12
Junior Advisers, 28
- Language Requirements, 6, 89
Latin, 66
Library, 31
Living Units, 31
Loans, 12
Location, 1
- Majors
 Departmental, 45
 Interdepartmental, 45
 Individually-Designed, 45
 Concentrations, 46
Map of Campus, 128
Mathematical Sciences, 85
Medical Technology, 48
Merrill-Palmer School, 51
Modern Languages, 87
Music, 10, 18, 42, 89
Music Organizations, 20
- New York City Arts
 Program, 51
- Oak Ridge Science
 Semester, 51
Observatory, 31
Off-Campus Programs, 51
- Part-Time Students, 56, 58
Payment, Terms of, 11
Pass-Fail Courses, 58
Personnel Services, 28
Phi Beta Kappa, 50
Philadelphia Urban
 Semester, 51
Philosophy, 91
Physical Education, 94
Physical Therapy, 48
Physics, 96
Placement Services, 30
Plan of Study, 42
Political Science, 97
Pre-Professional Programs, 47
 Pre-Engineering, 47
 Pre-Legal, 47
 Pre-Medical, 47
Prizes, 12
Probation, 58
- Proficiency Exams, 48
Psychology, 99
Publications, 21, 35
- Quality Points, 58
- Radio, 21
Readmission, 58
Refunds, 11
Regional Council for
 International Education, 51
Registration, 56
 Advanced, 57
Religion, 103
Religious Activities, 26
Required Courses, 44
Requirements for Degrees, 42
Reservations, Cancellation
 of, 11
Residence Requirements, 58
Room Rent, 10
Room Reservations, 11
Russian, 87
- Scholarships, 12
Scholastic
 Requirements, 42-44
Scientific Association, 35
Secondary School Record, 6
Senior Research, 49
Sociology &
 Anthropology, 104
Sororities, 31
Spanish, 88
Special Students, 56, 58
Speech Communication, 105
Sports, 26
Statement of Objectives, 1
Student Employment, 12
Student Government, 26
Student Life, 18
Student Media, 21
Student Services, 28-30
Suspension, 58
Swimming Pool, 34
- Teacher Certification,
 Student Teaching, See
 Course
 description Book
- Teacher Placement, 30
Teaching Opportunities, 50
Theatre and Film, 18, 107
Transcript of Credits, 56
Transdepartmental Courses, 64
Transfer Students, 8, 57
Trustees, 1, 120
Tuition, 9
Tuition Plan, 11
- Urban Studies, 67
- Veterans, 30
- Washington Semester Plan, 51
Withdrawal, 11, 57, 58



1. Academic Quadrangle
2. East Quadrangle
3. West Quadrangle
4. Fine Arts Center and Lower Campus
5. Physical Education Center

A View of the Campus
DENISON UNIVERSITY
 Granville, Ohio