



D E N I S O N
U N I V E R S I T Y
C A T A L O G

1981-83

Statement of Objectives

Denison aspires to be a community of intellectual excellence and moral 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 an opportunity to gain 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 human beings, and charity and compassion unlimited by racial, cultural, religious, or economic barriers.

Accreditation and Recognition

Denison is accredited by the Commission on Institutions of the North Central Association of Colleges and Secondary Schools, which was formed in 1913. Denison is certified by the Ohio Board of Regents to grant four degrees: Bachelor of Arts, Bachelor of Science, Bachelor of Music, and Bachelor of Fine Arts.

Denison's program in Education is approved by the State of Ohio Board of Education, and the American Chemical Society accredits the program in Chemistry.

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

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

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

Nondiscrimination Policy

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

Please Note

The policies and practices outlined in this publication may be revised, revoked, or supplemented at the discretion of the University subject to reasonable time notifications. They are in no way to be considered contractual obligations.

Catalog

Denison University

1981-83

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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 and minor fields;
- taken approximately 13 courses from a variety of areas of knowledge as a part of the general education program;
- majored in some area — either in a department or an individually-designed area;
- successfully completed a comprehensive experience in certain major fields;
- successfully participated in at least two January Terms;
- resided at Denison for at least six semesters (Transfer students: four semesters and/or a minimum of 60 hours of courses).

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

Degrees Available at Denison

Bachelor of Arts

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

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

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

Bachelor of Science

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

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

A student who wishes to concentrate in a general field, rather than one

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

Bachelor of Fine Arts

A candidate for the Bachelor of Fine Arts Degree will major in art, dance, or theatre and 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 from the following areas, other than the major area of concentration: art history, dance, music, theatre, cinema, and studio art.

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

Bachelor of Music

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

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

A student planning to teach Music in the public schools will elect Education 150, 213, 312, 322, 410, 400 or 420, and 415. (See Music departmental section of Catalog.)

Graduation With Honors

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

Highest Honors

This highest distinction is accorded to students who earn a cumulative grade-point average of 3.8 and receive an A grade on their honors project and the recommendation of their major department or appropriate committee in the case of an interdepartmental major.

High Honors

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

Honors

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

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

General Education

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

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

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

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

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

English and Literature:

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

Fine Arts:

Choice of one course from Music 101, 115, 116, 120, 122, 201, 202, 203, 204, 207, or 208; Theatre and Cinema 104, 107, 109, 201, 203, 225, 324, 325, 326, and 401c; Art—any Studio or Art History course; Dance—any combination of 3 or 4 movement technique courses 131, 141, 151; or one of Dance 205, 206, 225, 323, 324, or 325. Freshman Studies 102 also fulfills this requirement.

Foreign Language:

There are a variety of ways to demonstrate the required skill in foreign language:

1.) You receive credit and waiver for the language requirement if you score 700 or higher on a College Board Achievement Examination in any foreign language.

2.) You receive credit and/or waiver for "adequate" performance on a College Entrance Examination Board Advanced Placement Test. "Adequate" performance is determined by the Department.

3.) Denison requires that every student complete the first three semesters or the equivalent in one foreign language. If a student intends to continue a language begun in high school or for which there was other preparation, a placement test is required to determine how many, if any, semesters of that language are necessary.

Philosophy and Religion:

One course from Religion 101, 102, 103, 210, 211, 212, or 228; General Education 18 (Interdepartmental 18); or Philosophy 101. (Students may receive permission from the Philosophy Department to substitute any Philosophy course (except 105) for Philosophy 101.) A student is normally expected to fulfill the Philosophy and Religion requirement during the Freshman Year. Interdepartmental 192b and 192f, Freshman Honors Seminars, also fulfill this requirement.

History:

Either History 101 or 102.

Social Sciences:

Two courses chosen from Economics 100, any Political Science course at the 200 level, or Sociology and Anthropology 100. The two courses must come from two different disciplines. Some Freshman Honors Seminars (Interdepartmental 192a, 192j, and 192k), also fulfill one social science requirement. Freshman Studies 103 may also be used for a social science requirement.

Science:

Three introductory one-semester courses in three different departments, chosen from Astronomy 100; Biology 100, 110, 111, or 112; Chemistry 100, 110, or 121; Geology 105 or 111; Mathematics 101, 102, 171 or 174; Physics 100 or 121; Psychology 101. Some Freshman Honors Seminars (Interdepartmental 192d, 192g, and 192h) satisfy one requirement. Freshman Studies 103 may also be used for a science requirement.

Oral Communication:

Proficiency in Oral Communication is required. You may demonstrate proficiency by passing a special test administered by the the Speech Communications Department during your Freshman or Sophomore years. If you do not pass this test, you must take one course from the following list: Speech Communication 101, 221, 222 or 223; Theatre and Cinema 121 or 123; Classics 105/Speech 105.

January Term:

You must successfully complete two January Terms.

Minority and Women's Studies:

One course from the following: Interdepartmental 246, Sociology 312, Economics 322, Economics 350 (if course has proper emphasis), Black Studies 235, History 215 or History seminar with proper emphasis, Psychology 401L, Religion 228 or 229, Theatre and Cinema 401c, English 102 (if course has

proper emphasis), 225, 255, 355, 356, or 359, Philosophy 212 (if course has proper emphasis), Political Science 333d, and Speech 229. Other courses will be added to this list in the future.

"Recommended List" Requirement:

In addition to the above requirements, you must elect one 3- or 4-credit course from the following. **This selected course must be in a different discipline from those used to fulfill other General Education requirements listed above.**

Fine Arts—any of the above listed courses or 6 semesters of Music 103 ensembles.

Mathematics 123 or Philosophy 105 or 312.

Education 213.

Philosophy and Religion—any course at the 200 level or above.

Social Sciences—any of the above listed courses.

Please Note:

A course as referred to above may be for either three or four credit hours.

Candidates for the B.A. degree are permitted no more than 32 hours in their major by the conclusion of their Junior year. Hours in excess of 32 at the conclusion of the Junior year will not normally be counted toward graduation.

Candidates for the B.F.A. degree are required to take a minimum of 16 hours credit in general education outside the fine arts. At least one required course must be completed in each general area of study, humanities, science, and social science.

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

Freshman Studies

Denison is presently examining its program of General Education. The first result of this examination is a pilot version of a Freshman Year Program. During 1981-82, this pilot program of a freshman curriculum will again be available to a limited number of entering students. Each course provides an exciting opportunity to have a shared and intensive experience with other incoming students, to focus on issues that are directed to the particular needs of students embarking on their undergraduate careers, and to introduce Freshmen to the divisions of the humanities, fine arts, and sciences.

Each of the courses offered will fulfill a General Education requirement, as noted below. Each will have a significant writing component. It is strongly recommended that all three courses in the pilot program be taken sometime during the freshman year. They may be taken in any order. The courses are:

Freshman Studies 101—WORDS AND IDEAS. This course, which is an alternative to English 101, focuses on the written word. Emphasis will be on expository writing as a vehicle for constructing clear, forceful arguments. The experience will help students with essay examinations and papers in other courses. Freshman Studies 101 fulfills the writing requirement. **5 credits.**

Freshman Studies 102—AESTHETICS, CULTURE AND CRITICISM: THE WORLD OF THE ARTIST. This course will focus on appreciation of the arts as they are performed and exhibited at Denison. Through lectures, seminar discussions, performances, and critical readings, students will be encouraged to enrich their understanding of and sensitivity toward artistic culture. Freshman Studies 102 fulfills the Fine Arts requirement. **4 credits.**

Freshman Studies 103—SCIENTIFIC INQUIRY AND THE HUMAN PROSPECT. The focus of this course is the nature of science and its implications for human society. Consideration will be given to the contrasts between science and other forms of human inquiry, how scientific concepts affect the way we think about human beings and society, and the ethical issues impeded in scientific research. Freshman Studies 103 fulfills *either* one laboratory *or* one social science requirement. The student designates which requirement shall be met during the first week of the semester, and the decision may not be changed. **4 credits.**

Freshman Studies Dormitory Option

Students who elect a Freshman Studies course will be given priority for dormitory space in Smith Hall. In this way, the common curricular experience can be linked with access to classmates and the shared learning and living process. Students will be in a supportive environment where they can participate in special programs with faculty and student advisers.

Statement of Petition Policy

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

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

The Major

The Denison faculty believes the achievement of some competence within a particular field or in combined fields or some study of a particular issue or problem in depth is essential for an educated person. For some majors this may require completion of a comprehensive examination or culminating learning experience. In discussions with their advisers, students should look ahead to possible majors and make their choices before entering the Junior year.

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

The Departmental Major

The following departmental majors are offered:

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

Religion
Sociology and Anthropology
Speech Communication
Theatre and Cinema — Theatre or Cinema

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

The Interdepartmental Major

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

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

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

The Individually Designed Major

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

- At least 20% of the total number of hours taken by the student must be in the program declared as a major.
- While there is no upper limit on the total number of courses which may be taken in an individually designed major, a student may take no more than 40 hours in one department for the BA and BS degree.
- The choice of the individually designed major is subject to the approval of the adviser and the appropriate committee of the Academic Affairs Council. The student should be sponsored by an adviser and other faculty consultants as they deem necessary.
- The major should include at least five courses which are other than directed or independent studies. The major should also include at least one directed or independent study suitable to the area of the proposed program.

Individually Designed Majors approved in the last two years include the following titles: "The Psychology of Speech," "Communication, Man, and Society," "Science and Human Values," "American Subcultures," "Human Relations and Pre-Medical Science," "Morality and Patterns of Social Interaction," "American Studies," "Biology and Studio Art," "Japanese Studies," and "America and Europe — History and the Literary Imagination."

Minors

A student may undertake a plan of study for a minor. Most departments offering majors, as well as several areas of concentration, have developed a minor program. Please note that University policy prohibits the declaration of

more than one minor; furthermore, a student completing more than one major may not declare a minor. **No exceptions will be granted.** Areas with minors approved by the Academic Affairs Council are as follows:

Biology	Mathematics
Black Studies	Music
Chemistry	Philosophy
Cinema	Physical Education
Computer Science	Physics
Dance	Political Science
Economics	Psychology
Education	Religion
French	Sociology/Anthropology
Geology	Spanish
German	Speech Communication
History	Theatre
Latin American Area Studies	

Each Department determines what constitutes a minor in its program, within the following guidelines:

1.) A minor shall have two-thirds the number of courses which are required for a major, or no fewer than 19 credit-hours.

2.) There shall be structure for the minor as determined by the Department. In other words, a minor shall not be made up of randomly selected courses.

3.) If possible, a Department shall have some special requirement for students electing the minor during their senior year, such as participation in the senior seminar, special comprehensive examination questions, or similar requirements corresponding to the requirements for the major.

4.) A student may pursue *at most* one minor and may not combine a minor with a double major.

5.) Programs or concentrations available at the College which do not offer a major may submit proposals for a minor.

6.) No Department or program is required to develop a program of minors.

The Concentration

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

The following concentrations are offered:

Art History (Art)

Astronomy (Physics)

Communications

(English, Speech Communication, Theatre and Cinema)

Education (all departments)

Environmental Studies

(Economics, Political Science, Sociology and Anthropology, Psychology, Biology, Chemistry, Geology, Physics)

Geophysics

Most of these concentrations are described in the departmental listings.

Descriptions of some of the concentrations follow:

International Relations

(Political Science)

Mass Media

(Speech Communication)

Speech Science

(Speech Communication)

Studio Art (Art)

Urban Studies

(Sociology and Anthropology, Political Science, Economics)

Most of these concentrations are described in the departmental listings.

Descriptions of some of the concentrations follow:

International Relations Concentration

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

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

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

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

Environmental Studies Concentration

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

It can be said that this threat results at least in part by man's increased feeling of isolation from the natural systems of the earth. The following program

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

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

- 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 and Anthropology, Psychology, Biology, Chemistry, Geology, or Physics. A major in another department may be possible with the approval of that department and the Environmental Studies committee.
- A minimum of 20 hours in addition to those courses needed to satisfy the G.E. or major requirements should be selected from among those courses recommended for this concentration. This list is also available from the coordinator.
- During the senior year students taking the concentration must enroll in Interdepartmental 441-442, Environmental Studies, a senior experience combining an independent project and a seminar. For students majoring in departments which require a senior seminar, these courses will replace the departmental seminar.

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

Educational Planning

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

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

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

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

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

The Comprehensive

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

Academic departments may require majors to participate in this experience. The means of evaluation of this experience shall be at the discretion of the department.

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 comprehensive examination(s) being administered during the final examination week.

The Common Hour

Each Thursday, the 11:30 class hour is reserved open, and no classes may be scheduled. During this time the Common Hour, a time of shared academic experience, is held at a designated meeting place. Presentations by faculty and students emphasize the cross-disciplinary basis of knowledge. Members of the Denison community are expected to gather for the Common Hour, and a schedule of presentations is published at the beginning of each semester.

Special Academic Projects

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

Directed Study

A student in good standing is permitted to work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when a student wishes to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not duplicate a course that is regularly offered. A student who wishes to elect a Directed Study must submit to the Registrar a typed proposal with appropriate departmental approvals no later than the first Friday of the semester. Directed studies are normally taken for 3 or 4 credits. The form required for Directed Studies can be obtained from the Office of the Registrar.

Senior Research

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

Honors Project

Any senior whose record shows at least a 3.4 grade-point average with the recommendation of his or her department may undertake a two-semester Honors Project in a specific topic related to his or her major field. Such a study must be recommended by the student's academic adviser and the departmental chairperson and be approved by the Academic Affairs Council. If completed successfully, an Honors Project earns eight credit-hours toward graduation and the possibility of graduation with Honors. Please note carefully the explanation on page 5 of this Catalog dealing with Graduation with Honors. The form required for Honors Projects can be obtained from the Office of the Dean of the College.

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 should undertake at least one Independent Study project before graduation. A student may propose an extensive independent project up to the equivalent of a full semester's work. An Independent Study project which constitutes a student's total academic load in a given semester may be done either on or off the campus. Any proposal or combination of proposals to do independent work carrying more than four credit hours must be submitted to the Dean of the College and requires the advance approval of the special Independent Study committee of the Academic Affairs Council.

Examples of Independent Studies approved recently include:

"An Internship at the Tyrone Guthrie Theatre," "Bedford-Stuyvesant: A Ghetto Enrichment Internship," 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."

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). The Dean's List is published in Denison publications.

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



Registration & Academic Regulations

Registration

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

Normal Registration

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

Reduced Registration

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

Excess Registration

The payment of tuition for fall and spring semesters of any given academic year entitles a full-time regular Denison student to 35 credit hours (exclusive of Chapel, Convocation, and Experimental College credit) in that year. See Annual Cost section of Catalog for the fee, billing, and payment arrangements if taking more than 17 hours in any semester or 35 hours in one academic year.

Additional Credit

A student may, upon petition and with the consent of the instructor concerned, take a course for an additional hour of credit. The nature of the additional work which the student must do in order to receive the additional credit, and how that work will be evaluated, will be clearly outlined in the petition.

A student whose petition for additional credit is granted may not ask to drop that credit after the deadline for dropping courses has passed.

Partial Registration

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

Special Registration

Special registration is open to 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. 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 add courses or credits to his or her registration during the first two weeks (10 class days) of a semester only with the consent of his or her academic counselor and proper notification to the Registrar. A drop of a course or credit may be done through the end of the seventh week of classes by submitting to the Office of the Registrar a properly completed change of registration form.

Late Registration

Students who fail to register by the deadline date prescribed in University publications (normally 10 class days into the semester) and/or fail to respond properly to University officials regarding their status are withdrawn from all preregistered courses. Such withdrawal carries with it financial forfeitures of 50 percent of all fees paid. Appeal of this action is to the Registrar's Advisory Committee and, if upheld, normally carries a minimum penalty of \$50 and other disciplinary sanctions as deemed appropriate.

Attendance Policy

It is expected that the student will attend and participate in regularly scheduled classes. If a class is missed, for any reason, the student is responsible for determining what occurred in the missed class. Absence from a class will not be accepted as an excuse for not knowing class material. The student is responsible for all information, discussion, and conceptual analysis which take place during classes.

Transcript Fees

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

Student Classification

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

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

Eligibility Rule

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

By rule of the Ohio Conference freshmen are eligible to participate in intercollegiate athletics.

Credit Earned by Advanced Placement Testing

Incoming Freshman and Transfer students who score a 5 or a 4 on a College Entrance Examination Board Advanced Placement Examination may earn academic credit for their scores. Students scoring a 3 may also earn such credit at the discretion of individual Departments.

Incoming Freshman and Transfer students should claim such earned Advanced Placement credit within one semester of enrolling at Denison. Beyond this one-semester time limit, re-testing or other similar certification procedures may be required.

Recognition of Credit Earned Elsewhere

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

Grades Earned Elsewhere

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

Extension or Correspondence Study

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

Withdrawal From Courses

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

Withdrawal From the College

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

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

Registration Procedure

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

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

Advance Registration

All enrolled students prepare a detailed schedule of courses with the assistance of a departmental chairperson or faculty counselor during a designated week in the preceding semester. Freshmen register early by personal conference on campus or by mail in the summer preceding entrance to Denison. All students registering by mail must consult with an academic advisor before beginning to attend class.

Registration

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

Special Academic Regulations

Grading System

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

A+	4.0 for each credit-hour.
A	(Excellent) 4.0 for each credit-hour.
A-	3.7 for each credit-hour.
B+	3.3 for each credit-hour.
B	(Good) 3.0 for each credit-hour.
B-	2.7 for each credit-hour.
C+	2.3 for each credit-hour.
C	(Fair) 2.0 for each credit-hour.
C-	1.7 for each credit-hour.
D+	1.3 for each credit-hour.
D	(Passing) 1.0 for each credit-hour.
D-	.7 for each credit-hour.
F	(Failure) 0 for each credit-hour.
I	(Incomplete)
S	(Satisfactory) 0 for each credit-hour.
U	(Unsatisfactory) 0 for each credit-hour.
WF	(Withdrawn Failing)
WP	(Withdrawn Passing)
CR	(Credit) 0 for each credit-hour.
NG	(No Grade Reported).

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

Incomplete Grade

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

Satisfactory/Unsatisfactory Evaluation

Juniors and Seniors may elect to take one course per semester on a satisfactory/unsatisfactory basis with the mutual agreement of the instructor and department chairperson involved. Courses in the major field cannot be completed on an S/U basis unless it is the regular grading method for that particular course. A few courses are offered to everyone on an S/U basis, and such courses are not included in this restriction.

Departments reserve the right of refusal of the S/U grading pattern for courses fulfilling General Education requirements. It should be further understood that the student should perform at a level equivalent to a "C-" or above in order to receive a grade of "S". Grades of "D+" and below should automatically be recorded as "U". Students must decide by the fifth week of

the semester whether or not to take a course on an S/U or grade basis. After that time the grading basis cannot be changed.

Academic Probation

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

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

Residence Requirement

To be a candidate for a Denison degree a student who enters Denison as a freshman must complete six semesters at Denison, and a transfer student must complete a minimum of 60 semester hours at Denison. Generally, all students, except those enrolled in recognized pre-professional 3-2 programs, must complete the last two semesters at Denison, although exceptions may be made by the Registrar's Advisory Committee.

Special Student

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

Academic Suspension

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

Eligibility for Re-Enrollment

A student on academic suspension who has shown marked improvement over his or her Denison record in work taken at some other accredited college or university or can present evidence of a maturing nonacademic experience

may petition the Registrar for reinstatement, this petition to be submitted through the Office of the Dean for Educational Services.

A former student, who was in good academic and social standing when he or she left the College, may be readmitted to Denison by writing to the appropriate Dean and by repayment of the \$175 enrollment deposit and the \$25 room deposit.



Annual Costs

	Actual
	1981-82
Tuition	\$ 5,670
Activity fee	320
Board	1,000
Room (multiple-single)	1,065-1,595

Each student on full tuition pays about \$1,500 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. Denison and similar colleges and universities' ability to mitigate the size of additional charges while maintaining quality 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. Changes in other fees, charges, or policies may be made by announcement one month in advance of the effective date of the change.

Tuition

For 1981-82, the \$5,670 annual tuition permits a student to take a maximum of 35 hours over the fall and spring semesters of a given academic year. An additional charge of \$175 (1981-1982) is made for each registered hour in excess of 35 hours. All excess hours charges are billed by the Controller's Office. A student enrolled for only one semester during an academic year is charged \$175 for each registered hour in excess of 17. A part-time student (8 hours per semester or less) is charged \$175 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

In 1981-82, the \$320 activity fee provides basic support to the Student Health Service, the College Union, and the Denison Campus Government Association (student government at Denison) and student organizations DCGA sponsors. It also enables through partial support the offering of student programs such as concerts, plays, guest lectures, other activities of a social and recreational nature, and athletics. Payment of this fee entitles a student to receive the campus weekly newspaper and the literary magazine.

Board

Meals are served in the college dining halls throughout the academic year except during vacations. The charge for board is \$1,000 in 1981-1982. A five-day board plan is also available in 1981-82 at \$930. There is an additional board charge for students living on campus during the January Term.

Room Rent

If two or more students room together, the rent for each student is \$1,065 in 1981-82. The 1981-82 price of a single room is \$1,595. 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 are charged for any damage to the furniture or the room beyond ordinary wear.

Other Fees

Auditing Classes

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

Off-Campus Programs

For 1981-82, an administrative fee of \$175 per semester is charged to each student participating in an off-campus program.

Books and Supplies

The cost of books and supplies is estimated at \$150-\$200 a semester. Cash or check payments are required for all purchases at the Bookstore. Credit is not extended.

Department of Music Fees

Music fees are required of a student taking private lessons in Applied Music, unless the student is majoring in music. A surcharge in 1981-82 of \$130 per half hour or \$260 per hour per semester, including the necessary practice-time, is assessed per person for applied music lessons.

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

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

Special Fees

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

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

Health Service

This service includes hospitalization up to three days a semester (exclusive of medical and surgical costs, such as X-ray, services of special nurses and consultants, doctor's or nurse's calls to a student's room, special medicines, or the use of special appliances). A charge of \$30 a day is made for hospitalization in excess of three days. A group accident and sickness plan is also available to students. The Cashier mails details of this plan to students in the summer.

Enrollment Deposit

A \$175 enrollment deposit is required of all returning students by April 1 prior to the new academic year. This deposit is nonrefundable after April 1 (May 1 for Freshmen and Transfer Students), however, this amount is credited to the student's semester bill when enrolled.

Room Deposit

Freshmen and transfer students planning to live in University residence halls are required to pay a deposit of \$25 by May 1 in addition to the \$175 enrollment deposit.

Damages Assessment

Each student living in a residence hall is required to pay an assessment of \$15. This assessment is used to cover on a pro rata basis charges for damages to public areas and furniture and furnishings therein, loss of College property in these areas, and uncollected toll telephone calls.

The unexpended balance is retained in a separate account for each residence hall to be used for the purchase of public area furniture, equipment, and other renewals.

Freshmen Orientation

A fee is charged for Freshmen June Orientation (September for those unable to attend in June) to cover the direct costs of this program. This fee is billed directly to students.

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. The student, however, may request that all bills be sent to another party for payment as described later in this section.

Semester Bills and Late Payments

Semester bills are due August 1 for the first semester and January 2 for the second semester but may be paid in advance. Semester bills not paid by the due date are subject to a late payment fee of 1% per month or any portion thereof on the unpaid balance until the bill is paid in full. These bills are mailed in July and December to the student's home address.

Miscellaneous Bills

Miscellaneous charges incurred by students during the semester are billed directly to the student at his or her campus address. These bills are due within 10 days of the billing date and are subject to a \$3 billing fee if not paid within the 10-day period. Additional \$3.00 fees are charged *each* time further billings are required with regard to these charges. On request, a receipted bill is issued when the statement is returned.

The University reserves the right to notify parents when scheduled payment dates are not met by the student.

Students may want all bills, both semester and miscellaneous, sent to one particular address. This can be accomplished by notifying the Cashier's office, in writing, of the name and address to be used for billing purposes. This notification must be signed by the student.

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

Refunds on student accounts having a credit balance are made only if the balance is \$25.00 or greater. Credit balances of less than \$25.00 remain on the student's account to be applied to future charges or refunded at the end of the academic year or upon withdrawal as applicable.

The University accepts student checks for payment of bills; however, a \$5.00 charge is assessed on all checks returned by the banks for insufficient funds. Effective July 1, 1981, the University will *not* provide check cashing privileges for students at the Cashier's Office. Numerous banking and savings institutions are now available in Granville which offer a variety of checking and savings plans. It is recommended that students establish an account with a local financial institution to facilitate their bill paying and cash needs.

Deferment

Deferred payment of one-half of the net amount due for the first semester is permitted until November 1, and for the second semester until April 1, as specified on the student semester bill. A service charge is assessed each semester in the event the deferred payment option is elected according to the following schedule:

Balance Deferred	Deferred Payment Service Charge
Under \$500	\$10
\$501 to \$1,000	\$20
\$1,001 to \$1,500	\$30
\$1,501 to \$2,000	\$40
Over \$2,000	\$50

Deferred payments not paid when due are subject to the late payment fee of 1% per month previously described.

When the deferred payment plan is elected, the parent is notified simultaneously with the student approximately 15 days prior to the due date of the second payment.

A monthly prepayment plan, extended repayment plan and the National College Payment Plan are available to parents of Denison students. These plans may provide insurance for continued payment of educational expenses in case of death of the insured parent. Details of these plans are sent to students as soon as they are accepted for Admission. Upperclass students may contact the Admissions Office for information regarding these plans.

Late Registration

Students who fail to register by the deadline date as described in University publications (normally 10 class days into the semester) and/or fail to respond properly to University officials regarding their status are withdrawn from all preregistered courses. Such withdrawal carries with it financial forfeitures of 50% of all fees paid. Appeal of this action is to the Registrar's Advisory Committee and, if upheld, normally carries a minimum penalty of \$50 and other disciplinary sanctions as deemed appropriate.

Refund or Forfeiture of Deposits

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

The enrollment deposit is non-refundable after April 1 (May 1 for entering Freshmen and Transfers) of each year.

Room deposits are refunded only upon graduation or if a student is granted permission to live in off-campus apartments or to move into a fraternity.

A student withdrawing (voluntarily or because of illness) or dismissed from the University during the academic year forfeits the enrollment and room deposits.

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

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

Tuition, Activity Fee, and Room Charges

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

1st Week — 75%

2nd Week — 50%

3rd Week — 25%

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

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

Any inquiries regarding the determination of the refund or forfeiture of the above items should be addressed to the Controller's Office, Box M, Denison University, Granville, Ohio 43023.

Board Charge

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

Other Conditions

If a Freshman or transfer student withdraws after May 1 (April 1 for upperclass students) 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 are forfeited.

In the event of academic suspension at the end of a semester, the enrollment deposit and the room deposit (if applicable) are refunded less any outstanding charges.

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

Safety Glasses Requirement

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

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

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

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

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

Breakage Fees:

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

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

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



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Admissions Information

Denison is committed to enrolling a student body of high intellectual quality, and to providing (through its total educational program) an environment in and out of the classroom that supports and promotes your personal growth and academic achievement. Just as the College values highly its faculty and academic programs, so does it equally value its students who have come to learn and contribute. The nurturing is mutual and constant. Neither can grow without the other.

Entrance Requirements

An entering Freshman will typically have earned at least 16 academic units in secondary school. An academic unit is one year of study in a particular subject area. Normally this would include four years of college preparatory English, two or three years each of mathematics, science and a foreign language, and at least one year of social studies. The remaining academic credits can be in the above or related subjects. The Admissions Committee is particularly impressed with those candidates who have selected Honors, enriched or Advanced Placement courses in their junior and senior years. Conversely, candidates who elect to take a "soit" or non-academic senior course load are regarded as less-competitive (regardless of grades earned) by the Admissions Committee.

Those students who plan to major in the physical sciences, with intentions to do graduate work in medicine, dentistry or specific science subjects, should take all the mathematics and science courses available in secondary school, their schedules permitting.

Students enrolled in innovative or non-graded schools are expected to present evidence of successful academic achievement and serious intellectual purpose. The quality of recommendations, from their guidance counselors and academic teachers, is particularly important for these candidates.

Admissions Selection Committee Priorities

Candidates applying to Denison University will be evaluated individually by members of the Admissions Committee in the following areas:

■ **Academic Record:** Denison is most interested in the superior student who has achieved well in a demanding college preparatory curriculum. The quality of your academic performance (that is, class rank and grade-point average) in the junior and senior years is the single most important factor in our decision-making process. Test results (ACT or SAT) are required but are secondary in importance.

■ **Recommendations:** Written statements from your college advisor and an academic teacher are required. A personal interview on campus or with a Denison graduate is, although not required, very helpful to our understanding of your character and accomplishments.

■ **Activities:** The Admissions Committee is concerned with the quality rather than the quantity of your extracurricular activities (school related, personal and employment) and the likelihood of your continuing these interests at Denison.

Admissions Tests

You are required to submit to Denison a report of your scores on either the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board (CEEB) or the assessment tests of the American College Testing (ACT) Program. Either test report must be in your admission file before your credentials can be reviewed. When you register for either test, please request that a report of your scores be sent to Denison. Your highest individual scores, even if earned on different test dates, are those reviewed by our Admissions Committee.

CEEB Achievement Tests are optional but strongly encouraged. Your scores will be useful to us in advising and determining course selection and placement. Candidates wishing to pursue a math-science curriculum at Denison will find it to their advantage to have a strong testing pattern in these areas.

Advanced Placement

Denison participates in the College Entrance Examination Board Advanced Placement Program. You may be excused from certain college requirements and given college course credit by earning a 4 or 5 in Advanced Placement examinations. Credit and/or waiver may be given for a score of 3 upon the recommendation of the department concerned and the Registrar.

Denison also offers entering students the opportunity to take Proficiency Examinations. These are normally given during the New Student Orientation and Registration periods. If you pass an examination covering a General Education requirement course, you will be excused from taking that course. If you pass the examination with a grade of "A" or "B", you will receive the corresponding academic credit.

Regular Application for Admission

Regular candidates for admission may file applications anytime between September 1 and February 1. A fee of twenty dollars (\$20.00) must accompany your application. Your check or money order should be made payable to Denison University. This fee is not refundable. If it is a financial hardship for you or your family to pay the application fee, please ask your guidance counselor to submit a statement of waiver.

You will be notified by postcard if any required portion of your application (Secondary School Report, transcript of grades, Teacher Reference, SAT or ACT scores, etc.) is missing, and we will delay our review until your application is complete. For this reason, we recommend that you file your application and related forms as early as possible in the senior year. Financial Aid Forms should be filed as soon as possible after January 1.

All applicants, except those admitted via Early Decision, will be advised of Admissions Committee action on their completed applications by April 10th. If you are accepted and plan to enroll, you must remit \$200 in deposits by May 1, non-refundable after that date.

Additional information is provided in the special instructions which accompany our application for admission.

First Choice Early Decision Program

If, having carefully researched your college needs, you decide that Denison is the *college you want first and foremost to attend*, you are encouraged to

apply for Early Decision. You may apply for Early Decision anytime between September 1 and January 1. A fee of twenty dollars (\$20.00) must accompany your application. A decision will be made on your application within two weeks of the time your admissions folder is complete.

There are concurrent personal obligations with this program. Denison must be your first choice college! You must file the Request for Early Decision card, signed by yourself *and* your college advisor, *with* your personal application. You may file regular applications at other colleges, but you may not apply at the same elsewhere for Early Decision. Early Decision candidates should have their interviews no later than January 1.

If you are admitted, you *must* accept admission and pay \$200 in non-refundable deposits within two weeks of the date of your acceptance to hold your place in the entering freshman class. Should you have regular applications pending at other colleges, *these must be withdrawn* and no other applications initiated.

If you are not accepted on Early Decision, you are automatically transferred to the regular applicant group. You are, of course, free to pursue regular or Early Decision applications at other colleges if you are not accepted. Your admissions file will be re-evaluated by the Admissions Staff before a final decision is made on your application by mid-April. Failure to be admitted as an Early Decision candidate in no way prejudices your chances for admission in the spring. Each spring a sizeable number of deferred candidates are admitted to the class. Additional information about Denison's Early Decision Program is available in a brochure that is sent to all Early Decision candidates and to others upon request.

Candidates, parents, and school counselors should be aware of the moral obligations implicit in the filing of an Early Decision application. Denison takes these obligations very seriously.

If you have requested financial assistance, and your need is established by the guidelines of the College Scholarship Service based on the Financial Aid Form (FAF), you will receive concurrent notice of your aid award—provided your Financial Aid Form is on file in our Office of Financial Assistance. You need not accept our offer of admission until your request for financial assistance has been resolved. It is Denison's policy to provide financial assistance to all admitted Early Decision students who have a demonstrated need.

Common Application

Denison is one of 104 independent, selective colleges participating in the Common Application Program. We are pleased to accept photocopies of a complete set of Common Application materials, together with the \$20 application fee, instead of our own application form. If your secondary school is a participant, Common Application forms are available at the Guidance Office.

Early Admission

We welcome applications from students who intend to graduate from secondary school after three years, or who are a few credits shy of receiving their diploma at the end of their junior year. If you are considering applying early, your academic record should be clearly superior; you should show

strong evidence of personal maturity, and you should have the enthusiastic support of your college advisor and teachers. You must also submit scores for either your SAT or ACT tests. A campus interview is required for Early Admission applicants.

Special Degree Program—Bachelor of Music

A limited number of students are admitted to Denison each year to pursue the professional degree of Bachelor of Music. Applicants to this program are expected to satisfy regular admission requirements, and to submit evidence of their vocal and/or instrumental talents. If you wish to be considered for this special degree program, you should correspond early with the chairperson of the Department of Music to arrange for an audition. In addition, an interview with a member of the Admissions Staff is strongly recommended.

Matriculation and Room Deposits

All entering Freshman and Transfer students are required to pay advance deposits of \$200 by the date specified in their letters of acceptance. Of this amount, \$175 is a non-refundable enrollment deposit which is applied toward the semester bill. The additional \$25 room deposit is refundable only upon graduation or in the event of an authorized move to off-campus or fraternity housing. Any student withdrawing after the May 1 deadline is required to forfeit the entire \$200 deposit.

Deferred Matriculation

You have the option, upon being accepted at Denison, to delay your entrance into the College for a year. Students sometimes elect to travel, work or complete part-time study during this period. You may defer your entrance to Denison, provided you do not enroll full-time at another college or secondary school in the interim. You have until May 1 to submit the required non-refundable \$200 deposit and to request deferment of your matriculation. If your request is approved by the Admissions Committee, you must re-confirm in writing your intention to enroll by March 1 of the following year. If you fail to do so, your acceptance will be withdrawn. Should you desire to enroll at the beginning of the second semester at Denison, it would be on a space-available basis.

Campus Visit

Candidates interested in Denison should make every effort to visit the College. While we have tried to make this Catalog and other publications as helpful to you as possible, nothing can replace the in-depth impressions you can gain from a personal visit. Much can be learned and sensed about Denison from touring its lovely campus, visiting classes, and talking with students and faculty. Please write or call us so that we can assist you: (614) 587-6276.

Campus Tours

Student conducted tours of the campus are scheduled daily, Monday through Friday, during the academic year. Saturday morning tours are available from early September through January. Regular weekday tours of the campus are also available from June through August. All tours leave from the Admis-

sions Office, located in Beth Eden House next to Swasey Chapel. You may also take your own self-guided tour of the campus. If you would like a student-guided tour, please let us know in advance.

Overnight Accommodations on Campus

If you would like overnight accommodation in one of the College dormitories, please call or write the Admissions Office. Overnight stays can only be arranged Monday through Thursday, during the academic year. Please let us know at least a week in advance so that we can arrange for a student host. Out of consideration to your host's academic and personal schedule, we ask that you limit your stay to one evening.

If you have a friend currently at Denison, you are encouraged to make your own arrangements directly.

Transportation

Should you and your parents plan to fly to Columbus and then drive to Denison (25 miles east on Route 16), rental cars are available at the Columbus airport. If you are traveling alone during the school year and need transportation from the airport to the College, please call us well in advance so that we can try to assist you with arrangements. There is a charge for transportation from and to the airport when this service is arranged by the Admissions Office.

Admissions Office Interview

The Admissions Office is open for interviews from 8:45 a.m. to noon and from 1:30 p.m. to 4:00 p.m. on weekdays and on Saturday mornings from 9:00 a.m. to noon from early September through January. You are encouraged to write or, better yet, call for an interview appointment several weeks in advance. August, October and November are our busiest months for visitors. The Admissions Office telephone number is (614) 587-6276.

We encourage you to make every effort to visit the campus and talk with an Admissions staff member. We regard the personal interview, on campus or with a Denison graduate in your hometown, as an important information exchange. It is also a special opportunity for you to speak for yourself, to be your own reference. It would also be helpful if you could bring along an unofficial copy of your secondary school transcript. Interviews generally last about 30 to 40 minutes. We will be glad to answer your questions about the College and, in exchange, we hope that you will be prepared to talk informally about your academic record, extracurricular accomplishments, personal interests and talents, and your future goals. Your interview is informal, informational and evaluative, for the interviewer's perceptions will become part of your admissions record if you apply to Denison. Our aim is to assist you in your college sorting-out process while being as fair and helpful as we can.

Between February 1 and May 1, the Admissions Staff is involved in the final selection of the incoming class. Interviews for juniors during this time will be on a schedule-permitting basis and will be conducted by Senior Interviewers. However, admitted students are strongly encouraged to visit the Admissions Office, talk with staff members and other College personnel, and tour the campus during the month of April. Special visitations, such as the Denison Update Program, are available for admitted students during the month of April.

Senior Interviewers

Because our Admissions staff travels extensively in the fall, we have chosen and trained a small group of outstanding Denison seniors to assist in interviewing candidates. This is in keeping with Denison's general policy of responsible undergraduate involvement in the affairs of the College. It is possible that you will meet with one of these senior interviewers if you visit the campus this fall. The seniors share with our regular Admissions staff responsibility for describing the College to you and evaluating you as a candidate.

Alumni Interviews—DART

DART (Denison Alumni Recruiting Teams) members in many metropolitan areas across the country are another way for you to become acquainted with the University. DART members can serve as resource persons for you if you would like general information about Denison. If you have filed or plan to file an application for admission, but are unable to visit the campus and would like an Alumni Interview, please contact the Admissions Office. We will make every effort to accommodate your request. The report of your interview with a Denison graduate will become part of your admissions file. For more information on the DART program, please write or call:

Ms. Anne Ferguson

Ass't. Director of Admissions & DART Coordinator

Denison University

Box H

Granville, Ohio 43023

(614) 587-6624

Denison Update

Denison annually holds, in the spring, a day-long information program for all admitted students and their parents. Among the many scheduled events are: student and faculty panel discussions, mini information sessions on Denison activities and pre-professional programs, individual and group financial aid advising sessions, and student-conducted tours of the campus. For 1982, Denison Update has been scheduled for Saturday, April 24. The date for spring 1983 is to be announced. An invitation to the Denison Update Program will be mailed to you along with your letter of acceptance.

June Orientation

During the last three weeks of June, the College sponsors eight identical day-and-a-half orientation sessions for new enrolling students and their parents. During this period, students can register for courses, take placement tests, and meet with a faculty advisor. In addition, parents are welcome to join with students in attending panel discussions on academic and extracurricular opportunities at Denison.

For those students who are unable to attend a June Orientation session, a similar program is offered prior to the beginning of the school year.

More Information

For more information on Admissions, call or write:

Richard F. Boyden
Director of Admissions
Denison University
Box H
Granville, Ohio 43023
(614) 587-6276

Transfer Admission

Denison welcomes applications from transfer students, including graduates of two-year or community colleges. Candidates may apply for entrance in either the fall (September) or spring (February) semester.

To be considered as a transfer applicant, you must have graduated from secondary school and completed at least one full term of college study prior to the time you would enter Denison. Transfer students are selected on the same basis as freshmen, with primary emphasis on the quality of the candidate's academic record. Your chances for admission are enhanced if you present a "B" or better record. In addition to demonstrating strength of character and stability, candidates must present valid reasons for wanting to enroll at Denison. If you are admitted as a transfer, you must complete at least 60 credit hours as a full-time student to be eligible for a Denison degree.

In addition to your personal transfer application for admission and a \$20 application fee, you are expected to submit transcripts of your secondary school and college records and the recommendations of your college dean and of one teacher. Candidates for fall entrance should submit their applications by May 1 and will be notified of the Admissions Committee's action by mid-July. The deadline for February applications is Dec. 1, with notification by early January. Denison normally enrolls 15 to 25 transfers annually. Transfer candidates are strongly urged to visit the campus, have an interview, and attend classes.

Transfer students will be allowed credit without examination for liberal arts subjects taken at a college accredited by the North Central Association of Colleges and Secondary Schools or an accrediting body of similar rank. Semester hours of credit—but not actual grades—are transferable for all liberal arts and science courses similar to those offered at Denison. Courses bearing grades below "C" are not acceptable for transfer. Your class standing at Denison is based on the number and quality of credits accepted for transfer.

For further information on Denison's transfer program, please write or call:

Gordon H. Condit
Associate Director of Admissions
Denison University
Box H
Granville, Ohio 43023
(614) 587-6625





Financial Assistance

You Can Afford a Denison Education

Chances are, it isn't too hard for you to enroll at Denison. We believe that you should be able to afford the college of your choice, regardless of the cost or your own financial circumstances. Since qualified, committed, and involved students are the lifeblood of our university, we regard such financial assistance as an invaluable asset to Denison.

Although a Denison education is expensive, we are strongly committed to enrolling good students, *regardless of their financial means.* This year, Denison students are receiving over \$5 million in financial assistance from various sources. Almost half of this amount is awarded from funds under our individual control—meaning that we are well prepared to help you.

Every year we discover needy students who haven't applied for aid because they thought they wouldn't qualify. But they usually do, and it's very likely that you will, too. If you have any doubts about your family's ability to pay for a Denison education without help, don't hesitate. Apply for financial aid. Your request does not affect the decision of the Admissions Committee in any way, and we at the Financial Aid Office welcome the opportunity to help you and your family in planning for college.

Expenses and Billing

Denison's costs for the 1981-82 academic year are:

Tuition	\$5,670
Room (dormitory)	1,060
Food	1,005
Activity Fee	120

An optional health insurance program is available, and a small damage deposit is required. In addition, we estimate that each student will spend about \$225 for books and \$500 for miscellaneous expenses in the course of the year.

Denison expects its students to be responsible for their own bills each semester. Detailed instructions for crediting financial aid awards accompany the bill form. Semester payments are due by Aug. 1 for the first semester and Jan. 2 for the second semester. It is possible to make loans, rather than type payments by paying a service charge. The second payment for each semester is then due by Nov. 1 and April 1, respectively.

An enrollment deposit of \$175 is due by May 1 each year. This amount is then credited toward the fall semester's bill. There is also a \$25 room deposit.

Applying for Financial Aid

To apply for help in meeting the cost of a Denison education, pick up a Financial Aid Form (FAF) at your school's guidance office in December of your senior year. As early as possible (but after Jan. 1), you and your parents should complete all four sides of the form and mail it to the College Scholarship Service (CSS) with instructions to forward a copy to Denison (code number 1164). Denison also requires that you apply for a federal Pell Grant by checking the appropriate box on the FAF, and to your state scholarship program if awards offered may be used at an Ohio institution. (In some states,



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Expenses and Billing

Denison's costs for the 1981-82 academic year are:

Tuition	\$5,670
Room (double)	1,060
Food	1,005
Activity Fee	320

An optional health insurance program is available, and a small damage deposit is required. In addition, we estimate that each student will spend about \$225 for books and \$500 on miscellaneous expenses in the course of the year.

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you must use a separate form to apply for these grants. Check with your guidance counselor.)

Special application procedures are available for Early Decision admission applicants who need a financial aid decision before April. A brochure explaining this procedure is available from our Admissions Office.

The College Scholarship Service will analyze the financial information you submit and estimate the contribution you and your family can reasonably make toward the cost of a year's education. The CSS estimate is based on a formula called the "Uniform Methodology" which assesses such factors as taxable and non-taxable income, family size, unusual expenses, asset strength, and the costs incurred to educate other members of your family.

After computing your estimated family contribution, CSS will send an analysis of your financial need to Denison and any other colleges you designate. Generally, this information will reach Denison four to six weeks after you file.

Our Financial Aid Officers will carefully review your FAF and the CSS estimate of your need. We may request additional information from you directly or ask for a copy of your family federal income tax returns. On the basis of our review, we often adjust the CSS estimate of need.

We compute your need by comparing the total cost of attending Denison for one year (tuition, fees, room and board, books and personal expenditures, and a travel allowance based on the distance from your home to Denison) with the fair contribution you and your family can make. The difference is your financial need.

If you meet our admissions standards, we want you to have a realistic opportunity to enroll here. When we make an offer of financial assistance, we offer funds from various sources to close the gap between Denison's cost and the amount you and your family can contribute. *In recent years, we have been able to meet the full financial needs of all admitted applicants whose FAF's reached us by the end of March.* When funding is insufficient to meet the needs of all candidates, those with the strongest admissions credentials will receive priority.

Types of Financial Aid

Financial aid awards normally consist of a "package" designed to meet your financial need. Depending on the amount of your determined need, your package will usually consist of three components—employment on campus, a loan, and a grant-in-aid. Loans and employment are referred to as self-help. They are proffered. That is, you are not obligated to accept them. If you accept a loan, it can be shown as a credit on your college bill. Normally, every financial aid applicant is asked to take out a loan. We view this loan as your investment in your future and expect you, rather than your parents, to repay this obligation after graduation. Of course, no repayments of grants-in-aid are required. They are shown as a credit on your college bill. Campus employment cannot be deducted in advance because it must be earned.

The exact formula which will be used in putting together your financial aid package is determined by Denison's Admissions and Financial Aid Council (a group of administrators, faculty members, and students who formulate policies in this area). Packaging procedures are subject to annual review and revision.

Presently, the first portion of a freshman's need is met by on-campus employment of about 8 hours per week. The second portion is met by an educational loan of \$1,200 from the National Direct or Guaranteed Student Loan Program. Any financial need that remains after "self-help" has been offered is met through grants of various kinds.

Campus Employment

Students who have been offered employment as part of their financial aid package receive preference in obtaining jobs on campus. Fifteen hours a week is the maximum number of hours you are normally allowed to work. Payment for most campus jobs ranges between \$200 and \$1,500 per year. Employment is available in the library, residence halls, computer center, Slayter Union, academic departments, administrative offices, physical plant, and SAGA, the food service operation. Denison participates in the Federal College Work Study Program. The money you earn through campus employment is normally used for your own personal expenses. Employment opportunities are listed with the Financial Aid Office, located on the second floor of Beth Eden House.

Loans

Denison lends under two separate student loan programs. National Direct Student Loans are made directly through Denison, and Guaranteed Student Loans are made by Denison through the Ohio Student Loan Commission. These two loans are very similar in that there is no interest or repayment on the principal while the student is in school at least half-time. The interest begins to accumulate after graduation, at four percent on a National Direct and nine percent on a Guaranteed Student Loan. (These provisions are of course subject to change by the Congress of the United States.)

Denison will offer to lend to you under only one of these programs. The decision between them is based on your circumstances and the availability of capital.

Grants

Denison awards grants both from our own funds and from outside sources. These grants amount to almost \$2 million annually. We participate in the Pell Grant program, the Supplemental Educational Opportunity Grant (SEOG) program, the Ohio Instructional Grant (OIG) program, and certain other state grant programs.

Renewal of Financial Assistance

Each year, because of changes in income and other family circumstances, we re-evaluate your financial need. Renewal applications are distributed in December or January of each year, for students who will be returning to Denison the following September. Depending on Denison's cost and your family's situation, your need for assistance may vary from year to year. *Completed renewal applications are due back in the Financial Aid Office by April first.*

Scholarships and Other Aid Not Dependent on "Need"

Denison offers a limited number of scholarships—such as the Battelle (\$3,000), University (\$1,000), Vail (\$1,000), Skipp (\$1,000), National Merit (\$500-\$2,000), and Presidential (\$500) Scholarships—each year. These awards are based on academic talent and personal merit, and thus it is not necessary to demonstrate financial need in order to receive a scholarship. The Admissions Office can give you further information on the availability of such awards to entering freshmen. Departmental and general scholarships of varying amounts are also available to selected students in the upperclass years, based on performance factors such as outstanding academic achievement. If you are eligible to be considered for such a scholarship, you will be either considered automatically or invited to apply.

In addition, employment on campus for jobs requiring specific experience or skills is available. And you may choose to obtain a Guaranteed Student Loan (GSL) and/or a Parent Loan (PLUS) through a lending institution in your home area.

Although Denison itself, due to limited capital, is able to offer these loans only to students who demonstrate "need," other students are eligible to borrow under the GSL program. Presently, for dependent students, a maximum of \$2,500 per academic year or \$12,500 for the entire undergraduate degree program may be borrowed under the Guaranteed Student Loan Program, and there is no interest or repayment on these loans while you are in school at least half-time. Parents may borrow up to \$3,000 a year under the PLUS program. Repayment, including interest, begins 60 days after disbursement.

Endowed Scholarship Funds

The income from the following endowed scholarships is part of the Denison University Financial Aid Program and is available each year to Denison students on the basis of financial need, academic merit, and such other criteria as may be specified.

Honor Scholarships

BATTELLE SCHOLARS PROGRAM Established 1977	Awarded to students of high leadership potential who reside in Central Ohio.
GERTRUDE CARHARTT BRELSFORD MEMORIAL SCHOLARSHIP Established 1935	Awarded to Sophomores enrolled in courses of Music and Art.
KENNETH L. BROWN SCHOLARSHIP Established 1959	Awarded to Juniors or Seniors with high scholastic ability preparing for careers in education.
HAROLD AND MARY E. CAIN SCHOLARSHIP Established 1980	Awarded to students in Music.
MARY HARTWELL CATHERWOOD SCHOLARSHIP Established 1937	Awarded to students who plan on making their living from writing.
WILLIS A. & FRANCES W. CHAMBERLIN SCHOLARSHIP Established 1941	Awarded to students of high scholarship majoring in the Humanities.

KARL ESCHMAN SCHOLARSHIP Established 1967	Awarded to upperclass students in Music.
WALTER LEROY FLORY SCHOLARSHIP Established 1951	Awarded to a student showing great promise of professional success and leadership based on scholastic record.
GEORGE K. GOULDING MEMORIAL SCHOLARSHIP Established 1964	Awarded to students in Music.
PHILIP E. LaMOREAUX SCHOLARSHIP Established 1976	Awarded to students majoring in the field of Geology.
LEROY "ACE" MORGAN MEMORIAL SCHOLARSHIP Established 1946	Awarded to talented and needy students in the field of Theatre Arts.
E. CLARK MORROW SCHOLARSHIP Established 1962	Awarded to Junior or Senior students taking pre-law courses with the intentions of entering law school after graduation.
PHI BETA KAPPA SCHOLARSHIP Established 1963	Awarded to outstanding students.
MARTHA GRACE REESE MEMORIAL SCHOLARSHIP Established 1973	Awarded to Theatre-oriented students.
JULIET BARKER SARETT SCHOLARSHIP Established 1949	Awarded to students who show excellence in English and Dramatics.
CORA WHITCOMB SHEPARDSON Established 1937	Awarded to students showing proficiency in courses in Art.
ELIZA SMART SHEPARDSON SCHOLARSHIP Established 1939	Awarded to a woman student with major or general interest in Music.
FRANCIS WAYLAND SHEPARDSON SCHOLARSHIP Established 1937	Awarded to a student showing proficiency in courses of American History.
FLORA DODSON SKIPP SCHOLARSHIP Established 1973	Awarded to gifted students in Music.
GAYLE INGRAHAM SMITH SCHOLARSHIP Established 1967	Awarded to students majoring in violin or piano.
EBENEZER THRESHER SCHOLARSHIP Established 1891	Awarded with preference to men of good scholarship and promising talents.
STEPHEN D. TUTTLE MEMORIAL SCHOLARSHIP Established 1963	Awarded to a student designated as most worthy of the honor in Music.
JEANNE VAIL SCHOLARSHIP Established 1979	Awarded to meritorious Fine Arts students.
VISUAL ARTS SCHOLARSHIP Established 1971	Awarded to aid needy and promising Art majors.
EDWARD A. WRIGHT THEATRE ARTS SCHOLARSHIP Established 1962	Awarded to student showing special talent in Theatre Arts.

Preministerial Scholarship Funds

CHARLES EDWIN BARKER SCHOLARSHIP Established 1949	Awarded to students preparing for the Ministry.
WILLIAM HOWARD DOANE SCHOLARSHIP Established 1915	Awarded to students preparing for the Ministry.
M. E. GRAY SCHOLARSHIP Established 1888	Awarded to students who have a call to the Ministry.
ABIGAIL T. HOUCK SCHOLARSHIP Established 1899	Awarded to educate young men for the Baptist Ministry.
JOSHUA & GWENNIE JONES SCHOLARSHIP Established 1915	Awarded to educate young men for the Baptist Ministry.
MARY KEEKEE MONROE SCHOLARSHIP Established 1887	Awarded to students electing to enter the Baptist Ministry.
DAVID THATCHER SCHOLARSHIP Established 1891	Awarded to needy young men studying for the Ministry.

Scholarship Funds for Men or Women

ROBERT C. & CAROL G. ALEXANDER SCHOLARSHIP Established 1966	Awarded as general scholarship.
ALUMNI MEMORIAL SCHOLARSHIP Established 1972	Awarded as general scholarship.
AMERICAN BAPTIST CONVENTION SCHOLARSHIP Established 1960	Awarded as general scholarship.
AMERICAN COMMONS CLUB SCHOLARSHIP Established 1970	Awarded as general scholarship.
EUGENE J. & MARGARET GOOCH BARNEY SCHOLARSHIP Established 1969	Awarded as general scholarship.
WILLIAM T. & MAUDE FIRTH BAWDEN SCHOLARSHIP Established 1964	Awarded as general scholarship.
ANNA B. BEATTIE SCHOLARSHIP Established 1966	Awarded as general scholarship.
BLANCHE D. BEATTIE SCHOLARSHIP Established 1962	Awarded as general scholarship.
JOHN W. BEATTIE SCHOLARSHIP Established 1962	Awarded as general scholarship.
FREDERICK P. & MARY T. BEAVER SCHOLARSHIP Established 1953	Awarded as general scholarship.

MARY F. & FRED W. BENJAMIN MEMORIAL SCHOLARSHIP Established 1959	Awarded as general scholarship.
ERNEST C. & MARIE T. BRELSFORD SCHOLARSHIP Established 1963	Awarded as general scholarship.
MILLARD BRELSFORD MEMORIAL SCHOLARSHIP Established 1951	Awarded as general scholarship.
MILLARD BRELSFORD SPECIAL SCHOLARSHIP Established 1967	Awarded to members of the Baptist faith.
BRICKER SCHOLARSHIP Established 1972	Awarded as general scholarship.
SAMUEL B. BRIERLY MEMORIAL SCHOLARSHIP Established 1938	Awarded to needy and qualified students.
BURRITT JOHNSTON BROTHERTON MEMORIAL SCHOLARSHIP Established 1973	Awarded as general scholarship.
LESTER C. & NELL S. BUSH SCHOLARSHIP Established 1944	Awarded as general scholarship.
WELLS A. & CYNTHIA ALDRICH CHAMBERLAIN SCHOLARSHIP Established 1920	Awarded as general scholarship.
CLASS OF 1912 SCHOLARSHIP Established 1972	Awarded as general scholarship.
CLASS OF 1913 SCHOLARSHIP Established 1938	Awarded as general scholarship with preference to children of class members.
CLASS OF 1917 WAR MEMORIAL SCHOLARSHIP Established 1937	Awarded as general scholarship with preference to children of class members.
CLASS OF 1926 SCHOLARSHIP Established 1976	Awarded as general scholarship.
CLASS OF 1927 SCHOLARSHIP Established 1977	Awarded as general scholarship.
CLASS OF 1928 SCHOLARSHIP Established 1928	Awarded as general scholarship.
CLASS OF 1929 SCHOLARSHIP Established 1939	Awarded as general scholarship with preference given to children of class members.
ELIZABETH PLATT CLEMENTS SCHOLARSHIP Established 1975	Awarded as general scholarship.
EDWARD TAYLOR CLISSOLD MEMORIAL SCHOLARSHIP Established 1948	Awarded as general scholarship.

BLANCHE LEMERT COPELAND SCHOLARSHIP Established 1947	Awarded as scholarship with preference given to students from Crawford County, Ohio.
CAROLINE WOODROW DECKMAN STUDIO ART SCHOLARSHIP Established 1968	Awarded to a student showing outstanding creative achievement in Studio Art.
JOHN H. DOYLE SCHOLARSHIP Established 1928	Awarded as general scholarship.
MILTON P. ELBERFELD SCHOLARSHIP Established 1970	Awarded to students who have obtained a high level of achievement in both scholarship and athletics.
ELIZABETH S. EWART SCHOLARSHIP Established 1924	Awarded as general scholarship.
FRANK C. EWART MEMORIAL SCHOLARSHIP Established 1951	Awarded as general scholarship to qualified Christian students.
THOMAS EWART FUND SCHOLARSHIP Established 1977	Awarded as general scholarship.
MINNIE FARNER-MILLER SCHOLARSHIP Established 1958	Awarded as general scholarship.
LELIA MILWARD FIRTH SCHOLARSHIP Established 1962	Awarded as general scholarship.
RAY C. FISH SCHOLARSHIP Established 1961	Awarded as general scholarship.
DORA A. FORSYTHE SCHOLARSHIP Established 1949	Awarded as general scholarship.
CLARENCE L. FOX MEMORIAL SCHOLARSHIP Established 1948	Awarded as general scholarships with priority to children or grandchildren of Clarence Fox.
ROBERT K. FOX SCHOLARSHIP Established 1945	Awarded as general scholarship.
OLIVE A. FRANZ MEMORIAL SCHOLARSHIP Established 1979	Awarded as general scholarship.
GENERAL SCHOLARSHIP Established 1963	Awarded as general scholarship.
DAVID E. GREEN MEMORIAL SCHOLARSHIP Established 1963	Awarded as general scholarship.
G. O. GRISWOLD SCHOLARSHIP Established 1945	Awarded as general scholarship.
PAUL E. HENDERSON SCHOLARSHIP Established 1973	Awarded as general scholarship.
ALBERT M. HIGLEY MEMORIAL SCHOLARSHIP Established 1971	Awarded as general scholarship.

DAVID TIN HLA MEMORIAL SCHOLARSHIP Established 1965	Awarded as general scholarship.
MASUO S. & KIYO HOSHIDE MEMORIAL SCHOLARSHIP Established 1946	Awarded as general scholarship.
BLANCHE MCCOY HUMPHREYS SCHOLARSHIP Established 1955	Awarded as general scholarship.
H. RHODES HUNDLEY MEMORIAL SCHOLARSHIP Established 1959	Awarded as general scholarship.
EMORY W. HUNT MEMORIAL SCHOLARSHIP Established 1951	Awarded as general scholarship.
MARTIN LUTHER KING, JR. MEMORIAL SCHOLARSHIP Established 1968	Awarded as general scholarship to black students.
HERMAN L. & JOHN A. KLEIN SCHOLARSHIP Established 1966	Awarded as general scholarship for the most skillful first-year debater.
A. BLAIR KNAPP MEMORIAL SCHOLARSHIP Established 1968	Awarded as general scholarship.
ALFRED W. LEVER — TRAVEL SCHOLARSHIP Established 1970	Awarded for educational travel expenses.
CHARLES T. LEWIS SCHOLARSHIP Established 1928	Awarded as general scholarship.
GWENDOLYN C. MARTIN SCHOLARSHIP Established 1974	Awarded to full-time students in Fine Arts with preference to students of Music.
MALCOLM J. AND ELIZABETH O. MOSHIER SCHOLARSHIP FUND Established 1981	Awarded as general scholarship.
MATTHEWS SCHOLARSHIP FUND Established 1964	Awarded as general scholarship.
LESLIE B. MOSS SCHOLARSHIP Established 1950	Awarded to students of missionary ministerial parents.
DAVID M. MUSCHNA MEMORIAL SCHOLARSHIP Established 1972	Awarded as general scholarship.
N. W. NEPTUNE SCHOLARSHIP Established 1942	Awarded as general scholarship.
LELIA NICHOLS SCHOLARSHIP Established 1972	Awarded to an Ohio resident who writes the best essay on the history of the State of Ohio.
LAVERNE NOYES FOUNDATION SCHOLARSHIP Established 1938	Awarded to descendants of World War I Army and Navy personnel.
FRANK C. ONSTOTT SCHOLARSHIP Established 1966	Awarded as general scholarship.

PARK NATIONAL BANK SCHOLARSHIP Established 1959	Awarded to students majoring in Economics.
RICHARD D. PERKINS MEMORIAL SCHOLARSHIP Established 1977	Awarded as general scholarship.
WELSH HILLS PRICES SCHOLARSHIP Established 1924	Awarded to students preparing for Christian service.
READER'S DIGEST FOUNDATION SCHOLARSHIP Established 1965	Awarded as general scholarship.
BEULAH RECTOR MEMORIAL SCHOLARSHIP Established 1978	Awarded as general scholarship.
CONRAD E. RONNEBERG SCHOLARSHIP Established 1956	Awarded to foreign students on the basis of financial need.
GEORGE M. AND HARRIETE McCANN ROUDEBUSH SCHOLARSHIP Established 1943	Awarded to students with financial need with preference given to students who participate in athletics.
EDSON RUPP MEMORIAL SCHOLARSHIP Established 1961	Awarded as general scholarship.
JAMES B. SAYERS, JR. MEMORIAL SCHOLARSHIP Established 1970	Awarded as general scholarship.
THOMAS R. SHEPARD MEMORIAL SCHOLARSHIP Established 1938	Awarded as general scholarship.
VINTON R. SHEPARD MEMORIAL SCHOLARSHIP Established 1963	Awarded to an English major on the basis of financial need.
FRANCIS W. SHEPARDSON MEMORIAL SCHOLARSHIP Established 1944	Awarded as general scholarship.
GEORGE DeFRESE SHEPARDSON MEMORIAL SCHOLARSHIP Established 1969	Awarded to students in the field of Science on the basis of financial need.
HARRIET KING SHEPARDSON MEMORIAL SCHOLARSHIP Established 1969	Awarded to students in the field of English or Dramatics on the basis of financial need.
SHORNEY MEMORIAL SCHOLARSHIP Established 1938	Awarded as general scholarship.
ERI J. SHUMAKER MEMORIAL SCHOLARSHIP Established 1964	Awarded as general scholarship.
FRANKLIN G. SMITH SCHOLARSHIP Established 1957	Awarded as general scholarship.
AMANDA SPERRY SCHOLARSHIP Established 1936	Awarded as general scholarship.

HERBERT F. STILWELL SCHOLARSHIP Established 1937	Awarded as general scholarship.
ELIZABETH TREMBLEY SWISHER SCHOLARSHIP Established 1970	Awarded as general scholarship.
THOMAS SCHOLARSHIP Established 1976	Awarded as general scholarship.
LEWIS NEWTON THOMAS III MEMORIAL SCHOLARSHIP Established 1974	Awarded as general scholarship to sophomore or junior active member(s) of Ohio Zeta chapter of Alpha Tau Omega Fraternity.
CHAPLAIN THOMAS B. VAN HORNE MEMORIAL SCHOLARSHIP Established 1959	Awarded as general scholarship.
DANIEL VAN VOORHIS SCHOLARSHIP Established 1928	Awarded as general scholarship.
CHARLES GARDNER WATERS SCHOLARSHIP Established 1937	Awarded as general scholarship.
CHARLES G. & CLARA FERRIS WATERS SCHOLARSHIP Established 1937	Awarded as general scholarship.
MARGARET ANN WATKIN SCHOLARSHIP Established 1974	Awarded as general scholarship for students in the Department of Biology.
EARL H. & IRENE WELLS SCHOLARSHIP Established 1962	Awarded as general scholarship.
CHARLES F. WHISLER & FAMILY SCHOLARSHIP Established 1936	Awarded as general scholarship.
CINDY WHITTACRE '73 SCHOLARSHIP Established 1979	Awarded to a Junior or Senior majoring in German or French.
KATHERINE GEAR WIGHTMAN SCHOLARSHIP Established 1943	Awarded as general scholarship.
RUSSEL H. WILLIAMS MEMORIAL SCHOLARSHIP Established 1959	Awarded as general scholarship.
ANNETTE LODGE WINTERS SCHOLARSHIP Established 1973	Awarded to foreign students on the basis of financial need.
W. C. WOODYARD MEMORIAL SCHOLARSHIP Established 1963	Awarded as general scholarship.
MABLE MOORE WRIGHT SCHOLARSHIP Established 1971	Awarded as general scholarship.

Scholarship Funds for Men

MARIA T. BARNEY MEMORIAL SCHOLARSHIP Established 1881	Awarded as scholarship to worthy young men of high moral character.
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A. F. & A. A. BOSTWICK SCHOLARSHIP Established 1928	Awarded as general scholarship.
HENRY THURSTON CRANE SCHOLARSHIP Established 1937	Awarded as scholarship to male student.
DAVID & JANE HARPSTER SCHOLARSHIP Established 1897	Awarded as scholarship to worthy young male.
HAWES KEY CLUB SCHOLARSHIP Established 1957	Awarded as scholarship to Key Club member of Licking County or other Key Club members if nonavailable from Licking County.
JOHN H. HISLOP MEMORIAL Established 1951	Awarded as general scholarship with first priority to male students.
A. BLAIR KNAPP MEMORIAL SCHOLARSHIP Established 1970	Awarded to student athlete preferably a basketball player with financial need.
EUGENIO KINCAID LEONARD SCHOLARSHIP Established 1882	Awarded to worthy male displaying high morals and scholarship.
LIVINGSTON MEMORIAL SCHOLARSHIP Established 1979	Awarded as general scholarship.
WILLIAM E. & ANNIE S. MILLER MEMORIAL SCHOLARSHIP Established 1960	Awarded to former Newark, Ohio student enrolling as Freshman.
MARY ARNOLD STEVENS SCHOLARSHIP Established 1874	Awarded to students who evidence Christian faith and life.
ROBERT W. VANDERVEER, JR. MEMORIAL SCHOLARSHIP Established 1958	Awarded to male students.

Scholarship Funds for Women

BETTY ANN ROBINSON ARBUCKLE SCHOLARSHIP Established 1961	Awarded to female student with financial need with good scholarship and who displays concern through campus service.
CHARLES T. CHAPIN SCHOLARSHIP Established 1912	Awarded to female student dependent upon own resources for her education and of high moral character.
HARRY THURSTON CRANE SCHOLARSHIP Established 1937	Awarded to female student.
IDA SAUNDERS FISHER SCHOLARSHIP Established 1932	Awarded to female student.
FLORA PRICE JONES SCHOLARSHIP Established 1917	Awarded to women students.
J. W. KING SCHOLARSHIP Established 1887	Awarded to poor but worthy young women.
HANNAH SNOW LEWIS SCHOLARSHIP Established 1946	Awarded to indigent and worthy women.

LIDE-SHEPARDSON-MARSH MEMORIAL SCHOLARSHIP Established 1920	Awarded for general scholarship purposes.
MARTHA A. LUSE SCHOLARSHIP Established 1928	Awarded to worthy and needy young women.
JAMES MCCLURG SCHOLARSHIP Established 1928	Awarded to worthy and needy young women.
MARY MILLER SCHOLARSHIP Established 1914	Awarded to worthy and needy young women.
MORTAR BOARD SCHOLARSHIP Established 1950	Awarded as a scholarship for women students.
PHILOMATHEAN MEMORIAL SCHOLARSHIP Established 1928	Awarded to aid woman student.
MARGARET RICHARDS MEMORIAL SCHOLARSHIP Established 1946	Awarded with preference to entering foreign woman student or sophomore woman displaying leadership qualities.

Further Information

For more detailed information on methods of financing your Denison education, visit the Office of Financial Assistance and Student Employment in Beth Eden House. You may also write or call:

Marilyn A. Gilbert, Director
Office of Financial Assistance and Student Employment
Denison University
Box H
Granville, Ohio 43023
(614) 587-6279



Interdepartmental Programs

The Honors Program

The Honors Program is especially designed for outstanding students. It consists of seminars and courses intended to meet the intellectual aspirations and expectations of highly motivated and gifted students.

Prerequisites: Entering freshmen with outstanding secondary school records (especially University, Presidential, Battelle, and National Merit Scholars) are invited to participate in the Honors Program as freshmen. Following the first semester of the freshman year, any student with a 3.4 or higher grade point average is invited to participate. Moreover, upon a faculty recommendation to the Dean of the College, a student who excels in a particular area may be invited to enroll in an honors seminar.

Junior and Senior students are invited to participate in their respective seminars, providing they have a 3.4 grade point average or are recommended by a faculty member to the Dean of the College.

All courses in the Honors program meet a requirement in the General Education program of the College.

Coordinator

Anthony J. Lisska, Dean of the College

Faculty Staff

Drs. Lisska, Eisenbeis, A. Gordon, Buell, Alrutz, Kraft, Hansgen, Dresser

Freshman/Sophomore Honors Seminars and Courses

For Fall, 1983:

(NOTE: All course numbers refer to Interdepartmental Courses.)

192a—LEADING CONCEPTS IN POLITICAL SCIENCE.	Buell, 4
192b—THINKING, BELIEVING, UNDERSTANDING.	Eisenbeis, 4
192d—MAN AND HIS ENVIRONMENT.	Alrutz, 4
192m—LITERARY FORMS AND LIFE PATTERNS.	Kraft, 4
192n—THE HUMAN ENCOUNTER WITH TECHNOLOGY.	Hansgen, 3
192p—PUBLIC SPEAKING: MAKING INTELLIGENCE ARTICULATE.	Dresser, 2

Examples of other Honors program courses from previous years include: "Perspectives of Anti-Morality," "Biological Dimensions of Behavior," "From Criminology to Black Codes," "Cooperation & Cooperation: Two Ways of Structural Social Relationships," and "Principles of Economics."

For Spring, 1982:

TO BE ANNOUNCED

Junior Honors Seminars

(NOTE: All course numbers refer to Interdepartmental Courses.)

393—THE GREAT BOOKS: THE GREEK ERA, Readings and discussions representative of the era, including Plato, Thucydides, Aristotle, Euripides, and others. Prerequisites: 3.4 grade point and junior standing.

A. Gordon Lisska, 2



Interdepartmental Programs

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The Honors Program is especially designed for outstanding students. It consists of seminars and courses intended to meet the intellectual aspirations and expectations of highly motivated and gifted students.

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Coordinator

Anthony J. Lisska, Dean of the College

Faculty Staff

Drs. Lisska, Eisenbeis, A. Gordon, Buell, Alrutz, Kraft, Hansgen, Dresser.

Freshman/Sophomore Honors Seminars and Courses

For Fall, 1981

(NOTE: All course numbers refer to Interdepartmental Courses)

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Examples of other Honors program courses from previous years include: "Perspectives in Anti-Morality," "Biosocial Dimensions of Behavior," "From Cosmology to Black Holes," "Competition & Cooperation: Two Ways of Structuring Social Relationships," and "Principles of Economics."

For Spring, 1982:

TO BE ANNOUNCED

Junior Honors Seminars

(NOTE: All course numbers refer to Interdepartmental Courses)

393—THE GREAT BOOKS: THE GREEK ERA. Readings and discussions of representative writings of the era, including Plato, Thucydides, Aristotle, Euripides, and others. Prerequisites: 3.4 grade point and Junior standing.

A. Gordon/Lisska. 2

394—THE GREAT BOOKS: THE MEDIEVAL ERA. Readings and discussions of representative writings of the era, including Augustine, Dante, Aquinas, Chaucer, and others. Prerequisites: 3.4 grade point and Junior standing. **Lisska. 2**

Senior Honors Seminars

(NOTE: All course numbers refer to Interdepartmental Courses)

493—CONTEMPORARY PROBLEMS. An analysis and discussion of problems confronting the last quarter of the twentieth century. Various Denison professors will participate throughout the semester. Prerequisites: 3.4 grade point and Senior standing. **Staff. 2**

Interdepartmental Courses

Course Offerings

GENERAL EDUCATION 18—INTRODUCTION TO PHILOSOPHY AND THEOLOGY. A study of selected philosophical and religious 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. **Gibbons. 4**

INTERDEPARTMENTAL 246—WOMEN'S STUDIES. A survey course by and about women, presenting content which belongs to various academic disciplines but which is often omitted from courses offered within university departments. Topics are selected from social sciences, life sciences, humanities, and fine arts, utilizing the competence of faculty and other women as participant-lecturers wherever possible. Equal emphasis is placed upon developing mastery of content, self-awareness of sex roles, and community responsibility. Instruction is by means of required and suggested readings, lectures by local and visiting experts, films, small group discussions, individual and group projects, and student writing. The format for the fall semester is a seminar, while the spring semester is a large lecture class in combination with small discussion sections. Each semester the course changes focus, so it is possible for students to take the course more than once. Evaluation is on the basis of Satisfactory/Unsatisfactory. Letter grading is possible by petition in advance. Open to women and men. **Fitzgerald. 3**

INTERDEPARTMENTAL 305—DENISON CHALLENGE. An experientially-based course with an off-campus wilderness phase and an on-campus project phase. The wilderness portion of the fall course begins in August while the wilderness phase of the spring course begins in January. Wilderness environments may include Texas, West Virginia, Wyoming, and New England. **WILDERNESS PHASE:** While in the field, students will receive instruction in outdoor skills and will participate in a variety of experiences including a solo period and a final expedition. Depending upon the location, rock climbing, rafting, spelunking, and ski touring may be possible. In addition, students will be required to study the biological and geological aspects of the area and keep a journal. **ON-CAMPUS PHASE:** Once back at Denison, students will complete individually-designed course-related projects. The nature and scope of these projects will be the responsibility of each student with emphasis placed on integrity, initiative, and excellence. As a group, students will read a variety of works dealing with leadership, the American wilderness, and man's relationship to the natural world. The group will also participate in a number of leadership and group problem-solving exercises. The cost of the course, above and beyond usual tuition, will be between \$450 and \$550 depending on the number of students enrolled and the location of the wilderness phase. Graded Credit/No Entry. Not offered 1981-82. **Staff. 4**

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

INTERDEPARTMENTAL 324—RELIGION AND PSYCHOLOGY. An exploration of the religious phenomenon from the perspective of psychology. In reading works by C.G. Jung, Sigmund Freud,

Erich Fromm, and others, attention will be given to their operative understanding of religion and the appropriateness of their methodology to the subject matter. Analyses will be made of psychological and theological statements on a common religious theme. Some attention will be given to efforts at correlating the two disciplines. Same as Religion 324. **Woodyard. 4**

INTERDEPARTMENTAL 353-354—JEWISH IDEAS, TEXTS & TRADITIONS. Not offered 1981-82; see Religion 202. **Staff. 4**

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

INTERDEPARTMENTAL 393-394—THE GREAT BOOKS. This seminar is open to Junior students with a grade-point average of 3.4 or above. See "Honors Program." **Lisska. 2**

INTERDEPARTMENTAL 441-442—ENVIRONMENTAL STUDIES. The course is a problem-oriented experience integrated into a closely coordinated senior program. This program is conceived of as an in-depth investigation of one significant environmental problem, ideally of local community concern, which will focus the attention of participating students and faculty upon relevant factors and their implications for solutions. In this manner each participant will contribute from his or her special area of emphasis while experiencing the integration needed for a comprehensive approach to a problem with inherent complexity. The teaching staff consists of faculty members from the following departments: Economics, Political Science, Sociology and Anthropology, Psychology, Biology, Chemistry, Geology, and Physics. Prerequisites: Senior standing; taking concentration in Environmental Studies. **Staff. 4**

INTERDEPARTMENTAL 443-444—ENVIRONMENTAL STUDIES SEMINAR. This program is designed to confront students from diverse disciplines with the complexities associated with those problems centering on environmental quality and its determination. By seminars, projects, and participation in hearings, conferences, or meetings, students and faculty will come to grips with actual problems found in Central Ohio. This will involve, in addition to attendance, visits to off-campus meetings, and individual projects. **Staff. 2**

Interdepartmental Majors

Black Studies

Coordinator

The Rev. John Jackson, Director of Center for Black Studies

Faculty Staff

Drs. de Armas, Condray, Freeman, Lee, Kirby, Nichols, Schilling, Rev. Jackson, Ms. Love, Ms. James.

Guidelines

The Black Studies curriculum invites students to explore the Black Experience in various ways, including an interdisciplinary major or minor.

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

A Major in Black Studies

A Black Studies major is expected to develop a special mastery of a subject matter and methodology by concentrating on a particular topic or problem, within a particular academic department or division, or in a particular area studies field.

The Black Studies major requires a minimum of 32 credit hours and the completion of a senior project.

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

Black Studies 235—The Nature of Black Studies

English 255—Ethnic Literature

History 215—The History of Blacks in America

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

A Minor in Black Studies

The minor in Black Studies requires a minimum of 20 credit hours. Students wishing to be awarded a minor in Black Studies must complete the three core courses (Black Studies 235, English 255, and History 215). Additionally, students are required to complete one Black Studies course whose primary subject matter is Africa or the Caribbean, plus a directed study which seeks to correlate Black Studies with some aspect of the student's major field. The directed study should be taken in the Junior or Senior year.

Course Offerings

Black Studies

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

385—SENIOR PROJECT. **Staff. 3-6**

English

255—ETHNIC LITERATURE. An introductory study of black literature in America, emphasizing the modern period. **Lee. 4**

355—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. **Lee. 4**

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

History

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

235—AN INTRODUCTION TO MODERN AFRICA. A study of major problems and issues in African history with an emphasis on the recent past. **Schilling. 4**

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

Latin American Studies

401c—CARIBBEAN STUDIES. A seminar designed for students who wish to combine a study of some aspects of the Caribbean area. The course offers a broad perspective of the ethnic, social, political, and economic problems of the so-called Caribbean area, which encompasses black as well as white countries. The focus of the seminar will be on the troublesome spots of the Caribbean: Cuba, Puerto Rico, Haiti, Barbados, Martinique, etc., and their relationship to the United States. **Armas. 3**

Political Science

370b—SOUTHERN AFRICA: THE POLITICS OF RACE. The historical developments of race relations in South Africa, Namibia, Zimbabwe, Angola, and Mozambique will be examined, with special attention on the development of apartheid in South Africa. The course also will focus on: (1) liberation movements and African resistance to racial oppression; (2) the anti-apartheid movement in the U.S. and Europe; and (3) the foreign policies of the U.S. government and businesses regarding the region. **Love. 4**

Psychology

402—BLACK PSYCHOLOGY. The focus will be on the psychology of the black experience in the United States. Among the topics to be discussed are cultural disadvantage and education, intelligence, genetics, emotional characteristics, perception, ethnic group differences in attitudes and adjustment, black child care, mixed marriages, black athletes, employment, and the black female. In addition to discussion of these areas, the student is expected to select a particular area for special study. Prerequisite: 101. **Freeman. 2**

Religion

228—BLACK RELIGION AND BLACK THEOLOGY. An introductory course in the study of Black religion and Black theology. It is an interdisciplinary examination of the various aspects and expressions of Black religion, including religious sects, the Black Muslims, mutual aid societies, etc., for the purpose of extracting and validating the data and norm of Black theology. The sociological and theological issues surrounding the construction and analysis of the norm for Black theology will be critically discussed. **Jackson. 4**

340b—MODERN BLACK LITERATURE AND BLACK RELIGION: A MERGER OF IDEAS. The course is an intensive exploration of the topic "Black Nationalism and Black Identity" through primary and secondary religious sources (sermons, autobiographies, theological treatises) and through literature (fiction, poetry, and drama). Students will be exposed to a number of non-traditional learning experiences including black nationalistic churches and storefront churches. **Lee and Jackson. 4**

Sociology and Anthropology

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. **James. 3**

312—MINORITY RELATIONS. While the phenomenon of minority relations, ranging from conflict to pluralism, is world-wide and an examination of these relationships will be explored from a cross-cultural perspective, the major thrust of this course is an examination of minority relations within the United States. We will explore the contexts within which race and ethnic relations developed, the social structure in which contemporary minority relations exist today and the major forces and directions of change. This course satisfies the minority studies requirement and has no prerequisites. **James. 4**

Speech Communication

229—MINORITIES AND THE MASS MEDIA. This course focuses on the access of American minorities to the media in terms of employment and ownership, the portrayal of minorities in the media, and the historical and social ramifications of the media coverage of minorities in the cultural milieu. Minorities will be defined by race, sex, and/or affiliation, including Blacks, Hispanics, Women, and Minority Political Parties. (meets #382 GE requirement) **Condray. 4**

Classical Studies

Coordinator

Maureen Meaney

Assistant Professor

Maureen Meaney (1981-)
B.A., M.A., Cornell U.

Visiting Lecturer

Galen Graham (1976-)
A.B., College of the Holy Cross; M.A., Ph.D., Ohio State U.

Faculty Staff

Drs. Walter Eisenbeis, Michael Gordon, James Martin, Paul Cardile, Anthony Lisska, Jules Steinberg, Robert Hahn.

Guidelines

The rich literature, ideas, and artistry of Greek and Roman civilization have deeply influenced our times. The classics—in translation or in the Greek and Latin languages—provide a helpful supplement to work in modern languages, philosophy and religion, history, and the arts, or in preparation for law and medicine.

Major in Classical Languages

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

Major in Classical Civilization

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

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

Guidelines for students wishing to take Greek or Latin to fulfill the foreign language requirement are printed in the requirement statement in this Catalog.

Course Offerings

Courses in Greek Language

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

Meaney. 4

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

Meaney. 4

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

These courses offered upon demand to Ms. Meaney.

Meaney. 3

Courses in Latin Language

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

Graham. 4

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

Graham. 3

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

Graham. 3

Courses in Classical Civilization

101—ANCIENT GREECE: HISTORY AND CIVILIZATION. Studies in ancient Greek history and civilization from the Minoan period to the death of Alexander, with special emphasis on fifth-century Athens and the rise and fall of the polis.

Meaney. 4

102—ROMAN LIFE AND THOUGHT. A study of the evolution of Roman society from a simple farming community to a sophisticated world capital. Readings from Roman historians will stress dominant ideas and ideologies, as often represented by outstanding political and military leaders. Roman culture will be reviewed also in archaeological monuments. Same as History 323.

Meaney. 4

103—GREEK MYTHOLOGY. A study of Greek myths, their function in ancient culture and their continuing importance. Readings in translation will be drawn from Homer, Hesiod, Greek drama, Apollonius, and Ovid. Some attention will be given to myths of creation, the spectrum of gods and goddesses, and heroic models of human experience.

Meaney. 4

104—GREEK AND ROMAN DRAMA. A study of tragedy and comedy, their development and interpretation in ancient times. Readings in translation will include Sophocles, Euripides, Aristophanes, Plautus, and Seneca. Some attention will be given to the context of plays in festivals, the role of the hero, and the revival of classical motifs in modern dramas.

Meaney. 3

105—STUDIES IN CLASSICAL CIVILIZATION: SPEECH AND SOCIETY IN THE ANCIENT WORLD. Ancient culture was primarily spoken culture. In Greece and Rome, rhetoric was not merely a means to an end, but a science and art in itself. This course studies the development of oratory from early Greece to the Roman empire. **All readings in English.** Same as Speech 105.

Meaney. 3

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

Eisenbeis. 4

204—THE DEVELOPMENT OF POLITICAL THOUGHT (CLASSICAL). Basic political ideas from Plato to Machiavelli will be considered. The course will emphasize both the understanding of particular thinkers and the relationship of ideas to contemporary problems and issues. Same as Political Science 304a. **Steinberg. 4**

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

236—COMPARATIVE RELIGIOUS MYTHOLOGY. The course will investigate the nature of religious myth and its place in man's religious experience in a variety of traditions. Primitive, Western, and Oriental mythologies will be included in the study. Same as Religion 336. **Martin. 4**

251—CLASSICAL ART. The development of ancient Greek architecture, sculpture, and vase painting from Minoan through Hellenistic times; Roman art will be studied from its Etruscan and Greek origins through the late Empire. Same as Art 301. **Cardile. 3**

361-362—DIRECTED STUDY. **Staff. 3**

Related Courses

Philosophy 331—GREEK AND MEDIEVAL PHILOSOPHY. A systematic analysis of the structural development of Western Philosophy from the origins of Greek philosophy with Thales (sixth century B.C.) to the breakdown of the medieval syntheses with Nicholas of Cusa (fifteenth century). Emphasis is placed on the philosophical problems confronted and analyzed by Plato, Aristotle, Plotinus, Augustine, Thomas Aquinas, and Duns Scotus. Prerequisite: Junior standing or consent. (To be offered in 1979-80 and in alternate years.) **Hahn. 4**

East Europe and Soviet Studies

Coordinator

William Bishop

Faculty Staff

William Bishop, William Henderson, Muriel Joffe

Guidelines

This major is intended to confront the student with a value system different from the one in which he or she grew up. With the rapid growth of cultural, economic, and scientific exchanges of ideas and resources between the U.S.S.R. and the U.S.A., it becomes more and more important for Americans to learn about Russia. This major attempts to fulfill this task.

Students majoring in this area must demonstrate proficiency in the Russian language (can be achieved by successfully completing Russian 212, or by examination), take Soviet Studies 115, and at least one course in each of the following: Russian Literature, Russian or Soviet History, Soviet Politics, and Geography of the Soviet Union. The minimum number of credit hours required for the major is 30. Among the courses related to this major are:

Course Offerings

Soviet Studies

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

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

360J—STALIN AND STALINISM. **Joffe. 3**

Russian

111-112—BEGINNING RUSSIAN. A comprehensive introductory course in Russian through the four basic skills: oral comprehension, speaking, reading, and writing. Work in the language laboratory is required. A student must complete 112 before receiving credit for 111. A student with one year of credit in high school Russian may register for 112. **Staff. 4**

INTERMEDIATE RUSSIAN—Courses can be arranged.

Political Science

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

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

357—SOVIET FOREIGN AND MILITARY POLICY. The subject of the course is the behavior of the Soviet Union in world politics. The period from World War II to the present will be emphasized. Analysis of Soviet relations with those parts of the world which have been an object of particular Soviet interest (the United States, Germany and Europe, China and East Asia, and the Middle East) will comprise a large part of the course. The course goal is to develop skills for intelligently explaining and forecasting Soviet behavior in the world. **Bishop. 4**

Economics

312—COMPARATIVE ECONOMIC SYSTEMS. A study of alternate economic systems. A theoretical and operational study of economic systems as they exist in reality. The course emphasizes the development and current performance of the economic systems of the United States, Europe, and the Soviet Union. Prerequisite: 100. **Henderson. 4**

Geography

240—GEOGRAPHY OF THE SOVIET UNION. A survey of the physical environment of the U.S.S.R. to enhance understanding of similarities and contrasts between U.S. and U.S.S.R. environmental problems. **Staff. 3**

French Area Studies

Coordinator

Josette Wilburn

Faculty Staff

Drs. Wilburn, Richard Lucier, George Bogdanovitch, Eric Hirshler, Donald Schilling, and William Bishop

Guidelines

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

Students begin an Area Study of France by taking the introductory course, French 301-302. The course considers several ways of answering the question: What makes France French? Students examine various aspects of French culture (art, slang, history, attitudes toward the past, etc.) that pertain to the problem of identifying a French national character. A directed study in the area, French 401-402, is taken during the senior year, offering students an opportunity for independent study on any phase of the area that best satisfies their interests.

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

Course Offerings

French Area Studies

301-302—AREA STUDY: FRANCE. The course considers several ways of answering the question: What makes France French? Students examine various aspects of French culture (art, slang, history, attitudes toward the past, etc.) that pertain to the problem of identifying a French national character. **Wilburn. 3**

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

Language and Literature

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

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

Economics

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

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

Staff. 4

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. Prerequisites: 100, 302.

Lucier. 4

Geography

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

Staff. 3

History

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

Staff. 4

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

Schilling. 4

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

Schilling. 4

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

Staff. 3

Political Science

221—COMPARATIVE POLITICS. An introduction to the comparative study of politics. The course will emphasize the development and use of key concepts for the purpose of political analysis. Analysis will focus upon politics in the four most populous states of western Europe: the United Kingdom, France, the Federal Republic of Germany, and Italy. The first 9 or 10 weeks of the course will be devoted to discussing the major features of politics in each country and the last 4 or 5 weeks will concentrate on analyzing similarities and differences in politics in the various countries.

Bishop. 4

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

Staff. 4

Electives

English

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

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

Interdepartmental

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

Art

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

Latin American Studies

Coordinator

Alberto M. Mac Lean

Faculty Staff

Donald Valdes, Charles Steele, Paul King, the Rev. David Woodyard, B. Tavakolian and June Horton

Guidelines

In light of the emergence of Latin America as an important power in the Third World and in world affairs, Denison University considers it appropriate to offer an interdisciplinary major that affords both broad preparation and specialized training in the field of Latin American Studies. The major is interdisciplinary in its approach and is designed to develop student competence relevant to employment in governmental agencies, in private enterprise, and in teaching. The program is flexible and may be adapted to individual needs and interests.

The Latin American Studies curriculum consists of:

a) Basic requirements:

Language—Proficiency in Spanish

Spanish 224, 313 or 314.

(a basic knowledge of Portuguese is desirable)

Latin America—4 courses: 315 (unless waived), Introduction to Latin American Studies, 201, and two seminars 401.

b) At least 4 courses from among the following:

History—One course, History of Latin America.

Economics—One course, 316 or 350g.

Geography—One course, 261 or 361/230.

Art—One relevant course.

Sociology/Anthropology—One course, 319 or 322.

Political Science—One relevant course.

Study abroad, particularly in Bogotá, Colombia, is strongly recommended. However, comparable courses can be accepted towards the major abroad or in the U.S.

The Latin American Studies Major is organized and administered by an interdepartmental faculty committee and a coordinator. This committee is administratively under the auspices of the Department of Modern Languages.

Minor

We expect students who complete a Minor in Latin American Area Studies to be well-informed about the cultural, political and economic conditions of the South American countries. The minor requires a basic competence in language, and two courses on Latin American culture; one dealing with the institutional and cultural aspect of the continent (LAAS 224) and another dealing with the political, economic and historical progressions of the continent (LAAS 201). Aside from these we expect students to take courses outside the department, on a subject that is of concern to South America.

Required Courses:

Spanish 213 Conversation (3 hours)

Spanish 224 Hispanic Culture (4 hours)

LAAS 201 Introduction to Latin American Area Studies (4 hours)

A minimum of 4 hours from the following courses:

Geography 216 or 361/230 (3 hours)

Economics 316 or 350g (4 hours)

Soc./Anthro. 319 or 322 (3 hours)

In addition to the required courses in Spanish, one of the following must be chosen:

Spanish 313 Advanced Conversation (4 hours)

Spanish 314 Advanced Grammar (4 hours)

Spanish 315 Spanish American Literature (4 hours)

Course Offerings

Latin American Studies

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

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

Language and/or Literature (one course)

224—INTRODUCTION TO HISPANIC CULTURE. A study of the attitudes, values and beliefs of the Spaniard and Spanish American through their history, institutions, traditions and creative expression. **Conducted in Spanish.** Prerequisite: 211. **Staff. 4**

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

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

315—SPANISH AMERICAN LITERATURE. Study of literary genres, periods or movements in Spanish America. Emphasis to be determined each semester course is taught. **Conducted in Spanish.** Prerequisite: 212 or equivalent. **Armas, Mac Lean. 3**

History

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

Sociology and Anthropology (one course)

319—SOUTH AMERICAN INDIANS. Ethnography of Indians south of the Rio Grande with special emphasis on culture contact and culture change. **Staff. 3**

Economics (one course)

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

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

Geography (one course)

261—WORLD POLITICAL GEOGRAPHY. Study of advantaged and disadvantaged world states and their interactions related to environmental considerations. Attention is directed to current problems associated with natural resource dependency, with natural resource distribution, and emerging nationalism. **Staff. 3**

361-230—DIRECTED STUDIES. Readings in Geography selected to enhance student's geographic comprehension. **Staff. 3**

Latin American Seminars

401—SEMINARS IN PROBLEMS IN LATIN AMERICA. Two seminars. Seminars in the different areas and/or problems in Latin America and developed by the different departments participating in the program. **Mac Lean. 3**

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

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

401c—CARIBBEAN STUDIES. A seminar designed for students who wish to combine a study of some aspects of the Caribbean area. The course offers a broad perspective of the ethnic, social, political, and economic problems of the so-called Caribbean area, which encompasses black as well as white countries. The focus of the seminar will be on the troublesome spots of the Caribbean: Cuba, Puerto Rico, Haiti, Barbados, Martinique, etc., and their relationship to the United States. **Staff. 3**

401d—THE HUMAN CONDITION: ECONOMIC FACTORS AND THEOLOGICAL PERSPECTIVES. This course intends to explore the interfaces among theological claims and economic policies. The focus will be on the impact of theology upon societal values and of societal values upon economic institutions. The context of the study will include both the Third World (Latin America) and the United States. **Woodyard, King. 4**

Literature

Coordinator

Tony Stoneburner

Faculty Staff

Drs. Stoneburner, Maureen Meaney, Paul Bennett, Richard Kraus, Tommy Burkett, Dominick Consolo, Kenneth Marshall, Anne Shaver, Ilse Winter, and Charles O'Keefe.

Guidelines

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

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

20th century English and American Literature, a minimum of two courses;

Pre-20th century English and American Literature, a minimum of two courses;

Literature of cultures other than English and American (these courses may be in translation), including (a) Classics; (b) European Literature; and (c) Third World and Non-western Literature, a minimum of four courses; at least two courses must be taken from each of two of the three divisions;

Proficiency in a foreign language. A major must take one advanced literature course in a foreign language or translate a literary text under the direction of a faculty member.

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

Course Offerings

Courses in Classical Civilization

101—ANCIENT GREECE: HISTORY AND CIVILIZATION. Studies in ancient Greek history and civilization from the Minoan period to the death of Alexander, with special emphasis on fifth-century Athens and the rise and fall of the polis. **Meaney. 4**

102—ROMAN LIFE AND THOUGHT. A study of the evolution of Roman society from a simple farming community to a sophisticated world capital. Readings from Roman historians will stress dominant ideas and ideologies, as often represented by outstanding political and military leaders. Roman culture will be reviewed also in archaeological monuments. Same as History 323. **Meaney. 4**

103—GREEK MYTHOLOGY. A study of Greek myths, their function in ancient culture and their continuing importance. Readings in translation will be drawn from Homer, Hesiod, Greek drama, Apollonius, and Ovid. Some attention will be given to myths of creation, the spectrum of gods and goddesses, and heroic models of human experience. **Meaney. 4**

104—GREEK AND ROMAN DRAMA. A study of tragedy and comedy, their development and interpretation in ancient times. Readings in translation will include Sophocles, Euripides, Aristophanes, Plautus, and Seneca. Some attention will be given to the context of plays in festivals, the role of the hero, and the revival of classical motifs in modern dramas. **Meaney. 3**

English

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

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

220—20th CENTURY BRITISH AND AMERICAN FICTION. Selected works by Conrad, Joyce, Lawrence, Hemingway, Faulkner, and several other 20th Century writers of fiction. **Staff. 4**

310—STUDIES IN LITERATURE: INTRODUCTION TO WEST AFRICAN LITERATURE. A study of the ideas, concerns, and aspirations of Africans as reflected in literary selection from representative native writers. Readings will consist of poetry, novels, and dramas chosen for their literary value as well as for their portrayal of cultural elements. While interest will center primarily on post-colonial, independent Africa, works depicting traditional and colonial life will be read in order to gain a better understanding of the present. Our attention will focus mainly on the west coast, though works from east Africa will be studied for comparisons. **Staff. 4**

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

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

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

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

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

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

Interdepartmental

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

French

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

Urban Studies

The major in Urban Studies is currently undergoing evaluation and may be discontinued. The *concentration* in Urban Studies will continue, whatever action is taken regarding the Urban Studies major. For information on the concentration in Urban Studies, see listings under Economics and Political Science.

Women's Studies

Faculty Staff

Ann K. Fitzgerald, Director

Assistant Professor of English and Women's Studies

Beverly T. Purrington, Women's Coordinator

Assistant Professor of Sociology/Anthropology

Mary Schilling, Mellon Grant Coordinator

(Additional faculty are listed below with the courses they teach.)

Women's Studies at Denison: General Information

The Women's Studies program includes courses within a range of departments, offered at introductory, intermediate and advanced levels. Particular courses may vary from year to year, but the ones listed below are typical.

Students interested in specializing in Women's Studies have two options: a self-designed major, or the minor described below. Many supplementary opportunities are also available to all students who wish to enrich their experience with Women's Studies or their acquaintance with the Women's movement:

(1) January Term. Many January Term offerings feature Women's Studies themes. Recent and current examples include: 1981: Third World Women's Literature (Valerie Lee, English), Working for Social Change: Career Exploration (Beverly Purrington, Sociology/Anthropology), Women in Real Life and Reel Life (John Schilb, English), Women in the New York Art Scene (Independent Study), Internships at Planned Parenthood (Newark, Ohio and Naples, Florida), Women Employed (Chicago), and Women's Equity Action League (Washington, DC); 1982 (projected): Four Heroines of the Nineteenth Century (Janet Freeman, English).

(2) The Women's Resource Center. Located on the first floor of Fellows Hall, the Center houses a collection of books, periodicals and reference files, including information about local services for women. The Center also serves as a study and meeting place.

(3) The Mellon Program. Denison currently has a grant from the Mellon Foundation to encourage women students to consider non-traditional careers. Such activities as career exploration trips, seminars in "non-threatening mathematics" and the visiting professionals program are carried out under the grant.

(4) Great Lakes Colleges Association Programs. The GLCA consortium of twelve liberal arts colleges sponsors an active women's studies program. Students may participate in semester-long internships in such areas as women's health care, legal services, feminist art, counselling, etc. The GLCA also hosts an annual Women's Studies conference for students and faculty.

(5) Campus Organizations: Such organizations as Women's Emphasis, Denisonians Against Rape and Committee W (for faculty and professional staff women) are active on the campus. In addition, a variety of special-purpose groups exist, offering assertiveness training, self-defense instruction, peer support for gay women, and support for those with health or diet problems.

The Women's Coordinator oversees activities and services for women, edits the Women's Studies Newsletter and serves as an advocate on issues involving women.

A Minor in Women's Studies*

A **proposed** minor in Women's Studies has been developed. The proposal calls for a student to select an advisor from among the faculty who teach women's studies to coordinate course selection. At least six courses must be selected, of which at least four must be from the ones listed below (or similar courses taught in subsequent years and approved by the Academic Affairs Council for this purpose). Because of the close relationship between the problems of women and those of other minority or disadvantaged groups, at least two courses for the minor must be in the areas of Black Studies, Latin American Area Studies, or other intercultural studies. These two courses need not focus specifically on women nor need they be ones that fulfill the Minority and Women's Studies General Education requirement. The Director of Women's Studies can provide information about which courses meet this part of the requirement.

*Pending approval.

Course Offerings

Interdepartmental 246—WOMEN'S STUDIES.	Ann Fitzgerald/John Schilb/Staff.	3
Interdepartmental 361-362—DIRECTED STUDY IN WOMEN'S STUDIES.	Staff.	3 or 4
Interdepartmental 363—INDEPENDENT STUDY IN WOMEN'S STUDIES.	Staff.	3 or 4
Economics 322—WOMEN IN THE LABOR FORCE.	Robin Bartlett.	4
English 225—WOMEN IN LITERATURE.	Nancy Nowik/Ann Fitzgerald.	4
History 360r—HISTORY OF WOMEN IN MODERN EUROPE AND AMERICA.	Kristen Neuschel.	4
Philosophy 275—PHILOSOPHY OF FEMINISM.	Joan Straumanis.	4
Psychology 260—HUMAN SEXUALITY.	Janet Hyde.	3
Psychology 402b—THE PSYCHOLOGY OF WOMEN.	Cassandra Wright/Janet Hyde.	3
Religion 229—WOMEN AND WESTERN RELIGION.	Joan Novak.	4
Sociology/Anthropology 310—SEXUAL INEQUALITY.	Beverly Purrington.	3
Sociology/Anthropology 321—WOMEN IN DEVELOPING SOCIETIES.	Bahram Tavakolian.	3
Speech Communication 229—MINORITIES AND THE MASS MEDIA.	Suzanne Condray.	3

Pre-Professional Programs

More than half of each year's graduating class at Denison continue their education at leading professional and graduate schools. Our commitment to the liberal arts, the strength of Denison's professional advising, and the success of our graduates have made Denison well-known in schools ranging from medicine and business to law and engineering. Denison has maintained counseling services and has joined cooperative educational programs which can be of great help to you. Whether you earn a bachelor's degree at Denison and then go on to a professional school or combine three years of study here with two at another university, a Denison education and our tested counseling programs can contribute significantly to the attainment of your professional goals.

Advising System

Dr. Samuel Schaff, Denison's Professional School Consultant, along with our Faculty Prelaw and Premedical Committees, and individual faculty members, provide strong and knowledgeable counseling services. They will work with you in group and individual meetings from the time you express an initial interest in, for example, attending law school, through the time you apply for admission to professional school. An important part of this counseling involves helping you to thoroughly prepare for qualifying tests and assisting in the arrangement of internships. At your request, a detailed file of your accomplishments and recommendations will be developed. Dr. Schaff has earned the respect of deans of professional and graduate schools through his lengthy service on the executive committees of the Central Association of Advisors for the Health Professions and the Midwest Association of Prelaw Advisors.

Medicine and Dentistry

In recent years, 80 percent of our seniors who apply to medical and dental schools have been admitted. They apply to a variety of quality institutions, including those in both the East and Far West.

What is equally important is the fact that they do well once they have been admitted. For example, a recent Denison graduate of a prestigious Eastern medical school was the recipient of the Bernicker Prize for his outstanding record.

Many of our undergraduates who are considering the health professions use a January Term internship to bolster their preparations and gain an overview of several related fields. In particular, Denison students have been particularly successful in internships with a rigorous program at the University of Virginia Medical School Hospital.

Law Programs

Denison graduates by and large are successful in gaining admission to first-rate law schools across the country. Over 85 percent of those working with our counselor are accepted at their first- or second-choice schools, and our records list over 55 institutions where Denisonians have recently studied law. A recent graduate received a Root-Tilden Scholarship from New York University Law School, and she was also a runner-up for a Marshall Scholarship. One graduate was editor of the Vanderbilt Law Review during his law studies; others are on the law reviews of such schools as Columbia, Washington and Lee, and Ohio State University.

Because of Denison's traditional strength in preparing students who do well in law, representatives from about 15 schools regularly visit the campus for interviews.

Business Programs

A broad-based undergraduate program in the liberal arts is one of the most satisfactory preparations for graduate study in business administration and management, and large numbers of Denison graduates are continuing their studies in M.B.A. and M.B.M. programs at some 40 schools. Information from the office of our Graduate and Professional School Advisor indicates that about 85 percent are accepted at their first- or second-choice institutions.

At the undergraduate level, Denison participates in the Management Studies Semester at the Keller School of Management in Chicago. See page 79 for details.

Engineering Programs

With a long-standing tradition of strength in science and pre-engineering, Denison offers you two plans to prepare for an engineering career. In the first, you receive a bachelor's degree after four years at Denison with a major in natural sciences or mathematical sciences, followed by two years of graduate work at another institution leading to a master's degree in engineering. Graduate schools at numerous universities have accepted Denison students and visit the campus regularly.

The second plan is a "three-two" program in which you study three years at Denison and two at an affiliated engineering school and receive two

bachelor's degrees. Denison is affiliated in such binary programs with Rensselaer Polytechnic Institute, the University of Rochester, Washington University (St. Louis), Case Western Reserve University, and Columbia University. Students interested in these plans should contact Dr. Lee Larson, Denison's engineering liaison officer, in care of the Denison Physics Department, at their earliest opportunity.

Forestry

Denison offers a cooperative program with Duke University in the areas of Environmental Management and Forestry. You can earn the bachelor's degree from Denison and the master's in either Forestry or Environmental Management from Duke after spending three years at Denison and two years at Duke's School of Forestry and Environmental Studies. The major program emphases at Duke are forest resource production, resource science, and resource policy; however, programs can be tailored with other individual emphases. An undergraduate major at Denison in natural or social science or pre-professional emphasis in business or engineering is good preparation for the Duke programs, but any undergraduate concentration will be considered for admission. If you are interested in this program, however, you should take at least one year each in biology, mathematical sciences, and economics at Denison.

Medical Technology

Denison offers the basic courses you need to enter a professional program in medical technology. We can help you make arrangements to take part in certified programs, such as the one at the Rochester General Hospital. Normally, you enter the professional program at the end of your junior year. After successfully completing the training program at the cooperative university or hospital, you will receive a Denison bachelor's degree and be eligible for the registry examination given by the American Society of Clinical Pathologists.

Natural Resources

Since the 1979-80 academic year, we have had a cooperative program with the School of Natural Resources at the University of Michigan to provide training for careers in the management and study of renewable natural resources. You attend Denison for three years and transfer to Michigan for two additional years. At the end of your first year at Michigan, you can receive your Denison bachelor's degree. Upon completion of Michigan's graduation requirements, you will receive a bachelor's degree in either forestry or natural resources.

Off-Campus Programs

We offer you the opportunity to study off-campus for a semester. Off-campus programs enable you to broaden your experiences by working, for example, as an apprentice in a New York theatre or museum, a student staff member at a major research library, an intern with a Chicago business, or a student researcher in a program at the Oak Ridge National Laboratory. You can also study abroad for a semester or an entire year.

Many of our off-campus programs are sponsored by the Great Lakes Colleges Association (GLCA), a consortium of 12 Midwestern liberal arts colleges of which Denison is a member. These opportunities are open to any Denison student who meets certain requirements. Most students who participate do so in their junior year. Further details are available from the Office of the Dean for Educational Services.

International Programs

GLCA programs are available in Tokyo, Hong Kong, various locations in Africa, Bogotá, Colombia, and Aberdeen, Scotland.

Requirements vary as to language competence, but generally, instruction is in English. Summer programs are offered in many countries.

Other recognized programs in which Denison students have participated are located in London, Paris, Florence, Madrid, Copenhagen, Munich, Rome, and other European cities. Additional opportunities also exist for study in Latin America, the Far East, and Africa.

Domestic Programs

Whether it is spending a semester in intensive arts performance or scientific research, there are numerous, excellent off-campus programs available for you. Credits earned on an approved off-campus study program count toward your Denison degree.

Black College Student Exchange Program

A student exchange program with black colleges and universities, usually for one semester, is in effect with Howard University, Fisk University, Morehouse College, and other predominately black institutions. Any Denison student may apply for this program.

Management Studies Semester at the Keller School

The Keller Graduate School of Management selects a limited number of qualified undergraduates to take part in its Management Studies Semester. This intensive, off-campus educational experience in business administration and management includes 11 weeks of formal coursework and a five week full-time internship practicum with a business firm in Chicago.

The Merrill-Palmer School

This school in Detroit 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 program involves spending one semester living in Detroit.

Newberry Library

This program offers students in the humanities the opportunity for a semester of directed study and seminars. The staff and visiting scholars at Newberry Library, Chicago, assist students in their research.

New York City Art Program

The GLCA 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 Oak Ridge Science Semester

The GLCA and the Division of Nuclear Education and Training of the U.S. Energy Research and Development Administration sponsor a fall research semester for junior and senior GLCA students in the social, biological, engineering, mathematical, and physical sciences. Based at the Oak Ridge National Laboratory, the program allows students to study and do research at the frontier of current knowledge and places them with resident research scientists engaged in long-range intensive investigations. In addition, resident GLCA faculty members present advanced courses in research methodology in the social sciences, biology, chemistry, mathematics, and physics.

The Urban Semester in Philadelphia

Sponsored by the GLCA and the Philadelphia Board of Education, this program gives students direct participation in the social changes that are occurring in urban areas. In large measure, the city itself is classroom, textbook, and curriculum. Students are assigned to professionals who are engaged in improving the quality of urban living and who will supervise their work on individual urban projects. Students also follow a directed course of relevant academic studies, including seminars, research reports, and discussion groups, and will receive a full semester of academic credit for successful participation.

The Washington Semester

This program introduces superior students to the source materials and governmental institutions in Washington D.C. The experience includes regular courses and a seminar undertaken at the American University, as well as a directed, independent investigation on a subject of particular interest to you.

Departmental Majors

Art

Faculty

Chairperson

Michael Jung

Professor

George J. Bogdanovitch (1972-)

B.A. Rutgers U.; M.F.A., U. of Iowa

Eric E. Hirshler (1959-)

B.A., Bowdoin College; M.A., Ph.D., Yale U.

Michael Jung (1967-)

B.A., Denison U.; M.S., M.F.A., Wisconsin

Assistant Professor

Paul J. Cardile (1978-)

B.A., M.A., Queens College; M. Phil., Ph.D., Yale U.

Catherine E. Dolan (1979-)

B.A., College of Saint Teresa; M.F.A., Washington U.

Neil Tetkowski (1980-)

B.F.A., Alfred U.; M.F.A., Illinois State U.

Richard Wheeler (1978-)

B.F.A., Maryland Institute, College of Art; M.F.A., Washington U.

Visiting Lecturer

Terry E. Bailey, honorary curator

Janice Dundon (1978-)

B.A., M.A., Ohio State University

Major in Art

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

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

Minimum Requirements for the B.F.A. degree (Studio):	
Studio courses	40 hours
Art History courses	<u>12 hours</u>
Total	52 hours
Max. Total	72 hours

Minimum Requirements for the B.A. degree (Studio):	
Studio courses	18 hours
Art History courses	<u>12 hours</u>
Total	30 hours
Max. Total	51 hours

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

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

Art History offers two kinds of majors. There is the professional major for the student who wishes to pursue further study in graduate school and there is a major for students looking for a career in connoisseurship, conservation (care and restoration of works of art), teaching art history at the secondary school level or working in museums or civil service. The B.A. degree is given in this program. The art history major must take two courses in the studio field and some foreign languages.

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

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

Course Offerings

History of Art Courses

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

Bogdanovitch, Cardile, Hirschler. 3

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

Cardile. 3

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

Hirshler. 3

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

Hirshler. 3

257—ITALIAN RENAISSANCE: 1300-1500. Study of architecture, sculpture, and painting of the Italian Renaissance, beginning with Giotto in the Trecento through the beginnings of the High Renaissance in the late 1400's. May be taken separately. Prerequisite: One semester of 155-156 or equivalent or consent.

Cardile. 3

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

Cardile. 3

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

Hirshler. 3

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

Hirshler. 3

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

Hirshler. 3

357-358—MODERN ART. First semester from the French Revolution (David) to Post Impressionism ca. 1890. Second semester, Post Impressionism to World War II, ca. 1945. Attempts will be made to include painting, sculpture, and architecture. May be taken separately. Prerequisite: One semester 155-156 or equivalent or consent.

Bogdanovitch, Hirshler. 3

359—ART OF INDIA. A study of architecture, sculpture, and painting in India from the Indus Valley Civilization through the Moghul era including their cultural and religious context. The art of southeast Asia may also be examined, as an outgrowth as well as a redefinition of Indian culture. Prerequisite: One semester 155-156 or equivalent or consent.

Dundon. 3

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

Dundon. 3

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

Bogdanovitch. 3

366—CONTEMPORARY ART. Examination of the many forms of visual expression in America from 1913 to present with reference to the international art scene. Prerequisite: One semester 155-156 or equivalent or consent.

Bogdanovitch. 3

403—GALLERY AND MUSEUM WORKSHOP. This course prepares students for work in a small museum or art gallery. Various practical aspects will be demonstrated (framing, matting, installa-

tion) as well as administrative skills, such as acquisition, filing, general gallery correspondence, and record keeping. Time will be spent on cataloguing and installing an exhibition of objects from the Denison Collection. Prerequisite: One semester 155-156 or equivalent or consent. **Cardile. 3**

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

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

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

Staff. 3

451-452—SENIOR RESEARCH.

Staff. 4

Studio Courses

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

Dolan, Wheeler. 3

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

Bogdanovitch, Jung. 3

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

Jung. 3

121—CERAMICS I FOUNDATION. The vessel as an art form is the primary means of expression emphasized throughout the course. References are made to ceramic history as well as to contemporary ceramic art. Students are introduced to a variety of hand building techniques and are encouraged to pursue their individual creative potential.

Tetkowski. 3

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

Dolan. 3

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

Wheeler. 3

210—DRAWING II. This course offers continued experience in drawing with emphasis on objective rendering, proportion, structure, and articulation. A prime objective is increased capacity for responsive seeing and a deepened understanding of the language of drawing.

Dolan. 3

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

Wheeler, Bogdanovitch, Jung. 3

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

Wheeler, Bogdanovitch, Jung. 3

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

Bogdanovitch, Jung. 3

221-222—CERAMICS II. Students learn the basic wheel-forming skills by making primarily functional vessel forms. Different firing methods are introduced including electric, gas, raku, and salt kiln experience. Prerequisite: 121. **Tetkowski. 3**

231-232—PRINTMAKING II. Continued experience with the printmaking process with emphasis on lithography, serigraphy, etching, collography, and photo processes. Prerequisite: 131 or consent. **Dolan. 3**

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

315-316—PAINTING III. Prerequisite: 215. **Bogdanovitch, Jung. 3**

321-322—CERAMICS III. This course requires a working knowledge of the ceramic process. Students work in depth, developing a personal approach to the medium, acquiring greater competency in terms of concept and technique. **Tetkowski. 3**

331-332—PRINTMAKING III. Prerequisite: 231-232. **Dolan. 3**

341-342—SCULPTURE III. Prerequisite: 241-242. Safety glasses required. **Wheeler. 3**

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

364—INDEPENDENT STUDY. **Staff. 3**

401—VISUAL ARTS PRACTICUM. Theory and creative practice in selected areas of the visual arts for the talented and superior student. As registration warrants, the areas listed below will be offered. No more than 18 semester-hours of credit will be counted toward graduation. **Staff. 2-18**

- a. Figure and Portrait Painting
- b. Design
- c. Historic Methods and Materials of Painting and Drawing
- d. Ceramics
- e. Sculpture
- f. Graphics
- g. Commercial Art
- h. Fashion Illustration
- i. Seminar in Art Theory
- j. Assemblage
- k. Watercolor
- l. Photography

451-452—SENIOR RESEARCH **Staff. 4**

Astronomy

Faculty

See Physics Department

Departmental Guidelines

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

Minor in Astronomy

Minimum requirements for a Minor in Astronomy are Physics 121-122, 123, 220, 305, and 312, plus Mathematics 123 and 124. The laboratory course, Physics 312, will be modified to reflect the student's interest in Astronomy. See Physics Department section.

Course Offerings

100—CURRENT TOPICS IN ASTRONOMY. This course is designed primarily for the non-major student. Topics will be chosen from such areas as the history of astronomy, the planets, the origin of the solar system, stellar classifications, stellar evolution, galactic astronomy, and cosmology. Course and laboratory work will also emphasize the observational aspects of modern astronomy: optics, optical and radio telescopes, astrophotography, and the measurement of time and coordinate systems. Three lectures per week; one two-hour laboratory in alternate weeks. **No previous training in physics or college mathematics is required.** Offered each semester. **Staff. 4**

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**

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

451-452—SENIOR RESEARCH. **Staff. 4**

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

Biology

Faculty

Chairperson

Kenneth P. Klatt

Professor

Robert W. Alrutz (1952-)

B.S., U. of Pittsburgh; M.S., Ph.D., U. of Illinois

Robert R. Haubrich (1962-)

B.S., M.S., Michigan State U.; Ph.D., U. of Florida

Kenneth P. Klatt (1969-)

B.S., Ohio State U.; Ph.D., U. of Minnesota

Gail R. Norris (1949-51, 59-)

B.S., Ohio U.; M.S., Ph.D., Ohio State U.

Philip E. Stukus (1968-)

B.A., St. Vincent College; M.S., Ph.D., Catholic U. of America

Associate Professor

Ken V. Loats (1968-)

B.A., Central College; M.S., State U. of Iowa; Ph.D., Ohio State U.

Raleigh K. Pettegrew (1968-)

B.A., Baldwin College; Ph.D., Kent State U.

Assistant Professor

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

Juliana C. Mulroy (1977-)
B.A., Pomona College; A.M., Ph.D., Duke U.

Visiting Lecturer

Andrew J. Penniman (1980-)
B.A., Albion College; M.S., Ohio State U.

Research Professor

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

Departmental Guidelines

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

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

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

Major in Biology

A student majoring in Biology (B.A. or B.S.) must elect a minimum of 9 courses in Biology. General Zoology (110), General Botany (111), Molecular Biology (112), and Biology Seminar (400) are required of all majors. The Biology faculty believe that all majors should be well rounded in all branches of Biology, and each major should be exposed to a variety of Biology faculty members. To meet these goals, each Biology major will elect at least one course from each of the four groupings (A,B,C,D) noted below. None of the following Biology offerings can be used to fulfill the minimum nine-course Biology requirement: Minor Problems (350), Directed Study (361-362), Independent Study (363-364), Senior Research (451-452), or Honors Research (461-462).

Requirements for the Bachelor of Arts degree in Biology include, in addition to the above, one year of Chemistry (excluding Chemistry 100 or 110), or one year of Physics (excluding Physics 100), or one year of Geology (Geology 111 plus one advanced course in Geology).

Requirements for the Bachelor of Science in Biology include, in addition to the above, the following: two years of Chemistry, one year of Physics, one semester of Geology, a year of a Denison foreign language at the intermediate level (French, German, or Russian are recommended) or a year of Mathematical Sciences including Statistics and Computer Science.

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

Major in Biology (Environmental Studies Concentration)

See Environmental Studies

General Education Offerings

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

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

Minor in Biology

The Biology Minor consists of six courses in Biology. All students electing a minor in Biology must complete General Zoology (110), General Botany (111), and Molecular Biology (112). In addition, the student minoring in Biology will take three courses at the 200 or 300 level (excluding Minor Problems, Directed Study, Independent Study, Senior Research in Biology, and Honors Research in Biology).

Course Offerings

100A—GENERAL BIOLOGY. A course for the non-major student designed to emphasize selected basic principles of biology. Topics to be covered include cell biology, genetics, reproduction and ecology. The lectures will be applicable to most organisms although there will be an emphasis on plants in the laboratory. **Loats. 3**

100B—GENERAL BIOLOGY. The major emphasis of this section of biology for the non-major student is the study of man as a biological organism. The topics covered include: The function of the digestive, circulatory, excretory, nervous and immune systems. The systems are examined with a special emphasis on neural and hormonal control as well as medical problems leading to malfunction. A reasonable amount of time is spent studying reproduction in humans and the inheritance of physical traits. **Klatt. 3**

100C—GENERAL BIOLOGY. The major areas of discussion in this course designed for the non-major are: cell biology, metabolism, human genetics and evolution, disease (primarily of bacterial and viral origin), control of disease, effect of drugs on humans, pollution and ecology. **Stukus. 3**

100D—GENERAL BIOLOGY. This course is an introduction to human biology, based on the idea that students taking only one course in biology will have a vested interest in their own biological nature and some of its relations to the physical and organismic world around them. It is intended that such a study will stimulate additional curiosity and provide an incentive to further investigate the basic principles that unite and characterize all life forms as well as to provide the bases for differences. Topics to be covered will include basic physical parameters of life, the anatomy and function of the major organ systems of the human body, and some considerations of human relationships to both living and non-living components of the physical and social environment. **Pettegrew. 3**

100E—GENERAL BIOLOGY. The biology of local organisms will be studied in the field and laboratory with emphasis upon living organisms, their natural history and relationships with each other. Units will be devoted to man's relationship with natural systems, such as extinction, wildlife management and habitat depletion. **Alrutz. 3**

110—GENERAL ZOOLOGY. The animal kingdom is studied with emphasis upon concepts of evolution as expressed in genetics, development, problems of phylogeny, and comparative physiology-morphology. Laboratory work includes dissections, problems in genetics, physiology, and observations of living animals. (Offered to both majors and non-majors.) **Staff. 4**

111—GENERAL BOTANY. A survey of the plant groups is emphasized as well as a study of the physiology, anatomy, ecology and cell biology of higher plants. Open to non-majors as well as majors. **Staff. 4**

112—MOLECULAR BIOLOGY. A study of the living state at the molecular level. Such topics as the basic morphology of cells, the nature of macromolecules, respiration and energetics and permeability theories are considered. The basic nature of genetic information in cells and viruses, its duplication, its role in protein syntheses and molecular control mechanisms are also discussed. Open to all students. **Staff. 4**

201—HUMAN ANATOMY AND PHYSIOLOGY. A study of human anatomy and physiology. Laboratory is based upon the consideration of a mammal, including both dissection and experimentation. No student who takes 201 will be allowed to register for 234. Prerequisite: 110 and consent of the instructor. Group B. **Pettegrew. 4**

210—INVERTEBRATE ZOOLOGY. Comparative anatomy, development, and physiology of non-chordate animals. Theories of 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. Group D. **Haubrich. 4**

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

213—VERTEBRATE FIELD ZOOLOGY. The classification and natural history of vertebrate animals will be studied in the laboratory and the field. Emphasis will be placed upon those vertebrates occurring in the northeastern states but other groups and species will be included to illustrate basic biological principles. Methods of field study, collection and specimen preparation will be correlated with appropriate autotutorial aids to give in-depth studies of selected groups. Group D. **Alrutz. 3,4**

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

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

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

218—PLANT MORPHOLOGY. Designed to emphasize the morphology of selected plant groups with an emphasis on algae and fungi. Other groups to be studied include the mosses, ferns, and lichens. Morphogenesis will be stressed as will aspects of fresh water and marine water ecology

and plant diseases. Laboratories include tissue culturing, a study of structures, and gaining facility with identification. Prerequisite: 111. Group C. **Loats. 4**

220—PLANT SYSTEMATICS. A study of taxonomic principles and techniques and their application to the vascular plants. Laboratory and field emphasis is on the local spring flora. Prerequisite: 111 or consent. Group C. **Mulroy. 4**

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

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

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

224—DEVELOPMENTAL BIOLOGY. Developmental biology is concerned with the formation of living organisms and encompasses the continuum of molecular, cellular, and organismic development in an evolutionary perspective. This course emphasizes the development of the organism. Topics to be considered are: cellular, unicellular, and acellular systems; development in invertebrates and vertebrates; and development in plants. The laboratory includes exercises in experimental embryology (using algae, slime molds, hydra, flatworms, frogs, and birds) and also a classical slide study into comparative embryology (using starfish, the frog, the chick, and the pig). Three lectures and two laboratories per week. Prerequisite: 110, 112. Group B. **Lamvermeyer. 4**

225—GENETICS. Genetics is the study of biological material transmitted between generations of organisms. Topics to be discussed are: variation of the genetic information; packaging and recombination; interaction of the products of the genetic machinery; origin and development of the genetic information; and behavior of genes and populations. The laboratory is concerned with techniques and procedures that will give the student an insight into the methodology and complexity of genetic research. It will include: Autosomal inheritance, linkage, gene interactions, mutation, artificial and natural selection, gene frequencies, and experiments with microorganisms. Three lectures and two laboratories per week. Prerequisite: 112. Group A. **Lamvermeyer. 4**

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

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

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

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

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

Norris. 4

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

Haubrich. 4

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

Klatt. 4

341—IMMUNOLOGY. A general course in immunology, with the major emphasis being on a description of the cellular immune responses in animals. The basis of immunogenetics and immunochemistry shall be developed. Allergic phenomena, autoimmune diseases, and tumor cytotoxicity will also be discussed. The laboratory portion of the course will involve training in: immunotitration, immunoelectrophoresis, preparation of anti-sera, response of lymphocytes to mitogens and measurements of cytotoxicity. Prerequisites: 110, 112, and consent. Group A.

Klatt. 4

350—MINOR PROBLEMS. A research problem (library or laboratory) of limited scope which provides the opportunity for the qualified student to extend his or her interest beyond the limits of particular course offerings. Does not count toward minimal departmental requirements.

Staff. 1-2

361-362—DIRECTED STUDY. A research problem (library or laboratory) which provides the opportunity for the qualified student to extend his or her interest beyond the limits of particular course offerings. Does not count toward minimal departmental requirements.

Staff. 3-4

400—BIOLOGY SEMINAR. Special considerations within the Science of Biology. A discussion-type seminar with students and faculty. Required of all majors during their junior year or first semester senior year.

Staff. 2

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

Staff. 4

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

Staff. 4

Chemistry

Faculty

Chairperson

Thomas A. Evans

Professor

John B. Brown (1952-)

B.S., U. of Kentucky; Ph.D., Northwestern U.

Thomas A. Evans (1968-)

A.B., Grinnell College; Ph.D., Michigan State U.

Gordon L. Galloway (1967-)

B.S., Franklin and Marshall College; Ph.D., Michigan State U.

George L. Gilbert (1964-)

B.S., Antioch College; Ph.D., Michigan State U.

William A. Hoffman, Jr. (1960-)

B.S., Missouri Valley College; M.S., Ph.D., Purdue U.

Associate Professor

Richard R. Doyle (1967-)

B.S., Drexel Inst. of Technology; M.S., Ph.D., U. of Michigan

Visiting Lecturer

Alan P. Lundstedt (1981-)

B.S., Northeastern U.

Departmental Guidelines

The chemistry curriculum provides courses which are designed to enable the students — as contributing professionals and engaged citizens — to deal effectively with a world increasingly dominated by the ideas and methods of modern science. Chemistry majors are qualified for immediate employment in the chemical industry. However, many elect to attend graduate school in chemistry or related areas, or enter schools of medicine, dentistry, or engineering. The department is approved by the Committee on Professional Training of the American Chemical Society to offer a Certificate of Professional Training in Chemistry to students who satisfy certain requirements beyond a B.S. in chemistry.

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

All laboratory courses in chemistry are governed by a policy of breakage fees described earlier in this Catalog.

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

The names of instructors accompanying individual course descriptions are the names of the persons expected to teach those courses during the 1981-82 academic year.

Major in Chemistry

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

A student may graduate with a B.A. degree on fulfillment of G.E. requirements and the successful completion of the following courses: Chem. 121-122; 223-224; 225-226; 231; 341-342; 352; and 472. Also: Phys. 121-122; Math Sci. 123-124. A student electing to receive a B.S. degree must also complete Chem. 317, and any two courses from among Chem. 302, 421, 431, and 441 or complete Chem. 317 and any one course from among Chem. 302, 421, 431, and 441, in addition to at least one semester of laboratory research taken either as Chem. 361 or 362 or Chem. 451/452, or 461-462. A major who elects German to meet the language requirement and who takes Chem. 431 as part of the requirements for the B.S. will be certified to the American Chemical Society.

Major in Chemistry (Environmental Studies Concentration)

See Environmental Studies

Minor in Chemistry

The department requires six semesters of work in chemistry for the completion of a minor in chemistry: Chem. 121-122, Chem. 223-224 and the associated laboratory work, and two additional semesters of course work at the 200 level or above.

Course Offerings

100—CONTEMPORARY CHEMISTRY. Designed to impart some understanding of the methods of chemistry to the non-science major by using an approach different from that used in 121-122. Topics vary with the instructor but usually include: fundamentals of chemical language, nomenclature and structure of selected organic molecules; certain aspects of the chemistry of plastics, agricultural chemicals, pesticides, food additives, narcotics, drugs, and oral contraceptives; the chemistry of air and water; and general considerations related to radiation and nuclear power. This course is not open to students with previous background in college chemistry and is not recommended for science majors. Offered both semesters. Three class periods and one laboratory period weekly. Safety glasses required. **Gilbert. 4**

110—INTRODUCTION TO COLLEGE CHEMISTRY. This course is open to students who have had no previous chemistry and to other students by consent. It consists of an introductory and less intensive treatment of the content of 121-122 with emphasis on the language of chemistry and on solving its arithmetic and algebraic problems. This course will satisfy the G.E. science requirement but is intended principally for students who intend to take more chemistry. Three class periods and one laboratory period weekly. Offered both semesters. Safety glasses required. **Galloway. 4**

121-122—GENERAL COLLEGE CHEMISTRY. An introductory study of basic chemical principles. Topics include: fundamental language and nomenclature; stoichiometry; chemical bonding; molecular geometry; periodicity of chemical properties; comparison of states of matter; acid-base chemistry and an introduction to chemical equilibrium, kinetics, thermodynamics, and electrochemistry. Continued attention will be given to properties and reactions of biologically and industrially important substances. Laboratory experiments are designed to introduce quantitative and/or synthetic techniques and are selected to illustrate and reinforce material discussed in lecture and recitation. Prerequisite: high school chemistry or 110. Four class periods and one laboratory period weekly. Safety glasses required.

Hoffman, Staff. 4

223-224—ORGANIC CHEMISTRY (MAJORS AND NON-MAJORS). A study of the aliphatic, aromatic, and heterocyclic compounds of carbon. Both sections (majors and non-majors) study the chemistry and stereochemistry of most of the principal classes of organic compounds. Sec. 01, for chemistry majors, emphasizes syntheses, reaction mechanisms, other theoretical concepts, and the analysis (especially spectroscopic) of compounds. Some work the second semester deals with biologically important compounds. The laboratory course, 225 or 226, as appropriate, must accompany enrollment in Sec. 01. Sec. 02 for non-majors, places more emphasis on biologically important compounds and reactions in addition to structure, isomerism, and analysis. The laboratory course, 227 or 228, as appropriate, must accompany enrollment in Sec. 02. Prerequisites: for 223, 122; for 224, 223. Four class periods weekly.

Evans and Doyle. 3

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

Evans and Doyle. 2

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

Doyle. 1

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

Hoffman. 4

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

Doyle. 4

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

Gilbert. 4

341-342—PHYSICAL CHEMISTRY. An extension of concepts introduced in 121-122. The course is best characterized as the study of chemical systems from macroscopic and microscopic points of view. Topics include: ideal gases and the kinetic-molecular theory; thermodynamics and thermochemistry; chemical equilibria, electrochemistry; chemical kinetics; chemical bonding; and

introduction to statistical mechanics. Prerequisites: 122; Physics 122; Mathematical Sciences 122 or 124. Corequisite: 351. Four class periods weekly. **Staff. 3**

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

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

421—ADVANCED ORGANIC CHEMISTRY. A study of certain theoretical aspects of organic chemistry and specially selected topics. The latter include some of the more complex compounds of the aliphatic, aromatic, and heterocyclic series, including compounds of biological significance. Prerequisites: 224 and 226. Three class periods weekly. **Evans. 3**

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

441—TOPICS IN PHYSICAL CHEMISTRY. A selection of topics from the areas of crystal structure, emission spectroscopy, atomic and molecular structure, wave mechanics, statistical mechanics, and colloid chemistry. Prerequisites: 342 and Mathematical Sciences 351. Three class periods weekly. **Brown. 3**

451-452—SENIOR RESEARCH. Laboratory research for qualified seniors working under faculty supervision. Students who wish to qualify for graduation with honors must first enroll in these courses. Prerequisite: 351 and staff approval. Hours arranged. Safety glasses required. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. Laboratory research for qualified seniors working under faculty supervision. A thesis is required. Registration is effected only by petitioning the Academic Affairs Council for permission to "convert" an initial registration in 451-452 to a registration in 461-462. Prerequisite: Staff approval. Hours arranged. Safety glasses required. **Staff. 4**

472—CHEMISTRY SEMINAR. A seminar program arranged around one or more clearly unified topics which will involve student presentations, discussions, and critiques. Required of all departmental majors. Prerequisite: senior standing or consent. **Gilbert. 2**

Dance

Faculty

Chairperson

Elizabeth Gill Miller (interim, 1981-82)

Assistant Professor

Muriel Cohen (1980-)
professional dance artist
Patrick Suzeau (1980-)
professional dance artist

Lecturer

Elizabeth Gill Miller (1981-)
B.F.A., Denison U.

Artists-in-Residence

Noel Hall (1980-)
professional dance artist
Richard Kimble (1966-70, 1973-)
professional dance artist

Resident Musician

To be appointed

Departmental Guidelines

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

The Bachelor of Arts degree in dance is designed to allow flexibility in the choice of areas of study outside the field of dance. The academic and theoretical aspects of dance are taught, as well as the practical studio work. Dance majors are expected to perform regularly in department productions, and to serve as technical theatre apprentices.

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

Requirements for the B.A. degree in dance: 31 credits minimum

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

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

Minimum Credits Required:

131-141-151	13
205-206	4
323-324	6
334 or 347	3
353	3
415	<u>2</u>
	31

Requirements for the B.F.A. degree in dance: 42 credits minimum

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

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

Minimum Credits Required:

131-141-151	13
205-206	4
323-324	6
326	3
334-or-347	3
353	3
361c, 362c	6
415	<u>4</u>
	42

Minor in Dance

The minor in Dance consists of the following:

Twelve hours from technique classes (at least 4 hours from ballet)

PLUS REQUIRED COURSES:

323 or 324; 347 or 353; 415.

Course Offerings

131a-141a-151a—MODERN DANCE TECHNIQUES AT THE BEGINNING, INTERMEDIATE, AND ADVANCED LEVELS. Techniques of movement, including the general styles of Cunningham, Humphrey-Limon, and the post-moderns. Any section may be repeated for credit with the consultation of the department. **Staff. 1-2 semester**

131b-141b-151b—BALLET TECHNIQUE AT THE BEGINNING, INTERMEDIATE, AND ADVANCED LEVELS. **Kimble. 1**

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

205-206—COMPOSITION FOR DANCE. An exploration of dance choreography including problems in time, space, dynamics, design; analysis and critique of original compositions. The course may be repeated with permission from the department. **Staff. 2-2**

225—JAZZ AND ETHNIC FORMS. An experience in dance forms other than modern and ballet. The course may encompass a wide range of styles or it may focus on one area, for example, contemporary jazz or African dance, depending on the instructor for the semester. Offered only when staffing permits. **Staff. 3**

323-324—DANCE HISTORY. Chronology of dance in an anthropological and philosophical framework. Divided into semesters, from Primitive to the Renaissance (323), and from the Renaissance to the Present (324). To be taught in alternate years. **Staff. 3-3**

325—DANCE APPRECIATION/AN INTRODUCTION TO DANCE AS AN ART FORM. For non-dancers as well as dancers, the opportunity to view live performances and film and to study past choreographers as well as current trends. **Staff. 3**

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

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

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

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

361-362—DIRECTED STUDY. Individual pursuits in choreography, kinesiology, history, or teaching, under the supervision of a faculty member. **Staff. 3-4**

415—REPERTORY. New and reconstructed works choreographed by faculty (or by commission) are learned by students and rehearsed for public performance. **Staff. 2**

440-441—DANCE NOTATION. A comprehensive system of structural movement analysis and notation, dealing with elements of time and space, support, gesture, and the translation of notation symbols into movement. Offered only when staffing permits. **Staff. 3-3**

451-452—SENIOR RESEARCH. **Staff. 4**

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

Economics

Faculty

Chairperson

Daniel O. Fletcher

Professor

Daniel O. Fletcher (1966-)

A.B., Oberlin College; M.A., Ph.D., U. of Michigan

William L. Henderson (1960-63, 65-)

John E. Harris Chair of Economics

B.S., A.M., Ph.D., Ohio State U.

Associate Professor

Robin L. Bartlett (1973-)

A.B., Western College; M.A., Ph.D., Michigan State U.

Stanley W. Huff (1967-)

B.A., Kenyon College; M.A., Ph.D., Princeton U.

Paul G. King (1967-)

A.B., M.A., U. of Detroit; Ph.D., U. of Illinois

Richard L. Lucier (1971-)

B.A., Beloit College; M.S., Purdue U.; Ph.D., Claremont Graduate School

Assistant Professor

Timothy I. Miller (1978-)

B.S., Oklahoma College of Liberal Arts; M.S., Ph.D., Southern Illinois U.

Charles Poulton-Callahan (1976-)

B.A., Otterbein College; M.A., U. of Illinois; Ph.D., U. of Illinois, Urbana-Champaign

Instructor

Frank W. Glodek (1980-)

B.A., Loyola College; M.A., Virginia Polytechnic Institute

Lecturer

Paul T. Bechtol, Jr. (1979-)

B.S., M.A., Miami (O.) U.; Ph.D., Vanderbilt U.

Visiting Lecturer (part-time)

Daniel Keys (1981-)

A.B., Oberlin College; M.A., Ohio State U.

Mary Lee Van Meter (1980-)

B.A., Ohio State U.

Departmental Guidelines

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

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

Major Requirements

All Economics majors must take a total of 32 required hours divided into the following parts:

Core Requirements (12 hours)

Economics 100, 301, and 302. The students interested in economics should plan to take these courses in the first four semesters at Denison.

Quantitative Requirements (8 hours including 4 in mathematics)

Economics 300 (to be taken concurrently with Economics 301 or 302) 1 hour
Mathematics 102, Statistics 4 hours (or Math 341)
Economics 331 Econometrics OR Economics 332 Mathematical Economics 4 hours

Senior Examination Subjects (12 hours)

Economics majors will be expected to take senior examinations during the first seven weeks of the second semester of their senior year. The date will be specifically announced before Christmas break and will usually be in February.

The senior exams will cover three courses — two from the 310-323 series and one 350 seminar that the student has completed prior to the exam date. Questions will assume a knowledge of material in intermediate theory (301 and 302). Students should choose courses to facilitate the job of relating courses on the exam.

Combined Major in Mathematical Sciences and Economics

A student interested in quantitative aspects of economics who wishes to work for advanced degrees in Business or Economics with a strong Mathematical Sciences background may elect this combined major. Requirements are Mathematical Sciences 171, 341, 342, 351 and Economics 100, 300, 301, 302, 331, 332, and 350. Senior exam in quantitative economics is also required.

Minor Requirements

The economics minor is meant to provide a basic grounding in economics for students majoring in other fields. It is hoped that students will make a conscious effort to relate the minor to their major field. Minors must take the following courses.

Theory: Economics 301 and 302 (8 hours).

Applied courses: Any two courses from the 310-323 sequence (8 hours).

Seminar: Any 350 level seminar (4 hours). This seminar should be chosen so that the paper or papers written relate in some way to the student's major subject.

All prerequisite courses must be taken.

Course Offerings

100—PRINCIPLES AND PROBLEMS. A survey of the field of Economics, with a balance of description, analysis, and policy. The purpose of the semester's work is to provide the student with an understanding of crucial economic concepts which are required to analyze a variety of economic problems, and to offer a chance to use these tools in discussing some of these problems. This course is designed as a General Education course, but potential majors and minors are expected to take it as their first course in the department. **Staff. 4**

150—INTRODUCTORY SEMINARS IN ECONOMICS. Seminars on selected economics topics, designed to strengthen and broaden student understanding of basic economics. These seminars are open to students who have not yet taken the 301-302 theory sequence. With departmental approval, a 150 seminar may occasionally be open to students who have taken either 301, or 302, but not both. Prerequisite: 100. **Staff. 4**

249—ACCOUNTING SURVEY. A survey designed specifically for liberal arts students interested in Business, Economics, Law, and Government. Introduction to the principles of financial statements, costs and revenues, cost accounting, consolidated statements, and analysis of financial statements. This course is taught on structured, tutorial basis. Course credit may not be counted toward a major in Economics. **Van Meter. 4**

301—INTERMEDIATE MACROECONOMIC ANALYSIS. An examination of the determinants of national income, employment, and the price level in the economics system, including analysis of consumption and saving, private investment, government fiscal policy, business fluctuations, and the interactions between money and national income. Prerequisite: 100. **Staff. 4**

302—INTERMEDIATE MICROECONOMIC ANALYSIS. An examination of the basic assumptions and methods of analysis employed in microeconomic theory, including demand analysis, production and cost relationships, market structures, distribution theory, general equilibrium, and welfare economics. Prerequisite: 100. **Staff. 4**

310—PUBLIC FINANCE. Public revenues, expenditures, debt, and financial administration, with emphasis on theory and practice of taxation and problems of fiscal policy. Prerequisites: 100, 302. **Poulton-Callahan. 4**

311—HISTORY OF ECONOMIC THOUGHT. The development of significant economic doctrines, their content and methodology, their application and influence, and their relation to the main stream of current economic thought. Prerequisites: 100, 302. **King. 4**

312—COMPARATIVE ECONOMIC SYSTEMS. A study of alternate economic systems. A theoretical and operational study of economic systems as they exist in reality. The course emphasizes the development and current performance of the economic systems of the United States, Europe, and the Soviet Union. Prerequisites: 100, 301, 302. **Henderson. 4**

313—INDUSTRIAL ORGANIZATION AND THE PUBLIC CONTROL OF BUSINESS. An evaluation of governmental policies to encourage or restrain competition in view of (1) the general

problem of economic power in a capitalistic society, and (2) the modern industrial structure and the types of business behavior and performance which it implies. Prerequisites: 100, 302.

Fletcher. 4

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. Prerequisites: 100, 302.

Lucier. 4

315—MONEY AND BANKING. Principles of money, credit, and banking, including a study of the influence of money on levels of national income, prices, and employment. Development of modern monetary and banking practices and policies. Prerequisites: 100, 301.

Bartlett, Bechtol, Glodek. 4

316—ECONOMIC DEVELOPMENT IN THE THIRD WORLD. A survey of the structure and problem of the underdeveloped economies, with particular emphasis on the major determinants of economic growth. Prerequisite: 100, 301.

King. 4

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

Bartlett, Huff. 4

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

Fletcher. 4

319—WOMEN IN THE LABOR FORCE. This course is an advanced economics course focusing on women in the labor force. Recent trends in women's labor force participation, occupational segregation, and earnings are examined. Both Neo-classical and Radical theories are applied to these trends for possible explanation. Finally, numerous ways to intervene in the market on the part of government and private enterprises are studied to determine the most effective way to rectify observed market imperfections. Prerequisite: 301 or 302.

Bartlett. 4

320—URBAN ECONOMICS. An examination of the economic problems and remedial alternatives in urban areas. This includes analysis of such problems as the declining environmental quality of urban areas, sprawl, blight, maldistribution of incomes and job opportunities, city services and urban transportation systems. The causal factors creating these urban problems and policy alternatives for the improvement of the quality of urban life are introduced and evaluated. Prerequisite: 100, 302.

Henderson. 4

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

Huff, Lucier. 4

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

Miller. 4

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

Glodek, Miller. 4

350—SEMINARS IN ADVANCED TOPICS. Open to advanced students with the consent of the instructor. These courses will involve the preparation of a research paper and be offered in a variety of applied economic fields. **Staff. 4**

361-362—DIRECTED STUDY. **Staff. 3**

451-452—SENIOR RESEARCH. **Staff. 4**

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

Education

Faculty

Chairperson

Thomas F. Gallant

Professor

Thomas F. Gallant (1965-)

B.A., Ohio Wesleyan U.; M.Ed., U. of Maryland; Ed.D., Case Western Reserve U.

Assistant Professor

Richard D. Hansgen (1978-)

B.S., Ohio State U.; M.S.T., Cornell U.; Ph.D., Ohio State U.

Departmental Guidelines

Teacher Preparation

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

It is also possible for the student interested in elementary education or some area of special education to take appropriate work at some other institution and transfer up to 31 semester hours for application toward a Denison degree. The work proposed must represent a purposeful pattern of preparation for certification in one of those fields and must be approved in advance by the Committee on Teacher Education. Total fulfillment of certification requirements in elementary education or special education probably could not be achieved in the normal four year period.

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

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

Minor in Education

A minor in Education may be declared by those persons who complete the professional education course sequence for teacher certification. As explained

below, these courses consist of Education 150, 213, 312, 400 or 420, 410, and 415.

Enrollment in the Teacher Education Program

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

Course Offerings

Certification for Teaching

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

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

The general education requirement of 30 semester hours is fulfilled by completing Denison's general education program.

Information about the number of semester hours needed for the various teaching fields may be obtained from the Department of Education office.

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

Required Courses

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

213—THE AMERICAN EDUCATIONAL SYSTEM. A general orientation to education in the United States with some attention to various modes of inquiry and research employed by educators. Relationships between the curriculum and society will be analyzed from both a historical and a contemporary perspective. Other topics of study include the governance and financing of education, school organization and scheduling, alternative schools, multi-cultural education, teacher organizations, the influence of court decisions, and educational accountability. Forty hours of clinical and field experience will be scheduled during the semester in a variety of non-classroom settings. This will be related to the topics studied and will include simulation games, attendance at board of education and school faculty meetings, and trips to selected schools. **Gallant. 3**

312—TEACHING READING IN THE CONTENT FIELDS. Designed for all prospective teachers. The purpose of this course is to help teachers use their subject fields to improve the reading and learning performance of students. Emphasis will be placed on the nature of the reading process, the diagnosis of reading and other learning problems, and approaches for remediating such problems and developing learning skills. Forty hours of related field experience will be scheduled during the semester. (Second semester). **Staff. 2**

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

OR

420—PHILOSOPHY OF EDUCATION. An inquiry into the nature, aims, and presuppositions of education. A confrontation with practical problems of education and an attempt to relate them to underlying philosophical issues. A critical evaluation of the educational philosophies of idealism, realism, experimentalism, and existentialism. (1st semester). Prerequisite: Sophomore standing or consent. Same as Philosophy 420. **Santoni. 4**

410—GENERAL AND SPECIAL METHODS OF TEACHING. A study of procedures and activities employed in teaching, including planning, teaching strategies, use of educational media, and evaluating. Scenarios will be used to illustrate the many types of problems that teachers confront everyday, such as behavior problems, academic problems, and social problems. Students will perform teaching episodes to aid in their development of teaching skills. In addition to the classwork, all students are scheduled for a daily two hour observation-participation experience in area schools. A special focus of this part of the course is to permit students to work with teachers in their subject areas whereby they can learn of the objectives, materials, resources, and special methodologies appropriate to each student's own teaching field. (Daily, weeks 1-5 of each semester). Prerequisite: 150. **Gallant. 3**

415—STUDENT TEACHING. Eligibility: approval of the Committee on Teacher Education (see Enrollment in the Teacher Education Program) and acceptance by the school to which assigned. A full time commitment to the school will be expected, during which the student will teach several classes and perform other duties normally associated with the teaching profession. A seminar is held each week for all student teachers. (Weeks 6-15 of each semester). Prerequisites: 150, 213, and 410. **Hansgen. 10**

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

322—METHODS OF TEACHING MUSIC. Voice and general music: Rote and reading procedures; traditional as well as Orff and Kodaly systems and their literature; part singing; the changing voice. Work in additional areas will be individually designed. **Hunter. 3**

325—(Phys. Ed.)—HEALTH METHODS AND MATERIALS. This course is designed to investigate the objectives, materials, resources, and special methodologies applicable to teaching Health Education and Personal Hygiene in Secondary Schools. **Dellinger. 3**

Professional Semester

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

Plan 1

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

Plan 2

Ed. 410, "General & Special Methods of Teaching"

(Weeks 1-5)

Optional Elective (May be Senior Research, Honors, or a directed study. However, students must be free for full time teaching during last 10 weeks of semester.) — 3-4 sem. hrs.

Ed. 415, "Student Teaching"

(Weeks 6-15)

Electives

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

361-362—DIRECTED STUDY.

Staff. 3

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

Dean Smith, Coordinator. 4

Transportation

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

English

Faculty

Chairperson

Dominick P. Consolo

Professor

Tommy R. Burkett (1963-)

B.A., M.A., Rice U.; Ph.D., U. of Kansas

Paul L. Bennett (1947-)

Lorena Woodrow Burke Chair of English

B.A., Ohio U.; M.A., Harvard U.

Dominick P. Consolo (1958-)

B.A., M.A., Miami U.; Ph.D., U. of Iowa

Quentin G. Kraft (1961-)

A.B., Brown U.; M.A., Ph.D., Duke U.

Richard Kraus (1966-)

A.B., A.M., U. of Michigan; Ph.D., Stanford U.

Kenneth B. Marshall (1953-)

A.B., M.A., Ph.D., U. of Michigan

John N. Miller (1962-)

A.B., Denison U.; A.M., Ph.D., Stanford U.

William W. Nichols (1966-)

B.A., Park College; M.A., Johns Hopkins U.; Ph.D., U. of Missouri

Charles J. Stoneburner (1966-)

A.B., DePauw U.; B.D., Drew U.; M.A., Ph.D., U. of Michigan

Associate Professor

Nancy A. Nowik (1972-)

A.B., Mundelein College; M.A., Stanford U.; Ph.D., Ohio State U.

Anne Shaver (1973-)

A.B., U. of Kentucky; M.A., Northwestern U.; Ph.D., Ohio U.

Assistant Professor

Ann K. Fitzgerald (1972-73, 74-)

B.A., Mt. Holyoke College; M.A., U. of Wisconsin

Janet Freeman (1980-)

B.A., Carleton College; M.A., Smith College; Ph.D., U. of Iowa

Valerie Gray Lee (1976-)

B.A., Atlantic Union College; M.A., Andrews U.; Ph.D., Ohio State U.

Dennis Read (1979-)

B.A., SUNY-Brockport; M.A., New York Univ.; Ph.D., University of Wisconsin-Milwaukee

John L. Schilb (1978-)

B.A., M.A., Hofstra U.; Ph.D., State U. of New York at Binghamton

Emeritus Professor

Lenthiel H. Downs (1947-)

B.A., Tusculum College; M.A., Ph.D., U. of Iowa

Departmental Guidelines

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

The English Major

General Requirements

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

The Literature Concentration

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

Genre or Mode Courses, organized to show how form interacts with content to contribute to over-all meaning. Genre courses, which will normally be offered at least once each year, include 219, 220, 240, 314, 341, 342 (see course descriptions below).

Cultural Perspective Courses, intended to show how literature produced in a culture different from one's own provides a new way of seeing oneself, and to help overcome cultural bias by providing an insight into another way of living. Many of these courses will be offered only once in two years; the list includes 212, 218, 225, 255, 350, 351, 355, 356, 357, 359 (see descriptions below).

Period or Movement Courses, emphasizing the way in which works of an era interact with each other to reflect the nature of man and his creative endeavor in a given period of time. Period courses, normally to be offered once each year, include the following: 213, 214, 230, 365, 366, 367, 368 (see descriptions below).

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

The Writing Concentration

Within the general requirements listed above, the writing major must choose at least four courses in writing and at least four courses in literature. To demonstrate writing competency, each senior writing major is expected to complete a year's project (English 451-452 or 461-462) under the guidance of a member of the writing staff. The two-semester project experience counts for two writing courses.

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

Special Courses for Teacher Certification in English

A student who is preparing to teach English in secondary schools should include in his or her courses for certification: 237, 346 (or approved equivalent), and 213 or 214 (or equivalent in advanced courses in English literature).

Course Offerings

- 101—WRITING: THOUGHT AND LANGUAGE.** A course intended to help students improve their expository writing as a vehicle for expressing their own feelings and ideas, and for constructing clear, forceful arguments. Readings in the course will focus on language and contemporary issues, thus providing a stimulus for careful reading and for critical, creative thinking. **Staff. 4**
- 102—THE LITERARY IMAGINATION.** This course emphasizes the close reading of short texts (fiction, poetry, and drama) and offers instruction in writing (at least six papers). **Staff. 4**
- 201—EXPOSITORY WRITING.** This is a second course in essay writing, open to students who have completed or passed the proficiency exam for English 101. Students will first review the basic skills of organization and development, then concentrate on mastering styles appropriate to their own academic and personal needs. Since class size is limited, students at any level of competence are welcome; instruction will be suited to individual need. **Staff. 4**
- 212—RECURRENCES IN EUROPEAN LITERATURE.** Examination of a literary theme as it is developed in the literature of different periods, focusing on the traditional culture of the Western world, the European heritage of Hellenism and Hebraism. The course will include works by at least four of the following writers: Homer, Sophocles, Virgil, Dante, Cervantes, Goethe. (Prerequisite: 101 or 102 or consent.) **Staff. 4**
- 213—BRITISH LITERATURE FROM BEOWULF TO DRYDEN.** A historical view of the literature of England from about 700 to about 1700, to include works by such writers as Chaucer, Spenser, Shakespeare, Donne, Milton, and Dryden. **Staff. 4**
- 214—BRITISH LITERATURE FROM SWIFT TO HARDY.** A historical view of the literature of England from about 1700 to about 1900, to include works by such writers as Swift, Pope, Johnson, Wordsworth, Tennyson, Dickens, and Hardy. **Staff. 4**
- 215—SHAKESPEARE.** A study of the principal plays. **Staff. 4**
- 218—THE BIBLE AS LITERATURE.** A comparative literature approach to about half of the books of the Old and New Testaments in a modern reader's form of the King James translation with emphasis on story content and poetic idioms. **Staff. 4**
- 219—20th CENTURY BRITISH AND AMERICAN POETRY.** Hardy, Yeats, Eliot, Stevens, Williams, and other 20th Century poets. **Staff. 4**
- 220—20th CENTURY BRITISH AND AMERICAN FICTION.** Selected works by Conrad, Joyce, Lawrence, Hemingway, Faulkner, and several other 20th century writers of fiction. **Staff. 4**
- 225—WOMEN IN LITERATURE.** Selected works by and about women, literature which explores women's traditional as well as changing roles and examines the many facets of women's unique position, experience, and perspective on the world. Our goal is a more accurate understanding of the behavior and experiences of men and women and the implications of sex and gender to our art and in our lives. In addition to exploring important literature of the past, we will be reading selections by recent authors because they constitute an important contemporary literary movement that has been especially creative and energetic in the last ten years. **Staff. 4**
- 230—AMERICAN LITERATURE.** Selected works by writers of the 19th Century, including Poe, Emerson, Thoreau, Hawthorne, Melville, Whitman, Twain, James, and Crane. **Staff. 4**
- 236—WRITING FOR SCIENCE AND SOCIAL SCIENCE MAJORS.** This course will emphasize writing for a general audience on topics in the sciences and social sciences. We will consider some of the special problems involved in communicating about science and technology. Writing assignments in the course will encourage students to work with research problems and data from their own fields. **Staff. 4**
- 237—ADVANCED COMPOSITION.** Theory and practice in writing expository and narrative prose and lyric poetry. May be taken more than once for credit, with a different instructor. **Staff. 3**
- 238—THE ART AND CRAFT OF JOURNALISM.** A course in writing and the literature of journalism, offered in cooperation with *The Denisonian*. **Staff. 3**

- 240—THE MODERN DRAMA.** A study of drama from Ibsen to the present, with emphasis upon the works of British and American playwrights. **Staff. 4**
- 255—ETHNIC LITERATURE.** An introductory study of black literature in America, emphasizing the modern period. **Staff. 4**
- 300—CONTEXTS FOR LITERATURE.** A course for newly declared and prospective English majors. Exemplification and discussion of different contexts in which literature is studied (e.g., genre, theme, national or ethnic tradition, a major author, period) with some focus on terms and concepts that constitute the vocabulary for literary discourse. Contributing lectures by each member of the English staff. Required for English majors. **Staff. 4**
- 310—STUDIES IN LITERATURE.** An intensive study of selected writers, works, literary genres, or themes. May be taken more than once for credit. **Staff. 4**
- 314—THE ART OF THE MODERN SHORT STORY.** The course will involve close reading of short stories from Chekhov to the present and will focus on the techniques of the short story form, emphasizing its special ways of achieving the poetic effects that make it a separate genre and not merely a shorter version of the novel. **Staff. 4**
- 341—STUDIES IN THE ENGLISH NOVEL.** Selected works by such writers as DeFoe, Richardson, Fielding, Sterne, Austen, Emily Bronte, Dickens, Thackeray, Eliot and Hardy. **Staff. 4**
- 342—STUDIES IN THE MODERN NOVEL.** Selected works by some major writers of the 30's and 40's and contemporary novelists such as Graham Greene, John Hawkes, John Updike, John Barth, John Fowles, Doris Lessing, Saul Bellow. **Staff. 4**
- 346—THE ENGLISH LANGUAGE.** A study of the language and its development. **Staff. 4**
- 349—STUDIES IN EUROPEAN LITERATURE.** Selected complete works in translation from Dante, through Cervantes, Moliere, Goethe to Ibsen and Tolstoy. **Staff. 4**
- 350—MODERN EUROPEAN LITERATURE.** Selected major 20th century works in translation, including such writers as Proust, Kafka, Pirandello, Unamundo, Lorca, Rilke, Gide, Kazantzakis, Camus, and Thomas Mann. **Staff. 4**
- 351—ASIAN LITERATURE IN ENGLISH TRANSLATION.** A sampling, chronological within each culture, of drama, epistle, essay, fiction (long and short), and poetry (epic, ode, lyric) from Babylon, China, India, Japan, Korea, and other Asian countries. (Same as ID 320). **Staff. 4**
- 355—THE HARLEM RENAISSANCE.** Analyzes the interrelationship between the cultural phenomenon of the Harlem Renaissance and the general social, economic, and political conditions of the era, particularly as such conditions helped shape the development and the ultimate consequences of the Renaissance. **Staff. 4**
- 356—THE NARRATIVE AND POETRY OF BLACK AMERICA.** A literary study of representative samples of the slave narrative, black biography and autobiography, as well as fiction. **Staff. 4**
- 357—RENDEZVOUS WITH THE THIRD WORLD.** A survey of the literature of Latin America, South America, Africa, and the Caribbean, organized under the rubric of the "Black Aesthetic," and illustrative of both the particularity and universality of the human condition. **Staff. 4**
- 359—ORAL TRADITION AND FOLK IMAGINATION.** An inquiry into the methodology of folklore study and an examination of the folk idiom and datum of the Afro-American experience, its tragedy and comedy, pathos and humor, blues and soul. **Staff. 4**
- 361-362—DIRECTED STUDY.** Offers the student an opportunity to develop, with the help of an interested professor, a special program of study in a given topic for one semester. **Staff. 3-4**
- 365—STUDIES IN MEDIEVAL AND RENAISSANCE LITERATURE.** The course traces the transformations of poetry and prose from the High Middle Ages to the English Civil War. It indicates some historical changes (religious, political, economic, philosophical, and linguistic) correlate with the literary transformations through three centuries. **Staff. 4**

- 366—STUDIES IN SEVENTEENTH AND EIGHTEENTH CENTURY BRITISH LITERATURE.** The poetry, prose, and drama of the Restoration from the Civil War through the end of the 18th century. **Staff. 4**
- 367—STUDIES IN ROMANTIC AND VICTORIAN LITERATURE.** Selected works from the writings of Romantic and Victorian authors, emphasis on poetry and nonfictional prose. **Staff. 4**
- 368—STUDIES IN NINETEENTH CENTURY AMERICAN LITERATURE.** This course will focus intensively on works from the American Literary Renaissance, as well as later American works in the nineteenth century. There will be an emphasis on close reading and on relating the literary works to important cultural developments of the period. **Staff. 4**
- 371—CHAUCER.** The central concerns of the course are *Troilus and Criseyde* and *The Canterbury Tales*. **Staff. 4**
- 374—MILTON.** A study of *Paradise Lost* and selected shorter poems. **Staff. 4**
- 383—NARRATIVE WRITING.** A workshop course in fiction writing. Requires wide reading in contemporary fiction and approximately 15,000 words of prose. **Staff. 3**
- 384—ESSAY AND ARTICLE WRITING.** A workshop course in expository writing. Requires wide reading in essays and articles and approximately 15,000 words of exposition. **Staff. 3**
- 385—POETRY WRITING.** A workshop course in poetry writing. Requires wide reading in poetry and the writing of 15 to 20 finished poems. **Staff. 3**
- 410—LITERARY CRITICISM.** The theory of literature, its criticism and scholarship. **Staff. 4**
- 451-452—SENIOR RESEARCH.** Senior students may work on an individually designed project for as much as two full semesters. A student whose project seems likely to result in distinguished work and who satisfies other requirements for honors may petition to have his or her senior research transferred to 461-462. **Staff. 4**
- 461-462—INDIVIDUAL WORK FOR HONORS.** A student may register for individual work for honors only after a senior research project is in progress and has been judged by the advisor to be of distinguished quality. **Staff. 4**

Geology and Geography

Faculty

Chairperson

Robert J. Malcuit

Professor

Kennard B. Bork (1966-)
B.A., DePauw U.; M.A., Ph.D., Indiana U.

Associate Professor

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

Assistant Professor

June M. Horton (1980-)
B.A., U. of Birmingham (England); M.A., Ph.D., Ohio State U.
Daniel N. Leavell (1980-)
B.S.M.E., U. of Miami; M.S., U. of Mass.

Departmental Guidelines

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

A student majoring in Geology is provided two routes to the bachelor's degree: a Bachelor of Science in anticipation of going on for graduate study in Geology, or a Bachelor of Arts wherein extra geography courses substitute for some of the physical science courses. Earning a B.A. degree does not preclude a professional career in Geology, though admission to some graduate programs may require completion of additional physical science courses.

A student may graduate with a B.S. degree by taking eight courses in Geology in addition to Geology 400 and Geography 225 and 226. A minimum of 30 semester hours is required in Mathematics, Computer Science, Chemistry, Physics, and Biology. Those students wishing a B.A. degree are required to take six courses in Geology in addition to Geography 225 and 226. A minimum of 16 semester hours is required in Geography, Mathematics, Computer Science, Biology, Chemistry, and Physics.

Major in Geology (Environmental Studies Concentration)

See Environmental Studies.

Major in Geology (Geophysics Concentration)

The minimum requirements for this program are Geology 111, 113, 211, 212, 311, Physics 121, 122, 123, 211, 305, 312g, and Mathematical Sciences 123, 124, and 351. In addition, an independent comprehensive project (experimental or theoretical) is required during the senior year. Students with an interest in geophysics should consult not later than their sophomore year with the Geology and Physics chairpersons.

Minor in Geology or Earth Science

To minor in Geology or Earth Science, in addition to Geology 105 or 111, 113, and Geography 225 and 226, a student should take 12 additional hours in Geology or Geography.

Safety Glasses will be required for field work and geochemical laboratory work.

Course Offerings

Geology

105—FUNDAMENTALS OF EARTH ENVIRONMENT. Introduction to the principles of map reading, meteorology, climatology, and geomorphology. **Horton. 4**

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

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

211—MINERALOGY. This course is divided into five parts: basic crystallography, origin and occurrence of minerals, physical mineralogy, chemical mineralogy, silicate mineralogy. Laboratory work includes identification of mineral hand specimens, identification of mineral grain mounts with the petrographic microscope, and analysis of mineral powders using spectroscopic and x-ray diffraction techniques. **Malcuit. 4**

212—PETROLOGY. This course covers three major topics: Igneous rocks, sedimentary rocks, and metamorphic rocks. Laboratory work is concerned mainly with the identification, classification, and interpretation of rock hand specimens. Thin-sections of rock specimens are also studied using petrographic microscope techniques. **Malcuit. 4**

213—PALEONTOLOGY. An introduction to fossil invertebrates with emphasis on theory of classification, form and function significance, paleoecological interpretation, evolutionary mechanisms, application of fossils to biostratigraphy, and the history of paleontology. Major invertebrate phyla of paleontological significance are surveyed. Prerequisite: 113. **Bork. 4**

214—SEDIMENTATION AND STRATIGRAPHY. Study of the processes of sedimentation and the resultant sedimentary rock record. Environments of deposition; facies; stratigraphic nomenclature; strata in the subsurface; and principles of correlation are among topics treated. Field work is a major facet of the laboratory. Prerequisite: 113. **Bork. 4**

215—GEOLOGY OF NATURAL RESOURCES. A broad survey of the occurrence, global distribution, and abundance of natural resources of Earth as well as consideration of the methods of exploration, exploitation, and processing of these resources for the benefit of man. Prerequisite: 105 or 111 or consent of instructor. **Malcuit. 4**

216—ENVIRONMENTAL GEOLOGY. A broad survey of the geological aspects of environmental studies. The major topics to be covered will be those relating to man's interaction with the natural geological environment. Topics include the study of geological hazards (earthquakes, volcanic eruptions, landslides, etc.), water quality and supplies, waste disposal and the environmental aspects of mineral resource development. Prerequisites: 105 or 111 or consent. **Malcuit. 4**

311—STRUCTURAL GEOLOGY. The study of the deformation of the earth's crust. The geometry and rheology of faulting and folding are investigated, as are the larger aspects of tectonic processes. Lab involves structural problems, geologic maps, and field techniques. Required weekend field trips. Prerequisites: 111 and 113 or consent. **Leavell. 4**

312—ADVANCED PHYSICAL GEOLOGY AND GEOMORPHOLOGY. An intensive look at selected topics in physical geology. Each student contributes by researching chosen topics and presenting verbal summaries and written bibliographies in a seminar setting. Prerequisite: 311 or consent. **Staff. 4**

313—ECONOMIC GEOLOGY. A systematic study of economic mineral deposits and their formation. Emphasis will be on metallic ores, their modes of occurrence, associations and genesis. Metallogenic provinces and mineral economics in a global setting will also be studied. Lab will involve the examination of rock and mineral suites from representative mineral districts and mining camps as well as geophysical and geochemical prospecting techniques. Prerequisites: 111 and 211. Offered in alternate years. **Leavell. 4**

320—GEOLOGICAL INVESTIGATION IN THE FIELD. Pre-trip preparation and participation in the field trip constitutes a 2-hour course. A student who has had 111 may apply for permission to participate in the field trip for one semester-hour of credit. Prerequisite: 111. **Staff. 1-2**

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**

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

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

451-452—SENIOR RESEARCH. **Staff. 4**

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

Geography

Geography is a non-major field at Denison, but a student who may wish to pursue this discipline may follow the B.A. in Geology sequence, taking a minor in Economics, Sociology, or History. Having completed such a program, a student will normally have little difficulty gaining admission to a graduate program at a high-ranking university.

Course Offerings

Geography

225—GEOGRAPHY OF EASTERN U.S. A geographical analysis of the Eastern U.S., with respect to the correlation of the physical, climatic, and resource background with the economic and cultural development. **Horton. 4**

226—GEOGRAPHY OF WESTERN U.S. The same approach used in Geog. 225 is adopted for the study of the Great Plains and Western States. **Horton. 4**

230—GEOGRAPHY OF LATIN AMERICA. The analysis of selected topical problems in Latin America, including agricultural development and resource allocation, regional development, urbanization, and population mobility and territorial conflicts. **Horton. 3**

232—GEOGRAPHY OF WESTERN EUROPE. A study of the physical and climatic framework of the present European Economic Community. The resource base is examined and the interdependence and allocation problems are considered. European population migration is related to changing patterns of industrial activity within and among the member states of the EEC. **Horton. 3**

261—WORLD POLITICAL GEOGRAPHY. The examination of selected contemporary problems at international, interregional, urban, and local scales to include: regional shifts of dominance; territorial rights and conflicts; the allocation of resources with respect to producers and consumers; the clash between interdependence. Prerequisite: permission of the instructor. **Staff. 3**

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

402—SELECTED TOPICS IN GEOGRAPHY. An advanced seminar or problem-oriented course which involves a semester-long investigation of a global perspective in such issues as ocean resources and territorial rights, population growth, and food needs. Prerequisite: one of the existing 200 level courses or permission of instructor. **Staff. 3**

History

Faculty

Chairperson

John B. Kirby

Professor

G. Wallace Chessman (1950-51, 53-)

Denison Alumni Professorship (History)

B.A., M.A., Ph.D., Harvard U.

Michael D. Gordon (1968-)

B.A., M.A., Ph.D., U. of Chicago

Clarke L. Wilhelm (1962-)

B.A., U. of Minnesota; M.A., Ph.D., Johns Hopkins U.

Associate Professor

William C. Dennis (1968-)

A.B., Earlham College; M.A., Ph.D., Yale U.

Amy Glassner Gordon (1968-69, 1970-72, 1975-)

B.A., Connecticut College; M.A., Ph.D., U. of Chicago

Barry C. Keenan (1976-)

B.A., Yale; M.A., Ph.D., Claremont Graduate School

John B. Kirby (1971-)

B.A., U. of Wisconsin; M.A., U. of Michigan; Ph.D., U. of Illinois

Donald G. Schilling (1971-)

B.A., DePauw U.; M.A., Ph.D., U. of Wisconsin

Assistant Professor

Muriel Joffe (1980-)

B.A., Cornell; Ph.D., U. of Pennsylvania

Maureen Meaney (1981-)

B.A., M.A., Cornell

Margaret L. Meriwether (1981-)

B.A., Bryn Mawr; Ph.D., U. of Pennsylvania

Instructor

Elinor Accampo (1982-)

B.A., M.A., U. of California, Berkeley

Kristen Neuschel (1979-)

B.A., Denison U.; M.A., Brown U.

Departmental Guidelines

Major in History

The Department requires thirty hours of work in the Department, including a minimum of two advanced courses. The department believes it necessary for a major to achieve some competence in the following *five* areas of history: Ancient-Medieval; American; European from the Renaissance to the French Revolution; European from the French Revolution to the present; and Non-Western. Working together, the student and his or her adviser should determine the best way to approach each area. Students may demonstrate 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.

Upon declaring his/her major, the student is required to enroll in an entry-level proseminar (History 200). As a senior, the student will enroll in a colloquium examining different approaches to the study of History. The colloquium will carry two credits, be offered in the fall semester, and consist of ten to twelve students and two staff. It will meet for a two-hour session every other week. Readings and discussion will be the main basis of the course, although students will be required to submit short written critiques of readings for each session.

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

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

Minor in History

The Department requires a minimum of 19 hours of work in the Department for a minor. Students must demonstrate competence in the five areas discussed above and must enroll in the entry-level proseminar (History 200).

Course Offerings

Introductory Courses

101—THE WORLD AND THE WEST: THE CIVILIZATION OF EURASIA TO 1500. The first semester of world history will deal with the period from the Neolithic Revolution to the establishment of an equilibrium among the major civilizations of Eurasia. Starting with the birth of civilization in the Near and Far East, the course will examine the formulation of, and interaction between, the major civilizations of Eurasia, Africa, and the Americas. The emphasis throughout will be on the elaboration of value systems and on the social structures which supported and shaped them.

Staff. 4

102—THE WEST AND THE WORLD: GLOBAL INTERACTION SINCE 1500. The second semester of world history will deal with the period from the breakdown of the Eurasian equilibrium to the present. Starting with the establishment of Western dominance, the course will examine the reasons for this ascendancy and the reactions this dominance has elicited from the major

civilizations of Asia, Africa, and the Americas. The emphasis throughout will be on the themes of ideology and technology. **Staff. 4**

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

204—THE MIDDLE AGES. An examination of the major political, social, and economic developments of the Middle Ages. **M. Gordon. 4**

205—EARLY MODERN EUROPE. A survey of the major developments in European social, economic, and political history from the Renaissance to the French Revolution. **A. Gordon. 4**

211—MODERN EUROPE. A survey course in the history of Europe from the French Revolution to the present which examines those major forces which shaped the modern world. Topics include the industrial revolution, war, revolution and counter-revolution, nationalism and the movement for European unity, and the struggle between freedom and order. **All readings are in English.** No prerequisites. **Staff. 4**

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

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

231—CHINESE CIVILIZATION: THE MANDATE OF HEAVEN. The earliest Chinese records of their past are studied along with archaeological evidence to describe the beginnings of Chinese civilization. The formation of the first state, the unique political and ethical ideology prevailing in ancient China, and the philosophic schools defining the Chinese cultural tradition are analyzed up to the consolidation of the dynastic system at the time of Christ. **Keenan. 4**

233—MODERN EAST ASIA. Beginning from an insider's view of how both prince and peasant saw the world around them before the encroachment of the West, this course analyzes the modern transformation of East Asia. Topics include: the conflict of Sinocentrism with modern nationalism in the Chinese revolution, the Japanese road to Pearl Harbor, and the significance of the Korean War in East Asia. **Keenan. 4**

235—AN INTRODUCTION TO MODERN AFRICA. A study of major problems and issues in African history with an emphasis on the recent past. **Schilling. 4**

238—DEVELOPMENT OF THE MODERN MIDDLE EAST. The modern era began in the Middle East in about 1800, when European influence on the area became massive and unavoidable. This course emphasizes two aspects of Middle Eastern history since then: (1) the region's increasing role in international affairs from Napoleon's invasion of Egypt in 1798 to the Arab-Israeli conflict, oil cartel, and Soviet invasion of Afghanistan, and (2) the responses by Muslims to the overpowering military and economic superiority of Europe, with special attention to those features of Islamic civilization which stand in the way of incorporating European ideas. **Meriwether. 4**

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

Advanced Courses

301—THE COLONIAL BACKGROUND, 1600-1763. A study of the economic, social, and political aspects of American History during the 17th and 18th centuries. **Dennis. 4**

- 302—THE AMERICAN REVOLUTION, 1763-1800.** A comprehensive study of the political philosophy, constitutional development, revolutionary excitement, and military events of the American Revolution. **Dennis. 4**
- 303—THE AMERICAN FRONTIER.** The frontier in American economic, political, and cultural development. **Wilhelm. 3**
- 304—THE IDEA OF AMERICAN UNION, 1800-1861.** 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**
- 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**
- 307—AMERICAN DIPLOMATIC HISTORY.** A survey of the history of American foreign policy, emphasizing the rise of the U.S. to world power in the 20th Century. **Wilhelm. 4**
- 311—AMERICAN INTELLECTUAL HISTORY.** A study of selected problems in American intellectual development. **Chessman. 3**
- 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**
- 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**
- 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: 215 **Kirby. 3**
- 321—INTRODUCTION TO ANCIENT GREEK HISTORY.** A survey of ancient Greece from Achilles to Alexander, with special emphasis on the classical period of the fifth and fourth centuries B.C. Topics of study include the ancient city-state, origins of democracy and tyranny, republicanism and liberty, imperialism and slavery, and the relationship between culture and politics. Readings in ancient history, tragedy, and philosophy; the evidence of ancient art and archaeology is also studied. All readings are in English. No prerequisites. **Meaney. 4**
- 323—ROMAN LIFE AND THOUGHT.** (Same as Classical Civilization 102). A study of the evolution of Roman society from a simple farming community to a sophisticated world capital. Readings from Roman historians will stress dominant ideals and ideologies, as often represented by outstanding political and military leaders. Roman culture will be reviewed also in archaeological monuments. **All readings in English.** No prerequisites. **Meaney. 4**
- 335—ENGLAND IN THE MIDDLE AGES.** English constitutional and social history from the tenth century to the fifteenth. **M. Gordon. 4**
- 337—THE AGE OF THE RENAISSANCE.** An examination of European history in the 14th and 15th centuries. Emphasis will be placed on intellectual developments and on the social and political context which shaped these developments. **M. Gordon. 4**
- 338—THE AGE OF THE REFORMATION.** An examination of European history in the 16th and early 17th centuries. Emphasis will be placed on political and intellectual developments and on the social context which shaped these developments. **M. Gordon. 4**
- 342—ENGLAND UNDER THE TUDORS AND STUARTS.** A study of English social and cultural history and of the development of the English constitution against the background of the political history of the 16th and 17th centuries. **A. Gordon. 4**

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

347—HISTORY OF RUSSIA TO 1917. A survey course in the history of the Russian state and society from their earliest origins to the Russian Revolution. Political, economic, and social relations, and foreign policy. **Joffe. 4**

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

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

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

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

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. **Staff. 3**

357—19th CENTURY HISTORY AS SEEN THROUGH LITERATURE. The French Revolution and its impact; the Romantic revolt; the impact of industrialism, the force of nationalism, the liberal ideal. These topics will be examined in the light of works by Stendhal, Hugo, Dickens, Flaubert, Galsworthy, Tolstoy, Martin, du Gard, Ibsen and others. **Neuschel. 3**

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

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

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

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

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

Other

360—STUDIES IN HISTORY. Intensive study by the class of selected periods or topics in History. May be taken more than once for credit. Prerequisite: consent of instructor. Examples of current topics are: The Age of Charlemagne, The Golden Age of Spain, Stalin and Stalinism, Islamic Civilization, History of Women in Modern Europe and America. **Staff. 3**

361-362—DIRECTED STUDY. **Staff. 3**

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

a. Early American History	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	M. Gordon
g. Tudor England	A. Gordon
h. Modern England	Staff
i. Far Eastern History	Keenan
j. Africa: South of the Sahara Desert	Schilling
k. Latin America	Staff
l. Modern European Intellectual History	Accampo
m. European Political and Social History	Schilling
n. Russian History	Joffe
o. The Middle East	Meriweather
p. Ancient History	Meaney

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

455—SENIOR COLLOQUIUM. Staff. 2

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

Mathematical Sciences

Faculty

Chairman

W. Neil Prentice

Professor

Daniel D. Bonar (1965-68, 69-)

B.S., Chem. Eng., M.S., West Virginia U.; Ph.D., Ohio State U.

Arnold Grudin (1953-)

B.A., New York U.; M.S., Columbia U.; Ph.D., U. of Colorado

Zaven A. Karian (1964-)

B.A., American International College; M.A., U. of Illinois; M.S., Ph.D., Ohio State U.

W. Neil Prentice (1957-)

A.B., Middlebury College; A.M., Brown U.; Ph.D., Syracuse U.

Andrew Sterrett (1953-)

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

Marion Wetzel (1946-)

Benjamin Barney Chair of Mathematics

A.B., Cornell College; M.A., Ph.D., Northwestern U.

Associate Professor

James Cameron (1975-)

B.S., Ohio State U.; M.S., Stanford U.; Ph.D., Ohio State U.

Instructor

Debra Gutridge Davis (1979-)
B.S., Muskingum College; M.A., Indiana U.

Richard Evan Halverstadt (1980-)
B.A., Case Western Reserve U.; M.S., Kyung Hee U. (Korea); M.S., Ohio State U.

Perumal Krishnasamy (1981-)
B.A., Madurai U. (India); M.S. (Mathematics), Ohio State U.; M.S. (Computer Science), Ohio State U.

Visiting Lecturer

Susan Karian (1980-)
B.S., Northern Illinois U.; M.A., U. of Illinois

Departmental Guidelines

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

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

Students interested in taking only one or two courses in Mathematical Sciences should choose 101, 102, 116, or 123.

Requirements for Mathematics Degrees

Minimum requirements for a major in Mathematics for a B.A. degree are four semester courses at the 300 level or above, (in addition to any directed studies, senior research, or honors project credits), two of which must be from the list 321 or 322 (but not both), 331, 332, 337, 341, and 342.

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

A student who plans to teach in secondary schools is advised to include 321, 331, 337, and 341 in his or her program.

Requirements for Computer Science Degrees

Required of all majors in Computer Science:

341 or 102;
171 or both of 101 and 174;
271, 272, 371, 372.

Required for B.A. in Computer Science:

In addition to the courses required of all majors, the B.A. candidate must take two courses from the list 356, 373, 377 and 382.

Required for B.S. in Computer Science:

In addition to the courses required for all majors, the B.S. candidate must

take four courses from the list 331, 334, 352, 356, 373, and 382 plus any two additional courses in the department at 300 level or above. Physics 211 (Solid State Electronics) may be substituted for one of these two additional courses.

The Computer Science staff *strongly* recommends that B.A. candidates also take 123, 124, 231, and 274 in addition to the required 8 courses.

We also recommend that a B.A. candidate in either Mathematics or Computer Science consider having a second major or a strong minor. Economics would be a good second major or minor for students planning to go into business or into an MBA program following graduation.

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

Combined Major in Mathematical Sciences and Economics

A student interested in quantitative aspects of economics who wishes to work for advanced degrees in Business or Economics with a strong Mathematical Sciences background may elect this combined major. Requirements are Mathematical Sciences 123, 124, 171 (or 101 and 174), 222, 231, 341, and 342, plus one course from the list 321, 322, 351, and 356 (see prerequisites for 356) and Economics 100, 300, 301, 302, 331, 332, and 350. A senior exam in quantitative economics is also required.

Minors

A minor in Mathematics can be earned by completing two courses from the list 321 or 322 (but not both), 331, 332, 337, 341, and 342 plus the prerequisites for the courses chosen.

A minor in Computer Science can be earned by completing 171 or 174, 271, 272, 371, 102 or 341, and one of the following: 274, 372, 373, 382, 356, 377, and 352 (see prerequisites).

Course Offerings

101—SURVEY OF COMPUTER SCIENCE. Introduction to computer science and the development of algorithms and their translation, via flowcharts, to computer programs. Discussion of historical and technological development of computing, and possible future social consequences. Accompanied by a lab designed to illustrate principles of the lectures. Computer programs will be written in a compiler language (e.g., BASIC), a simple assembly level language, and a simple machine language. Designed for students who do not expect to take additional courses in computer science. Offered each semester.

Staff. 4

102—STATISTICS - DATA ANALYSIS. This course includes topics from statistical inference such as estimation, testing hypotheses, regression and analysis of variance and contingency tables. This course is concerned with experimental and data gathering methods in addition to developing some statistical skills. There will be a laboratory for computer use. Not open for credit to those who have taken Psychology 370. Offered each semester.

Staff. 4

104—INTERMEDIATE ALGEBRA. This course is intended for the student who possesses only a superficial understanding of the concepts of Algebra II or who may not have taken such a course. Topics include linear and quadratic equations, exponents, radicals, factoring, graphing, word problems, functions, and the simplifying of mathematical expressions. Offered each semester.

Staff. 3

116—COLLEGE ALGEBRA. This course is intended for students with three years of high school mathematics who are not ready to begin calculus and wish to improve their mathematical skills.

Topics include fractional exponents, quadratic equations, systems of equations, ratios, proportions, variations, theory of equations, binomial theorem, inequalities, and mathematical induction. Offered each semester. **Staff. 3**

117—TRIGONOMETRY AND ANALYTIC GEOMETRY. Topics include trigonometric functions, identities, graphing, double and half angle formulas, laws of sines and cosines, applications, conic sections, polar coordinates, complex numbers, and logarithms. Offered each semester. **Staff. 3**

123-124—CALCULUS I, II. A two-semester introduction to single variable calculus. Topics include limits, derivatives, integrals, applications of calculus, and indeterminate forms. Each course offered each semester. Prerequisites: 116 or equivalent for 123. **Staff. 4**

171—BEGINNING COMPUTER SCIENCE. Designed for those contemplating taking additional courses in the department and for those having a good background in mathematics and/or expecting to major in one of the sciences. Introduction to the concept of the stored program computer by studying the machine language and assembly language of a simple computer and the development of algorithms via flowcharts and their translation into computer programs. Discussion of the development of computers and possible future consequences. Accompanied by a lab designed to illustrate principles of the lectures. Offered each semester. **Staff. 4**

174—INTERMEDIATE COMPUTER SCIENCE. This course is designed primarily for students who are not prepared to take 271 but who have a knowledge of computer science (or programming) roughly equivalent to that attained in 101. (Credit cannot be received for both 171 and 174). Prerequisite: 101 or consent. Offered each semester. **Staff. 3**

222—CALCULUS III. Series and multiple variable calculus together with a rigorous review of beginning calculus. Offered each semester. Prerequisite: 124 or consent. **Staff. 4**

231—ELEMENTARY LINEAR ALGEBRA. Emphasis on topics such as matrix algebra, systems of linear equations, linear transformations, and computational techniques. Prerequisite: 124 or consent. Offered each semester. **Staff. 4**

271-272—SOFTWARE STRUCTURES. An introduction to computational and data structures. The course will stress the development of computational structures, particularly as they affect, and are affected by data structures. The student will be expected to write programs in both non-numerical (e.g. sorting, searching, stack manipulation) and numerical (e.g. statistical calculations, simulations) areas. The processing of data structures large enough to require peripheral storage (i.e. files) will be covered. Required of all Computer Science majors. Prerequisite: 171 or 174 or consent. Each course offered each semester. **Staff. 4**

274—COBOL AND ITS APPLICATIONS. The fundamentals of standard COBOL will be covered. The emphasis will be on applications and problem solving. Prerequisite: 171 or 174. Offered each spring. **Staff. 3**

321—ADVANCED ANALYSIS. Limits, infinite series and integration. Prerequisites: 222, 231. Offered in fall of 1982-83. **Staff. 4**

322—ADVANCED ANALYSIS. Vector calculus and differential geometry. Prerequisite: 321. Offered in spring of 1982-83. **Staff. 4**

331—ALGEBRAIC STRUCTURES. Sets, relations functions, and topics chosen from graph theory, Boolean algebra, semigroups, propositional logic, and combinatorics and applications to computer science. Prerequisite: 231. Offered each fall. **Staff. 4**

332—ABSTRACT ALGEBRA. A study of the structure and properties of groups, rings, and fields. Prerequisite: 331. Offered in spring of 1981-82 and alternate spring semesters. **Staff. 4**

334—AUTOMATA AND FORMAL LANGUAGES. Definition of formal languages and their relation to abstract computing machines (automata), algorithms and the equivalence of various systems of expressing them, recursive functions, register machines, Turing machines, universality of the preceding in solving problems algorithmically, existence of algorithmically unsolvable problems (e.g. halting problem for Turing machines and Gödel's theorem), implementation of Boolean

functions with switching circuits, applications to computer design, cellular automata and parallel computers. No lab. Prerequisite: 331. Offered in spring of 1982-83 and alternate years. **Staff. 4**

337—MODERN GEOMETRY. An introduction to modern geometries. Prerequisite: 231 or consent. Offered in spring 1983-84. **Staff. 4**

341-342—PROBABILITY AND MATHEMATICAL STATISTICS. Probability models, generating functions, limit theorems, stochastic processes, estimation of parameters, tests of hypotheses, regression. Prerequisite: 222. Course offered each year. **Staff. 4**

351—DIFFERENTIAL EQUATIONS. Topics from the theory of linear and nonlinear differential equations. Prerequisite: 231. Recommended co-requisite: 222. Offered each spring. **Staff. 4**

352—NUMERICAL ANALYSIS. Topics from numerical quadrature, numerical integration of differential equations, matrix manipulations, and solution of nonlinear equations. Prerequisites: 222, 231, and 351 (may be taken concurrently). Offered in fall 1981-82 and alternate years. **Staff. 4**

356—MATHEMATICAL MODELING AND COMPUTER SIMULATION. A systematic treatment of the theory, applications, and limitations of modeling. Applications may include linear optimization, difference equations, queuing, and critical path problems. Simulation will be included as an applicational method, and the discussion of a simulation language such as SIMSCRIPT, GPSS, or DYNAMO may also be included. Prerequisites: 272 and either 341 or 102. Offered in spring of 1982-83 and alternate years. **Staff. 4**

361-362—DIRECTED STUDY. **Staff. 3**

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

373—PROGRAMMING LANGUAGES. A systematic study of computer programming languages starting with machine language and a brief examination of its hardware implementation. Progressing through assembly language to higher languages embodying numerical and nonnumerical computation. Throughout the development, the underlying structure of the languages and their implementation on computers will be stressed. This includes syntax analysis, Backus-Naur Form (BNF) specification of languages, Polish postfix notation implemented by push down stacks, and design of assemblers and compilers. Prerequisite: 272. Offered in spring 1981-82 and alternate years. **Staff. 4**

377—INFORMATION SYSTEMS ANALYSIS. Analysis and design of information gathering and decision-making processes. The advantages of alternative systems will be discussed from the operational and strategic points of view. Some case studies should be included. Prerequisite: 272. Offered in fall 1981-82 and alternate years. **Staff. 4**

382—COMPUTER ARCHITECTURE. A study of hardware/software configurations as integrated systems. Topics will include hardware modules, hardware/software selection and evaluation, and systems implementation. Prerequisite: 272. Offered in fall 1982-83 and alternate years. **Staff. 4**

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

- a. Topology
- b. Number Theory
- c. Complex Variables
- d. Real Variables
- e. Functional Analysis
- f. Geometry
- g. Applied Mathematics
- h. Topics in Analysis

Staff. 4

402-403—ADVANCED TOPICS IN COMPUTER SCIENCE.

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

Staff. 4

451-452—SENIOR RESEARCH.

Staff. 4

461-462—INDIVIDUAL WORK FOR HONORS.

Staff. 4

Modern Languages

Faculty

Chairman

Charles W. Steele

Professor

Joseph R. de Armas (1966-)

Teacher's Diploma, Havana Normal School; Ed.D., Ph.D., U. of Havana

Milton D. Emont (1954-)

B.A., New Jersey State College, Montclair; M.A., Middlebury College; Ph.D., U. of Wisconsin

Arnold Joseph (1963-)

B.S., M.A., Ph.D., Ohio State U.

Charles W. Steele (1949-)

B.A., U. of Missouri; M.A., U. of California; Ph.D., Ohio State U.

Associate Professor

John D. Kessler (1969-)

B.A., Ohio Wesleyan U.; M.A., Ph.D., U. of Texas

Charles O'Keefe (1975-)

B.A., Saint Peter's College; Ph.D., Duke U.

Ilse Winter (1967-)

Diploma, U. of Kiel (Germany); M.A., Ph.D., Rutgers U.

Assistant Professor

Annette G. Cash (1976-)

B.A., M.A., U. of North Carolina; Ph.D., Ohio State U.

Alberto MacLean (1980-)

B.A., U. of Houston; M.A., U. of Texas; Ph.D., U. of Michigan

Josette Wilburn (1978-)

B.A., U. of Minnesota; M.A., Ohio State U.; Ph.D., Ohio State U.

Visiting Lecturer

Valentine G. Bolen (1978-)

B.A., LL.B., Wayne State U.; Ph.D., U. of Michigan

James Brooks (1980-)

B.A., B.S., M.A., Ph.D., Ohio State U.

Marietta Emont (1958-)

B.A., M.A., U. of Wisconsin

Jacqueline Hara (1980-)

B.A., Tufts U.; M.A., St. John's U.

Betty D. Hyatt (1981-)

B.A., Franklin College of Indiana; M.A., Ohio State U.

Charles Lin (1979-)

B.A., National Taiwan Normal U.; M.A., U. of Pittsburgh

Departmental Guidelines

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

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

With a view toward career opportunities the department encourages integrating foreign language study with a variety of other academic areas such as economics, political science, and English. Courses in area studies and literature, (either in the target language or in English) aside from their intrinsic worth, also present multiple opportunities for experiences with other cultures and various realms of intellectual activity.

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

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

General Departmental Regulations

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

Course Offerings

Chinese

111—BEGINNING CHINESE. Pronunciation of Pinyin System; the tone system, mastery of four tones. **Lin. 4**

112—BEGINNING CHINESE. Introduction of character writing system and calligraphy. **Lin. 4**

Intermediate courses may be arranged.

French

A student *majoring* in French must take the following courses above the 211-212 level: 311-312, 415; a minimum of one seminar, 418; and at least three of the following: 317, 318, 319, 320, 322. Required related courses: 301-302.

A student *minoring* in French must take:

French 212 (4 credits)—Intermediate French

French 213 (3 credits)—Intermediate Conversation

French 315 (4 credits)—French Grammar

(or 415 Advanced Grammar), and one of the following combinations:

a.) two literature courses (French 311 and 312) and one area-studies course (French 301 or 302) for 11 credits

OR

b.) two area-studies courses (French 301 and 302) and one literature course (French 311 or 312) for 10 credits.

111-112—BEGINNING FRENCH. A comprehensive introductory course in French through the four basic skills: oral comprehension, speaking, reading, and writing. Does not count as credit toward a major. A student must complete 112 before receiving credit for 111. A student with one year of credit in high school French may register for 112. **Staff. 4**

211—INTERMEDIATE FRENCH. A review of the structure of French. Emphasis placed on developing skills in speaking, writing, and reading. Prerequisite: 112 or placement. **Staff. 4**

212—INTERMEDIATE FRENCH. Refining the four basic skills with more extensive readings in literature and civilization. Prerequisite: 211 or placement. **Staff. 4**

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

311—INTRODUCTION TO FRENCH LITERATURE (Middle Ages Through the 18th Century). Introduction to major literary movements and figures with reading from representative authors. Conducted in French. Prerequisites: 212 or consent. **Staff. 4**

312—INTRODUCTION TO FRENCH LITERATURE (19th Century to the Present). Introduction to major movements and figures with reading from representative authors. Conducted in French. Prerequisites: 212 or equivalent. **Staff. 4**

315—FRENCH GRAMMAR: REVIEW AND PROGRESS. Intensive review of grammar and writing skills which aims to increase oral and written accuracy and to improve reading comprehension. Recommended to students who wish to consolidate language skills acquired in high school or as preparation for advanced work in French. Conducted primarily in French. Prerequisites: 212 or equivalent. **Emonf. 4**

316—TRANSLATION. Translation, primarily from French to English of texts from various contemporary and historical sources. Emphasis on subtleties involved in good translation and on providing practice in the fundamentals of comparative stylistics. Prerequisite: French 311 or 312 or consent. **Staff. 4**

317—17th CENTURY LITERATURE. The development of French classicism, with emphasis on the theatre. Representative works of Corneille, Moliere, Racine, Pascal, La Fontaine, and others. *Conducted in French.* Prerequisites: 311 and 312 or equivalent. Offered 1980-81. **Emont. 4**

318—THE 18th CENTURY. Writings of Montesquieu, Voltaire, Rousseau, Diderot, et al. The development of social and political consciousness among the "philosophes"; acceleration of social reform; rationalism and sentimentalism in literature and the arts. Prerequisite: 311, 312.

Joseph. 4

319—19th CENTURY LITERATURE. An examination of the literary revolution inadequately described by such terms as Romanticism, Realism, Naturalism, and Symbolism. Texts from Hugo, Balzac, Flaubert, Mallarme, and others. *Conducted in French.* Prerequisites: 311 and 312 or equivalent. Offered in 1979-80. **O'Keefe. 4**

320—20th CENTURY THEATRE. Development of the theatre from Claudel and Giraudoux to the existentialist plays of Sartre and Camus, and the absurd theatre of Ionesco, Beckett, and their heirs. *Conducted in French.* Prerequisite: 311, 312. Offered 1982-83. **Wilburn. 4**

322—THE 20th CENTURY NOVEL: REVOLUTION AND RE-INVENTION. Examination of the ideas and forms of writers perceiving a universe in which man is central, alienated, and free. The changing concepts of space and time as these pertain to modified perceptions of reality. Texts by Gide, Proust, Malraux, Sartre, Camus, Robbe-Grillet. *Conducted in French.* Prerequisites: 311-312 or equivalent. Offered in 1982-83. **Joseph. 4**

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

361-362—DIRECTED STUDY.

Staff. 3

401-402—PROBLEMS IN AREA STUDY. A terminal integrating course of independent study to be taken in the senior year by the student majoring in Area Study (France). **Wilburn. 3**

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

418—SEMINAR. Advanced study of special problems in language or literature. Majors are required to take a minimum of one seminar, but may elect more. Prerequisites: 311, 312, and a semester of an advanced literature course or equivalent. **Staff. 3**

451-452—SENIOR RESEARCH.

Staff. 4

461-462—INDIVIDUAL WORK FOR HONORS.

Staff. 4

TEACHING OF MODERN LANGUAGES. (See EDUCATION 343)

German

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

A student minoring in German must take at least three advanced language courses above the 211 level, two literature courses, and one course in area studies. Required courses:

German 213—Intermediate Conversation

German 212—Readings in German Literature and Culture

German 313—Advanced Conversation and Composition

German 311—Introduction to German Literature

One other literature course

German 301—Introduction to German Civilization

111-112—BEGINNING GERMAN. A comprehensive introductory course in German through the four basic skills: oral comprehension, speaking, reading, and writing. Does not count as credit toward a major. A student must complete 112 before receiving credit for 111. A student with one year of credit in high school German may register for 112. **Staff. 4**

211—INTERMEDIATE GERMAN. The course is designed to improve comprehension of spoken and written German and to advance conversational skills. Grammar will be reviewed, but not systematically. Prerequisite: 112 or consent. **Staff. 4**

212—READINGS IN GERMAN LITERATURE AND CULTURE. Although the emphasis is on reading and writing, there is ample opportunity to develop conversational skills. Special provisions can be made for students interested in scientific German or other special areas. Prerequisite: 211 or 213 or consent. **Kessler. 4**

213—INTERMEDIATE CONVERSATION. Intensive practice in conversational skills on the intermediate level. Work in the language laboratory and composition will constitute a part of the course. Prerequisite: 211 or 212 or consent. **Staff. 4**

301—INTRODUCTION TO GERMAN CIVILIZATION. A study of major historical events and forces that shaped the institutions, attitudes, and lifestyles of modern Germany. *Conducted in German.* Prerequisite: 212 or 213 or consent. **Winter. 4**

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

312—MASTERPIECES OF 20th CENTURY GERMAN LITERATURE. A close study of works by Thomas Mann, Franz Kafka, Hermann Hesse, Heinrich Boll, Gunther Grass, and others. *Conducted in German.* Prerequisite: 311. **Staff. 4**

313—ADVANCED CONVERSATION AND COMPOSITION. Intensive practice in conversational skills on the advanced level. Composition is needed. *Conducted in German.* Prerequisite: 213 or consent. **Winter. 4**

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

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

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

361-362—DIRECTED STUDY. **Staff. 3**

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

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

- 413—ADVANCED COMPOSITION AND GRAMMAR.** Intensive grammar review and composition on the advanced level. Prerequisite: 315 or consent. **Kessler. 3**
- 414—THE GERMAN LYRIC.** A representative sampling of early German poetry followed by more concentrated study of the lyrics of the 19th and 20th century poets including Rilke, Hofmannsthal, George, Krolow, Celan, Gottfried Benn, and others. Prerequisite: 311 or 312. **Kessler. 4**
- 415—SURVEY OF GERMAN LITERATURE BEFORE 1700.** Prerequisite: any 300 course or consent of instructor. **Kessler. 4**
- 416—SEMINAR.** Prerequisite: same as 415. **Staff. 3**
- 451-452—SENIOR RESEARCH.** **Staff. 4**
- 461-462—INDIVIDUAL WORK FOR HONORS.** **Staff. 4**

All 300 and 400 level courses given in alternate years.

Russian

111-112—BEGINNING RUSSIAN. A comprehensive introductory course in Russian through the four basic skills: oral comprehension, speaking, reading, and writing. Work in the language laboratory is required. A student must complete 112 before receiving credit for 111. A student with one year of credit in high school Russian may register for 112. **Bolen. 4**

Intermediate courses may be arranged.

Spanish

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

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

- 1.) Hispanic Literature (315, 316, 415, 416)
- 2.) The Spanish Language (213, 313, 412 and 414a or 414b)

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

Minor in Spanish

The minor in Spanish consists of 19 credit hours, including 213, 220, 224; either 314 and 413 or two from the following sequence: 315, 316, 415, 416.

111-112—BEGINNING SPANISH. A comprehensive introductory course in Spanish through the four basic skills: oral comprehension, speaking, reading, and writing. Does not count as credit toward a major. A student must complete 112 before receiving credit for 111. A student with one year of Spanish in high school may register for 112. **Staff. 4**

211—INTERMEDIATE SPANISH. A third semester course in which the material of the first year is continued and summarized. Prerequisite: 112 or two years of high school Spanish or placement. **Staff. 4**

212—INTERMEDIATE SPANISH. The final semester of the two-year sequence of basic courses, intended to integrate the material of the previous three semesters and establish linguistic proficiency. Prerequisite: 211 or three years of high school Spanish or placement. **Staff. 4**

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

Literature

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

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

415—SEMINAR IN SPANISH AMERICAN LITERATURE. Study and discussion in depth of a selected topic, writer, or work from Spanish American literature. *Conducted in Spanish*. Prerequisite: 315 or 316 or consent. **Armas, 3**

416—SEMINAR IN SPANISH LITERATURE. Study and discussion in depth of a selected topic, writer, or work from Spanish literature. *Conducted in Spanish*. Prerequisite: 315 or 316 or consent. **Armas, Steele, 3**

Civilization and Culture

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

Language

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

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

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

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

414a-414b—ADVANCED READING AND TRANSLATION. One of two emphases will be used in a given semester: (a) Spanish to English or (b) English to Spanish. The goal is to achieve stylistic excellence. Prerequisite: a 300 course in Language or Literature. **Steele, 3**

Latin American Area Studies (Conducted in English)

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

401—PROBLEMS IN AREA STUDY. A seminar intended to integrate student perspectives through selected topics. Primarily for students in the transdepartmental sequence Area Study: Latin America. **Armas, 3**

401c—CARIBBEAN STUDIES. A seminar designed for students who wish to combine study of some aspects of the Caribbean area. The course offers a broad perspective of the ethnic, social, political, and economic problems of the so-called Caribbean area, which encompasses black as well as white countries. The focus of the seminar will be on the troublesome spots of the Caribbean: Cuba, Puerto Rico, Haiti, Barbados, Martinique, etc., and their relationship to the United States. **Armas, 3**

Other

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

Music

Faculty

Chairperson

To be announced

Professor

Frank J. Bellino (1958-)
B.F.A., Ohio U.; Mus.M., Eastman School of Music
Elliot D. Borishansky (1968-)
B.A., Queens College; M.A., Columbia U.; A.Mus.D., U. of Michigan
R. Lee Bostian (1966-)
B.A., M.A., Ph.D., U. of North Carolina
George R. Hunter (1954-)
B.F.A. (Music Ed.), B.F.A., M.F.A., (Mus.), Carnegie-Mellon U.
William Osborne (1961-)
Mus.B., Mus.M., A.Mus.D., U. of Michigan

Associate Professor

Marjorie Chan (1968-)
B.Mus., Oberlin College; M.Mus., Indiana U.; D.M.A., U. of Southern California

Assistant Professor

Frederick C. Frey (1980-)
B.M., Wisconsin Conservatory; M.M., D.Mus., Northwestern University

Visiting Lecturer

Eileen Bellino, voice
B.Mus., Eastman School of Music
Elizabeth Borishansky, piano
B.Mus., B.Mus.Ed., Stetson U.; M.M., U. of Michigan
Joseph Lord, woodwinds
B.Mus., Ohio State U.; M.A., Columbia U.
Gwendolyn Shrader, piano
B.Mus., M.M., Ohio State U.

Independent Music Contractor

Patricia Barry, oboe
M.Mus., Northwestern U.

Rick Brunetto, percussion
B.Mus., Ohio State U.
Tom Carroll, jazz guitar
Professional jazz musician
Glenn Harriman, trombone
B.S.Ed., M.A., Ohio State U.
John McCormick, classical guitar
B.Mus., Capital U.
Robert Pierce, jazz piano
Professional jazz musician
Robert Raker, bassoon
B.A., M.D., Ohio State U.
Linda Allen, flute
B.Mus., Indiana U.
Craig Wales, banjo, folk guitar
Professional folk, bluegrass musician

Departmental Guidelines

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

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

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

Major in Applied Music (B.Mus. Degree)

Requirements: Music (83 hours)—Music 115-116, 201, 202, 203, 215-216, 309, 311-312; and Ensemble (8 hours); Applied Music (32 hours); Electives (3-6 hours); and a Graduating Recital in the major field.

Voice majors: 136-137; instrumentalists: 361 in literature.

Major in Music Education (B.Mus. Degree)

Requirements: Music (58 hours)—Music 115-116, 141-142, 151-152, 161-162, 171, 201, 202, 203, 215-216, 307-308, 309; Applied Music (16 hours);

and Ensemble (4 hours); Education 150, 213, 312, 322, 410, 400 or 420, and 415.

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

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

Requirements: Music (77 hours)—Music 115-116, 141-142, 151-152, 171, 201, 202, 203, 215-216, 307-308, 309, 311-312, 341-342, 441-442; Applied Music (16 hours); and Ensemble (4 hours). In addition, the student must have three compositions ready for performance at the end of the junior year and must compose a work of major proportions during the senior year.

Major in Music (B.A. Degree)

Requirements: Music (40 hours) including Music 115-116, 201, 202, 203, 215-216; Ensemble (4 hours), and Applied Music (11 hours).

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

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

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

Minor in Music (20 credits)

Requirements: Music 115-116, 201 or 202 or 203, plus one additional academic course of at least 3 credits; Music 108 or private lessons (4 credits) and Music 103 ensemble (2 credits). The applied music fees are waived for minors in music. Minors must be recorded as having attended 32 music department programs before graduating with a minor in music.

Course Offerings

101—FORMS OF MUSIC. A course designed to develop the listener's understanding of music in the concert repertoire (Baroque through the Contemporary Periods). The lectures will illustrate forms and general stylistic concepts of each period in relation to the social and historical background.
Bellino, Bostian, Chan, Hunter. 3

103b—CONCERT BAND

Hunter. ½

103a—ORCHESTRA

Bellino. 1

103c—CONCERT CHOIR

Osborne. ½

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

105—OPERA WORKSHOP. A course which involves the preparation and performance of an opera or scenes from opera, and musical theatre. **Frey. 1-2**

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

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

109—CONTEMPORARY MUSIC. A survey of the music of recent years, 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 in 1982-83 and alternate years. **Bostian. 3**

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

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

120—INTRODUCTION TO OPERA. A brief historical survey of the evolution and history of Opera in detailed analysis of a broad selection of operatic masterpieces. Listening will be stressed: recording, broadcast, and live performances. Offered in 1981-82 and alternate years. **Frey. 3**

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

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

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

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

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

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

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

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

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

203—HISTORY AND LITERATURE OF MUSIC III. An historical survey of the evolution of musical style in Western Europe and the United States from the late romantic period to the present. **Bostian. 3**

207—MUSIC IN AMERICA. A survey of music-making in our land from the Psalm tunes of the Puritans, to the 18th century Yankee tunesmiths, the minstrel shows, the development of jazz, John

Knowles Paine, George Gershwin, Aaron Copland, and John Cage. Prerequisite: 101 or permission of instructor. Offered in 1982-83 and alternate years. **Osborne. 3**

208—PIANO LITERATURE. A survey of the literature for solo pianoforte from the late Baroque period through the 20th Century. Prerequisite: Music 101 or consent of the instructor. Offered on demand. **Staff. 3**

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**

307-308—ORCHESTRATION. The study of instrumentation, score reading, and arranging for band and orchestra. Offered in 1981-82 and alternate years. **Hunter. 2**

309—CONDUCTING. Conducting techniques and interpretation problems learned through class instruction and experiences in directing. Includes study of scores and of rehearsal procedures. Prerequisite: permission. Offered on demand. **Bellino. 3**

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 on demand. **Staff. 3**

METHODS IN MUSIC EDUCATION. (See EDUCATION 322). Offered in 1982-83 and alternate years.

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**

342—COMPOSITION. Composition using serialism and exploration of improvisatory-aleatoric techniques; composing in the student's individual style. Prerequisite: 341. **Borishansky. 3**

361-362—DIRECTED STUDY. **Staff. 3**

363-364—INDEPENDENT STUDY. **Staff. 3 or 4**

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**

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**

451-452—SENIOR RESEARCH. **Staff. 4**

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

Philosophy

Faculty

Chairperson

Joan Straumanis

Professor

Anthony J. Lisska (1969-) (Dean of the College)

B.A., Providence College; M.A., Saint Stephen's College; Ph.D., Ohio State U.

Ronald E. Santoni (1964-)

Maria Teresa Barney Chair of Philosophy

B.A., Bishop's U.; M.A., Brown U.; Ph.D., Boston U.

Associate Professor

David A. Goldblatt (1968-)

B.A., Brooklyn College; Ph.D., U. of Pennsylvania

Joan Straumanis (1971-)

B.A., Antioch College; Ph.D., U. of Maryland

Assistant Professor

Philip A. Glotzbach (1977-)

B.A., U. of Notre Dame; M.A., M. Phil., Ph.D., Yale U.

Robert Hahn (1981-)

B.A., Union College; M.A., M.Phil., Ph.D., Yale U.

Departmental Guidelines

To do philosophy is to respond creatively and critically to questions and assumptions central to human existence. The Philosophy Department strives to engage the student in problems which lie at the foundations of human knowledge claims, actions, and value judgments. The student is challenged to move beyond naive and uncritical patterns of thought, to recognize problem and impasse, and then to work toward sophisticated and constructive confrontation with them. Members of the Department cooperatively approach these concerns from diverse perspectives, both in studying the works of major philosophers and in their own creative activity. The student is encouraged both to join with the faculty in this inquiry and to philosophize creatively on his or her own. The courses and seminars in the Department are intended to develop the abilities necessary for these activities.

The Philosophy Department recommends that students wishing to take Philosophy in order to meet the Philosophy/Religion requirement enroll in Philosophy 101 **during their freshman year**. Upperclass students may elect the special section of Philosophy 101 which will be set aside for them. In general, however, **upperclass students will not be permitted to enroll in those sections of Philosophy 101 reserved for freshmen.**

Majoring in Philosophy

A major in Philosophy requires nine semester-courses to be selected by

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

The Philosophy Department encourages double majors and self-designed majors, and is experienced in helping students integrate Philosophy with work in other disciplines. To avoid possible scheduling problems, a student considering a major in Philosophy (or one which includes Philosophy) should consult the Department early in his or her college career.

A student preparing for graduate study in Philosophy should have a reading knowledge of French or German before graduating from Denison.

A Minor in Philosophy

Philosophy, by its very nature, is ideally suited to assist a student in integrating and articulating his or her knowledge gained in other areas. For this reason we attempt to tailor a student's minor program in philosophy around the specific course of studies he or she is pursuing in his or her major subject. This means that our minor program places a premium upon departmental advising. Each philosophy minor is required to choose a department member as his or her philosophy advisor. The philosophy advisor will not replace the student's primary academic advisor. However, the philosophy advisor will have responsibility for guiding the student in designing the minor program in philosophy. The advisor will work with the student to construct a program within the following general guidelines: 1) The student must take a minimum of five courses in philosophy. (Philosophy 101 may count as one of those courses.) 2) The student must take at least one Junior-Senior Seminar. It is our general expectation that this seminar will be taken in the senior year.

Course Offerings

101—BASIC ISSUES IN PHILOSOPHY. An understanding of the nature and function of Philosophy, and of its relations to other fundamental human interests, is sought through a consideration of representative philosophical problems as treated in selected writings of leading philosophers of the past and present. *This course satisfies the General Education requirement in Philosophy or Religion.* Offered both semesters. *Open to freshmen only, except for one section reserved for upperclass students.* **All staff members. 4**

105—LOGIC. A study of reasoning in ordinary language and in contemporary symbolic languages with emphasis on the connections between the two. Attention is also given to informal fallacies, paradox, ambiguities of ordinary speech, the problems of definition, and the critical analysis of arguments in natural settings. Emphasis in symbolic logic is on translation and proof, and computer assisted instruction is employed in the teaching of these skills. Offered both semesters.

Straumanis. 4

212—CURRENT TOPICS IN PHILOSOPHY (FRESHMAN/SOPHOMORE SEMINAR). An inquiry into philosophical issues and problems at the center of present attention. The topics vary from year to year in accordance with current interests of students and staff. Recent topics have included Philosophy of Violence, Mysticism and Religious Experience, Existentialism and Marxism, Philo-

ophy of Language, Philosophy of the Social Sciences, and Artificial Intelligence. Open to freshmen and sophomores only. Prerequisite: Philosophy 101 or consent. Offered most semesters; consult current departmental course guide for topic and instructor.

Staff. 4

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

Goldblatt. 4

226—SOCIAL AND POLITICAL PHILOSOPHY. Social and political philosophy is a course concerned with the *justification* of social and political institutions and ideas. We will use as a running theme throughout the semester the division of the United States into classes of power, primarily economic, but also sexual, racial, and what may be called creative. While we will not neglect other important classical sources, the course strategy will be to tackle relevant philosophical problems through the literature of Fascism and Socialism, with emphasis on the latter. Offered each fall semester.

Goldblatt. 4

250—PHILOSOPHY OF LAW. Does law have an intrinsic connection with natural and moral order, or is it whatever legislature and judge say it is? This course will analyze the concept of law, with particular attention given to the conflict between the natural law tradition and legal positivism. The justification of legal authority and the nature of legal reasoning will be considered. Normative issues, including the relation between law and concepts of justice, equality, liberty, responsibility, and punishment will also be addressed. Prerequisite: Philosophy 101 or consent. Usually offered second semester.

Staff. 4

275—PHILOSOPHY OF FEMINISM. Through the study of traditional and contemporary materials, this course will examine and evaluate theories about women, and about the origins of sexual inequality, as well as proposals for reform, or revolution. We will see how sexual bias has distorted philosophical and scientific language and thought and ask whether philosophy itself provides appropriate tools for setting things straight. We will find our texts in the past, in the present women's movement, and in our own lives. Finally, we will look to science fiction for alternative visions of what a just future might be like. Offered in second semester 1981-82 and most fall semesters.

Straumanis. 4

298—EXISTENTIALISM. This seminar will involve a study and discussion of the basic concepts and contentions of Existentialism as they have developed primarily in the "classic" 19th and 20th Century literature of Existentialism—philosophical and other. Topics such as alienation and authenticity, freedom and responsibility, morality vs. legality, rationality and the absurd, will be investigated and confronted. It is hoped that each student will use this seminar not simply as a basis for becoming closely acquainted with Existentialism, but also to come to grips with and clarify some of the fundamental value concerns and issues in his or her existence. Prerequisite: Philosophy 101 or consent. Offered fall 1981-82.

Santoni. 4

305—METAPHYSICS: PERSPECTIVES ON REALITY. An analysis of the problems unique to metaphysics from both an historical and a contemporary perspective. An in-depth inquiry into issues such as 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 and Philosophy 101 or consent. Offered in 1981-82 and in alternate years.

Staff. 4

306—THEORIES OF KNOWLEDGE. An inquiry into the meaning, possibility, conditions, criteria, and types of truth and/or knowledge, and a discussion of representative theories of knowledge. The class will aim to achieve clarity in respect to both classical and contemporary approaches to the problem of knowledge. The adequacy of those approaches will be assessed. Prerequisite: Sophomore standing and Philosophy 101 or consent. Offered in 1982-83 and in alternate years.

Staff. 4

312—ADVANCED SYMBOLIC LOGIC. A topic-centered continuation of study in the symbolic languages introduced in Philosophy 105. According to student interest, topics might include modal logic, deontic logic, alternative systems of notation and proof, or foundations of mathematics and

logic. Not offered 1981-82. (Directed study in these subjects may be arranged in years when Phil. 312 is not offered.)

Staumanis. 4

331—GREEK AND MEDIEVAL PHILOSOPHY. What is Real? An examination of some fundamental problems of determining what there is (exists) and how we come to know (what there is), in the context of the origin and development of Greek thinking from Homer and the Dramatists, the pre-Socratics and Sophists, Plato and Aristotle, through selected writers in the Medieval period including Plotinus, Augustine, St. Thomas, Duns Scotus, William of Ockham, and Nicholas Cusanus. Prerequisite: Philosophy 101 or consent. Offered in first semester 1981-82 and in alternate years.

Hahn. 4

332—MODERN PHILOSOPHY: DESCARTES THROUGH HEGEL. The course examines two fundamental philosophical traditions of the 17th and 18th Centuries: Rationalism and Empiricism, as well as attempts by Kant and Hegel to combine the insights of both. It traces the development of such themes as the nature of human experience, the foundations of knowledge, and the limits to knowledge through the work of Descartes, Leibniz, Spinoza, Locke, Berkeley, Hume, Kant, and Hegel. Their attempts to resolve these questions formed the basis for much of the intellectual history of the "Age of Reason and Enlightenment," and continue to inform contemporary investigations of knowledge, language, and mind. Prerequisite: Philosophy 101 or consent. Offered in second semester 1981-82 and in alternate years.

Glotzbach. 4

333—CONTEMPORARY CONTINENTAL PHILOSOPHY. This course traces the development of Continental Philosophy from 1900 to the present—primarily within the phenomenological movement, as begun by Husserl and continued in the writings of Heidegger, Sartre, Merleau-Ponty, Schultz, and others. In addition, however, Structuralism and the social analysis practiced by the Frankfurt School will be considered. The goal is to understand both the roots and the intellectual influence of these movements. Prerequisite: Philosophy 101 or consent. Offered second semester 1982-83 and in alternate years.

Glotzbach. 4

334—CONTEMPORARY ANALYTIC PHILOSOPHY: 1900 TO PRESENT. An examination of the contemporary British-American tradition of philosophical analysis, a major intellectual movement which has influenced nearly every area of contemporary thought. The course will trace the roots of Analytic Philosophy from its beginnings in the work of Bertrand Russell and G. E. Moore (and their rejection of 19th Century British Idealism), through its development by the members of the Vienna Circle (the Logical Positivists), and later by Ryle, Wittgenstein, Strawson, Quine, Sellars, and others. The aim will always be to understand the substantive concerns of the movement along with its methodology. Thus, the class will confront some of the central issues in Epistemology, Metaphysics, Ethics, Philosophy of Language, and Philosophy of Science as they have been treated by analytic philosophers. Prerequisite: Philosophy 101 or consent. Offered first semester 1982-83 and in alternate years.

Staff. 4

343—CHINESE PHILOSOPHY. Not currently offered.

Hahn. 4

334—CLASSICAL CHINESE LANGUAGE AND THOUGHT. Not currently offered.

Hahn. 4

361-362—DIRECTED STUDY.

Staff. 3 or 4

363—INDEPENDENT STUDY.

Staff. 4

401—PHILOSOPHY OF RELIGION. Because this course is in Philosophy of Religion, the learning of historical or classificatory detail about philosophers or philosophies of religion will be of secondary importance. Primarily, the student will be encouraged to come to grips with some of the basic theoretical and/or intellectual problems which confront religion and religious belief, as treated in both classical and contemporary philosophy. Within this context, the course will focus both upon the traditional problems related to argumentation about God's existence (including the problem of evil) and the contemporary problems of religious language and religious knowledge. Prerequisite: Philosophy 101 or consent. Offered in spring 1981-82 and in alternate years.

Santoni. 4

403—PHILOSOPHY AND HISTORY OF SCIENCE. The scientist is a philosopher, making choices and constructing explanations which involve ethics, the problem of knowledge (epistemology), and assumptions about reality (metaphysics). In other words, this course takes the view that issues in the philosophy of science arise within the actual practice of science, and for this reason,

emphasizes both the historical record of successes and failures in science, and methodological issues in contemporary science. A laboratory component enables students to reproduce significant historical experiments and to explore some conceptual and perceptual problems faced by the working scientist. Prerequisite: Junior standing and two laboratory science courses. Offered each spring semester. **Staumanis, 4**

405—PHILOSOPHY OF THE ARTS: AESTHETICS. A seminar dealing with the nature of the various arts, of the creative process, and of aesthetic experience, the types of critical terminology; the nature and locus of aesthetic value, and the ontology of art objects. The course will address such fundamental aesthetic questions as: What makes something a work of art? Are these features universal in some sense, or do they vary among cultures and historical periods? What are artists trying to create and communicate? Readings will be taken from representative aesthetic theorists in conjunction with examples from the various arts. Prerequisite: Sophomore standing or consent. Offered second semester 1982-83 and in alternate years. **Goldblatt, 4**

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

431-432—SEMINAR IN PHILOSOPHY (JUNIOR/SENIOR SEMINAR). An intensive study in some specific field of philosophic thought. The subject varies from semester to semester, depending upon the needs of the students and the interests of the Department. Recent Junior/Senior Seminar topics have included Hume, Greek Philosophy, Marx, Kant and His Descendants. The course may be repeated with credit. Prerequisite: Junior/Senior Philosophy Major, or consent. Topic for first semester, 1981-82: Philosophy of Psychology. Topics for later semesters to be determined; please consult current departmental course guide. **1st semester, 1981-82: Glotzbach, 4**

451-452—SENIOR RESEARCH. **Staff, 4**

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

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

Physical Education

Faculty

Chairperson

Mattie E. Ross

Professor

Mattie E. Ross (1952-)

B.S.Ed., Central Missouri State College; Ed.M., U. of Missouri; Ph.D., Ohio State U.

Associate Professor

Elizabeth C. Van Horn (1953-) (Women's Athletic Director)

B.S.Ed., Miami U.; M.S., Wellesley College; Ph.D., Ohio State U.

Assistant Professor

Theodore H. Barclay (1962-) (Men's Athletic Director)

B.S.Ed., Ohio State U.; Ed.M., Kent State U.

Sally E. Dellinger (1976-)

B.S., M.A., Ohio State U.

Michael J. Ehrenfried (1979-)
B.S., M.S., Bowling Green State U.
Dale S. Googins (1962-)
B.S., M.Ed., Bowling Green State U.
Keith W. Piper (1951-)
A.B., Baldwin-Wallace College; M.A., Case Western Reserve U.
Joanne Rosenberger (1976-)
B.S., Ohio State U.; M.A., Case Western Reserve U.
Lynn Schweizer (1973-)
B.S., Ohio U.; M.S., Ohio State U.
Robert L. Shannon (1954-)
B.A., Denison U.; M.A., Ohio State U.
Ferris Thomsen, Jr. (1965-)
B.S., U. of Pennsylvania

Instructor

Dennis Thome (1979-)
B.A., Denison U.

Departmental Guidelines

Major in Health and Physical Education

State Certification in Physical Education involves the following course plan.

218—BASEBALL AND TRACK (Men and Women). Includes instruction, supervised practice, and teaching techniques in the fundamentals and advanced skills, conditioning activities, purchase and care of equipment, public relations, organization, pre-season and in-season planning and practice, scouting, ethics, and conduct. Offered in alternate years. **Thome, Shannon. 2**

219—THEORY AND PRACTICE OF BASKETBALL COACHING (Men and Women). Includes instruction and supervised practice and techniques of teaching in the fundamental and advanced skills, offensive and defensive tactics, conditioning activities, purchase and care of equipment, public relations, organization, pre-season and in-season planning and practice, scouting, ethics, and conduct. **Ehrenfried. 2**

220—THEORY AND PRACTICE OF FOOTBALL COACHING. Includes instruction and supervised practice and techniques of teaching in the fundamental and advanced skills, offensive and defensive tactics, conditioning activities, purchase and care of equipment, public relations, organization, pre-season and in-season planning and practice, scouting, ethics, and conduct. **Piper. 2**

221—POWER VOLLEYBALL AND SOCCER. Includes instruction and supervised practice in techniques of teaching in the fundamentals and advanced skills, offensive and defensive tactics, conditioning activities, purchase and care of equipment, public relations, organization, pre-season and in-season planning and practice, scouting, ethics, and conduct. **Dellinger, Barclay. 2**

222—FIELD HOCKEY. Special section for majors only. Offered every other year. **Rosenberger. 2**

270—AQUATIC EDUCATION (Men and Women). Coverage of all areas for the aquatics specialist as recommended by the Aquatic Council of the American Association of Health, Physical Education, and Recreation—instructional program, competitive swimming (men and women), swimming for the handicapped, skin and scuba diving, small craft diving, synchronized swimming, water polo, and survival swimming. Offered in alternate years. **Barclay. 2**

271—ARCHERY AND RACQUETBALL (Men and Women). Includes the methods and techniques of teaching these sports, with emphasis on fundamentals and advanced skills, conditioning activities, purchase and care of equipment, and organization of tournaments.

Schweizer, Thomsen. 2

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

Rosenberger. 2

273—GYMNASTICS AND TUMBLING. Includes the methods and techniques of teaching beginning and intermediate skills, conditioning activities, purchase and care of equipment, and safety procedures. Offered in alternate years.

Schweizer. 2

274—BOWLING AND GOLF (Men and Women). Includes the methods and techniques of teaching these sports, with emphasis on fundamentals and advanced skills, conditioning activities, purchase and care of equipment, and organization of tournaments.

Ross, Rosenberger. 2

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

Ross. 3

340—ATHLETIC TRAINING AND FIRST AID.

Googins. 4

341—SPORTS MEDICINE THEORY.

Googins. 4

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

Staff. 3

361-362—DIRECTED STUDY.

Staff. 3-4

429—HISTORY, PHILOSOPHY, & PRINCIPLES OF PHYSICAL EDUCATION.

VanHorn. 3

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

Ross. 3

Additional Courses for Health Certification

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

Dellinger. 3

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

Dellinger. 3

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

Dellinger. 3

Electives for Majors

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

Thomsen. 2

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

Piper, Thomsen, Barclay. 2

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

Dellinger, Googins, Ross. 3

361-362—DIRECTED STUDY.

Staff. 3-4

401—PHYSICAL TESTS AND MEASUREMENTS.

Rosenberger. 3

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

451-452—SENIOR RESEARCH.

Staff. 4

461-462—INDIVIDUAL WORK FOR HONORS.

Staff. 4

Minor in Physical Education

The department offers seven minors in Physical Education: Aquatics, Coaching, Recreation, Adapted Physical Education, Communication and Sport, Health, and Athletic Training.

Aquatics

Requirements: 16½ credits

- PE 101 Lifesaving (1 cr.)
- PE 102 Water Safety Instructor (2 cr.)
- PE 172 CPR (½ cr.)
- PE 270 Tech/Theory Aquatics (2 cr.)
- PE 340 Athletic Training (4 cr.)
- PE 362 Directed Study (4 cr.)
- PE 430 Organization and Administration (3 cr.)

Electives: 3½ credits from

- PE 103 Scuba (2 cr.)
- PE 104 Synchronized Swim (½ cr.)
- PE 105 Springboard Diving (1 cr.)
- PE 106 Swimming—Beg. and Int. (½ cr.)
- PE 141 Canoe/Kayak (½ cr.)
- PE 310 Adapted Physical Education (3 cr.)

Coaching

Requirements: 16½ credits

- PE 172 CPR (½ cr.)
- PE 2XX Technique/Theory (Individual) (2 cr.)
- PE 2XX Technique/Theory (Team) (2 cr.)
- PE 235-6 Sports Officiating (2 cr.)
- PE 340 Athletic Training (4 cr.)
- PE 350 Practicum in Coaching (3 cr.)
- PE 430 Organization and Administration (3 cr.)

Electives: 3½ credits from:

- PE 1XX Activity Classes (½ cr.)
- Bio 201 Anatomy/Physiology (4 cr.)
- PE 341 Sports Medicine (3 cr.)

Recreation

Requirements: 13½ credits

- PE 172 CPR (½ cr.)
- PE 310 Adapted Physical Education (3 cr.)
- PE 340 Athletic Training (4 cr.)

- PE 350 Practicum (3 cr.)
 PE 439 School and Community Recreation (3 cr.)

Electives: 6½ credits from:

- PE 102 Water Safety Instructor (2 cr.)
 PE 103 Scuba (2 cr.)
 PE 124 Camping and Outdoor Education (2 cr.)
 PE 140 Backpacking/Hiking (½ cr.)
 PE 141 Canoe/Kayak (½ cr.)
 PE 142 Rock Climbing (½ cr.)
 PE 143 Outing/Camping (½ cr.)

Adapted Physical Education

Requirements: 14½ credits

- Bio 201 Anatomy and Physiology (4 cr.)
 PE 172 CPR (½ cr.)
 PE 310 Adapted Physical Education (3 cr.)
 PE 340 Athletic Training (4 cr.)
 PE 350 Practicum (3 cr.)

Electives: 5½ credits from:

- Ed 217 Child/Adolescent Development (3 cr.)
 PE 326 School Health Services (3 cr.)
 PE 339 Kinesiology & Physiology (3 cr.)
 PE 341 Sports Medicine (3 cr.)
 PE 440 Personal and Community Health (3 cr.)

Communication and Sport

Requirements: 15 credits

- Phil 101e Values/Communication (4 cr.)
 Speech 226 Social Impact/Media (4 cr.)
 PE 430 Organization and Administration (3)
 PE 340 Athletic Training (4 cr.)

Electives: 5 credits from:

- Eng 238 Journalism (3 cr.)
 PE 235-6 Sports Officiating (4 cr.)
 PE 429 History and Principles (3 cr.)
 PE 439 School and Community Recreation (3 cr.)

Health

Requirements: 9½ credits

- PE 172 CPR (½ cr.)
 PE 325 Health Methods (3 cr.)
 PE 326 School Health Services (3 cr.)
 PE 440 Personal and Community Health (3 cr.)

Electives: 10½ credits from:

- Bio 201 Anatomy and Physiology (4 cr.)
 PE 339 Kinesiology & Physiology
 PE 340 Athletic Training (4 cr.)
 PE 341 Sports Medicine (3 cr.)
 PE 350 Practicum (3 cr.)
 PE 362 Directed Study (4 cr.)
 Psych 402s Human Sexuality (2 cr.)
 Soc 513 Family (3 cr.)

Athletic Training

Requirements: 17 credits

- PE 339 Kinesiology and Physiology (3 cr.)
 PE 340 Athletic Training (4 cr.)

- PE 341 Sports Medicine (3 cr.)
prerequisites: 1.) must have valid certificate in standard and advanced first aid;
2.) must have valid certificate in cardio-pulmonary resuscitation
- Bio 201 Anatomy and Physiology (4 cr.)
- Electives:** 3 credits from:
- PE 172 CPR
- PE 2XX Technique/Theory (Individual) (2 cr.)
- PE 2XX Technique/Theory (Team) (2 cr.)
- PE 430 Organization and Administration (3 cr.)
- PE 440 Personal and Community Health (3 cr.)

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

Physical Education Activity Program

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

1. Offered First Semester only.
2. **1 hour credit**
3. Certification with A.R.C.
Qualifies for Water Safety Employment with pools, beaches, and summer camps.

102—AMERICAN RED CROSS—WATER SAFETY INSTRUCTOR (Co-Educational).

1. Offered Second Semester only.
2. **2 hours credit**
3. Successful completion leads to National Certification as W.S.I.
4. Prerequisite: Red Cross Senior Lifesaving or Equivalent.

103—BASIC SKIN AND SCUBA DIVING (Co-Educational).

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

104—SYNCHRONIZED SWIMMING.

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

105—DIVING (Co-Educational).

1. First Semester.
2. **½ hour credit.**
3. Fundamental skills on 1- and 3-meter boards.
4. Opportunity and Training for Competition.

106—SWIMMING STROKES (Co-Educational) All levels.

1. First and Second Semesters.
2. **½ hour credit.**

110—ARCHERY—TARGET AND FIELD (Co-Educational).

1. Offered Fall, Spring.
2. **½ hour credit.**
3. Fundamental and advanced skills.
4. Novelty shoots and competitive tournaments.

111—FENCING (Co-Educational).

1. Offered First Semester.
2. **1 hour credit.**
3. Basic skill technique of foil fencing and bout experience.

112—GYMNASTICS AND TUMBLING.

1. Offered Winter I and Winter II.
2. **½ hour credit.**
3. Beginning and Intermediate skills.
4. Trampoline and all apparatus work.
5. Floor exercises and basic tumbling.

113—TRAMPOLINE.

115—TABLE TENNIS.

1. Offered Winter II.
2. **½ hour credit.**
3. Beginning and intermediate skills.

120—BEGINNING GOLF (Co-Educational).

1. Offered Fall and Spring.
2. **½ hour credit.**
3. Clubs furnished.

121—INTERMEDIATE GOLF (Co-Educational).

1. Offered Fall and Spring.
2. **½ hour credit.**
3. Match and Medal play.
4. Play at Granville Golf Course.
5. Fee: Greens fees.

122—BEGINNING TENNIS (Co-Educational).

1. Offered Fall and Spring.
2. **½ hour credit.**
3. Fundamental skills.
4. Singles and doubles play.
5. Rules, scoring, etiquette, strategy, and terminology.

123—INTERMEDIATE TENNIS (Co-Educational).

1. Offered Fall and Spring.
2. **½ credit hour.**
3. Review of skills.
4. Singles strategy.
5. Doubles strategy.
6. Tournaments.

124—ADVANCED TENNIS (Co-Educational).

125-126-127—BOWLING (Co-Educational) (Beg., Int., & Adv.)

1. Offered Winter I; Winter II.
2. **½ hour credit.**
3. Fundamental skills and etiquette.
4. Equipment selection and care.
5. Required 115 average for beginners, 135 for intermediate, 150 for advanced.

128—BILLIARDS (Co-Educational).

129—PLATFORM TENNIS.

1. Fee for play at Granville Tennis Club.

130-131—RACQUETBALL (Co-Educational) Beginning & Intermediate.

1. Offered Fall, Winter I, Winter II, Spring.
2. **½ hour credit.**
3. All equipment furnished.

132—HANDBALL (Co-Educational).

1. Offered Fall, Winter I, Winter II, Spring.
2. **½ hour credit.**
3. Handball gloves required.

133—BADMINTON (Co-Educational).

1. Offered Winter I, Winter II.
2. **½ hour credit.**

140—BACKPACKING AND HIKING (Co-Educational).

1. Offered Fall and Spring.
2. **1 hour credit.**
3. Equipment and gear.
4. Map reading.
5. Food preparation.
6. Safety skills and techniques.
7. Weekend hike.
8. Fee will depend upon activities of course.

141—CANOEING AND KAYAKING (Co-Educational).

1. Offered Fall and Spring.
2. **½ hour credit.**
3. Rules of safety and conduct.
4. Care of canoe.
5. Stroke technique in lakes and rivers.
6. Launching, landing, and disembarking.
7. 5-10 mile trip on river.

142—ROCK CLIMBING (Co-Educational).

1. Offered Spring only.
2. **½ hour credit.**
3. Beginning fundamental skills in climbing.
4. Fee: \$10.

143—OUTING AND CAMPCRAFT (Co-Educational).

For Camp Counselors

1. Offered First Semester.
2. **1 hour credit.**
3. Dealing with children.
4. Tent camping.
5. Outdoor cooking and fire building.
6. Lashing and knot tying.
7. Crafts activities.
8. Overnight outing.
9. Fee: \$5 to \$10—will depend on activities of course (transportation, lodging, and meals).

144—HORSEBACK RIDING: BEGINNING HUNT SEAT

145—HORSEBACK RIDING: INTERMEDIATE HUNT SEAT

146—HORSEBACK RIDING: ADVANCED I DRESSAGE

147—HORSEBACK RIDING: ADVANCED II CROSS COUNTRY

148—HORSEBACK RIDING: ADVANCED III STADIUM JUMPING

- 150—BEGINNING LACROSSE (Co-Educational).**
1. Offered Fall only.
 2. **½ hour credit.**
 3. Beginning fundamental skills in men's and women's Lacrosse.
- 151—BEGINNING SOCCER (Co-Educational).**
1. Offered Spring only.
 2. **½ hour credit.**
 3. Beginning fundamental skills in men's and women's Soccer.
- 152—BEGINNING POWER VOLLEYBALL (Co-Educational).**
1. Offered Winter I.
 2. **½ hour credit.**
 3. Beginning fundamental skills in Power Volleyball.
- 153—SLOW PITCH SOFTBALL (Co-Educational).**
1. Offered Spring only.
 2. **½ hour credit.**
 3. Beginning and intermediate skills in slow pitch softball.
- 154—BEGINNING BASKETBALL.**
- 155—HIKING AND OUTDOOR EDUCATION.**
- 160—BODY SHAPING AND WEIGHT CONTROL.**
1. Offered Winter I, Winter II.
 2. **½ hour credit.**
 3. Fundamentals of diet and exercise to control weight.
 4. Programs designed for individual needs.
- 161—WEIGHT TRAINING (men).**
1. Offered First and Second Semesters.
 2. **½ hour credit.**
 3. Fundamentals of weight training.
 4. Program designed to individual needs.
 5. Introduction to various types of lifting programs.
- 162—SELF-DEFENSE (designed for women, men may enroll).**
1. Offered Winter I and II.
 2. **½ hour credit.**
 3. Personal and property defense techniques with body exercises.
- 170—SPORTS SURVEY (Co-Educational).**
1. Offered First Semester.
 2. **1 hour credit.**
 3. Field instruction: Soccer, Football, Lacrosse.
 4. Complete varsity uniforms will be worn by all members of the class.
 5. Varsity defense, offense, and game plans.
 6. Soccer or football shoes are required.
- 171—JOGGING (Co-Educational).**
1. Offered Second Semester.
 2. **1 hour credit.**
 3. Cardio-Vascular instruction and development.
 4. Program running.
 6. Class time is flexible.
- 172—CARDIO-PULMONARY RESUSCITATION.**
1. Offered every seven weeks.
 2. **½ hour credit.**

Men's Intercollegiate Sports

- 180—BASKETBALL.
- 181—BASKETBALL.
- 182—CROSS COUNTRY.
- 183—FOOTBALL.
- 184—GOLF.
- 185—LACROSSE.
- 186—SOCCER.
- 187—SWIMMING.
- 188—TENNIS.
- 189—TRACK.

Women's Intercollegiate Sports

- 190—BASKETBALL.
- 191—BOWLING.
- 192—FIELD HOCKEY.
- 193—LACROSSE.
- 194—SWIMMING.
- 195—TENNIS.
- 196—TRACK.
- 197—VOLLEYBALL.
- 198—SOCCER.

Physics

Faculty

Chairperson

Ronald R. Winters

Professor

- F. Trevor Gamble (1963-)
A.B., Colgate U.; M.A., Ph.D., U. of Connecticut
- Roderick M. Grant (1965-)
Henry Chisholm Chair of Physics
B.S., Denison U.; M.S., Ph.D., U. of Wisconsin
- Jeffrey S. Jalbert (1967-)
Director of the Computer Center
B.S., Fairfield U.; Ph.D., Virginia Polytechnic Institute
- Lee E. Larson (1966-)
B.S., Bates College; M.A., Dartmouth College; Ph.D., U. of New Hampshire

Michael E. Mickelson (1969-)

B.S., Ph.D., Ohio State U.

Ronald R. Winters (1966-)

A.B., King College; Ph.D., Virginia Polytechnic Institute

Visiting Lecturer in Astronomy

Sandra Yorke (1978-)

B.S., Mary Manse College; M.S., John Carroll U. (Physics); M.A., Ohio State U. (Astronomy)

Departmental Guidelines

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

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

Major in Physics

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

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

Major in Physics (Geophysics Concentration)

The minimum requirements for this program are Physics 121, 122, 123, 211, 305, 312g, Mathematical Sciences 123, 124, 351, and Geology 111, 113, 211, 212, and 311. In addition, an independent comprehensive project (experimental or theoretical) is required during the senior year. Students with an interest in geophysics should consult not later than their sophomore year with the Physics and Geology chairpersons.

Minor in Physics

A minor program in Physics is designed to be flexible and to complement the student's major program. The student, in consultation with the Physics Department, will develop a minor program which will broaden and enhance both the liberal arts experience and the student's major program. The minor shall include: Physics 121, 122, 123, and Mathematics 123 and 124. In addition, three courses at the advanced level in Physics will complete the minor requirement. One of the three courses shall include a significant laboratory component. These courses will be selected to provide a perspective on the discipline with the specific needs of the student in mind. Mathematics above the introductory calculus level and computer programming skills are also recommended to round out the minor. In addition to these requirements, a final culminating experience will be designed by the Department and the student. As an example, if the student's major requires a comprehensive exam, then additional questions from Physics might be included which would tend to integrate or connect the two disciplines. Another possibility might include an inter-disciplinary research effort that bridges the major and minor areas.

Engineering

Denison offers the opportunity to study engineering via "binary" or "three-two" programs undertaken in cooperation with leading schools of engineering. Additional details can be found in this catalog under "Engineering Programs" on page 77.

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

Course Offerings

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 integral part of this course, will be used to introduce the student to many discovery-experiments and to techniques of research. Open to seniors by consent only. Mathematical preparation is assumed to include high school algebra and geometry. (This satisfies one course of the science requirement.) **Staff. 4**

110—MEDICAL PHYSICS. Applications of physics to medicine; the workings of the human body as a physical system, mechanics of skeletal structure, energy use by the body, use of radiation, etc. Offered in Spring, 1981-82 and in alternate years. Prerequisite: 121 or 122 concurrently. **Staff. 4**

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. Mathematical Sciences 123-124 must be taken concurrently unless the chairperson gives consent to enroll without it. **Staff. 4**

123—INTRODUCTORY MODERN PHYSICS. A survey of topics from present day physics, such as special theory of relativity, basic quantum theory, atomic structure and spectra, X-rays, and the nucleus. Fall semester. Prerequisite: 122. **Staff. 4.**

- 211—SOLID STATE ELECTRONICS.** A course in circuit design which emphasizes the use of linear and digital integrated circuits, transistors, and other solid state devices. Fall semester. Prerequisite: 122 or Chemistry 122 or consent. **Staff. 4**
- 220—GEOMETRICAL AND PHYSICAL OPTICS.** A study of the laws of reflection and refraction, and their applications to lenses and mirrors; and a study of diffraction, interference, polarization, and related phenomena. This course normally will be offered in alternate years. The course includes a laboratory. Prerequisite: 122. **Staff. 4**
- 230—THERMODYNAMICS.** Selected topics from thermodynamics, kinetic theory, and statistical methods. This course normally will be offered in alternate years. The course may include a laboratory. Prerequisite: 122. **Staff. 3-4**
- 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. Spring semester. Prerequisite: 122. **Staff. 4**
- 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. Fall semester. Prerequisite: 122. **Staff. 4**
- 312p—EXPERIMENTAL PHYSICS.** A course in the theory and practice of physical research with emphasis on the understanding and use of present-day research instrumentation. Spring semester. Prerequisite: 122. May be repeated once for credit. **Staff. 4**
- 312g—GEOPHYSICS LABORATORY.** A course offered jointly by the departments of Physics and Geology in the theory and practice of geophysical research with emphasis on the understanding and use of present-day research instrumentation. Spring semester. Prerequisites: 122; Geology 111/consent. **Staff. 4**
- 320—MODERN PHYSICS.** An intensive quantitative discussion of topics from atomic, molecular, nuclear, and solid state physics. Fall semester. Prerequisite: 305. **Staff. 4**
- 330—INTRODUCTORY QUANTUM MECHANICS.** A first course including solutions of the Schroedinger Equation for some elementary systems, followed by an introduction to the more abstract methods of Quantum Mechanics. Prerequisites: 305/consent. **Staff. 3**
- 340—ADVANCED TOPICS.** Independent work on selected topics at the advanced level under the guidance of individual staff members. May be taken for a maximum of four semester hours of credit. Prerequisites: junior standing and consent of chairperson. **Staff. 1-2**
- 345—SPECIAL TOPICS IN PHYSICS.** Topics will be chosen according to the interests of the staff member offering the course from such areas as energy, the solid state, nuclear physics, astro-physics, geophysics, and medical physics. The course normally will be offered in alternate years or on demand. May be repeated with consent of chairman. Prerequisite: 122/consent. **Staff. 4**
- 361-362—DIRECTED STUDY.** Prerequisite: Consent of chairperson. **Staff. 3**
- 400—SEMINAR.** Required of all majors. Must be taken for a total of two credits during the junior and/or senior years. **Staff. 1**
- 405—ADVANCED DYNAMICS.** A course extending the work of 305 to include the more general formulations of classical dynamics and to relate these to modern theoretical Physics. Prerequisite: 305 or consent. **Staff. 3**
- 406—ELECTROMAGNETIC THEORY.** A course extending the work of 306 to include more general boundary value problems, additional implications of Maxwell's equations, and the wave aspects of electromagnetic radiation, including topics in modern physical optics. Prerequisite: 306 or consent. **Staff. 3**
- 451-452—SENIOR RESEARCH.** **Staff. 4**
- 461-462—INDIVIDUAL WORK FOR HONORS.** **Staff. 4**

Political Science

Faculty

Chairperson

Jules Steinberg

Professor

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

Associate Professor

William J. Bishop (1967-)
B.A., M.A., Ph.D., Northwestern U.

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

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

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

Instructor

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

Janice Love (1980-)
B.A., Eckerd College; M.A., Ohio State U.

Freda F. Solomon (1980-)
B.A., M.A., Northwestern

Departmental Guidelines

Major in Political Science

A student majoring in Political Science is required to take nine courses which is equal to thirty-six credit hours, distributed in the following manner: three "200" level courses and six "300/400" level courses. No more than three of these "300/400" level courses can be taken in any one of the following areas: American Politics, Comparative Politics/International Relations, Political Theory/Methods. (A comprehensive listing of the course offerings in each of these areas may be obtained in the departmental office.) Neither Directed Study nor Independent Study count toward the fulfillment of the major requirements. Senior Research and Honors count for only one course, even though students must take two semester to receive credit. To be eligible for honors in Political Science, the recommendation of the department is necessary. Senior majors with a 3.60 or above college grade-point average must either write an honors thesis that will be defended in an oral examination by the members of the honors committee the student has selected, or they may submit and defend a research paper before a select faculty panel. Senior majors

having a grade-point average of 3.40 but below 3.60 must write an honors project in order to be eligible to receive the departmental recommendation for honors.

International Relations Concentration

The International Relations Concentration exists within the Political Science Major. In addition to completing the requirements for the Political Science major, students must take an additional six (6) courses in areas relating to international relations. Departments offering such courses include Economics, Modern Languages, and History, with additional coursework possible in other Departments. For Introductory Language courses at the "100/200" level, a full year sequence (111-112 or 211-212) counts as a single course. The Political Science Department is responsible for the approval of all courses taken by concentrators in terms of their applicability towards the Concentration, and thus students interested in the Concentration should plan a course of study with the appropriate advisor in the Political Science Department.

Students doing course work abroad may transfer up to two Political Science courses and two concentration-related courses for a semester program, and three Political Science courses and three concentration-related courses for a year-long abroad program. All course selections should be approved by the Political Science Department before the student leaves to go abroad.

Urban Politics Concentration

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

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

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

Interdepartmental 211—The Study of Urbanization

Economics 320—Urban Economics

History 312—The City in America

Sociology 434—Urbanization and Urban Life

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

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

Minor in Political Science

All students must take two "200" level courses and four "300-400" level courses, with no more than two of the "300-400" level courses in any one of the following substantive areas: American Politics, Comparative Politics/International Politics, Political Theory/Methods.

Course Offerings

Introductory Courses

202—AMERICAN POLITICAL BEHAVIOR AND INSTITUTIONS. Introduction to the study of American politics. Course is divided into several segments in which selected questions of American politics will be examined in depth, with special emphasis on how the political scientist approaches the study of American political behavior. **Staff. 4**

203-ID192a—IMPORTANT CONCEPTS IN THE STUDY OF POLITICS. A proseminar format will be used to examine some of the most important concepts in political analysis. Among the ideas to be discussed are "power," "decision-making," "leadership," "democracy," "policy" and "implementation." Major emphasis will be placed on development of analytic skills and argumentation. The course will also introduce students to the discipline of political science. **Buell. 4**

204—INTRODUCTION TO AMERICAN POLITICAL THOUGHT. An introduction to the different theoretical dimensions characteristic of American political experience. Emphasis will be placed on examining the meaning of American constitutionalism, exploring the development and transformation of American liberalism and conservatism, analyzing the relationship between theories of democracy and elitism, and interpreting the historical development and transformation of American capitalism. **Steinberg. 4**

212—INTRODUCTION TO THE METHODS OF POLITICAL SCIENCE. This course is primarily designed as a freshman-sophomore level introduction to the assumptions, approaches, and analytic techniques of empirical political analysis. The course assumes no prior competence in statistics or computer use. It covers distinctions between normative and empirical political analysis, philosophy of science as applied to social science, formulation and testing of hypotheses, elementary measures of association and tests for significance, and basic rules for data analysis. Students will be assigned problems on a frequent basis, most of which will be done using the computer. **Buell. 4**

221—COMPARATIVE POLITICS. An introduction to the comparative study of politics. The course will emphasize the development and use of concepts of political analysis. **Bishop. 4**

242—INTRODUCTION TO INTERNATIONAL POLITICS. This course introduces basic concepts and methods of analysis of the international political environment and international interaction. Among the topics covered are instruments of power, the causes of war, international politics and economics and the international political system. This course is recommended for advanced study in the areas of international relations and foreign policy. **Love, Sorenson. 4**

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**

262—INTRODUCTION TO LEGAL AND JUDICIAL STUDIES. An introduction to the political aspects of law, legal procedures, and law enforcement. Emphasis will be placed on the relationship between law and politics in American society although comparative law and theories of jurisprudence will also be discussed. Topics covered will include the formal organization of courts, the use of discretionary power by legal officials, and the social and political consequences of trial and appellate court decisions. **Solomon. 4**

Upper Division Courses

301—PUBLIC POLICY ANALYSIS. This course is designed to offer a comprehensive overview of the theoretical explanations and research tools employed in public policy analysis. The scope of the course will emphasize the relationship between theoretical explanations of policy-making and the methodological approaches that have been designed to provide empirical tests for such theories. The theoretical approaches covered will include formal models of public choice, organizational behavior, incrementalism, programmatic budgeting, and evaluational approaches. The methodological topics will include regression analysis, quasi-experimental approaches, equality analysis, and causal modeling. Consent required. **Sorenson. 4**

304A—THE DEVELOPMENT OF POLITICAL THOUGHT—ANCIENT & MEDIEVAL. An introduction to classical Greek moral and political discourse and experience. Particular attention will be given to the moral and political reflections of Socrates, Plato, and Aristotle. The objective of the course is to understand classical Greek moral and political philosophy in terms of its particular historical and cultural contexts, as well as attempting to examine the possible relevance of the writings we shall investigate to contemporary moral and political thought and experience. **Steinberg. 4**

304B—THE DEVELOPMENT OF POLITICAL THOUGHT—FROM MACHIAVELLI TO MILL. The emphasis of this course will be on examining the political ideas of a variety of different political thinkers from Machiavelli to Mill. We will try not only to interpret and understand what each theorist said, but also try and determine the impact of traditional political ideas on contemporary political thought and practice. **Steinberg. 4**

304C—THE DEVELOPMENT OF POLITICAL THOUGHT—MARX TO PRESENT. The purpose of this course is an examination of political thought from Marx to the present. Emphasis will be placed on the influence of Marx and Freud on contemporary political thought. **Steinberg. 4**

308—POLITICS OF THE THIRD WORLD. The goals of this course are to examine political and economic processes in the "Third World" — the underdeveloped countries of Africa, Asia and Latin America. The course will familiarize the student with contending points of view regarding the historical development of economics and politics in the Third World as well as a wide range of variables generally thought to affect political behavior in these countries. The course will prepare students to consider various possible futures of these countries and to reflect thoughtfully on the values involved in making choices about the future of the majority of humankind. **Love. 4**

319—THE POLITICS OF CONGRESS. This course focuses on the formal and informal processes that affect Congressional policy-making from the perspective of Congress as a continually changing political system. Included will be a discussion of the institution's development and the relationships between Congress and the President and members of Congress and their constituents. Considerable attention will be given to such aspects of the legislative process as the committee system; party leadership; norms, rules and procedures; legislative voting; and Congressional elections. In each case, House/Senate comparisons will be made and proposals for reform will be evaluated. (not offered 81-82) **Staff. 4**

320—THE MODERN PRESIDENCY. This course will focus on the contemporary U.S. Presidency: the growth and development of the office, the power of the President, and limitations on that power imposed by Congress, the bureaucracy and the Court. Interaction between the President and the American people will be examined through study of the nomination and election process, as well as public opinion of and reaction to Presidential leadership. In addition, we will discuss the impact that individual Presidents—from FDR to Carter—have had in shaping the character of the institution. (not offered 81-82) **Staff. 4**

322—SOVIET POLITICS. A study of political structure and political dynamics of the Soviet Union. The course will emphasize the bases of conflict and consensus within the Soviet Union. **Bishop. 4**

325—POLITICS IN CHINA. The following topics will be addressed in this course: the development of Chinese political thought, the role of Marxism-Leninism, the development of the communist movement in China, the organization and operation of the party and state organs in China, problems of centralization and de-centralization of authority, Chinese political culture, inter-rela-

fronships of political and economic issues, the role of leadership, the role of the military in China, the Chinese foreign and defense policy.

Sorenson. 4

331—AMERICAN POLITICAL PARTIES & CAMPAIGN POLITICS. This course will focus on political parties in the United States and their role in the electoral process. Parties will be examined from both an organizational and behavioral perspective, with topics of discussion ranging from their internal structure and operation to their activity and support within the population. Change in the party system — its causes and consequences — will also be investigated. A substantial portion of the course will be devoted to campaign politics — including strategy, financing, media-use and electoral laws — with particular reference to the 1980 Presidential and Congressional elections. (not offered 81-82)

Staff. 4

332—PUBLIC OPINION AND POLITICAL PARTICIPATION. This course has four major concerns. First, it focuses on the formation, structure, distribution, expression, and impact of public opinion in American politics. A second, and closely related, topic is the role of public opinion in democratic politics and governmental policy-making. The modes of citizen involvement in politics are a third area of concern, and attention will also be given to the empirical investigation and analysis of political behavior and public opinion. Students will work with survey data, whether gathered as part of an original research project or from available studies. No prerequisites, but Political Science 212 would be helpful.

Buell. 4

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

Buell. 4

347—JUDICIAL BEHAVIOR. The course is an advanced examination of United States appellate courts. Topics discussed include appellate court jurisdiction, rules, and judicial standards; normative, descriptive, and quantitative models of judicial decision-making; and the impact of judicial actions. Special emphasis is placed on political science research into the activity of the U.S. Supreme Court.

Solomon. 4

350a,b—CONSTITUTIONAL LAW: THE SUPREME COURT AND THE POLITICAL PROCESS. This course analyzes the political and constitutional aspects of U.S. Supreme Court decisions. In 350A, the activity of the Supreme Court on questions of the institutional arrangement of government, judicial powers, federalism, and the allocation of economic and political resources are examined. In 350B, attention shifts to the Court's interpretation of constitutional rights and liberties, with particular emphasis on cases arising under the Bill of Rights and Fourteenth Amendment due process and equal protection provisions. Cases will be extensively supplemented by social science research. Students are to take 350A and B in sequence when possible.

Solomon. 4

354a,b,c—CONTEMPORARY ISSUES IN LAW AND SOCIETY. These courses are designed to permit advanced students to examine, in depth, selected issues in law and society. Each course will have a different focus covering topics as diverse as women and the law or the administration of criminal justice. Prerequisite: 202.

Solomon. 4

357—SOVIET FOREIGN AND MILITARY POLICY. The subject of the course is the behavior of the Soviet Union in world politics. The period from World War II to the present will be emphasized. Analysis of Soviet relations with those parts of the world which have been an object of particular Soviet interest (the United States, Germany, and Europe, China and East Asia, and the Middle East) will comprise a large part of the course. The course goal is to develop skills for intelligently explaining and forecasting Soviet behavior in the world.

Bishop. 4

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

Sorenson. 4

360—PROBLEMS OF AMERICAN DEFENSE POLICY An examination of the persistent problems facing the United States in its search for national security in an age of limited wars and nuclear weapons. Topics include the cold war politics of defense and deterrence, the impact of nuclear weapons and nuclear strategy, the costs and risks of defense posture, alliance politics, and the relationship between the military and American society. No Freshmen **Sorenson. 4**

370a,b,c—IMPORTANT PROBLEMS IN THE STUDY OF POLITICS. This course permits the investigation of significant political problems in considerable depth, and will vary in content according to the interests of the instructor. **Staff. 4**

401-402—SEMINAR. Open to juniors and seniors from all departments with the consent of the instructor. Preference will be given to the Political Science majors. **Staff. 4**

Special Topics

361-362—DIRECTED STUDY. Directed studies are undertaken at the initiative of the student and may involve any topic acceptable to the student and an instructor. Written Consent **Staff. 3-4**

363-364—INDEPENDENT STUDY. Written Consent **Staff. 4**

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

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

Psychology

Faculty

Chairperson

Samuel J. Thios

Professor

Charles J. Morris (1969-)

B.A., Denison U.; M.A., Ph.D., U. of Missouri

Associate Professor

Janet S. Hyde (1979-)

B.A., Oberlin College; Ph.D., University of California, Berkeley

Rita Snyder (1973-)

B.A., U. of Michigan; Ph.D., Indiana U.

Samuel J. Thios (1972-)

B.A., Wake Forest U.; M.A., U. of Richmond; Ph.D., U. of Virginia

Donald G. Tritt (1959-)

B.S., Ohio State U.; Ph.D., U. of Chicago

Assistant Professor

James E. Freeman (1976-)

B.A., California State U.; M.A., Ph.D., Bowling Green State U.

Harry Heft (1976-)

B.S., U. of Maryland; M.S., U. of Bridgeport; Ph.D., Pennsylvania State U.

Mark R. Leary (1980-)
B.A., West Virginia Wesleyan College; M.A., Ph.D., University of Florida
David S. Tuber (1981-)
B.S., M.A., Ph.D., Ohio State University
Cassandra B. Wright (1980-)
A.B., Vassar College; M.A., Ph.D., University of Virginia

Instructor

Mary Cecilia (Marci) McCaulay (1981-)
B.A., Indiana U.
Ronald G. Shapiro (1981-)
B.A., U. of Rochester; M.A., Ohio State U.

Visiting Lecturer

Marilyn Burgess (1978-)
B.A., Denison University

Departmental Guidelines

Some of the major goals of our course offerings in the Department include:

- Presenting overviews of contemporary psychology, thus providing students with a sense of what psychologists do;
- Stimulating interest and curiosity about human phenomena;
- Indicating applications of psychology to personal and social issues. Some examples of these applications concern study techniques and academic performance, the effects of anxiety or stress on performance, the role of prejudice in society, media influences, and conformity;
- Developing an understanding of the nature of scientific inquiry and methodology;
- Facilitating and encouraging the discovery of connections between psychology and other disciplines. Some examples of the connections include concerns of psychology and philosophy, the psychological questions raised in literature, and psychological assumptions in political and economic theories;
- Fostering the formulation of a personally meaningful and sophisticated psychological perspective.

Major in Psychology

Students may select either the B.A. or B.S. degree. The B.A. in Psychology requires 32 semester-hours of credit in Psychology. Required courses include: General Psychology (100); Research Methods (200); History and Systems (410); Senior Seminar (420); one laboratory course (310b, 320b, 330b, 340b, 350b) taken concurrently with its accompanying lecture course. Electives from regular offerings in Psychology may be selected to complete the credit hour requirement. Normally, Senior Research (451-452), Individual Work for Honors (461-462), and Directed Studies (361-362) will not be counted toward the minimum requirement for credit hours.

Requirements for the B.S. in Psychology include the above courses and the following: an additional laboratory course selected from those mentioned

above (again, taken concurrently with its accompanying lecture course); Statistics and Experimental Design (370); Mathematical Sciences 101 (Survey of Computer Science); Philosophy 403 (History and Philosophy of Science). Science).

Students who wish to be considered for high or highest honors in Psychology must take Senior Research (451-452) and participate in the Senior Research Seminar. Departmental recommendations for honors will be made only if the eligible student has made significant contributions to the department beyond classroom performance.

The flexibility of these requirements places maximum responsibility upon the student to select a course of study most compatible with future goals. For example, Statistics and Experimental Design is helpful for many upper-level courses and is required for admission into most graduate schools. Also, the Graduate Record Examination is required for students applying to graduate schools, and careful course selection is important to insure appropriate breadth of knowledge. Those contemplating graduate work also should consider courses in the natural sciences, computer programming, and foreign languages as well as opportunities to become involved in research activities in the department (for example, Directed Study, Senior Research, Research Assistant, etc.).

All students are encouraged to work closely with their advisors in developing an appropriate program in the major.

Major in Psychology (Environmental Studies Concentration)

See Environmental Studies

Minor in Psychology

A minor in Psychology requires a minimum of 21 semester hours of course credit in Psychology. Required courses include:

1. Psychology 100 (4 credit hours)
2. Psychology 200 (3 credit hours)
3. Any one laboratory course with its accompanying lecture (5 credit hours)

Students may select any three electives from regular course offerings in the department to complete the credit hour requirement. Directed studies (Psychology 361-362) normally will not be counted toward the minimum hour requirement.

Course Offerings

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

Staff. 4

200—RESEARCH METHODS IN PSYCHOLOGY. An introduction to the principles of psychological research and elementary statistical analysis. 200 is a prerequisite for all laboratory courses. (Offered each semester). **Staff. 3**

202—FIELD EXPERIENCE IN PSYCHOLOGY. This course provides the opportunity to gain practical experience working with various agencies and schools where opportunities have been identified by the instructor. Graded S/U. This course may be taken a maximum of two times for a total of four credit hours with the following stipulations: (1) Only two credit hours will count toward the 32 hour requirement for a Psychology major; (2) If taken twice, the two field settings must be substantially different and approved by instructor in advance. **Staff. 2**

210—CHILD AND ADOLESCENT DEVELOPMENT. Psychological development especially during the school years. (Offered each semester.) **Heft, Hyde, McCaulay, Thios. 3**

220—SOCIAL PSYCHOLOGY. The study of the ways in which individuals' thoughts, feelings, and behavior are affected by the actions of other people within a variety of social contexts. Topics covered include social perception, attitude change, aggression, interpersonal attraction, prosocial behavior, social influence, group dynamics, and other aspects of interpersonal behavior. **Leary. 3**

230—INDUSTRIAL ORGANIZATIONAL PSYCHOLOGY. The study of psychological principles and methods as they apply to business, organizational, and industrial settings. Topics covered include worker motivation and satisfaction, personnel selection and management, leadership, organizational behavior, and the work environment. **Leary. 3**

240—THEORIES OF PERSONALITY. Covers major theories of personality with intensive study of at least one theory. In Mr. Tritt's section, readings in the phenomenological and self theories of personality are emphasized while class meetings are an opportunity for intensive group discussion. **McCaulay, Tritt. 3**

250—ABNORMAL PSYCHOLOGY. Psychopathology. Its development, course, and treatment with emphasis upon prevention and cure. **McCaulay. 3**

260—HUMAN SEXUALITY. A survey of biological, psychological, and sociological aspects of sexuality. Topics include sexual anatomy, physiology of sexual response, contraception, human psychosexual development, homosexuality, sexual dysfunction, and sex therapy. **Hyde. 3**

300—SEMINARS. Seminars in special areas within Psychology. Content will vary with staff and student interest. Designed for both majors and non-majors. **Staff. 3**

310a—LEARNING AND MOTIVATION: LECTURE. An examination of empirical and theoretical issues in the area of learning and motivation. Major theories of learning are studied and compared. Specific topics include the role and nature of reinforcement, biological constraints on learning, cognitive vs. associative perspectives on learning, methodological issues, and applications to behavior disorders and education. **Freeman, Morris. 3**

310b—LEARNING AND MOTIVATION: LABORATORY. Offers the student actual research experience in a variety of experimental situations. Must be taken concurrently with 310a. **Freeman, Morris. 2**

320a—ENVIRONMENTAL PSYCHOLOGY: LECTURE. An examination of the relationship between the environment and psychological processes. Topics studied include early environmental experiences and development, environmental stressors such as crowding and noise, territoriality and privacy, environmental aesthetics, cognitive maps and way-finding behavior, effects of institutional size on performance, and attitudes towards the natural environment. **Heft. 3**

320b—ENVIRONMENTAL PSYCHOLOGY: LABORATORY. Provides the student with experience in conducting field research. A variety of approaches are utilized including field experiments and naturalistic observation. Must be taken concurrently with 320a. **Heft. 2**

330a—COGNITIVE PSYCHOLOGY: LECTURE. How people process information. The course will focus on theoretical concepts and major variables relevant to human learning, memory, and utilization of symbolic processes. Among topics to be covered are memory systems, attention,

problem solving, concept formation, basic language processes, and developmental aspects of learning and memory.

Thios, Wright. 3

330b—COGNITIVE PSYCHOLOGY: LABORATORY. Provides the student with research experience on problems of current interest in cognitive psychology. Must be taken concurrently with 330a.

Thios, Wright. 2

340a—SENSATION AND PERCEPTION: LECTURE. The course involves an analysis of the structure of sensory receptors and their functional characteristics, as well as an examination of the psychological processes which account for perception of the environment. Topics include sensitivity to light, sound, touch; color and shape perception; depth and motion perception; perceptual adaptation; and perceptual illusions.

Heft, Snyder, Wright. 3

340b—SENSATION AND PERCEPTION: LABORATORY. Offers experience in conducting research on sensory processes and perception. Students are exposed to different research techniques and investigate problems relating to the various sensory modalities. Must be taken concurrently with 340a.

Heft, Snyder, Wright. 2

350a—PHYSIOLOGICAL PSYCHOLOGY: LECTURE. Covers current theory and research in physiological psychology with special emphasis on the physiological bases of motivation, learning and sensation.

Freeman, Snyder, Tuber. 3

350b—PHYSIOLOGICAL PSYCHOLOGY: LABORATORY. Covers research techniques in physiological psychology through practical application to experimental problems. Must be taken concurrently with 350a, or by consent.

Freeman, Snyder, Tuber. 3

361-362—DIRECTED STUDY.

Staff. 3

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

Hyde, Snyder. 3

380—BEHAVIOR GENETICS. A study of genetic influences on behavior, including a review of genetics and an introduction to quantitative (statistical) genetics. Also includes the study of genetic influence on intelligence and psychopathology.

Hyde, Morris. 3

390—HUMANISTIC AND EXISTENTIAL PSYCHOLOGY. This course will provide for an examination and inquiry into Humanistic and Existential thought as they pertain to an understanding of complex human experiencing and behavior. As participants in the course each student will be expected to explore the workings of the concepts in themselves and assist others in this effort. Writings will be discussed with implications for psychological theory, research, and education.

Tritt. 3

410—HISTORY AND SYSTEMS OF PSYCHOLOGY. This course examines major issues in psychology as they have been addressed throughout its history, from the writings of the Greek philosophers to twentieth century theories and experimental investigations. These issues include mind-body relations, processes of knowledge acquisition such as perception and learning, characteristics of human motivation and personality, and the nature of thought and memory. The philosophy of scientific inquiry in relation to the field of psychology is also considered.

Heft, Wright. 3

420—SENIOR SEMINAR. The seminar will focus upon major perspectives and fundamental issues within the discipline, the goal being to encourage students to develop an integrated framework from which to investigate and analyze psychological events. A second purpose is to provide breadth in the student's knowledge of major theories and concepts in the discipline.

Heft, Morris. 3

451-452—SENIOR RESEARCH.

Staff. 4

461-462—INDIVIDUAL WORK FOR HONORS.

Staff. 4

Religion

Faculty

Chairperson

David O. Woodyard

Professor

Walter Eisenbeis (1961-)

Staatsexamen, Paedagogische Akademie Wuppertal (Germany); Ph.D., U. of Chicago

James L. Martin (1957-)

B.A., Oklahoma City U.; B.D., Ph.D., Yale U.

David O. Woodyard (1960-)

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

Assistant Professor

David A. Gibbons (1961-)

A.B., Oberlin College; B.D., S.T.M., Yale U.

Joan M. Novak (1979-)

B.S., University of Nebraska; Ph.D., University of Iowa

Instructor

John L. Jackson (1974-)

B.S., Miles College; M.Div., Harvard Divinity School

Visiting Lecturer

David Aaron (1980-)

B.A., SUNY-Albany

Departmental Guidelines

Religion is an essential part of humanistic studies in a liberal arts education. The study of religion is one way to establish a focus for the achievement of a view of reality, and more specifically a way to achieve a view of the meaning of human existence: persons as individuals and social beings 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.

A Major in Religion

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

Eight courses are required for the major, of which not more than one may be at the 100 level, plus the two-hour senior seminar. Most courses in the department fall within four divisions. Majors are required to select courses from each division as follows:

Religious Studies (2 courses): 210, 217, 317, 324

Biblical Studies (1 course): 211, 212, 308, 309

Non-Western Studies (1 course): 214, 215, 336

Theological Studies (2 courses): 201, 224, 228, 301, 350k

A Minor in Religion

Each student who aspires to a minor in the academic study of religion develops his/her selection of courses in consultation with the chairperson. Any minor at Denison requires structure, and the Department *strongly recommends* that students fulfill the requirement of five courses by taking Religion 201 (The Reality of God), Religion 211 or 212 (Introduction to Old or New Testament), Religion 215 (Hinduism and Buddhism), Religion 224 (Christian Ethics), plus an elective. A 100-level course taken to fulfill the General Education requirement may count as one of the five courses. Each student who minors in Religion is expected to participate in a Senior Seminar (Religion 350, two credits).

Course Offerings

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

102—ETHICS, SOCIETY AND THE MORAL SELF. An introductory course in religious ethical alternatives and contemporary moral practice. Issues explored will include the relation of faith, reason, and situation in determining the good, the right, or the fitting and the place of law, order, and love in the achievement of ethical objectives. Practical applications will vary but usually include sexual ethics, affirmative action policies, and abortion. **Novak. 4**

103—WORLD RELIGIONS: MAN'S LIVING RELIGIONS. An introductory study of major systems of religion practiced today. The course examines primitive religions, the major Western religions (Judaism, Christianity and Islam), and the major Eastern religions (Hinduism, Buddhism and Chinese religions); each religious system is explored in terms of its development, its contemporary teaching and practice, and its relation to culture. **Martin. 4**

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

202—JEWISH STUDIES. The course is an inquiry into the nature of Judaism. The emphasis will be on the development of Rabbinic Judaism during the first half of the first millennium: Theology, History, Rabbinic Literature, Holy Day, and life cycle observances. **Rabbi Aaron. 3**

210—THE NATURE OF RELIGION. The course will have as its subject matter the phenomenology of religion: the study of the common structural elements of all religions. The various manifestations of the Sacred, seen in all religions as the transcendent ground of reality and truth, is considered both as a way of understanding the various religions and as having a bearing upon man's understanding of himself. **Eisenbeis. 4**

211—INTRODUCTION TO THE OLD TESTAMENT. This course introduces into the major areas of Old Testament studies: the history of Israel and early Judaism; the literature (authorship and authenticity of text, origin and development of genres); religious phenomena and the main themes of Old Testament literature (theology). All the materials will be studied from the viewpoint of biblical scholarship. Instruction will be by means of the dialogical method. **Eisenbeis. 4**

212—INTRODUCTION TO THE NEW TESTAMENT AND THE APOSTOLIC AGE. This course introduces into the main areas of New Testament studies: the history, culture, and religious background of the New Testament community; the New Testament literature (authorship and authenticity of text, origin and development of genres); religious phenomena and main themes of New Testament literature (theology); the history of the development of thought during the early centuries of the church, leading to the council of Nicaea. All materials will be studied from the viewpoint of biblical scholarship. Instruction will be by means of the dialogical method. **Eisenbeis. 4**

213—HISTORY OF CHRISTIAN THOUGHT. A survey of the development of Christian teachings from the early Middle Ages to the 19th Century. The origin and development of the principal doctrines of the church, the changing concepts of the church, and its approach to human problems are studied. **Martin. 4**

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

215—HINDUISM AND BUDDHISM. Classical and contemporary forms of the great Indian religions. Study of central teaching and practices, with reading of translations of representative sacred texts. **Martin. 4**

217—SECTS AND CULTS. A study of religious cults, sects, and movements in America. The course will investigate both Western and Oriental religious movements. Western movements would include charismatic and spiritual tendencies within Christianity, and Messianic sects within Judaism. Oriental movements would include cults of Hindu, Buddhist, and Islamic origins. The study would deal with the theology and practices of the groups, and with factors relating to their origin and their acceptance. **Martin. 4**

224—CHRISTIAN ETHICS. An inquiry into the lifestyles based on biblical presuppositions and theological convictions. The course deals with both theory and practice. Issues in theory include: the nature of love and justice, the dialogic character of human existence and whether Christian ethics is a form of situational ethics. Practical applications vary, but usually include issues related to economic justice, medical ethics, and the use of violence. **Novak. 4**

228—BLACK RELIGION AND BLACK THEOLOGY. An introductory course in the study of Black religion and Black theology. It is an interdisciplinary examination of the various aspects and expressions of Black religion, including religious sects, the Black Muslims, mutual aid societies, etc., for the purpose of extracting and validating the data and norm of Black theology. The sociological and theological issues surrounding the construction and analysis of the norm for Black theology will be critically discussed. **Jackson. 4**

229—WOMEN AND WESTERN RELIGION: An introductory course analyzing the historical experiences of women within Western religion and contemporary trends in feminist theological thought. The course asks whether theological systems have supported male dominance and/or provided opportunities for female growth and freedom. It critically evaluates sources of revelation in feminist theology (Biblical, prebiblical Goddess symbols and women's experiences), examines feminist liberation theology, and considers whether feminism is compatible with the Western religious traditions. **Novak. 4**

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

308—NEW TESTAMENT STUDIES. Study in depth of specific problems in New Testament research. Due to the nature of the course, its contents vary from semester to semester. Concentra-

tion will always be on one topic. Examples are: one gospel or one epistle, the historical views of the Christ of faith, the kerygma, revelation and the Christ event, the theology of Rudolf Bultman, key concepts of New Testament theology, problems of New Testament literature, etc. All materials will be studied from the viewpoint of biblical scholarship. Instruction will be by means of the dialogical method.

Eisenbeis. 4

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

Eisenbeis. 4

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

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

Woodyard. 4

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

Martin. 4

340b—SEMINAR—MODERN BLACK LITERATURE AND BLACK RELIGION: A MERGER OF IDEAS. The course is an intensive exploration of the topic "Black Nationalism and Black Identity" through primary and secondary religious sources (sermons, autobiographies, theological treatises) and through literature (fiction, poetry, and drama). Students will be exposed to a number of non-traditional learning experiences including black nationalistic churches and storefront churches, 1981-82.

Jackson/Lee. 4

350—SENIOR SEMINAR.

Staff. 2

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

Woodyard/King. 4

361-362—DIRECTED STUDY.

Staff. 3-4

451-452—DIRECTED RESEARCH.

Staff. 4

461-462—INDIVIDUAL WORK FOR HONORS.

Staff. 4

Sociology and Anthropology

Faculty

Chairperson

Bahram Tavakolian (Acting)

Professor

Donald M. Valdes (1953-)

B.A., New Jersey State College, Montclair; M.A., George Peabody College; Ph.D., Ohio State U.

Associate Professor

Leonard H. Jordan, Jr. (1976-)

B.A., Millsaps College; M.A., Ph.D., Louisiana State U.

Thomas J. Rice (1973-)

B.S., Cornell U.; M. Econ. Sc., Nation U. of Eire (Dublin); Ph.D., Purdue U.

Bahram Tavakolian (1979-)

A.B., M.A., Ph.D., U. of California at Los Angeles

Assistant Professor

Douglas R. Holmes (1981-)

A.B., Bennington College; M.A., Ph.D., State U. of New York—Stony Brook

Kent A. Maynard (1981-)

A.B., U. of Redlands; M.A., Ph.D., Indiana U.

Beverly Purrington (1979-)

B.A., U. of N. Dakota; M.A., Ph.D., Michigan State U.

Instructor

Doris J. Cubbernuss (1981-)

B.A., M.A., Western Michigan U.

Visiting Lecturer

Gracie M. James (1981-)

B.A., U. of Arkansas; M.A., Ohio State U.

Departmental Guidelines

Major in Sociology and Anthropology

The major in Sociology and Anthropology Department is designed to meet the educational needs of three kinds of students: (1) Those whose interests are primarily in a liberal education and who wish to use the disciplines to understand sociocultural institutions and sociocultural changes as well as to gain insight into cross-cultural patterns; (2) Those who wish to use sociology or anthropology as a background for certain occupations such as law, social work, business, public service, or other human service careers; (3) Those who expect to pursue graduate study in sociology or anthropology, leading to a teaching, administrative, or research career. Off-campus experiences are available for students to supplement traditional course offerings.

A major in sociology and anthropology must complete successfully nine courses within the department. Five of those courses comprise a core curriculum including S/A 100, 200, 316, 401, and 420. The other four courses must be selected from among the following five categories: Studies of the Individual in Culture and Society; Studies of Sociocultural Institutions; Studies of Inequality; Studies of Sociocultural Change; and Problems and Applications. Students must select at least one course from four of the five categories.

Minor in Sociology and Anthropology

Completion of a minor in sociology and anthropology requires a student to successfully complete S/A 100, 200, either S/A 316 or 401 and any additional courses to a total minimum of 19 credits. These additional credits must be identified through consultation with departmental faculty and designed to fulfill integrative curricular objectives.

Major in Sociology/Antropology (Environmental Studies Concentration)

See Environmental Studies

Course Offerings

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

200—THE DEVELOPMENT OF SOCIAL THOUGHT. This course emphasizes the special and unique contributions and approaches of the disciplines of Sociology and Anthropology through an examination of classical works in the foundation of sociocultural theory. Original works by such authors as Marx, Durkheim, Weber, and others will be used. Prerequisite: 100 or consent. **Holmes. 4**

209—SOCIAL PROBLEMS AND SOCIAL POLICY. A critical analysis of selected current social problems, such as mental health, automation, and civil rights, within the framework of certain sociological approaches such as conflict of values. **James. 3**

308—INTRODUCTION TO SOCIAL WORK. A survey course including a history of social welfare, an analysis of public welfare administration, private agencies, and a descriptive comparison of the methods of social work, casework, group work, and community organization. Prerequisite: 100. Offered infrequently. **Staff. 3**

310—SEXUAL INEQUALITY. This course will compare and evaluate a variety of theories which attempt to explain the origins, persistence, and effects of sexual inequality. In particular, it will explore the causes and consequences of inequality in family and work settings, in face-to-face interaction (e.g. how language, speech, and non-verbal communication serve as "daily reminders" of inequality), and in social construction of sexuality and reproduction. Throughout, our focus will be on learning to use the data and theoretical materials as guides to understanding social change and the choices facing women and men in the 80s. **Purrrington. 3**

311—CRIME AND SOCIETY. A study of the phenomenon of crime in American society as to amount, the varying rates in terms of area of residence, age, social class, and occupational group, and the causes and the treatment of criminal behavior. Prerequisite: 100. **Cubberness. 4**

312—MINORITY RELATIONS. While the phenomenon of minority relations, ranging from conflict to pluralism, is world-wide and an examination of these relationships will be explored from a cross-cultural perspective, the major thrust of this course is an examination of minority relations within the United States. We will explore the contexts within which race and ethnic relations

developed, the social structure in which contemporary minority relations exist today and the major forces and directions of change. This course satisfies the minority studies requirement and has no prerequisites. **James. 4**

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

314—NATIVE AMERICANS. This course explores the history and development of the American Indians from prehistoric times to the present, concentrating primarily on the Indians of North America. This survey course concentrates on the cultural Native American. No prerequisite. **Valdes. 3**

316—CONTEMPORARY SOCIOCULTURAL THEORY. Analyses of central theoretical questions in sociology and anthropology. Historical developments and major paradigms within the two disciplines are explored. The process of theory construction is examined and a critical perspective developed. Prerequisites: 100, 200. **Maynard. 4**

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

318—EDUCATION AND SOCIETY. A study of educational institutions, their social functions, and their interrelationships with other social institutions. **Staff. 3**

319—INDIAN CULTURES OF LATIN AMERICA. Ethnography of Indians south of the Rio Grande with special emphasis on culture contact and culture change. The course will be offered on demand as a directed study. Prerequisite: 100 or consent. **Tavakolian. 3**

320—WORLD ETHNOGRAPHY. An investigation of methodological and theoretical principles in ethnographic research. Analysis of the nature and causes of human cultural diversity. Prerequisite: 100 or consent. **Tavakolian. 3**

321—WOMEN IN DEVELOPING SOCIETIES. The focus of this course will be on two interrelated issues: 1.) the impact of socioeconomic change on the roles and life-experiences of women in developing societies, and 2.) the social and economic contributions of women within the development process. By adopting a cross-cultural perspective, we intend to investigate how and why global patterns of socioeconomic change have had markedly different effects on the lives of women in diverse regions of the world. A further consideration dependent upon our cross-cultural approach will be an evaluation of the appropriateness of western-style change, including feminist orientations toward women's liberation, within Third World contexts. **Tavakolian. 3**

322—PEASANT SOCIETY AND CULTURE. A majority of the present human population is defined by the characteristics of peasantry. Such peoples are rural, pre-industrial, agricultural food-producers subject to the external political and economic domination and control of the market, the town, and the centralized state. In this course we will examine the patterned regularities of socioeconomic institutions and ideology found in such societies. Prerequisite: 100 or consent. **Tavakolian. 3**

324—HUMAN EVOLUTION AND CULTURE. As anthropology understands it today, the evolution of our species proceeded on two fronts, the physical and the cultural. We are thus interested in the process of evolution, considering the arising of the primates and the factors that led to man's branching off; in fossil man; "race" and the biological differences between populations; and physical variations within a given population. As to culture, man's unique adaptation to the environment, we need to treat the evolution of culture, tracing it in parallel fashion. Prerequisite: 100. **Valdes. 3**

332—SOCIALIZATION AND ENCULTURATION. An examination of the relationship between individuals and their society. Major emphasis will be given to the processes by which individuals learn to participate in their society. The impact of society on individual behavior, personality development, and thinking will be investigated in detail. **Maynard. 3**

340—SOCIAL MOVEMENTS. This course explores the social processes which give rise to crowds,

cults, publics, and social movements. Social movements are viewed as a primary means of social change, and an attempt is made to understand the conditions which precede, accompany, and follow collective action. Prerequisite: 100 or consent.

Jordan. 3

342—DEVIANCE AND SOCIAL CONTROL. Deviant behavior and its control is examined from several different theoretical perspectives. A wide range of deviant behavior is examined through case studies and first person accounts, and particular attention is devoted to the development of deviant subcultures.

Cubbernuss. 3

345-346—SPECIAL PROBLEMS. Special offerings will be made from time to time in topics not covered in regular courses. (Examples: Sociology of Science, Military Sociology, Medical Sociology, Alienation, Mass Society, Sociolinguistics.) Prerequisite: 100.

Staff. 3

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

Staff.

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

Valdes. 4

415—WORK IN SOCIETY. A study of the organization and characteristics of modern industrial societies, of the effects of technology on industrial environments, and of the behavior of formal and informal groups in industry. The methodology of social research for analyzing and resolving group tensions in industry. Prerequisite: 100.

Staff. 3

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

Tavakolian. 4

430—COMPARATIVE SOCIAL INSTITUTIONS. This course analyzes contemporary and past forms of sociocultural organization of cultures throughout the world. Bases of structures, crises and consequences produced, and interactions among these forms are addressed.

Holmes. 3

432—SOCIOCULTURAL CHANGE. Analysis of the sources, processes, and directions of social and cultural change. Particular attention is devoted to the experience of change in Third World societies and to conceptual discriminations between such processes as modernization, westernization, industrialization, urbanization, and economic development. Prerequisite: 100 or consent.

Staff. 3

434—URBANIZATION AND URBAN LIFE. This course explores characteristics of urban and other communities; life styles in modern communities; the impact of modern urban life on human behavior; and processes associated with urbanization and modernization on a world-wide perspective. Prerequisites: 100, I.D. 211, or consent.

Staff. 3

440—POST-INDUSTRIAL SOCIETY: U.S.—THIRD WORLD RELATIONS. The focus of this course is on social life in advanced Western societies with special attention to American society. Analyzes basic social structures of dominant institutions and how they affect the quality of human life in the 20th Century. Prerequisite: 100 or consent.

Staff. 3

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

Staff. 3

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

Cubbernuss. 3

451-452—SENIOR RESEARCH.

Staff. 4

461-462—INDIVIDUAL WORK FOR HONORS.

Staff. 4

Speech Communication

Faculty

Chairperson

Richard Markgraf

Professor

William R. Dresser (1960-)

B.A., Denison U.; M.A., Ph.D., Northwestern U.

Richard Markgraf (1966-)

B.S., M.S., Ph.D., U. of Wisconsin, Madison

Assistant Professor

Suzanne E. Condray (1980-)

B.A., East Texas Baptist College; M.A., Colorado State U.; Ph.D., Louisiana State U.

Visiting Lecturer

Henry L. Baker (1980-)

B.A., Virginia Military Institute; M.S., Clarion State College.

Gary R. Pike (1981-)

B.S., M.A., Southwest Missouri State U.

Barbara Thios (1976-)

B.S., West Virginia U.; M.Ed., Virginia

Departmental Guidelines

Major in Speech Communication

A student major in Speech Communication must elect a minimum of 29 semester hours of credit in the Department. A student who chooses a **General Speech Communication** emphasis must take 110, 221 or 222, 304, and 409. A student who elects a **Mass Media Concentration** must take 223, 225, 226 or 228, 227, and 409. Students concentrating in **Speech Science** must take 252, 329, 330, 331, and 409.

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.

Minor in Speech Communication

To attain a Minor in the Department of Speech Communication, a student must successfully fulfill 19 credit hours from departmental offerings. A student desiring a Speech Communication Minor must concentrate in one of the three areas: 1.) Mass Media, 2.) General Speech Communication, or 3.) Speech Science. The core course requirements for each Speech Communication concentration are as follow:

Mass Media

225	Radio and Television in Society	3 credits
226	The Social Impact of Mass Media	4 credits
228	Mass Media and Government: The Politics of Control	4 credits

OR

308	Communication and Society	3 credits
	Electives	8 or 9 credits

General Speech Communication

110	Dimensions of Speech Communication	4 credits
221	Group Discussion or 222 Argumentation and Debate: Contemporary Social Issues	3 credits
304	Interpersonal Communication	3 credits
312	Communication Theory and Criticism	4 credits
	Electives	5 credits

Speech Science

331	Introduction to Speech Correction	4 credits
330	Voice and Diction	3 credits
252	The Bases of Speech	3 credits
361-362	Directed Study in Speech Science	3 credits
361-362	Directed Study (Field Experience)	3 credits
	Electives	3 credits

In addition, in the senior year each Minor candidate must successfully complete a comprehensive examination in the area of his or her concentration or an individual cumulative project (which may or may not be integrated with the student's field of Major study) which demonstrates knowledge of the area of the Speech Communication concentration as well as application and integration of that knowledge.

Course Offerings

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

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

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

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

221—GROUP DISCUSSION. A study of oral communication in the small problem-solving groups. Students prepare for and engage in a number of small group discussions to gain insight into the nature of leadership and participation in task-oriented discussion groups and to develop relevant skills. **Dresser. 3**

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**

223—PERSUASION. An introduction to the theory and practice of persuasion and an appraisal of its influences upon modern society. Students will prepare and deliver original persuasive speeches. **Dresser. 3**

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. **Condray. 3**

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

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. Prerequisite: Consent of instructor. **Baker. 3**

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

229—MINORITIES AND THE MASS MEDIA. This course focuses on the access of American minorities to the media in terms of employment and ownership, the portrayal of minorities in the media, and the historical and social ramifications of the media coverage of minorities in the cultural milieu. Minorities will be defined by race, sex, and/or affiliation, including Blacks, Hispanics, Women, and Minority Political Parties. **Condray. 3**

230—PUBLIC RELATIONS. An introduction to the theories, methods, and practice of public relations, examining the efforts of institutions to influence and maintain favorable opinion both within and outside of their organizations. The course will include case studies in industrial and political public relations efforts, and exercises in public relations activities and crisis communication. **Baker. 4**

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**

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

250—PSYCHOLOGY OF SPEECH. A study of the psychological factors involved in interpersonal and group communication with special reference given to the application of these principles to public speaking, radio and television, group discussion, and speech correction. Attention is given to the speech personality and the verbal behavior of the disturbed personality. **Staff. 3**

252—THE BASES OF SPEECH. An inquiry into the nature and function of oral communication with emphasis on significant theoretical and applied developments in speech as they relate to social interaction, psychology, physiology, neurology, and linguistics. **B. Thios. 3**

304—INTERPERSONAL COMMUNICATION. Such aspects of the communication process as self-disclosure, listening, semantic problems in communication, nonverbal communication, and

barriers to interpersonal understanding are studied through structured experiences and class discussion. **Dresser. 3**

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

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

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

327—SEMINAR IN ADVERTISING COMMUNICATION. A seminar covering the principles of communication used by advertisers. Individual projects will be required of all students in the various communications media such as newspapers, radio, television, etc. Guest lecturers in the field of advertising. **Baker. 3**

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

330—VOICE AND DICTION. A study of the production of voice and diction of speech including dialectical development and differences. Students do analyses of oral communication with an emphasis on mastering American English. **B. Thios. 3**

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

361-362—DIRECTED STUDY. **Staff. 3**

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

451-452—SENIOR RESEARCH. **Staff. 4**

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

Theatre and Cinema

Faculty

Chairperson

Jon Farris

Professor

William Brasmer (1948-)

B.S., M.A., Northwestern U.

R. Elliott Stout (1966-)

B.A., M.A., Ph.D., Ohio State U.

Associate Professor

Jon R. Farris (1981-)

B.A., Harding College; M.A., U. of Wisconsin; Ph.D., Tufts U.

Assistant Professor

Michael N. Allen (1978-)

B.A., U. of North Carolina at Greensboro; M.A. (Humanities), SUNY-Buffalo

Anthony C. Dobrowolski (1977-)

B.S., U. of Maryland; M.F.A., Ohio State U.

Richard J. Loula (1979-)

B.A., St. Cloud St. U.; M.F.A., U. of Iowa

Departmental Guidelines

Required Courses for Theatre Major are as Follow:

B.A. Candidates:

Acting I or Elementary Acting

Development of Dramatic Art

One semester of Theatre History or Dramatic Literature

Production Management

Technical Theatre

World Cinema or History of Cinema

Minimum credit hours needed is 30.

B.F.A. Candidates:

1. Enter the program by audition for performance students and by portfolio or interview for design/technical students

2. Participate as a performer or technician in all major productions

3. Be reviewed at the end of each year—continuation in the B.F.A. is contingent upon a favorable review

Acting I or Elementary Acting

Development of Dramatic Art

One semester of Theatre History or Dramatic Literature

Production Management

Technical Theatre

World Cinema or History of Cinema

Performance Emphasis:

4-8 credits of Dance selected from Dance 131, 141, 151, or proficiency. (4 of these credits are not counted in the G.E. requirement.)

1 credit of Voice from Music 101-102 or Music 108

Acting II and III

Directing

Theatre Workshop

Minimum credit hours needed is 40.

Design/Technical Emphasis:

Design

Costume Design

Directing

Theatre Workshop

Minimum credit hours needed is 40.

IN ADDITION, the B.F.A. student is required to complete 16 credits in related arts and 16 credits in the prescribed area of G.E. The Department of Theatre and Cinema requires the 16 credits in G.E. to be taken in a minimum of four different disciplines.

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

Required Courses for Cinema Majors are as Follow:

B.A. Candidates

World Cinema

Elementary Cinema Production

History of Cinema

Cinema Theory and Criticism

Advanced Cinema Production

The Theatre Artist or the Development of Dramatic Art

Minimum credit hours needed is 30.

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

Minor in Cinema

Students wishing to minor in Cinema may do so by taking the following courses, for a total of 20 credits:

104	World Cinema	4 credits
219	Elementary Cinema Production	4 credits
326	History of the Cinema	4 credits
410	Advanced Cinema Production	4 credits
412	Cinema Theory and Criticism	4 credits

The 412 course serves as the "comprehensive" for the minor, putting all previous practical and intellectual work into perspective.

Minor in Theatre

Students wishing to minor in Theatre may do so by taking the following courses, for a total of 20 or 21 credits:

109	The Theatre Artist	4 credits
201	Development of Dramatic Art	4 credits
426	Theory of Theatre	4 credits
203, 324, or 325:	Any Theatre History course	4 credits
123, 144, 241, 243, or 245:	Any fundamental "hands-on" course	3 or 4 credits
333	Theatre Workshop	1 credit

The 426 course serves as the "comprehensive" for the minor, putting previous practical and intellectual work into perspective.

Course Offerings

104—WORLD CINEMA. An introductory study of the dominant theatrical medium of the 20th Century. Critical analysis of narrative, documentary, animation, and experimental cinema. An introduction to basic scholarly and evaluative approaches to film and video art. Screenings, readings, and critical papers. Fulfills G.E. requirement in Fine Arts. Offered once per year. No prerequisites. Required of Cinema majors. **Staff. 4**

107—THE ARTS IN CONTEMPORARY SOCIETY. The study of form, function, and sponsorship of the arts in America as a dynamic force in shaping the contemporary culture. Specific attention will be paid to the role of the arts as a lifetime activity. Dance, Cinema, Theatre, and visual arts will be covered with specific distinction made between folk, popular, and the fine arts. Attendance at cultural events will be required. Fulfills the G.E. Fine Arts requirement. **Staff. 3**

109—THE THEATRE ARTIST. The artistry of the playwright, actor, director, and designer is studied through theory and practice. Fulfills G.E. requirement in Fine Arts. **Staff. 4**

121—ELEMENTARY ACTING. The student is introduced to exercises designed to free the imagination through improvisation and theatre games as well as various psychodramatic techniques. In addition, the basic skills of physical and vocal technique are explored through scene work. Designed for the non-major and the major with limited interest in performance. Fulfills oral communication requirement. **Staff. 3**

123—ACTING I: VOICE AND MOVEMENT. An integrated approach to free, develop, and strengthen the voice and the body of the performer. Special attention is given to circus, improvisation, and pantomime techniques. Fulfills oral communication requirement. The beginning course for majors interested in performance. **Staff. 3**

141—PRODUCTION MANAGEMENT. An examination of the responsibilities of the production staff in the commercial and noncommercial theatre. This includes discussion of financial, stage, and house management. **Staff. 2**

143—MAKE-UP. Make-up for the performer and designer, with an emphasis on facial structure, sculptural, character, fantastic, and special make-up. **Staff. 2**

144—TECHNICAL THEATRE I. Lecture and laboratory in theatrical construction techniques: to include woodworking, metal working, scene painting, and plastics. Work on productions is part of the laboratory experience. **Staff. 4**

201—THE DEVELOPMENT OF DRAMATIC ART. A study of the historical development of the drama and the accompanying theatrical elements from classical to modern times. Fulfills G.E. Fine Arts requirements. **Staff. 4**

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

219—ELEMENTARY CINEMA PRODUCTION. An introductory course exploring the nature of the cinematic medium from the point of view of production and technique, with an emphasis upon cinema as an aesthetic and narrative form. Each student will complete a series of film projects in 8mm format. Some limited attention will be paid to video production. The student will be required to share in the expenses involved in his or her film production. Required of cinema majors. Offered each semester. No prerequisites. **Staff. 4**

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

225—CONTEMPORARY THEATRE. Attendance at productions in New York during spring vacation, preceded by study of contemporary theatre and followed by a written report. Estimated cost of the trip, exclusive of tuition, is \$350. Fulfills G.E. requirement in Fine Arts. **Staff. 2**

241—DESIGN. An introductory course providing the student with a systematic illustration in theory and practice of the role and function of the stage designer. The course likewise provides an introduction to many of the media and techniques of the theatre designer. Projects will be based on play texts and will concentrate on the development of the student's ability to translate verbal, intellectual, and emotional concepts into concise, visual statements. **Staff. 4**

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

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

290—VOICE FOR THE ACTOR. Intensive, practical work designed to develop the speaking voice of the actor. Daily exercises in projection, articulation, placement, and focus. Special attention will be given to eliminating regional speech mannerisms. Two credits for first semester; repeatable for one credit up to a maximum of six credits. **Staff. 1-2**

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

324—HISTORY OF AMERICAN THEATRE. The derivation of American theatre in the patterns of colonial culture and the development of the theatre from the 18th Century to the present. A strong emphasis is placed upon the development of drama in the 19th and 20th Centuries. Fulfills G.E. Requirement in Fine Arts. **Staff. 4**

325—HISTORY OF THE MODERN THEATRE. Survey of World Theatre History from 1880 to the present day, exclusive of America. Particular emphasis is placed on the various revolutionary movements of the continental and British theatre in the first four decades of the 20th Century. Fulfills G.E. Requirement in Fine Arts. **Staff. 4**

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

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

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

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

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

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

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

401—THEATRE PRACTICUM. Theory and creative practice in selected areas of the theatre arts for the talented and superior student. As registration warrants, the areas listed below will be offered. No more than 15 credit hours in these areas will be counted toward graduation.

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

Staff. 2-15

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

Staff. 4

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

Staff. 4

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

Staff. 4

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

Staff. 4

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

Staff. 4

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

Staff. 1-3

426—THEORY OF THE THEATRE. The analysis and comparison of dramatic theories from Aristotle to the present, with emphasis on recent and current issues in theatrical theory, criticism, and scholarship. Prerequisite: junior standing.

Staff. 4

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

Staff. 4

451-452—SENIOR RESEARCH.

Staff. 4

458—SENIOR COMPREHENSIVE PROJECT. A practical project in performance, design, theatre, management, or film with work accomplished in the University Theatre or Theatre II. Course can be elected to satisfy a comprehensive experience in the department by B.F.A. majors only. The course is offered both semesters, but it can be taken only once.

Staff. 3

461-462—INDIVIDUAL WORK FOR HONORS.

Staff. 4

THE ADMINISTRATIVE STAFF

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B.A., Haverford College; B.D., Yale Divinity School; Ph.D., Yale University
- Margery A. Smith**, 1980-, Administrative Assistant
to the President and Secretary to the Board of Trustees

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A.B., Kalamazoo; M.A., Ph.D., Tufts U.
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A.B., Providence College; M.A., St. Stephens College; Ph.D., Ohio State U.
- Alexander F. Smith**, 1980-, Dean of Student Life
B.A., Denison U.; M.S., Ohio U.; Ph.D., Ohio State U.
- David A. Gibbons**, 1961-, Dean for Educational Services
A.B., Oberlin College; B.D., S.T.M., Yale U.
- Martha M. Weatherhead**, 1981-, Interim Dean of the Chapel
B.A., Rollins College; M.S., Columbia U.; M.Div., McCormick Theological Seminary

Office of the Provost

- Louis F. Brakeman**, 1962- Provost
A.B., Kalamazoo College; M.A., Ph.D., Tufts U.
- Jeffrey S. Jalbert**, 1967- Director of Computer Center
B.A., Fairfield U.; Ph.D., Virginia Polytechnic Inst.
- Gordon L. Galloway**, 1967- Associate Director for Academic Computing
B.S., Franklin and Marshall College; Ph.D., Michigan State U.
- N. Douglas Hughes**, 1972- Systems Analyst
- Beverly Purrington**, 1979- Women's Coordinator
B.A., U. of N. Dakota; M.A., Ph.D., Michigan State U.
- Mary E. Schilling**, 1979- Affirmative Action Officer
B.A., Southern Illinois U.; M.A., Northwestern U.
- Theodore H. Barclay**, 1962- Director of Men's Athletics
B.S.Ed., Ohio State U.; Ed.M., Kent State U.
- Elizabeth C. VanHorn**, 1953- Director of Women's Athletics
B.S.Ed., Miami U.; M.S., Wellesley College; Ph.D., Ohio State U.

Office of the Dean of the College

- Anthony J. Lisska**, 1969- Dean of the College
A.B., Providence College; M.A., St. Stephens College; Ph.D., Ohio State U.
- John L. Jackson**, 1974- Director of Black Studies Program
B.S., Miles College; M.Div., Harvard Divinity School

- Ann K. Fitzgerald**, 1972-73, 1974- Assistant Dean of the College
B.A., Mount Holyoke College;
M.A., U. of Wisconsin
- Marilyn Burgess** Director of January Term
B.A., Denison U.
- 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)
- Che Gil Chang**, 1971- Catalog Librarian
B.A., M.A., Seoul National U. (Korea); M.L.S., George Peabody College
- To be Announced** Reference Librarian
- Mary Prophet**, 1980- Assistant Reference Librarian
B.S., Alabama College; M.S., Wichita State U.; M.L.S., Kent State U.
- Roger Blaine**, 1980- Assistant Reference Librarian
B.A., Earlham College; M.A., M.L.S., Indiana U.
- Larry R. Murdock**, 1971- Registrar
B.A., Waynesburg College; M.A., Ohio U.
- George L. Gilbert**, 1964- Coordinator of Learning Resources Center
B.S., Antioch College; Ph.D., Michigan State U.

Office of the Dean for Educational Services

- David A. Gibbons**, 1961- Dean for Educational Services
A.B., Oberlin College; B.D., S.T.M., Yale U.
- Lyn Robertson**, 1979- Assistant Dean for Educational Services
B.A., Denison U.; M.A., Northwestern U.
- Allyson Keys**, 1980- Admissions Counselor/Assistant Dean for
Educational Services
B.A., Oberlin College; M.A., Ohio State U.
- Samuel D. Schaff**, 1948- Graduate School Consultant
A.B., Denison U.; M.A., Ohio State U.; Ed.D., Columbia U.
- Patricia Somers**, 1976- Director of Career and Life/Work Planning
B.A., Michigan State U.; M.A., U. of Illinois
- Marilyn A. Gilbert**, 1981- Director of Financial
Assistance and Student Employment
B.S., Michigan State U.
- To Be Appointed** Coordinator of Student Employment
and Assistant Director of Financial Aid
- Howard Griffith**, 1978- Director of Media Services

Office of the Dean of Student Life

- Alexander F. Smith**, 1980- Dean of Student Life
B.A., Denison U.; M.S., Ohio U.; Ph.D., Ohio State U.

- Carol E. Livingston**, 1980- Associate Dean of Student Life
B.S., Southern Illinois U.; M.A., Oakland U.
- Artie C. Miller**, 1980- Assistant Dean of Student Life/Programs
- M. Jane Skarakis**, 1980- Assistant Dean of Student Life/Residences
B.A., U. of California-Santa Barbara; M.A., Ohio State U.
- Laura A. Neff**, 1981- Assistant to the Deans
B.S., Denison U. of Student Life
- Lorraine Wales**, 1975- Director of Cultural Events and Campus Activities
- Irving A. Nickerson**, 1956-57, 1964- Physician and Administrator of
B.A., M.D., Ohio State U. Whisler Hospital
- Donald G. Tritt**, 1959- Director of Counseling and
B.S., Ohio State U.; Psychological Services
Ph.D., U. of Chicago
- Eileen Krinsky**, 1980- Clinical Psychologist
B.S., Central Missouri State U.; M.A., Ph.D., Southern Illinois U.

Office of the Dean of the Chapel

- Martha M. Weatherhead**, 1981- Interim Dean of the Chapel
B.A., Rollins College; M.S., Columbia U.; M.Div., McCormick Theological
Seminary
- David O. Woodyard**, 1960- Chaplain
B.A., Denison U.; M.Div., Union Theological Seminary; D.Min., Vanderbilt
Divinity School
- David H. Aaron**, 1980- Jewish Rabbi
B.A., SUNY-Albany
- Richard Lebarty**, 1981- Catholic Priest

ADMISSIONS

- Richard F. Boyden**, 1977-, Director
B.A., Wesleyan U.; M.S., U. of Maine
- Gordon H. Condit**, 1949-50, 1964- Associate Director of Admissions
B.A., Denison U.; M.A., Case Western Reserve U.
- Anne Ferguson**, 1979- Assistant Director of Admissions
B.A., Denison U.; M.A., U. of Akron
- Rosetta L. Gooden**, 1979- Assistant Director of Admissions
B.S., West Virginia State College; M.A., Ohio State U.
- T. Kimberlie Cromwell**, 1981- Admissions Counselor
B.A., Denison U.

FINANCE AND MANAGEMENT

- J. Leslie Hicks, Jr.**, 1968-, Vice President
B.A., Gettysburg College; M.S., Bucknell U.
- William C. Acklin**, 1976- Director of Personnel Services
B.S., Ohio State U.; M.B.A., U. of Dayton
- Frank A. Abele**, 1979- Chief Security and Safety Officer
- Norma S. Franklin**, 1974- Payroll Supervisor
A. App. Bus., Central Ohio Technical College
- Kenneth W. Poole**, 1966- Business Manager
B.A., U. of Michigan
- Seth Patton**, 1979- Director of Residence Hall Services
B.S., Bowling Green & Conference Coordinator
- Raymond A. McKenna**, 1955- Manager of Bookstore
B.A., Brown U.
- Mark R. Donovan**, 1978- Food Service Director
B.A., Earlham College
- Cheryl Wenz**, 1980- Manager, Huffman Dining Hall
- Scott Meyer**, 1979- Manager, Curtis Dining Hall
- Leonard MacLehose**, 1978- Director of Purchasing
B.S., Rutgers U.
- William J. Sharp, Jr.**, 1969- Director of Physical Plant
B.S., Mch.Engr., Drexel Inst. of Technology
- Richard L. Bauer**, 1979- Controller
B.S., CPA, Iowa State U.
- Gwendolyn Williams**, 1949- Assistant to the Controller
- Debra Homan**, 1981- Chief Accountant
B.S., Ohio State U.
- Peter P. Wieliczko**, 1966- Treasurer
B.S., Babson Inst.
- Jane E. Jones**, 1976- Staff Assistant

UNIVERSITY RESOURCES AND PUBLIC AFFAIRS

- Mary Jane McDonald**, 1976-, Vice President
B.A., Denison U.
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B.A., Hampden-Sydney College; M.A., Princeton U.
- Curtis Thompson**, 1979- Director of Planned Giving
B.S., Northern State College; M.S., U. of Oregon
- Beatrice P. Stephens**, 1947- Director of Alumni Affairs
A.B., Lawrence U.
- Thomas B. Martin**, 1970- Director of Alumni Resources
B.A., Denison U.

To Be Appointed

- | | |
|--|---|
| Carol N. Bradley , 1980-
B.A., M.A., U. of Rhode Island | Assistant Director of Alumni Resources
Prospect Research Officer |
| Victor C. Schlitzer , 1978-
B.A., College of the Holy Cross | Director of Public Affairs |
| Karen Schumer , 1979-
B.A., Loretto Heights College | Events Coordinator |
| Robert G. Seith , 1978-
B.A., Denison U.; M.A., U. of Arkansas | Publications Editor |

FACULTY EMERITI

- | | |
|---|---|
| K. Dale Archibald (1948-75)
B.A., Denison U.; B.D., Colgate-Rochester Divinity School; M.A., Ph.D., Ohio State U. | Professor-Emeritus of Biology |
| Francis C. Bayley (1946-70)
A.B., Dickinson College; B.D., Drew U.; Ph.D., Columbia U. | Professor-Emeritus of Logic |
| Mary K. Campbell (1956-79) | Lecturer-Emeritus of Art |
| Lenthiel H. Downs (1947-80)
B.A., Tusculum College; M.A., Ph.D., U. of Iowa | Professor-Emeritus of English |
| Lois E. Engleman (1948-64)
B.A., Millikin U.; B.S. in L.S., Western Reserve U.; M.S., Columbia U. | Librarian-Emeritus |
| Donald R. Fitch (1924-66)
Ph.B., M.S., Denison U. | Registrar-Emeritus |
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Diploma, U. of Heidelberg (Germany);
M.A., Ph.D., Ohio State U. | Associate Professor-Emeritus
of Sociology/Anthropology |
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B.S., A.M., Ph.D., U. of Pennsylvania | Professor-Emeritus, John E. Harris
Chair of Economics |
| Charles E. Graham (1953-80)
B.S., M.S., Washington State U.;
Ph.D., U. of Iowa | Professor-Emeritus of
Geology and Geography |
| James W. Grimes (1961-70)
B.F.A., M.F.A., Cornell U.; Ph.D., Ohio State U. | Professor-Emeritus of Visual Arts |
| William Hall (1954-75)
B.A., M.A., West Virginia U. | Associate Professor-Emeritus of Speech
Communication |
| Elizabeth Hartshorn (1957-72)
B.S., Connecticut College; M.A., Columbia U.;
Ed.D., U. of California at Los Angeles | Professor of Personnel Psychology and
Dean of Women-Emeritus |
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A.B., M.A., Oberlin College; Ph.D., Brown U. | Professor-Emeritus, Maria Teresa Barney
Chair of Philosophy |
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B.A., M.S., Denison U. | Assistant Professor-Emeritus of Education |
| Richard H. Howe (1920-63)
B.S., M.S., Denison U. | Associate Professor-Emeritus of Physics and
Astronomy |

- Alfred J. Johnson** (1928-66) Business Manager-Emeritus
B.A., Denison U.; M.B.A., Harvard U.
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A.B., A.M., Ohio State U.
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A.B., Augustana College (S.D.)
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A.B., Denison U.; M.A., Duke U.; Ph.D., Ohio State U. of English
- Parker E. Lichtenstein** (1949-78) Professor-Emeritus of Psychology
B.S., M.S., U. of Massachusetts; Ph.D., Indiana U.
- Richard H. Mahard** (1941-80) Professor-Emeritus of Geology and
A.B., Eastern Michigan U.; M.A., Ph.D., Columbia U. Geography
- Danner L. Mahood** (1927-66) Associate Professor-Emeritus of English
B.S., Davidson College; M.S., U. of Virginia
- Irving E. Mitchell** (1949-77) Professor Emeritus of
A.B., Gordon College; M.A., U. of Sociology and Anthropology
New Hampshire; Ph.D., Boston U.
- Virginia Northrup** (1952-75) Associate Professor-Emeritus of Dance
B.A., William Smith College; M.A., Sarah Lawrence College
- Norman H. Pollock, Jr.** (1948-74) Professor-Emeritus of History
A.B., Denison U.; A.M., Harvard U.; Ph.D., U. of Pennsylvania
- Fred L. Preston** (1949-79) Professor-Emeritus of Modern Languages
A.B., Ohio U.; A.M., Harvard U.; Ph.D., Ohio State U.
- Conrad E. Ronneberg** (1946-66) Professor-Emeritus of Chemistry
B.A., Lawrence U.; M.S., Massachusetts Inst. of Technology; Ph.D., U. of
Chicago
- Samuel D. Schaff** (1948-78) Professor-Emeritus of Education
B.A., Denison U.; M.A., Ohio State U.; Ph.D., Columbia U.
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B.A., Occidental College; B.D., Union Theological Seminary; Ph.D., Yale U.
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A.B., Grinnell College; M.A., Ph.D., Columbia U.
- LeRoy G. Seils** (1963-79) Professor-Emeritus of Physical Education
B.A., Denison U.; Ed.M., Ed.D., Boston U.
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A.B., Tulane U.; A.M., Columbia U. Woodrow Burke Chair of English
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B.S., Alfred U.; M.A., Columbia U.; Ed.D., New York U.
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B.A., M.A., Ph.D., Harvard U.
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Case Western Reserve U.
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Mus.B., A.B., Denison U.; A.M., Harvard U.; F.A.G.O.

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B.A., Tufts U.; Ph.D., U. of Pennsylvania
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A.B., D. Litt., Acadia U.; B.D., Barney Chair of Philosophy
Colgate-Rochester Divinity School; Ph.D., U. of Chicago
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A.B., Miami (O.) U.; M.A., Chair of Physics
U. of Illinois; Ph.D., Ohio State U.
- Irvin S. Wolf** (1954-76) Professor-Emeritus of Psychology
A.B., Manchester College; M.A., Ph.D., Indiana U.

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815 Connecticut Ave., N.W., Washington, D.C. 20006
- Mary Lazarus**, B.A.
2094 Park Hill Dr., Columbus, Ohio 43209
- ***Dona B. Sutherin**, B.A., M.A., LD Cert. Learning Disabilities Teacher,
201 Bexley Dr., Bedford, Ohio 44166 Bedford, Ohio Public Schools
- ***Thomas E. Szykowny**, B.A. Student, Ohio State
Bricker & Eckler, 100 East Broad St., University Law School
Columbus, Ohio 43215
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Suite 2900, 125 S. Wacker Dr., Peabody & Co., Inc.
Chicago, Ill. 60606
- R. Stanley Laing, B.S., M.B.A.** Consultant and Corporate Director
Winters Bank Tower, Suite 2850,
Dayton, Ohio 45402
- ***Mary Estey Nash, B.A.** Retired
235 Chatham Way, Hershey's Mill, West Chester, Pa. 19380
- John J. O'Neill, B.A.** President, Southgate
P.O. Box 396, Newark, Ohio 43055 Development Corp.
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- ***Loren E. Souers, A.B., J.D.** Attorney-at-Law, Black, McCuskey,
1200 Harter Bank Bldg., Canton, Ohio 44702 Souers, and Arbaugh
- ***John E. F. Wood, A.B., M.A., LL.B., LL.D.** Attorney-at-Law,
140 Broadway, 45th Floor, Dewey, Ballantine, Bushby,
N.Y., N.Y. 10005 Palmer, and Wood

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- ***Michael D. Eisner, B.A.** President & CEO,
5451 Marathon St., Los Angeles, Ca. 90038 Paramount Pictures Corp.
- Edward T. Gardner, Jr., B.S.** President, Gardner Enterprises, Inc.
52 Vanderbilt Ave., N.Y., N.Y., 10017
- ***Charlotte P. Kessler**
212 Park Dr., Columbus, Ohio 43209
- ***Richard G. Lugar, B.A., M.A.** Senator, U.S. Senate
Room 1113, Dirksen Senate Office Bldg.,
Washington, D.C. 20510
- ***Joseph E. McMahon, B.A., J.D.** Attorney-at-Law
1431 33rd. St. N.W., Washington, D.C. 20007
- ***Malcolm A. McNiven, B.A., M.S., Ph.D.** President, Consumer
800 Third Ave., New York, N.Y. 10017 Market Research Division, IMS
International
- ***John W. Phillips, B.A., J.D.** Attorney-at-Law
100 E. Broad St., Columbus, Ohio 43215 Bricker & Eckler
- ***Richard E. Speidel, B.A., J.D., LL.M.** Professor of Law
357 E. Chicago Ave., Chicago, Ill. 60611 Northwestern University Law
School

- ***Joseph H. Thomas**, B.A., M.B.A. Senior Partner, McDonald & Co.
2100 Central National Bank Bldg., Cleveland, Ohio 44114
- ***Dexter C. Tight**, B.A., J.D. Vice President, General Counsel & Secretary,
900 Cherry Ave., P.O. Box 60, The Gap Stores, Inc.
San Bruno, Ca. 94066

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- ***Miner Raymond III**, B.A. Miner Raymond Associates, Inc.
P.O. Box 85385 Commercial/Communications Consultants
Cincinnati, Ohio 45201 (Term Expires, 1982)
- ***Richard J. Bodorff**, B.A., J.D. Attorney-at-Law, Fisher, Wayland,
1100 Connecticut Ave., N.W., Suite 730 Southmayd, Cooper & Leader
Washington, D.C. 20036 (Term Expires, 1983)
- ***Louis A. Mitchell**, B.A. Chairman of the Board, County Savings
225 E. Board Street, 7th Flr., (Term Expires, 1984)
Columbus, Ohio 43215
- ***Sheila Parks Little**, B.A., M.S., Ph.D. (Term Expires, 1985)
4629 Sunset Ave., Indianapolis, Ind. 46208
- ***John N. Taylor, Jr.**, B.A., M.B.A. President and Chief Executive Officer,
P.O. Box 1246 Kurz-Kasch, Inc.
Dayton, Ohio 45401 (Term Expires, 1986)
- ***Mary Jane LeVan Armacost**, B.A. (Term Expires, 1987)
720 Eucalyptus Ave., Hillsborough, Ca. 94010

Life Trustees

- Joseph A. Anderson**, B.S. in Mech. Eng., LL.D., 1962-72
3301 Hawthorne Dr., Flint, Mich. 48503
- ***Charles G. Ashbrook**, Ph.B., 1959-78
P.O. Box 358, Granville, Ohio 43023
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Denison Calendar for 1981-82

First Semester 1981

- August 29 (Saturday) — College Residence Halls Open
August 29-30-31 (Saturday-Sunday-Monday) — Orientation for Freshmen
and Transfer Students who did not participate in June Orientation
September 1 (Tuesday) — Registration for First Semester
September 2 (Wednesday) — Classes begin, 8:30 a.m.
September 15 (Tuesday) — Last day to add a course
October 3 (Saturday) — Homecoming
October 14 (Wednesday) — Midsemester grades due for Freshmen
October 17-20 (Saturday-Tuesday) — Fall Break
October 21 (Wednesday) — Classes resume, 8:30 a.m.
November 7 (Saturday) — Fall Parents' Weekend
November 25 (Wednesday) — Thanksgiving Vacation begins, 12:30 p.m.
November 30 (Monday) — Classes resume, 8:30 a.m.
December 15 (Tuesday) — Classes end
December 16-18 (Wednesday-Friday) — Reading and Study Days
December 17-19 (Thursday-Saturday) — Final Examinations
December 20 (Sunday) — Reading and Study Day
December 21-22 (Monday-Tuesday) — Final Examinations
December 23 (Wednesday) — First Semester Ends, 5:00 p.m.

January Term

- January 4 (Monday) — January Term Opens
January 29 (Friday) — January Term Ends

Second Semester 1982

- February 1 (Monday) — Registration for Second Semester
February 2 (Tuesday) — Classes begin, 8:30 a.m.
February 15 (Monday) — Last day to add a course
March 19 (Friday) — Spring Vacation begins, 5:00 p.m.
March 29 (Monday) — Classes Resume, 8:30 a.m.
April 17 (Saturday) — Spring Parents' Weekend
May 18 (Tuesday) — Classes End
May 19 (Wednesday) — Reading and Study Day
May 20 (Thursday) — Final Examinations
May 21 (Friday) — Reading and Study Day
May 22 (Saturday) — Final Examinations
May 23 (Sunday) — Reading and Study Day
May 24-25 (Monday-Tuesday) — Final Examinations
May 26 (Wednesday) — Second Semester Ends, 5:00 p.m.
May 28 (Friday) — Baccalaureate Service
May 29 (Saturday) — Commencement

Note: First Semester Class Days — 70½
Second Semester Class Days — 71

Denison Calendar for 1982-83

(Tentative)

First Semester 1982

August 28 (Saturday) — College Residence Halls Open
August 28-29-30 (Saturday-Sunday-Monday) — Orientation for Freshmen and Transfer Students who did not participate in June Orientation
August 31 (Tuesday) — Registration for First Semester
September 1 (Wednesday) — Classes begin, 8:30 a.m.
September 14 (Tuesday) — Last day to add a course
October 9 (Saturday) — Homecoming
October 20 (Wednesday) — Midsemester grades due for Freshmen
October 23-26 (Saturday-Tuesday) — Fall Break
October 27 (Wednesday) — Classes resume, 8:30 a.m.
October 30 (Saturday) — Fall Parents' Weekend
November 24 (Wednesday) — Thanksgiving Vacation begins, 12:30 p.m.
November 29 (Monday) — Classes resume, 8:30 a.m.
December 14 (Tuesday) — Classes end
December 15-17 (Wednesday-Friday) — Reading and Study Days
December 16-18 (Thursday-Saturday) — Final Examinations
December 19 (Sunday) — Reading and Study Day
December 20-21 (Monday-Tuesday) — Final Examinations
December 22 (Wednesday) — First Semester Ends

January Term

January 3 (Monday) — January Term Opens
January 28 (Friday) — January Term Ends

Second Semester 1982

January 31 (Monday) — Registration for Second Semester
February 1 (Tuesday) — Classes begin, 8:30 a.m.
February 14 (Monday) — Last day to add a course
March 18 (Friday) — Spring Vacation begins, 5:00 p.m.
March 28 (Monday) — Classes resume, 8:30 a.m.
April 30 (Saturday) — Spring Parents' Weekend
May 17 (Tuesday) — Classes End
May 18-20 (Wednesday-Friday) — Reading and Study Days
May 19-21 (Thursday-Saturday) — Final Examinations
May 22 (Sunday) — Reading and Study Day
May 23-24 (Monday-Tuesday) — Final Examinations
May 25 (Wednesday) — Second Semester Ends, 5:00 p.m.
May 27 (Friday) — Baccalaureate Service
May 28 (Saturday) — Commencement

Note: First Semester Class Days — 70½
Second Semester Class Days — 71

Denison Calendar for 1983-84

(Tentative)

First Semester 1983

- August 27 (Saturday) — College Residence Halls Open
- August 27-28-29 (Saturday-Sunday-Monday) — Orientation for Freshmen and Transfer Students who did not participate in June Orientation
- August 30 (Tuesday) — Registration for First Semester
- August 31 (Wednesday) — Classes begin, 8:30 a.m.
- September 13 (Tuesday) — Last day to add a course
- October 1 (Saturday) — Homecoming
- October 15 (Saturday) — Fall Parents' Weekend
- October 19 (Wednesday) — Midsemester grades due for Freshmen
- October 22-25 (Saturday-Tuesday) — Fall Break
- October 26 (Wednesday) — Classes resume, 8:30 a.m.
- November 23 (Wednesday) — Thanksgiving Vacation begins, 12:30 p.m.
- November 28 (Monday) — Classes resume, 8:30 a.m.
- December 13 (Tuesday) — Classes End
- December 14-16 (Wednesday-Friday) — Reading and Study Days
- December 15-17 (Thursday-Saturday) — Final Examinations
- December 18 (Sunday) — Reading and Study Day
- December 19-20 (Monday-Tuesday) — Final Examinations
- December 21 (Wednesday) — First Semester Ends

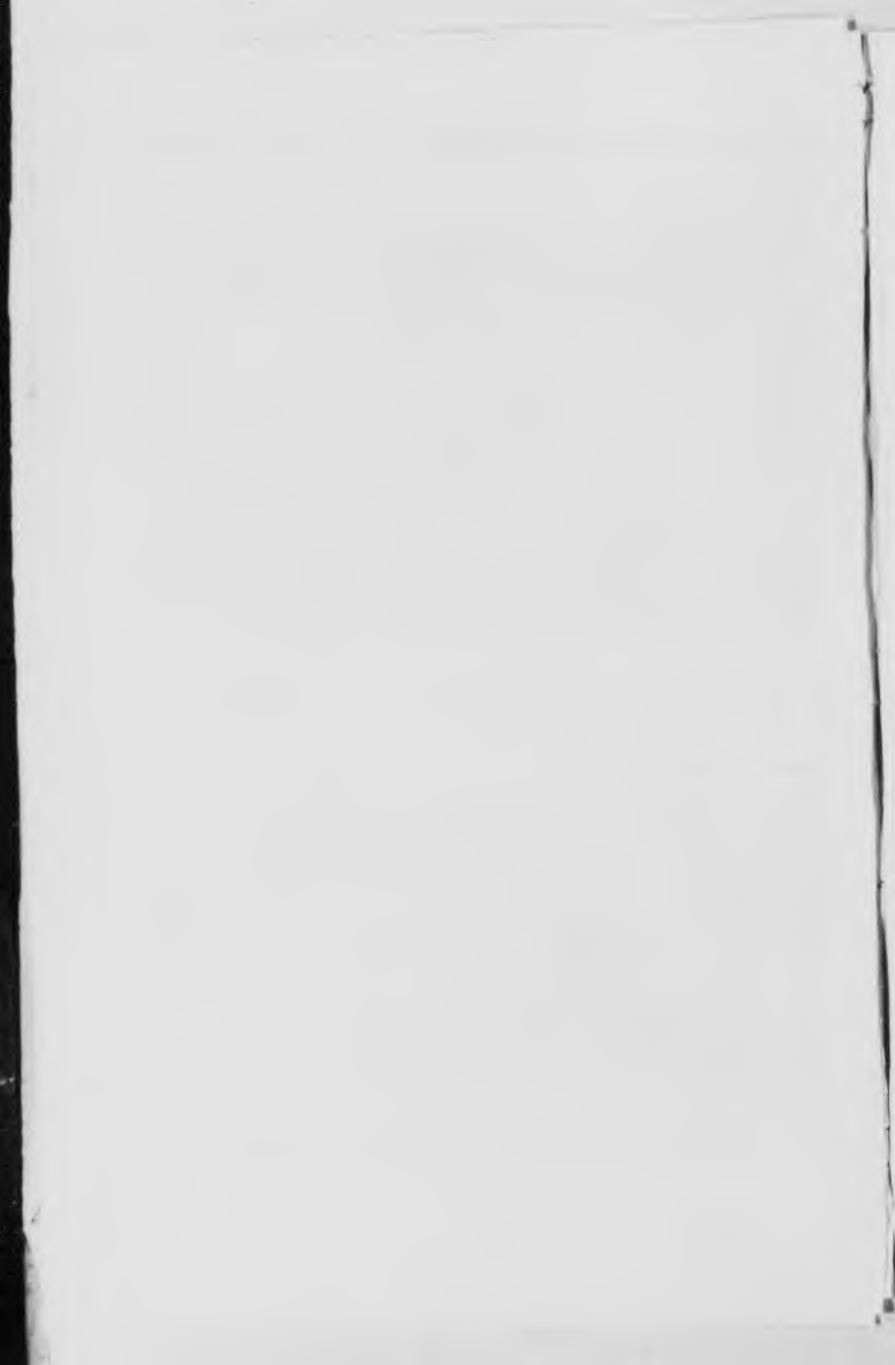
January Term

- January 4 (Wednesday) — January Term Opens
- January 31 (Tuesday) — January Term Ends

Second Semester 1984

- February 6 (Monday) — Registration for Second Semester
- February 7 (Tuesday) — Classes begin, 8:30 a.m.
- February 20 (Monday) — Last day to add a course
- March 23 (Friday) — Spring Vacation begins, 5:00 p.m.
- April 2 (Monday) — Classes resume, 8:30 a.m.
- April 28 (Saturday) — Spring Parents' Weekend
- May 22 (Tuesday) — Classes End
- May 23-25 (Wednesday-Friday) — Reading and Study Days
- May 24-26 (Thursday-Saturday) — Final Examinations
- May 27 (Sunday) — Reading and Study Day
- May 28-29 (Monday-Tuesday) — Final Examinations
- May 30 (Wednesday) — Second Semester Ends, 5:00 p.m.
- June 1 (Friday) — Baccalaureate Service
- June 2 (Saturday) — Commencement

Note: First Semester Class Days — 70½
Second Semester Class Days — 71



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