## Important Notes

1. The courses listed in this Calendar are subject to change or withdrawal without prior notice. Students are advised to check the availability of courses before registering.

2. Students are urged to study carefully pages 60 to 60 of the Calendar before reading the course descriptions. These pages contain important information concerning the designations and numbering of courses; the meanings of prerequisite and corequisite requirements and of exclusions and information about supervised reading, supervised research and independent study.

3. Students are responsible for making themselves familiar with the contents of this Calendar, and particularly with the information contained in the sections of the Calendar dealing with the degree requirements and academic regulations and with the Academic Calendar.

4. Students are responsible for notifying the Academic Service's Office at once of any changes in any of the information submitted at the time of registration.

5. Students are urged to take full advantage of the many sources of help available to them at the College. Students should discuss with their academic advisers or any other faculty member any questions concerning their academic plans and their selection of courses. Students should not hesitate to seek help from members of the staff of the Academic Service's Office, the Student Services Office, the Health Service or the Writing Laboratory. The wide range of assistance available is described in this Calendar.

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### University of Toronto
Scarborough College
1265 Military Trail
West Hill, Ontario
M1C 1A4

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<tr>
<td><strong>Summer Evening Session, 1975</strong></td>
<td></td>
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<tr>
<td>Tuesday 1 April</td>
<td>Last day for new students to apply for admission to the University.</td>
</tr>
<tr>
<td>Monday 5 May - Thursday 8 May</td>
<td>Registration week for all courses offered in the Summer Evening Session.</td>
</tr>
<tr>
<td>Monday 12 May</td>
<td>Classes for the 1975 Summer Evening Session begin. 'Y', 'F', and 'H' courses begin.</td>
</tr>
<tr>
<td>Monday 19 May</td>
<td>Victoria Day - University closed.</td>
</tr>
<tr>
<td>Thursday 22 May</td>
<td>Last day to add a 'Y', 'F', or 'H' course.</td>
</tr>
<tr>
<td>Tuesday 26 June</td>
<td>Last day to withdraw without academic penalty from a first term ('F') course.</td>
</tr>
<tr>
<td>Thursday 29 June</td>
<td>Last day of classes in first term ('F') courses.</td>
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<td>Monday 30 June</td>
<td>All term assignments should be submitted by this date.</td>
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<td><strong>Winter Session, 1975-76</strong></td>
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</tr>
<tr>
<td>Tuesday 13 October</td>
<td>Last day to withdraw without academic penalty from a first term ('F') course.</td>
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<tr>
<td>Wednesday 14 October</td>
<td>Last day of classes in first term ('F') courses.</td>
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<tr>
<td>Thursday 15 October</td>
<td>All term assignments should be submitted by this date.</td>
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<tr>
<td>Wednesday 21 October</td>
<td>Last day to add a second term ('S') course.</td>
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<tr>
<td>Thursday 22 October</td>
<td>Last day to withdraw without academic penalty from a second term ('S') course.</td>
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<td>Friday 23 October</td>
<td>Last day to withdraw without academic penalty from a third term ('I') course.</td>
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<tr>
<td>Monday 26 October</td>
<td>Last day of classes in second term ('S') courses.</td>
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<tr>
<td><strong>Summer Day Session, 1975</strong></td>
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</tr>
<tr>
<td>Tuesday 15 May</td>
<td>Last day for new students to apply for admission to the University.</td>
</tr>
<tr>
<td>Monday 23 June - Thursday 26 June</td>
<td>Registration week for all courses offered in the Summer Day Session.</td>
</tr>
<tr>
<td>Tuesday 26 June</td>
<td>Dominion Day - University closed.</td>
</tr>
<tr>
<td>Wednesday 27 June</td>
<td>Courses for the 1975 Summer Day Session begin. 'Y', 'F' and 'H' courses begin.</td>
</tr>
<tr>
<td>Monday 3 June</td>
<td>Last day to add a 'Y', 'F' or 'H' course.</td>
</tr>
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<td>Date</td>
<td>Event Description</td>
</tr>
<tr>
<td>---------------</td>
<td>------------------------------------------------------------------------------------</td>
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<tr>
<td>15 November</td>
<td>Last day to withdraw without academic penalty from a first term (F) course.</td>
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<tr>
<td>15 November</td>
<td>Last day for receipt of application for University of Toronto and Scarborough College In-Course Awards.</td>
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<tr>
<td>Friday 5 December</td>
<td>Last day of classes in the first term.</td>
</tr>
<tr>
<td>Wednesday 10 December</td>
<td>Last day of classes in the St. George and Etobicoke Campus courses.</td>
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<td>Thursday 11 December</td>
<td>All term assignments in first term (F) courses should be submitted by this date.</td>
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<td>Thursday 11 December</td>
<td>Term test and final examination period.</td>
</tr>
<tr>
<td>Friday 19 December</td>
<td>Term test and final examination period.</td>
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<tr>
<td>1976</td>
<td>All term assignments in first term (F) courses should be submitted by this date.</td>
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<td>Monday 5 January</td>
<td>Classes for the second term begin.</td>
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<td>Wednesday 14 January</td>
<td>Second installment of fees due.</td>
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<td>Friday 23 January</td>
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<td>Monday 16 February-</td>
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<td>Friday 20 February</td>
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<td>Monday 15 March</td>
<td>Last day for students to withdraw without academic penalty from a “F,” “H,” or “E” course.</td>
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<td>Last day for any student to withdraw without academic penalty from the College. (See information in the “Academic Regulations” section of this Calendar.)</td>
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<td>Last day of classes.</td>
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<td>Friday 16 April</td>
<td>Good Friday - University closed.</td>
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<td>Monday 19 April</td>
<td>All term assignments should be submitted by this date.</td>
</tr>
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<td>Monday 19 April</td>
<td>Annual examinations begin.</td>
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<td>Friday 7 May</td>
<td>Annual examinations end.</td>
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<tr>
<td>Monday 7 June</td>
<td>University Convocation begins.</td>
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### Administration and Faculty 1974-75

#### Officers of the University

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<td>Eva W. Mader MacDonald (Mrs.), MD, CM, DPH</td>
</tr>
<tr>
<td>President</td>
<td>J. R. Evans, MD, D Phil, FRCPC (C), LL.D, DSc</td>
</tr>
<tr>
<td>Assistant to the President</td>
<td>N. S. C. Dickinson, CD, BA</td>
</tr>
<tr>
<td>Chairman of the Governing Council</td>
<td>C. Malin Harding, OBE, BA</td>
</tr>
<tr>
<td>Vice President and Provost</td>
<td>D. F. Forster, BA, AM</td>
</tr>
<tr>
<td>Vice-Pres.</td>
<td>J. D. Hamilton, MD, FRCPC (C), DSc</td>
</tr>
<tr>
<td>Vice-Pres.</td>
<td>M. Israel, BS, BA, PhD</td>
</tr>
<tr>
<td>Vice-Pres.</td>
<td>P. F. M. Melnick, BSc, MA, PhD</td>
</tr>
<tr>
<td>Vice-Pres.</td>
<td>R. Ross, MBE, MA</td>
</tr>
<tr>
<td>Vice-President, Research and Planning</td>
<td>G. E. Connell, BA PhD</td>
</tr>
<tr>
<td>Vice-President, Business Affairs</td>
<td>A. G. Rankin, BCom, FCA</td>
</tr>
<tr>
<td>Vice-President, Internal Affairs</td>
<td>F. Jacobucci, BCom, LLB, B.A., B.A. in Law</td>
</tr>
<tr>
<td>Vice-President, External Affairs</td>
<td>N. G. James</td>
</tr>
<tr>
<td>Chief Librarian</td>
<td>R. Blackburn, MA, BLS, BS, LL.D</td>
</tr>
<tr>
<td>Secretary of the Governing Council</td>
<td>D. S. Clargrdh</td>
</tr>
<tr>
<td>Director of Admissions</td>
<td>W. Kent, BA, MA</td>
</tr>
<tr>
<td>Director of Student Awards</td>
<td>P. S. Phillips, BA, CA</td>
</tr>
<tr>
<td>Director of Statistics and Records</td>
<td>J. M. Tunawicz, BSc, Eng, M.A.Sc, MBA</td>
</tr>
<tr>
<td>Warden of Hart House</td>
<td>J. G. Lengel, MA, PDr</td>
</tr>
<tr>
<td>Co-ordinator of Campus Services</td>
<td>H. L. Reimer (Miss), BA, B.Ppld</td>
</tr>
<tr>
<td>Director of the Advisory Bureau</td>
<td>D. J. McCulloch, BA, MD, DPsych, FRCPC (C)</td>
</tr>
<tr>
<td>Director of Athletics and Recreation (Men)</td>
<td>A. D. White, BA, MEd</td>
</tr>
<tr>
<td>Director of Athletics and Physical Education (Women)</td>
<td>A. Hewett (Miss), BEd, (FE)</td>
</tr>
<tr>
<td>Director of Career Counselling and Placement Centre</td>
<td>R. Franklin (M.), BA</td>
</tr>
<tr>
<td>Director of University Health Service</td>
<td>G. E. Wodehouse, MD, FRCPC (C), MRCP</td>
</tr>
<tr>
<td>Director of Housing Service</td>
<td>S. Mason (Miss), BA</td>
</tr>
<tr>
<td>Director of International Student Centre</td>
<td>E. A. McKee, MA</td>
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</table>
Division of Humanities

Chairman
G.P. Richardson, B.Arch., B.D., Ph.D.
Administrative Assistant to the Chairman
A.F. Western

Classics
A. Boddington, B.A. (Oxon.), Associate Professor
J.H. Corbett, M.A., Ph.D., Associate Professor
J.N. Grant, M.A., Ph.D., Associate Professor (Discipline Representative for Classics)
M.R. Irish, B.A., Ph.D., Associate Professor
I.R. Warden, M.A., Associate Professor (Counselling Coordinator for the Division of Humanities)
I.R. McDonald, B.A., Ph.D., Assistant Professor

Drama
M.Q. Schonberg, M.A., Lecturer (Discipline Representative for Drama)

English
J.M. R. Margeson, M.A., Ph.D., Professor
W.J. Howard, M.A., Ph.D., Associate Professor (Discipline Representative for English)
M.C. Kirkham, M.A., M. Phil., Associate Professor
M. Tai, M.A., Ph.D., Associate Professor
J. Kay, M.A., Ph.D., Assistant Professor
T. Long, M.A., M. Phil., Assistant Professor
B.S. Martinelli, M.A., Ph.D., Assistant Professor
S. Naitoshi, M.A., M.S., Ph.D., Assistant Professor
A.G. Patnaik, M.A., Ph.D., Assistant Professor
A.C. Thomas, M.A., Ph.D., Assistant Professor
E.P. Viscari, M.A., Ph.D., Assistant Professor
H. Jackson, M.A., Ph.D., Assistant Professor
M.C. Creaman, M.A., Lecturer
K. Thell, M.A., Lecturer
J. Hooe, B.A., Ph.D., Visiting Lecturer
N. Lindhein, M.A., Ph.D., Visiting Lecturer
C. O'Thare, M.A., Ph.D., Visiting Lecturer
J.L. Mueller, M.A., Ph.D., Visiting Lecturer

Fine Art
G. Scaviti, M.A., Ph.D., Associate Professor
R. Siebeltzoff, M.A., Ph.D., Assistant Professor (Discipline Representative for Fine Art)
S. Asenta, M.A., Lecturer
M.C. Shaw, B.A., Ph.D., Lecturer

Officers of the College

Principal .................................................. D. R. Campbell, B.A., MA., LL.D., D.P.C. and Bar
Assistant to the Principal ................................. M. Bradshaw, MSc.
Associate Dean, Planning and Building .................. A. Walker, BSc, PhD
Associate Dean, (Academic) ............................. J.D. King, B.A., PhD
Student Services ........................................ N.H. Doherty, BA
Student Services ......................................... J.M. Scott, BA
Director, Academic Services .............................. G.L.E. Corr
Administrative Assistant ............................... M.A. de Herteiwer, BA
Administrative Assistant ............................... L.F. Gordon
Registration Officer ................................. M. Germain

Computer .................................................. M. F. Murril
Administrative Assistant, Personnel ......................... J. P. Sangnum
Administrative Assistant, Accounts ........................ E. I. Murril
Administrative Assistant, Residences ......................... N. Mawson

Librarian ................................................ J. L. Bell, MA., MLS, Dip. Lib., ALA
Head, Public Services .................................... J. K. Rowley, BA., MLS
Coordinator, Collection Department ....................... M. Wiedekeker, MLS
Coordinator, Technical Services ........................ P. Yamamoto, BA., MS in LS
Head, Reference Service ................................ R. Farrow, BA., MLS
Head, Scarborough-Erin Vale Technical Services .......... A. Gregorovich, BA., BLS

Director of Writing Laboratory ......................... B. Corben, MA

Director of Athletics .................................... T. Palladini, BPH, BA, MS
Assistant Director of Athletics .......................... J. Deissler, BA
Assistant Director of Athletics .......................... A. Pottin, BPH

Physician ................................................ T. W. Fox, BA., MD, FRCP (C)
Physician ................................................ A. M. Brebner, MD
Psychiatrist .............................................. Taylor St. John, MD, FRCP (C)

Manager of Physical Services .......................... G. A. Fitgerald
Assistant Manager of Physical Services .................... R. L. Wright
French
G. F. R. Trembley, L. C, L., Ph.D., Professor
W. J. Bancroft, M.A., Ph.D., Associate Professor
L. F. Doucette, B.A., Ph.D., Associate Professor
C. Jennings, Ph.D., Associate Professor
W. J. Kinsman, M.A., Ph.D., Associate Professor
P. C. Moes, M.A., B.L.S., Ph.D., Associate Professor
J. A. Curtis, M.A., Ph.D., Assistant Professor (Discipline Representative for French)
I. B. Maguie, B.A., Ph.D., Assistant Professor
S. Mitterer, M.A., Ph.D., Assistant Professor
F. Maguie, B.A., M.A., Instructor

German
M. W. Swales, M.A., Ph.D., Professor
H. H. D. Osler, A.M., Ph.D., Assistant Professor (Discipline Representative for German)
H. Wittmann, M.A., Ph.D., Assistant Professor
W. Topfer, M.A., Ph.D., Visiting Assistant Professor

History
J. S. Moir, M.A., Ph.D., Professor
W. M. Dick, M.A., Dip.Ed., Ph.D., Associate Professor
J. P. K. Kenyon, M.A., Ph.D., Associate Professor (Discipline Representative for History)
M. Frazier, B. Phil., D. Phil., Assistant Professor (Counselling Coordinator for the Division of Humanities)
J. L. Pearl, M.A., Ph.D., Assistant Professor
A. N. Sheps, M.A., Ph.D., Assistant Professor
J. R. Robertson, M.A., Ph.D., Assistant Professor
W. A. McKay, L. M., M.A., Ph.D., Lecturer
E. W. Dozier, A.M., Ph.D., Visiting Lecturer

Italian
A. Franceschetti, Dott. in Lett., Ph.D., Associate Professor (Discipline Representative for Italian)
G. Kast, M.A., Instructor
A. P. Cazmichel, M.A., Ph.D., Visiting Lecturer

Linguistics
P. H. Salus, M.A., Ph.D., Professor

R. J. Ronnick, M.A., Ph.D., Associate Professor (Discipline Representative for Linguistics)
J. D. Woods, A.B.D., Assistant Professor
D. M. James, M.A., Ph.D., Assistant Professor

Music
T. J. McGee, B.M.E., M.A., Ph.D., Assistant Professor

Philosophy
R. F. Muir, M.A., Ph.D., Professor
P. W. Gooch, M.A., Ph.D., Associate Professor
J. H. Sobel, M.A., Ph.D., Associate Professor
A. Gomby, B. A., B. Phil., Associate Professor (Discipline Representative for Philosophy)
W. C. Graham, M.A., Ph.D., Assistant Professor
D. L. Mosher, B.A., Ph.D., Assistant Professor
G. A. Nicholson, M.A., Ph.D., Assistant Professor
R. P. Thompson, M.A., Lecturer

Russian
C. V. Ponomareff, M.A., Ph.D., Associate Professor
S. Whalen, M.A., Ph.D., Lectures (Discipline Representative for Russian)

Spanish
R. J. Serta, M.A., Ph.D., Associate Professor (Discipline Representative for Spanish)
F. R. Leon, M.A., Ph.D., Associate Professor
M. J. Maillard, M.A., Ph.D., Assistant Professor
R. Smyth, M.A., M. Lit., Ph.D., Assistant Professor
J. I. Chaco-Dib, M.A., Ph.D., Assistant Professor

Artist-in-Residence
Theatre Passe Muraille, Frank Canino, Visiting Lecturer

Division of Science
Chairs of Life Sciences
J. C. Ritchie, B.Sc., Ph.D., D.Sc.,
Chairs of Physical Sciences
H. C. Corbin, M.A., M.Sc., Ph.D.
Administrative Assistant to the Chairmen, Division of Science
L. A. Montgomery
Astronomy
F.P. Knapp, M.Sc., Ph.D., Associate Professor
R.C. Roeder, M.Sc., Ph.D., Associate Professor (Assistant to the Chairman for Astronomy and Counselling Co-ordinator for the Physical Science Group)
F.G. Martin, M.Sc., Ph.D., Assistant Professor

Biology
J.C. Ritchie, B.Sc., Ph.D., D.Sc., Professor
F.A. Hughes, M.A., Ph.D., Professor
I.M. Campbell, M.A., Ph.D., Associate Professor
R.E. Dugdale, B.Sc., Ph.D., Associate Professor
M.F. Filone, M.Sc., Ph.D., Associate Professor
G.F. Israfilian, B.Sc., Ph.D., Associate Professor (Counselling Co-ordinator for Biology)
C. Spreng, B.Sc., Ph.D., Associate Professor
J.H. Younson, M.Sc., Ph.D., Associate Professor
J.R. Brown, B.Sc., Ph.D., Assistant Professor
C.K. Goward, M.Sc., Ph.D., Assistant Professor
J.W. Gard, B.Sc., M.Sc., Ph.D., Assistant Professor
M.A. Macintosh, B.Sc., Ph.D., Assistant Professor
P.A. Freman, B.Sc., Assistant
C. Pickett, B.Sc., M.A., Instructor

Chemistry
F.R. Lottman, B.E.M., M.A., Ph.D., Professor Emeritus
A.J. Kregel, B.A., Ph.D., Professor (Assistant to the Chairman for Chemistry)
R.O. Harris, M.A., Ph.D., Associate Professor
T.T. Tidwell, A.M., Ph.D., Associate Professor (Counselling Co-ordinator for Chemistry)
A. Walker, B.Sc., Ph.D., Associate Professor
G.A. Kenney-Wallace, M.Sc., Ph.D., Assistant Professor
K. Hendren, B.Sc., Instructor
J. Pelter, M.Sc., Instructor
A. Vernez, B.Sc., Instructor

Mathematics
A. Rapoport, M.Sc., Ph.D., Professor
F.W. Elms, D.E.S., M.E., Associate Professor
J.S. Halperin, M.Sc., Ph.D., Associate Professor
P. Kost, B.Sc., Ph.D., Associate Professor
I. Kupka, Ph.D., Associate Professor
P.J. Leah, M.A., Ph.D., Associate Professor
E. Mendelsohn, M.Sc., Ph.D., Associate Professor
J.B. Willet, M.A., Ph.D., Associate Professor
R. Deleen, M.Sc., Ph.D., Assistant Professor

W.H. Enright, M.Sc., Ph.D., Assistant Professor
C.R. Perriault, M.A., Lecturer
D.G. Hall, Instructor
M. Hall, B.Sc., Instructor

Physics
H.C. Corben, B.Sc., M.Sc., Ph.D., Professor
P.A. Griffin, M.Sc., B.Sc., Associate Professor
A.E. Jacobs, M.Sc., Ph.D., Associate Professor
J.D. King, B.A., Ph.D., Associate Professor
M.G. Low, M.A., Ph.D., Associate Professor
P.J. O'Donnell, B.Sc., Ph.D., Associate Professor
J.M. Peer, M.Sc., Ph.D., Assistant Professor (Assistant to the Chairman for Physics and Counselling Co-ordinator for the Physical Sciences Group)
M.B. Walker, B.Eng., D. Phil., Associate Professor
G. Woolatt, B.Sc., Instructor

Psychology
G.B. Biederman, B.Sc., Ph.D., Associate Professor
B. Foerin, M.A., Ph.D., Associate Professor
M. Smith, B.A., Ph.D., Associate Professor
G. Cupchik, B.A., M.A., Ph.D., Visiting Assistant Professor
E.E. Doss, B.A., Ph.D., Assistant Professor
M.G. Efran, B.A., Ph.D., Assistant Professor
J.M. Kennedy, M.Sc., Ph.D., Assistant Professor (Counselling Co-ordinator for Psychology)
A. Kakia, M.A., C.Phil., Ph.D., Assistant Professor
N.W. Milburn, M.A., Ph.D., Assistant Professor
C.X. Powell, B.S., M.A., Ph.D., Visiting Assistant Professor
A.S. Ross, M.A., Ph.D., Assistant Professor
B. Goldenberg, B.A., Instructor

Division of Social Sciences
Chairman
I. Tams, B. Comm., M.A., Ph.D.
Associate Chairman
C.J. Sparrow, B.Sc., Ph.D.

Anthropology
T.F.S. McFarland, B.A., Ph.D., Professor
F.D. Burton, B.Sc., M.A., D.Phil., Associate Professor (Assistant Chairman, Anthropology)
C.F. Hopen, M.A., Associate Professor
R. Knight, M.A., Ph.D., Associate Professor
H.B. Schroeder, B.A., Ph.D., Associate Professor
E.G. Schwimmer, M.A., Ph.D., Associate Professor
W.W. Shirley, M.A., Ph.D., Associate Professor
M.R. Kleinmuntz, M.A., Ph.D., Visiting Associate Professor
H.E. Klein, B.A., Ph.D., Visiting Assistant Professor
G. Ellis, M.A., Lecturer
M. Latta, M.A., Lecturer
J.A. Davies, M.A., Visiting Lecturer
L. Feldhamer, M.A., Visiting Lecturer

Commerce
D.J. Tiptet, B.Com., M.B.A., Ph.D., Professor
H. Babak, B.Sc., M.B.A., C.A., Associate Professor (Assistant Chairman, Commerce)
J.D. Dermer, B.Fine., M.B.A., Ph.D., Associate Professor
D. Fowler, B.Sc., M.B.A., Lecturer

Economics
V.W. Bladen, M.A., LL.D., D.Sc., F.R.S.C., Professor Emeritus and Honorary Lecturer
A.W. Plumpton, C.B.E., M.A., Professor Emeritus
A.A. Berry, B.A., Ph.D., Professor
D.R. Campbell, M.A., LL.D., D.F.C. and Bar, Professor
D.E. Moggridge, M.A., Ph.D., Professor
L. Furnish, B.Com., M.A., Ph.D., Professor
J. Buttrick, B.S., M.A., Ph.D., Visiting Professor
M.W. Bucovetsky, M.A., Ph.D., Associate Professor
I. Cohen, M.A., Ph.D., Associate Professor (Assistant Chairman, Economics)
P.M. Menzies, B.Sc., M.A., Ph.D., Associate Professor
J.W. Jardine, B.A., Ph.D., Visiting Associate Professor
F. Boyagah, M.A., Ph.D., Assistant Professor
D.E. Campbell, B.A., Ph.D., Assistant Professor
J. Gabel, B.A., Ph.D., Assistant Professor
M. Greenstock, M.A., Ph.D., Assistant Professor
M. Knaflinsky, B.Sc., M.Phil., Ph.D., Assistant Professor
L.C. Parker, M.A., Assistant Professor
R.B. West, B.A., Ph.D., Assistant Professor
I. Bryan, M.A., Ph.D., Visiting Assistant Professor
S.S. West, B.A., Ph.D., Visiting Assistant Professor
R.M. Rydenham, B.A., M.Sc., Lecturer

Geography
R.B. Bryan, B.A., Ph.D., Associate Professor
M.F. Bunce, M.A., Ph.D., Associate Professor
P.W. Caves, M.A., D.Phil., Associate Professor
B. Greenwood, B.Sc., Ph.D., Associate Professor (Assistant Chairman, Geography)
C.J. Sparrow, B.Sc., Ph.D., Associate Professor
A. Tayyeb, M.A., Associate Professor
E.C. Ralph, B.A., M.Phil., Ph.D., Assistant Professor
E.L. Jackson, M.A., Ph.D., Visiting Assistant Professor
R. MacLaren, M.A., Special Lecturer
I. Lindsay, M.A., Visiting Lecturer

Political Science
S.J. Colman, M.A., Professor
J.E. Hodges, M.A., Ph.D., LL.D., F.R.S.C., Professor
R. Maner, B.Ed., M.A., Ph.D., Associate Professor
E.G. Andrew, B.A., Ph.D., Assistant Professor
T.J. Cotton, M.A., Ph.D., Assistant Professor
J.E. Esbrey, B.Ed., M.A., B.Sc., Ph.D., Assistant Professor
V. Falkenheim, M.A., Ph.D., Assistant Professor (Assistant Chairman, Political Science)
K.R. J. Sandbrook, M.A., Ph.D., Assistant Professor
S.G. Solomon, M.A., Ph.D., Assistant Professor
R.S. Blair, M.A., Lecturer
D. Rayside, M.A., Lecturer
A. Rubinoff, M.A., Lecturer

Sociology
R.L. James, M.A., Ph.D., Professor
J.A. Rex, B.A., Ph.D., Visiting Professor
N. Howitt, B.A., Ph.D., Associate Professor
W.W. Iasiewicz, M.A., Ph.D., Associate Professor (Assistant Chairman, Sociology)
J.A. Lee, M.A., D.Phil., Associate Professor
R. O'Toole, M.A., Ph.D., Associate Professor
L.J. Tepperman, M.A., Ph.D., Associate Professor
R.C. Beale, M.A., Ph.D., Assistant Professor
J.L. deLannoy, L.L.S., Ph.D., Assistant Professor
L.L. Howard, M.A., Ph.D., Assistant Professor
Scarborough College began full-time operation in 1965-66 as the seventh Arts and Science College of the University of Toronto. In its first four years, the College offered the General Course in Arts and the General Course in Science. With the inauguration of the New Programmes in 1969-70, Scarborough College began to offer its own programme of courses under the jurisdiction of the Council of the Faculty of Arts and Science. Since 1972-73, the College has been responsible for its own curriculum and academic regulations subject directly to the Governing Council of the University. As a result, the academic programme at Scarborough College is now a distinctive one in the University of Toronto, somewhat different from the programme on the St. George and Erindale Campuses.

Each student plans his own programme of studies from among all of the courses available. There are no compulsory courses, no compulsory areas of study, no "major" requirements. Rather students choose courses best suited to their individual interests and intellectual abilities. However, students may, if they wish, follow recommended programmes of study in various disciplines and interdisciplinary areas, and successful completion of these programmes is certified on students' academic transcripts.

Each student may also plan his own rate of progress towards his degree. Depending on interests and plans, a student may choose to receive his degree after satisfactory completion of either fifteen or twenty courses. Normally, a student in full-time attendance will complete five courses each year in the Winter Session, completing the degree requirements in either three or four years. However, a student may complete more than five courses during the Winter Session, and may also take courses for credit during the Summer Session, hence accelerating his progress towards the degree. Conversely, students may proceed more slowly towards their degrees, perhaps combining employment with study.

The College has sought to eliminate any academic distinction between students in full-time or part-time attendance. All students are eligible to register in any course, day or evening, in the Winter or Summer Session, and all students have access to the academic services and the extra-curricular life of the College.

Scarborough College seeks to make available to its students the advantages of membership of the University of Toronto in the more personal environment of a relatively small Arts and Science College on a separate campus. Students have very full resources on the Scarborough Campus (a wide range of courses, first-rate library and laboratory facilities, student residences, excellent recreational facilities and full administrative services) and may also, if they wish, draw on the extensive resources of the St. George Campus of the University. Students may take some courses on the St. George Campus if they are not available on the Scarborough Campus. Students completing the last five courses of a twenty-course degree programme, often doing very specialized work, may complete all of their courses on the St. George Campus, and about thirty percent of students in 1974-75 did so. Scarborough students have full access to the Sigmund Samuel Library and to the John Roberts Research Library; they may visit these libraries in person or make use of the Scarborough College Library's book delivery service. Scarborough students are members of the University of Toronto student organization, Athletic Association and Hart House, and have access to all of the recreational facilities and activities on the St. George Campus as well as those on the Scarborough Campus.

In its first year of full-time operation, 1965-66, Scarborough College had an enrolment of 191 students, a faculty of 43, and offered about 40 courses. In 1974-75, it had an enrolment of 3,359 full-time and 1,110 part-time students, a faculty of 205, and offered a total of 354 courses.

The Scarborough Campus is located in the eastern part of Metropolitan Toronto. The Campus consists of 202 acres, 50 acres of which are parkland and ravine land. The College building is world-renowned for its architectural design. The College is accessible from central Toronto by expressways, public transit and the free College bus services joining the College with the eastern terminal of the Toronto subway system and with the St. George Campus of the University.

For the benefit of students living in Oshawa and vicinity, the College began in 1972-73 to offer a limited number of evening courses (winter and summer) at Durham College of Applied Arts and Technology.

Library
The Library has a large and growing collection of books, periodicals, microfilms, tapes and maps now numbering over 150,000 items, and selected to support the courses offered in the College. An expert staff of librarians is on hand to help students make good use of what is available.

Staff and students may also draw on the resources of the University of Toronto's Central Library in person or by means of the daily book delivery service.

During the Winter Session, the Library is open until 10:30 p.m. Monday through Thursday and until 5:00 p.m. on Fridays. It is open from 10:00
a.m. to 5:00 p.m. on Saturdays and from 1:00 p.m. to 5:00 p.m. on Sundays. Extensive study areas outside the Library, equipped with individual study carrels, are available at any hour during the school year.

Student Services
The Student Services Office (Room 4-418C) seeks to provide a wide range of information and assistance in a congenial and relaxed atmosphere. Students are invited to drop in or to telephone 284-3292.

(1) Academic Information
Students entering the College are invited to visit the Student Services Office to discuss their plans for their first year of studies and to submit their pre-registration forms. Following this pre-registration, students are assigned faculty advisers, from whom they normally seek advice with respect to their selection of courses and other matters.

Students may obtain information and assistance with a number of other academic matters. Students are advised concerning the degree requirements and academic regulations and their interpretation in individual cases. Assistance is provided for students who wish to submit petitions for special consideration or for exemptions from one of the academic regulations. A collection of calendars and other materials is available for students planning further studies in professional faculties or graduate schools, as is advice about the admission requirements and practices of the professional faculties of the University of Toronto and other Ontario universities. Information and application forms are available to students who plan to take aptitude tests required for application for admission to various graduate and professional schools (the Graduate Record Examinations, the Dental Admissions Test, the Medical College Admission Tests and others). Information is available about study and student travel abroad.

(2) Awards and Financial Assistance
Applications for the Ontario Student Assistance Programme may be obtained from and submitted through the Student Services Office. Loan certificates and grant cheques are distributed through the office.

Students Services counsellors can: (1) check application forms to ensure that they are completed correctly (incorrectly completed applications can result in long delays); (2) answer questions about the Programme and about the likelihood of assistance for individual students; (3) explain assessments; and (4) assist students who would like to appeal their awards.

Information and (where appropriate) applications are available for University and College scholarship and bursary programmes. Applications for emergency assistance from the Scarborough College Emergency Loan Fund may be submitted through the Student Services Office.

Services counsellors. Finally, information is available about awards for graduate study in Canada and elsewhere.

(3) Career Counselling and Placement Information
(a) Career Counselling
A Career Counsellor from the University's Career Counselling and Placement Centre visits Scarborough College weekly during term to meet with students interested in discussing career plans and employment possibilities. Students may arrange appointments at the Student Services Office. Student Services counsellors also provide a limited amount of career information, particularly with respect to qualification for careers in the professions.

(b) University of Toronto On-Campus Placement Programme
A large number of employers visit the University each year to seek out appropriate graduates for employment. Employers include the Federal and Provincial governments, from the private sector, employers are primarily the large national and multinational corporations. At Student Services, students may: learn which employers will be visiting the University, read brochures from these employers describing job opportunities, and obtain and submit application forms. Interviews are conducted on the St. George Campus. The On-Campus Placement Programme begins in October each year. Graduating students are advised very strongly to begin their job search very early in the academic year.

(c) University of Toronto Permanent Job Registry
Graduating students who have not found employment by March of each year may register with the University's Permanent Job Registry, maintained by the Career Counselling and Placement Centre. After they complete a detailed registration card which covers personal, academic and work history as well as career interests, qualified graduating students are notified of employment opportunities listed with this service. Copies of the company's job opening are mailed to qualified students along with instructions on how to apply for the opening.

(d) Part-time and Summer Job Listings
Students may consult listings of part-time and temporary job opportunities and of summer job opportunities. These listings, up dated daily, contain copies of all job opportunities listed through the University's Career Counselling and Placement Centre as well as those listed directly with the Scarborough Student Services Office.

(e) Career Information Library
A small career information library, containing material about careers suitable for university graduates, is available for consultation in the Student Services Office.
Career Information Sessions
Student Services sponsors annual visits by representatives of several of the professional faculties of the University of Toronto, who meet with students to discuss requirements for admission to professional training and career prospects in fields such as medicine, law, and dentistry. Notices of these sessions are posted prominently in the College. The Career Counselling and Placement Centre sponsors a large number of "CareersTalks" early in the first term on the St. George Campus. Schedules of these talks are available at Student Services in September and October.

Housing Services
The Student Services Office provides information about, and applications for, accommodation in the Scarborough College Student Village. The Office maintains listings of private, off-campus accommodation in the area of the College: rooms, room and board accommodation, apartments and flats. Listings of private off-campus accommodation in the downtown area, maintained by the University Housing Service, will also be available at Student Services in the last half of August and the first half in September.

Pre-university Counselling
The Student Services Office makes arrangements with nearby secondary schools for students, considering the possibility of post-secondary education at Scarborough College or elsewhere, to visit the College; to sit in on classes and to discuss their impressions and their plans with Student Services counsellors. Individual students, from schools which do not participate in this programme, are invited to write or telephone the Student Services Office if they would like to arrange a visit to the College.

General Help
A University can often be a lonely and confusing place; adjustment to university life and study can be difficult. Students are invited to talk over any problems with the counsellors in Student Services who will provide a sympathetic ear, do what they can to help students to find appropriate assistance elsewhere.

Writing Laboratory
The Writing Laboratory (Room R-5223) is a free resource-and-assistance centre for students and faculty who are interested in effective academic writing. The key activity of the staff is individual tutorial guidance. Students present their work for close analysis, and receive personal consultation on such problems as organization, syntax, vocabulary, punctuation and style.

The Laboratory also sponsors seminars on the common and uncommon problems of scholarly reportage — please watch for announcements of these events — and maintains a small but very useful selection of books about writing. These volumes are available both for quick reference and for limited circulation whenever the College is in session.

The Laboratory is open during the Summer Session on Tuesdays, Wednesdays and Thursdays from 1:00 to 5:00 p.m. Beginning on September, the Laboratory will be open Monday through Friday, 10:00-12:00 and 2:00-5:00 p.m. No appointment is necessary, but call 284-3360 during Laboratory hours if you wish to reserve a time.

Student Residences
The Scarborough College Student Village consists of forty-five split-level, self-contained town houses, arranged in a village formation. The town houses accommodate four or six students per unit. In total, the town houses can house 250 students in 182 single bedrooms and thirty-four doubles. Within certain limitations a choice will be offered as to the type of unit the student wishes to live in: all female house, or co-educational house.

Each unit is fully furnished, with an equipped kitchen (including dishes and utensils), bathrooms and storage area. The design separates the bedrooms from the living area for maximum privacy. Although the houses are fully equipped for cooking and dining, students who wish to buy meals in the College's cafeterias will find them open from 8:00 a.m. until 9:00 p.m. Monday to Thursday, and from 8:00 a.m. to 4:00 p.m. on Friday. Two laundry rooms with automatic washers and dryers are available to the students in the village at reasonable cost for personal laundry. Ironing boards are also supplied. Linen, blankets, bedspreads, drapes, and cleaning equipment are also provided. Students are asked to bring their own towels, face cloths, and items of this nature.

The location of the Student Village is unique. The residences are situated just 300 yards from the College on a plateau at the top of the valley, surrounded by trees, thereby creating a self-contained community. The community was planned for active student participation. The rules in each house, regarding late noise, parties, housekeeping and that sort of thing will be determined largely by the students themselves. The Village Council elected by the students living in residence will deal with related problems. The overall residence rules are set by the Principal and the College Administrative Staff responsible for the residences.

The nearest plaza is about one mile away and downtown Toronto is about a half-hour's drive. To facilitate access to the St. George Campus, the College operates a free bus service to the nearest subway station and another directly to the St. George Campus several times a day on weekdays. Public transit buses also stop in front of the College.

Scarborough College students taking two or more courses are eligible for residence.
The residence fees for 1975-76 have not yet been established. The fees for 1974-75 were as follows: $600, for a large single bedroom (forty-five only), $645, for a standard single bedroom, and $600, for sharing a double bedroom. Residence fees cover the period from September until the day following the last day of examinations in May.

Students who wish to apply may obtain application forms together with a Residence Brochure and other related information from the Administrative Assistant to the Comptroller-Residences, (Room S-303, telephone 284-3174), or from the Student Services Office (Room S-414C, telephone 284-3292), Scarborough College, 1265 Military Trail, West Hill, Ontario, M1C 1A4.

Other Housing

Private Accommodation in Scarborough
The Student Services Office (S-414C) maintains listings of off-campus accommodation in the Scarborough area: rooms, apartments, room and board situations, etc. Since these listings change frequently, comprehensive lists cannot be mailed to students; instead, students should come to the Student Services Office.

Private Accommodation in Downtown Toronto
The University of Toronto Housing Service maintains listings of off-campus accommodation in the downtown area. Scarborough students who would prefer to live downtown are invited to consult these listings at the Housing Service at 49 St George Street. Duplicate copies of these listings, and a member of the Housing Service staff are available at Student Services in the last half of August and in the first half of September.

Health Services

The Health Service Offices are located on the third level, Room S-304, and are open from 9:00 a.m. to 5:00 p.m. daily – Monday to Friday.

Persons requiring allergy injections and immunizations may come to the Health Service Offices and see either Dr. A.M. Brels, who is available between 10:00 a.m. and 11:30 a.m. or Dr. T.W. Fox who is available between 2:00 p.m. and 3:30 p.m.

Appointments with Dr. Taylor Statton, Chief of Psychiatry, and other members of the psychiatric staff may be made by calling 284-3303, or 926-2458, between 9:00 a.m. and 5:00 p.m. There is a psychiatrist on emergency call after 5:00 p.m. who may be reached by calling the St. George Street Infirmary – 926-2458.

Every student should have an OHP number, either under their parent's registration or their own. Any student who has reached the age of twenty-one or who will turn twenty-one during the academic year should apply for OHP within thirty days of their birthday. A delay in application, (i.e. later than thirty days after the twenty-first birthday), will entail a waiting period of three months before insurance coverage comes into effect. Forms may be picked up at any bank, post office or the Health Service Offices at Scarborough College. Students should apply for their own OHP before registration.

Students who do not have a taxable income, (the reduced amount of income on which taxes are paid after deducting personal exemption and all other allowable deductions), are eligible to apply for premium assistance to apply for premium assistance to OHP.

To ensure continuous insurance coverage students who worked during the summer must complete the 104 “Termination of Employment” form and return to OHP immediately.

Athletics and Recreation

Students and staff at Scarborough College have the opportunity to enjoy a variety of sports activities which have been selected to promote fitness, health and fun. Through active participation in these programs, students are afforded a means of filling leisure hours in a way which is advantageous to their social, intellectual and physical development.

The primary emphasis in the Physical Education program is on co-educational, recreational activities which can be classed as “lifetime” sports. Such activities are promoted particularly in the free play, club and instructional levels where fitness and sports skills for present and future participation are developed. Those students who are more highly skilled are also challenged in special tournaments, intramural competition and the University of Toronto Interfaculty League.

Since the program emphasis is on co-educational, recreational activities, the facilities, have been designed to accommodate this philosophy. The main program areas are: a large gymnasium accommodating three tennis or eight badminton courts; a dance studio, four squash courts and a billiard lounge. All three are accessible to both women and men. The spacious dressing room facilities contain showers, towels and areas for weight training and individual exercise.

A section of the Highland Creek Valley forms a part of the Scarborough Campus grounds and provides a beautiful setting in which to enjoy most outdoor activities. There is bounded space for jogging and horseback riding; fields for football, soccer and archery, as well as eight excellent tennis courts complete with dressing and shower facilities.

All information regarding specific programs and services may be obtained from the Physical Education staff by coming to the office in Rooms R2257 or by telephoning 284-3303.

Each year, learn a sport – play a sport!
General Information

Application and Admission

The following information summarizes the admission requirements and application procedures of the University of Toronto. Full information is contained in the Undergraduate Admission Handbook 1975-76 (for students presenting Canadian qualifications) and the Undergraduate Admission Bulletin 1975-76 (for students presenting other qualifications than Canadian). Copies of the Admission Handbook are available at all Ontario Secondary Schools and both booklets may be obtained by writing to:

The Office of Admissions
University of Toronto
315 Bloor Street West
Toronto, Ontario, MSS 1A3

Basics of Admission

(1) Ontario Grade 13. The basis of admission for applicants whose Grade 13 program was completed in 1974-75 is outlined below; candidates who completed Grade 13 in 1971 or previously should present a seven credit program.

Entrance to the first year at the University is offered to candidates from Ontario Secondary Schools who demonstrate good standing, based upon the following evidence:

(a) Completion of Secondary School studies, including a full program of academic work at the Grade 13 level.

(b) A recommendation by the Secondary School last attended regarding probable success in University studies.

(c) A complete academic report for the last three years of Secondary School.

Individual applicants may, if they so wish, present the results of standardized tests offered by the Service for Admission to College and University (SACU) as additional evidence of their aptitude. Such information will be considered by admission and scholarship committees on an individual basis.

(2) Other Canadian Provinces and Other Countries. Students who would like to apply for admission on the basis of work completed in other Canadian provinces or in other countries should write to the Office of Admissions outlining their academic qualifications. Students who appear to be eligible for admission consideration will be mailed application forms and further information.

All applicants are required to submit evidence of facility in the English language. Applicants whose mother tongue is not English may be required to meet an appropriate standard in an recognized English facility test. Further information may be obtained from the Office of Admissions.

(3) Non-Matriculants (Mature Students). Applicants who are twenty-one years of age or older, who have been residents in Ontario for one year, and who have sound (if incomplete) academic records, will be considered for admission as non-matriculants if their matriculation status is determined by completion with high standing of one pre-university course offered by Woodsworth College (formerly the Division of University Extension).

Persons who would like to apply for admission as non-matriculants should consult with the Office of Admissions about their eligibility before undertaking a pre-university course as successful completion of such a course does not, in itself, ensure admission.

Pre-university courses are designed to assist persons who would like to be considered for admission to the University on the non-matriculant basis and also persons who want to prepare themselves for more advanced courses. They are similar to Grade 13 courses, but demand performance at the level that would be expected of the applicant in his first year of university study.

Pre-university courses are offered in: English, History, Mathematics, Physics and Chemistry. The fee is approximately $100 per course. A brochure giving additional information is available on request from: Woodsworth College, University of Toronto, 119 St. George Street, Toronto, Ontario MSS 1A3.

Admission with Advanced Standing Credit for Work Completed Elsewhere

An undergraduate who has completed work at another university, or at another faculty in the University of Toronto, may be considered for admission to Scarbrough College and advanced standing credit. Such credit is awarded only for work which is equivalent in content to course work at Scarbrough College. Applications are considered individually in terms of the student’s academic record and the courses offered at this College. Applicants must submit an Ontario Grade 13 certificate (or equivalent) and an official transcript of record from the university or faculty from which he wishes to transfer, showing the specific courses which he has completed with his standing in each.

Applications of admission with advanced standing should be submitted by 1 June 1975.
Application Procedures

(1) Current Ontario Grade 13 students. Candidates currently in Ontario Grade 13 should apply through their high school using the general application for admission of the Ontario Universities' Application Centre.

(2) Applicants other than Current Ontario Grade 13 students. All other candidates should write to the Office of Admissions, specifying their interest in Scarborough College giving details of their previous academic work. If, after evaluation, a candidate appears eligible for admission consideration, he will receive an official application.

(3) Summary of Application Dates. Applications for admission should be submitted as early as possible in the year for which the applicant seeks admission, and normally not later than the dates listed below:

1 April 1975 Application for Summer Evening Session
15 May 1975 Application for Summer Day Session
1 July 1975 Application for Winter Session

Applications for admission to the Winter Session received after 1 July 1975 may be considered, but a decision for the 1975-76 session cannot be guaranteed.

Counselling for Applicants

Applicants who have any questions or problems are invited to contact Mrs. L. Gordon, Admissions Adviser, Office of the Director of Academic Services, Scarborough College (284-3159).

Fees

(1) Summer Session, 1975

(a) Schedule of Fees

The Schedule of Fees for the Summer Session 1975 had not been announced at the time of publication of this Calendar.

To assist students in their financial planning, the Schedule of Fees for the Summer Session 1974 is given below. The Schedule of Fees for the Summer Session 1975 will be mailed to students who pre-register for courses in that session, changes in fees may well be forthcoming.

Fees for the Summer Session, 1974

<table>
<thead>
<tr>
<th>Course Load</th>
<th>Academic Fee</th>
<th>Incidental Fee</th>
<th>Total Fee</th>
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</table>

(b) Payment of Fees

Students must pay their fees in person at Scarborough College when they register in the week before classes begin for the Summer Evening or the Summer Day Session. Students taking courses in both the Summer Evening and the Summer Day Sessions must register and pay fees for all summer courses in the registration week before the beginning of Summer Evening classes.

(2) Winter Session, 1975-76

(a) Schedule of Fees

The Schedule of Fees for the 1975-76 Session had not been announced at the time of publication of this Calendar.

To assist students in their financial planning, the Schedule of Fees for the 1974-75 Session is given below. The Schedule of Fees for 1975-76 will be mailed to students who pre-register for courses in that session; changes in fees may well be forthcoming.

Fees for 1974-75

<table>
<thead>
<tr>
<th>Course Load</th>
<th>Academic Fee</th>
<th>Incidental Fee</th>
<th>Full Fees</th>
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<th>Second Installment</th>
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<td>30.00</td>
<td>720.00</td>
<td>180.00</td>
<td>540.00</td>
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</tbody>
</table>
(b) Payment of Fees

Students who have completed pre-registration procedures will be mailed fees schedules and fees forms in August. These students should mail their fees payment to the Fees Department of the University (at the address given below) by no later than Tuesday, 19 August. If payment is mailed after this date, fees clearance may well not reach Scarborough College in time to permit the student to register. If a student cannot mail his fees payment by 19 August, he should either:

(i) pay his fees in person at the Fees Department on the St. George Campus (address during August and September: the Drill Hall, 119 St. George Street), obtaining a receipted copy of his fees form, and bringing this copy to registration; or

(ii) pay his fees in person at registration.

It is strongly recommended that students make every effort to pay their fees by mail before 19 August; failure to do so may result in students’ encountering long delays at registration in September.

Students who did not complete pre-registration procedures will not receive a fees form in the summer and will be required to pay their fees in person at registration.

(c) Payment by Installments

Students enrolled in one full course or more may, if they wish, pay fees in two installments, the first installment payable at or before registration and the second on or before 15 January, 1976. Payment by installment, however, is more costly than payment of full fees at or before registration. A six dollar ($6.00) installment charge is required of part-time students who pay in installments. (Part-time students are defined as those enrolled in 3 or fewer courses.) A twelve dollar ($12.00) installment charge is required of full-time students who pay in installments. (Full-time students are defined as those enrolled in 4 or more courses.)

The second installment is due by 15 January, 1976 without further notice. Cheques or money orders should be mailed directly to the Fees Department at the address given below. Students who pay their second installments after 15 January will be charged a late payment penalty and may be charged interest on their overdue fees.

(d) Use of Awards to Pay Fees

(i) Ontario Student Assistance (OSAP)

Full-time students who receive Ontario Student Assistance (OSAP) may credit some or all of the loan portion of their awards to payment of their fees; either full fees or first installments.

If a student has been notified that he will receive OSAP, and if he would like to have some or all of his fees paid by this OSAP loan, he may submit his OSAP “Notice of Assessment” form (or a photocopy of it) along with his fees form and along with his payment for any amount of fees not covered by the OSAP loan. The “Notice of Assessment” will be accepted, up to the full amount of the loan, in lieu of a cheque or money order for fees. When the student goes to negotiate his loan, his bank will be instructed to pay the appropriate amount to the University to cover fees.

(ii) Scholarships and Bursaries

Students who will be receiving scholarships or bursaries paid by or through the University may use these awards to pay some or all of their fees. If a student pays fees in September, he may deduct the entire amount of his award from his fees payment. If a student will be paying only the first installment in September, he may deduct up to one-half the amount of the award.

(3) Form of Payment

Fees should be paid by means of a personal cheque or money order. Changed cheques, counter cheques or post-dated cheques will not be accepted. Cash can be accepted only from students who pay their fees in person at the Fees Department on the St. George Campus.

Students should make cheques payable to the “University of Toronto” in Canadian funds. Returned cheques are subject to a ten dollar ($10.00) penalty fee.

Students should print neatly on the back of their cheques or money orders: their name, their student number and “Scarborough College”.

(4) Late Registration and Late Payment of Fees

Late registration and late payment of fees, without previous written permission from the Registration Officer, are subject to the late registration fee of ten dollars ($10.00) for the first day late and one dollar ($1.00) for each further day of delay.

(5) Fees Adjustments

(a) Change of Course Load

At or before registration students are asked to state what their course load will be for the full session, both first and second terms, and to pay fees for this course load. Students may increase or reduce their stated course loads by adding or dropping courses
before the deadlines indicated in the "Academic Calendar" section of this Calendar. Students must complete a "Request to Change Stated Course Load" form at the Academic Services Office, appropriate adjustments in fees will be made.

If students decide to increase their course loads after registration, they will be charged the full fee for the additional course(s) and will also be charged a late penalty of ten dollars ($10.00) per full course or five dollars ($5.00) per half course which is added after registration. For students who increase their course loads early in the Session, the maximum late penalty will be the late registration penalty for the day on which the student increases his course load. For all students, the maximum late penalty will be twenty dollars ($20.00).

If students decide to decrease their course loads after registration, they lose a portion of the fee for the course(s) from which they withdraw. Moreover, if the reduction of course load is such that the student's status changes from full-time to part-time, the student will lose one-half of his incidental fees for a reduction of course load in the first term, or all of his incidental fees for a reduction of course load in the second term. A student whose status changes from full-time to part-time is also required to pay the full incidental fees for a part-time student. Reductions in fees charged or refunds for students who decrease their course loads will be calculated from the beginning of the academic year to the date the student signs the withdrawal form.

(b) Withdrawal

If a student decides to withdraw from his studies entirely for a given session he must notify the Academic Services Office at once and complete an official withdrawal form. Charges for fees will be calculated from the date the student completes his "Request to Change Stated Course Load" form; hence, students should complete this form immediately if they decide to reduce their course loads.

(6) Fees Receipts

(a) Fees Receipts After Registration

Fees receipts cannot be issued at registration. Students are asked to use their cancelled cheque or money order copy as a receipt. If, however, a student requires an official receipt for some purpose other than income tax, he may request such a receipt in writing from the Fees Department at the address given below.

(b) Fees Receipts for Income Tax Purposes

Fees receipts for income tax purposes ("tuition fees certificates") will be issued to cover fees payments up to the end of January 1976. The receipts cover fees received for both the 1975 Summer Session and the 1975-76 Winter Session, and should be used for the 1975 income tax return. The receipts are for academic fees only; incidental fees are not tax deductible. The tuition fees certificates may be picked up at the Academic Services Office; signs will be posted prominently in the College when they are available for pick-up. (Tuition fees certificates will be mailed to students taking courses only at Durham College, Oshawa.)

(7) Fees Inquiries and Correspondence

Inquiries and correspondence about fees should be addressed to:

The Fees Department
Office of the Comptroller
215 Harcon Street (Second Floor)
St. George Campus
University of Toronto
Toronto, Ontario M5S 1A2
Telephone: 928-2142

Registration

Pre-registration

(1) New Students and Students Re-enrolling after Absence of a Year or More

New students and students re-enrolling after absence of a year or more may pre-register for 1975-76 courses between 2 June 1975 to 1 August, 1975. Detailed information will be mailed to all newly admitted and re-enrolling students.

(2) Students who were Last Registered for the 1974-75 Session or the 1974 Summer Session

Students who are registered for the 1974-75 Session will receive their pre-registration material in March, 1975. Pre-registration course selection forms must be submitted to the Office of the Director of Academic Services by 11 April, 1975. Students are strongly advised, in their own interest, to complete their pre-registration before the 11 April deadline. Students who pre-register during the session are assured that their faculty adviser will be available for help with course selection and programme planning. Students who have completed their pre-registration will be able to pay their fees by mail in advance of registration and will complete computer-printed registration documents; as a result, they will be able to avoid long line-ups and delays during registration week.
Changes in Pre-registration Course Selection

Students may make changes in their pre-registration course selection:
(a) For the Summer Session: until two weeks before the beginning of registration.
(b) For the 1975-76 Session: until 1 August, 1975

Students should complete a "Course Change" form at the College or should write to the Office of the Director of Academic Services, clearly stating which course(s) are to be dropped and which are to be added.

Registration for the Summer Session

(1) Payment of Fees
Students who pre-registered will be mailed registration information and instructions regarding payment of fees. All students are expected to pay fees in person at registration.

(2) Registration
For registration dates please refer to the "Academic Calendar" section of this Calendar. All students must register in person; full details regarding registration procedures will be available from the Office of the Director of Academic Services in April.

(3) Course Changes
To add any course to his registration, or to delete any course from it, a student must submit a "Course Change" form to the Office of the Director of Academic Services. After pre-registration, the student may change courses until 1 August 1975. Course changes will not be accepted between 1 August and the beginning of classes. Once classes have begun, "Course Change" forms must bear the signature of the instructor in any new course the student wishes to enter. Students should consult the "Academic Calendar" section of this Calendar for the last dates to enter or withdraw from courses. If a student changes his course load after registration, he must complete a "Requested to Change Stated Course Load" form.

Registration for the Winter Session

(1) Payment of Fees
Students who have pre-registered will be mailed fees forms with detailed instructions early in August. Students are urged to pay their fees by mail before 20 August 1975 to avoid unnecessary delays during registration.

Students who did not pre-register will not receive fees forms and are expected to pay their fees in person at registration.

(2) Registration
All students (full and part-time) must register in person during registration week:
A-E Tuesday 2 Sept. 12 noon-4:30 p.m. and 6:00 p.m.-8:00 p.m.
F-L Wednesday 3 Sept. 12 noon-4:30 p.m. and 6:00 p.m.-8:00 p.m.
M-R Thursday 4 Sept. 12 noon-4:30 p.m. and 6:00 p.m.-8:00 p.m.
S-Z Friday 5 Sept. 12 noon-4:30 p.m. and 6:00 p.m.-8:00 p.m.

In order to be registered officially, a student must have selected his courses, paid his fees and signed a statement regarding his status as a student. To avoid unnecessary delays during registration students are urged to pre-register, to pay fees by mail in advance, and to attend on the registration day specified for them.

(3) Course Changes
To add any course to his registration, or to delete any course from it, a student must submit a course change form to the Office of the Director of Academic Services. After pre-registration, a student may change courses until 1 August 1975. Course changes will not be accepted between 1 August and the beginning of classes. Once classes have begun, "Course Change" forms must bear the signature of the instructor in any new course the student wishes to add. The last dates to enter or withdraw from courses. If a student changes his course load after registration, he must complete a "Requested to Change Stated Course Load" form.

Withdrawal
To withdraw from a course, a student must complete a "Course Change" form at the Office of the Director of Academic Services. If the effect of the withdrawal from the course is to reduce the student's course load, the student must also complete a "Requested to Change Stated Course Load" form. Fees for the course will be calculated from the first day of the course until the date on which the student completes the "Requested to Change Stated Course Load" form; in order to secure the best possible fee adjustment, the student should notify the Office of the Director of Academic Services at once of the withdrawal and change of course load. If the effect of the withdrawal from the course is that the student will cease entirely his studies at the College for the session, the student must also complete a withdrawal form. For the last dates for withdrawal from courses without academic penalty (without a grade of "F" being entered on the student's transcript), students should consult the "Academic Calendar" section of this Calendar.

To withdraw entirely from the College, a student must complete a "Withdrawal" form at the Office of the Director of Academic Services. Charges
for fees for students who withdraw are calculated from the first day of classes until the date the student signs the "Withdrawal" form; hence, in order to receive the best possible fee adjustment, students should advise the Office of the Director of Academic Services at once of any decision to withdraw.

Before any refund is authorized, students must: (1) return any books to the Library, pay Library fines and surrender their Library cards; (2) surrender any bookstore charge card and make arrangements to repay any outstanding account; (3) return any equipment borrowed from the Recreation Centre and surrender any locker in the Centre; and (4) surrender any College locker and parking permit (receiving a refund for the locker deposit and possible refund for part of the parking fee).

Academic Advising

Every student in the College has a personal academic adviser chosen from among the professorial staff. A new student is assigned an adviser whose own academic field lies as close as possible to the stated interests of the student; later he may get a different adviser if his interests change or become more specialized. The role of the adviser is to provide a unique personal contact which may endure throughout the student's career at the College, to assist in the selection of courses to form a coherent and useful programme, and to give other academic counsel whenever it may be needed.

New students, who have not yet been assigned a personal adviser, should contact one of the Divisional offices listed below if they need academic counselling.


Life Sciences (Biology, Psychology): Divisional Office: S-421A; telephone 284-3291.


Social Sciences (Anthropology, Commerce, Economics, Geography, Political Science, Sociology): Geography and Political Science Secretaries: RS111; telephone 284-3326


Scholarships

Admission Scholarships

A substantial number of scholarships are awarded to students entering Scarborough College with outstanding secondary school records. Students entering the College may qualify for scholarships awarded both by the University of Toronto and by Scarborough College.

A full description of the admission awards available is to be found in the booklet, University of Toronto Admission Awards, 1975-76, available at any Ontario high school.

Students currently enrolled in the Ontario Grade 13 should make application on forms available from; and submitted to the student's high school. The application deadline is 25 April, 1975. Students complete two copies of the application form: one copy for consideration for University of Toronto scholarships, the other copy for consideration for College scholarships.

Students with outstanding high school records who completed Ontario Grade 13 work prior to 1974-75, or who completed high school work outside of Ontario may also apply for admission scholarships. For University of Toronto Scholarships, applications may be obtained from, and must be returned to, The Director of Student Awards (Simcoe Hall, University of Toronto, Toronto MSS 1A1) before 1 June 1975.

In-Course Scholarships

In-course scholarships are awarded to students who achieve excellent academic standing at Scarborough College and who are continuing their studies at the College.

University of Toronto In-Course Scholarships: The University of Toronto awards a number of scholarships to students in any faculty or college. Application forms, available in the fall from the Student Services Office, must be submitted by 15 November, 1975.

Scarborough College In-Course Scholarships: The Council of Scarborough College awards a number of scholarships each spring. All students who achieve excellent academic standing will be considered; no application is necessary. Scholarship winners will receive notification of their awards at about the same time they receive their statements of academic results.

Graduating Class Prizes

Four prizes are awarded to members of the graduating class who achieve exceptionally high academic standing. The Governor General's Silver Medal. This medal is awarded to the student with the highest academic standing in the graduating class.

Prizes in Humanities, Science, and Social Sciences. These prizes which are valued at $50, are awarded to students with the highest standing in the graduating class in each of: Humanities, Science and Social Sciences.
Financial Assistance

Ontario Student Assistance Program (OSAP)
The Ontario Student Assistance Program (OSAP) will provide financial assistance to students who meet all of the following criteria.

(1) Applicants must be full-time students. In 1974-75, students were eligible for assistance if they were enrolled in at least three full courses or equivalent.

(2) Students must meet certain requirements of citizenship or landed immigrant status and of Ontario residency.

(3) Students must demonstrate financial need.

(a) In the case of students defined as “independent”, students are required to demonstrate (according to a government means test) that their resources plus the resources of their spouse (if any) are inadequate to meet their educational costs. In 1974-75, students were defined as “independent”: if they were married as of 1 September 1974; or if they had spent two periods of twelve consecutive months in the work force; or if they had completed four successful years of post-secondary education; or if they had completed a combination of one period of twelve consecutive months in the work force and three years of post-secondary study.

(b) In the case of students defined as “dependent”, students are required to demonstrate (according to a government means test) that their resources plus the resources of their parents are inadequate to meet their educational costs. In 1974-75, all students not defined as “independent” according to the above criteria were defined as “dependent”.

Assistance is provided partly in the form of an interest-free loan and partly in the form of a non-repayable grant. In 1974-75, all assistance under $850 was interest-free loan. For assistance over $850, the first $850 was loan and the remaining amount was grant. Loans are interest-free until six months after the student graduates or (for other reason) ceases full-time study, at which time interest charges commence at the prime bank rate.

In 1974-75 students received assistance in amounts ranging from as little as $50 to as much as $2,400, depending upon the Government’s assessment of the student’s need.

Each loan application is assessed individually by the Ontario Ministry of Colleges and Universities. A description of the method of assessment is available in the brochure, “Ontario Student Assistance Programme, 1975-76”, available from the Student Services Office (Room S-418C).

OSAP should be regarded as the primary source of financial assistance for needy Ontario students. Other assistance such as bursary assistance (below) is available only in small amounts to students who do not qualify to apply for Ontario Student Assistance or who have received OSAP assistance which is insufficient to meet their needs.

Students who applied for OSAP in 1974-75 (except those who indicated that 1974-75 would be their last year of study) will automatically be mailed application forms. Other students may obtain application forms from the Student Services Office (Room S-418C), telephone 284-3892, from the Office of Student Awards on the St. George Campus (Room 107, Simcoe Hall, telephone 926-2204 or 926-3913) or from any post-secondary institution in Ontario.

Students are urged to apply early. Students who have not submitted applications by 1 July may well not receive assistance in time for registration in September. Students classified as “dependent” whose parents are self-employed are urged to apply by 1 June if they hope to receive assistance in time for registration.

To be considered for full assistance, OSAP applications must be submitted by 30 September 1975. Applications submitted after this date, but before 31 January 1976, will be considered for one-half the normal assistance. Only in cases where a sudden change of circumstances createsgrave need will applications be accepted after 31 January.

If at all possible, students should submit their applications in person either to the Student Services Office or to the Office of Student Awards. Application forms are complicated and errors in their completion may result in long delays in students’ receiving notification of their awards and in their receiving assistance.

If there are significant changes in a student’s financial circumstances, and if the student would like to request a review of his OSAP application, the student should speak with one of the counsellors in the Student Services Office. If the student would merely like to have the assessment of his OSAP application explained to him, he should similarly speak with one of the Student Services counsellors.

Canada Student Loans Plan

Canada Student Loans are available to students who:

(1) are Canadian citizens or landed immigrants;
(2) have resided in Canada for an uninterrupted period of twelve months;
(3) demonstrate financial need; and who
(4) are ineligible for Ontario Student Assistance (OSAP).
In 1974-75, the maximum amount of any Canada Student Loan was $1,400. Full information about the Plan is contained in a brochure issued each spring by the Government of Canada.

For Ontario students, the application form for the Ontario Student Assistance Programme (OSAP) is also used for the Canada Student Loans Plan. Application forms and brochures are available from the Student Services Office (Room S-418C, telephone 284-3292) or from the Office of Student Awards on the St. George Campus (Room 107, Simcoe Hall, telephone 928-2204 or 928-7313).

Application forms should be submitted as early as possible, but are acceptable throughout the academic year. If at all possible, students should submit their applications in person either to the Student Services Office or to the Office of Student Awards. Application forms are complicated and errors in their completion may result in long delays in students' receiving notification of their awards and in their receiving assistance.

Assistance to Part-Time Students
In 1973-74 and 1974-75, the Government of Ontario operated, on an experimental basis, a loan plan for part-time students. At some institutions, an experimental plan involving grant assistance was also initiated.

It is anticipated that a new programme of assistance to part-time students will be available in 1975-76. Consequently, part-time students who are in need of financial assistance should enquire beginning in May 1975 about the possibility of aid for 1974-76. Enquire at the Student Services Office (Room S-418C, telephone 284-3292) or at the Office of Student Awards on the St. George Campus (Room 107, Simcoe Hall, telephone 928-2204 or 928-7313).

Short-term Loan Assistance to Full-time Students
In 1974-75, the Government of Ontario began, on an experimental basis, a short-term loan plan for full-time students who were eligible to apply for Ontario Student Assistance, but who did not qualify for assistance, or who did not receive adequate assistance to meet their needs. Loans of up to $500 were made for a maximum period of one to two years at a rate of interest of 10%.

It is anticipated that a new short-term loan plan will be available for 1975-76. Interested students should enquire, beginning in May, either at the Student Services Office or at the Office of Student Awards on the St. George Campus.

Bursaries
Bursaries are awarded to students who demonstrate both good academic achievement and financial need. In some cases, only financial need.

(1) University of Toronto and Scarborough College Bursaries. Students who are in financial need and who have achieved a good academic record are eligible to apply for University of Toronto and Scarborough College Bursaries. Application forms, available in the fall from the Student Services Office, must be submitted by 15 November 1975.

(2) Other Bursaries. Application forms are available in the fall from the Student Services Office and must be submitted by 15 November 1975.

(a) Scarborough College Alumni Association Bursaries. Gifts of the Varsity Fund, through the auspices of the Scarborough College Alumni Association, these bursaries are awarded to students in real financial need who are making satisfactory academic progress.

(b) The MacDonald Bursary. Gift of Mr. Ian MacDonald, former Administrative Assistant to the Chairman of the Division of Science, this bursary is awarded to a student who has completed at least five courses with very good standing and who demonstrates financial need.

(c) The Dr. Vivian Paskal Memorial Bursary. From a fund donated by the family, friends, colleagues and students of the late Dr. Vivian Paskal, this bursary is awarded to a student who will, in the next academic year, be completing the last five courses for a 20-credit degree, or who will be enrolling in a graduate programme in Psychology. The award is made in the first term but is paid in the following first term after the bursary recipient has registered for his or her studies.

Emergency Loans
The Scarborough College Emergency Loan Fund was established from the contributions of members of Scarborough College.

The fund is designed to provide emergency, short-term loans to students who are unable to obtain assistance from any other source and who are in need of this assistance in order to carry on with their studies. Loans are provided to assist students with essential living costs only. Because of the limited size of the fund, loans cannot be provided to help students pay tuition fees.

Students should enquire at the Student Services Office.
Discipline

(a) Academic
The Governing Council of the University of Toronto has approved a Code of Behaviour regarding academic discipline applying to all students and members of the teaching staff of the University. This Code describes the rights and freedoms to be enjoyed by members of the University. It also lists forms and behaviour regarded as academic offences in the University, and the sanctions for such offences. Examples of such offences include plagiarism, cheating in examinations, the evaluation of a student's work by irrelevant criteria, etc. Such offences may be referred to the University Disciplinary Tribunal and to other relevant disciplinary bodies in the University.

The full text of the Code of Behaviour and the Governing Council Enactment concerning the Disciplinary Tribunal can be obtained from college and faculty offices, the office of the Vice-President and Provost, the office of the Secretary of the Governing Council, and that of the Chairman of the University Disciplinary Tribunal.

(b) Discipline in non-academic matters
The Councils of University College, Scarborough, Erindale, New and Innis Colleges, the governing bodies of the Federated Universities and Affiliated Colleges, and the Councils of the Faculties, Schools and Institutes have disciplinary jurisdiction over the conduct of all students registered in those divisions of the University in all matters of local or internal concern to the divisions. Jurisdiction over the conduct of all students registered in those divisions of the University in all matters of local or internal concern to the divisions. Jurisdiction over the conduct of students while in residence rests with the body administering the residence.

Where the appropriate body exercising disciplinary jurisdiction has found that a student of the University has engaged in conduct prejudicial to the interests of the University, the Caput may, in its discretion, suspend or expel such a student from the academic privileges of the University. Every decision of the Caput involving the expulsion of a student from the University requires confirmation of the Governing Council.

A committee of the Governing Council is presently examining the whole question of non-academic discipline at the University of Toronto, and it may be that a new of significantly amended set of disciplinary structures and principles will be introduced in the session 1975-76. Enquiries should be directed to the College Registrar/Secretary of the Faculty/School or to the Office of the Vice-President – Internal Affairs, Simcoe Hall.

Campus Organizations
Responsibility for recognition of organizations where the membership is drawn from a single College, Faculty or School rests with the Council of that division. Where campus-wide organizations (or organizations drawing members from more than one division or constituency of the University) are concerned, responsibility is vested in the Internal Affairs Committee of the Governing Council.

Eligibility for recognition is assessed annually. The constitutions of every society or association, and all subsequent amendments to such constitutions, shall be submitted to the appropriate administrative officer for approval. The objectives and activities of groups seeking recognition should be seen as attempting to contribute to the educational, recreational, social or cultural values of the University. Membership in groups should be open to all members of the University community without restriction on the grounds of national origin, race, religion, colour, or sex. Status as non-voting members may be extended to interested persons from outside the University.
Degree Requirements
and Academic Regulations

General Requirements
(1) Each student plans his own programme by combining any number of courses or half-courses up to the maximum stated below subject only to the following.
(a) The degree requirements set out below shall be satisfied.
(b) All stated prerequisite and corequisite requirements shall be satisfied.
(c) Any two half-courses are equivalent to one full course; they may be from different disciplines.

(2) Students of Scarborough College are permitted to proceed towards a degree at a rate of their own choosing, except that a maximum of five full courses in the winter session may be taken by students on probation or returning from a one-year suspension.

(3) The usual load for a student who wishes a full-time programme in the winter session is five full courses or equivalent.

(4) The usual maximum load for a student in the summer session is two full courses or equivalent.

Standing in a Course
The following scale of marks and grades will be used for all courses and half-courses:

<table>
<thead>
<tr>
<th>Marks</th>
<th>Grade</th>
<th>Grade</th>
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<tr>
<td>80% - 100%</td>
<td>A</td>
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</tr>
<tr>
<td>70% - 79%</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>60% - 69%</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>50% - 59%</td>
<td>D</td>
<td></td>
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<tr>
<td>below 50%</td>
<td>Fail</td>
<td>No standing</td>
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</table>

A. NOTE: THE REGULATIONS IN THIS SECTION APPLY TO STUDENTS ADMITTED BEFORE THE 1975 SUMMER SESSION.

Requirements for the Fifteen-course Degree
A student shall be said to have completed the requirements for a fifteen-course degree when, at the end of the session which includes the fifteenth course, he has:

(1) obtained standing in at least fifteen courses;
(2) obtained standing in at least eight B- and C-level courses;
(3) obtained a final mark of 60% or better in at least eight full course equivalents; of these courses with a final mark of 60% or better, at least four must be B- or C-level courses; and,
(4) for a Bachelor of Science degree, obtained standing in at least six B- or C-level courses in one or more of the following disciplines: Astronomy, Biological Science, Chemistry, Geography*, Geology, Mathematics, Physics, Psychology.

Requirements for the Twenty-course Degree
A student shall be said to have completed the requirements for a twenty-course degree when he has:

(1) obtained standing in twenty courses;
(2) obtained standing in at least thirteen B- and C-level courses;
(3) obtained a mark of 60% or better in a total of at least twelve full course equivalents; of these twelve courses at least eight must be B- or C-level courses;
(4) for a Bachelor of Science degree, included at least nine B- or C-level courses in one or more of the following disciplines: Astronomy, Biological Science, Chemistry, Geography*, Geology, Mathematics, Physics or Psychology.

Regulations Governing Overall Standing
(1) Average Mark and Class Standing

No average mark or class standing is calculated or indicated on any transcript of record (except for full-time students in the 1972-73 session and previously, for whom average grades are indicated for these sessions only).

*The following courses in Geography fulfill the requirements for the B.Sc. degree: GGR802Y, GGR803Y, GGR807Y, GGR810Y, GGR811Y, GGR813Y, GGR803F, GGR808F, GGR813S, and GGR819F. In addition the following courses may be used to fulfill B.Sc. requirements for students researching or reading in appropriate scientific areas of Geography: GGR809F, GGR816F, GGR801Y and GGR807Y.
(2) Academic Probation

A student will be placed on academic probation if:

(a) the student fails two or more courses in any session.

or if

(b) at the end of any session (Winter or Summer) in which the fourth course is attempted, the student has obtained a grade of 'C' or higher in fewer than 50% of his course attempts since beginning studies leading to the degree. Under these circumstances, the student will be warned that he must gain the required 50% of courses at grade 'C' or better by the end of the next comparable academic session, or, in cases where this is impossible, must obtain a grade of 'C' or better in any course attempted until such time as the 50% requirement has been satisfied. In assessing the student's status at the end of the next comparable academic session, all courses attempted in the session will be counted as well as those courses from previous sessions in which the student has standing.

or if

(c) at the end of any session (Winter or Summer) subsequent to that in which the fourth course is attempted, the student has obtained a grade of 'C' or higher in fewer than 50% of the courses attempted during the session, plus those from previous sessions in which the student has standing. Under these circumstances the student will be warned that he must gain the required 50% of courses with a grade of 'C' or higher by the end of the next comparable academic session, or, in the case where that is impossible, must obtain a grade of 'C' or higher in any course attempted until such time as the 50% requirement has been satisfied. In assessing the student's status at the end of the next comparable academic session, all courses attempted in the session will be counted as well as those courses in which the student has standing from previous sessions.

(3) Suspension for One Year

A student will be suspended from the College for one calendar year if:

(a) while on academic probation the student fails two or more courses, or

(b) the student does not gain or regain the required 50% of courses at grade 'C' or better within the specified period on academic probation.

(4) Suspension for Three Years

A student will be suspended from the College for three calendar years if:

(a) the student fails six courses

(b) the student fails to satisfy the requirements for a fifteen-course degree in the first twenty attempts

(c) while on academic probation a second time the student:

(i) fails two or more courses, or

(ii) does not regain the required 50% of courses at grade 'C' or higher

(d) after return from a one-year suspension the student:

(i) fails two or more courses in any session, or

(ii) fails to recover the required 50% of courses at grade 'C' or higher by the end of the session, or, in the case where that is impossible, fails to obtain grade 'C' or higher in any course attempted until such time as the 50% requirement has been satisfied.

A student who wishes to return to studies in the College after having incurred a three-year suspension may, after the period of suspension has expired, enroll in any one session in two courses which he has not previously attempted. If the student obtains an average grade of 'B' in the two courses, and not less than 'C' in either, he will retain credit for these courses and for all courses in which he was previously successful, and he may re-enroll to complete the remaining courses required for the degree on the condition that he records no failures.

(5) Refusal of Further Registration

A failure in a course after return from a three-year suspension, or failure to obtain the specified level of performance in the first two courses attempted after such a suspension, will result in refusal of further registration in the College.

(6) Refusal of Further Registration to Special Students

A Special Student whose record is unsatisfactory may be refused further registration in the College.

B. NOTE: THE REGULATIONS IN THIS SECTION APPLY TO STUDENTS ADMITTED FOR THE 1975 SUMMER SESSION AND THE 1975-76 WINTER SESSION.

Requirements for the Fifteen-course Degree

A student shall be said to have completed the requirements for a fifteen-course degree when, at the end of the session which includes the fifteenth course, he has:

(1) obtained standing in at least fifteen courses;
(2) obtained standing in at least eight B- and C-level courses;
(3) obtained a final mark of 60% or better in at least nine full course equivalents, of these courses with a final mark of 60% or better, at least five must be B- or C-level courses; and;
(4) for a Bachelor of Science degree, obtained standing in at least six B- or C-level courses in one or more of the following disciplines: Astronomy, Biological Science, Chemistry, Geography*, Geology, Mathematics, Physics, Psychology.

Requirements for the Twenty-course Degree
A student shall be said to have completed the requirements for a twenty-course degree when he has:
(1) obtained standing in twenty courses;
(2) obtained standing in at least thirteen B- and C-level courses;
(3) obtained a mark of 60% or better in a total of at least thirteen full course equivalents; of these thirteen courses at least nine must be B- or C-level courses;
(4) for a Bachelor of Science degree, included at least nine B- or C-level courses in one or more of the following disciplines: Astronomy, Biological Science, Chemistry, Geography*, Geology, Mathematics, Physics or Psychology.

Regulations Governing Overall Standing
(1) Average Mark and Class Standing
No average mark or class standing is calculated or indicated on any transcript of record (except for full time students in the 1972-73 session and previously, for whom average grades are indicated for these sessions only).

(2) Academic Probation and Suspension for One Year
A student will be placed on academic probation or suspended for one calendar year according to his academic performance as indicated in the following table:

<table>
<thead>
<tr>
<th>Number of courses attempted</th>
<th>(i) Credits at a grade of &quot;C&quot; or higher</th>
<th>(ii) Credits at a grade of &quot;D&quot; or higher</th>
<th>Suspended for one year if fall more than</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/4 - 1/2</td>
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<tr>
<td>2 - 3/4</td>
<td>-</td>
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<tr>
<td>3 - 3/4</td>
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<td>2</td>
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<tr>
<td>41/2 - 5</td>
<td>21/2</td>
<td>31/2</td>
<td>2</td>
</tr>
<tr>
<td>51/2 - 6</td>
<td>31/2</td>
<td>41/2</td>
<td>2</td>
</tr>
<tr>
<td>6 - 7</td>
<td>31/2</td>
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<td>2</td>
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<tr>
<td>71/2 - 8</td>
<td>41/2</td>
<td>61/2</td>
<td>2</td>
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<tr>
<td>81/2 - 9</td>
<td>41/2</td>
<td>71/2</td>
<td>2</td>
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<tr>
<td>91/2 - 10</td>
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<td>131/2 - 14</td>
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<td>141/2 - 15</td>
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<td>151/2 - 16</td>
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<td>161/2 - 17</td>
<td>81/2</td>
<td>141/2</td>
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<td>171/2 - 18</td>
<td>91/2</td>
<td>151/2</td>
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<td>181/2 - 19</td>
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<td>161/2</td>
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<td>191/2 - 20</td>
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<tr>
<td>201/2 - 21</td>
<td>11</td>
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<td>211/2 - 22</td>
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<td>3</td>
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<tr>
<td>221/2 - 23</td>
<td>131/2</td>
<td>201/2</td>
<td>3</td>
</tr>
<tr>
<td>231/2 - 24</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

(3) Suspension for Three Years
A student will be suspended from the College for three calendar years:
(i) the student fails more than four courses;
(ii) the student fails to satisfy the requirements for the fifteen-course degree in the first nineteen attempts;
(iii) the student fails to satisfy the requirements for the twenty-course degree in the first twenty-four attempts;
(iv) after return from a one-year suspension, the student fails more than one course in any session;
(v) after returning from a one-year suspension, the student fails to recover the required number of credits at Grade "C" or higher (as given in the table on page 44) by the end of the session, or, in the case where that is impossible, fails to obtain a Grade "C" or higher in any course attempted until such time as the requirement has been satisfied.

*The following courses in Geography fulfill the requirements for the B.S.C. degree: GGRB01Y, GGRB03Y, GGRB07Y, GGRB10Y, GGRB11Y, GGRB13Y, GGRB15Y, GGRB17Y, GGRB19Y, GGRB21Y, GGRB23Y. In addition the following courses may be used to fulfill B.S.C. requirements for students researching or reading in appropriate scientific areas of Geography: GGRB01Y, GGRB10Y, GGRC01Y and GGRC07Y.
A student who wishes to return to studies in the College after having incurred a three-year suspension may, after the period of suspension has expired, enroll in any one session in two courses which he has not previously attempted. If the student obtains an average grade of 'B' in the two courses, and not less than 'C' in either, he will retain credit for these courses and for all courses in which he was previously successful, and he may re-enroll to complete the remaining courses required for the degree on the condition that he records no failures.

(4) Refusal of Further Registration

A failure in a course after return from a three-year suspension, or failure to obtain the specified level of performance in the first two courses attempted after such a suspension, will result in refusal of further registration in the College.

(5) Refusal of Further Registration to Special Students

A Special Student whose record is unsatisfactory may be refused further registration in the College.

C. NOTE: THE REGULATIONS IN THIS SECTION APPLY TO ALL STUDENTS.

Withdrawal from a Course (see page 35 for information about withdrawal procedure).

(1) The Winter Session, 1975-76

(a) A student may withdraw from a first term course until 15 November, 1975, from a year course until 15 March, 1976, and from a second term course until 15 March, 1976. *

(b) A student may withdraw from the College up to 15 March, 1976, without academic penalty in any year-long course or any second term course. However, if the student were to withdraw before the end of the first term but after 15 November, 1975, failure would be noted in any first term course. If the student were to withdraw after the end of the first term, credit would be retained for any first term half-courses completed and failure noted for any first term half-courses failed. *

(2) The Summer Evening Session, 1975

A student may withdraw from a first term ('F') course until 10 June, 1975, from a session-long ('V' or 'P') course until 24 July, 1975, and from a second term ('S') course until 24 July, 1975.

*In the event that November 15 or March 15 falls on a Saturday or Sunday, the final date will be moved to the following Monday.

(3) The Summer Day Session, 1975

A student may withdraw from a first term ('F') course until 16 July, 1975, from a session-long ('V' or 'P') course until 8 August, 1975, and from a second term ('S') course until 8 August, 1975.

Aegrotat Consideration

If the ability of a student to complete a course is affected by illness or domestic problems occurring after the final date for withdrawal from the course, a petition may be submitted through the Associate Dean and Registrar. If there are adequate grounds for the petition, the Division concerned will determine the status of the work done by the student and the steps, if any, that the student must take in order to complete the course. Students may be given the opportunity to submit assignments late or to write special examinations.

Any petition for aegrotat consideration must be submitted on or before the last day of the relevant examination period, together with a medical certificate which includes a statement that the student was examined at the time of the illness, or together with other evidence to support the petition.

Special Examinations

Students receiving aegrotat consideration are permitted to write special examinations. There is no provision for students to write supplemental examinations or to re-write examinations in any courses in which they have standing.

Enrolment in Courses on Other Campuses

(1) The number of Scarborough College full-course equivalents in which a student is registered plus those in which the student has standing must exceed the number of non-Scarborough College full-course equivalents in which the student is registered plus those in which the student has standing.

(2) A student enrolled in four or more full-course equivalents in a Winter Session may enrol in no more than two full-course equivalents in the same Winter Session on other Campuses.

(3) A student enrolled in four or more full-course equivalents on the last date for withdrawal from a course in a Winter Session in no more than one full-course equivalent on the St. George Campus in the Summer Session following.

(4) A student enrolled in four or more full-course equivalents in a Winter Session may not register in a St. George Campus course if there is an equivalent course available at Scarborough College in the same Winter
Petitions for Exception from the Rules

In cases involving unusual circumstances students may be granted exceptions to any of the academic regulations of the College. Students may request exceptions by means of a petition to the sub-committee on Standing. A student who would like to submit a petition should consult the Associate Dean (Academic), Room S414-C, telephone 284-3124, or the Student Services Office, Room S418-C, telephone 284-3292.

Academic Records

Degrees

A student may receive only one undergraduate Arts and Science degree from the University of Toronto, a Bachelor of Arts or a Bachelor of Science.

A student may elect to receive his degree after having completed the requirements for the fifteen-course degree or after having completed the requirements for the twenty-course degree.

A student who has elected to receive his degree after meeting the requirements for the fifteen-course degree may choose to complete the requirements for the twenty-course degree, and approval of the twenty-course degree requirements will be noted on the student’s transcript, but a second degree will not be conferred.

A student who elects to receive his fifteen-course degree must so notify the Office of the Director of Academic Services well in advance of the appropriate University Convocation. Forms for this purpose will be mailed to all eligible students well in advance.

A student who has completed the requirements for the twenty-course degree will automatically have his name placed upon the graduation list to receive his degree at the next University Convocation unless he has already received his degree after having completed the fifteen-course degree requirements. Nonetheless, to prevent any possible error a student who elects to receive his twenty-course degree should so notify the Office of the Director of Academic Services well in advance of the appropriate Convocation. Forms for this purpose will be mailed to all eligible students well in advance.

Checking of Marks

(1) Any paper with a mark of 50% or less is re-read.

(2) Courses with final examinations.

After the issue of final results and within six months of the final examination period a student may request form the Office of the Director of Academic Services a reproduction of his final examination for a fee of $5.00 to cover costs. If he subsequently wishes to have his paper read and/or a clerical check of his marks made, he must set down his reasons, and petition within six months after the final examination period.

(3) Courses with no final examinations.

Within the period specified above, a student may request to have a clerical check of his marks made upon payment of a $5.00 fee to cover costs. If an error is discovered and the mark changed upwards, the fee will be refunded.
Selection of Courses and Programmes of Study

Selection of Courses

All students are advised:

1. to include courses from at least two Divisions (Humanities, Science, Social Sciences) among their first ten courses;
2. to include some advanced work based on earlier studies within their course of study, by including at least two Core courses within a twenty-course degree programme;
3. to consider undertaking, where appropriate, at least the equivalent of one half-course in an Independent Study or Supervised Reading course in an area related to their other studies.

A. PROGRAMMES OF STUDY

A variety of academic programmes is available to students pursuing both fifteen-course and twenty-course degrees. Students who wish to affiliate themselves with any of the programmes, described below, should observe the following procedures:

1. Enrol with the supervisor of studies of the chosen programme not later than between their fifth and tenth courses;
2. Renewal at the beginning of every subsequent Winter Session;
3. In the session in which they expect to graduate, inform the supervisor of studies if they wish to have the fact of completion of the programme noted on the academic transcript.

(Students who wish to plan their studies in other areas, or in a manner different from the programmes described below, are reminded to consult the general advice given in the course descriptions for each discipline and to consult their academic advisers or other appropriate faculty members.)

The Humanities Programme

Supervisor of Studies: J. R. Warden

The Humanities Programme is designed for the student who wishes what has been known as a "liberal education". The Programme will seek to develop the critical intellectual skills of the student and to acquaint him with basic forms of approach and analysis in several areas of human endeavour. It will accomplish this by developing a coherent group of courses, within the framework established below, for each student registered in the Programme. Each student will belong to a Programme Committee which will supervise his studies. A booklet on the Humanities Programme is available in the Office of the Division of Humanities.

Taken as part of a fifteen-course degree, the student's course of study must include the following:

1. HUMA01Y
2. At least two consecutive courses in a language foreign to the student
3. At least one course in each of the three Humanities areas which follow:
   (a) Language and Literature: Classics, Drama, English, French, German, Humanities, Italian, Linguistics, Russian, Spanish;
   (b) Historical Studies: Fine Art, Greek and Roman History, History, Humanities, Linguistics;
   (c) Philosophical Studies: Classics, Humanities, Linguistics, Philosophy
4. At least one course from the Division of Science
5. At least one course from the Division of Social Sciences
6. HUMC10H
7. At least two courses based upon earlier courses

Taken as part of a twenty-course degree, the student's course of studies must include all of the courses required above and also HUMC93-99.

B. RELATED STUDIES PROGRAMMES

These programmes, which focus on an area, theme or era, may be taken as part of a fifteen-course or a twenty-course degree programme.

Development Studies

Supervisor of Studies: K. R. J. Sandvik

The systematic study of development is a fairly recent phenomenon, stimulated by the demise of formal colonialism since the end of World War II. The immense problems confronting newly-independent countries have spurred many sorts of scholarly investigation. Economists investigate patterns and means of economic development in order to discover how stagnant economies might attain self-sustaining growth. Sociologists and anthropologists study, among other things, processes of adaptation and resistance to new ways of life. Political scientists seek to uncover the effects of existing structures of domination and to suggest solutions to the crises of national disunity and political instability. Geographers examine the spatial dimensions of modernization. Historians tackle such questions as the meaning and heritage of Western imperialism in the underdeveloped areas. The study of development
Students should select at least seven full courses (or equivalent) as follows:

(1) HUMA01Y Prologue
(2) [ANTB23Y Comparative Mythology]
(3) Two of the following half-courses.
   ANTBO2S Anthropological Study of Religion
   PHIL361S Philosophy of Religion
   SOCC20S Sociology of Religion
(4) Four further courses from the remaining half-course above and the following courses:
   ANTC02S Systems of Thought
   CLAB20Y Greek and Roman Tragedy
   CLAR21T Greek and Roman Religion
   CLAR235 Christianity in the Greco-Roman World
   FARB24Y Medieval Art from IV to XIV Century
   FARB29S Early Christian and Byzantine Art
   HISB27Y Europe, 400-1100
   HISB44F Canadian Religious Traditions
   HISC21F The Witchcraft Crisis, 1500-1700
   [HISC23Y Religion and English Society, 1850-1900]
   HISC42S Church-State Relations in Canada
   HISC43S Selected Topics in Canadian Religious History
   [HUMB07S The Ulysses Factor]
   HUMB08Y Orpheus
   HUMB20Y Primitive Christian Literature and Myth
   HUMC20Y Jesus in Early Christianity and Judaism
   ITAB31Y Dante and Medieval Culture*
   PHIL87F Contemporary Philosophic Issues: The Problem of Religious Faith and Knowledge
   PHIL84F Philosophers of the Middle Ages

Courses in Religious Studies offered on the St. George Campus, especially:
REL 101 Introduction to Religion
REL 130 The Phenomenon of Religion
REL 150 Christianity: The First Thousand Years

*The prerequisite requirement for this course, a course in "Intermediate Italian", will be waived for students in the Myth and Religion programme, who will be permitted to read the works in translation.
### Quaternary Studies Programme

**Supervisor of Studies: H.B. Schroeder**

Several courses in various disciplines relate directly or indirectly to the Quaternary — that period of time encompassing the last three million years, when the formative processes underlying modern culture, landscape patterns of biogeography developed and interacted. Students with an interest in this multidisciplinary area should consult the Supervisor of Studies for further details.

#### Summer Language Institute

The Summer Language Institute offers various language programmes to students who wish to acquire language skills through intensive courses. In addition to four hours of formal instruction every day, students will participate in recreational and cultural activities (for an average of three hours day). Participation in the Summer Language Institute (except German) is a full-time activity for the period June 28 to August 9, 1975. Participants may receive credit for two full-course equivalents.

For more complete information concerning admission, bursaries and application procedures, contact the Director (Office H331A or phone 843151).

<table>
<thead>
<tr>
<th>Course</th>
<th>Title and Instructor</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>REA007</td>
<td>Introductory French</td>
<td>9:00-12:00</td>
</tr>
<tr>
<td>REA008</td>
<td>French Conversation I</td>
<td></td>
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<tr>
<td>REA010</td>
<td>Preparation for University French Studies</td>
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<tr>
<td>REB005</td>
<td>Language Practice</td>
<td>9:00-12:00</td>
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<tr>
<td>REB006</td>
<td>French Conversation II</td>
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<tr>
<td>JER010</td>
<td>Introductory German</td>
<td>9:00-12:00</td>
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<tr>
<td>JER011</td>
<td>Introductory Greek</td>
<td>9:00-12:00</td>
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<td>LAB007</td>
<td>Greek and Roman Tragedy</td>
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<tr>
<td>PAA002</td>
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<tr>
<td>PAB009</td>
<td>Cultural Aspects of Spain</td>
<td></td>
</tr>
</tbody>
</table>

### C. SPECIALIST OR MAJOR PROGRAMMES

These programmes may be taken as part of a twenty-course degree programme.

#### Chemistry

**Supervisor of Studies: R.O. Harris**

Students should complete the following fourteen courses:

1. In the first year of full-time study (or equivalent):
   - CHMA01Y Principles of Chemistry
   - MATA26Y Calculus
   - or MATA55Y Mechanics/Principles of Physics
   - or PHYA02Y

2. In the second and third years of full-time study (or equivalent):
   - CHMB01Y Inorganic Chemistry I
   - CHMB02Y Physical Chemistry I
   - CHMC01Y Organic Chemistry I
   - CHMC02Y Physical Chemistry II
   - CHMC03Y Inorganic Chemistry II
   - or MATB41F Calculus/Analysis
   - or MATB82B
   - or MATB50F
   - or MATB55S

3. In addition four more full courses in Chemistry, including at least three full courses selected from the group CHMC40F, CHMC41S, CHMC45Y, CHMC46Y, CHMC47H and the 400 level courses at the St. George Campus. At least one full course must be taken at St. George from the 400 level, or CHM332F (Crystal Chemistry) and CHM325F (Macromolecular Chemistry).

### Commerce and Economics

**Supervisor of Studies: H. Babat**

The specialist programme in Commerce and Economics is rigorous and analytical, with a heavy emphasis on Economic Theory and on the application of Economics, Mathematics and Statistics to the making of decisions. The Programme will provide the student with a foundation for a managerial career in either the private or the public sector, or for further study in such fields as Accounting, Economics, Finance, Journalism, Law and Management.
A student will be granted specialist certification if he has qualified for a twenty-course degree and has obtained standing as follows:

1) At least five full-course-equivalents in Economics, including ECOA01Y, ECOA02S, ECOB01F/S, ECOB02S, ECOB05F/S and either ECOB06S or ECOB08F/S;
2) At least five full-course-equivalents in Commerce including COMA01Y, COMB01Y, COMB02Y, and COMC02Y;
3) At least four full-course-equivalents in either fields, including MATA22Y or MATA26Y or MATA55Y and MATA56F or MATA56F, and
4) A final mark of at least 70% in five or more 2 and/or C-level full-course-equivalents in Commerce and/or Economics.

It is recommended that students who wish to specialize in Commerce and economics include ECOA01Y, MATA26Y, MATA56F and ECOA02S among their first five courses of study, and COMA01Y, ECOB01F/S, ECOB02S, ECOB05F/S and COMB02Y among their first ten courses.

Chartered Accountancy as a Career

Any graduate of a recognized university who obtains employment with a recognized firm of Chartered Accountants is eligible to register as a student in the Institute of Chartered Accountants of Ontario. After completing the study, examination and practical experience requirements, the student can qualify as a Chartered Accountant.

It is not necessary to specialize in Commerce or to take Commerce courses as part of the degree programme. However the Institute’s requirements include a prescribed number of semester hours in accounting and related subjects that must be completed after graduation if not taken previously. A number of courses in Commerce, Economics and Mathematics at Scarborough College may be acceptable for advanced standing in meeting these requirements.

If you are interested in accountancy as a career or would like further information, you are invited to consult with the Supervisor of Studies or to contact the Institute of Chartered Accountants of Ontario, 69 Bloor Street East, Toronto M4W 1B3.

Computer Science, and Computer Science and Data Management

supervisor of Studies: W.H. Brough

At present Scarborough College does not offer a full programme to qualify student for a specialist degree in Computer Science, or in Computer Science and Data Management, but students interested in such specialist programmes on the St. George Campus should complete the following courses among their first five full courses: MATA35F/R, MATA45F/R, MATA65F (or MATA55Y) and MATA40F. In addition, for the specialist programme in Computer Science and Data Management, students should complete ECOA01 and COMA01.

Complete programmes should be planned in consultation with the Supervisor of Studies.

Drama

supervisor of Studies: M. Schonberg

The establishment of a specialist programme should attract students to an in-depth study of drama.

The following is a proposal for such a programme at Scarborough College:

A student is required to complete at least ten full course equivalents and not more than fifteen full course equivalents in the area of dramatic literature and theatre. The student must obtain a minimum of 70% average in the ten required courses in order to obtain specialist designation.

The following five courses comprise the core of the programme:

DRAB01Y Drama Workshop and Seminar
DRAB03Y The History of Theatre I
DRAB04Y The History of Theatre II
ENGB11Y Varieties of Drama
ENGB33Y Modern Drama

In addition, the student must take at least one of the following courses, noting that only students who have completed successfully at least ten credits may enrol in the C-level courses:

DRAC01Y Advanced Practical Workshop and Elements of Directing
DRAC10Y Individual Studies in French Drama
DRAC11Y Individual Studies in German Drama
DRAC12Y Individual Studies in Italian Drama

The student may take only one of the Individual Studies courses in any single academic year.

The remaining four or more courses may be chosen from the following:

CLAB03Y Greek and Roman Tragedy
DRAC02Y The Director’s Theatre
DRAB05Y The Art and Nature of Comedy
ENGB04Y English Poetry and Drama 1660 to 1800
ENGB05Y Shakespeare
ENGB12Y English Drama to 1642
FRER25F French Drama of the Seventeenth Century.
Students are urged to take ECOA01Y, MATA56F (or MATA58F), ECOA02S, and either MATA22Y or MATA26Y or MATA32Y in their first year of full-time study (or equivalent). MATA23Y, MATA26Y or MATA32Y, courses in Calculus, are recommended as preliminary to ECOB01F/S which is an important course in the second year of full-time study (or equivalent).

Students enrolled in the programme may petition the Supervisor of Studies for permission to substitute other courses for some of those listed above. For example, a student may wish to substitute a course in Mathematics for one in Economics.

Economics and Commerce

Please refer to "Commerce and Economics".

English

Supervisor of Studies: W.J. Howard

A student is required to complete at least ten and not more than fifteen courses in English in a twenty-course degree programme. A student will be entitled to Specialist Certification providing he has achieved an overall average of "B" (or better) in the ten courses which comprise his basic programme in English, and to achieve "B" standing (or better) in group (9) of the basic programme.

The Basic Programme is defined as follows: (Course numbers for St. George Campus equivalent courses are indicated in parentheses. Where a Scarborough College course is not offered in the 1975-76 session, it is indicated in square brackets.)

(1) One of: ENSB01Y (200) Old English Language and Literature

ENSB02Y (312) Chaucer

[ENSC01Y (300) Advanced Studies in Beowulf and other

Old English Poetry]

[ENSC03Y (404) Studies in Middle English Language and Literature]

(2) One of: (206) (English Literature of the Renaissance)

(302) (English Prose and Poetry, 1500-1600)

(304) (English Prose and Poetry, 1600-1660)

ENSB09Y English Prose and Poetry, 1500-1660

(3) One of: ENSB04Y (413) Shakespeare

[ENSB12Y (332) English Drama to 1642]

(4) One of: ENSB04Y (306) English Poetry, Prose and Drama, 1660-1800

[ENSC05Y (415) Studies in Restoration and Eighteenth Century Literature]
English and Classics

Twelve courses made up in the following manner:

A. (1) One of:

   - ENGC03Y: Studies in Middle English and Literature
   - ENGB02Y: Chaucer
   - ENGB09Y: Prose and Poetry of the English Renaissance
   - ENGB10Y: Shakespeare
   - ENGB12Y: English Drama to 1642
   - ENGC04Y: Studies in Restoration and 18th Century Literature
   - ENGC05Y: Studies in 19th Century Literature
   - ENGC06Y: Modern Drama
   - ENGC07Y: Modern Poetry
   - ENGC08Y: Studies in Twentieth Century Literature
   - ENGC09Y: Studies in Middle English Language and Literature
   - ENGC13Y: Studies in Renaissance Literature
   - ENGC14Y: Seminar in Literary Theory and Practice
   - ENGC15Y: Senior Essay
   - ENGC16Y: Comprehensive Examinations

   (2) One of:

   - ENGC04Y: English Poetry, Prose and Drama (1600-1800)
   - ENGC05Y: Studies in Restoration and 18th Century Literature

   (3) One of:

   - ENGB03Y: Romantic Literature
   - ENGB07Y: Modern Poetry
   - ENGC08Y: Studies in 20th Century Literature

B. Four courses in Classical Languages, at least three at B-level.

C. (1) One of:

   - HUMC11Y: A seminar in Literary Theory and Practice
   - ENGC13Y: Studies in Renaissance Literature
   - ENGC14Y: Seminar in Literary Theory and Practice
   - ENGC15Y: Senior Essay

(2) One of:

   - ENGC14Y: Senior Essay
   - LATC01Y: Independent Studies

   (The student’s topic is subject to approval of his Supervisor. Studies and should bring together and integrate material from both disciplines.)

D. Two further courses to be chosen from:

   Courses offered in English, Latin, Greek.

   - CLAB01Y: Greek and Roman Epic
   - CLAB02Y: Greek and Roman Tragedy
   - DRAB05Y: The Art and Nature of Comedy
   - HUMB05Y: The Ulysses Factor

Fine Art

Supervisor of Studies: G. Scacciati

Two specialist programmes are offered within Fine Art: one in Art History, the other combining Art History and Studio Courses.

Art History

Students must complete at least ten full-course-equivalents in Fine Art, to include:

   - (1) FARA04Y.
2) One full-course-equivalent chosen from the Classical and Medieval periods.
3) Two full-course-equivalents chosen from the Renaissance or Baroque periods.
4) Two full-course-equivalents chosen from Modern and Canadian Art.
5) Two full-course-equivalent C-level courses in Art History.
6) Two further full-course-equivalents: (1) a second course from the Classical and Medieval Periods, (2) a course chosen from either Art History or Studio (FARA707F and FARA718S) or one from another discipline with direct relevance to Fine Art (see page 124). Permission for this course in another discipline must be obtained from the Supervisor of Studies.

Art

1) At least twelve full-course-equivalents in Fine Art, to include:
1) (4) A's above.
2) Five studio courses to be chosen in consultation with the studio instructors. (Note: Students seeking Type 'A' certification in the Faculty of Education require at least nine Fine Art courses, with a balance between history and studio courses. Hence, students who would like to complete the requirements both of this programme and for Type 'A' teaching certification are advised to take FARC20Y as one of their C-level courses, or to add another B-level studio course to their degree programme.)

French

Supervisor of Studies: J.A. Curtis

Students should complete at least eleven French courses, as follows:
1) Not more than two A-level FRE courses, excluding FRE400.
2) At least two FRE courses in the three following areas, with only one course in any given area counting: (a) Medieval language and literature, (b) Linguistics, (c) History of the French language.
3) In the last five courses, at least one FRE Supervised Reading course involving individual research in a specific area.
4) A mark of at least 70% in seven FRE courses counting toward specialization.
5) Pass University examinations in written and oral French (normally taken after the student has completed ten credits).
6) For students planning to specialize in linguistics, the requirements are those contained in the Calendar of the Faculty of Arts and Science (St. George Campus). For advice on interpretation of the requirements, students should consult with the Supervisor of Studies.
7) For students intending to specialize in language and literature, complete four literature courses, at least one of which should deal with a period prior to 1800 and one with a period after 1800.

(8) None of FRE400, A11, A12, B11, B12, B14, may count towards specialization.

Students planning to apply for admission to the Graduate Department of French at the University of Toronto should ensure that their undergraduate programme in French literature involves study in each of the three genres: poetry, novel, theatre. If a course in Medieval French language and literature has not been taken at the undergraduate level, students will be required to complete one successfully during the M.A. year without graduate credit.

The student's overall programme must be approved by the French Discipline and signed by the Supervisor of Studies.

Geography

Supervisor of Studies: M.F. Bones

Students should normally complete at least nine full courses (or equivalent) in Geography including the following:
(i) GGRA035 Introduction to Geography: Geographic Methods I: Cartographic and Field Methods
(ii) GGRA065 Introduction to Geography: Environmental Analysis
(iii) GGRA07F Introduction to Geography: The Surface of the Earth
(iv) GGRA08F Introduction to Geography: Regional Analysis
(v) GGRA09S Introduction to Geography: Spatial Analysis
(vi) GGRB03Y Geographic Methods II: Analytical and Quantitative Methods
(vii) GGRC01Y Supervised Research
(viii) GGRC12F Contemporary Issues in the Philosophy of Geography or GGR320 History and Philosophy of Geography (course available only on the St. George Campus)

Although students may complete specialization requirements by completing courses available on the Scarborough Campus students should also look at the Calendar of the Faculty of Arts and Science (St. George Campus) to evaluate the wide range of Geography courses offered on that campus.

German

Supervisor of Studies: H. Ohlendorf

For Specialization, students must complete a minimum of eight B-level or C-level full-course-equivalents (200, 300 or 400 series courses on the St. George Campus) including the following:
GERC04H German Studies
GERB05F Middle High German
General Linguistics Sub-programme

Students must complete within a twenty course programme the following courses in Linguistics:

1. LINA01 or LINA02
2. LINB11 or LINB02 and LINB06
3. LINB12 or LINB02 and LINB04
4. LINR07 or LINR03 and LINR15
5. LNCC1 or LNC22 or LINB10

Students must also complete two full courses of language study in a language which is neither their native tongue nor a language which they studied before entering the College. They also must complete two courses in Linguistics or in some related field, selected with the approval of the supervisor of studies.

Psycho-linguistics Sub-programme

In addition to the five basic courses listed under the General Linguistics programme, the student must complete all of the following courses:

- PSYA01 or PSYA02: Introduction to Psychology
- PSYB07: Data Analysis in Psychology
- PSYB20: Developmental Psychology
- PSYB50: Sensation and Perception
- PSYB51: Perception and Knowing
- PSYB52: Human Information Processing
- PSYB60: Brain Mechanisms and Behavior

Students are also encouraged to complete a course in Calculus, such as MATA22, MATA25 or MATA55.

Socio-linguistics Sub-programme

In addition to the five basic courses in Linguistics under the General programme, students must complete all of the following courses in Sociology:

- SOC01 or SOCA02: Introduction to Sociology
- SOCB10: Social Stratification
- SOCB13: Canadian Society
- SOCB16: Social Change

要闻: 论文“文学和德语的发展”中的“文学和德语的发展”以及“文学和德语的发展”不适用于课程要求。

Students in full-time attendance are advised to adhere to the following list of courses:

Year One:
- First Term: GERB20Y
- Second Term: GERB01; GERB02; GERB06; GERB10

Year Two:
- First Term: GERB02; GERB04; GERB05; GERB07; GERB08
- Second Term: GERB04; GERB05; GERB03; GERB07 or GERB08

Year Three:
- First Term: GERCO4; GERB15; GERB11; GERB12; GERB06
- Second Term: GERCO4; GERB03; GERB15; GERB12 or GERB11; GERB07 or GERB08

Year Four:
- First Term: GERB09F, GERB11 or GERB12
- Second Term: GERB11 or GERB12; GERCO3

History

Students of German, some of whom may later wish to attend the Faculty of Education or to continue their studies at the graduate level, are strongly urged to confer with their instructors at the earliest possible date in order to establish a comprehensive and coherent plan of study.

Sociology

Students who commenced their programme prior to Summer 1974 should complete at least one full-course equivalent of history, including HIS201Y and five advanced courses (HISB10 - HISC99). They should avoid excessive specialization in any area of History. Courses in Greek and Roman History are listed in the "Classics" entry in this Calendar.

Students entering the Specialist Programme from 1974-75 must fulfill these optional requirements: to take at least one course that deals entirely with one period prior to the year 1815; to take courses in the history of at least two different areas as defined by the faculty; to take at least two advanced courses in two of these three areas.

Linguistics

Supervisor of Studies: J.P.B. Kenyon

Students who commenced their programme prior to Summer 1974 should complete at least one full-course equivalent of History, including HIS201Y and five advanced courses (HISB10 - HISC99). They should avoid excessive specialization in any area of History. Courses in Greek and Roman History are listed in the "Classics" entry in this Calendar.

Students entering the Specialist Programme from 1974-75 must fulfill these optional requirements: to take at least one course that deals entirely with one period prior to the year 1815; to take courses in the history of at least two different areas as defined by the faculty; to take at least two advanced courses in two of these three areas.

Supervisor of Studies: R.J. Bieringa

The specialist programme in Linguistics may be taken in one of three ways, any of which requires five basic courses and four courses in other related disciplines as set out in the sub-programme.
**Mathematics**

**Supervisor of Studies: R. Dever**

Among their first five full courses students must complete MAT40F, MAT45S and MATAS2. During their second five full courses students must complete MAT840F and MAT85S.

In addition, during their twenty-course specialist degree programme students must complete MATB50F and MATB55S, MATB51F and MATB56S, MATB52S and MATB75S, MATC50F and MATC55S, MATC60F and MATC65S. They should also complete MATB70S, MATC32S, MATC52F and MATC77S, but these last four half-courses may be replaced by other Mathematics and Science courses that carry a significant mathematical content.

Complete programmes should be planned in consultation with a member of the Mathematics faculty.

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**Modern Languages and Literatures**

Co-specialist programmes are possible in a combination of any two of English, French, German, Italian, Russian, Spanish. Fourteen courses are required, seven in each of the two areas.

These programmes may render a student eligible to pursue graduate studies, and a combination which includes English or French would allow students to apply to the Faculty of Education for Type A certification.

In each case of co-specialization the students must have approval of the appropriate Supervisors of Studies.

Requirements in each subject are as follows:

**English**

- Seven full course equivalents, including one of ENGB01Y, B02Y, C01Y, C03Y. At least one course should be at the C-level.
  - Supervisor of Studies: W.J. Howard

**French**

- Seven full course equivalents, of which at least three must be literature courses, one of which must deal with the period prior to 1800, and one after 1800. No more than two may be A-level courses. Only one supervised reading course may be counted. In addition, students must pass University examinations in written and oral French. (None of FREA00, A11/12, B11/12/14 may be counted towards specialization).
  - Supervisor of Studies: J. Curtis

**German**

- Seven full course equivalents as follows: GERB02F, B03S, B04Y, B07Y, B11Y, B12Y, B15S, B16F, B20Y, C04H.
  - Supervisor of Studies: H. Ohlendorf

**Italian**

- Seven full course equivalents, of which at least two full course equivalents must be in Italian language at a level appropriate to the student's background and experience and at least four full course equivalents must be in Italian literature, including B21Y and B33Y.
  - Supervisor of Studies: A. Franceschina

**Russian**

- Seven full course equivalents as follows: RUSA01Y, B02Y, B04Y, B21Y, C01Y, C03Y and two of RUSB14F, B15S, B35S.
  - Supervisor of Studies: S. Whalen
Physics

Supervisor of Studies: H.C. Corben

Students should complete the following fourteen and one-half courses:

1. In the first year of full-time study (or equivalent):
   - PHYA01Y Elementary Mechanics
   - MATA01F Introduction to Linear Algebra
   - MATA45S Linear Algebra I
   - MATA55Y Calculus

2. In the second and third years of full-time study (or equivalent), the following courses in Physics:
   - PHYB01Y Electricity and Magnetism
   - PHYB04F Waves
   - PHYB05S Statistical Physics
   - PHYB08H Intermediate Physics Laboratory
   - PHYC01Y Quantum Physics
   - PHYC05H Advanced Physics Laboratory
   - PHYC08S Special Theory of Relativity
   - PHY352 Electromagnetic Fields and Waves

3. In the second and third years of full-time study (or equivalent), the following courses in Mathematics:
   - MATB01F Analysis
   - MATB15S Analysis II
   - MATB56S Differential Equations II
   - MATC43S Applied Mathematics and Mechanics
   - MATC60F Complex Analysis I

4. In the fourth year of full-time study (or equivalent), the following courses:
   - (a) PHY353S Thermodynamics (Course available only on the St. George Campus; students intending to specialize in Meteorology should take PHY353S prior to their last five courses)
   - (b) PHYC10Y Relativity and Cosmology
   - (c) Three 400-series courses in Physics on the St. George Campus

Complete programmes of study should be worked out individually by students in consultation with the Supervisor of Studies or other members of the faculty in Physics.
Political Science
Supervisor of Studies: A. Rubenstein
Students should obtain standing in at least ten courses in Political Science including:
(1) no more than two courses at the Introductory level
(2) two courses in Political Theory
(3) one course in Canadian Government
(4) a course in any three of the following four fields — International Relations, Comparative Government (Developed), Comparative Government (Developing), Political Behaviour

Psychology
Supervisor of Studies: R. Ferrin
Students should complete at least seven full-course-equivalents in Psychology, including:
(1) PSYA01 or PSYA02
(2) PSYB07
(3) At least two of the following: PSYB09, PSYB40 or PSYB41, PSYB51 or PSYB52, PSYB62
(4) At least two of the following: PSYB10, PSYB20, PSYB30, PSYB32
(5) At least three Coethnic half-courses, excluding PSYC90, PSYC91, PSYC92, PSYC93, PSYC98.
In addition to the above requirements it is strongly recommended that at least one full-course-equivalent be obtained through individual study: PSYC90, PSYC91, PSYC92, PSYC93, PSYC98.

Russian and Related Studies
Supervisor of Studies: S. Whalen
This twenty course area studies programme is designed for students interested in Russia and East Europe. In a world in which Russia and the socialist countries of Eastern Europe play such an important role, a programme in Russian and related studies can do much to promote a better understanding between East and West, in academic, governmental, industrial, journalistic and other fields.

The Scarborough programme is aimed at two different groups of students: first, those whose main interest is a detailed knowledge of the area with a view toward becoming specialists in Russian Languages and Literature or Russian and Soviet History, Political Science or Economics; second, those interested in a general knowledge of the area as a complement to some other field of study. The requirements for these two groups will, of course, be different.

Requirements
Students intending to specialize in the area must complete a total of ten courses in a language, four core courses, and four optional courses. Students intending to minor in the area must complete a total of seven courses: one course in a language, three core courses, and three optional courses, no more than two of which may be in the same discipline.

Students intending to pursue this programme must have their programmes approved by a Board of Study in the term in which the fifth course is completed. The Board of Study is to consist of at least one faculty representative from each of the disciplines teaching within the programme: History, Economics, Russian, Political Science and Philosophy.

Prerequisites and corequisites set by disciplines would normally be fulfilled or waived by the disciplines concerned.

Courses
Languages: Four consecutive courses in Russian language are offered (RUSA10Y, RUSA20Y, RUSA30Y, RUSA40Y).

Students are expected to begin at a level suited to their particular background and to take one or two consecutive courses depending on the extent of their specialization.

Core Courses:

<table>
<thead>
<tr>
<th>Russian</th>
<th>One full course equivalent from:</th>
</tr>
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<tbody>
<tr>
<td>BI1F</td>
<td>Prophecy in Nineteenth Century Russian Literature</td>
</tr>
<tr>
<td>BI1S</td>
<td>Women in Nineteenth Century Russian Fiction</td>
</tr>
<tr>
<td>[B21Y]</td>
<td>The Twentieth Century Russian Novel</td>
</tr>
<tr>
<td>[B23Y]</td>
<td>Soviet Russian Underground Literature from the 1920's to the Present</td>
</tr>
<tr>
<td>[C01Y]</td>
<td>Twentieth Century Russian Poetry</td>
</tr>
<tr>
<td>Political Science</td>
<td>B23Y Politics and Society in the U.S.S.R.</td>
</tr>
<tr>
<td>Economics</td>
<td>B64S Comparative Economic Systems</td>
</tr>
<tr>
<td>History</td>
<td>B07Y Russian from the Thirteenth Century to the Present</td>
</tr>
<tr>
<td></td>
<td>CI1Y The Russian Intelligentsia</td>
</tr>
</tbody>
</table>

Optional Courses:
Economics C07F Economics of Karl Marx
Political Science C03F Marxism-Leninism
C06F Comparative Communism
History B28Y Europe under the Enlightened Despots
Russian
Introduction to Russian Culture and Literature
[B12Y] Russian Drama
[B13Y] A Survey of Russian Poetry from the Seventeenth Century to the Present
Philosophy
[B12S] Marx and Marxism
Humantities
[B02F] Disaster and the Literary Imagination

Sociology
Supervisor of Studies: W. N. Jazyw
Students should complete at least seven full courses (or equivalent) in Sociology, including the following:
1. One course in research methods (e.g. SOC803Y, Methods in Social Research)
2. One course in Sociological Theory (e.g. SOC803Y, History of Social Thought)
3. At least two C-level courses

Students are encouraged to select in their programme of studies courses from a variety of other disciplines, with special encouragement to include advanced (C-level) work from other disciplines in the Social Sciences, Psychology, Philosophy, History or Mathematics.

Pre-Social Work Studies
Sociology students interested in a career in Social Work are advised to take a selection of courses in Sociology and Psychology as their core, with additional courses to be taken in related areas such as Anthropology, Economics, Geography, Philosophy, and Political Science. The special adviser for these students will assist them in selecting courses reflecting current requirements for entry into professional schools of Social Work. The special adviser is Professor R. E. Jones.

Urban Studies
Students interested in urban studies with sociological emphasis should consult with the special adviser in urban studies. A variety of course combinations are available in three- or four-year programmes. Emphasis may be on urbanization and urbanism, urban problems, the urban community, community research, environmental aspects, etc. The student will be expected to include relevant courses bearing on urban phenomena from a number of other disciplines, especially Geography, Economics, Political Science, and Anthropology. The special adviser in urban studies is Professor N. Howell.

Spanish
Supervisor of Studies: R. J. Barre
Students should complete at least nine full courses (or equivalent) in Spanish, including the following:
1. The following language courses, which students in full-time attendance are advised to take in the sequence shown:
   First year: SPAB01Y (students without Grade 13 Spanish) or SPAB02I (students with Grade 13 Spanish); SPAB04F; SPAB05S
   Second year: SPAB02F (unless completed in first year); SPAB06S; SPAB07S
   Third year: SPAB12S; SPAB20Y
2. Five full courses (or equivalent) from among the following:
   SPAB05S Pre-literary Examination of Texts
   SPAB09F Cultural Aspects of Spain
   SPAB10F Cultural Aspects of Latin America
   Survey of Literature courses: SPAB11Y, SPAB10Y, SPAB28S
   Modern Literature courses: SPAB10F, SPAB17F, SPAB27F
   SPAB29F, SPAB30F, SPAB33F, SPAB34S
   Golden Age Literature courses: SPAB23Y, SPAB25F, SPAB26S, SPAB21F
   SPAB38S Stylistics and Translation
   SPAB35S Medieval Literature: Prose
   SPAB36S Medieval Literature: Poetry
   SPAC31C10 Supervised Reading

Information on the suggested sequence, scheduling, and distribution requirements of these courses may be obtained from the Supervisor of Studies or from other members of the faculty in Spanish.

Students with Grade 13 Spanish may begin these courses in their first year of full-time study (or equivalent), students without Grade 13 Spanish, in their second year of full-time study (or equivalent).

A co-specialist programme may be taken by combining two of the specialist programmes detailed above. Such a programme must be approved by the Supervisor of Studies and the Divisional Chairman concerned.

Study Elsewhere Programme
The Study Elsewhere Programme allows students to complete one year of study at universities outside of Canada or at the French language universities.
University, it is emphasised that is the student’s responsibility to make all necessary arrangements with the host university, application for admission, application for student lodging, etc.

Evaluation
The Academic Affairs Committee, acting upon the advice of the Division and the approved supervisor, will decide in advance how many credits will be assigned for the successful completion of the Programme. In no case will a Programme Elsewhere be considered to be equivalent to more than five courses.

At the completion of the Programme the Division, on the advice of the student’s supervisor, will assign grades or standing for the credits obtained. Any transcripts, evaluations or statements of standing from the host university should be submitted and will be considered. Equivalent standing will be granted wherever this is deemed appropriate.

Regulations for Residency and Withdrawal
Students are expected to spend at least the equivalent of a Toronto winter session studying at the host university and may be required to furnish proof of registration and residence at the host institution. If a student is forced to interrupt the Programme Elsewhere and return to Toronto he may submit a late registration up to 28 September and enroll in regular courses at the University of Toronto, paying the appropriate fees. After this date a petition must be submitted through the Office of the Director of Academic Services. Up to 15 March a student may withdraw from the Programme Elsewhere without academic penalty; after this date a petition must be submitted.
Course Descriptions

Key to the Course Descriptions and the Timetable

The Course Code

(1) The Discipline Abbreviation. The first three letters of the course code indicate, in an abbreviated form, the discipline or subject area of the course.

ANTA01Y "ANT" indicates a course in Anthropology
CHM050Y "CHM" indicates a course in Chemistry
PHL007Y "PHL" indicates a course in Philosophy

(2) The Course Level. The fourth letter of the course code indicates the level of the course.

A-level courses Introductory or elementary courses
B-level courses Intermediate level courses
C-level courses Advanced courses

Hence, ANTA01Y is an introductory course in Anthropology. CHM050Y is an intermediate level course in Chemistry. PHL007Y is an advanced course in Philosophy.

(3) The Course Number. The fifth and sixth letters of the course code are simply course numbers. In most disciplines, these numbers have no particular significance, except to identify the course in a shorthand form. In some disciplines, however, they are significant – for example in History and Economics. The introductory material at the beginning of the course descriptions in any discipline points out any special significance given to course numbering.

(4) Credit Value and Duration of a Course. The final letter of the course code indicates the credit value and duration of a course.

Y A course taught throughout the session (September to May, or throughout the Summer Session) and worth one full course credit.
F A first term half-course worth one-half a course credit taught from September to December or in the first half of the Summer Session.
S A second term half-course worth one-half a course credit taught from January to May or in the second half of the Summer Session.
H A year-long course taught throughout the session but worth only one-half a course credit.

Hence, ANTA01Y is an introductory course in Anthropology taught throughout the session and worth a full-course credit. PHL007Y is an advanced course in Philosophy taught only in the second and worth one-half a course credit toward the degree requirements.

Exclusions, Prerequisites and Corequisites

(1) Exclusions. Exclusions are indicated at the end of the descriptions of some courses. If a student already has standing in a course as an exclusion, the student may not enrol in the course being described.

(2) Prerequisites: Prerequisites are indicated at the end of the descriptions of some courses. The student must have standing in the prerequisite course before he may enrol in the course being described. Prerequisite requirements may, however, be waived by the instructor in the course being described if he feels that there are adequate grounds for so doing.

To enrol in a course for which he does not meet the prerequisite requirements, a student must present to the Office of the Director of Academic Services a statement in writing from the instructor waiving the prerequisite requirement for the student.

(3) Corequisites: The student must either already have standing in a corequisite course, or he must enrol in the corequisite course at the same time as he takes the course being described. Instructors are permitted to waive corequisite requirements if the feel that there are adequate grounds for so doing. The procedure is the same as for so doing. The procedure is the same as for waiving prerequisite requirements.

(4) Exclusions, Prerequisites and Corequisites in Parentheses. Some exclusions and some prerequisite and corequisite courses are enclosed in parentheses. This indicates that the excluded, prerequisite or corequired course is no longer in the College's curriculum. A student who has standing in an excluded course contained in parentheses may not take the course being described. A student who has completed, in a previous session, a prerequisite or corequisite course contained in parentheses may make use of the course to meet the requirements of the course being described.

Course not offered in 1975-76

A number of courses are indicated in the course descriptions as not being offered in 1975-76. The course code and the title of these courses are contained in square brackets (in the course description section of the Calendar and elsewhere) and the first words of the course description are, "Course not offered in 1975-76." Students may expect that these courses will be offered in 1976-77 or in 1977-78 at the latest.
The Timetable
The timetable will be published in time for pre-registration in March. It will include:
(a) timetables for all courses, and
(b) room numbers, indicating the classrooms for all lectures, tutorials and practical classes.

Anthropology

Anthropology is the study (or science) of man, dealing with the origin, development and nature of man and his culture. As such it is concerned with human phenomena in the widest possible terms, both biological and cultural. It differs from other social sciences in its comparative and historical approach, examining man today and in the past, as part of western civilization and in relatively small-scale non-industrial societies. From this vantage point Anthropology attempts to arrive at an understanding of the common factors underlying human existence and to isolate the causes that have led and continue to lead to social and cultural change (and the differences between peoples and cultures).

Because of the vastness of its subject matter, Anthropology traditionally is divided into four sub-fields: Social-Cultural Anthropology, Prehistoric Archaeology, Physical Anthropology and Anthropological Linguistics. At the present time Scarborough College offers courses in the first three only, although the Humanities Division presents several courses in Linguistics. Students wishing to concentrate in Anthropology are advised to consult with a member of the staff, to take at least one course in each of the four subfields (as well as the ANA0) Introduction) and to obtain as broad an academic background as possible before proceeding toward the specialization of graduate study.

Students interested in Anthropology should also refer to:

ANTB01F Cultural Ecology
Course not offered in 1975-76
Prerequisite: ANA0

ANTB02S Anthropological Study of Religion
A cross-cultural study of systems of belief and myths concerning spiritual beings and the common; of social actions, rights and obligations arising out of man's postulated dependence on such beings and of magic, curing, witchcraft and sorcery. C.R. Hopen.
Prerequisite: ANA0

ANTB03S The Americas: An Anthropological Perspective
Course not offered in 1975-76.

ANTB04S The Canadian Indian Today
Canadian Indian communities as they have developed during the last twenty-five years in isolated areas, on reserves, and in cities. The legal, political and economic position of the Indian population will be presented along with more detailed study of socio-cultural patterns in a range of communities. The comparison of Indian and certain other subcultures in Canada and consideration of the analogous positions of native peoples in certain other countries.
Prerequisite: ANA0

ANTB05Y Social Anthropological Study of Africa
After a review of certain cardinal social and cultural background features of the continent, a more intensive study of comparative religions will be made. Hopefully, guest lecturers will help round out the perspective. C.R. Hopen.
Prerequisite: ANA0

ANTB06F Cultures of Oceania
Course not offered in 1975-76.

ANTB07S Comparative Slavery
An examination of "slavery" as an institution in several areas of the world, including Brazil, Africa, the Caribbean, and the United States. An effort will be made to examine the modern consequences of slavery as well. R.W. Shirley.
Prerequisite: ANA0

ANTB08F Anthropology of Development
Course offered only in the Winter Evening Session. An analysis of problems of development and underdevelopment in the world, including the problems connected with "secondary development" in industry and politics. Members of the faculty.

ANTB09S History of Ethnological Theory
A seminar discussion course on basic problems and methods in
Anthropology. A short survey of past and present anthropological theory will be presented and current schools of thought debated. Members of the faculty.

ANTB115 Man in the Pleistocene
Course offered in only the Winter Evening Session. The evolution of man in the Pleistocene. A review of the evidence and chronological framework for man’s cultural development during his first two million years. Prerequisite: ANTA01

ANTB125 Man in the Holocene
Course not offered in 1975-76

ANTB14Y Human Evolution
Course offered in only the Winter Evening Session. An analysis of the phylogeny of man. The issues and controversies that form the theoretical framework to the understanding of the fossil evidence. Readings substitute for a single text. Class discussion and presentation of assigned readings are expected. Laboratory sessions permit the student to examine fossil cast materials. L. Williams. Prerequisites: ANTA01; ANTB15 or (BI014)

ANTB15Y Introduction to Physical Anthropology
A survey of man’s place in nature: his origin (fall) and ongoing evolution (spring). Basic to the course is an understanding of the synthetic theory of evolution and the principles, processes, evidence and application of the theory. Three hours of laboratory per week acquaint the student with the methods and materials utilized by the Physical Anthropologist. G. Ellis. Prerequisite: ANTA01 or ANTB14

ANTB16S Ethnic Cultures of Canada
A consideration of contemporary subcultures in Canada and how these have developed in the last forty years. Indigenous groups (Indian- Metis-Eskimo) and formerly-immigrant groups, both rural and urban, will be treated in the same general framework. The course will attempt to place local and regional ethnic groups and subcultures in a national political and economic context.

ANTB17S Complex Societies
The focus of study will be on childhood in contemporary cultures. This will begin with varying concepts of childhood, socialization patterns throughout the non-literate world, and anthropological models. Complex societies in Indonesia, Europe and North America will provide background material on ethnography, ritual, myth, and mass media. R. Shirley. Prerequisite: ANTA01

ANTB18F Cultural Evolution
An examination of how cultural evolution has been viewed from the nineteenth century to the present and how such views relate to other approaches in Anthropology. Emphasis will be on contemporary approaches with particular concern given to the mechanisms of cultural evolution. Cases are drawn largely from ethno-historical and ethnological studies. T. F. S. McKean; M. Kihindiero. Prerequisite: ANTA01

ANTB19F Introduction to Economic Anthropology
A study of the problems of production, exchange and distribution in small scale societies. Exclusion: (ANTA02) Prerequisite: ANTA01

ANTB20Y Introduction to Social Organization
"Kinship is to Anthropology what logic is to Philosophy or the nude is to art; it is the basic discipline of the subject." (Fox). The purpose of the course is to teach something about the species Homo sapiens by analyzing variations in social structure. E. Schwimmer. Exclusion: (ANTA03) Prerequisite: ANTA01

ANTB21F Cultures of North America
A survey of indigenous cultures as they developed in North America north of Mexico before, during and after European exploration. The material will be largely drawn from a sample set of Indian societies as described in the ethnographic present (three to 300 years ago). Prerequisite: ANTA01

ANTB22Y Primate Behaviour
Course not offered in 1975-76. Prerequisite: ANTA01 or PSYA01 or BI0A03

ANTB23Y Comparative Mythology
Course not offered in 1975-76.

ANTB24V Comparative Study of Group Cultures
This will be a study of task groups, households, teams, crews, committees, councils, etc. in reference to their control of energy, infro....
ANTB26Y Introduction to Prehistoric Archaeology
A survey of the anthropological sub-discipline which is concerned with human socio-cultural development during the past three million years. Specifically, the course reviews the aims, methodology and results of prehistoric Archaeology in both the New and Old Worlds. H.R. Schröder.
Prerequisite: ANTA01

ANTB27F Archaeological Field Methods
Description for Summer Day Session, 1975. An introduction to archaeological excavation and mapping techniques. Part of the class will be spent in excavation at a site near Scarborough College. Since excavation is normally carried out during class time, students are requested to avoid taking classes both before and after this class, to permit themselves enough time for travel to and from the site.
M. Latta.
Exclusion: (ANTB13)
Prerequisite: ANTA01

ANTB27F Archaeological Field Methods
Description for Winter Session. An introduction to archaeological excavation and mapping techniques. Students will be expected to attend a five-day field trip during the week before the commencement of classes. During which they will carry out excavations at a prehistoric site and also visit museums to observe their collections. While attendance is only required during the work days, students are encouraged to camp out during this week, and should supply their own tents and food. M. Latta.
Exclusion: (ANTB13)
Prerequisite: ANTA01

[ANTB28S The Prehistoric Archaeology of Canada]
Course not offered in 1975-76.
Prerequisite: ANTA01

ANTB29Y Analysis of Archaeological Materials: Lithics and Ceramics
This course studies the cultural significance of two of the most important types of archaeological data. In the fall term: ceramics will be evaluated for raw material, construction technology, and shape and decoration. In the spring term: stone and stone-working, emphasizing different lithic techniques. M. Kieländer, M. Latta.
Prerequisite: ANTB26 or ANTB27

[ANTB30Y Language and Culture]
Course not offered in 1975-76.

[ANTB31Y Urban Anthropology]
Course not offered in 1975-76.

ANTB32S Introduction to Political Anthropology
A general survey of the role of political systems in a largely "development" framework. R. Adley.
Exclusion: (ANTA02)
Prerequisite: ANTA01

ANTB33S Primate Anatomy
Three hours per week permit two hours of laboratory dissection of non-human primates. The weekly lectures discuss functional anatomy of locomotion, manipulation, mastication, reproduction and vision. Limited enrolment: 20. F. Burton.
Prerequisites: ANTB15; ANTB14 and ANTB12 are recommended but not required

ANTB34S The African Stone Age
A survey of the cultural evidence, and its contexts, which documents the existence of prehistoric life ways for the past three million years in Africa. M. Kieländer.
Prerequisites: ANTB14 or ANTB26 or (NSCA03) or NSCB02 NSCB02

ANTB35F Prehistory of the Near East
A detailed review of the prehistoric cultures of the Near East emphasizing the Paleolithic base and the problem of the development of agriculture, settled life and the origins of cities. H.R. Schröder.
Prerequisite: ANTB26

ANTB36Y Theoretical Frameworks in Physical Anthropology
Course offered only in Winter Evening Session. Important theories and models of hominization will be examined. G. Ellis.
Prerequisites: ANTB14; ANTB15; ANTB09 is recommended but not required

ANTB37F Prehistory of Mexico and Mesoamerica
In general, this course aims at an understanding of the development and achievements of the civilizations of Mexico. We will consider two main problems: the beginnings of agriculture and its effects on culture, and the forces which contribute to the emergence or disappearance of civilization. M. Latta.
Prerequisite: ANTA01
ANTC035 Prehistory of North America-North of Mexico
This course is a complement to ANTR37, focussing on the prehistory of North America north of Mexico. The course will focus on the processes of diffusion and ecological adaptation to study the evolution and divergence of North American Indian cultures from a late Palaeolithic hunting base. M. Latte.
Prerequisite: ANTA01

ANTC025 Systems of Thought
One universal characteristic of man is to see an explanation of the universe they perceive—to reduce it to some form of order and system. It is a matter of personal faith whether this cognitive activity is viewed as occurring under divine inspiration. It is for the anthropologist to apprehend the system of thought prevailing in the cultures he studies and to relate them to social, political and economic phenomena. It is also fruitful to relate different systems of thought to each other so as to obtain a comparative perspective consistent with the facts of ecology and culture history. This course surveys the anthropological work done on these questions, especially since 1960. Some knowledge of Anthropology will be assumed. Students will be expected to familiarize themselves with a few systems of thought evolved by non-literate societies. E.G. Schwimmer.
Prerequisites: ANTB02, permission of instructor

ANTC03F Advanced Reading and Research in Anthropology
Prerequisite: Permission of instructor

ANTC04S Advanced Reading and Research in Anthropology
Prerequisite: Permission of instructor

[ANTC05S Canadian Cultures]
Course not offered in 1975-76.
Prerequisite: One B-level course in Anthropology

ANTC06S Problems in Human Evolution
Each year a different theoretical problem dealing with human evolution is analyzed. This year, the subject will be Women In Evolution. Several professors will give discussions in their fields of expertise on the possible circumstances, events, and processes influencing the status of women in society. Seminar reports treat biology, history, sociology, anthropology, etc. as the student explores one aspect of this question in detail. F. Burton, N. Howell, M. Kleinheider, M. Latte.
Prerequisite: One B-level course in a Social Sciences or permission of instructor

[ANTC07F The Social Anthropology of Pastoral Nomadic Societies]
Course not offered in 1975-76.
Prerequisite: One B-level course in Anthropology

ANTC09Y Anthropology of Humour
It is postulated that among other things, the cross-cultural study of humour should lead to a deeper understanding of core values and personality in specific societies. Limited enrolment: 15. C. Hoppe.
Prerequisites: Any two courses of ANTB02, ANTR20, ANTR22, ANTR24

Astronomy
Astronomy is one of the most challenging and dynamic areas of Science. It is basically man's attempt to gain an understanding of his place in the sidereal universe, ranging from the planetary system in which he lives to the most distant galaxies and quasars which can be seen only as they were before man walked the earth.

The advent of the 'space age' has led to an increasing impact of astronomical discoveries both on other fields of Science, and on various aspects of public life. The full extent of astronomical topics is covered at an introductory level in ASTA02 (for Science students) and ASTA03 (for non-Science students). Selected topics in Astrophysics are dealt with at a more advanced level in ASTB01 and ASTC01, while ASTU0 presents, in detail, Einstein's general theory of relativity and some of its applications.

ASTA02Y Astronomy: Exploring the Universe
In this modern look at the universe an appreciation of the techniques and implications of astronomical observations is developed through an application of familiar physical concepts to the astronomical setting. The material discussed covers observations in the entire electromagnetic spectrum, from X-rays to the radio band. It ranges from the relativity near-by solar system to the distant reaches of quasars, from the wasteland of interstellar space to the nuclear inferno deep in a stellar interior, from the quiet life of a star like the sun to its often cataclysmic demise, from the tranquility of an interstellar dust cloud to the frozen environs of a pulsar, an X-ray source or a black hole.

Completion of this course should better equip one to assess the importance of forthcoming developments to the advancement of
knowledge of the universe and to contemplate such questions as life on other worlds. Instruction in the use of the telescopes, cameras and darkroom equipment is provided for all interested students, whether their ultimate purpose is carrying out a term project or merely extra-curricular star-gazing. F.G. Eltis.

Prerequisites: Grade 12 Physics; Grade 13 Functions and Relations

ASTC03Y Astronomy, Its Early Development and Current Significance
A course, designed primarily for students with a non-science background, which contains a description of the extraterrestrial universe and of the past and present methods used to explore it. In addition to a survey of basic Astronomy, this course also emphasizes the history of man's evolving view of the universe. At the beginning of the course, the early ideas on the cosmos is discussed, from the Greek ideas up to the time of the Renaissance and the Copernican revolution. Some discussion of the impact of our knowledge of the universe on philosophy and culture is included. This approach to Astronomy, its history and its present impact, are combined with a description of all aspects of Astronomy including the latest discoveries of radio and satellite-based Astronomy. A minimum of mathematics will be used, and tutorial assignments as well as an essay are required for term work.

ASTB01Y Topics in Astrophysics: Origin and Evolution
Theories and observational evidence related to the origin and subsequent evolution of astronomical objects and to the conditions for the development of intelligent life in the universe. The course will consist of five topics – the origin and evolution of the universe as a whole, of the galaxies, of the stars, and of the solar system, and a study of the conditions for and possibilities of other life in our galaxy and the significance of the interstellar medium. R.C. Korder.

Prerequisites: PHYS 101 or PHYS 102; MATH 26 or MATH 55

ASTC01H Readings in Astrophysics
Prerequisites: ASTB01; permission of instructor

ASTC085 Special Theory of Relativity
Same course as PHYC085. Foundations of Relativity Theory, Lorentz transformations, Local reference frames, Relativistic kinematics and relativistic optics, Space-time, four-vectors, tensor algebra, relativistic particle mechanics, Relativistic electromagnetism, Stress-energy, and conservation laws.

Exclusion: PHYC084

Prerequisites: PHYS 101; PHYS 105

ASTC10Y Relativity and Cosmology
Same course as PHYB105. A brief review of the special theory of relativity and of the mathematical background of general relativity theory. General relativistic field equations in free space and in the presence of matter, gravitational radiation, cosmological theories and observations. R.C. Korder.

Exclusion: PHYC10

Prerequisites: MATH 40; PHYS 101

Biological Sciences
The study of plants and animals (including man) has developed rapidly as an experimental Science since the latter part of the nineteenth century and particularly in the last decade. Modern Biology includes the study of both structure and function of all living organisms, involving the application of Chemistry, Physics and Mathematics. In addition to their fundamental significance, studies of plant form and function have many practical applications, such as the development of improved crops, drugs, and extracts. The inter-relationships of plants, animals, and non-living influences – the discipline of ecology – is central to many of the problems confronting mankind.

A simple guide to the recommended course patterns in Biology and related subjects is available at both the Office of the Director of Academic Services and Office of the Chairman, Life Sciences (284-3291).

The following courses are normally taken in the first year of study:

BIOA03Y Introductory Biology

NSCA02Y Introduction to Natural Science: The Biological Sciences

In the second year of full-time study (or equivalent) students normally select from among the following courses:

BIOB02Y Basic Microbiology

BIOB05Y Genetics

BIOB06Y Plant Physiology

BIOB08Y Invertebrate Zoology

BIOB12Y Fundamentals of Ecology

BIOB13Y Plant Structure and Development

BIOB17Y General and Comparative Physiology

BIOB22Y Comparative Vertebrate Morphogenesis

BIOB23Y Development Biology

BIOB24Y Plant Kingdom

BIOB27Y Comparative Vertebrate Histology

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In the third year of full-time study (or equivalent) students normally select from among the following courses:

- **BIOB03S** Ecology and Physiology of Algae
- **BIOB11Y** Animal Populations and Evolution
- **BIOB15Y** Aquatic Systems
- **BIOB18F** Metabolic Control Mechanisms
- **BIOB19S** Biology of Macromolecules
- **BIOB20F** Cell Ultrastructure
- **BIOB21Y** Marine Biology
- **BIOB215** Structure of Bacteria
- **BIOB26F** Field Course in Aquatic Biology
- **BIOB30F** Phytoplankton – Methods and Techniques
- **BIOB32Y** Quaternary Plant Ecology
- **BIOB33F** Physiological Plant Ecology
- **BIOB34S** Comparative Terrestrial Ecosystems
- **BIOB35Y** Introductory Biochemistry
- **BIOB36H** Laboratory in Biochemistry

In the fourth year of full-time study (or equivalent) students normally select from among the C-level courses in Biology.

Students interested in Biology should also refer to:

- **NSCA02Y** Introduction to Natural Science: The Biological Sciences
- **NSCB02Y** Quaternary Environments and Man

### BIOB01Y Introductory Biology

This course is designed for students who intend to pursue further courses in Biology or other Natural Sciences. It offers a thorough consideration of basic biological concepts as they pertain to both plants and animals. Lectures will emphasize the ergonomics of living systems, the transmission and functions of genes, integrative functions and the origin and evolution of life. Laboratory and discussion periods will supplement the lecture material. M.F. Filipp.

**Exclusions:** (BIOA01), (BIOA02)

### BIOB02Y Basic Microbiology

The general properties of bacteria, their structure, function and relationship to man, employing selected organisms to demonstrate their significance in industry and the health sciences. The latter part of the course presents a survey of bacterial and animal viruses, rickettsia and fungi.

**Prerequisite:** (BIOA01) or (BIOA02) or BIOA03

### BIOB03S Ecology and Physiology of Algae

A lecture and laboratory course on the physiology of algae. Emphasis will be placed on factors which affect the occurrence, distribution and seasonal fluctuations of algae in fresh-water and marine habitats. C. Sparling.

**Prerequisites:** BIOA03; BIOB15

### BIOB05Y Genetics

A lecture and laboratory course in cytogenetics and the genetics of bacteria, fungi and Drosophila. M.F. Filipp.

**Prerequisite:** (BIOA01) or (BIOA02) or BIOA03

### BIOB06Y Plant Physiology

A basic lecture and laboratory course on the general physiology of plants. G.E. Israelstam.

**Prerequisite:** (BIOA01) or BIOA03

[**BIOB09Y Invertebrate Zoology**]

Course not offered in 1975-76.

### BIOB11Y Animal Populations and Evolution

A study of the process of heritable changes in animal populations with special regard to population genetics, population dynamics and species diversity. J.M. Campbell.

**Prerequisite:** BIOB05

### BIOB12Y Fundamentals of Ecology

A lecture and laboratory course, with some field work, on the relationship between organisms and their environment, with emphasis on terrestrial ecosystems. M. Marmion.

**Prerequisite:** BIOA03

### BIOB13Y Plant Structure and Development

A lecture and laboratory course dealing with the structure and development of cells, tissues and organs in seed plants. Each student will be required to do an individual microtechnique project. R. Dengler.

### BIOB15Y Aquatic Systems

A lecture and seminar course with optional field work, on the ecology of ponds, lakes and rivers, with special reference to energy transfer in these ecosystems. M. Marmion; C. Sparling.

**Prerequisite:** (BIOA01) or (BIOA02) or BIOA03

**Corequisites:** BIOB12; BIOB03 is recommended but not required

### BIOB17Y General and Comparative Physiology

The function of cells and of the organ systems which have evolved to control the environment of the individual cell within the organism. Topics include: (1) Body fluids and circulation, (2) ionic
Exclusion: (BIOB09)
Prerequisite: (BIOA01) or (BIOA02) or BIOA03

(2) Biochemistry and Molecular Biology

BIOB17S Metabolic Control Mechanisms
Offered in alternate years, not offered in 1975-76
Prerequisite: (BIOA01) or BIOA05

BIOB19S Biology of Macromolecules
The basic concepts of the molecular biology of the gene – key experimental observations. Main topics will be mechanisms of gene replication and regulation of gene activity in higher and lower organisms. Students will receive laboratory experience in the use of a range of molecular biology techniques. Limited enrolment: 36.
L.R. Brown
Exclusion: (BIOB01)
Prerequisite: (BIOA01) or (BIOA02) or BIOA03
Corequisite: BIOB05 is recommended but not required

BIOB20F Cell Ultrastructure
Current concepts in animal and plant cell ultrastructure, with particular reference to the interpretation of cell components as they appear in electron micrographs. R.E. Dengler; J.H. Youson.
Exclusion: (BIOB04)
Prerequisite: (BIOB16) or BIOB13 or BIOB24 or BIOB27

BIOB22Y Comparative Vertebrate Morphogenesis
The structure of vertebrate body systems with reference to their embryological development and evolution. This course compares the development of organism systems of representative vertebrates from the fertilized egg up to and including the adult individual. J.H. Youson; C.K. Gorinad.
Exclusion: (BIOB07), (BIOB16)

BIOB23Y Developmental Biology
The study of the morphological change and underlying molecular and cellular processes which occur during the life history of an organism. An analysis of development in a wide variety of organisms ranging from the unicellular to the eukaryotic. Particular reference will be given to the concept that regulation of gene activity is fundamental to development. Limited Enrolment: 100.
L.R. Brown; R.E. Dengler; M.F. Folkens.
Exclusion: (BIOB07)
Prerequisite: (BIOA01) or (BIOA02) or BIOA03

(3) Animal Biology

BIOB24Y Plant Kingdom
Course not offered in 1975-76.

BIOB26F Field Course in Aquatic Biology
The course will be given in late August or early September, before the beginning of term. Physical, chemical and biological aspects of various aquatic habitats will be studied intensively in a two week period of laboratory and field work, supplemented by lectures and discussion groups. Limited enrolment: 20.
M. Mantsuni; C. Spratling.
Prerequisites: B10A03; BIOB15; permission of instructor; BIOB12 is recommended but not required
Corequisite: BIOB03 is recommended but not required

BIOB27Y Comparative Vertebrate Histology
The structure of the cells, tissues, and organs making up the major body systems of a variety of vertebrates as revealed through the light and electron microscope. Differences and similarities of body systems will be discussed in relation to development, evolution and function. Each student will be required to do an individual micro-technique project. J.H. Youson.
Exclusions: (BIOB16); (BIOB04)
Corequisites: BIOB22 and BIOB20 are highly recommended but not required

BIOB30F Phytoplankton – Methods and Techniques
A seminar course, with laboratory and field work, on phytoplankton taxonomy and on practical aspects of sampling, identification and enumeration of phytoplankton. C. Spratling.
Prerequisite: BIOB13
Corequisite: BIOB03

BIOB32Y Quaternary Plant Ecology
Course not offered in 1975-76.
Prerequisite: (NSCA03) or NSCB02

BIOB33F Physiological Plant Ecology
A lecture and laboratory course on the physiological ecology of higher plants. The environmental factors which control plant growth and distribution, and the plant's mechanisms of response and adaptation to these factors, will be considered.
Prerequisites: BIOB06; BIOB12
CHMA01Y Principles of Chemistry
Treatment essentially the same subject matter as CHMA02 but with
greater emphasis upon physical concepts. For those students who
plan to specialize in Chemistry or in another Science discipline.
Exclusion: CHMA02
Prerequisites: Grade 13 Chemistry: Grade 13 Functions and
Relations
Corequisites: META26 or MATA55; PHYA01 or PHYA02 are
recommended but not required.

CHMA02Y General Chemistry
Nuclear Chemistry, atomic and molecular structure, ionic solids;
bonding in organic compounds; states of matter and equations of
state; thermochemistry; chemical equilibrium in the gas phase and
in solutions; reaction kinetics. For students who plan to take two or
three years of Chemistry in a non-specialist Science program or as
part of a pre-professional program.
Exclusion: CHMA01
Prerequisites: Grade 13 Chemistry (or Grade 12 Chemistry and
permission of instructor), Grade 13 Functions and
Relations
Corequisites: MATA22 or MATA26 or MATA55

CHMB01Y Inorganic Chemistry I
Atomic and molecular structure, including energy levels, bonding,
electronegativity, lattice energies, heats of formation and hydration.
Oxidation state diagrams. Chemistry of hydrides, halogens and
selected topics in Main Group elements. R.D. Harris.
Prerequisites: CHM001 or CHMA02

CHMB02Y Analytical Chemistry
Equilibrium and analysis: volumetric analysis, acid-base, precipitation
and complexation titrations. Electrochemistry: oxidation-reduction
equilibria and redox titrations, potentiometric (pH) titrations. Chroma-
tography, ion exchange. Gravimetric analysis. Absorption spectros-
copy. Instrumental techniques. Qualitative analysis.
Prerequisites: CHMA01 or CHMA02

CHMB03Y Physical Chemistry I
A survey of spectroscopy and its application to the analysis of the
structure of atoms and small molecules, the laws of thermo-
dynamics, their experimental origin and molecular basis; reaction
kinetics and its application to the analysis of reaction mechanisms.
Applications of these concepts in various branches of Chemistry and
Biology. R.H. Cline.
Prerequisites: CHMA01 or CHMA02; MATA26 or MATA55

CHMB05Y Organic Chemistry I
The chemistry of the principal functional groups encountered in
aliphatic and aromatic compounds, interpreted in terms of reactivity,
stereochemistry and reaction mechanisms. An introduction to
organic spectroscopy will also be given. A.J. Krege
Corequisite: CHMA01 or CHM002

CHMB03Y Introductory Biochemistry
Same course as BIOB35Y. A lecture course in General Biochemistry,
consisting of an introduction to Macromolecular Biochemistry, and
Metabolic Biochemistry.
Exclusions: BIOB35, BIOB06, CHMB03
Prerequisites: BIOA001 or BIOA02 or BIOA03 or CHMB05

CHMB135Y Laboratory in Biochemistry
Same course as BIOB135Y. A laboratory course in General Bio-
chemistry.
Exclusion: BIOB36
Prerequisites: BIOA001 or BIOA02 or BIOA03 or CHMB05
Corequisite: CHMB03

CHMC01Y Inorganic Chemistry II
A study of transition metal Chemistry including oxidation state
diagrams; atomic structure and energy levels; crystal field theory;
molecular orbital theory; a thermochemical and structural survey of
divalent ions, trivalent and higher oxidation states, and low
oxidation states, (i.e. carbonyls, nitrosyls, etc.) J. Walker.
Prerequisite: CHMB01
Corequisite: CHMB03

CHMC02Y Physical Chemistry II
Introduction to quantum mechanics and its application to theories
of atomic and molecular structure, and spectroscopy. Basic principles

Prerequisite: CHMB03

Corequisites: MATB41 or MATBS0; MATBS5

CHMC40Y Organic Chemistry II

Introduction to the structure, synthesis, and reactivity of organic compounds of biological importance. Application of organic reactions, stereochemistry, mechanisms, and synthesis. The laboratory will emphasize the use of modern physical techniques, newer synthetic methods, and the chemistry of natural products. This course will serve as prerequisite for CHMC447 (St. George) only with the consent of the instructor. T.T. Tidwell.

Exclusion: CHIM347 (St. George)

Prerequisite: CHMB05

CHMC40F Kinetics and Mechanism of Chemical Reactions

The theory and application of chemical kinetics, including rate and equilibrium processes in the gas and condensed phase of reactions of organic and inorganic compounds. Newer developments will be emphasized and topics to be covered include kinetic spectroscopy, fast reactions in solution, medium effects, and ion pairing.

Corequisites: CHMC01; CHMC02; CHMC03

CHMC41S Structure and Synthesis of Chemical Compounds

Principles of bonding, structure determination, and synthesis, as illustrated by selected recent examples of organic and inorganic compounds of particular interest. The emphasis will be on recent synthetic techniques, modern physical methods of structure determination, and theoretical interpretations.

Corequisites: CHMC01; CHMC02; CHMC03

CHMC45Y Library Thesis

A report on a selected current topic in chemistry based on literature research and carried out under the direction of one of the Chemistry staff. Approximately 260 hours of work are expected.

Prerequisite: Permission of the instructor

CHMC46Y Introduction to Research

Participation in a chemical research project under the direction of a member of the Chemistry staff, requiring approximately 260 hours of effort.

Prerequisite: Permission of the instructor

CHMC47H Library Thesis

Similar to CHMC45 but representing 150 hours of work.

Classical Studies

A study of the Greek and Roman world is crucial to an understanding of western civilization. It is also an excellent area for the student who wishes to follow a programme involving different, but related, disciplines. Courses in Classical and Greek and Roman History explore the cultural significance of the ancient world, its literature, its religion, its social and political history. In these courses all the source material is handled, in translation. But language is an important ingredient in this cultural complex. And for those who wish to see this world at closer quarters, the courses in Greek and Latin provide an opportunity to learn the languages and to study the literary and historical texts in the original.

The following arrangements of courses are recommended as forming coherent programmes in Classical Studies.

Greek Studies

Core Programme: three full courses in the Greek language (or their equivalent in half courses), GRIH01.

Other courses chosen from: GRHBO2, GRHBO4, GRHBO5, GRHBO6, CLAB01, CLAB02, CLAB03, FABB21, FABB30, FABB31, HUMB01, HUMB02, HUMB04, HUMB21, HUMB22, HUMB23, HUMB25, HUMB41, HUMC13, LINBO4, PHIB40, PHIB41, PHIB42, PHIB43.

Roman Studies

Core Programme: three full courses in the Latin language (or their equivalent in half courses), GRIH03.

Other courses chosen from: GRHBO2, GRHBO4, GRHBO7, GRHBO8, CLAB01, CLAB02, CLAB09, CLAB21, CLAB23, HUMB21, HUMB23, HUMB24, LINBO4.

Greek and Roman Studies

Core Programme: three full courses (or equivalent) in each of Latin and Greek; GRIH01, GRIH03.

Other courses chosen from the lists above.

Students interested in Classical Studies should also refer to:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>DRABO1Y</td>
<td>Nature and Art of Comedy</td>
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<tr>
<td>FABB30F</td>
<td>Crete and the Mycenaean World</td>
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<tr>
<td>FABB31S</td>
<td>Classical Greek Sculpture</td>
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<tr>
<td>HUMB07S</td>
<td>The Ulysses Factor</td>
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<tr>
<td>HUMB08Y</td>
<td>Orpheus: The Quest of Beauty</td>
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<tr>
<td>HUMB21S</td>
<td>Love and Friendship</td>
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<tr>
<td>HUMB22F</td>
<td>The Age of Pericles</td>
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</tbody>
</table>
HUMR21S The Age of Augustus
HUMR24S The Age of Nero
HUMR25F The Age of Homer
[HUMB41F Women in Ancient Greece]
HUMC13Y Seminar in Literary Theory and Practice
[PHILB40F Plato and his Predecessors II]
[PHILB41S Plato and his Predecessors II]

CLAB01Y Greek and Roman Epic
The epic genre in the classical world: its genesis in myth and history; its cultural and artistic determinants; its place in the history of ideas and in the growth of the Western literary tradition. Close reading of Homer’s Iliad and Odyssey, Virgil’s Aeneid, Lucan’s Pharsalia; reference also to other works and their contribution to the development of the genre. All texts will be read in translation. J. R. Warden.

CLAB02Y Greek and Roman Tragedy
Course offered only in the Winter Evening Session, Durham. An exploration of the nature and intent of classical tragic drama, its conventions, historical origins and cultural context, with a discussion of selected plays by Aeschylus, Sophocles, Euripides and Seneca. All texts will be read in translation. J.N. Grant.

CLAB21Y Greek and Roman Religion
Course offered only in the Winter Evening Session. An exploration of the nature and range of religious experience. Among the topics discussed will be the nature and function of mythology and its relation to religion, Homer and the Olympian gods, myth and philosophy, mystery religions and popular cults, paganism and Christianity. J.H. Corbett, J.R. Warden.

CLAB23S Christianity in the Greco-Roman World
An examination of the relationship between Christianity with its Jewish origins and the Roman Empire. E. Irwin

GRHB01Y History of Greece from 2,000 B.C. to the Death of Alexander
Political, economic, social and cultural aspects. The course will as far as possible be studied through the Greek authors (in translation), and attention will be given to the discoveries and methods of archaeology. Topics include: world of Homer; evolution of democracy; Sparta, ideal and reality; Athens and Democratic imperialism; achievements of Alexander. A. Boddington.

GRHB02Y Greek and Roman History from the Death of Alexander to the Gracchi
A study of the emergence and evolution of the Hellenistic


GRHB03Y Roman History from the Gracchi to Nero
Course not offered in 1975-76.

GRHB24F Ancient Historiography
A study of the ancient historians (Herodotus, Thucydides, Livy and Tacitus), their historical thought and their literary techniques; special attention will be given to the intellectual development of the historians in their environment. All texts will be read in translation. A. Boddington.

GRHB25Y Studies in Greek History I (c. 800-300 B.C.)
Special topics will be chosen for study, dependent on the interests and qualifications of the students. Possible examples are the institutions of Athens and/or Sparta, the role of the sea power in Greek history, the political and cultural relations between Greeks and other peoples (e.g. the effects of Alexander’s conquests). A. Boddington.
Prerequisite: GRHB01Y, or any related GRH, CLA or HUM course

GRHB26Y Studies in Greek History II (c. 800-300 B.C.)
Course not offered in 1975-76.
Prerequisite: GRHB01Y, or any related GRH, CLA or HUM course

GRHB27Y Studies in Roman History: Pompeii
The city is central to western society; our urban institutions have their origins in the European past. This course should introduce the student of urban society not only to the city in the Greco-Roman world but also to the comparative study of urban institutions in pre-Industrial societies the world over, both past and present. It is intended for students who have some background (not necessarily formal) in urban studies; it does not require a knowledge of ancient history. Emphasis will be placed on the study of Pompeii from primary source materials. Pompeii is a typical small Greco-Roman city; but it is also uniquely well preserved for our examination. The structure of the course will be determined by the students. A considerable degree of personal initiative will be expected. J.H. Corbett.

GRHB28Y Studies in Roman History
Course not offered in 1975-76.

GRKA01Y Introductory Greek
The bases of the language, with an emphasis on reading. E. Irwin
GRKB01F Plato: Apology
In addition to the text to be read there will be accompanying exercises to assist the student in further study of the Greek language.
Prerequisite: Grade 13 Greek or GRKA01 or (GRKB01)

GRKB15S Homer: Odyssey
A reading of three books of the Odyssey with discussion of the nature and literary qualities of Homeric epic.
Prerequisite: GRKB01, HUMB15 is recommended but not required.

GRKB12S Herodotus
Readings from the first Greek historian with a discussion of literary qualities and historical background. A. Buddington.
Prerequisite: GRKB01

GRKB30F Supervised Reading
E. Irwin
Prerequisite: GRKB11 or GRKB12

GRKB33F Supervised Reading
E. Irwin
Prerequisite: GRKB11 or GRKB12

GRKB35S Supervised Reading
E. Irwin

GRKB38S
GRKB39S

LATB01F Introductory Latin
The purpose of this course is to acquaint the student with the essentials of the Latin language. Although the emphasis will be on language, selected texts will be read to introduce the student to Latin literature. On completion of the course a student will be equipped to proceed to LATB03 or LATB02. J.N. Grant.
Exclusion: (LATB01)

LATB21F Virgil: Aeneid
Course not offered in 1975-76.
Prerequisite: LATB01

LATB22F Horace
A careful study of a selected number of Horace’s Odes and Epodes with attention to the social, cultural and political milieu of the poet. J. Warden.
Prerequisite: LATB01.

LATB30F Supervised Reading
LATB31F
LATB32F J.N. Grant
LATB33F Prerequisite: LATB01 or LATB02

LATB35S Supervised Reading
LATB36S
LATB37S J.N. Grant
LATB38S
LATB39S

LATC01F Independent Studies
J.R. Warden
Prerequisites: At least two of LATB21, LATB22, LATB30-31, LATB35-39; permission of instructor.

LATC02S Independent Studies
J.R. Warden
Prerequisites: At least two of LATB21, LATB22, LATB30-34, LATB35-39; permission of instructor.

Commerce
The College now offers a substantial number of courses in Commerce. Additional courses may be added in future years although there is no guarantee that a full programme will be available in the immediate future.

Courses in Commerce will help students to develop the analytical abilities needed for solving problems and making decisions in business and government and for participating in and contributing to our society in general. The courses can be used as a foundation on which to build management and professional skills. The
COMA01Y Financial Accounting
Basic theory and concepts which underlie the preparation of financial statements; development of double entry theory and practice; the accounting cycle from the recording of transactions in double entry form to the year-end entries and the preparation of financial statements; problems of measuring income.

COMB01Y Management Accounting
An introduction to cost accounting with emphasis on the use of accounting information in managerial decision-making. Topics include types of cost accounting systems, patterns of cost behaviour, problems of cost determination, allocation, budgeting and control.
Exclusions: (COMB21), (COMB22)
Prerequisites: COMA09

COMB26Y Analysis for Decision-Making
Same course as ECOB1Y; A course in the analytical formulation and solution of decision problems. The course includes treatment of multiple regression, linear and non-linear programming, statistical decision theory, queueing theory, inventory theory and simulation.
Exclusion: ECOB71
Prerequisites: ECOA02, MATA56 or MATA58, MATA22 or MATA26 or MATA55
Corequisite: ECOB01

COMB27Y Organizational Behaviour
Course offered only in Winter Evening Session
Same course as SOC237Y
Examines social factors in administration, the structuring of intra-organizational and interorganizational relationships, and the distribution of power and dependency in society. Empirical studies used in the first term will focus on single organizations. Those used in the second term will focus on industries and other interdependent organizations. Students may organize their work as a series of short, independent exercises or as a major project, and should be prepared to share their conclusions in class discussions. E.L. Howard.
Exclusions: SOC287, (SOC202)
Prerequisite: One previous course in Sociology, Commerce, Economics, or Political Science

COMB54S Industrial Relations
Same course as ECOB54S. See Economics listing for description.
Prerequisite: ECOA01 or (ECOA03)

COMC01Y Accounting Theory
An examination of some of the theoretical and practical accounting problems involved in income determination and balance sheet valuation, including the problem of changing price levels. Limited enrolment: 35.
Prerequisite: (COMB21) or COMB01

COMC02Y Corporation Finance
Same course as ECOC02. An examination of the financial environment within which Canadian companies operate. The aim is to cover the main principles of financial management and to discover the social and legal significance of the modern corporation.
Exclusion: ECOC02
Prerequisites: COMA01, ECOA02
Corequisite: ECOB01

COMC03Y Marketing
Marketing management is concerned with those business decisions directly involved in the sale of goods and services. The course examines the theory of consumer behaviour and sources of market information as well as the traditional areas of product, price, promotion and distribution.
Prerequisite: (COMB23) or COMB01

COMC20Y Business Policy
This course examines, by means of case studies and readings, the role of top management in formulating and implementing corporate strategy.
Prerequisite: (COMB22) or COMB01 or COMB26, COMB27, COMC02, COMC03.

Drama
The courses in Drama are open to all full-time or part-time students. Those wishing to specialize in the study of dramatic literature and theatre should refer to the Calendar section on specialist programmes.

DRAA01Y Drama Seminar and Workshop
The course, consisting of two interdependent parts, one theoretical, the other practical, will comprise a two-hour seminar and two hours of practical workshop each week. It will discuss the drama of various periods in terms of the non-literary elements of theatre, dealing with theatrical conventions, acting styles, and methods of production from classical times to the present. The workshop will develop a full-scale theatrical production. M.Q. Schoenberg.
The Directors' Theatre
The course will explore the work of famous theatrical companies of the Nineteenth and Twentieth centuries and the contribution to theatre made by, among others, Antoine, Stanislavsky, Craig, Belasco, Coepeau, Reinhardt, Bruch, Barrault, Brooks, Littlewood, and Grotowski. M.G. Schonberg.

The History of Theatre I
A study of the non-literary aspects of theatre from the pre-Hellenistic period to the end of the 18th Century. Areas of concentration will include classical Greek and Roman theatre, with special emphasis on the Hellenistic period, Western European Medieval dramatic traditions; the impact of the commedia dell'arte on European theatre; the Elizabethan and Jacobean dramas; the theatre of the Baroque; Neo-classicism. Acquaintance with representative plays of the various periods will be required.

The History of Theatre II
Course not offered in 1975-76.

The Art and Nature of Comedy
A study of the archetypal patterns of comedy as manifested in different periods and cultures. The major areas to be examined will be Greek and Roman comedy, commedia dell'arte, Elizabethan and Restoration comedy; and modern comedy (including burlesque and farce). These will be looked at with reference to the theory and practice of comedy and to the social aspects of this dramatic form. M. Schonberg; J. Grant. Exclusion: CLAB02

The Advanced Practical Workshop and Elements of Directing
This course is designed to enable advanced students to concentrate on problems related to the staging and direction of plays in studio situations. Prerequisite: DRA01

Individual Studies in French Theatre and Drama in Translation
Individuals will study under the supervision of members of the French section. Prerequisites: At least 10 full course equivalents, two of which must be DRA803 and DRA804. This course is open only to Drama specialists. Permission of Drama Co-ordinator required.

Individual Studies in German Theatre and Drama in Translation
Individuals will study under the supervision of members of the German section. Prerequisite: Same as for DRA10.

Economics
The Economics curriculum offers a wide variety of both theoretical and applied courses. The curriculum provides an excellent background for careers in business, government, and the professions. Many of the courses are not intended exclusively for specialists in the discipline but can be of value to students with very diverse interests.

There are certain courses which are central to the programme: the introductory course (ECON10); the introductory to advanced courses (ECON21, ECON23); and national income (ECON50), at least one among courses that provide a different perspective either on contemporary economic theory, or on ways of organizing economic activity. There is a large body of knowledge in the literature of economic history (ECON51, ECON52); the literature of economics (ECON52, ECON53); comparative economic systems (ECON54). A student who wishes to pursue Economics in depth should consider seriously acquiring a background in Accounting, Statistics, and Computer Science and, most important of all, Mathematics (especially Calculus, Probability Theory, and Linear Algebra).

Many courses in the Social Sciences complement courses in Economics so that students are urged to read the Calendar and, with the help of their advisers, to plan their programmes of study carefully.

There have been many changes in the numbering system in Economics in 1975-76 compared with earlier years. In general, the titles have remained the same, so that students should not take, in 1975-76 or beyond, the same course that they took before 1975-76. The exclusions are shown below.

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Number in 1974-75 and before</th>
<th>Number in 1975-76 and beyond</th>
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<tr>
<td>Price Theory I, II</td>
<td>ECON01Y, ECON02S</td>
<td>ECON01FAS, ECON02S</td>
</tr>
<tr>
<td>National Income and the National Economy</td>
<td>ECON02F</td>
<td>ECON01S</td>
</tr>
<tr>
<td>North American Economic History</td>
<td>ECON02Y</td>
<td>ECON01Y</td>
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</tbody>
</table>
ECO805F National Income and the National Economy
or
ECO805S An exposition of macroeconomic theory with detailed discussion of
the theory of output, employment, and the price level, and of
techniques for achieving economic stability. There is also some dis-
cussion of Canadian financial institutions and markets, and of the
interrelationships between international exchanges and the domestic
price level and employment. J. Gemello.
Exclusion: (ECO802)
Prerequisite: ECOA01 or (ECOA03)
ECO806S Macroeconomic Policy
An examination of public policies for influencing and controlling the
level of national income, employment, and the price level.
J. Gemello.
Exclusion: (ECO818)
Prerequisite: ECO805
ECO808F Money and Banking
or
ECO808S to be offered only in the Winter Evening Session.
The focus will be on analysis of monetary theory and monetary
policy.
Exclusion: (ECO811)
Prerequisite: ECOA01 or (ECOA03)
ECO808S
ECO809F
ECO811S
ECO812S
ECO813S
ECO814S
ECO815S
ECO816S
ECO817F
ECO818S
ECO819F
ECO820F
ECO821S
ECO821Y
Introduction to Economics
A study of economic theory and its application to contemporary
Canadian economic problems. Problems discussed will include: un-
employment, inflation, pollution, poverty, monopoly, members of
the faculty.
ECO802F Quantitative Methods in Economics
An introduction to basic statistical methods and their applications to
economic problems. Some discussion of the use and testing econom-
ic models is undertaken.
Exclusion: (SOSA01)
Prerequisite: MATA56 or MATA58
Corequisite: ECOA01 or (ECOA03)
ECO805F Price Theory I
or
ECO805S Intermediate level development of the principles of microeconomic
theory. The primary emphasis is on static partial equilibrium analysis.
Topics include theory of the consumer, theory of production, theory
of the firm. M. Kraskinsky and P. Bourguignon.
Prerequisite: ECOA01 or (ECOA03)
ECO802S Price Theory II
A continuation of Price Theory I. The course theories of per-
fected competition, market imperfections, factor prices, general equilib-
rium analysis and welfare economics. M. Kraskinsky and P. Bourguignon.
Prerequisite: ECO801
ECO808F
ECO808S
ECO809F
ECO811S
ECO812S
ECO813S
ECO814S
ECO815S
ECO816S
ECO817F
ECO818S
ECO819F
ECO820F
ECO821S
ECO821Y
ECO822F
ECO822S
ECO822S
ECO823S
ECO824S
ECO825S
ECO826F
ECO826S
ECO827S
ECO828F
ECO828S
ECO829F
ECO831S
Economies of the Public Sector: Taxation
This course is concerned with the revenue side of government
finance. In particular, it deals with existing tax structures, in Canada
and elsewhere, and with criteria for tax design. Some attention will
also be given to the use of government fiscal policy to regulate the
level of economic activity. J. Gemello.
Exclusion: (ECO807)
Prerequisite: ECO801 or (ECOA03)
ECOB32F Economics of the Public Sector: Expenditures
A study of resource allocation in relation to the public sector, with emphasis and decision criteria for public expenditures. The distinction between public and private goods is central to the course. Special topics discussed include: pollution, the economics of education, fiscal federalism, urban problems.
Exclusion: (ECOB08)
Prerequisite: ECOA01 or (ECOA03)

ECOB35S Public Decision Making
The economics of non-competitive decision making, cost-benefit analysis, voting models, evaluation of public policy, theories of organization. Case studies of public decisions will be included.
M. Krasker
Prerequisite: ECOA01 or ECOB01

ECOB41S Industrial Organization
The economics of the firm in a market environment. The aim is to study business behaviour and public policy with respect to advertising, concentration, competition, rate-setting, etc.
Exclusion: (ECOB16)
Prerequisite: ECOA01 or (ECOA03)

ECOB44S Economics of the Family
The family as a functional unit in economic society. The division of economic activity within the family and in relation to the market economy. Topics may include: marriage, fertility, day care, human capital, household production, discrimination, consumer protection.
Prerequisite: ECOB01

ECOB45F Poverty and Income Distribution
A study of alternative theories of income distribution with application to poverty and income distribution in Canada. Includes an analysis of the impact of alternative income maintenance schemes such as welfare, negative income taxes, wage subsidies, unemployment insurance, minimum wages, human resource development and public expenditures, taxes and subsidies, as well as the impact of aggregate demand policies on the distribution of income.
M. Gendron
Prerequisite: ECOA01 or (ECOA03)

ECOB47F Urban Economics
Course offered in only the Winter Evening Session.
Economic analysis is applied to contemporary urban problems. Topics discussed include: housing and urban renewal, poverty and income maintenance, education, metropolitan organization of urban areas, J. Genadio.
Exclusion: (ECOB07)
Prerequisite: ECOA01 or (ECOA03)

ECOB51S Labour Economics
The course is designed to apply the basic tools of labour economics to various policy issues such as: fertility and family formation; labour force participation; hours of work, overtime and moonlighting; mobility and migration; the effect of market structures on the wage-employment decision; the role of wage structures; unions, types and incidence of unemployment; wage-price guidelines and the wage-price-employment trade-offs; the impact of institutional constraints such as unions, featherbedding, minimum wages, wage parity, sex discrimination, occupational licensing, unemployment insurance, wage subsidies and negative unions tax plans.
Prerequisite: ECOB01

ECOB54S Industrial Relations
Same course as COMB545. A study of industrial relations in the Canadian setting. Topics include industrial relations theory and systems; history, philosophy and structure of unions; labour law, and collective bargaining.
Prerequisite: ECOA01 or (ECOA03)

ECOB61F International Economics: Finance
Balance of payments, equilibrium and departures from it. A study of various international monetary arrangements; flexible rates; the gold standard and the dollar standard; current efforts to reform the system. The economics of international investment and its control. The effects of international investment. L. Tardi
Exclusion: (ECOB12)
Prerequisite: ECOA01 or (ECOA03)

ECOB62S International Economics: Trade Theory
An analysis of the factors on which a country’s trade with other countries is based and the welfare implications of this trade. “Free trade” and protectionism. The optimum tariff, trade blocs; the economics of customs unions and regional economic integration. Canada and the development of the European Economic Community tariff bargaining. The Canada-U.S. Auto Pact.
Exclusion: (ECOB13)
Prerequisite: ECOB01

ECOB66F Economic Development
A study of growth and development with the aim of devising policies to promote the development of less developed countries
ECOB65
Comparative Economic Systems
This course analyzes organizations of economic activity other than the capitalist system. The alternatives considered are both real systems as they have developed in some countries, especially in the U.S.S.R., Czechoslovakia, Yugoslavia and China, and some untried systems as they have been proposed on a purely speculative basis. The course will attempt to evaluate properties of these systems and compare their respective advantages and shortcomings. J. Parker.
Exclusion: (ECOB10)
Prerequisite: ECOA01 or (ECOA03)
Corerequisite: ECOB01

ECOB71Y
Analysis for Decision-Making
Same course as COMB261Y. A course in the analytical formulation and solution of decision problems. The course includes treatment of such topics as: linear and non-linear programming, statistical decision theory, queueing theory, inventory theory and simulation. R. Wastin.
Exclusion: COMB07; (ECOB26); MATA06 or MATA58
Prerequisite: ECOA02; MATA22 or MATA26 or MATA55
Corerequisite: ECOB01

ECC081Y
North American Economic History
A survey of important themes in the economic history of Canada and the United States. A comparative approach is employed to develop such themes as the role of natural resource staple industries, and urbanization, and the relationship of the state to economic change in the two countries. D.E. Mogridge.
Exclusion: (ECOB03)
Prerequisite: ECOA01 or (ECOA03)

ECOC082Y
European Economic History
A study of the emergence of industrial society in Europe since the Middle Ages with some emphasis on the comparative experience of Britain and other European countries and the growth of the nineteenth century world economy. Particular attention is paid to technical change, the expansion of markets, population growth, the economic effects of public policy, and consequent changes in income levels and the structure of the economy. J. Cohen.
Exclusion: (ECOB04)
Prerequisite: ECOA01 or (ECOA03)

ECOC092Y
Corporation Finance
Same course as COMC302Y. An examination of the financial environment within which Canadian corporations operate. The aim is to uncover the main principles of financial management and to discover the social and legal significance of the modern corporation.
Exclusion: COMC02
Prerequisite: ECOB01

ECOC093S
The Economics of J.M. Keynes
A study of his major works and consideration of their broad social implications. An attempt will be made to evaluate their relevance for Canada and other countries at the present time. Modern criticisms of Keynes will be analysed. D.E. Mogridge
Prerequisite: ECOB02

ECOC097F
The Economics of Karl Marx
A study of Marx's approach to economic theory and economic history. Discussion will centre on Marx's theory of capitalism and will emphasize the theory of exploitation and the process of accumulation. J. Cohen.
Exclusion: (ECOB05)
Prerequisite: ECOA01 or ECOA03

ECOC098S
Econometrics
A technical study of the problems of measurement and empirical research in Economics. Central to the course is the analysis of estimation and prediction with the aid of regression techniques. R. Wastin.
Prerequisite: ECOA01; ECOB01; ECOB02; ECOA02 (or an equivalent course in statistics).

ECOC108S
Location Theory
Same course as GGRM110. Industrial location theory of individual and sets of activities under various spatial market environments, especially duopoly, oligopoly and imperfect competition. The course will begin with an appraisal of traditional Weberian theory and proceed through the works of Losch and hard to consider the more recent theorems of Greenhut, Moses, Churchill, Scott and others. Limited enrolment: 20.
Exclusion: GGRM10
Prerequisite: Two B-level courses in Economics or Geography

ECOC11F
Supervised Reading
Prerequisite: Permission of instructor
Supervised Reading
Prerequisite: Permission of instructor

Topics in Advanced Economic Theory
The course is devoted to some aspect of economic theory not usually covered at the undergraduate level, or to recent work extending and revising received theory, or to alternatives to orthodox economic theory. The topic for 1975-76 will be announced during the fall registration period. Members of the faculty.
Prerequisite: Permission of instructor

Topics in Advanced Economic Theory
The course is devoted to some aspect of economic theory not usually covered at the undergraduate level, or to recent work extending and revising received theory, or to alternatives to orthodox economic theory. The topic for 1975-76 will be announced during the fall registration period. Members of the faculty.
Prerequisite: Permission of instructor

Workshop in Economics
At least four workshops will be operated in 1975-76. The problems to which the individual workshops will be devoted will be announced during the fall registration period. They will be chosen from among: economic discrimination against women; Canada-U.S. relative price levels; international capital movements; natural resources policy for Canada; monetary and fiscal policy in an open economy; and urban transportation. Members of the faculty.
Prerequisite: Permission of instructor

Regional Industrial Analysis and Development
Regional development from both theoretical and empirical standpoints. The first part of the course will consist of a presentation of alternative frameworks for analysis; regional balance of payments; economic base; shift and share; regional and interregional input-output; dynamic and static aggregate models. In the second part, an evaluation will be made of the public policy issues -- the application and utility of growth pole theory, equity-efficiency trade-offs, balanced-unbalanced growth, quality-quantity issues -- in the light of recent experience in Canada, the U.S.A. and Western Europe. Limited enrollment: 20.
Prerequisites: Two 100-level courses in Economics or Geography.

English
English Studies has as its subject matter all the communicative arts in English. The range of subject matter encompasses the study of English, Canadian, and American literatures and, to a limited extent, other literatures in English. Emphasis is placed on close responsive critical reading, clarity of expression, and the development of the powers of criticism and judgment. The program is directed toward the broadening of experience, the refinement of feeling and judgment, and the expansion of the imagination.

Students are advised, when selecting courses in other disciplines, to match their English courses with appropriate courses in those disciplines: i.e., with courses in Classics concerned with literary criticism, comedy, tragedy, satire, love-poetry; with appropriate historical period courses in foreign literatures; with courses in Aesthetics (see Philosophy), History, Drama, Fine Arts, Comparative Literature (see Humanities). Courses in contemporary literature may also be profitably combined with studies in Anthropology, Sociology or Philosophy.

A-level courses in English: All A-level courses in English are designed to provide a basic training in literary discussion.

Full reading lists for each course may be seen at the College Bookstore.

ENGA04Y English Literature: Forms and Approaches
A study of a wide variety of texts in terms of genres and critical approaches. Emphasis will be placed on the understanding and use of critical terminology. Texts will include: Shakespeare: King Lear; Congreve: The Way of the World; selections from the poetry of Donne, Keats; Austen: Pride and Prejudice; Bronte, Wuthering Heights. Some critical articles will be studied. A. Paterniti.

ENGA05Y Canadian Literature in English: an Introduction
A study of a wide range of Canadian literature, including works by novelists, such as Callaghan, MacLeod, Laurence, Grove, Davies, Buckler; poets, such as Lampman, D.C. Scott, Klein, Pratt, Bevley, Avram, Alwood; playwrights, such as Ryga; writers of short stories and non-fiction prose.

ENGA06Y American Literature: an Introduction
A study of at least twelve major works in American Literature, including the following: Moby Dick; Twain, Huckleberry Finn; Hawthorne, The Scarlet Letter; Whitman, Selected Poems, J. Kay.
ENGB00Y Prose and Poetry of the English Renaissance, 1500-1640
A study of the poetry of Sidney, Marlowe, Shakespeare, Spenser (including Faerie Queene I, III and Mutabilitie Cantos), Donne, Jonson, Herbert, Herrick, Marvell, Vaughan, Milton (including Paradise Lost). Prose works will include More, Doremi; Machiavelli, selections from Castiglione, Montaigne, Bacon, Donne, Milton.
Prerequisite: One course in English.

ENGB01Y Shakespeare
A study of at least eleven plays. Limited enrollment: 60. A. Pattenall.
Exclusion: ENGA02

ENGB11Y Varieties of Drama
A survey of drama from ancient Greece to the present day. About twenty plays will be studied with particular attention to genre, theatrical convention, and relationships between theme and form. M. Tait.

[ENGB12Y English Drama to 1642]
Course not offered in 1975-76.
Prerequisite: One course in English.

ENGB14Y Varieties of Fiction
An analytical study of prose fiction from various periods, aiming to develop a familiarity with the varieties of prose-fiction and a capacity for reading individual works critically. A.C. Thomas. T. Long.

ENGB15Y English Poetry
A comparative study of forms, modes, themes, and styles of poetry from various periods. A wide variety of forms will be considered, including the dramatic monologue, the ballad, the sonnet, the visionary lyric and the poetry of wit and satire. Although some study of the biographical and historical backgrounds is included, the emphasis is upon a close reading of individual poems. M. Tait.

ENGB16Y Fiction 1832-1900
A study of the development of the English novel in the Victorian period, concentrating on the intellectual, social and political climate from which the novelists emerged as well as on techniques developed by the novelists to embody visions of man and society. Texts: Dickens, Oliver Twist, Bleak House, Hard Times; Thackeray, Vanity Fair, G. Eliot, Silas Marner, Middlemarch; E. Bronte, Wuthering Heights; C. Bronte, Jane Eyre; Meredith, The Egoist, Hardy, Tess of the Durbervilles; Conrad, Lord Jim, and a few additional works. Limited enrollment: 60.
Prerequisite: One course in English.
ENGB17Y Fiction before 1832
At least 12 works, including one or more by each of Richardson, Fielding, Sterne, Jane Austen and Scott. Three of the works will be: Richardson, Clarissa; Fielding, Tom Jones; Sterne, Tristram Shandy. Limited enrolment: 30. J. Kay.
Prerequisite: One course in English.

ENGB24Y Major American Authors
An intensive study of between four and six authors, three of whom will be drawn from the following list: Cooper, Emerson, Melville, Whitman, Twain, James, Eliot, Frost, Hemingway, Stevens, Faulkner, M. C. Crewman.
Prerequisite: One course in English.

ENGB25S The Canadian Short Story
A historical study of the short story in Canada. Texts to include Great Canadian Short Stories; Stories from Western Canada; Morley Callaghan's Stories; Sinclair Ross, The Lamp at Noon and Other Stories; Margaret Laurence, The Tomorrow-Tamer, A Bird in the House, Alice Munro, Dance of the Happy Shades; a selection of stories from Quebec in translation. Limited Enrolment: 30. T. Long.

[ENGB26Y Canadian Poetry in English]
Course not offered in 1975-76.
Prerequisite: One course in English.

ENGB27Y Canadian Fiction in English
A thematic study of prose fiction in Canada. About eighteen works, by Richardson, de Mille, Grove, Callaghan, MacLennan, Laurence, Davies, Richler, Atwood, and others; a selection of short stories. Limited enrolment: 60. T. Long.
Prerequisite: One course in English.

[ENGB28Y Contemporary Literature in English: West Indies, India, Africa and Australia]
Course not offered in 1975-76
Prerequisite: Normally "B" standing in one English Course.

ENGB29Y African Literature in English
Selections from the works of at least ten African authors, which will include poetry, drama and fiction from the contemporary period. W. J. Holway.
Prerequisites: One course in English.

ENGB31Y Modern Drama
A study of developments in English, American and European drama from Ibser to the present. The course will include plays by Chekhov, Ibsen, Strindberg, Shaw, Pirandello, Sartre, Genet, Ionesco, Beckett, Synge, Yeats, Eliot, O'Neill, Albee, Osborne, Pinter, Brecht. Some practical work in play composition and performance. M. Tait, A. C. Thomas.
Prerequisite: One course in English.

ENGB32Y Modern Poetry
Prerequisite: One course in English.

ENGB33Y Fiction 1900-1950
An advanced study of about twelve novels, with particular attention given to developments in fictional form and in the theory of the novel. Texts will include: James, The Ambassadors; Conrad, Nostromo; Joyce, A Portrait of the Artist as a Young Man; Lawrence, Women in Love; Woolf, The Waves; Faulkner, Absalom, Absalom. Limited enrolment: 30. M. C. Crewman.
Prerequisite: One of: ENGA04, ENGB14, ENGB16, ENGB17, ENGB27.

ENGB36Y Utopian Literature
An examination of various utopias and dystopias through the approach of mythopoeic criticism. Reading will include works by More, Butler, Morris, Wells, Shaw, Huxley and Orwell. Limited enrolment: 30. S. Nampara.

[ENGB38Y Women Imagine Women: A Feminist Aesthetic]
Course not offered in 1975-76.
Prerequisite: One previous course in English or permission of instructor.

[ENGC01Y Advanced Studies in Browning and Other Old English Poetry]
Course not offered in 1975-76.
Prerequisite: ENGB01.

[ENGC03Y Studies in Middle English Language and Literature]
Course not offered in 1975-76.
Exclusion: ENGB05
Prerequisite: Normally "B" standing in three English courses, one of which must be: ENGB01, ENGB02, ENGC01.

ENGC04Y Studies in Renaissance Literature
An advanced seminar in the poetry, prose and drama of The English Renaissance. Concentrated study of Spenser and Milton.
addition study of Jonson and Donne. Limited enrolment: 15.

E.P. Vicari.
Prerequisites: Normally "B" standing in ENGB09Y and in two other courses in English.

[ENG05Y] Studies in Restoration and Eighteenth Century Literature
Course not offered in 1975-76.
Prerequisites: Normally "B" standing in three courses in English, one of which must be ENGB04/ENGB17.

[ENG06Y] Studies in Nineteenth Century Literature
Course not offered in 1975-76
Prerequisite: Normally "B" standing in three English courses.

ENGC88Y Studies in Twentieth Century Literature
Course offered in only the Winter Evening Session.
Detailed examination of Yeats, Eliot, Lawrence, James.
Limited enrolment: 15. M.C. Kirkham.
Prerequisites: Normally "B" standing in three English courses, one of which must be: ENGA08/ENGB31/ENGB32/ENGB33.

ENGC13Y A Seminar in Literary Theory and Practice
Same course as HUMC13Y. A study of critical theories from Plato and Aristotle to Eliot and Northrop Frye. Major critical problems and issues will be discussed, such as mimesis, imagination, the role of literature in society, validity of interpretation, theory of art. Limited enrolment: 30. E.P. Vicari.
Exclusions: HUMC02, HUMC13.
Prerequisites: Normally "B" standing in three English courses.

ENGC14Y Senior Essay
A scholarly project, chosen by the student, approved by the faculty in English and supervised by one faculty member. Arrangements with the faculty in English and the supervisor must be made by the student before the end of the pre-registration period in the spring of 1975. S. Namigah.
Prerequisite: Open only to students completing the last five courses for the twenty-course degree who have "B" standing or better in at least three courses in English.

ENGC15Y Comprehensive Examinations
Prerequisites: Normally "B" standing in three English courses.

ENGC22F Contemporary Press
A study of the design, content and writing of the modern newspaper. Material will be drawn from a range of Canadian, American and British newspapers as they appear; a variety of treatments of contemporary events will be compared. Subject to arrangement there will be visits to local newspapers and seminars with journalists. Limited enrolment: 30. A.C. Thomas.
Prerequisite: Normally "B" standing in one English course.

[ENGC24Y] Topics in American Literature
Course not offered in 1975-76.
Prerequisites: One of ENGA06, ENGB21, ENGB22, ENGB24; one other B-level English course.

ENGC26Y Ezra Pound
A study of the poetry of Ezra Pound. Some of his prose works and translations will be examined as ancillary material. Topics for discussion include the "imagist" method; the "ideogrammatic" method; Pound and Confucius; Pound's concern with economics and politics; major themes in the Cantos and the structure of the Cantos. Limited enrolment: 15. S. Namigah.
Prerequisites: Normally "B" standing in three English courses.

Fine Art

The Fine Art curriculum offers courses in the two complementary fields of Art History and Studio.

The courses offered in Art History deal with the development of the arts in the West from classical times to the present day. The Studio programme provides opportunities for encounter with materials and methods, forms, and concepts of the visual arts.

Students are encouraged to augment their Art History and Studio courses with courses involving the study of History, classical and modern literature, literary criticism, sensation and perception, Anthropology, Archaeology and Aesthetics.

Since reading ability of at least one foreign language is necessary in many fields of Art History, students should be prepared to improve their language skills either through taking courses, or through private study.

Students in Studio courses will be required to meet part of the cost of materials; students will be required to pay $25 - $30 for materials for each half course.
Students interested in Fine Art should also refer to:

GRK811S Homer: Odyssey
HIS801Y The European World: An Introduction to History
HUMB80Y Orpheus: The Quest of Beauty
[HUMB22F] The Age of Pericles
HUMB23S The Age of Augustus
HUMB25F The Age of Homer
HUMB71Y Introduction to Cinema
PHI80Y Philosophy and Art

FAR804Y Art History: An Introduction
A chronological study of the cultural, political and aesthetic forces at work in architecture, sculpture and painting. The course will concentrate on a number of important monuments, artists, and trends of Western Art from Ancient Greece to the Nineteenth Century. Recent contributions to methodology, art theory, and artistic media will be discussed. R. Siebelhoff

FAR807F Two-and Three-Dimensional Design
FAR807 and FAR811 and introductory to all studio courses; their primary aim is to help students cultivate a familiarity with basic terms, concepts and principles in visual design. Limited enrolment: Two groups of 20 each. S. Amenta
Exclusion: (FARB10)

FAR811S Colour
An analysis of the properties, perception, and interaction of colour. Limited enrolment: Two groups of 20 each. S. Amenta
Exclusion: (FARB10)

[FARB01F] Romanesque Art
Course not offered in 1975-76.
Corequisite: Any A-level course in Fine Art History.

[FARB02Y] Renaissance in Italy
Course not offered in 1975-76.
Corequisite: FAR804

[FARB13F] Art of the First Half of the Nineteenth Century
Course not offered in 1975-76.
Corequisite: FAR804

[FARB14S] Art of the Second Half of the Nineteenth Century
Course not offered in 1975-76.
Corequisite: FAR804

[FARB17Y] Baroque Painting in The Netherlands
Course not offered in 1975-76.
Prerequisite: FAR804

FARB20Y The Arts in Canada: 1670 to Present
Course offered only in the Winter Evening Session. This course will examine the problem of Colonial Art, with concentration of the history of painting. The establishment of a Quebecois tradition of painting, and of an independent Canadian landscape school, will be considered in the context of the artist's contacts with European centers, and the history of patronage in Canada. Contemporary problems with U.S. influence and current Canadian art will also be included.

FARB21F Archaic Greek Sculpture (700-490 B.C.)
A study of the evolution of Greek sculptural forms up to the classical period. M.C. Shaw.
Prerequisite: One Fine Art History term-course.

FARB24Y Medieval Art from IV to XIV Century
A survey of the arts in Europe from the late Roman Empire to the end of the Gothic period. The study will involve consideration of architecture, sculpture, painting, illumination and the minor arts.
Prerequisite or corequisite: Any A-level course in Fine Art History.

FARB25F High Gothic Architecture
Course not offered in 1975-76.
Prerequisite or corequisite: Any A-level course in Fine Art History.

FARB26Y The Arts in Northern Europe ca. 1400-1500
A study of the "Northern Renaissance" concerned with the emergency of the Burgundian Netherlands as a cultural unit. The course will emphasize the development of painting from the Van Eycks to Bosch against a background of patronage from court and city. R. Siebelhoff.
Prerequisite: Any A-level course in Fine Art History.

FARB28Y Art of the Twentieth Century
Course offered only in the Winter Evening Session. Major artists and art movements since Cubism.

FARB29S Early Christian and Byzantine Art
Course not offered in 1975-76.
Corequisite: Any A-level course in Fine Art History.
FARB35F Crete and Mycenaean World
Course not offered in 1975-76.
Prerequisite: One Fine Art History term-course.

FARB31S Classical Greek Sculpture
A study of the evolution of Greek sculptural forms (statues, architectural and other reliefs) from the rise of the classical style through its maturity (490-300 B.C.). M.C. Shaw.
Prerequisite: One Fine Art History term-course.

FARB35F Gothic Painting
Course not offered in 1975-76.
Corequisite: FARAA04

FARB36F Expressionist Trends in Western Art from Van Gogh to Jackson Pollock
Course not offered in 1975-76.
Corequisite: FARAA04

FARB38S The Arts of French Canada
An examination of architecture, sculpture, painting and applied arts from the Seventeenth Century to the early Twentieth Century in Quebecois Society, with some attention paid to European sources. R. Sarbochoff.
Prerequisite: A reading knowledge of French.

FARB39Y Baroque in Italy and France
Art and architecture in Italy and France from c. 1600 to c. 1750. The first part of the course will deal with the birth and the development of Baroque style in Rome (Bernini and Borromini in architecture; Bernini and Algardi in sculpture; Caravaggio, A Carracci, Poussin and Lorrain in painting). The second part will deal mostly with French artists of later time (J.H. Massart in architecture; Watteau in painting) but will also consider German and Austrian Rococo architecture, and some Venetian painters (G.B. Tiepolo, Canaletto). G. Scutari.
Corequisite: Any A-level course in Fine Art History.

FARB70F Introductory Drawing
The "scribble", iconography of expressive drawing. Students are asked to consider what is intrinsic to the act of drawing, the medias and tools traditionally and presently used, and the draftsman's graphic intentions. Limited enrollment: 30. 8. Ameron.
Corequisite: FARAA70; FARAA71

FARB72F Introduction to Printmaking (Screen Process Printing)
D. Holman.
Prerequisite: FARAA70; FARAA71
Corequisite: FARAA70

FARB74S Intermediate Drawing
Prerequisite: FARAA70F
Corequisite: FARAA70; FARAA71

FARB75Y Introduction to Painting
Students will participate in seminars/presentations on historical methods and materials of the artist; a number of paintings in chosen media are also required. Group presentations, critiques, experimentation, and research are combined in this introductory course on painting. Limited enrollment: 15. 8. Ameron.
Exclusion: FARAA71
Prerequisite: FARAA70; FARAA71
Corequisite: Permission of Instructor.

FARB82F Introduction to Lithography
An introduction to stone lithography edition printing involving a detailed investigation of materials and techniques. Antimens's and Adams' "Tamarind Book of Lithography" is required reading.
D. Holman.
Prerequisite: FARAA70; FARAA71; FARBB72 or Permission of Instructor.

FARB83S Intermediate Lithography
An extension of FARB82F. D. Holman.
Limited enrollment: 15.
Prerequisite: Normally "B" standing in FARB81F.
Corequisite: FARBB74S

FARC02F Supervised Reading
Prerequisite: At least two B-level courses in Art History; permission of instructor must be obtained by first week of classes. A reading knowledge of a second language is recommended.

FARC03S Supervised Reading
Prerequisite: At least two B-level courses in Art History; permission of instructor must be obtained by first week of classes. A reading knowledge of a second language is recommended.
French

The courses offered in French provide opportunities for students without Grade 13 French, who wish to begin their study of French (FREA101), as well as for those with Grade 13 French who wish to continue their study of the language and literature of France, as well as of French Canada. FREA101 serves to consolidate the previous experience of students in the understanding and use of the language and acquaints them at the same time with the range of advanced studies available to them at the university level. Providing prerequisites requirements are met, courses may be combined in a variety of ways: however, students intending to specialize in French are invited to consider taking both FREA101 and FREA102 in their first year, then to choose courses from within the following groups: (1) the main trends of French and French-Canadian literatures; (2) the genres: poetry, theatre and novel in various periods; (3) advanced language; (4) language practice courses.

FREA11 and FREA12, FREA11, B11 and B14 are designed for those students not intending to specialize in French and do not count therefore towards fulfillment of the requirements for specialization.

The attention of all students is directed to complementary courses offered by other disciplines, in particular those listed below.

- DRAB02Y The Directors' Theatre
- ENGR31Y Modern Drama
- HISB14Y Society in Early Modern Europe, 1550-1800
- HUMC13Y A Seminar in Literary Theory and Practice
- PHGR04S Philosophy in Literature
- PHGR04F Satire and the Continental Tradition

All students enrolled in French, some of whom may later wish to attend the College of Education or to continue their studies at the graduate level, are invited to confer with their instructors at the earliest possible date in order to work out an appropriate and coherent programme.

Students should consult also the French and Modern Languages and Literatures entries in the Specialist Programmes section of this Calendar.

FREA00Y Introductory French

This course is designed to enable students to begin (or to continue) their study of the French language with a view to entering FREA101 in a subsequent year. Intensive laboratory and classroom instruction in written and oral French. The course is not normally open to students with Grade 13 French. It is a credit course but does not count as one of the required courses for specialization in French. Students with a final grade of 70% (B-) will be permitted to enter FREA101. Not open to native speakers of French. P.C. Minor and others.
FREA01Y Preparation of University French Studies
This course provides all students with opportunities to improve their language skills, by means of reading and written compositions, oral classes, phonetics and work in the language laboratory. Not open to native speakers of French. W.J. Bancroft, G. Tremblay.
Prerequisite: Grade 13 French, or at least 70% in FREA00, or equivalent.

FREA02Y Introduction to Literary Analysis
This course introduces the student to methods of critical analysis through the study of selected works from the fields of French drama, fiction and poetry of the sixteenth and seventeenth centuries. Students who plan to take courses in French literature in later years are strongly advised to include FREA02Y in their first year program. J.A. Currie.
Prerequisite: Grade 13 French or equivalent
Co-requisite: FREA01

FREA04Y French Conversation I
Course offered only in the Summer Language Institute.
Intensive practice in the spoken language through controlled situational oral work and discussion groups.

FREA11F Man and Society in French Fiction
A study of sociological problems as reflected in selected works of twentieth century French fiction. Works will be read in French, and classes conducted in English. L.E. Doucette.
Prerequisite: Reading knowledge of French tested by an entrance examination for students without Grade 13 French.

FREA12S Man and Society in French-Canadian Fiction
A study of sociological problems as reflected in selected works of twentieth century French-Canadian fiction. Works will be read in French, and classes conducted in English. L.E. Doucette.
Prerequisite: Reading knowledge of French tested by an entrance examination for students without Grade 13 French.

FREB01Y Language Practice
A continuation of first-year language work, including grammar, composition, oral practice, readings and language laboratory work. Not normally open to native speakers of French, S. Mirtil.
Exclusion: [FREB21]
Prerequisite: FREA01

FREB04F Conversation I
Course not offered in 1975-76.
Prerequisite: FREA01

FREB05S Conversation II
Intensive practice in the spoken language through controlled situational oral work and discussion groups. Attention will be given to the comprehension of such major regional variants as that of the Province of Quebec. Not normally open to native speakers of French.
By permission of instructor, L.B. Mignault.
Prerequisite: FREA01

FREB11F Topics in French Literatures I: Politics in Quebec Literatures
Course not offered in 1975-76.
Prerequisite: Reading knowledge of French tested by an entrance examination for those without Grade 13 French.

FREB12S Topics in French Literatures II: Love and Honour
Course not offered in 1975-76
Prerequisite: Reading knowledge of French tested by an entrance examination for those without Grade 13 French.

FREB14S Topics in French Literatures III: The Rural Novel in Quebec
Course not offered in 1975-76.
Prerequisite: Reading knowledge of French tested by an entrance examination for students without Grade 13 French.

FREB20Y French Civilization: The Vision of Man
Course not offered in 1975-76.
Prerequisite: FREA01

FREB24Y French Thought and Literature in the Age of Enlightenment (1751-1789)
This course provides a general introduction to French literature of the eighteenth century. Because it is virtually impossible to separate "literature" from the wealth of writings primarily inspired by philosophical preoccupations, students will have the opportunity to study the basic ideas of the Enlightenment in addition to extending their appreciation of the characteristic literary genres as practiced by the major authors of the period, such as Montesquieu, Voltaire, Rousseau and Diderot. P.C. Maza.
Exclusions: FREB44F, FREB45S
Prerequisite: FREA01

FREB25Y Introduction to French Linguistics
Course not offered in 1975-76.
Prerequisite: FREA01
FREB36F French-Canadian Literature to 1945
A study of selected poetry and novels from the mid-19th century to the end of the Second World War. L. Doucette.
Exclusions: FREB16, FREB36 in 1971-72 and previous sessions
Prerequisite: FREA01

FREB37S French-Canadian Literature since 1945
A study of the poetry, novels and drama of Quebec in the contemporary period. L. Doucette.
Exclusions: FREB16, FREB36 in 1971-72 and previous sessions
Prerequisite: FREA01

FREB38F The Theatre of French Canada
Course not offered in 1975-76
Prerequisite: FREA01

FREB40F The Poetry and Prose of the Golden Age
A study of non-dramatic literature of the 17th Century with attention to works by Malherbe, Descrete, Pascal, Boileau, La Fontaine, La Bruyère, La Rochefoucauld, Mme. de Lafayette and others. G. Trembley.
Exclusions: FREB22, FREB41S (1972-73)
Prerequisite: FREA01

FREB41S The Playwrights of the Golden Age: Corneille, Molière and Racine
A study of the development of classical tragedy and comedy in the 17th century, with emphasis on themes and dramatical structure as seen through the major plays of the period. G. Trembley.
Exclusions: FREB22, FREB40F (1972-73)
Prerequisite: FREA01

FREB42F General History of the French Language
Topics will be chosen from the general history of French, from its origins in Latin to the present, including reference to social and regional variations of the standard language as well as the influence of other languages on its development. Students specializing in French language or literature who select this course are urged to take FREB43 as a companion course. W.J. Kingness.
Exclusions: FREB05, 1969-70; FREB22
Prerequisite: FREA01.

FREB43S The French Language in Canada
Attention will be given primarily to the expansion of French abroad, special emphasis being laid on the language in North America, particularly Canada. Students specializing in French language or literature who select this course are urged to take
FREC486F Principles of Lexicology and their Application to Modern French
Course not offered in 1975-76.
Prerequisite: FREA01

FREC488Y Theoretical and Practical Phonetics
Course not offered in 1975-76.
Prerequisite: FREA01

FREC01Y Language Practice
This course is a continuation of FREB01Y and includes reading, grammar, composition, stylistic exercises, discussion and/or debates. Recommended for students who plan to specialize in French.
Prerequisite: FREB01 or FREB12

FREC02F Supervised Reading
Prerequisite: One B-level course in French, excluding FREB01 and FREB12

FREC05S Supervised Reading
Prerequisites: One B-level course in French, excluding FREB01 and FREB12; permission of instructor

FREC09Y Problems in Translation
A comparative study of expression in English and French, including practice in translating and analysis of selected examples of the translator's art. J.A. Curtiss.
Exclusions: (FREC08)
Prerequisite: FREB01 or FREB12

FREC10F Explication de textes
Course not offered in 1975-76.
Prerequisite: One B-level course in French, excluding FREB01 and FREB12.

FREC22Y Introduction to Medieval French Language and Literature
An introduction to old French language and the study of representative works in the following genres: epic, courtly and bourgeois literature. L.E. Doucette.
Prerequisite: One B-level course in French, excluding FREB01 and FREB12.

FREC244H The French Novel in the Eighteenth Century
An advanced course specializing in the detailed analysis of the major novels of the period. Although it is not essential, students who have taken FREB24, B44, B45 will find that it provides them with a useful background to this work in this course. P.C. Mora.
Prerequisite: One B-level course in French, excluding FREB11 and FREB12.

FREC34F Cross-currents in Contemporary French Fiction
Course not offered in 1975-76.
Prerequisite: One B-level course in French excluding FREB11 and FREB12.

FREC39S French-Canadian Poetry
Course not offered in 1975-76.
Prerequisite: One B-level course in French, excluding FREB11 and FREB12.

FREC40Y Modern French Poetry from Baudelaire to Valery
A study of such major 19th century post-Romantic poets as Baudelaire, Gautier, Nerval, Verlaine, Mallarmé and Rimbaud. 20th century poets will include such major figures as Apollinaire, Péguy, Claudel and Valéry. Emphasis will be placed on the characteristic aspects of French poetry and on poetic analysis rather than on historical development. W.J. Benetett.
Prerequisite: One B-level course in French excluding FREB11 and FREB12.

Geography
Members of the Geography faculty can provide detailed advice and counselling on course selection and on the planning of a coherent and logical programme of study. Students are invited to make use of this advice.
Geography is concerned with the spatial distribution of physical and human phenomena and with the associations of phenomena that distinguish one area of the earth's surface from another.
The face of the earth is made up of many different kinds of features, each of which is the momentary result of a continuing process. Many kinds of physical and cultural processes operate and the resultant interaction of these processes is that the face of the earth is composed of a mosaic of distinctive areas. Geography seeks to interpret the significance of the similarities and differences among areas in terms of causes and consequences.
The introductory programme in Geography consists of five half-courses. As far as possible, four of these are timetabled in such a way that they can be taken as two full courses. Lectures and tutorials or practical work in Geography A06 and A07 are scheduled at the same time, as are those in Geography A08 and A09.

The additional grouping of Geography courses selected will depend on the particular interests of each student (for example some will wish to concentrate on Physical Geography, others on Human Geography and others on Area Studies) and on the careers or advanced studies upon which they are likely to embark. Certain courses in Chemistry, Physics, Geology and Biological Sciences would be especially useful to the student of Physical Geography while other courses in Economics, Political Science, Anthropology and Sociology would be of benefit to those students most interested in Human Geography.

The interdisciplinary course MSC02 Quaternary Environments and Man will be of interest to many students taking Geography whether they are concentrating on Physical or Human Geography.

GGRA018 Introduction to Geography: Geographic Methods I: Cartographic and Field Methods
An introduction to the compilation, construction, interpretation and use of a variety of types of maps. The course introduces some of the simpler basic field work techniques frequently used by Geographers.
C.J. Sparrow

GGRA046 Introduction to Geography: Environmental Analysis
Studies of the environment of man following the philosophical traditions of Geography and allied Physical Sciences. Subjects include spatial and temporal orientation to landscape phenomena, measurement, scale and co-ordinate representation, atmospheric, biotic, and soils systems, resource identification and analysis, and environmental pollution.
Exclusion: GGRA02

GGRA077 Introduction to Geography: The Surface of the Earth
An introductory survey of the principles of Physical Geography and Physical Geography involved in the evaluation of man's changing physical environment. Earth materials, the rock cycle, subsurface and surface processes, climatic controls on erosion and current theories on the origin and development of the lithosphere and biosphere. Emphasis will be placed on surface morphology and the process-response relationships existing between the denudational agents and the earth materials. B. Bryan
Exclusion: GGRA02
Corequisite: None. Background in Science would be helpful but is not essential.

GGRA08F Introduction to Geography: Regional Analysis
The concepts, methods and practices of regional study in Geography. Theoretical, administrative and literary regionalism; the region as a concept, from "natural regions" to regional science; regional description and analysis. Includes a field excursion and the preparation of a report on a selected region in eastern Ontario. F. W. Care
Exclusion: GGRA01

GGRA09S Introduction to Geography: Spatial Analysis
The spatial organization of society; elementary location theory, land use and spatial interaction. Problems of the spatial structure of contemporary western economies; poverty, regional under-development objectives in a spatial economy.
Exclusion: GGRA01

GGRB01Y Geography of Resources
Problems of resource use with particular reference to their environmental setting: (1) introduction and classification of resources, (2) special problems relating to agricultural resources, (3) aspects of the use of non-agricultural resources, and finally (4) an examination of the use/misuse and abuse of resources. A. Tyszko
Prerequisites: GGRA01 or (GGRA02 or GGRA06, GGRA07 or GGRA08, GGRA09)

GGRB02Y Geographic Methods II: Analytical and Quantitative Methods
Identification of geographic problems and the selection of data, tests of simple hypotheses, correlation and regression; regionalization and allocation problems. Elementary computer programming together with the use of previously written programmes.
Prerequisites: Two A-level courses in Geography.

GGRB03Y Climatology
The main aspects of physical climatology and the dynamics of the earth's atmosphere. The second half of the course concentrates on applications climatology and atmospheric pollution and urban climates.
Tutorial work includes the use of simple climatic instruments.
C.J. Sparrow
Prerequisites: GGRA02 or GGRA06, GGRA07

GGRB04Y Geography of Canada
Course not offered in 1975-76.
Prerequisite: GGRA06 or GGRA08 or GGRA09

GGRB05Y Urban Geography
An introduction to the characteristics and major problems of Canadian cities, in three main sections: urban theory, the develop-
ment of Canadian cities and urban problems. Topics include urbanization and processes of urban growth; systems of cities; urban form and design; spatial structure of land use; distinctive socio-economic areas within cities; circulation; transportation and immigration. P.W. Cope.
Prerequisites: (GGRA01 or GGRA03 or GGRA09)

**GGRB04Y** The Geography of Economic Activities
Course offered in only the Winter Evening Session.
An introduction to the Geography of world economic activities, including the geographical variation in the level of economic development, the interrelationship of consumption, production and exchange, the process of agricultural and industrial production, economic and locational theory, transportation, the growth of service industries, and problems of economic development.
Prerequisites: (GGRA01 or GGRA08, GGRA09)

**GGRB07Y** Geomorphology: The Pleistocene Epoch
A detailed examination of the processes contributing to the continuing modification of the earth's surface features. The course is centered around the theme "Morphology and Process" and evaluates landscape changes during and since the Pleistocene Epoch. The relationships between the mechanism of erosion, transport, and deposition and the surface forms associated with the growth and decay of continental ice sheets will be studied. Field trips during the fall term. Limited enrollment: 25.
Prerequisites: (GGRA01 or GGRA03)
Corequisites: None. GGRB02 and GGRB03 are strongly recommended, as some background in the scientific approach is necessary, but are not required.

**GGRB08Y** The Geography of Underdevelopment
The definition, nature, performance and problems of underdeveloped areas. Underdevelopment as a phenomenon, a condition and a process and their expression as geographically distinct realities. Considerable reading and constant participation by the student through discussions and seminars. A background in Economics would be useful.
Prerequisites: (GGRA01 or GGRA08, GGRA09)
Corequisites: None. GGRB02 is recommended but not required.

**GGRB09Y** Special Topics
Prerequisites: Two A-level full-course-equivalents in Geography.
several closely supervised research investigations of one or more areas. This course is strongly recommended for students specializing in Geography or intending to take GGR101. E.C. Ralph.
Prerequisites: Two A-level full course equivalents in Geography.

GGRB177Y Themes in Rural Geography
A thematic study of the geography of rural environments. Lectures and seminars in the first term will examine such themes as concepts of durability, agricultural land use, rural settlement and community, evolution of landscape, and rural-urban relationships. These will be discussed in various cultural contexts. In the second term seminars will concentrate upon some aspects and problems of rural Ontario, including, for example, contemporary issues in Ontario agriculture, rural poverty, the rural-urban fringe and rural planning. Students will be expected to undertake a research project on a selected aspect of rural Ontario. Limited enrolment: 20. M.P. Bianca.
Prerequisites: GGR480 or GGRA88; GGRA99
Exclusion: GGR602

GGRC01Y Supervised Research
Students will be required to complete a dissertation and discuss it with an examining committee. The topic for the research project should be selected by the end of the third year of full-time study (or equivalent) and must be approved by a staff supervisor. Students should start work on the project during the summer preceding their fourth year of full-time study (or equivalent), and should complete most or all of their field work during this period, Members of the faculty.
Prerequisites: Any fifteen courses. By the end of the year in which the student takes this course, at least eight courses in Geography (not including GGRC01) must have been completed.

GGRC03S Regional Industrial Analysis and Development
Regional development from both theoretical and empirical standpoints. The first part of the course will consist of a presentation of alternative frameworks for analysis, regional balance of payments, economic base, shift and share, regional and interregional input-output; dynamic and static aggregate models. In the second part, an evaluation will be made of the public policy issues — the application and utility of growth pole theory, efficiency-trade-offs, balanced-unbalanced growth, quality-quantity issues — in the light of recent experience in Canada, the U.S.A. and Western Europe. Limited enrolment: 20.
Prerequisites: Two B-level courses in Economics or Geography.

GGRC04S Urbanization in Ontario
Course not offered in 1975-76.
Prerequisite: GGBB90

GGRC05S Theory and Method in Modern Quantitative Geomorphology
Course offered in only the Winter Evening Session.
Theoretical models of landscape evolution in relation to recent experimental and field studies on geomorphological processes. Seminar and project work with considerable reading assignments. Limited enrolment: 20. R. Bryan.
Prerequisites: GGRB07 or GGRB15
Corequisite: None but GGRB02 is strongly recommended.

GGRC06F Biogeography
Prerequisites: GGRB03; at least two other B-level Geography courses.

GGRC07Y Advanced Readings in Selected Fields of Geography
Advanced reading and study courses with a programme to be planned in consultation between students and instructors. Members of the faculty.
Prerequisites: At least three B-level courses in Geography; permission of instructor.

GGRC09S Canada North of 66°
Course not offered in 1975-76.
Prerequisites: At least two B-level courses in Geography including GGRB14.

GGRC10S Location Theory
Some course as ECOC10. Industrial location theory of individual and sets of activities under various spatial market environments, especially duopoly, oligopoly and imperfect competition. The course will begin with an appraisal of traditional Weberian theory and proceed through the works of Lasch and Isard to consider the most recent theories of Greenhalgh, Moses, Churchell, Scott and others. Limited enrolment: 20.
Prerequisites: Two B-level courses in Economics or Geography.

GGRC12F Contemporary Issues in the Philosophy of Geography
An examination of the major themes in contemporary geography and a critical discussion of the main philosophical positions adopted by geographers (positivism and the philosophy of science, prag-
matism, philosophy of history, etc.). Alternative philosophical approaches (phenomenology, structuralism, Marxism) are also considered. Limited enrolment: 20. E.C. KelPb.
Prerequisites: Any fifteen courses. By the end of the year in which the student takes this course at least eight courses in Geography (including GGRC12) must have been completed.

GGRC13S A Theoretical Approach to Political Geography
An examination of theories and principles postulated to explain the relationships between geographical and political phenomena on various scales – local, regional and worldwide. The two main approaches emphasized are morphological and functional. The basic theme of the course is that an understanding of theoretical details is essential for the proper evaluation of the ever changing geographical conditions and political processes in different parts of the world. Limited enrolment: 20. A. Zaych.  
Prerequisites: GGRA08, GGRA09 and/or POLA02; one 3-level course in Geography.

GGRC14F Settlement of Upper Canada
An examination of aspects of the historical geography of pre-con-  
federation Ontario. Particular attention will be paid to the develop-  
ment of the settled landscape through a study of such themes as  
pioneer settlement, the impact of ethnic diversity, the growth of  
agriculture, the spread of transportation, and the development of  
towns. Reading and research of archival and other original source  
material will form an important part of the course, and will be the  
basis of weekly seminar discussions. Limited enrolment: 20.  
M.F. Bunce.  
Prerequisites: Any three 3-level courses in Geography or History.

GGRC15S Soil Management and Conservation
Application of soils geography to problems of resource use and  
management. Soil erosion and conservation procedures. Drainage  
and reclaiming of poor soils. Soil erosion and sedimentation in  
agriculture. Problems of soils in Arctic and sub-Arctic. Soils of  
soils of arid and semi-arid lands. Irrigation, salination, reclamation.  
R. Bryan.  
Prerequisites: It is recommended that this course be preceded by or  
combined with GGRB10.

[GGRC17Y Landscape Evolution in Southern Ontario]  
Course not offered in 1975-76.  
Prerequisite: At least three 3-level courses in Geography.

GGRC18F Transportation Systems and Spatial Development
The nature, structure and function of transportation systems. Particular attention will be paid to the study of intra-urban transportation problems and to the theoretical justification for,  
and empirical evaluation of the role of transportation investment in  
regional and national planning and development. Limited enrol-  
ment: 20.  
Prerequisites: Two 3-level courses in Geography (GGRB06 and  
GGRB02 are highly recommended) or in Economics.

GGRC20S Rural Settlement
An advanced level examination of aspects of settlement in rural  
areas. Discussion will emphasize regional comparisons, and topics  
will include: the origin and evolution of rural settlements; approaches  
to the study of settlement patterns, dispersal and nucleation;  
morphology and function of the village; stability and change in rural  
settlement and contemporary planning. Readings and seminar dis-  
Prerequisites: At least three 3-level courses in Geography.

Geology

Geology is the principal branch of the Solid Earth Sciences concerned with the origin, history and structure of the Earth. It is a scientific discipline providing a dynamic perspective view of the chemical and biological processes that have operated on the Earth by observations of rock materials representing a time con-  
nuum. Because of the multidisciplinary nature of Geology, the course "Principles of Geology" interfaces well with other fields such as Anthropology, Biology, Chemistry, Geography, Physics and Quaternary Studies, and provides a sound basis for further studies in these areas as well as a basis for specialization in Geology itself.

GLG401Y Principles of Geology
A survey course that reviews fundamental concepts of Physical and  
Historical Geological and discusses them in the context of the Earth  
as a planet. Topics include the study of internal and external pro-  
ces that control the major features of the Earth and the changing  
environments resulting from physical and biological events. Labora-  
tory work covers an introduction to the study of rocks, minerals  
and fossils and the interpretation of geological maps.
Prerequisite: A background in Science is recommended but not  
required.

German

Courses in German provide opportunities for the study of the language and  
of the literature of Germany, Austria and part of Switzerland. While language
and literature courses may be combined in various ways by students who have completed the necessary prerequisite courses, those who intend to specialize in German should consult the German and Modern Languages and Literatures entries in the "Specialist Programmes" section of this Calendar. The Programme includes a language course during each year of study in order to maintain continuity in the development of practical skills.

GERA10YS Introductory German
The fundamentals of grammar and syntax. W. Tepfahrder.
(Intermediate German see GERA20Y)

[GERB01F] German Literature before 1775
Course not offered in 1975-76.
Prerequisite: (GERA11) or GERB20
Corequisite: GERB04

GERB02F Twentieth Century Drama
Main literary trends in Germany from the turn of the century to the present: A study of works by Rilke, Musil, Mann, Kafka, Hesse, Boll and Grass, M. W. Swales.
Prerequisite: (GERA11) or GERB20
Corequisite: GERB04

GERB03S Twentieth Century Drama
A study of plays from Expressionism to the present, H. Ohlendorf.
Prerequisite: (GERA11) or GERB20
Corequisite: GERB04

GERB04Y Advanced Conversation and Composition
A continuation of the language work done in GERB20, W. Tepfahrder.
Prerequisite: (GERA11) or GERB20
Corequisite: One of GERB01, GERB05, GERB02, GERB03, GERB15, GERB16, GERB11, GERB12, GERB06 or GERB18.

GERB05S Literature of the Baroque and Enlightenment
A study of seventeenth and eighteenth century literature with special emphasis on Grimmelshausen and Lessing. Poetry will be selected from the works of Gryphius, Fleming, GŒtter, Klopstock and others. An exploration of themes such as the impact of war on human consciousness and the emergence of the humanistic tradition of German idealism. M. W. Swales.
Prerequisite: GERA11 or GERB20
Corequisite: GERB04

GERB06S History of German
A historical view of the German language from its beginnings within the Indo-European group to the present. Special attention will be given to the three main historical eras of the language and to the linguistic phenomena which serve to demarcate the eras from one another. J.D. Woods.
Prerequisite: Grade 13 German of GERA10

GERB07S Modern German Poetry
A study of lyrical trends and forms from the post-Romantic era to the present. H. Ohlendorf.
Prerequisite: GERB20
Corequisite: GERB04

GERB08S Features of Post-war German Literature
Course not offered in 1975-76.
Prerequisite: GERB20
Corequisite: GERB04

GERB09F Introduction to Middle High German
The structure of the Middle High German language, illustrated through selected works of the literature. J.D. Woods.
Prerequisite: GERB20
Corequisite: GERB04

GERB10S Introductory Seminar on German Literature
An introduction to the techniques of literary analysis, applied to representative texts of the eighteenth, nineteenth and twentieth centuries, M. W. Swales.
Prerequisite: Grade 13 German or GERA10
Corequisite: GERB20

GERB11Y Classicism
A study of Classicism, with particular attention to Schiller and Goethe. Reference will also be made to the critical writings of men such as Winckelmann and Herder and to the essays and the exchange of letters by Schiller and Goethe. H. Ohlendorf.
Prerequisite: (GERA11) or GERB20
Corequisite: GERB04

GERB12Y Literature of Sturm and Drang and Romanticism
Course not offered in 1975-76.
Prerequisite: (GERA11) or GERB20
Corequisite: GERB04
History

History is a Humanities discipline which contributes to a fuller understanding of the present by the examination of the past. History is also related to the Social Sciences, in which findings depend on precise evaluation of evidence. The study of History, therefore, can play a part in a large number of interdisciplinary programmes.

The History programme combines a variety of approaches and teaching methods in order to satisfy a number of purposes. Comprehensive courses (HISA01-HISB09) both provide a foundation in their areas and serve as preparation for more detailed studies. In advanced courses (HISB10-HISC99) students investigate more specific areas or periods or problems. C-level seminars require students to make close and thorough studies of primary sources and other evidence and to present their findings in discussions and in a major paper.

Students are strongly advised to enrol in HISA01 early in their academic programmes and to enrol in no more than two C-level courses or their equivalent in any one academic year.

Students who wish to specialize in History should consult the "Specialist Programmes" Section of this Calendar and should consult with members of the faculty as early as possible in order to establish coherence in their studies.

HISA01Y The European World: An Introduction to History
A survey of European society from the Middle Ages to the present. This course will examine major trends in politics, economy, society and thought, and involve readings from selected primary and secondary sources. M. Ekstein; J.L. Pearl.

HISB01Y Nineteenth Century Britain, 1785-1918
An examination of the political, social, economic and religious forces which transformed an aristocratic society into an industrial power. J. Kenyon.

HISB02S From Empire to Welfare State
This course covers British history from 1906 to the present, with special emphasis on the contraction of British power overseas and the development of government responsibility to provide effective social services. J. Kenyon.

HISB01Y History of the United States
Major themes from the Revolution to the present, including independence, political reorganization, political parties, territorial expansion, nationalism and sectionalism, reform movements, the slavery and civil rights questions, the response to industrialization, progressivism and the United States as a world power. W.M. Dick.
Tudor and Stuart England
An examination of the forces which brought about political, social and economic changes in a pre-industrial society. J. Kenyon.
Exclusion: HIST05
Prerequisite: HIST01

Canadian History to 1867
Exploration and settlement, the institutions and life of New France; the British Conquest and its results; the impact of the American Revolution on British North America; development of the British colonies in North America; the confederation movement. J.S. Moor.
Exclusion: HIST05
Prerequisite: HIST01

Canadian History since Confederation
A survey of Canadian political, economic, social, and cultural history from 1867 to the present. J.R. Robertson.
Exclusion: HIST05
Prerequisite: HIST01

Russia from the Thirteenth Century to the Present
The Russian people, state and culture, with emphasis on the major social, institutional and ideological changes from the rise of Moscow to the present. E. W. Dowler.
Exclusion: HIST07
Prerequisite: HIST07

Society in Early Modern Europe, 1550-1800
Course not offered in 1975-76.
Prerequisite: HIS110

Aspects of European Social History 1789-1918
A course in international history tracing the development of the mass society from the upheaval of the French Revolution to the end of World War I. Pre-industrial "crowds" and popular responses to industrialization will be studied together with the institutions into which mass action was gradually channelled. W. M. Dick.
Exclusion: HISC151; PHILB15; PHILB52
Prerequisite: HIS110

Germany in the Nineteenth and Twentieth Centuries
A thematic treatment of German history from the end of the Holy Roman Empire to the present, concentrating on social, economic, and cultural interpretations of Germany's political experience. M. A. Joffre.
Exclusion: HIS117
Prerequisite: HIS117

Frontier Communities in the British Empire-Commonwealth – the South African Model
Course offered in only the Winter Evening Session. A comparative study of the influence of settlers on the development of new nations. Major issues such as settlement, class structure, race relations, democracy and nationalism, and relations with the metropolitan power, are considered. The main emphasis will be on the history of South Africa. J. Kenyon.
Exclusion: HIST05
Prerequisite: HIST01

British Imperialism in India
Course offered in only the Winter Evening Session. The impact of imperialism on India; the motives behind British imperialism; the problems of administration; the transfer of power; neo-colonialism. J. Kenyon.
Exclusion: HIST05
Prerequisite: HIST01

Europe, 400-1100
The breakdown of the Roman Empire and the reconstruction of society in the early Middle Ages, with emphasis on the development and interaction of social and political structures. The focus is on Western Europe, but attention is also paid to the Byzantine Empire, for purposes of comparison. The course will emphasize close study of the primary sources for the period; these sources will be read in translation. J.M. Corbett.
Exclusion: HIST01
Prerequisite: HIS110

Europe Under the Enlightened Despots
Course not offered in 1975-76.
Prerequisite: HIS110

The South before the Civil War
Course not offered in 1975-76.
Prerequisite: HIS110

American Society and Thought Before the Civil War
Course not offered in 1975-76.
Exclusion: HISC133
Prerequisite: HIS110

The United States since 1870: The Response to Industrialism
How a nation dedicated to equality and individualism responds to the problems created by large scale industrial organization. Why the "left" failed; the uniqueness of American labor history; the pattern of American reform; and implications of industrial capitalism for foreign policy are among the topics to be considered. W. M. Dick.
Prerequisite: HIS110
HIS43Y Ontario History, the Nineteenth Century
Course offered in only the Winter Evening Session.
The land; transportation; religion; economics; social issues; political parties; pioneers and immigrants; forces of international commerce and finance; cultural and religious developments. W.A. McRae.
Prerequisites: HISB05; HISB06

HIS44F Canadian Religious Traditions
A lecture and seminar course investigating aspects of the role of religion in the development of Canadian society. Such themes as religious establishment, denominational education, church-state relations, theological trends, revivalism, religious ethnicity, mission action, nationalism and social groupings in relation to religion, the modernist-fundamentalist controversy, premillennialism, the Social Gospel, and religion-political movements will be examined. J.J. Now. Prerequisites: HISB05, HISB06

HIS46Y Atlantic Canada
An examination of the Maritime provinces and Newfoundland from the first European contacts to the present, with emphasis upon the pre-Confederation period, international fisheries, French regime, British settlement, responses to the American Revolution; the Loyalist impact; colonial economies and social structures; struggles for responsible government; religious and ethnic tensions; adjustment of the Maritimes to Confederation; prolonged resistance of Newfoundland; farmers, labour, and fishermen's movements; the persistence of regional underdevelopment; intellectual and literary developments. J.R. Robertson. Exclusion: HISB46F
Prerequisites: HISB05; HISB06

[HIS47S Dissenting and Reform Movements in Post-Confederation Canada]
Course not offered in 1975-76.
Prerequisite: HISB06

HISC01F Independent Study
Prerequisite: At least one B-level course in History; permission of instructor to be obtained in the previous term, by 15 April for HISC01F and by 1 December for HISC02S.

[HISC11Y Western Europe in the 17th Century]
Course not offered in 1975-76.
Prerequisites: HIS0A1; one B-level course in History

HISC12F The Witchcraft Crisis in Early Modern Europe 1500-1700
This seminar will attempt to discover the nature of witchcraft and why it was perceived so sourly in this period. Limited enrolment: 20. J.L. Pastel
Prerequisite: At least one B-level course in History

HISC13F The Scientific Revolution, 1550-1700
This seminar traces the developments in science from Copernicus to Newton, as well as the scientific academies. Limited enrolment: 20. J.L. Pastel
Prerequisite: At least one B-level course in History

HISC17Y European Society and Culture between the World Wars
An investigation of the impact of war, technology, economics, and totalitarianism on the social condition and mind of European man. A reading knowledge of one or more foreign languages, although not indispensable, would be very helpful. Limited enrolment: 30. M. Eksteins.
Prerequisites: HIS0A1; one B-level course in History

HISC18Y The Russian Intelligentsia
The historical importance of the intelligentsia in Russia during the nineteenth and early twentieth centuries is unparalleled in the history of any other country. Not a class, but yet a major intellectual, social and political force, the intelligentsia embraced the great thinkers of the Russian right and left from Dostoevsky to Lenin. A study of its origins, beliefs, role and personalities. Limited enrolment: 15. E.W. Dowler.
Prerequisites: HIS0A1

HISC21Y Urbanization and Social Change in Nineteenth Century England
A study of the new social environment created by the growth of cities in an industrial community. J.P.R. Kenyon.
Prerequisites: HISB01

[HISC22Y Religion and English Society, 1750-1900]
Course not offered in 1975-76.
Prerequisite: HISB01

[HISC32Y The American Colonies and the British Empire]
Course not offered in 1975-76.
Prerequisites: HISB03 or HISB01

HISC34F Revolutionary America, 1760-1790
Course offered only in the Summer Evening Session, 1975. Sackcloth.
A seminar investigating the origins, course and effect of the American Revolution. Attention will be paid to the social and
political organization of America, the political ideas of the Revolution and their relationship to Western political thought, "revolutionary" changes in the new states, the role of propaganda and popular agitation, the formation and significance of the Constitution, and the importance of the Revolution for subsequent United States history. A.N. Shepard. 
Prerequisites: HISB01 or HISB03 or HISB05.

HISC41F Old Huronia
Course offered in only the Winter Evening Session
Exclusions: HISB41
Prerequisite: HISB05
Corequisite: Field trip to be arranged

HISC42S Church-State Relations in Canada
Course not offered in 1975-76.
Exclusions: HISB42
Prerequisite: HISB05

HISC43S Selected Topics in Canadian Religious History
A research seminar examining various themes outlined in HISB44F. 
Prerequisite: HISB44

HISC44Y The Prairie Provinces 1850-1950
A study of the background of Western Canadian alienation beginning with the attempts to break the H.B.C. trade monopoly, native rights, the educational problem, agrarian protest movements, the natural resources control question, the fiscal problems generated by the depression, post-war search for "a place in Confederation". Limited enrolment: 15. W. McKay.
Prerequisites: HISB05; HISB06

HISC45Y Canadian Intellectual History
This seminar will focus on the following themes in Canadian political and social thought: the intellectual assumptions apparent in contemporary discussion of Confederation; speculation on the destiny of the new nationality; the development of historical consciousness and the teaching of history; varieties of nationalism and regionalism; the social gospel; rural myths; resistance to industrialization and urbanization; the social role of the intellectual; the development of Canadian conservative and socialist thought. The main sources will be the writings of journalists, clergymen, academicians, labour activists, novelists, politicians, farmers' spokespersons, historians and satirists. Limited enrolment: 15. J.R. Robertson.
Exclusion: HISB45
Prerequisites: HISB05; HISB06

Humanities

The Humanities are concerned with man’s reflection on the human condition, the development and communication of his thought, and with the creation and enjoyment of the beautiful. They are thus an integral part of liberal education.

Courses in the Humanities are offered by the various disciplines which comprise the Humanities Division. However, the student who also wishes to explore the Humanities outside the traditional disciplinary framework is encouraged to consider the courses listed below, which provide a means of doing so. For senior students, the Individual Study Year provides a challenging alternative to a conventional programme of study. Most of the offerings listed here are unique to Scarborough College and reflect the particular interests of its students and faculty.

HUMA01Y Prologues
Twenty books of central importance in Western civilization will be read. This course will have no formal lectures or timetables; students may complete the readings at any time. A comprehensive examination will be given at the completion of each subset of ten books; however, the student may submit a request to sit these examinations at any time before the end of the annual examination period. The examination will stress the student’s ability to relate the books in his own way, rather than to remember minute aspects of plot and character. At weekly or bi-weekly informal sessions guest hosts will lead a discussion or present tapes, films, slides, etc., comprising some of the books. Texts subject to change; consult with co-ordinators. The Bible (in part); Homer, The Odyssey, Sophocles, Oedipus Rex; Parn, Last Days of Socrates; Aristotle, Politics; Plutarch, Lives; Augustine, Confessions; Dante, Inferno; Machiavelli, The Prince; Erasmus, In Praise of folly; El Cid; Relbesia, Gargantuus and Pangruet; Bunyan, Pilgrim’s Progress; Vanni, Lives of the Artists; Harvey, Motion of the Heart and Blood; Goethe, Faust I; Marx, Capital II; Darwin, Origin of Species; Freud, Interpretation of Dreams; Wagner, The Ring of the Niblungmen. W.C. Graham; P.W. Good.

"What’s past is prologue" — Shakespeare, Tempest II. i.
set the New Testament in the context of primitive Christianity (AD 30 – 100); to describe the early church against its environment in the Jewish and Hellenistic world; and to assess the presence of myth in, and the impact of myth upon, early Christian thinking. G.P. Richardson.

HUMB21F Love and Friendship: The Views of the Greeks and Romans A study of views held by the Greeks and Romans on the nature of love and friendship, especially those expressed by Plato, Symposium (On Love) and Aristotle, Nicomachean Ethics: Cicero, On Friendship and Ovid, The Art of Love: also a look at famous friends and lovers, both the historical and mythological, as they are described in classical literature. M.F. Irwin. Exclusion: (HUMB06)

HUMB22F The Age of Pericles Course not offered in 1975-76. Exclusion: (FARB23)

HUMB23S The Age of Augustus Rome in transition from Republic to Principate, with reading of the Aeneid of Virgil as well as selections from Horace and Ovid. Representative pieces of Roman art and architecture will also be studied. Exclusion: HUMB08 (1971-72)

HUMB24S The Age of Nero Course not offered in 1975-76.

HUMB25F The Age of Homer The world of Homer’s heroes as described in the Iliad and revealed through archaeology. The course will cover the development of early Greek epic poetry and will offer a survey of Mycenaean remains. Required reading will include Homer’s Iliad. M.C. Shaw.

HUMB26S Fantasy Literature II A continuation of HUMB05 with emphasis on the themes and goals of fantasy as reflected in sub-genres of the field: the Utopian novel (Wright’s Islandia), the anti-Utopian novel (do Miller’s Strange Manuscript), the paranoid fantasies of lowcraft, the Gothic romance, and others. R.I. Bonnick. Exclusion: HUMB25 (1971-72) Prerequisite: HUMB05

HUMB41F Women in Ancient Greece Course not offered in 1975-76.
HUMC20Y Jesus in Early Christianity and Judaism

An analytic and comparative study of the various descriptions of Jesus in early Christianity and in Judaism, as these can be ascertained from the New Testament, the Talmud and Mishnah, and the polemics between Jews and Christians in the Apostolic Fathers. The investigation will be set against the background of Jewish Messianic expectations.

G.P. Richardson.

Prerequisite: HUMB20Y

HUMC95- Individual Study Year

An opportunity for advanced students to spend a year following their own studies under the supervision of a committee of faculty drawn from the various disciplines within the Division of Humanities. Students will be expected to produce major papers or projects in their chosen area, and will take an oral examination at the end of
Italian

Scarborough College offers a wide range of courses on the language and literature of Italy from the Middle Ages to the present. For students who have no previous training in the language, the study of Italian begins at the elementary level with ITAA01. Students with Grade 13 Italian (or equivalent) take ITAB02 which is the prerequisite for literature courses as well as for the more advanced language courses. In both courses, emphasis is given to the spoken and written aspects of the language.

Courses offered by other disciplines may prove directly valuable to the student in Italian as adjuncts to his plan of study or as an enrichment of his total program. Similarly, certain aspects of Italian literature complement other areas of interest, such as Fine Art, Music, and English, French, Latin, or Spanish literature.

Students enrolled in Italian, some of whom may later wish to enroll in the Faculty of Education or to continue their studies at the graduate level, are strongly urged to confer with their instructors at the earliest possible date in order to establish a comprehensive and coherent plan of study.

Students should consult the Modern Languages and Literatures entries in the Specialist Programmes section of this Calendar.

ITAA01Y Introductory Italian
Elements of Italian grammar, with attention given to oral practice in classroom and laboratory. Short contemporary texts will be studied. G. Katz.
Exclusion: (ITAA01)

ITAB02F Conversation I
A graduated and controlled approach to spoken Italian. Topics selected for discussion will aim at a practical application of the language. A. Carmichael.

ITAB03S Conversation II
A continuation of ITAA02. A. Franceschetti.
Prerequisite: ITAA01 or ITAB02 or permission of instructor.

ITAB02F Intermediate Italian
Intensive review of the grammar, with drills, exercises and compositions. G. Katz.
Prerequisite: Grade 13 Italian or ITAA01 or equivalent.

ITAB03F Intermediate Conversation
The aim is to enable the student to acquire a good working knowledge of the spoken language. Special attention will be given to idiosyncrasies and special constructions. A. Carmichael.
Exclusion: (ITAB03)
Prerequisite: (ITAB02) or ITAB02

ITAB04S Advanced Composition
Study and analysis of selected texts, translations, and compositions. G. Katz.
Exclusion: (ITAB04)
Prerequisite: (ITAB02) or ITAB02

ITAB05S Practical Translation
Practice in translating from English to Italian and from Italian to English. Different examples of translation will be analyzed, and texts in both languages studied comparatively in terms of literary technique and style of expression. S. Mittler.
Prerequisite: (ITAB02) or ITAB02

[ITAB12S The Twentieth Century Novel]
Course not offered in 1975-76.
Prerequisite: (ITAB02) or ITAB02

[ITAB13S Modern Italian Poetry]
Course not offered in 1975-76.
Prerequisite: (ITAB02) or ITAB02

[ITAB15F Pirandello and the Italian Theatre of his Time]
Course not offered in 1975-76.
Prerequisite: (ITAB02) or ITAB02

[ITAB16S Italian Theatre from 1930 to the Present]
Course not offered in 1975-76.
Prerequisite: (ITAB02) or ITAB02
Introduction to Italian Literature
A survey of Italian literature, from the Middle Ages to the present.
Preamerequisite: (ITA002) or ITA002

Dante and Medieval Culture
Introduction to Medieval Italian literature with special reference
to Dante. A. Franceschetti.
Preamerequisite: (ITA002) or ITA002

Petrarca and Boccaccio
The Canzoniere and the Decameron.
The role of Humanistic thought and culture, the beginnings of the
Renaissance. G. Katz.
Preamquisite: (ITA002) or ITA002

Aspects of Italian Thought in the Fifteenth and Sixteenth Centuries
Course not offered in 1975-76.
Preamquisite: (ITA002) or ITA002

The Renaissance Epic
A brief survey of the origins of epic poetry in the Middle Ages will
precede the study of the masterpieces of the Renaissance Epic:
Pace’s Marquise, Boiardo’s Orlando Innamorato, and Ariosto’s
Orlando Furioso. A. Franceschetti.
Preamquisite: (ITA002) or ITA002

Italian Sixteenth Century Theatre
A study of tradition and innovation of the themes and techniques
in the theatre of sixteenth century Italy. Particular stress will be laid
on the commedia erudita as well as on the development of tragic-
comedy and tragedy in the theatre of this time. Plays will be selected
from the works of Machiavelli, Ariosto, Giraldo Cinzio and their
contemporaries. A. Carmichael.
Preamquisite: ITA002 or ITA002

Lyric Poetry of the Renaissance (from Poliziano to Michelangelo)
Conception of Love, Nature, Beauty and Life in the fifteenth
century poets (Poliziano, Lorenzo de Medici, Boiardo). Petrarchism
and Neo-Platonic love in the sixteenth century (Bembo, Stampa and Michelangelo).
A. Carmichael.
Preamquisite: (ITA002) or ITA002.

Reformation and Baroque Literature
Course not offered in 1975-76
Preamquisite: (ITA002) or ITA002

Italian Eighteenth Century Theatre
Course not offered in 1975-76.
Preamquisite: (ITA002 or ITA002)

Foscolo and Leopardi
Reading and analysis of selected works, with attention to Foscolo’s
Neo-Classicism, and characteristics of Italian Romanticism. G. Katz.
Preamquisite: (ITA002 or ITA002)

Manzoni
A study of Manzoni’s lyric poetry, tragedies and I. promesse spos.
S. Mitto.
Preamquisite: (ITA002) or ITA002

The Nineteenth Century Italian Novel in Transition
Course not offered in 1975-76.
Preamquisite: (ITA002) or ITA002

Supervised Reading
Preamquisite: (ITA002) or ITA002

Corequisite: ITA21 or ITA31

Linguistics

Linguistics is the science of language. For the linguist, language is a phenomenon
of the human mind and of human society. Not all languages are exclusively con-
cerned with the description of languages (an interest reflected in LINA01,
LINB11, LINB12) or the tracing of the history and development of languages
(LINB13). Linguists draw on the findings of Philosophy, Psychology, Sociology,
and Biology to create new frontiers of research. This new science is reflected in
LINB07, LINB05, LINB13, and other courses.

Language is, of course, of interest to many people who see it as a humanistic and
not a technical concern. To meet this interest we have designed such courses as
LINA01 and LINB05.
LINB08S  
Prerequisite: LINA04 or LINA01

LINB11Y  
Syntax and Semantics  
The study of sentence structure, including the major grammatical processes, e.g., transformational rules, the principle of the cycle, etc.; the relationship between syntax and semantics; grammatical and lexical meaning; literal vs. conveyed meaning, presuppositions, the influence of extra-linguistic context on language. D.M. James.  
Prerequisite: LINA03 or LINA03
Exclusions: LINB05, LINB06

LINB12Y  
Phonology and Historico-Comparative Linguistics  
A study of the second system of language, including phonetics, morphology, systematic phonemics, and universal phonological theory; a study of traditional historical-comparative linguistics, including familial and typological relationships. Dialect geography. The contributions of historical studies to modern universal linguistic theory. J.D. Woods.  
Prerequisite: LINA01 or LINA03
Exclusions: LINB02; LINB04

LINB13S  
Developmental Psycholinguistics  
The development of the facility for speech in childhood. Acquisition of a first language. The neurological prerequisites for speech and writing. This course is a continuation of LINB05. P.H. Salas.  
Prerequisite: LINB05

LINC01F  
Supervised Reading

LINC02S  
Prerequisite: At least one B-level course in Linguistics; permission of instructor.

LINC03F  
Supervised Reading

LINC04S  
Prerequisite: At least one B-level course in Linguistics; permission of instructor.

[LINC10Y  
Studies in Syntax and Semantics]  
Course not offered in 1975-76.  
Prerequisites: LINB03 or LINB11

ANTB16S  
Ethnic Cultures of Canada

ENGB01Y  
Old English Language and Literature

FREB25Y  
Introduction to French Linguistics

FREB32S  
The French Language in Canada

FREB46F  
Principles of Lexicology and Their Application to Modern French

GERB005  
History of German

PHILB07  
Philosophy of Language

SPAB12S  
History of the Spanish Language

LINA01Y  
General Linguistics  
In the introductory course various methods of linguistic analysis will be discussed, as well as the form and content systems which comprise language. Among the questions considered will be the processes of producing and comprehending speech, first and second language acquisition, and the ideal structures which underlie actual utterances. D.M. James.  
Exclusion: LINA03

LINA04F  
Introduction to Language  
Exclusion: LINA01

LINA04S  
Introduction to Language  
Same course as LINA04F. P.H. Salas, J.D. Woods.

LINB05F  
Psycholinguistics  
Primary language acquisition; language encoding and decoding; the perception of speech. P.H. Salas.  
Prerequisites: LINA01 or (LINA03)

LINB07Y  
Sociolinguistics  
The structure and use of language as it relates to social and cultural functions. The application of socio-linguistic research to Canada will comprise approximately half of the year's work. S. Whalen.  
Prerequisites: LINA01 or (LINA03) or SOCA01 or SOCA02
**LINC12F**
Dialectology
A continuation of LINC07, with emphasis on both the sociological and geographical study of linguistic variation. S. Whalen.
Prerequisite: LINC07

**LINC21Y**
Structure of a Language
Course not offered in 1975-76.
Prerequisite: either of LINC11, LINC12
Corequisite: the other of LINC11, LINC12
Exclusion: LINC10

**LINC22Y**
Comparative Study of a Language Family or Area
Course not offered in 1975-76.
Prerequisite: either of LINC11, LINC12
Corequisite: the other of LINC11, LINC12

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**Mathematics**

In all periods of recorded times Mathematics has been part of human culture. Before 500 B.C. the Pythagoreans stated that numbers rule the universe; Plato said that God ever geometrizes and in this century Einstein remarked that it is Mathematics that gives the natural sciences a certain measure of security.

The impulses for mathematical research come from pure creative curiosity, the need to explain and prove to others that something is true, and the need to organize and clarify scientific knowledge. At present mathematical methods are being applied to all fields of knowledge.

The interaction between Mathematics and the other Sciences is and has always been extremely advantageous. Once a physical problem has been described in mathematical terms it is often easier to analyze. In addition mathematical results often guide and stimulate analogous scientific research. On the other hand many mathematical theories originate in science and find their real importance in application.

The mathematics program is divided into four overlapping sections:

(a) Courses intended for mathematics and for physics students. These courses are A40-A45, A55, B25, B40-45, B50-B55, B51-B56, B70, B52-B57, C73, C44-C49, C50-C55, C52, C57, C60-C65.

(b) Mathematics for science and social science students. These courses are A26, B41-B42, B52-B57, B60, B65, C41, C42.

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**MAT20F**
Nature of Mathematics
Course not offered in 1975-76.

**MAT22Y**
Techniques of Calculus
Exclusion: MAT26, MAT55
Prerequisite: One Grade 13 course in Mathematics

**MAT25S**
Mathematics and Society
Course not offered in 1975-76.
Prerequisite: MAT20

**MAT26Y**
Calculus with Linear Algebra
Exclusions: MAT22, MAT55
Prerequisite: Grade 13 Calculus
MATA40F Introduction to Linear Algebra
The study of real vector spaces. Norms, Dot products, Cross products, Subspaces, Linear independence, Bases, Dimension, Matrices, Systems of linear equations, Linear transformations, Matrix of a linear transformation, Determinants, Elementary theory of eigenvalues and eigenvectors. Geometrical applications. T. Callahan. Exclusion: MAT51B. Prerequisite: Grade 13 Functions, Relations, or Grade 13 Calculus, or Grade 13 Algebra.

MATA55S Linear Algebra I
A generalization of the topics covered in MATA40 to abstract vector spaces. Eigenvalues, Eigenvectors, Change of basis, Diagonalization of matrices. T. Callahan. Prerequisite: MATA40.

MATA55Y Calculus

MATA56F Computer Programming
Introduction to algorithms, computer organization and computer programming. Emphasis is on learning to program in a high-level language. Various applications of computers will be discussed. This course is intended for students who want to learn programming for use in their own area of interest. W. Enright. Exclusion: MATA58. Prerequisite: One Grade 13 course in Mathematics.

MATA58F Introduction to Computing
The specification and formulation of algorithms. Introduction to computer organization and assembly language programming. Programming in a high-level language such as PL/I. Structured programming, Elementary applications. (This course is more intensive than MATA56 and is intended for students who plan to take several courses in the area of Computer Science.) C.R. Perault. Exclusion: MATA56. Prerequisite: Grade 13 Functions and Relations, or Grade 13 Calculus. Corequisite: MATA26 or MATA40 or MATA55.

MATA66S Programming Applications
A continuation of MATA56. Practical approaches to solving problems involving numerical computations, statistical calculations and an introduction to simulations and data processing. Exclusion: MATA68. Prerequisite: MATA56 or MATA58.

MATA68S Problem Solving with Computers
A continuation of MATA58. The application of computers to various numerical and non-numerical problems. Topics will include numerical methods, simulations, graph theory, data processing and the validity of computer models. W. Enright. Exclusion: MATA66. Prerequisite: MATA58 (or MATA56 and permission of instructor).

MATB25Y Geometry

MATB28S Programming Techniques for Data Processing
COBOL programming. Modular concepts including decision tables, if applicable programming, table driven logic, modular design. Sequential file processing, including data validation, external sorting, generalized file processing, systems design. Prerequisite: MATA68.

MATB40F Linear Algebra II
Affine vector spaces, Linear maps, Left and right inverses, Rank and dimension theorems, Bilinear forms, General linear products, Index of nullity, Sylvester’s theorem, Dual spaces, Quadratic forms, Applications to critical point theory, Symmetric operators, Unitary operators, Polynomials, Eigenvectors and eigenvalues, Triangulation and diagonalization, Spectral theory, R. Dever. Prerequisite: MATA45.

MATB41F Techniques of The Calculus of Several Variables I
MATB425 Techniques of The Calculus of Several Variables II
Integrals of functions of several variables. Iterated integrals. Differen-
tial equation under the integral sign. The 2- and 3-dimensional. Sequences
and series of numbers. Convergence tests. Series of functions.
Power series. Taylor series. Fourier series. Convergence of the
Fourier series of a twice continuously differentiable function.
Introduction to the General Fourier series of orthogonal functions,
the calculus of variations, and to Differential equations.
Exclusions: MATB50, MATB55
Prerequisite: MATB41

MATB45S Linear Algebra III
Witt's theorem, isotropic subspaces. The orthogonal group. The
Prerequisite: MATB40

MATB50F Analysis
Partial Derivatives. Implicit differentiation. Extrema of functions
with side conditions. Series of functions. Uniform convergence.
Limit and derivative under the integral sign. Multiplication, differen-
tiation and integration of series. Power series. The calculus of
vector functions. J.J. Leach.
Exclusion: MATB41
Prerequisites: MATA45, MATA55

MATB51F Differential Equations I
Equations with separable variables. Homogeneous equations. First
order linear equations. Exact differentials and integrating factors.
Equation of Bernoulli. Clairaut equation. Reducible second order
equations. First order equations of higher degree in algebraic form.
Second order linear equations with constant coefficients and Euler’s
equations. General second order linear equations. Wronskian. Varia-
tion of parameters. Boundary and initial value problems. Green’s
function. Adjoint operators. Power series solutions of second order
equations.
Prerequisites: MATA40, MATA55
Corequisite: MATB50

MATB52F Probability and Statistics I
Sample space, random variables, univariate and bivariate distributions.
Point and interval estimations. Tests of significance, parametric and
non-parametric. Selected applications to Psychology, Sociology,
industrial problems, medical research, etc. A. Rapoport.
Exclusions: PSYB07, ISOA01
Prerequisite: MATA26 or MATA55

MATB53S Numerical Methods
Numerical methods and their implementation on a computer.
Solution of linear and non-linear equations. Ill-conditioned problems
and error estimates. Numerical integration and solution of initial
Prerequisites: MATA53 or MATA26; MATA68.
Corequisite: MATA40

MATB55S Analysis II
The topology of the n-dimensional Euclidean space. Multiple inte-
grals and transformation of variables. Integration of forms.
Exterior calculus. Line integrals, winding number, Green’s theorem.
Surface integrals and Stokes’ theorem. (Mathematical rigour is
emphasized.) J.J. Leach.
Exclusion: MATB41
Prerequisite: MATB39

MATB56S Differential Equations II
Metric Spaces. Banach’s fixed point theorem. Lipschitz condition.
Existence and uniqueness of solutions. Global qualitative analysis of
solutions. Higher order linear equations. Formulae of Abel-Jacobi-
Liouville. First order linear systems. Fundamental matrix. Jordan
normal form. Boundary and initial value problems. Green’s matrix.
Introduction to calculus of variations or to dynamical systems.
Prerequisites: MATA45; MATB51

MATB57S Probability and Statistics II
Regression and correlation. Analysis of variance. Distributions of
functions of random variables. Characteristic functions. Sufficiency,
Efficiency, Completeness, Likelihood estimates. Selected applications
to Psychology, Sociology, industrial problems and medical research.
A. Rapoport.
Prerequisite: MATB52

MATB60F Programming Languages and Their Applications
Programming languages and applications. The syntax and semantics
of various programming languages, including both algebraic and
symbol manipulation languages. Data structures. Numerical and non-
umerical applications.
Prerequisite: MATA68

MATB70S Introduction to Number Theory
Some elementary properties of integers. Prime numbers. Congruences.
Diophantine equations. Quadratic residues. Rational approximation.
Prerequisite: MATA45
MATB73F Computer Organization
Computer structure, machine language, instruction execution, addressing techniques and digital representation of data. Computer system organization, Memory storage devices, Survey of logic design and microprogramming. Some case studies of actual machines to illustrate various computer architectures.
Prerequisite: MATA68

MATB80F Symbolic Logic I
Same course as PHLB80F. An introduction to formal techniques of reasoning: sentential logic, quantification theory, and probability theory, J.H. Sobel.
Exclusions: PHLB50; (PHLB53)

MATB85S Symbolic Logic II
Same course as PHLB51S. A sequel to Symbolic Logic I in which quantification theory is extended to include identity and definite descriptions and the metatheory of standard logic is studied.
J.H. Sobel
Exclusions: PHLB51; (PHLB81); (PHLB82); (PHLC70)
Prerequisites: MATB80 or PHLB50

MATC32S Advanced Topics in Mathematics
A survey of different trends in the mathematics of this century. The course content and the prerequisites change yearly. Manifolds, Critical point theory, Mathematical economy, Calculus in Banach spaces.
Prerequisites: MATB50; MATB40

MATC34F Data Structures
Data types and operations on them, Storage representation and retrieval. Applications to on-line systems, management system and information systems. Generalized data structures and data definition facilities in existing programming languages.
Prerequisite: MATB68

MATC41F Applied Differential Equations
Exclusion: MATB31
Prerequisite: MATB40 or MATB55
Corequisite: MATA58 or MATA56

MATC42S Applied Mathematics and Mechanics
Exclusion: PHYC46, MATB46; PHYC42
Prerequisite: MATC41 or MATB56; PHYA01 or PHYA02

MATC44F Algebraic Structures I
An introduction to group theory and algebra. Groups, their homomorphisms and structure. Representation of groups by permutation groups, Isomorphism theorems and some of their implications. Sylow theorems. A similar study of rings and fields.
Exclusion: MATC46
Prerequisites: MATA45 and one other 300-level Mathematics course

MATC45S Applied Algebra
A study of the structures of modern algebra and their applications to computer science, Algebraic algorithms. Computations with integers and symbolic matrices, Interpolation and Chinese remainder theorem and the fast Fourier transform and multiplication of large integers and polynomials. Semi groups, Lattices, Boolean algebras and their applications, N. Wright.
Prerequisites: MATC44
Corequisite: Any two of MATB28, MATB53, MATB68, MATB73

MATC49S Algebraic Structures II
Exclusion: MATC46
Prerequisites: MATC44

MATC50F Real Analysis I
Prerequisite: MATB55

[MATC52F Experimental Design]
Course not offered in 1975-76.
Prerequisites: MATB57S; MATA40F
Music

Music is considered one of the liberal arts. The approach to musical style is historical and humanistic, and these courses differ in some respects from those designed for composers and performers. Performing skills are not required for this kind of study. It is expected that courses will vary from year to year.

MUSA01Y Introduction to Music
A study of the basic materials, principles of design, and cultural significance of representative works of Western and non-Western music, including popular music from the Middle Ages to the present. No musical training is required. T.J. McGee.
Exclusions: HUMA51

[MUS801S Music of the Twentieth Century] Course not offered in 1975-76.

[MUS802F Hayden, Mozart and Beethoven] Course not offered in 1975-76.

Natural Science

Students interested in Natural Science should also refer to:

ASTA03Y Astronomy, Its Early Development and Current Significance

NSCA01Y Introduction to Natural Science: Physical Science
A primarily non-mathematical treatment of the basic and applied physical sciences, designed for students whose major interests lie outside of Science. Basic questions discussed include: the history of physical science; scientific method; pseudo-sciences; dimensional analysis; principles of mechanics; theory of gravitation; oscillating systems; quantum mechanics; symmetry and physical laws; relativity theory; the statistical character of natural phenomena. Applications include: studies of speed and size; magnetic and electric phenomena; the physics of music and the physics of colour; nuclear and other energy sources and some of the philosophic and social implications of modern science. Considerable use is made of films and demonstrations to supplement the lectures and much of the tutorial
time is devoted to discussion. Reading and essay writing are an important part of the course. H.C. Corben.
Exclusions: Not open to students who are taking or have taken PHYA01 or PHYA02.

NSCSI02Y Introduction to Natural Science: The Biological Sciences
This course is designed for students with no formal background in Biology, and in particular for those whose main interests are not in the Natural Sciences. It aims to present an integrated view of the biological basis of individuality, social structure and ecological systems. An understanding of problems of environment, resources, population and race is based on a core of biological knowledge. This will be examined in three central categories: Man, inheritance and society; population and resources; the cybernetics of ecosystems. Reading and essay writing will be an integral part of the course, supplemented by lectures and discussion periods.

NSC02Y Quaternary Environments and Man
A multidisciplinary course designed to introduce the study of the events and processes that have shaped the physical, biological and cultural aspects of the world in which we live. Specifically, the course will emphasize the inter-disciplinary nature of the diverse fields investigating the last major period in the earth's history, the Quaternary. Included in the presentation will be the findings and methodologies of such disciplines as Geology and Geomorphology, Historical Ecology and Prehistoric Archeology. The format will consist of lectures, tutorials, demonstration laboratories and independent assignments.
Coordinator of Instruction: H.B. Schroeder
Exclusion: NSC03
Prerequisites: One of: ANTA01, BIOA03, GGRA07, GLGA01, NSC02

NSC03S Communications I
Course not offered in 1975-76.
Exclusion: S0800

Philosophy
Philosophy consists of a critical analysis of the ideas and concepts fundamental to such major areas of human concern as science, society, religion, morality and art. Its aim is to scrutinize the basic notions in these areas, to clarify the principles on which they are founded, to evaluate such beliefs for their soundness, and to explore their implications for a comprehensive understanding of the world in which we live.

Course offerings in Philosophy form a two-year cycle: those not offered in 1974-75 will be available in 1975-76, while PHLA01, PHLA02, PHLB01, PHLB02, PHLB50, PHLB60 and PHLB61 are offered every year. It should be noted that in almost all areas Fall/Spring sequences are offered which when combined provide the equivalent of a full year course at the B-level. These sequences are usually scheduled to arrive within Philosophy, not in order of difficulty.

Further information about Philosophy, and more details about these courses, may be obtained in the Philosophy Handbook, available either in the office of the Director of Humanities (H525A) or in the office of the Supervisor of Studies for Philosophy (H526).

PHLA01Y Fundamental Questions of Philosophy
A discussion of some of the fundamental questions of Philosophy. What is good reasoning? What is morality and can it be justified? Is it reasonable to adhere to a religion? What is knowledge? Are social practices justified? Is materialism true? Are humans free?
G.A. Nicholson; H.R. Schol; R.F. Thompson.

PHLA02Y Philosophic Clauses
An examination of some of the fundamental issues of philosophy through a study of selected writings of important thinkers such as Plato, Aristotle, Aquinas, Descartes, Hume, Nietzsche, Russell. The philosophers and selections studied will vary from year to year.
P.W. Good; W.C. Graham; A. Gomay.

PHLB01F Morality and Values
A study of philosophical problems and postures in ethics such as the relativity of values, the justification of morality, moral scepticism, ethical egoism, utilitarianism, deontology. P.W. Good.
Exclusion: (PHLB51 from 1973-74 and previous sessions)

PHLB05S Contemporary Ethical Theories
Course not offered in 1975-76.
Exclusion: (PHLB73; PHLB60)
Prerequisites: One B-level half-course in Philosophy - PHLB01 is recommended but not required.

PHLB05F Philosophy and Art
A study of the nature and purposes of art, considering such questions as the interpretation and evaluation of works of art, the uniqueness
PHLB10F Society, the State and the Citizen
A study of philosophical problems of the state and society such as the individual in society, the coercive state, the stateless society. 
W.C. Graham, 
Exclusion: (PHLB34)

PHLB11F Philosophy of Law
What is the relation between law and morality and between law and custom? What is justice? How are concepts such as responsibility, intention, negligence treated in the law? What is legal reasoning like? A. Grubhoy.

PHLB12S Marx and Marxism
Course not offered in 1975-76.
Exclusions: (PHLB53); (PHLB77)
Prerequisite: One course or half-course in Philosophy, Sociology, Political Science or Economics – PHLB10 is recommended but not required.

PHLB14S Philosophy of Social Science
A study of philosophical questions related to the social sciences. What is an explanation and how are theories formed in the social sciences? Can a social science be value free? Is social science bad philosophy, or is philosophy an armchair social science? How does social theory interact with social reality? R.P. Thompson.
Exclusion: (PHLB63)
Prerequisite: One course in Philosophy or in the Division of Social Sciences.

PHLB16S Philosophy of History
Course offered only in the Winter Evening Session.
The philosophy of history studies general theories about the nature of the human past and basic problems in the methods of historical research and writing. It asks such questions as: Has history any meaning? Can there be general theories of history? Is history deterministic? Must the historian make value judgments?
Exclusion: (PHLB64)
Prerequisite: One course or half-course in History or Philosophy is recommended but not required.
PHLB70S  Philosophy of Science  
Course offered only in the Summer Evening Session, 1973.  
A study of philosophical questions raised by the Natural Sciences.  
What is scientific explanation? In what sense does a Science tell us what the world is really like? What is causality and does it play a significant role in Science? How are theories justified?  
Exclusion: (PHLB05)  
Prerequisite: One course or half-course in Philosophy or in the Division of Science.

PHLB06F  Philosophy of Language  
Exclusions: (PHLB35), (PHLC66)  
Prerequisite: One B-level course or half-course in Philosophy or Linguistics.

PHLB81S  Theories of Mind  
An examination of the philosophical presuppositions of psychological theories such as those of Freud and Jung, Behaviourism, and Existential Psychology. Problems such as the relation of mind and body, conscious and unconscious, the meaning of mentalistic concepts and the analysis of dreaming will be studied. G.A. nicholson.  
Exclusions: (PHLB34), (PHLB79)  
Prerequisite: One B-level course or half-course in Philosophy or Psychology.

PHLB87F  Contemporary Philosophic Issues: The Problem of Religious Faith and Knowledge  
Some people claim to have certain knowledge of God, others, to know for certain that he cannot exist. This course assesses these claims by dealing with such questions as the following: Is knowledge of God possible, or are religious beliefs only a matter of personal preference? Is faith fundamentally irrational? Can any facts of human experience make a difference to the truth of religion? P.W. Gough.  
Prerequisite: One course or half-course in Philosophy.

PHLB88S  Contemporary Philosophic Issues  
Course not offered in 1975-76.  
Prerequisite: One course or half-course in Philosophy.

PHLB95F  Independent Studies  
Two B-level half-courses in Philosophy, or both one B-level course in any Division and permission of instructor.
Physics

Physics is the study of inanimate matter in action, and of the basic laws which describe how the parts of matter move, and how they influence each other. The effect of a star on the motion of a planet, or the Earth on the motion of a satellite, the effect of a molecule on a neighbouring atom, or of an atomic nucleus on an electron, may be accurately described in terms of the general laws of Physics. Although Newton's laws of motion adequately describe some of these situations, in most cases it is necessary to apply the more recently discovered refinements of these laws – quantum mechanics and the theory of relativity, together with the understanding of electric and magnetic effects to beautifully synthesized in Maxwell's theory of electromagnetism. From these basic principles many of the properties of gases, liquids, solids, plasmas, and nuclear matter may be understood in terms of the interactions between the individual units of which these forms of matter are composed.

Physics allows us to describe the properties of light, sound and heat up to the point where these enter our senses and of X-ray, radio, cosmic and other radiations of which we are not directly aware. The remarkable properties of some materials under extreme conditions of temperature and pressure, and of other materials when an electric current passes through them, form the basis of a wide range of applications of the subject.

It is possible to develop, in mathematical language, theories that run so closely parallel to the development of physical phenomena that they may be used to accurately describe and even predict the results of many carefully controlled experiments. The study of Physics therefore requires some studies both of Mathematics and of the techniques that are needed in the performance of accurate experiments.
PHYS04F Waves
Topics discussed include wave equations, superposition of waves, emission and absorption of waves, impedance, polarisation, interference, and diffraction. Applications are made to sound waves, radio waves, light waves, surface water waves and waves on a string.
Programme: A. Griffin.
Prerequisites: PHYS01 or PHYS02, MATA26 or MATA55

PHYS08S Statistical Physics
Fundamental topics discussed include the concept of entropy, the laws of thermodynamics, and the uses of ensembles in statistical mechanics. Applications include the kinetic theory of gases, paramagnetism, the specific heats of solids, the thermal contraction of rubber, the separation of isotopes, osmosis, and phase transitions.
P.J. O'Donnell.
Prerequisites: PHYS01 or PHYS02, MATA26 or MATA55

PHYS06Y Contemporary Physics
This broad introduction to the principles and some applications of modern physics is in a natural continuation of PHYS02. The core of the course will be the study of the properties of atoms, nuclei, molecules and crystals from the standpoint of quantum theory. Applications will include such topics as lasers, electron microscopes, X-ray scattering, nuclear reactors, properties of radiotracers, radiation hazards, semiconductors and superconductors. This course is intended for students whose interests are in the Life Sciences or in interdisciplinary studies and who wish to take a second course in Physics.
A. Griffin.
Prerequisites: PHYS02 or PHYS01, MATA22 or MATA26 or MATA55

PHYS08H Intermediate Physics Laboratory
Experiments are provided that deal with basic electricity and magnetism, electronics, solid state physics, and atomic and nuclear physics (illustrating material covered in lecture courses PHYS01 and PHYS06). M.J.G. Lee; J.M. Peres.
Prerequisites: PHYS01 or PHYS02
Corequisites: PHYS01 or PHYS06

PHYC01Y Quantum Physics
Introduction to the basic ideas of quantum mechanics and its applications in Modern Physics. J.D. King.
Exclusions: (PHYS10)
Prerequisites: PHYS01, MATH50 or both MATH41 and MATH42

PHYC06H Advanced Physics Laboratory
A selection is made of a number of advanced and detailed experiments illustrating fundamental principles and techniques in Physics.
M.J.G. Lee; J.M. Peres.
Prerequisites: PHYS08
Corequisites: PHYS01

PHYC06S Special Theory of Relativity
Exclusions: ASTC06S
Prerequisites: PHYS01, PHYS01

PHYC10Y Relativity and Cosmology
Same course as ASTC10Y. A special review of the special theory of relativity and of the mathematical background of general relativity theory. General relativistic field equations in free space and in the presence of matter, gravitational radiation, cosmological theories and observations. R.C. Rooder.
Exclusions: ASTC10
Prerequisites: MATH46, PHYS01

PHYC42S Applied Mathematics and Mechanics
Same course as MATC42S. Rigid body dynamics. Variational principles, Hamilton-Jacobi theory. Stability theory for ordinary differential equations.
Exclusions: (PHYS46, MATH46), MATC42
Prerequisites: MATC41 or MATH54; PHYS01 or PHYS02

Political Science
There is no concise and satisfactory definition of 'politics'. Thus it has been suggested that politics is 'the art of the possible', that politics is about the resolution of conflict and the accommodation of diverse interests, that politics is
about power and "who gets, What, When and How," that politics is about "the Good", and so forth. Indeed, in a sense the study of politics is a continuing exploration of these suggestions. But on the whole, as one writer has proposed, it is wise "to start with ordinary usage, and to explore its implications, rather than to begin or end with a formal definition."

The academic study of politics ranges from philosophical speculation to the empirical analysis of political behaviour. As a discipline it is loosely constructed, although in recent years a more rigorous method has been employed in several fields. In fact, the scope of the subject reveals the impossibility of clearly separating Political Science from a number of other disciplines. At the same time, within the discipline of Political Science itself it is customary to recognize the existence of several major fields; i.e., Political Theory, International Relations, Comparative Government, Political Behaviour and Public Administration.

**POLA01Y**
Canadian Government and Politics
A study of the political process in Canada, including: Canadian political culture; the formation of public opinion; political behaviour; political parties; the constitution; federalism; French Canada; federal-provincial financial relations; and the structure and functioning of political institutions, such as the Cabinet, Parliament, the Judiciary and the public service.
R.S. Blair; J. Becher.

**POLA02Y**
Introduction to Political Theory
This course is designed to acquaint students with the variety of political theory. Consideration will be given both to theories of how political life should be organized and to theories of how politics actually operates. Reading and discussion will be focused on such issues as participation; equality; identity; revolution; and leadership.
T. Colton; S. Solomon.

**POLA03Y**
Introduction to Comparative Politics
An introduction to the analysis of foreign political systems, focusing on the comparative characteristics of selected countries in the western and non-western world. V. Falkenhain; A. Rubenoff.

**POLB01Y**
Canadian Political Parties
The focus of this course is upon the national political parties and the national party system. While "third" parties will be treated in this context, provincial party systems as such will not be considered. Among the subjects dealt with are: party competition; elections; selection of leaders and candidates; platforms and ideologies; organization; finance. R. Blair.
Prerequisites: POLA01

**POLB03Y**
Political Thought of the Eighteenth and Nineteenth Centuries
A study of the major political philosophers of the eighteenth and nineteenth centuries. S.J. Coleman.

**POLB05Y**
Public Administration
An examination of the role of the bureaucracy in the Canadian and other political systems, focusing on the organization, staffing and management of the public service. Special emphasis will be placed on the powers of the bureaucracy and ways and means of controlling it.

**POLB06Y**
Political Thought from Plato to Locke

**POLB10Y**
International Relations
The nature of the international system; the factors that motivate foreign policies; and the institutions for the conduct of international relations. The purpose of the course is to help the student develop intellectual tools with which to analyse politics at the international level. A. Rubenoff.

**POLB12Y**
Politics and Society in Independent Africa
Course offered only in the Summer Session, 1975.
Although the focus of this course in independent Africa, it is about the generic problems of underdevelopment in the third world and the possibilities for progress in change. The three major questions with which the course grapples are the following. To what extent is the fate of poor African countries determined by such external factors as the colonial legacy and what is often referred to as "neo-colonialism" or "neo-imperialism"? To what extent are progressive developmental polices blocked by the power of new vested interest groups created by rapid political and economic change in African countries? What are some of the major political institutions and development strategies through which governments seek to direct change, and how effective are their efforts, given the constraints upon their freedom of action? R.R.J. Sandbrook.

**POLB17Y**
The Chinese Political System
An analysis of Chinese political institutions, behaviour and thought, with primary emphasis on the contemporary political system since 1949. V. Falkenhain.
Chapter 10: Political Behaviour
An introduction to the analysis of elite and mass political behaviour focusing on the social, cultural, and personal factors which influence the political behaviour of ordinary citizens, interest-group leaders, and governmental elites. Consideration will also be given to characteristic processes and relationships within the political system, such as voting, bargaining, protest, and violence. The emphasis is on the political systems of industrial societies, particularly Canada.

Chapter 11: The Political Philosophy of Nietzsche
This course will explore the view that Nietzsche was predominantly a political philosopher. Students will be expected to read most of Nietzsche's works in translation. S.J. Coleman

Chapter 12: Canadian Constitutional Law
The greater part of the course will be devoted to an examination of the judicial role in interpreting the division of legislative powers contained in the B.N.A. Act. The texts of relevant decisions will be analyzed in detail. The remainder of the course will deal with the subjects of constitutional change, civil liberties, and administrative powers. R. Blais
Prerequisite: POLA 01

Chapter 13: Politics and Government in India
An examination of the Indian political system, including analysis of its political culture and a survey of relevant political history. A.G. Rubinstein

Chapter 14: Interregional Relations in the European Economic Community
An examination of some of the problems of interregional relations which arise in regional organizations such as the E.E.C. and the machinery which has been developed to cope with these problems. J. Esherky

Chapter 15: Public Policies in Canada
A study of the patterns of growth in federal and provincial policies for economic growth and development, social welfare and education, law and order, and defence and international relations, the relationship between changing public policies and Canadian political development, and the contributions made by instruments of government toward the achievement of basic political goals. R. Monner

Chapter 16: Urban Politics
An examination of the politics and government of urban areas: the city as a unit of political analysis and action; urban planning; urban political institutions; problems in providing social services in cities.
POLB37F  Government and Politics in Ontario
The course begins with a study of the provincial constitution and then proceeds to an analysis of elections and the party system. Thereafter the major institutions - executive, legislature, and public service - together with their inter-relationships are examined. Provincial-local and provincial-federal relations will be given only limited treatment.

POLB38Y  Politics of the Third World
The emphasis in this course will be upon the effects which various Western, especially North American, policies and practices have had upon development in the Third World. The policies and practices to be surveyed include those relating to foreign aid, the multinational corporation, international trade, unionism, and Western security. Case material will be drawn from four countries in Latin America and Africa which illustrate a diversity of approaches to development: Cuba, Chile, Tanzania and Kenya. K.R.J. Sandbrook.

POLC00F  Marxism-Leninism
Course not offered in 1975-76.
Prerequisite: POLB03 or POLB06

POLC00Y  Comparative Communism
An analysis of society and politics in a variety of countries currently governed by Marxist-Leninist parties. G. Skilling.

POLC0TV  Reading Course
Advanced Reading Programme in Special Topics.
Prerequisite: One B-level course in Political Science; permission of instructor.

POLC08Y  Comparative Foreign Policy
Course offered only in the Winter Evening Session, Scarborough and Summer Evening Session, Oshawa
A comparative analysis of the varying role of ideology, culture, political institutions, weapons capability etc. as determinants of foreign policy, with emphasis on the foreign policies of Canada, the U.S., the Soviet Union and China.

POLC09S  Political Analysis
Course not offered in 1975-76.
Prerequisite: One related B-level course in a Social Science.

POLC10Y  Modernization and Revolution
An assessment of theories of modernization, imperialism, revolution and counter-insurgency and of the relevance of these theories to an understanding of the experience mainly of Cuba, Algeria and the Republic of South Africa. J. Eshleman.
Prerequisite: POLB24 or POLB10

POLC11F  The Psychology of International Relations
This course will explore the contribution that psychological knowledge can make to an understanding of international relations. Problems to be considered include problems of war and peace, the influence of perception on foreign policy decisions, the influence of personality on decision making. J. Eshleman.
Prerequisite: POLB24 or POLB10

POLC12S  Topics in Political Leadership
This course will involve detailed studies of specific political leaders in the light of a variety of theories of leadership. While the emphasis will be on psychological theories, students who have the necessary background may apply other approaches. It is assumed that the leaders selected for study will come from the areas of Canada, the United States and Western Europe but other political leaders may be studied where the students have the appropriate background. J. Eshleman.
Prerequisite: POLB24 or POLA01 or POLA03 or POLB18 or POLB26.

Psychology

Psychology is that branch of Science which seeks to understand the behavior of organisms. Why humans and infrahumans act as they do is a puzzle which has always challenged men. Philosophers, artists, novelists, theologians have sought the answer through reason and intuition. But can the methods of scientific inquiry be applied to an understanding of behavior? And, if so, what principles do they reveal?

The areas of interest in which Psychology encompasses include: how organisms perceive their environment; how they learn and adapt; how they change over their lifetimes; how they choose among alternate courses of action; how they respond to stress and conflict; and how the presence of other organisms in social settings influences their behavior. The course offerings in Psychology consider how psychologists pursue inquiries in these areas and what knowledge they have gained. Students should consult the "Programme of Study" section for the requirements for specialization in Psychology.
PSYB09F General Experimental Psychology
The experimental techniques of Psychology as applied to problems in learning, motivation and perception in infrahuman and human organisms. This course emphasizes research methods of Psychology and is intended to provide a broad foundation of basic information and research techniques required in specialized laboratory courses and advanced courses. Prior or concurrent enrolment in PSYB07 is recommended. C. B. Biederman. 
Prerequisite: PSYA01 or PSYA02

PSYB09S General Experimental Psychology
Course offered in only the Winter Evening Session
Same courses as PSYB09F. C. B. Biederman. 
Prerequisites: PSYA01 or PSYA02

PSYB10F Introduction to Social Psychology
Course offered in only the Winter Evening Session
Social Psychology focuses on the problem of how human behavior is influenced by others. Among the questions to be considered are: how do we form impressions of other people, how can we change the attitudes of others, what are the effects of competing or cooperating with others on our attitudes towards them, what are causes of prejudice and how can they be eliminated; and, what determines when people will engage in altruistic behavior? 
Prerequisite: PSYA01 or PSYA02

PSYB10S Introduction to Social Psychology
Same course as PSYB10F. K. K. Dion. 
Prerequisite: PSYA01 or PSYA02

[PSYB115 Social Psychology Laboratory]
Course not offered in 1975-76. 
Prerequisites: PSYB07; PSYB10

[PSYB125 Social Interaction]
Course not offered in 1975-76. 
Exclusion: PSYB12; Prerequisites: PSYB07; PSYB10

PSYB20F Developmental Psychology
This course is divided into two parts. The first examines broad frameworks which have been offered to explain human development; e.g., Piaget's cognitive theory, social learning view. The second part focuses on selected research areas which deal with different aspects of social and cognitive development in the infant and child; e.g., social attachment, intelligence, sex-roles and achievement. K. K. Dion. 
Prerequisite: PSYA01 or PSYA02
PSYB205 Developmental Psychology
Same course as PSYB20F. Course offered in only the Winter Evening Session.
Prerequisites: PSYA01 or PSYA02

PSYB30F Personality
How psychologists study the individual and his behavior. Examples of both the traditional broad theories of behavior (e.g., Freud's psychoanalytic theory) and the more contemporary research-oriented "miniature theories" will be discussed. The specific research areas which are covered vary somewhat from year to year. Achievement motivation, manifest anxiety, attraction, intelligence, computer models of personality, curiosity and exploratory behavior, personality assessment and non-verbal behavior are some of the topics which may be included in any given year. A. Karki
Prerequisites: PSYA01 or PSYA02

PSYB305 Personality
Same course as PSYB30F
Prerequisites: PSYA01 or PSYA02

PSYB132F Abnormal Psychology
A critical examination of psychoanalytic, S-R, cognitive-interpersonal, biological and phenomenological views concerning the cause and treatment of abnormal behaviour. The conceptual problem of defining abnormality and categorizing its varieties will be emphasized.
Prerequisites: PSYA01 or PSYA02

PSYB32S Abnormal Psychology
Same course as PSYB32F. Course offered in only the Winter Evening Session.
Prerequisites: PSYA01 or PSYA02

PSYB40F Learning
Critical review of basic theories and issues in the psychology of learning, with selected laboratory exercises in animal learning. An introduction to the problems and techniques in the study of the acquisition of behavior. Topics include: reinforcement, motivation, classical and instrumental conditioning principles, theory construction. G.B. Riederman.
Exclusion: (PSYB404)
Prerequisites: PSYA01, PSYA02, PSYB07 and PSYB09 are recommended but not required.

PSYB41S Operant Conditioning
Review of operant conditioning research with laboratory exercises in operant schedules of reinforcement and stimulus control of behavior. Emphasizes study of the control of steady-state performance and provides opportunity for the observation and control of operant behavior in infrahuman subjects in the laboratory. Topics include: complex schedules of reinforcement, stimulus control, models of operant behavior, discussion of applications of operant techniques in behavior modification. G.B. Riederman.
Exclusion: (PSYB404)
Prerequisites: PSYA01 or PSYA02, PSYB07, PSYB09 and PSYB40 are recommended but not required.

PSYB30F Sensation and Perception
An investigation into the processes by which we gain information about the world around us, and the laws which govern the way in which that information is used to construct our perceptions. M.C. Smith.
Prerequisites: PSYA01 or PSYA02

PSYB31S Perceiving and Knowing
In obtaining information about our environment we rely on first-hand contact with real things, and also on second-hand contact, with representations — we have to distinguish between reality and appearance, objects and images, the pictured and the pictured. The course examines such distinctions using data from children and adults, from different cultures, from different times, and from different species. Demonstrations and exercises will form part of the course work, but prior knowledge of laboratory procedures is not required. J.M. Kennedy.
Prerequisites: PSYA01 or PSYA02

PSYB32S Human Information Processing
Recently, psychologists who study human perception and behavior have begun to lay great emphasis on the way in which the human being actively and constructively processes information rather than merely responding passively to stimulation. The course introduces these ideas in their application to perception, memory, and cognition, with special emphasis on quantitative studies. M.C. Smith.
Prerequisites: PSYA01 or PSYA02, PSYB30, PSYB07 or PSYB09 are recommended but not required.

PSYB35F Man and Machines
Courses offered in only the Winter Evening Session
Experimental Psychology can be used to match machines to the properties of human beings so that we can achieve "human use of human beings". This course examines machines which learn and adapt themselves to humans, the efficient design of machines to
match human nervous systems, prosthesis; machines as a model of
man; quantitative measures of human performance; and philosophical
problems about man's nature in a world of intelligent machines.
Prerequisites: PSYA01 or PSYA02; quantitative skills such as are
required in PSYB07, or PSYB09 are an advantage.

PSYB06F
Brain Mechanisms and Behaviour: I
Students with prior credit for PSYB65 may take PSYB60 for credit.
This course and PSYB61S deal with the relationship between
behaviour and structure and function of the nervous system.
Topics covered in PSYB60F include: neuroscience, structure and
function of neurons, neural mechanisms and movement, and the
physiological basis of perception. N.W. Milgram.
Prerequisite: PSYA01 or PSYA02

PSYB61S
Brain Mechanisms and Behaviour: II
Physiology of Motivation and Learning
This is a continuation of PSYB60. Topics covered under the
category of Motivation will include psychological basis of eating,
drinking and sexual behaviour; sleep, and the neural correlates of
reward. Topics covered under Learning include: physiological pro-
cesses and memory, structural basis of learning and memory, bio-
chemistry and memory.
Prerequisite: PSYB60

PSYB42Y
Research in Physiological Psychology
During the first term this course will teach basic techniques used
in the investigation of brain function. During the second term
students will do original supervised research in groups or individually.
N.W. Milgram.
Prerequisite: PSYA01 or PSYA02; permission of instructor.
Corequisite: PSYB60, PSYB61, PSYB07, PSYB08 and PSYB09
are recommended but not required.

PSYB46S
Biological Foundations of Behaviour
Course offered in only the Winter Evening Session
Students with prior credit for PSYB60 may not take PSYB65 for
credit. Examines the structural and physiological basis of behaviour.
It is geared towards non-biologically oriented students. Specific topics
include: behavioural genetics, endocrinological factors and behaviour,
central nervous systems mechanisms and behaviour. N.W. Milgram.
Exclusion: PSYB60

PSYB70F
Comparative Psychology
Comparison of psychological and ethological approaches to the pro-
blems of the structure, causation, ontogony, and phylogeny of
behaviour.
Prerequisite: PSYA01 or PSYA02

PSYC15S
Current Topics in Social Psychology
Course offered in only the Winter Evening Session
An intensive examination of selected issues and research problems in
social psychology.
Prerequisite: PSYB10

PSYC12F
Socialization Processes
Covers the processes by which an individual becomes a member of a
particular social system (or systems). The course examines both the
content of socialization (e.g., development of specific social behaviors)
and the context in which it occurs (e.g., family, peer group, etc.)
Material will be drawn from both Social and Developmental Psychology.
Prerequisites: PSYB10, PSYB20

PSYC13F
Personality and Social Interaction
An examination of the role of nonverbal behavior and social inter-
action. Research strategies and data based on both traditional
psychological models and the more biologically oriented ethological
approach will be considered. Among the topics to be discussed are
non-verbal communication and social regulation in man and other
animals, personal space and related territorial-like behavior, selected
nonverbal behaviors such as facial expressions and body movements.
Limited enrollment: 25.
Prerequisites: (PSYB03) or PSYB30; one other B-level half-course in
Psychology.

PSYC34S
Thought and Action
Course offered in only the Winter Evening Session
Theory and research concerning the relationship between cognition and
motivation. Topics will include S-S versus S-R theory, Lewin's
field theory, the theory of achievement motivation, cognitive dis-
sonance, interval versus external control attribution theory, facility
with high school algebra will be assumed. Limited enrollment: 50.
A. Kossel.
Prerequisites: PSYB30, one additional B-level half-course in
Psychology.

PSYC35S
History of Psychology
Course not offered in 1975-76.
Prerequisites: PSYA01 or PSYA02; two B-level half-courses in
Psychology.
PSYC40S Current Topics in Animal Learning
A review of recent developments in animal learning with emphasis on discrimination learning and avoidance conditioning.
G. Biederman.
Prerequisites: PSYB40 or PSYB41

specified course

PSYC41S Psychology of Learning and Motivation
Course not offered in 1975-76.
Exclusion: N1CB01
Prerequisitics: PSYB40 or PSYB41 or PSYB60

PSYC50S Attention and Performance Theory
Offered in alternate years; not offered in 1975-76.
Prerequisite: One B-level half-course in Psychology, preferably PSUB07 or PSUB09

PSYC52S Structures in Psychology
In a number of areas, there seem to be systems of rules (structures) that characterize physical, logical and psychological phenomena that people employ. The areas and major theories in each area include: visual perception (Gibson), language (Chomsky), the child's developing grasp of reason (Piaget), and social understanding (Labou). Each of these areas will be considered and possible extensions of the main theories will be outlined. The extensions include hypotheses about sex differences in egocentrism, the structure of conversation (Kukla), perception of representations and understanding of metatheory, J.M. Kennedy.
Prerequisites: PSYB07 or PSYB08 or PSYB09 or PSYB20 or PSYB51; permission of instructor.

PSYC53S Current Topics in Human Information Processing
An intensive examination of selected issues and research problems in human information processing.
Prerequisites: PSYB51 or PSYB53 or PSYB36

PSYC56S Man and Machine Seminar
Course not offered 1975-76.
Prerequisite: PSYB56

PSYC60S Current Topics in Comparative and Physiological Psychology
An intensive examination of selected issues and research problems in comparative and physiological psychology.
Prerequisite: PSYB60

PSYC60S Foundations of Psychology
An analysis of selected philosophical issues as they concern the discipline of Psychology, and Psychology's relevance to the problems of Philosophy. Discussed will be such topics as: behaviourism and phenomenology; the mind-body problem; free will and determinism; distinctions, if any, between Psychology and traditional scientific disciplines. Limited enrolment: 20. A. Kukla.
Prerequisites: Three B-level half-courses in Psychology; one B-level half-course in Philosophy.

The supervised reading/research course is intended for students wishing to pursue specialized interests which grow out of existing course offerings in psychology. It is the responsibility of the student to locate a member of faculty willing to supervise his work and to develop, in consultation with his supervisor, an acceptable programme of reading/research. Students wishing to enrol in these courses should make arrangements with a supervisor well in advance of the beginning of term.

PSYC90F Supervised Readings in Psychology
Prerequisites: Three full-course-equivalents in Psychology; permission of instructor.

PSYC91S Supervised Research in Psychology
Prerequisites: PSYB07, PSYB09; two additional full-course-equivalents in Psychology; permission of instructor.

PSYC98Y Thesis in Psychology
This course is intended to offer to qualified students the opportunity to engage in a year-long research project under the supervision of an interested member of the faculty in Psychology. The project will culminate in a written report in the form of a thesis and a defense of that report. During the course of the year, at appropriate times, students will meet to present their own research proposals, to appraise the proposals of others and to discuss the results of their investigations.
Co-ordinator: B. Forrin.
Prerequisites: Satisfactory completion of 15 full-course-equivalents in any discipline but including PSYB07, one laboratory half-course in Psychology and two additional full-course-equivalents in Psychology; consent of a faculty member in Psychology to serve as research supervisor.
Corequisite: PSYB08 is recommended but not required.
Russian

The Russian discipline offers a selection of courses in Russian language and literature. These may be combined in a manner of the student’s own choosing, or in a Modern languages and literatures specialization, or in a Russian and Related Studies Programme (see entry in Specialist Programmes of study section of this Catalogue). Students who wish to study Russian literature without specialization may undertake their reading in translation.

RUSA01Y Introduction to Russian Culture and Literature
A study of aspects of the Russian creative mind, from the eighteenth century to the present.

RUSA10Y Introductory Russian
Fundamentals of Russian Grammar, with emphasis on conversation and reading. E. Whalen.

RUSB02Y Intermediate Russian
Expanded study to increase ability in speaking, writing and reading Russian.
Prerequisite: Grade 13 Russian or RUSA10
Exclusion: (RUSA11)

RUSB10Y Advanced Russian
Practical study of syntax, morphology, composition and style. Conversation based on reading materials from Russian literature and culture. E. Whalen.
Prerequisite: RUSB02

[RUSB12Y Russian Drama]
Course not offered in 1975-76.

[RUSB13Y A Survey of Russian Poetry from the Seventeenth Century to the Present]
Course not offered in 1975-76.

RUSB14F Prophecy in 19th Century Russian Literature
Study of Pushkin, Gontcharov and Dostoevsky.
Exclusion: RUSB11
Prerequisite: RUSA10
Corequisite: RUSB02

RUSB15S Women in 19th Century Russian Fiction
Studies in Pushkin, Turgenev and Tolstoy.
Exclusion: RUSB11

Social Science

[SOSB02Y The Indian Sub-Continent: Contemporary Problems]
Course not offered in 1975-76.
Prerequisite: On course in Social Science

[SOSB03S Communications I]
Course not offered in 1975-76.
Exclusion: NSCB03
Sociology

Sociology is the scientific study of interaction among people, the social relations which they establish, and the social groups which they form and which make up society. Sociology attempts to explain how society is ordered and how it functions, what accounts for social cohesion, social stratification, social mobility and social change, the consequences of cooperation, competition and conflict.

The courses listed below represent some of the major subdivisions of Sociology and several approaches to the scientific study of social phenomena.

**SOC03Y History of Social Thought**
The development of Sociology and the works of particular sociologists whose concepts not only are of historical interest but also have relevance to contemporary Sociology.
Prerequisite: One course in Sociology

**SOC04Y Political Sociology**
A study of the interrelationship between society and policy, between social structures and political institutions.
Prerequisite: One previous course in Sociology

**SOC05Y Urban Sociology**
An examination of cities in general and of Toronto in particular, as a study of large-scale population aggregation and organization. A considerable amount of fieldwork and urban exploration is expected.
N. Howell.

**SOC06Y Social Class and Social Stratification**
Description and analysis of the nature of social stratification with emphasis on the basis of stratification. Different theoretical views concerning stratification: the structure and function of stratification systems, social classes and associated behaviour; social mobility; and, class conflict. L.R. Howard.
Prerequisite: One course in Sociology

**SOC07Y Small Groups**
Analysis of small group behaviour with special reference to the dynamics of structure formation, conflict patterns, maintenance patterns, and patterns of change. The first term will be conducted as an academic self-analytical group; the second term as a seminar. The method in the first term will be participation in group task performance supplemented by regular reading and written reports; and in the second term, class reports, discussions and research reports. Limited enrolment: 20. W. J. Brinton.
Exclusion: (SOC090)
Prerequisites: Two courses in Sociology, one of which must be a B-level course.

**SOC08Y Sociology of the Family**
The sociological study of the family in contemporary Western society, with special emphasis on its historical development, social forces which have influenced it, interrelationship with other institutional forms, the family as a group, the family life cycle, family disorganization and family change. R.L. James.
Prerequisite: One course in Sociology

**SOC09Y Principles of Sociology: A Fieldwork Approach**
Course not offered in 1975-76.

**SOC10Y Methods in Social Research**
A formal study of methodology and a practical introduction to social research design, data collection and analysis. Laboratory sessions include exercises in computer programming, elementary statistics, graphics and library research. Students design and execute suitable projects as an important part of their term work. Limited enrolment: 30. R.C. Bell.
Prerequisite: One course in Sociology

**SOC11Y Structure of Intergroup Relations**
Course offered in only the Summer Session, 1975
The analysis of personal relationships in such social forms as the family, education, work, friendship and love. After ten weeks of lectures and tutorials on basic methods and theory, students conduct research on topics of their own choice, under continuing but informal faculty guidance. The final research report may take any suitable format - essay, voice tape, videotape, film, novel or other.
J.A. Lee.
SOCB13Y  Canadian Society
A sociological analysis of Canadian society, with emphasis on its changing structure. J.L. deLamany.
Prerequisite: One course in Sociology

SOCB14Y  Comparative Social Structure
A study of the institutional structure in different societies in order to develop a better understanding of the effects of structural variations on human behaviour. J.L. deLamany; L.L. Howard.
Prerequisite: One course in Sociology

SOCB16Y  Social Change
A sociological analysis of forms of change, such as industrialization, modernization, urbanization, and their consequences for the structure and function of contemporary society. J.L. deLamany.
Prerequisite: One course in Sociology

SOCB18Y  Sociology of Deviant Behaviour
The analysis of the social processes by which behaviour becomes defined as deviant; theories of causation and control; and the response of militant deviant subcultures. After ten weeks of lectures and tutorials on basic methods and theory, students conduct research on topics of their own choice, under continuing but informal faculty guidance. The final research report may take any suitable format—essay, voice tape, videotape, film, novel or other. J.A. Lee.

SOCB20Y  Ethnic and Race Relations
The problem of stereotyping and prejudice, social mobility and 'civil rights' movements as processes of change of ethnic status; maintenance of ethnic identity and conflict and continuity between ethnic groupings. Societal integration especially as it bears upon the question of Canadian bilingualism and multiculturalism.
Prerequisite: One course in Sociology

SOCB22Y  Sociology of Ideas
This course examines the works of various "non-sociological" social thinkers from the perspective of the sociology of knowledge, and in terms of their relevance for sociological theory. Among the writers whose social thought will be discussed are: Herbert Marcuse, R.D. Laing, B.F. Skinner, Claude Lévi-Strauss, Raymond Williams, Francis Fanon, Karl Popper and Thomas Kuhn. The course will involve discussion of the key elements in the sociology of knowledge and in sociological theory, but it is not intended to be a complete course in either of these subjects, and is not considered a "Sociological Theory" course as required by the Specialist Programme in Sociology.
Prerequisite: One course in Sociology

SOCB23Y  Demography of Canadian Society
The study of human population processes, birth, death and migration, and the effects of these processes on society, especially Canadian society. N. Howell.
Exclusion: SOCC15
Prerequisite: One course in Sociology

SOCB27Y  Power and Organization
Course offered in only Winter Evening Session
Same course as COMB27Y. Examines social factors in administration, the structuring of intra-organizational and inter-organizational relationships, and the distribution of power and dependency in society. Empirical studies used in the first term will focus on single organizations. Those used in the second term will focus on industries and other interdependent organizations. Students may organize their written work as a series of short, independent exercises or as a major project, and should be prepared to share their conclusions in class discussions. L.L. Howard.
Exclusions: (SOCC02Y, COMB27)
Prerequisite: One course in Sociology, Commerce, Economics, or Political Science

SOCB29Y  Research on Small Groups
A laboratory course consisting of the design of research for the study of small groups, with applications of research designs in a laboratory situation; the study of various types of groups and problems under laboratory conditions. Limited enrolment: 10.
R.W. Ingram.
Prerequisites: SOCB01Y; SOCC01

SOCB33Y  Collective Behaviour
The social conditions that produce collective behaviour and the effect it has on group conflict, morale, consensus and changing patterns of social organization. Limited enrolment: 15.
Prerequisites: Two courses in Sociology, one of which must be a B-level course

SOCB34Y  Social Movements
Course offered in only the Winter Evening Session
Analysis of major social movements, their origins, dynamics, and consequences for contemporary society. Limited enrolment: 15.
Prerequisites: Two courses in Sociology, one of which must be a B-level course

[SOCC05Y  Special Problems of Sociological Theory]
Course not offered in 1975-76.
Prerequisites: Two courses in Sociology, one of which must be a B-level course
SOCI075 Sociology of Occupations
The relation of man to his occupations in contemporary society, including such topics as: occupational choice in a changing society, conceptions of work and leisure, mobility and career patterns, and professionalization. Limited enrolment: 15.
Prerequisites: Two courses in Sociology, one of which must be a 3rd-level course.

SOCI084H Sociology of Education
Course not offered in 1975-76.
Prerequisites: Two courses in Sociology, one of which must be a 3rd-level course.

SOCI09F Sociology of Culture
A theoretical and empirical study of the societal processes by which the belief and cognitive systems, value and normative systems are accepted, established, and changed or modified. Special emphasis on Canada and the problems of development of Canadian culture. Limited enrolment: 15.
Prerequisites: Two courses in Sociology, one of which must be a 3rd-level course.

SOCI10S Sex, Self and Society
Course offered in only the Winter Terming Session
A sociological approach to the bases, establishment and maintenance of social differentiation based on sex, including a consideration of socialization and sex-typing, the division of labour, patterns of sexual behaviour, changing roles and protest movements. R. L. James.
Prerequisites: Two courses in Sociology, one of which must be a 3rd-level course.

SOCI12F Sociology of Revolution
A theory of revolution which will be applied to examine empirical instances of the phenomenon, e.g., The Mexican Revolution, The Russian Revolution, The American Revolution, including such events as the Winnipeg General Strike, the 1968 Paris Student Revolt and the FLQ crisis. Limited enrolment: 15.
Prerequisites: Two courses in Sociology, one of which must be a 3rd-level course.

SOCI14S Mass Communication and Canadian Society
Course not offered in 1975-76.
Prerequisites: Two courses in Sociology, one of which must be a 3rd-level course.

SOCI15F Problems in Demography
A seminar organized around investigation of special problems in demography, such as a special area of the world or period of history. Prerequisites: SOCI23 or permission of instructor.

SOCI16F Sociology of Conflict
Course not offered in 1975-76.
Prerequisites: Two courses in Sociology, one of which must be a 3rd-level course.

SOCI17S Social Change in Latin America
Course not offered in 1975-76.
Prerequisites: Two courses in Sociology, one of which must be a 3rd-level course.

SOCI18S Sociology of the Arts
Course not offered in 1975-76.
Prerequisites: Two courses in Sociology, one of which must be a 3rd-level course.

SOCI20S Sociology of Religion
A sociological analysis of: religion as a social institution, religious behaviour, and contemporary trends. Limited enrolment: 15.
Prerequisites: Two courses in Sociology, one of which must be a 3rd-level course.

SOCI21F Sociology of Criminal Behaviour
Prerequisites: SOC 18; one other course in Sociology.

SOCI22S Sociological Analysis: Qualitative Methods
Systematic analysis of basically non-statistical or qualitative materials. The craftsmanship of research. The problems, limitations and techniques of sociological analysis. Content analysis and methodologies for the study of non-academic materials from non-scholarly sources. Limited enrolment: 15.
Prerequisites: SOCI 401; one 3rd-level course in Sociology.

SOCI23S Juvenile Delinquency
Sociological study of delinquent behaviour including theories relating to causation, community response and rehabilitation programs. Limited enrolment: 20.
Prerequisites: SOCI 18; one other course in Sociology.
SOCC24S Changing Family Life in Canada
Examination of the major changes in the structure of the family in Canada, and its consequences for family life. Limited enrolment: 15. R.L. James.
Prerequisites: Two courses in Sociology, one of which must be a 1200 level course.

SOCC25S Comparative Race Relations
Comparison of race relations in, for example, Europe and North America.
Prerequisites: Two courses in Sociology, one of which must be a 1200 level course.

SOCC26F Sociology of Urban Growth
Sociological study of urban growth: basic conditions, patterns of growth, consequences for urban society and planning approaches. Major focus will be on Toronto and area. Limited enrolment: 20.
Prerequisites: Two courses in Sociology.

SOCC27S Social Class in Canadian Society
Specialized study of social class phenomena in contemporary Canadian society, bringing to bear both current theory and research.
Prerequisites: Two courses in Sociology.

SOCC30Y Independent Studies
Prerequisites: Any 15 courses; permission of instructor.

SOCC40Y Directed Field Work
Designed primarily for students taking the last five courses for their twenty-course degree who wish to specialize in field research. The course includes the observation and reporting of social data. Under the guidance of the instructor, the students will be expected to concentrate on a major research project during the session, terminating with submission of a paper based on the experience. Members of the faculty.
Prerequisites: Any ten courses; permission of instructor. (Students anticipating the selection of this course are advised to include SOCC801 early in their programme of studies.)

Spanish
Students enrolling in Spanish, whether as specialists or non-specialists, are offered a wide range of courses in the Spanish language and in Peninsular and Spanish-American literature.

Students who do not intend to specialize in Spanish are free to choose whichever courses they wish, provided that they have satisfied the relevant prerequisites. Specialist students will find the requirements for specialization in Spanish and in Modern Languages and Literature listed in the Specialist Programmes section of this Calendar.

Courses in Fine Art, History, Humanities, Linguistics, Philosophy, and in other languages and literatures, may also prove valuable to the student as adjuncts to his plan of study or as an enrichment of his total programme. Of particular relevance to the student with interdisciplinary interests are the programmes in Drama and in Latin-American Area Studies (for example, HUMB01 or HUMB03), and courses in comparative literature (for example, HUMB15 or HUMC01).

All students enrolled in Spanish, some of whom may later wish to enrol in the Faculty of Education or to continue their studies at the graduate level, are invited to confer with their instructors at the earliest possible date in order to work out an appropriate and coherent programme.

SFAA01Y Introductory Spanish
A course in basic grammar and syntax, with instruction in spoken and written Spanish in classroom and language laboratory. Exclusion: (SFAA001)

SPAB02F Intermediate Spanish
Review of Spanish grammar and syntax; elementary composition. R.J. Barta, IJ. Chico-Debad. Exclusion: (SPAA002) Prerequisite: Grade 13 Spanish or (SPAA001) or SFAA01

SPAB03S Pre-Literary Examination of Texts
The basic elements of style with rapid reading and comprehension of texts of various periods. R.J. Barta. Exclusion: (SPAA003) Prerequisite: (SPAB002) or SPAB02

SPAB04F Phonetics
Articulatory phonetics; Spanish speech sounds; intensive practice in their production and transcription. R. Skryme. Exclusion: (SPAB004) Prerequisite: SPAA01

SPAB05S Spanish Conversation I
Intensive practice in the spoken language, through controlled situational oral work and discussion groups, with attention also given to the comprehension of the major regional variants. I.J. Chico-Debad, P.R. Ledin. Exclusion: (SPAB005) or SPAB15 Prerequisite: SPAA01
SPAB06S  Spanish Conversation II
A continuation of SPAB05. J.J. Chicoy-Dávila.
Exclusion: (SPA006) or SPAB16
Prerequisite: SPAB05

SPAB07S  Intermediate Syntax and Composition
Practice in the effective writing of Spanish. J.J. Chicoy-Dávila.
Exclusion: (SPA007)
Prerequisite: SPAB02

SPAB09F  Cultural Aspects of Spain
Examination through readings and discussion, in Spanish, of aspects of the culture of Spain. J.J. Chicoy-Dávila.
Exclusion: SPAB09
Prerequisite: Grade 13 Spanish or SPA001

[SPAB10F  Cultural Aspects of Latin America]
Course not offered in 1975-76.
Exclusion: SPAB08
Prerequisite: Grade 13 Spanish or SPA001

SPAB12S  History of the Spanish Language
The languages of Spain, from pre-Roman times to the present. R. Skyrme.
Prerequisite: SPAB04

SPAB13F  Romanticism
The origin and growth of the Romantic movement in Spain; its relationship to Neo-Classicism and the Spanish tradition; a detailed study of the works of its principal exponents. R. Skyrme.
Prerequisite: SPA001 or (SPA001)

SPAB15Y  Conversation I
Offered in the Summer Language Institute only
Intensive practice in the spoken language, through controlled situational oral work and discussion groups, with attention also given to the comprehension of the major regional variants.
Exclusion: SPAB05

SPAB16Y  Conversation II
A continuation of SPAB15.
Offered in the Summer Language Institute only
Exclusion: SPAB06
Prerequisite: SPAB15

SPAB17F  The Nineteenth Century Spanish Novel
Course not offered in 1975-76.
Prerequisite: (SPA001) or SPA001

SPAB18Y  Survey of Spanish Literature I
Reading, analysis and discussion of Peninsular Spanish literature from the twelfth to the seventeenth centuries, with the object of acquainting the student with the major literary movements of each period; the authors and their works. R.J. Barta.
Exclusion: (SPA011)
Prerequisite: SPA001

SPAB19Y  Survey of Spanish Literature II
Course not offered in 1975-76.
Prerequisite: SPA001

SPAB20Y  Advanced Language Practice
Intensive study of grammar and syntax; translation, composition, and oral practice. R. Skyrme.
Prerequisite: SPAB07

SPAB21F  Stylistics and Translation
The examination of Spanish literature in relation to the resources of the language. Theory and practice of transmission of literary material from one language to another. R.J. Barta.
Prerequisite: SPAB03 or (SPA003)

SPAB23Y  Spanish Drama
A study of Spanish drama from the Middle Ages to the twentieth century. Complete plays of the major dramatists will be read, and discussed. In some cases films of actual theatrical productions in Spanish will be shown. P.R. Laid.
Exclusion: SPAB24
Prerequisite: SPAB02 or (SPA002)
Corequisite: SPAB03 or (SPA003)

[SPAB25F  Golden Age Prose]
Course not offered in 1975-76.
Prerequisite: SPAB03 or (SPA003)

SPAB26S  Golden Age Poetry
Study of the major poets of the Golden Age from Garcilaso to Gongora. J. Chicoy-Dávila.
Prerequisite: SPAB02 or SPA002
Corequisite: SPAB03 or SPA003
[SPAB27F] The Poetry and Theatre of García Lorca
Course not offered in 1975-76.
Prerequisite: SPA03 or (SPA003)

[SPAB28S] Spanish American Literature: A Survey
Course not offered in 1975-76.
Prerequisite: SPA001 or (SPA001)

[SPAB29F] Spanish American Literature: The Short Story
Course not offered in 1975-76.
Prerequisite: SPA001 or (SPA001)

[SPAB30S] The Novel of the Mexican Revolution
Course offered only in the Evening Session.
A study of the various types of novels written in Mexico from 1910 to the present time. Attention will be paid to the fundamental economic, social and cultural aspects of the Revolution. F.R. Ledo.
Prerequisite: SPA001 or (SPA001)

[SPAB33S] Spanish American Poetry 1860-1920
A study of the Modernist movement, involving an examination of the attitudes, themes, and techniques of some of its major authors.
E. Smythe.
Exclusion: HUMB15
Prerequisite: SPA003

[SPAB34S] Poets of the Vanguardia
Course not offered in 1975-76.
Prerequisite: SPA003

[SPAB35S] Medieval Literature: Prose
Course not offered in 1975-76.
Exclusion: SPAB22F/S
Prerequisite: SPA003

[SPAB36S] Medieval Literature: Poetry
Reading, analysis and discussion of major texts in poetry from the twelfth to the fourteenth centuries in Spain. R.J. Barta.
Exclusion: SPAB22F/S
Prerequisite: SPA003
### Evening and Summer Courses

#### Summer Evening Session, Scarborough, 1975

The Summer Evening Session begins on Monday, 12 May and ends on Friday, 15 August. Courses are given on two evenings each week, Monday and Wednesday or Tuesday and Thursday. For complete information about registration dates, dates for the beginning and conclusion of classes, deadline dates for withdrawal and dates for examinations, please refer to the "Academic Calendar" section of this Calendar.

The timetable for the courses listed below will be available in time for pre-registration in March.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title and Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTA01Y</td>
<td>Introduction to Anthropology</td>
</tr>
<tr>
<td>COMA01Y</td>
<td>Financial Accounting</td>
</tr>
<tr>
<td>ECOA01Y</td>
<td>Introduction to Economics</td>
</tr>
<tr>
<td>ENGB16Y</td>
<td>Fiction 1832 – 1900</td>
</tr>
<tr>
<td>GRHB20Y</td>
<td>Greek and Roman History: Alexander to the Goths</td>
</tr>
<tr>
<td>GGRB05Y</td>
<td>The Geography of Underdevelopment (A. Tazebe)</td>
</tr>
<tr>
<td>GGRC01Y</td>
<td>Supervised Research</td>
</tr>
<tr>
<td>GRCR07Y</td>
<td>Advanced Readings in Selected Fields of Geography</td>
</tr>
<tr>
<td>HISC34F</td>
<td>Revolutionary America (1760-1790)</td>
</tr>
<tr>
<td>MATA20Y</td>
<td>Calculus with Linear Algebra (F. Y. Y. Park)</td>
</tr>
<tr>
<td>PHLB16F</td>
<td>Morality and Values (A. Gomberg)</td>
</tr>
<tr>
<td>PHLB51F</td>
<td>Existence and Reality (D. Mosher)</td>
</tr>
<tr>
<td>PHLB52F</td>
<td>Philosophy of Religion (P. Gosh)</td>
</tr>
<tr>
<td>PHLB70F</td>
<td>Philosophy of Science (A. Gomberg)</td>
</tr>
<tr>
<td>POLB16Y</td>
<td>Comparative Politics of Western Europe</td>
</tr>
<tr>
<td>SOCA01Y</td>
<td>Introduction to Sociology</td>
</tr>
</tbody>
</table>

#### Summer Evening Session, Oshawa, 1975

The following courses will be given in the Summer Evening Session at Durham College of Applied Arts and Technology in Oshawa. Students who would like to take these courses must be admitted to the University of Toronto and register in the usual way at Scarborough College students. (The courses are also open to part-time students registered in other Colleges of the University of Toronto.)

Durham College is located on Simcoe Street North at the Fifth Concession, East Whitby Township.

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The Summer Day Session begins on Monday, 12 May and ends on Friday, 15 August. Courses are given on two evenings each week, Monday and Wednesday or Tuesday and Thursday. For complete information about registration dates, dates for the beginning and conclusion of classes, deadline dates for withdrawal and dates for examinations, please refer to the "Academic Calendar" section of this Calendar.

The timetable and room numbers for the courses listed below will be available in time for pre-registration in March.

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<td>ANTA01Y</td>
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</tr>
<tr>
<td>ANTB14Y</td>
<td>Human Evolution</td>
</tr>
<tr>
<td>ANT227F</td>
<td>Archaeological Field Methods</td>
</tr>
<tr>
<td>ANTC04S</td>
<td>Advanced Reading and Research in Anthropology</td>
</tr>
<tr>
<td>ECOB05F</td>
<td>National Income and the National Economy</td>
</tr>
<tr>
<td>ECOB06S</td>
<td>Macroeconomic Policy</td>
</tr>
<tr>
<td>ECOB08F</td>
<td>Literature of Political Economy I</td>
</tr>
</tbody>
</table>

Summer Day Session, Scarborough, 1975

The Summer Day Session begins on Wednesday, 2 July and ends on Friday, 15 August. Classes are given two hours per day, five days a week. Final examinations, if required, will be held in the last class period. For complete information about registration dates, dates for the beginning and conclusion of classes, deadline dates for withdrawal and dates for examinations, please refer to the "Academic Calendar" section of this Calendar.

The timetable and room numbers for the courses listed below will be available in time for pre-registration in March.

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</tr>
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<td>Course Code</td>
<td>Course Title and Instructor</td>
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<tr>
<td>ANT101Y</td>
<td>Introduction to Anthropology</td>
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<tr>
<td>ANT202S</td>
<td>Anthropology of Religion</td>
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<tr>
<td>ANTH112</td>
<td>Anthropology of Development</td>
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<tr>
<td>ANTH13Y</td>
<td>Human Evolution</td>
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<tr>
<td>ANTH20Y</td>
<td>Introduction to Social Organization</td>
</tr>
<tr>
<td>ANTH36Y</td>
<td>Theoretical Frameworks in Physical Anthropology</td>
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<tr>
<td>BIOA03Y</td>
<td>Introductory Biology</td>
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<tr>
<td>CLAS521Y</td>
<td>Greek and Roman Religion (J. Warden, J. Corbett)</td>
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<td>COMA01Y</td>
<td>Financial Accounting</td>
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<td>COMB01Y</td>
<td>Management Accounting</td>
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<tr>
<td>ECOA01Y</td>
<td>Introduction to Economics</td>
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<tr>
<td>ECOB01F</td>
<td>Price Theory I</td>
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<tr>
<td>ECOB02S</td>
<td>Price Theory II</td>
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<tr>
<td>ECOB08S</td>
<td>Money and Banking</td>
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<tr>
<td>ECOB47F</td>
<td>Urban Economics</td>
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<tr>
<td>ECOB18Y</td>
<td>North American Economic History</td>
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<tr>
<td>ECOC165</td>
<td>Topics in Advanced Economic Theory</td>
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<tr>
<td>ECOC17F</td>
<td>Workshop in Economics</td>
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<tr>
<td>ENGA94Y</td>
<td>English Literature: Forms and Approaches</td>
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<tr>
<td>ENGB02Y</td>
<td>Chaucer (F. Picardi)</td>
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<td>ENGC08Y</td>
<td>Twentieth Century Literature (M. Kirkman)</td>
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<td>FARB20Y</td>
<td>Canadian Art</td>
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<tr>
<td>FARB28Y</td>
<td>Art of the Twentieth Century</td>
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<tr>
<td>FREA01Y</td>
<td>Introductory French (P. Meis)</td>
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<tr>
<td>FREF15S</td>
<td>Ideas in Twentieth Century French Fiction (L. Mignault)</td>
</tr>
<tr>
<td>GGRA16S</td>
<td>Introduction to Geography: Environmental Analysis</td>
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<tr>
<td>GGRA07F</td>
<td>Introduction to Geography: The Surface of the Earth</td>
</tr>
<tr>
<td>GGRB06Y</td>
<td>The Geography of Economic Activities</td>
</tr>
<tr>
<td>GGRB10Y</td>
<td>The Geography of Soils (R. Bryon)</td>
</tr>
<tr>
<td>GGRB13Y</td>
<td>Introduction to Cultural Geography (S. Ralph)</td>
</tr>
<tr>
<td>GGRG01Y</td>
<td>Supervised Research</td>
</tr>
<tr>
<td>GGRG05S</td>
<td>Theory and Method in Modern Quantitative Geomorphology</td>
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<tr>
<td>GGRG07Y</td>
<td>Advanced Readings in Selected Fields of Geography</td>
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<tr>
<td>HIS101Y</td>
<td>The European World: An Introduction to History (J. Priest, M. Easle)</td>
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<tr>
<td>HISB05F</td>
<td>Canadian History to 1867 (J. Meir)</td>
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<tr>
<td>HISB06S</td>
<td>Canadian History Since Confederation (L. Robertson)</td>
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<tr>
<td>HISB07Y</td>
<td>Russia from Thirteenth Century to Present (E. Dowler)</td>
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<tr>
<td>HISB11F</td>
<td>Frontier Communities in the British Empire — Commonwealth — the South African Model (J. Kenyon)</td>
</tr>
<tr>
<td>HISB12S</td>
<td>British Imperialism in India (J. Kenyon)</td>
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<tr>
<td>HISB15Y</td>
<td>The United States since 1870: The Response to Industrialism (W. Dick)</td>
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<td>HISB43Y</td>
<td>Ontario History, the Nineteenth Century (W. McKay)</td>
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<tr>
<td>HISC14Y</td>
<td>Old Heronia (J. Morri)</td>
</tr>
<tr>
<td>HISG17Y</td>
<td>European Society and Culture Between the World Wars (M. Easle)</td>
</tr>
<tr>
<td>MATA36Y</td>
<td>Calculus with Linear Algebra (Y. I. Park)</td>
</tr>
<tr>
<td>PHLA01Y</td>
<td>Fundamental Questions of Philosophy (H. Sobel)</td>
</tr>
<tr>
<td>PHLA02Y</td>
<td>Philosophical Classics (P. Gough)</td>
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<tr>
<td>PHLB44F</td>
<td>Philosophy of the Middle Ages I (D. Mather)</td>
</tr>
<tr>
<td>PHLB45S</td>
<td>Philosophy of the Middle Ages II (D. Mather)</td>
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<tr>
<td>POLB10Y</td>
<td>International Relations</td>
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<tr>
<td>POLB23Y</td>
<td>Politics and Society in the USSR</td>
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<tr>
<td>POLB24Y</td>
<td>Psychology and Politics</td>
</tr>
<tr>
<td>POLB29Y</td>
<td>Twentieth Century Political Thought</td>
</tr>
</tbody>
</table>
Winter Evening Session, Oshawa, 1975-76

The Winter Evening Session began on Monday, 8 September and ends on Friday, 9 April. Classes are held one evening a week. For complete information about registration dates, dates for the beginning and conclusion of classes, deadlines for withdrawal and dates for examinations, please refer to the "Academic Calendar" section of this Calendar.

The timetable and room numbers for the courses listed below will be available in time for pre-registration in March.

<table>
<thead>
<tr>
<th>Course Code</th>
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</thead>
<tbody>
<tr>
<td>ANTH15Y</td>
<td>Introduction to Physical Anthropology</td>
</tr>
<tr>
<td>CMTH10Y</td>
<td>Greek Roman Thought</td>
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<tr>
<td>ECOA01Y</td>
<td>Introduction to Economics</td>
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<tr>
<td>ENG80Y</td>
<td>Victorian Poetry</td>
</tr>
<tr>
<td>GGRA09F</td>
<td>Introduction to Geography: Regional Analysis (P. Care)</td>
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<tr>
<td>GGRA10F</td>
<td>Introduction to Geography: Spatial Analysis</td>
</tr>
<tr>
<td>GRC02Y</td>
<td>Supervised Research</td>
</tr>
<tr>
<td>HSC41Y</td>
<td>Advanced Readings in Selected Fields of Geography</td>
</tr>
<tr>
<td>HSC40Y</td>
<td>Canadian Intellectual History (J. Robertson)</td>
</tr>
<tr>
<td>MA505Y</td>
<td>Calculus with Linear Algebra (Y. L. Park)</td>
</tr>
<tr>
<td>PHL215Y</td>
<td>Philosophy of History (P. Thompson)</td>
</tr>
<tr>
<td>POLA00Y</td>
<td>Introduction to Comparative Politics</td>
</tr>
<tr>
<td>SOC10Y</td>
<td>Introduction to Sociology</td>
</tr>
<tr>
<td>SOC12Y</td>
<td>Sociology of the Family</td>
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<tr>
<td>SOC20F</td>
<td>Collective Behaviour</td>
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<tr>
<td>SOC204S</td>
<td>Social Movements</td>
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Room and Telephone Director

1974-75

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<th>Course Code</th>
<th>Course Title and Instructor</th>
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<tbody>
<tr>
<td>1211</td>
<td>French</td>
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<tr>
<td>2251</td>
<td>Bookstore</td>
</tr>
<tr>
<td>3201</td>
<td>Anthropology Teaching Laboratory</td>
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<tr>
<td>3203</td>
<td>Physical Chemistry</td>
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<td>3205</td>
<td>Athletic Association</td>
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<td>3207</td>
<td>Audio Learning Laboratory</td>
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<td>3207</td>
<td>Principal's Secretary</td>
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<td>3113</td>
<td>Commerce</td>
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<td>3126</td>
<td>Music</td>
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<td>3245</td>
<td>Library</td>
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<td>3328</td>
<td>Photography &amp; Graphics</td>
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<td>3338</td>
<td>French</td>
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<td>3340</td>
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<tr>
<td>3185</td>
<td>Spanish</td>
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(To reach a Scarborough College number from outside the College, dial 284 followed by the telephone number as listed above)
SUPPLEMENTARY
CALENDAR
UNIVERSITY OF TORONTO SCARBOROUGH COLLEGE

Course Descriptions
1975-76

RETURN TO: SHSA
Convocation and
Student Records

H. Services

1975-1976
Sup. Calendar (Scar)
Dear Student,

This Supplementary Calendar is a beginning attempt to provide you with more information about the courses being offered in 1975-76 at Scarborough College. Unfortunately it is not complete. However, we hope that its incompleteness will not reduce unduly its usefulness to you. Many of the gaps are due to the uncertainty about new staff hirings, as a result of the difficult financial situation the University faces. In some disciplines with particularly acute staffing problems no decisions have yet been possible about allocations of teaching responsibilities.

These descriptions should give you a much clearer idea of the content and style of courses in which you may be interested. They should enable you to make better decisions about your programme at pre-registration which, in turn, should allow the College to make more accurate plans for room allocations and staffing schedules. In addition it is hoped that, with this new information at your disposal, you will not need to make so many course changes at the beginning of the year.

Along with this booklet, the timetable of all courses will also be available. You should consult it to ensure that you do not have any conflicts in your schedule. For those courses not described in the Supplementary Calendar you will need to consult the regular College Calendar, where you will also find the degree regulations and programme descriptions.

The details are as accurate as they can be for this time of year. Some changes may be made in the organization of the courses between now and September. However, this is the best information available now.

We hope it will be of some help to you. Since this is a trial run, we welcome your comments on the usefulness, format, and scope of the Supplementary Calendar.

Yours sincerely,

[Signature]

Peter Richardson
Co-ordinator of Supplementary Calendar
February 19, 1975

Dear Students:

This calendar is an unconventional one, designed to supplement the regular official calendar by providing students with more information on which to base their selection of courses. If it plays the role that we think it can play, we might be able to reduce the size of the official calendar and/or print it bimonthly in future years. Such possibilities have to be considered later when we are able to judge the degree of success of this "bridging" calendar.

We thank Professor Richardson not only for putting forward the proposal that there be such a calendar, but for organizing its production. Thanks, too, to the instructors for providing the necessary information.

D. R. Campbell,  
Principal.

ANTHROPOLOGY  
HOURS: 24  
SEASON: Winter  
NUMBER: 2204  
C. H. Ford

This course is arranged with the anthropological work of the Department of Social Science to make such courses as Sociology, Anthropology, and Political Science work up a series of related courses.  

Students will be taught by a professional, a social and a political scientist, and a sociologist.  

The course will be given in small groups for full-time and after-home students.

For all courses, the students will have a written examination at the end of each term.  

Students are encouraged to write a term paper, if possible, on a topic of their own choosing.  

The examination will be given on the basis of oral presentation and written essay.  

The course will be open to students who have completed the second year of Social Science or who have the permission of the instructor.  

The course will be open to all students who wish to study Anthropology.
anthropology

abstract of course

the course is concerned with the anthropological study of man and its place in the world, in order to examine human behavior and society. the emphasis is on the cultural and social aspects of human life, including the relationships between man and nature, the evolution of language, and the role of religion and art in society. major topics include the biology of man, the distribution of cultures, and the impact of technology on human society.

as a part of the course, students will be assigned to a group that will conduct fieldwork in a chosen location. the group will be expected to conduct research, interview and observe people, and record data. this will involve the use of standardized field notes, photographs, and other methods.

students will be expected to analyze and interpret their data, and to present their findings in class. the emphasis will be on developing critical thinking skills, and on the ability to express ideas clearly and logically. the course will also emphasize the importance of ethical considerations in research.

students should be familiar with basic principles of social science, such as the concept of culture, the role of language, and the importance of social structure.

students who are interested in anthropology should have a strong interest in human society, and should be able to think critically and independently.

references


d. r. campbell

principal.
ANALYSIS: BRAIN EVOLUTION

OBJECTIVES: Summer Preparatory Workshop

TYPICAL COURSE

A survey course on part of a core program in physical anthropology.

PREPARATION:

ARMS or an introductory biology course at equivalent of the

EXCLUSIONS:

None.

OBJECTIVE:

The goal of the course is to introduce evolutionary theory in an introductory course to cover the history of the discovery and interpretation of the evidence and in attempts to provide a framework for understanding the evolutionary process that is important for understanding the human species. The course will cover the major aspects of evolutionary theory, such as natural selection, genetic drift, and the role of chance events in the evolution of species. The course will also introduce students to the methods used in the study of evolutionary processes, such as molecular phylogenies and paleontological evidence.

EXPERIENCES:

Experiences will include field trips to nearby locations and lectures by experts in the field. Students will also participate in a research project to analyze the evolutionary history of a specific group of organisms.

PREPARATION:

Basic knowledge of biology and an understanding of the scientific method are recommended.

OBJECTIVES:

The course aims to introduce students to the major insights and debates of evolutionary theory. Students will be able to understand the historical development of evolutionary thought, the role of natural selection and other processes in the evolution of species, and the methods used to study evolutionary processes.

EXPERIENCES:

Field trips and lectures will be included in the course. Students will also have the opportunity to participate in a research project to analyze the evolutionary history of a specific group of organisms.

PREPARATION:

Basic knowledge of biology and an understanding of the scientific method are recommended.
APPENDIX 2

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TYPE OF COURSE
For all students interested in the subject matter.

MEET THROUGH
April

DESCRIPTION
The main object of the course is to provide graduate students in the field of social studies to be studied, particularly those who are interested in the subject matter. The student, through written examination and/or personal interviews. The purpose of this examination is to determine the student's level of interest and understanding of the subject matter. This examination will be conducted at any time during the semester. No abstracts will be acceptable. No contributions from the student will be accepted. No prior knowledge of the subject matter will be necessary to pass this examination. The student will be required to submit a written examination and/or personal interviews at the end of the semester. No abstracts will be acceptable. No contributions from the student will be accepted. No prior knowledge of the subject matter will be necessary to pass this examination.

PREPARATION
At least one introductory course and the following subjects will be covered: anthropology, sociology, political science, criminology, and psychology. A course in cultural trends will be offered in some courses of group interaction and problems.

REQUIREMENTS
Since courses of the above description are desirable for students, it is suggested that the student be interested in the subject matter. No prior knowledge of the subject matter will be necessary to pass this examination. The student will be required to submit a written examination and/or personal interviews at the end of the semester. No abstracts will be acceptable. No contributions from the student will be accepted. No prior knowledge of the subject matter will be necessary to pass this examination.

MASTER'S
This course will attempt to show the utility in anthropological and sociological methods. The student will be required to submit a written examination and/or personal interviews at the end of the semester. No abstracts will be acceptable. No contributions from the student will be accepted. No prior knowledge of the subject matter will be necessary to pass this examination.

COURSE
In the course of the present study, attention will be given to the methods of research as applied to the subject matter. The student will be required to submit a written examination and/or personal interviews at the end of the semester. No abstracts will be acceptable. No contributions from the student will be accepted. No prior knowledge of the subject matter will be necessary to pass this examination.
**FIELD METHODS IN ARCHAEOLOGY**

**SECTION:** Arthur Day

**TEXT**

**TITLE:** Field Methods in Archaeology

**INSTRUCTOR:** William Day

**WEDNESDAY**

**DATE:**

**TYPE OF COURSE:**

This course is designed to provide students with theoretical knowledge and practical skills in archaeological fieldwork. It aims to prepare students for fieldwork in various cultural and natural environments, focusing on the methodologies and techniques essential for archaeological investigations.

**PREREQUISITES:**

Completion of ARS 205.

**DESCRIPTION:**

The course is divided into two main sections: theoretical and practical. The theoretical part covers the principles of archaeological survey, excavation, and analysis, while the practical component involves hands-on fieldwork in a selected archaeological site.

**OBJECTIVES:**

- To provide students with a comprehensive understanding of archaeological fieldwork and its methodologies.
- To develop students' skills in data collection, analysis, and interpretation.
- To enhance students' ability to work independently and collaboratively in a field setting.

**TEXTbook:**


**ARMS**

- Field services and equipment
- Laboratory analysis
- Data management

**EVALUATION:**

Evaluation will be based on a combination of fieldwork performance, written assignments, and a final project. Fieldwork assessment will include participation, teamwork, and the quality of data collected and analyzed. Written assignments will focus on theoretical understanding and the application of course material. The final project will require students to design and execute an independent archaeological investigation.

**SUGGESTIONS:**

Students are encouraged to develop an interest in fieldwork and to explore opportunities for further study or employment in the field of archaeology. Participation in local community service projects and internships can also be valuable.

**SCHEDULE:**

- **Week 1:** Introduction to archaeology and fieldwork techniques.
- **Week 2:** Field survey methods and techniques.
- **Week 3:** Excavation methods and site recording.
- **Week 4:** Data analysis and interpretation.
- **Week 5:** Fieldwork report writing and presentation.

**RECOMMENDED READING:**

- *Archaeological Practice* by Peter Ucko, 1986.

**CONTACT:**

William Day, 1234 Archaeology Ave., Anytown, USA 12345

**FURTHER INFORMATION:**

For more details, please visit our course website at <https://www.archaeology.edu/fields>.
ARTISTRY FIELD METHODS IN ARCHAEOLOGY

A. C. Graeme

PAGE 1

INTRODUCTION

This course is designed to provide an introduction to archaeological methods and principles. It is intended for students who have not had previous experience in archaeological or related fields. It aims to introduce students to the basic concepts and techniques used in archaeological research and to encourage a critical approach to the interpretation of archaeological data.

OBJECTIVES

To develop a basic understanding of archaeological methods and to enable students to conduct archaeological fieldwork.

MATERIALS

The course will include lecture notes, reading materials, and fieldwork experience. Students will be expected to purchase the following textbooks:

1. "Field Methods in Archaeology" by R. C. Kiefer
2. "Introduction to Archaeology" by J. D. Clark

FIELDWORK

Fieldwork will be conducted at various archaeological sites in the area. Students will be assigned specific tasks and responsibilities, and will be supervised by experienced archaeologists. The fieldwork will be conducted during the summer months.

ASSESSMENT

Assessment will be based on a combination of written assignments, presentations, and a final project. The final project will require students to conduct an archaeological field survey at a site of their choosing.

REFERENCES

1. "Field Methods in Archaeology" by R. C. Kiefer
2. "Introduction to Archaeology" by J. D. Clark

ARTISTRY ANTHROPOLOGICAL ANALYSIS

W. R. Trenchard

TYPE OF COURSE

This course is designed for students who have completed an introductory course in anthropology. It is intended to provide an introduction to advanced topics in anthropology, including prehistory, archaeology, and human evolution.

OBJECTIVES

To introduce students to advanced topics in anthropology and to develop their analytical skills in the interpretation of archaeological data.

MATERIALS

The course will include lecture notes, reading materials, and fieldwork experience. Students will be expected to purchase the following textbooks:

1. "Introduction to Anthropology" by J. D. Clark
2. "Prehistory" by R. C. Kiefer

FIELDWORK

Fieldwork will be conducted at various archaeological sites in the area. Students will be assigned specific tasks and responsibilities, and will be supervised by experienced archaeologists. The fieldwork will be conducted during the summer months.

ASSESSMENT

Assessment will be based on a combination of written assignments, presentations, and a final project. The final project will require students to conduct an archaeological field survey at a site of their choosing.

REFERENCES

1. "Introduction to Anthropology" by J. D. Clark
2. "Prehistory" by R. C. Kiefer

ARTISTRY THE HUMAN ORIGINS PROJECT

W. R. Trenchard

OBJECTIVES

The aim of the course is to prepare students for work in the field of archaeology, with an emphasis on the human origins project.

MATERIALS

The course will include lecture notes, reading materials, and fieldwork experience. Students will be expected to purchase the following textbooks:

1. "The Human Origins Project" by R. C. Kiefer

FIELDWORK

Fieldwork will be conducted at various archaeological sites in the area. Students will be assigned specific tasks and responsibilities, and will be supervised by experienced archaeologists. The fieldwork will be conducted during the summer months.

ASSESSMENT

Assessment will be based on a combination of written assignments, presentations, and a final project. The final project will require students to conduct an archaeological field survey at a site of their choosing.

REFERENCES

1. "The Human Origins Project" by R. C. Kiefer
ARTS 304 THE AFRICAN ISSUE

TYPE OF COURSE
This course is designed to provide an overview of the African Issue. Students will explore the historical, cultural, and political aspects of Africa, focusing on the post-colonial period and the contemporary issues facing the continent.

TEXTBOOKS
- "Africa: A Continent in Transition" by Paul Clark and John Lonsdale
- "The African Issue" by Michael Davis

RECOMMENDED READING
- "The African Challenge" by Brian O. Ingalls
- "African Studies: A Multidisciplinary Approach" by James A. Bunting

COURSE OUTLINE
- Week 1: Introduction to African Studies
- Week 2: Historical Background
- Week 3: Colonialism and Decolonization
- Week 4: Post-Colonial Africa
- Week 5: Contemporary Issues
- Week 6: Case Studies in African Development
- Week 7: Environmental Challenges
- Week 8: Cultural Diversity
- Week 9: Economic Challenges
- Week 10: Political Challenges
- Week 11: Human Rights
- Week 12: Conclusion and Reflection

EXAMINATION
- Midterm Exam: 40%
- Final Exam: 40%
- Course Project: 20%

GRADING SCALE
- A: 90-100%
- B: 80-89%
- C: 70-79%
- D: 60-69%
- F: 0-59%

ASSIGNMENTS
- Weekly Reading Questions
- Group Projects
- Research Paper

LABORATORY
- Field Trips to African Countries
- Virtual Field Trips

LABORATORY EQUIPMENT
- Computer Labs
- Library Resources

LABORATORY HANDOUTS
- Course Syllabus
- Class Notes
- Reading Assignments

LABORATORY HOURS
- Monday to Friday: 8 AM to 5 PM

LABORATORY LOCATION
- Social Sciences Building, Room 101

LABORATORY PROCEDURE
- Pre-Lab Preparations
- Lab Reports
- Safety Protocols

LABORATORY OBSERVATIONS
- Consistency
-Accuracy
- Safety

LABORATORY REPORTS
- Format: APA
- Submission: Electronic

LABORATORY PROPOSAL
- Title: African Studies Project
- Description: Exploring the Impact of Colonialism on Contemporary Africa

LABORATORY COSTS
- Lab Fees: $200
- Travel Costs: Varies

LABORATORY CONTACTS
- Lab Director: Dr. John Smith
- Lab Assistant: Sarah Johnson
ART 114 INTRODUCTION TO THE WESTERN EASTERN DANISH ARCHITECTURE

Lectures: Monday, Wednesday, Friday 9:00 AM
Instructor: Dr. John Smith

PREREQUISITES
None.

DESCRIPTION
The course will introduce students to the architectural traditions of the nations that have comprised the United States, focusing on the evolution of architectural style from the colonial period to the present day. The course will cover significant historical periods, including the Colonial, Romantic, Victorian, and Modernist styles. The course will also explore the influence of cultural and social changes on architectural design.

TEXTBOOKS
None.

DESCRIPTION
The purpose of this course is to provide an understanding of the origins and development of architecture as a discipline. The course will cover the history of architecture from prehistoric times to the present day, focusing on major movements and architects. The course will also explore the role of architecture in society and the environment.

TEXTBOOKS

None.

DESCRIPTION
The course will introduce students to the architectural traditions of the nations that have comprised the United States, focusing on the evolution of architectural style from the colonial period to the present day. The course will cover significant historical periods, including the Colonial, Romantic, Victorian, and Modernist styles. The course will also explore the influence of cultural and social changes on architectural design.

TEXTBOOKS

None.
AUTHORS: THEOFRASTUS VILLAta AND THOMAS VILLAta

TITLE: RELIGIONS OF MEXICO AND CENTRAL AMERICA

ISSUE: October 5, 1970

ARTICLE: RELIGIONS OF MEXICO AND CENTRAL AMERICA

TYPE OF COVERAGE: A survey course designed for students of anthropology, but also intended for other disciplines as well.

PREVIOUS WORKS: This is the first article in the series on Mexican and Central American religions.

DESCRIPTION: The authors focus on the indigenous religions of Mexico and Central America, providing an overview of their historical development and cultural significance.

CONCLUSION: The article concludes with a discussion of the impact of Western religions on indigenous cultures.

BIBLIOGRAPHY:


ARTISTRY OF AMERICA AND MEXICO

SESSIONS: Monday and Wednesday

NO. 10

TYPE OF COURSE
A survey course designed for students of archaeology, but interesting to anyone from other disciplines as well.

PRELIMINARIES
ARTISTRY - Introduction to Archaeology. ARTISTRY - Distribution of Mesoamerican Artistic Influence to North America.

REQUIREMENTS
ARTISTRY, taught two years ago: Prehistory of North America.

OBJECTIVES
Building a basic understanding of the development of Mesoamerican culture from the first arrivals of humans to the complex high civilizations. Also, analyzing how artistic elements are transferred to other traditions throughout.

CONTENT
The development of Mesoamerican culture. We will focus on three major periods. The first part of the course will be devoted to the Preclassic, the origins of agriculture, and the role of the major centers in what will later be called the Classic period. The second part will be devoted to the rise and fall of urbanization in Mesoamerica.

TEACHING METHOD
Two hours per week: lectures; two hours per week: discussion. Students are required to write and fully support a position in the discussion. Such students will be expected to prepare a research paper on some aspect of Mesoamerican prehistoric culture.

BIBLIOGRAPHY

ARTISTRY
There will be one or two testing periods, several small assignments, and one term paper. Students will also be required to make participation in class discussions.

CONCLUSION
The course is essentially the same as the first half of ARTISTRY. However, students are recommended to write their final project in a comparative perspective. This is due to the nature of the content, which includes recent studies and developments in the field of Mesoamerican archaeology, as well as other trends.
ASTRONOMY
EXPLORING THE UNIVERSE

UNIT TOPIC
THE ANTHROPOLOGY OF OURS

UNIT 2
THE EARTH

Authors:
V. S. AKASS
V. SOU
C. ADAMS

TYPE OF CURRICULUM
Course Title: Anthropology of Our Universe

V. S. AKASS

TRENDS IN ANTHROPOLOGY

1. Understanding the origins of human species through the study of ancient cultures and their artifacts.
2. Exploring the diversity of human societies and their cultural traditions.
3. Investigating the impact of environmental changes on human societies and their evolution.
4. Examining the role of technology in shaping human social and cultural systems.

BACKGROUND

1. Anthropology is the study of human societies and their cultural traditions.
2. It is a field that draws on a wide range of disciplines, including biology, history, linguistics, and psychology.
3. Anthropologists study the origins, development, and diversity of human societies.

LEARNING OUTCOMES

1. Students will be able to identify and describe the key characteristics of human societies and their cultural traditions.
2. Students will be able to analyze the impact of environmental changes on human societies and their evolution.
3. Students will be able to evaluate the role of technology in shaping human social and cultural systems.

CHALLENGE STATEMENTS

1. How do we understand the origins of human species through the study of ancient cultures and their artifacts?
2. What are the key cultural traditions of human societies and how do they differ from one another?
3. How do environmental changes influence human societies and their evolution?
4. What role does technology play in shaping human social and cultural systems?

ASSESSMENT

1. Students will be evaluated based on their participation in class discussions and their ability to articulate key concepts.
2. Students will be assessed through written assignments that require them to analyze and interpret anthropological data.
3. A final project will be required, in which students will apply anthropological concepts to real-world scenarios.

RECOMMENDATIONS

1. Encourage students to explore diverse cultural traditions and their impact on human societies.
2. Promote interdisciplinary collaboration by integrating insights from various fields.
3. Provide opportunities for students to engage with contemporary anthropological issues and debates.
ASTRONOMY

ADMINISTERED BY: THE UNIVERSE
Sponsored: Winter Sea Starbrough

TITLE OF COURSE:
A survey course for students with a high school background in physics and current enrollment in science courses in and a pre-

REQUIREMENTS:
A junior/senior

DESCRIPTION:
The course is designed to provide an understanding of the universe, its origin, structure, and evolution. The course will cover topics such as: the Big Bang, galaxies, black holes, the solar system, stars, and the evolution of the universe. The course will also include a laboratory component where students will use telescopes to observe and analyze celestial objects.

PREREQUISITES:
A solid understanding of high school physics and mathematics is recommended. Students should also have a basic understanding of astronomy.

ADDITIONAL COURSE INFORMATION:
In addition to the regular classroom lectures, the course will include several field trips to local observatories and museums.

TEXTBOOKS:
The primary textbook for the course will be "The Universe" by E. F. Redd and J. A. Emsen. Additional readings will be assigned from various astrophysics textbooks and research papers.

LABORATORY EQUIPMENT:
The laboratory component of the course will require the use of telescopes and computer software for data analysis. Students will be provided with the necessary equipment and training.

EVALUATION:
The evaluation of students will be based on a combination of regular quizzes, laboratory reports, and a final project. The final project will involve designing and executing an observational study of a celestial object.

ACTIVE LEARNING:
The course will include interactive elements such as group discussions, problem-solving sessions, and hands-on activities to enhance learning and understanding.

ADDITIONAL COURSE INFORMATION:
The course will be offered during the fall semester and will meet for three hours per week.
AGRICULTURAL RELATIONS AND SOILS

1. PRELIMINARY

RESEARCH

The research was conducted to determine the effectiveness of various soil amendments in improving soil structure and fertility. The study was carried out in a 5-acre plot located in the Agricultural Experiment Station, with a plot size of 10 x 10 feet.

2. METHODS

The soil amendments used were:

a. Organic Matter
b. Compost

c. Sand

d. Peat Moss

e. Lime

The amendments were applied at different rates and compared with a control plot.

3. RESULTS

The results showed that:

- Organic Matter significantly improved soil structure and water infiltration.
- Compost improved soil fertility and decreased soil bulk density.
- Sand improved soil aeration and waterholding capacity.
- Peat Moss improved soil moisture retention and reduced soil compaction.
- Lime improved soil pH and nutrient availability.

4. DISCUSSION

The study highlights the importance of soil amendments in improving soil quality and productivity.

5. CONCLUSIONS

The use of organic matter and compost is recommended for improving soil structure and fertility. Sand and peat moss are recommended for improving soil aeration and waterholding capacity, respectively. Lime is recommended for improving soil pH and nutrient availability.

6. ACKNOWLEDGMENTS

The authors would like to thank the Agricultural Experiment Station for providing the facilities and resources for this study.
BIOLOGY

BIO1030 Ecology and Physiology of Algae

SEMESTER: Winter

DESCRIPTION

Third year level for enrollment course. Open to students with an interest in plant physiology and in biology of aquatic systems.

SYLLABUS

Aquatic biology includes the study of algae and their role in aquatic ecosystems. The course will cover:

- Introduction to algae
- Phytoplankton
- Macroalgae
- Algal blooms
- Algal physiology
- Algal productivity
- Ecological interactions with other organisms

LEARNING OUTCOMES

By the end of the course, students will be able to:

- Understand the diversity and importance of algae in aquatic ecosystems
- Describe the ecological interactions of algae with other organisms
- Analyze the productivity and ecological significance of algae in aquatic environments

RECOMMENDED READING

- Introduction to Algae, by S. K. An and D. W. S. Allen
- Algal Physiology, by J. M. Azam
- Algae: A Sourcebook, by F. A. Banfield
- Algal Ecology, by D. W. S. Allen

PROJECTS

Each student will develop a project on a chosen topic related to algae. Project reports will be submitted by the end of the semester.
TEXT START

THE STRUCTURE AND FUNCTION OF ALGAE

Session: Winter 1960

S. P. Emerson

ANTHONY PARKER

ANALOGY

INTRODUCTION

The algae are diverse in both the complexity of their structure and the variety of their habitats. They range from simple unicellular forms to complex multicellular thalli. The study of algae is important for several reasons:

1. They are primary producers in many ecosystems, serving as the base of the food chain.
2. They play a crucial role in the oxygen cycle, producing oxygen through photosynthesis.
3. They have a wide range of applications in various fields, including biotechnology, medicine, and environmental science.

OBJECTIVES

The primary objectives of this course are to:

1. Introduce students to the diversity of algae and their ecological significance.
2. Provide a comprehensive understanding of the structural and functional aspects of algae.
3. Foster an appreciation for the importance of algae in shaping our environment.

LABS AND EXERCISES

During the course, students will conduct a series of labs and exercises to gain hands-on experience with algae. These activities will include:

1. Observing and identifying algae species under the microscope.
2. Conducting ecological experiments to study algal growth and reproduction.
3. Analyzing the effects of environmental factors on algal communities.

TEXTBOOKS


EQUIPMENT

Students will require a microscope for the labs and exercises. Additional materials will be provided by the instructor.

ASSIGNMENTS

Assignments will include reading assignments, lab reports, and a comprehensive final examination.

SCHEDULE

The course will meet twice a week, with lectures on Tuesdays and Thursdays from 10:00 AM to 12:00 PM.

ASSISTANT PROFESSOR

Anthony Parker

TEXT END
Biology of Neuroendocrine System

Spring 1988
Scarborough

TYPE OF COURSE
An upper level course, one of the recommended options for the programme in developmental biology. It is suitable for students who are planning a career in medical or graduate studies.

PREREQUISITES
MAM 1010, 1020, 1030, and 1040. Some knowledge of embryology and endocrinology is recommended.

OBJECTIVES
The course deals with general concepts of the neuroendocrine system of the brain in human and higher mammals through traditional and experimental approaches. The main topics include: interactions of hormone production and regulation of neuroendocrine activity. The course is divided into two sections: the first deals with the identification and functions of different neuroendocrine systems and the second with the regulation of hormone production and action. The course includes lectures, seminars, and practical work on the use of different techniques for the study of neuroendocrine systems.

COURSE CONTENT
The course is divided into two sections. The first section deals with the identification of different neuroendocrine systems and their functions. The second section is devoted to the study of the regulatory mechanisms of hormone production and action. The course includes lectures on the identification of different neuroendocrine systems and their functions. The course includes lectures on the regulatory mechanisms of hormone production and action. The course includes lectures on the identification of different neuroendocrine systems and their functions. The second section is devoted to the study of the regulatory mechanisms of hormone production and action. The course includes lectures on the identification of different neuroendocrine systems and their functions. The second section is devoted to the study of the regulatory mechanisms of hormone production and action. The course includes lectures on the identification of different neuroendocrine systems and their functions. The second section is devoted to the study of the regulatory mechanisms of hormone production and action. The course includes lectures on the identification of different neuroendocrine systems and their functions. The second section is devoted to the study of the regulatory mechanisms of hormone production and action. The course includes lectures on the identification of different neuroendocrine systems and their functions. The second section is devoted to the study of the regulatory mechanisms of hormone production and action.
C-57 MICE

**TYPE OF COURSE**
A specialized course open to all interested students. Presently offered as the only course in the field of mouse cytogenetics, and is the core course in the Specialized Core Curriculum in Molecular Biology.

**PURPOSES**
- To provide students with an in-depth understanding of mouse cytogenetics and its applications.
- To foster research skills and critical thinking through hands-on experiments.
- To prepare students for advanced research in the field.

**OBJECTIVES**
- Students will be able to identify and analyze mouse chromosomes.
- Students will understand the role of mouse cytogenetics in genetic research.
- Students will be able to design and conduct experiments related to mouse cytogenetics.

**SCHEDULE**
- **Lectures:** 3 hours per week, 3 credits.
- **Laboratory:** 2 hours per week, 2 credits.

**DESCRIPTION**
This course focuses on mouse cytogenetics, covering topics such as chromosome structure, genetic mapping, and genetic markers. Students will engage in hands-on experiments to analyze mouse chromosomes and understand their role in genetic research.

**ADDITIONAL INFORMATION**
- Prerequisites: Basic knowledge of genetics and molecular biology.
- Attendance: Regular attendance is mandatory for laboratory sessions.
- Grading: Based on participation, assignments, and a final project.

**TEXTBOOKS**
- "Mouse Genetics and Genetic Analysis" by Smith and Johnson.
- "Cytogenetics of the Mouse" by Brown and White.

**LABORATORY MATERIALS**
- Microscopes
- Chromosome preparation kits
- DNA extraction kits
- Molecular biology reagents

**LABORATORY EQUIPMENT**
- Microscopes
- Microcentrifuges
- Incubators
- Biohazard safety cabinets

**SPECIAL CONSIDERATIONS**
- All laboratory work is to be conducted under the supervision of a qualified instructor.
- Safety protocols must be strictly followed.

**CREDITS**
3 credits (2 lecture, 1 lab)

**ADDITIONAL CONTACT**
For more information, please contact the instructor, Dr. Smith, at smith@example.edu.
Purpose: The course aims to introduce students to the fundamental principles of genetics, molecular biology, and cell biology. Students will learn about the molecular basis of heredity, gene expression, and the role of DNA in the regulation of gene activity. The course will also cover the structure and function of proteins, and the processes of protein synthesis and degradation.

Objectives:
- Understand the basic concepts of genetics and molecular biology.
- Learn about the molecular basis of heredity and gene expression.
- Study the structure and function of proteins.
- Understand the processes of protein synthesis and degradation.

Content:
- Introduction to genetics and molecular biology.
- Gene structure and expression.
- Protein synthesis and degradation.
- DNA replication and repair.
- Gene regulation and expression.
- Genetic diseases and their molecular basis.
- The human genome project.

Teaching Methods:
- Lectures to introduce the basic concepts and principles.
- Laboratory sessions to provide hands-on experience and practical skills.
- Case studies and discussions to enhance understanding and critical thinking.

Assessment:
- Midterm exam (30%)
- Final exam (70%)
- Laboratory reports (20%)
- Participation and attendance (10%)

Reference Books:

Additional Readings:
- Genetics, 10th Edition, M. Brinkley

Lecturers:
- Dr. Jane Doe
- Dr. John Smith
EQUIPMENT

- Laboratory notebook
- Microscope
- Dissecting tools
- Chemicals and reagents

METHOD

1. The course is designed to introduce students to the practical and theoretical aspects of laboratory work in biological research. Students will be expected to develop essential skills and techniques associated with laboratory work.

2. The course will include both theoretical and practical components. Theoretical aspects will be covered through lectures, while practical components will be conducted in the laboratory.

3. The course will be assessed through a combination of written assignments, laboratory practicals, and a final examination.

PROJECT

- Development of a hypothesis
- Design of experiments
- Data collection and analysis
- Report writing

EXPECTED OUTCOMES

- Students will be able to design and execute experiments.
- Students will be able to interpret and analyze data.
- Students will be able to write clear and concise lab reports.

BIBLIOGRAPHY

PROCEDURE
Cell Metabolism
Stuart J. Sowerby
C.R. Douglas

TYPE OF COURSE
An advanced independent study course, required for specialization in Physiology and Biochemistry.

PREREQUISITES
Satisfactory completion of 15 full course equivalents including BIOLOGY 3000 and BIOLOGY 3000X.

OBJECTIVES
The object of this course is to provide an introduction to research methods - both in the laboratory and in the library. The student, in consultation with the instructor, will design and carry out an investigation of a project in cell metabolism.

METHOD
To be decided between the student and instructor. Usually, the project will involve some control mechanism, either at the molecular level or at the cellular level.

ASSESSMENT
Grades will be based on laboratory reports and the final project report.

RESOURCES
Original journal articles.

EVALUATION
Evaluation will be based on the laboratory reports and a written report in the laboratory report.

TYPICAL TOPICS
The schedule for the course will include a number of topics which will be determined by the student and instructor. The topics will be chosen from the following:

- Kinetics of cell growth
- The role of hormones in cell growth
- The effects of growth factors on cell growth
- The role of vitamins in cell growth
- The role of energy metabolism in cell growth

NOTES
The final examination will be a comprehensive written examination.
CHEMISTRY

CHEMISTRY AS PRINCIPLES OF CHEMISTRY

ANALYTICAL CHEMISTRY

Instructor: Winter Day Scarborough

Member of the Chemistry Faculty

INTRODUCTION:

Introduction to Chemistry, Part of the core program. Suitable also for students who wish to specialize in another science discipline.

PREREQUISITE: None

OBJECTIVES:

To introduce the major areas of the subject, especially chemical principles and physical chemistry.,label as a practical exercise.  The main emphasis is to provide a basic understanding of the principles and application of chemical principles in everyday life.

CONTENT:

The course will cover the major areas of chemistry, such as atomic structure, chemical reactions, and physical and organic chemistry.  The main emphasis is on providing a basic understanding of the principles and application of chemical principles in everyday life.

SUGGESTED READING:

The text for the course is "Chemical Principles and Properties" by H.D. and J.R. The text also includes practical exercises and problems that will be solved in class.

CHEMICAL BINARY GENERAL DEPARTMENT

EDITOR: Winter Day Scarborough

Members of the Chemistry Faculty

SUMMARY:

Introduction to Chemistry, Part of the core program. Suitable also for students who wish to specialize in another science discipline.

PREREQUISITE: None

OBJECTIVES:

To introduce the major areas of the subject, especially chemical principles and physical chemistry.  The main emphasis is to provide a basic understanding of the principles and application of chemical principles in everyday life.

CONTENT:

The course will cover the major areas of chemistry, such as atomic structure, chemical reactions, and physical and organic chemistry.  The main emphasis is on providing a basic understanding of the principles and application of chemical principles in everyday life.

SUGGESTED READING:

The text for the course is "Chemical Principles and Properties" by H.D. and J.R. The text also includes practical exercises and problems that will be solved in class.

DEPARTMENT:

Chemistry

EDITOR: Winter Day Scarborough

Members of the Chemistry Faculty

SUMMARY:

Introduction to Chemistry, Part of the core program. Suitable also for students who wish to specialize in another science discipline.

PREREQUISITE: None

OBJECTIVES:

To introduce the major areas of the subject, especially chemical principles and physical chemistry.  The main emphasis is to provide a basic understanding of the principles and application of chemical principles in everyday life.

CONTENT:

The course will cover the major areas of chemistry, such as atomic structure, chemical reactions, and physical and organic chemistry.  The main emphasis is on providing a basic understanding of the principles and application of chemical principles in everyday life.

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DEPARTMENT:

Chemistry

EDITOR: Winter Day Scarborough

Members of the Chemistry Faculty

SUMMARY:

Introduction to Chemistry, Part of the core program. Suitable also for students who wish to specialize in another science discipline.

PREREQUISITE: None

OBJECTIVES:

To introduce the major areas of the subject, especially chemical principles and physical chemistry.  The main emphasis is to provide a basic understanding of the principles and application of chemical principles in everyday life.

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DEPARTMENT:

Chemistry

EDITOR: Winter Day Scarborough

Members of the Chemistry Faculty

SUMMARY:

Introduction to Chemistry, Part of the core program. Suitable also for students who wish to specialize in another science discipline.

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OBJECTIVES:

To introduce the major areas of the subject, especially chemical principles and physical chemistry.  The main emphasis is to provide a basic understanding of the principles and application of chemical principles in everyday life.

CONTENT:

The course will cover the major areas of chemistry, such as atomic structure, chemical reactions, and physical and organic chemistry.  The main emphasis is on providing a basic understanding of the principles and application of chemical principles in everyday life.

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DEPARTMENT:

Chemistry

EDITOR: Winter Day Scarborough

Members of the Chemistry Faculty

SUMMARY:

Introduction to Chemistry, Part of the core program. Suitable also for students who wish to specialize in another science discipline.

PREREQUISITE: None

OBJECTIVES:

To introduce the major areas of the subject, especially chemical principles and physical chemistry.  The main emphasis is to provide a basic understanding of the principles and application of chemical principles in everyday life.

CONTENT:

The course will cover the major areas of chemistry, such as atomic structure, chemical reactions, and physical and organic chemistry.  The main emphasis is on providing a basic understanding of the principles and application of chemical principles in everyday life.

SUGGESTED READING:

The text for the course is "Chemical Principles and Properties" by H.D. and J.R. The text also includes practical exercises and problems that will be solved in class.

DEPARTMENT:

Chemistry

EDITOR: Winter Day Scarborough

Members of the Chemistry Faculty

SUMMARY:

Introduction to Chemistry, Part of the core program. Suitable also for students who wish to specialize in another science discipline.

PREREQUISITE: None

OBJECTIVES:

To introduce the major areas of the subject, especially chemical principles and physical chemistry.  The main emphasis is to provide a basic understanding of the principles and application of chemical principles in everyday life.

CONTENT:

The course will cover the major areas of chemistry, such as atomic structure, chemical reactions, and physical and organic chemistry.  The main emphasis is on providing a basic understanding of the principles and application of chemical principles in everyday life.

SUGGESTED READING:

The text for the course is "Chemical Principles and Properties" by H.D. and J.R. The text also includes practical exercises and problems that will be solved in class.
CHEMISTRY

COMMENTS: INTRODUCTION TO CHEMISTRY

Members of the Chemistry Faculty

INTRODUCTION: INFUSION

Biochemistry, Part of new program, specially adapted for students who intend to specialize in another related discipline.

OBJECTIVES: INTRODUCTION

To introduce the main areas of the subject, especially organic, inorganic and physical chemistry, and the approach of chemical education.

DESCRIPTION:

The course starts with molecular theory and builds upon this by introducing atomic theory. We then proceed to cover topics such as chemical bonding, periodic table, and quantum mechanics. We also cover the fundamentals of chemical reactions, including the principles of equilibrium and kinetics.

APPROACH:


CHEMISTRY

COMMENTS: EXPERIMENT

Members of the Chemistry Faculty

TYPE OF COURSE:

Introductory chemistry, part of new program, specially adapted for students who intend to specialize in another related discipline.

INTRODUCTION:

Biochemistry, Part of new program, specially adapted for students who intend to specialize in another related discipline.

OBJECTIVES: INTRODUCTION

To introduce the main areas of the subject, especially organic, inorganic and physical chemistry, and the approach of chemical education.

DESCRIPTION:

The course starts with molecular theory and builds upon this by introducing atomic theory. We then proceed to cover topics such as chemical bonding, periodic table, and quantum mechanics. We also cover the fundamentals of chemical reactions, including the principles of equilibrium and kinetics.

APPROACH:

Type of Course
An Introductory Course

Preparation
CHEM 101 or CHEM 112

Examinations
None

Outline
To introduce the principles and methods of chemical analysis and to provide practical experience in the techniques employed in a chemistry laboratory.

Content
The course consists of three main divisions: quantitative analysis, qualitative analysis, and instrumental methods. The qualitative analysis introduces the student to the principles of chemical analysis and the identification of ions using chemical methods. The instrumental analysis involves techniques such as spectrophotometry, titrimetry, and chromatography. The quantitative analysis will introduce the essentials of gravimetric, spectrophotometric, and instrumental methods of analysis.

Teaching Method
The course consists of three hours of lecture and six hours of laboratory per week.

Purpose of Course
For students in the School of Chemistry programme and those interested in courses in the physical sciences.

Objectives
Chemists and Chemical Engineers

Emphasis
None

TEXTBOOK
The goal of this course is to provide the student with a general understanding of the principles of chemical analysis. While a spectroscopic treatment of the material is important, some additional treatment is included. The content of these concepts in chemistry and biology will be included.

Course
The first half of the course devotes an understanding of chemical analysis to the principles of chemical processes. The second half will introduce the student to the application of quantitative analysis to the field of chemistry and biology.

Tentative
The two-hour lecture with discussion and six-hour of tutorial per week.

BIBLIOGRAPHY
**Course Title:** Physical Chemistry I

**Session:** Winter Term 1971

**To be announced**

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**Course Description**

For students in the specialization program and those interested in courses in the physical sciences.

**Prerequisites**

CHEM 1151 or CHEM 1251, MATH 113 and 114

**General Education**

None

**Objectives**

The goal of this course is to provide the student with a general understanding of the principles of physical chemistry. A detailed and comprehensive understanding of the subject will be developed. The course will include an understanding of the basic concepts in chemistry and physics will be discussed.

**Content**

The first half of the course develops an understanding of thermodynamics in terms of the physical and chemical processes occurring in gases and liquids. This includes the study of equilibrium in one and two components and multidimensional systems, of chemical reactions and the free energy of a molecule. The emphasis is on the basic nature of the molecular state of matter. The second half of the course develops an understanding of statistical mechanics in terms of the energy distribution and the statistical mechanical interpretation of chemical reactions. The course will also cover the applications of thermodynamics to thermodynamics. Finally, this background will be applied to an understanding of chemical kinetics.

**Methods**

Two hours of lectures (with discussion) and one hour of tutorial per week.

**Reading Material**


Text may change later.

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**Course Information**

**Credit:** 3

**Course Identification:**

**Instructor:** Winter Term, Brookhough

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**Course Outline**

**Unit 1: Fundamentals**

3 hours of lectures

**Unit 2: Equilibrium**

3 hours of lectures

**Unit 3: Kinetics**

3 hours of lectures

**Unit 4: Reaction Rates**

3 hours of lectures

**Unit 5: Applications of Physical Chemistry**

3 hours of lectures

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**Final Exam**

3 hours of examination

**Laboratory**

3 hours of laboratory work

**Total Hours:** 12
Chemistry Department List

Dr. J. M. Green

Course Title: Organic Chemistry I

Course Description:

An introduction to organic chemistry

Prerequisites:

This course is accessible to students with knowledge of general chemistry. Students without this background may be able to take the course with the permission of the instructor.

Course Content:

The course includes an overview of organic chemistry, covering topics such as structure, bonding, reactions, synthesis, and functional groups. Students will learn about the fundamentals of organic chemistry, including molecular structure, bonding, and reaction mechanisms. The course will also cover topics such as natural products and medicinal chemistry.

Course Requirements:

The course consists of a four-hour period each week. The requirements include the completion of assignments and participation in discussions. There will be one exam per term. The exam will cover the material from the previous term. Students are expected to spend at least 10 hours per week studying the course material. The exam will be a take-home exam.

Office Hours:

The instructor is available for office hours by appointment.

Textbooks:

The primary textbook for this course is "Organic Chemistry" by Smith and Jones. Additional readings will be provided as needed.

Recommended Assignments:

Assignments will be assigned weekly and will be due on the following Monday. Students are encouraged to work on the assignments in groups.

Policy:

All assignments must be submitted by the due date. Late assignments will be penalized.
Chem 315

Title: Organic Chemistry

Course Description:
This course is designed for students in the chemical sciences. It covers the fundamental principles of organic chemistry, including structure, reactions, and properties of organic compounds. The course is divided into two parts: theoretical and practical.

Learning Outcomes:
Upon completion of this course, students will be able to:
1. Understand the principles of organic chemistry.
2. Perform basic organic synthesis experiments.
3. Analyze and interpret data from organic chemistry experiments.

Required Materials:
- Laboratory Kit: including flasks, test tubes, and reagents

Assessment:
- Quizzes: weekly
- Exams: 2 midterms, 1 final
- Laboratory Reports: 3
- Participation: active participation in class discussions

Additional Information:
Chemistry Laboratory: The laboratory is located in Building A, Room 202. It is open from 8:00 AM to 6:00 PM, Monday through Friday. Students are required to attend lab sessions, which are scheduled for Tuesdays and Thursdays from 10:00 AM to 12:00 PM.

Grading Policy:
- Quizzes: 20% of final grade
- Exams: 40% of final grade
- Laboratory Reports: 30% of final grade
- Participation: 5% of final grade

Course Instructor:
Dr. John Smith
Office Hours: Tuesdays and Thursdays, 2:00 PM - 4:00 PM

Contact Information:
Department of Chemistry
Building A, Room 202
Phone: 555-1234
Email: john.smith@university.edu

Advisors for Chemistry Majors:
Dr. Jane Doe
Office Hours: Mondays and Wednesdays, 10:00 AM - 12:00 PM
Email: jane.doe@university.edu

Support Services:
- Math Tutorial Center
- Writing Center
- Career Services

Location:
University of Chemical Science
123 University Avenue
City, State 12345

31
CLASS: GREEK AND ROMAN TRAGEDY
Instructor: Day (Language Instructor)

Course Description:
A course that will be of value to students whose major interests lie in drama before Shakespeare. It will emphasize the dramatic and literary works of the Greek and Roman playwrights, and their contributions to the development of the Western theater. The course will also explore the influence of these works on later European drama. The course will be taught by Professor Day, who specializes in classical literature.

Instructor:
Professor Day specializes in classical literature and drama. He is a leading authority on the works of the ancient playwrights and their influence on later European drama. Professor Day has published extensively on the subject and is a respected scholar in the field of classical studies.

Prerequisites:
A background in ancient Greek and Latin literature is required. Students without such a background are encouraged to take introductory courses in these languages before enrolling in the course.

Texts:
The course will focus on the works of Aeschylus, Sophocles, Euripides, and Aristophanes. These works will be studied in their original languages and translated versions will also be provided.

Grading:
Grades will be based on regular attendance, participation, and the completion of written assignments. The final grade will be determined by the instructor based on these factors.

Required Readings:
Aeschylus, Sophocles, Euripides, and Aristophanes. These works will be studied in both their original languages and translated versions. The course will also include secondary sources that provide critical analysis and historical context for the plays.

Class Meeting Times:
The class will meet once a week for two hours each session. The specific meeting times will be announced by the instructor.

Lab Meetings:
There will be no lab meetings associated with this course.

Instructor Contact Information:
Professor Day can be reached via email at day@college.edu or by phone at (555) 123-4567. Office hours are available by appointment.

Course Policies:
All students are expected to attend class regularly and to complete all assigned readings and written assignments. Late work will not be accepted.

Attendance:
Attendance is mandatory. Absences will be recorded and will affect the student's final grade.

Plagiarism:
Plagiarism will not be tolerated. All assignments must be the student's own work and should be cited appropriately.

Course Materials:
The course will make extensive use of electronic resources such as digital libraries and online databases. Students will be expected to have access to these resources.

Technical Requirements:
The course will be taught in a computer lab equipped with the necessary software and hardware. Students will be expected to have basic computer skills.

Course Website:
The course will have a website that will contain all course information and resources. The website will be accessible to students 24/7.

Program and University Policies:
The course is part of the Classics and Languages program and adheres to the university's academic policies and procedures.

Future Courses:
The department is planning to offer additional courses in classical literature and drama in the future. Interested students are encouraged to check the department's website for information on upcoming courses.

Faculty Office Hours:
The instructor is available for office hours by appointment. Students are encouraged to take advantage of these opportunities to discuss course material and other concerns.

Feedback:
The instructor welcomes feedback from students on the course and its delivery. Students are encouraged to provide constructive criticism to help improve the course.

Course Evaluation:
The course will be evaluated at the end of the semester through a comprehensive examination. The examination will assess students' knowledge of the course material and their ability to analyze and interpret the plays.

Resources:
The department has a collection of books, journals, and other resources that will be available to students. These resources are located in the library and are accessible to students 24/7.

Other Benefits:
The department offers a variety of benefits to students, including access to cultural events, opportunities for study abroad, and other enriching experiences.

Enrollment:
The course is limited to 20 students. Registration is open to all students who meet the prerequisites. Students are encouraged to register early to ensure availability.
A study of the four major Classical civilizations: Athens, Sparta, Carthage, and Persia, and their effects on the modern world. The course will focus not only on the political and military aspects of these empires, but also on their cultural and economic contributions. The changing nature of history and society as we understand it will also be considered.

**Prerequisites:**

None

**Intended for:**

Students interested in the development of human societies and cultures, and those who wish to improve their analytical and critical thinking skills.

**Course Content:**

1. The emergence of Classical civilizations and their political structures.
2. The economic and social systems of Athens and Sparta, and their implications for modern societies.
3. The role of Carthage in the Mediterranean world and its influence on later civilizations.
4. The Persian Empire and its impact on the development of political thought.

**Objectives:**

1. To foster an understanding of the historical context in which these civilizations operated.
2. To develop critical thinking skills through analysis of primary and secondary sources.
3. To understand the continuity and change in human societies over time.

**Instructional Methods:**

Lectures, discussions, and small group projects.

**Assessment:**

Homework assignments (30%) and a final exam (70%).

**Resources:**

Textbook: "Classical Civilizations" by Smith and Johnson, 2005. Additional readings available in the library and online resources.

**Grading:**

A (90%-100%), B (80%-89%), C (70%-79%), D (60%-69%), F (below 60%).

Undergraduate Credit: 4 units.
INTRODUCTION

Winter Toy Workshop

Prerequisites: N/A

Type of course:

An introductory course required for students who wish to study Ancient Greek and do not have prior experience. It may be taken independently for credit or as a part of the Language Development Program in English and Literature.

Course description:

None

Requirements:

None

Objectives:

To acquire a basic reading knowledge of Ancient Greek.

Core courses:

None

This course offers a basic introduction to the study of Ancient Greek. It includes a survey of the grammar and syntax of the language, with practice in reading and writing. The course is intended for students who have no prior knowledge of the language. It is taught in English, with occasional use of Polish.

Placement:

T.G. Beek and H.R. Jerre. Language and Approach (in Greek, Blackwell, Ltd.).

Examination:

Tests plus a final exam.
I. OBJECTIVES

To study the sources of Greek literature and the various forms of expression used in ancient Greece.

To acquaint students with the Greek language and its development.

To provide students with an understanding of Greek culture and history.

II. TEXT

A. Sources

The sources available for the study of Greek literature include:

1. Ancient texts, such as Homer’s Iliad and Odyssey.
2. Classical works, such as Plato’s Republic.
3. Papyri, inscriptions, and pseudepigraphic works.

B. Language

The Greek language is a member of the Indo-European family and has a rich history.

C. History

The history of Greece is closely tied to its literature, with important developments in both.

III. COURSE CONTENT

A. Overview

The course will cover the following topics:

1. Ancient Greece
2. Classical Greece
3. Hellenistic Greece

B. Assessment

Assessment will be based on:

1. Participation in class discussions.
2.撰写小论文.
3. Final examination.

C. Required Texts

The following texts are required for the course:

1. Homer, Iliad
2. Plato, Republic
3. Thucydides, History of the Peloponnesian War

D. Instructor

The course will be taught by Professor John Smith.

E. Course Schedule

The course will meet on Tuesdays and Thursdays from 2:00 PM to 4:00 PM in Room 101.

F. Course Requirements

Students are expected to:

1. Attend all lectures and participate actively.
2. Complete all assignments on time.
3. Prepare for and take all exams.

G. Course Policies

The policies for this course include:

1. Late homework will not be accepted.
2. Makeup exams will not be given.
3. Attendance is mandatory.
COMMERCE

Financial Accounting

SAFETY: Be careful when handling chemicals. Always follow the safety procedures.

TABLE OF CONTENTS

1. Introduction
2. Financial Accounting Principles
3. Financial Statements
4. Financial Ratios
5. Financial Forecasting

1. Introduction

The study of financial accounting involves the preparation, analysis, and interpretation of financial statements. This course will cover the fundamental concepts and principles of financial accounting, including the preparation of financial statements, the analysis of financial ratios, and the use of financial forecasts to make informed business decisions.

2. Financial Accounting Principles

This section will cover the basic principles of financial accounting, including the matching principle, the cost principle, and the accrual basis of accounting. We will also discuss the purpose and importance of financial statements.

3. Financial Statements

In this section, we will cover the preparation and analysis of financial statements, including the balance sheet, income statement, and cash flow statement. We will also discuss the importance of financial statements in making business decisions.

4. Financial Ratios

Financial ratios are used to measure the performance of a business and to compare it with other businesses in the same industry. This section will cover the calculation and interpretation of various financial ratios, including profitability ratios, liquidity ratios, and debt ratios.

5. Financial Forecasting

Financial forecasting involves predicting future financial outcomes based on historical data and current trends. This section will cover the techniques used in financial forecasting, including regression analysis and scenario planning.
COMMERCE

COURSE: FINANCIAL ACCOUNTING

DEPARTMENT: Commerce Faculty

Semester: Winter 2004

Instructor: Mr. John Smith

OFFICE: Office 301

COMMENTS:

This course is designed to provide students with a comprehensive understanding of financial accounting principles and techniques. Students will gain knowledge of the accounting cycle, financial statement analysis, and the principles of internal controls. The course will cover both theoretical and practical aspects of financial accounting.

PRE-REQUISITE:

Students must have completed Principles of Accounting I (ACC 101) before enrolling in this course.

OBJECTIVES:

1. Understand the basic concepts and principles of financial accounting.
2. Learn how to prepare financial statements and perform financial analysis.
3. Understand the role of financial accounting in decision-making processes.

EXTRA-CREDIT OPPORTUNITIES:

Students who complete all assignments and participate actively in class discussions will receive extra credit.

FUTURE COURSES:

Prerequisites: Principles of Accounting I (ACC 101).

ADDITIONAL COMMENTS:

This course is a prerequisite for all subsequent accounting courses. It is highly recommended that students enroll in this course at the beginning of their academic year to ensure a solid foundation in financial accounting.
No further details to those in the calendar are available.

No further details to those in the calendar are currently available.
No further details to those in the Calendar are currently available.

TYPE OF COURSE
An advanced course in accounting primarily for those who will pursue a career in accounting or in auditing financial statements.

PREREQUISITES
At least two years of accounting, i.e., ENST 21 and 2211 or equivalent.

DESCRIPTION
CUN 1020 in the St. George Honours and Business Program.

OBJECTIVES
To gain a broader understanding of the theoretical and practical problems involved in accounting measurements and the detailed knowledge of some of the unresolved issues of current interest.

CONTENT
To be determined.

TEACHING METHODS
The course will largely consist of small-group discussions. Students will be required to make class presentations and to submit one or more essays.

ASSESSMENT
To be determined.

EVALUATION
To be determined but class participation will be evaluated.

ADDITIONAL COMMENTS
Class enrollment will be limited to 30 students.
DRAMA

Drama: Workshops and Courses

Theatrical Workshop

1. DRAMA

TYPE OF COURSE

This is an introductory course open to all interested students. It is designed towards the student wishing to take part in the Theatrical Production at Shrewsbury. The emphasis in this course is the practical work, and full participation in all of the sessions will be expected.

PREPARATION

None.

EXPERIENCE

None.

OBJECTIVES

To give the student an introduction to the practical elements of the theatre.

CONTENT

The student will be given a variety of roles and exercises relating to the problems of both technical and creative stage practices. In workshops, students will be taught the basics of acting, stage movement, mime, vocal delivery, and technical aspects of the theatre. The student will be exposed to a variety of different acting techniques and will be encouraged to develop their own individual style.

PROJECTS

Two one-hour practical workshops and one 1-hour final project. These workshops are usually aimed at students who are吸毒, and participation in more is expected (students either play or direct). Additional training may be available to those wishing to develop their skills.

Required Reading


Drama of the Elizabethan Theatre

M. H. Schenck

TYPE OF COURSE

This is a course open to any interested student. It may be taken as one of the optional courses in the Drama Option Program.

PREPARATION

Basic participation.

EXPERIENCE

None.

OBJECTIVES

To give the student a greater insight into the work of the most important Elizabethan dramatic writers and the theatre of their time. The student should gain an understanding of the influence of the Elizabethan theatre on later theatrical forms and its impact on modern theatre.

CONTENT

The aims of the Chaucerian Elizabethan and Elizabethan play writing of Shakespeare from 1590-1600. Students of the work of Jonson, Marlowe, Webster, Dekker, Marston, Heywood, and other Elizabethan playwrights will be encouraged to develop a comprehensive understanding of the historical and cultural context.

PROJECTS

In the third week of the course, each group will be assigned a specific play to research and perform. The assignment will be presented to the class for evaluation and discussion.

Required Reading


MUSICAL THEATRE

The Music to the Theatre I

M. Nicholls

TYPE OF COURSE

This is an introductory course open to all interested students. It may be taken as one of the optional courses in the Drama Option Program.

PREPARATION

None.

EXPERIENCE

None.

OBJECTIVES

To expose the student to the exciting world of musical theatre.

CONTENT

The history of the musical theatre from its origins in the 18th century to the present day. The study of the major composers, lyricists, and librettists. The development of the musical theatre as a major form of entertainment and its impact on society.

PROJECTS

Each student will be assigned a specific role in the production of the musical theatre, such as actor, singer, or dancer.

Required Reading

Musical Theatre,N. Nicholls, published by Oxford. Selected plays will be assigned to the class to be read and discussed.
THAT IS THE HISTORY OF DANCE III: LESSON: Winter by Takahashi

INTRODUCTION

TYPE OF CLASS

This is a dance open to any interested student. It is a required class for students wishing to specialize in Modern.

PREREQUISITES

None.

OBJECTIVES

To enable the student to have an in-depth study of the creation and practice of the dance piece.

MATERIAL

Major areas of dance and dance setting and music will be taught; there will also include Historical Dance. There will be a large emphasis on one as well as modern dance techniques, including technique and choreography.

TEACHING METHOD

The course will be taught in lectures and seminars and 3 hours weekly.

DISCIPLINES

There will be two Dance Language weekly, and one seminar.

RECOMMENDATIONS

The course aims to provide students with a comprehensive understanding of the political, social, and economic aspects of the European Union. Students will explore the historical development of the EU, its institutional framework, and its legal and regulatory structures. The course will also focus on the impact of EU policies on various sectors such as trade, agriculture, and environmental protection.

Instructor:
John Smith

Prerequisites:
Students should have a strong background in political science or economics. Familiarity with European history and current events is also beneficial.

Assignments:
1. Weekly readings from the course textbook
2. Group presentations on specific EU policies
3. A final project analyzing an EU policy impact

Evaluation:
Grades will be based on participation in class discussions, the quality of group presentations, and the final project.

Textbooks:
1. "The European Union: A Political History" by John Smith
2. "EU Law: Text, Cases, and Materials" by Jane Doe

Contact Information:
Instructor: John Smith
Office: 301 Main Building
Email: john.smith@university.edu

Course Information:
Department: Political Science
Credit Hours: 3
Schedule: Tuesdays and Thursdays, 10:00 AM - 12:00 PM
Location: Main Building, Room 201
ECONOMICS

SUBMISSION TO ECONOMICS

Winter Session -St. John's

Instructor

G. M. Campbell

Type of Course

This is an advanced reading course for senior students.

Preparation

The student should have a clear understanding of the economic principles and concepts that underpin economic theory. This course will require a strong foundation in microeconomics and macroeconomics.

Examinations

There will be three examinations throughout the course. The examinations will be based on the reading material covered in class and on the assignments.

Textbooks

The primary textbook for this course is "Economics," by Paul Krugman and Robin Wells. This book provides a comprehensive overview of microeconomics and macroeconomics.

Assignment

Students are required to complete weekly reading assignments and participate in class discussions. Class discussions will be held every week to review the reading material and to discuss relevant economic issues.

Grading

The final grade for this course will be determined based on the following criteria:

- In-class participation (20%)
- Weekly reading assignments (20%)
- Three examinations (60%)

Final Exam

The final exam will be held on the last day of the course. Students are required to attend the final exam and will be provided with an exam schedule and location.

Syllabus

Section 1: Introduction to Microeconomics

- Basic concepts of microeconomics
- Market structures and competition

Section 2: Macroeconomics

- National income and output measures
- Fiscal and monetary policies

Section 3: International Economics

- International trade and finance
- Global economic issues

Section 4: Special Topics

- Economic growth and development
- Environmental economics

Bibliography

1. "Economics," by Paul Krugman and Robin Wells
2. "Macroeconomics," by N. Gregory Mankiw

Regular meetings will be held in the campus library, the Tuesday afternoon session, and the final exam. Any relevant reading materials will be assigned in advance.
No further details in this memo are currently available.
ENGLISH

ENGLISH: THE WRITERS. CINEMA LITERATURE OR ENGLISH: AN INTRODUCTION

1. Title
   Author: Water Day Grothorough

2. Type of Course
   An introductory study of fiction, poetry, and drama. Literature selected will be representative of various periods and styles, and will include works from different countries. Students will be encouraged to appreciate the human experience through the written word.

3. Purpose
   To provide a foundation in English literature, emphasizing critical thinking and analytical skills.

4. Content
   The course focuses on developing students' critical appreciation of the works studied. Emphasis is therefore laid on a careful study of the text through analysis of themes and techniques. This will also provide a basis for understanding the literary traditions.

5. Objectives
   - A selection of fiction, poetry, and plays by eminent writers, written in a few key works, will be studied.
   - Three hours of informal lectures/discussions or seminars, depending on the size of the class.

6. Method/Study
   While the full list will be finalized later depending on availability, the following partial list of works to be studied includes:
   1. Shakespeare
   2. Dickens
   3. Austen
   4. Eliot
   5. Swift
   6. Wordsworth
   7. T. S. Eliot
   8. Beckett
   9. D. H. Lawrence
   10. Conrad
   11. Joyce
   12. Scott

ENGLISH: INTRODUCTION TO MODERN LITERATURE

1. Title
   Author: Water Day Grothorough

2. Type of Course
   An introductory study of modern and contemporary literature.

3. Purpose
   To provide a foundation in modern and contemporary literature, emphasizing critical thinking and analytical skills.

4. Content
   The course focuses on developing students' critical appreciation of the works studied. Emphasis is therefore laid on a careful study of the text through analysis of themes and techniques. This will also provide a basis for understanding the literary traditions.

5. Objectives
   - A selection of fiction, poetry, and plays by eminent writers, written in a few key works, will be studied.
   - Three hours of informal lectures/discussions or seminars, depending on the size of the class.

6. Method/Study
   While the full list will be finalized later depending on availability, the following partial list of works to be studied includes:
   1. Eliot
   2. Joyce
   3. Orwell
   4. Hemingway
   5. Anderson
   6.Mailer
   7. Pynchon
   8. Barth
   9. Bellow
   10. Isherwood
   11. Steinbeck
   12. Styron
   13. John Barth
   14. John Updike
   15. John Hawkes
   16. John Berryman
   17. John O'Hara
   18. John Cheever
   19. John Updike
   20. John Hawkes

ENGLISH: MODERN LITERATURE

1. Title
   Author: Water Day Grothorough

2. Type of Course
   An introductory study of modern and contemporary literature.

3. Purpose
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   1. Eliot
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   4. Hemingway
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   9. Bellow
   10. Isherwood
   11. Steinbeck
   12. Styron
   13. John Barth
   14. John Updike
   15. John Hawkes
   16. John Berryman
   17. John O'Hara
   18. John Cheever
   19. John Updike
   20. John Hawkes
This course aims to do two things: first, to give students a broad appreciation of American literature from Elizabethan plantation to contemporary integration and discrimination. Each student is expected to read all the required texts and turn in a written response for each chapter. There's a fair amount of reading, but all of it is cumulative, and, as such, must be read thoroughly and carefully. The class will have one regular meeting each week to discuss the reading and the themes of the week's texts. The reading list is limited to works that are significant and influential in the American literary tradition. You should expect this full schedule of literary works, making sure to take seriously each author's contribution to the development of American literature. The following works are recommended for background study.

E. Bedroom: a novel of the United States
E. N. Wiers. The History of American Literature

ENGLISH NINE:

NAME: Sherry J. Hens
CLASS: En

TEXTS:

Three weeks of lectures. Texts may be arranged in the course of the year.

ENGLISH NINE:

NAME: Sherry J. N. Wiers
CLASS: En

TEXTS:

Three weeks of lectures. Texts may be arranged in the course of the year.

ENGLISH NINE:

NAME: Sherry J. N. Wiers
CLASS: En

TEXTS:

Three weeks of lectures. Texts may be arranged in the course of the year.
PURPOSE

To study the American West in the light of the historical period and culture. To understand those works as a continuation of the American literary tradition. To analyze the characteristics of the American West as a subject and as a setting. To recognize the major themes and devices of American literature as they are expressed in the major novels of the American West.

ATTENDANCE

Students are expected to attend all classes and are expected to prepare for each class before attending. Late arrivals or absences are not permitted.

TEXTBOOKS

The following is a list of recommended textbooks:


ASSIGNMENTS

There are two major components of the course:

- Theoretical component: two major papers (25% of final grade)
- Practical component: two major projects (25% of final grade)

PAPER TOPICS

- The influence of the American West on American literature
- The role of the American West in American history
- The American West in contemporary culture

PROJECTS

- A multimedia presentation on a major American Western author
- A documentary film on a major American Western theme

TERM PAPER

Due: 18 weeks

The term paper will be due on the last day of class. Students are required to read at least two books on the American West and to write a research paper on one of the following topics:

- The influence of the American West on American literature
- The role of the American West in American history
- The American West in contemporary culture

STUDY GUIDE

The study guide will be distributed at the beginning of the course. It will contain guidelines for the term paper and project assignments. The study guide will also contain a list of recommended books and articles on the American West.

FINAL EXAM

The final exam will be a written exam given on the last day of class. It will cover the course material and will require students to demonstrate their understanding of the American West in both theoretical and practical terms.

Grading:

- Final exam: 50%
- Term paper: 30%
- Project: 20%

Additional information will be provided in the course syllabus.
ENGLISH: DOMESTIC POETRY

Respond

Date: May

Monsieur des Glacis

"Take care of your feet and walk in the air, in the pleasant world of delight, the world of your own feet." (Shakespeare)

"The world of the spirit." (Beckett)

In this course we shall explore the life and works of the domestic poet, focusing on the poetry of Blake, Wordsworth, Coleridge, and Keats. We will examine how these poets used their poetry to explore themes of nature, emotion, and human experience. Some of these poets are known for their use of the "lyric" form in their poetry, while others are known for their use of narrative. We will also consider how these poets' work reflects the cultural and historical context of the time in which they lived.

EXCLUSIONS

None.

REQUIREMENTS

Two hours of lectures/discussion.

PROSPERO

Victorian Poetry

"Do not disturb your bees and wasps when they are at work." (Keats)

"The world of the spirit." (Beckett)

The poets of the 19th century provided a rich and varied body of work that continues to resonate with readers today. We will explore the poetry of poets such as Wordsworth, Keats, and Tennyson, among others. We will consider how their work reflects the cultural and historical context of the time in which they lived.

EXCLUSIONS

None.

REQUIREMENTS

Two hours of lectures/discussion.
COURSE: English 405

DESCRIPTION: This course is designed to introduce students to various literary forms and techniques. It is intended for students who are interested in pursuing a deeper understanding of literature.

UNIT: VARIETIES OF FICTION

LESSON: 1

MEETING TIMES: Tuesdays and Thursdays, 1:00-2:00 PM

OBJECTIVES:
- To introduce students to the wide range of styles and techniques within the genre of fiction.
- To encourage critical thinking and analytical skills.
- To foster an appreciation for literature through active participation.

TEXTBOOKS:
- "The Craft of Fiction," by John Gardner
- "Elements of Fiction Writing," by John Gardner

SUPPLEMENTARY READINGS:
- "The Best American Short Stories 1990"
- "The Best American Essays 1990"

ASSIGNMENTS:
- Weekly reading and response journals
- Midterm and final exams
- Group presentations

STUDY MATERIALS:
- Class notes
- Reading assignments

ADDITIONAL RESOURCES:
- Online literature databases
- Local library resources

CREDIT: 3

PREREQUISITE: English 110

SUGGESTED READING:
- "The Norton Anthology of English Literature"
- "The Cambridge History of American Literature"

INSTRUCTOR: Dr. Sarah Blackstone

Office Hours: Tuesdays and Thursdays, 2:00-3:00 PM
ENGLISH 407

Saided Doris

TYPE OF COURSE

Expository

PREREQUISITFS

None.

COLEGE 

None.

COURSE DESCRIPTION

The object of this second half of the course will be to make

a serious survey of the range of general and more

specifically in the following

subjects. The emphasis will be on the works studied will also

include the study of

english, grammar, life, history, literature.

TEXTBOOKS

The following eight works:


Holt, Rinehart and Winston.


Wright, A. L. (1965). "The English Language and the Study of


MEETINGS

Two hours per week, Monday, Tuesday, Wednesday, Thursday,

and Friday, 1:00 P.M. to 2:00 P.M. in class.

EXAMINATIONS

Two hours per week, Monday, Tuesday, Wednesday, Thursday,

and Friday, 1:00 P.M. to 2:00 P.M. in class.

SUGGESTED READING

Books by the following authors:

Charlotte Bronte

Charles Dickens

William Shakespeare

Jane Austen

Robert Frost

HENRY IV: THE MESSIAH. W. H. Auden

SUMMARY:

This course is designed for students interested in studying

English literature in the Victorian period.

ENROLLMENT LIMITS

The course is limited to students in the 3rd and 4th years.

EXAMINATION

Written

LONGER DESCRIPTION

The course aims at cultivating students' understanding of Victorian

life and society as reflected in its novels, as well as in apprecia-

tion of the literary style and craftsmanship of the period. The

class will also be given to the social, political and

intellectual atmosphere of the time.

CONTENT

A selection of novels.

METHOD

Two hours of informal lectures/discussions or seminars depending

on the needs of the class.

THEATER

Seminars to be studied include:

Charlotte Bronte

Charles Dickens

William Shakespeare

Jane Austen

Robert Frost
ENGLISH

COURSE TITLE:  THE CANADIAN SHORT STORY

DESCRIPTION:  A survey of the Canadian short story, with attention to both literature and the social and cultural context in which it was written.

OBJECTIVES:  Students will be expected to:

1. Develop an understanding of the literary and historical context in which the short story was written.
2. Analyze the techniques used by authors to create a sense of place and time.
3. Identify and evaluate the themes and ideas presented in the short stories.

TEXTS:  Students will be required to read a variety of short stories by Canadian authors.

PREREQUISITE:  Permission of the instructor.

ENGLISH 5-90 4

NAME:  [Student Name]

DATE:  [Date]

SIGNATURE:  [Instructor Signature]
TITLE: THE CANADIAN SHORT STORY SEASON:
Spring 1939 INSTRUCTORS: Full-time and part-time faculty

TYPE OF COURSE: The student is introduced to the craft story and creative literature.

TEXTBOOKS:
None.

RECOMMENDED READINGS:

UNIVERSITY CREDIT

This course will provide an overview of the Canadian short story and its development. The course will cover the period from the late 19th century to the present day, focusing on key themes and authors.

METHODS:

The course will meet twice a week and will be conducted on a seminar basis. Students will be assigned readings and will participate in discussions.

EVALUATION:

A portfolio of work will be submitted at the end of the course, consisting of three essays and a final paper. The essays will be based on the central themes of the course and will require students to engage critically with the texts and ideas explored in class.

QUICK FACTS:

The course is designed for students with an interest in the short story and creative writing. It aims to provide an overview of the Canadian short story and to develop critical thinking skills.

ENERGY: African Literature ORIENTATION:

Hailed by Mr. B. G. M. 

TYPE OF COURSE:

An introduction to African literature. This course is designed for students with an interest in African culture and literature. It covers the development of African literature and its many diverse forms.

PRECHECKS:

A basic knowledge of the critical methods and techniques necessary for the analysis of African literature. The course includes readings of selected African literature.

CONDITIONS:

None.

CONCLUSION:

The course will cover the main themes of African literature, including the role of the writer in society, the use of literature in political resistance, and the impact of colonialism on African literature.

A portfolio of work will be submitted at the end of the course, consisting of three essays and a final paper. The essays will be based on the central themes of the course and will require students to engage critically with the texts and ideas explored in class.

OUTOUT:

A reduction of the scope, poetry, prose, and criticism of African literature by Africans.

ASSESSMENT:

Two hours of lecture/discussion.

RECOMMENDATIONS:

The final portfolio will be determined later when the availability of space is made fully understood. A partial list will not necessarily include the works of:

- Cheikh Anta Diop
- Wole Soyinka
- Aimé Césaire
- Frantz Fanon
- Albert Camus
- Chinua Achebe
- Ngũgĩ wa Thiongo
- Chris Hani
- Nelson Mandela
-itten
- Ali Mazrui
- Oti P'back

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**Type of Class:**
Not specified, but likely a lecture-based course.

**Objectives:**
The course aims to provide a comprehensive study of the principal modes of modern drama from 1880 to the present, with a focus on the exploration of the shaping of modern theatre. The course will also be partially devoted to the study of major modern playwrights, and a number of modern playwrights will be discussed.

**Requirements:**

**Text:**
Three hours per week. Combined lecture and seminar.

**Synopsis:**
Two women, two men, two of new verse, a class novel, a short dramatic dialogue composed in the style of one of the playwrights studied.

**Bibliography:**
ENGLISH: MUSINGS PAST AND PRESENT

MUSINGS PAST

NAME: Mrs. Edith C. Givens

TERM OF OFFICE: Summer 1964

REASON: Restructuring

DATE OF APPOINTMENT: August 1964

FACULTY: H. C. Givens

STUDENT: H. C. Givens

ADVISER: H. C. Givens

DEPARTMENT: English

COURSE: English Literature

EDUCATION:


CAREER:

1964-1967, Assistant Professor, Harvard University; 1967-1970, Associate Professor, University of California, Berkeley; since 1970, Professor, Harvard University.

TEACHING:

Covers the history of English literature from the Middle Ages to the present, with a special emphasis on 19th-century literature. The course focuses on the development of a critical mindset in students, particularly in relation to the role of literature in society. The emphasis is on understanding the context in which literature was created and how it reflects the societal norms and values of its time.

RECOMMENDATIONS:

1. Students should have a background in English literature, preferably with a strong understanding of premodern and modern literature.
2. Familiarity with Greek and Latin is recommended.
3. Students should have a strong interest in the study of literature and be willing to engage in critical thinking and analysis.

CAREER OUTLOOK:

Graduates of the program are well-prepared for careers in academia, publishing, journalism, and the arts. Many work as scholars and teachers, while others pursue careers in literary criticism, publishing, and the film and television industries.

EVALUATION:

Students are evaluated on the basis of their participation in class discussions, their ability to analyze and interpret literary works, and their written assignments. The course includes a final exam and a comprehensive paper, which accounts for 40% of the final grade. Students are also expected to engage in critical thinking and to develop a deep understanding of the texts they study.

SUGGESTIONS FOR FUTURE:

To improve the course, the instructor suggests incorporating more contemporary literature and focusing on the intersections between literature and social issues. The course could also benefit from more interactive and engaging discussion sessions.

ADVICE TO STUDENTS:

Students should be prepared to engage in rigorous intellectual activity and to develop their analytical and critical thinking skills. They should also be open to new ideas and perspectives, as the study of literature is a constantly evolving field.
ENGLISH LITERATURE OF THE DYNASTIC ERA

Winter Session

DESCRIPTION

This course offers an in-depth exploration of the English literature of the dynastic era, focusing on the works of major writers from this period. Students will analyze the themes, styles, and cultural contexts of these works, gaining a deeper understanding of the evolution of English literature.

PREPARATION

Students are expected to have a basic knowledge of English literature and be comfortable with reading and analyzing literary texts.

EVALUATION

The course evaluation will be based on three major components: two written assignments, a research paper, and participation in class discussions.

1. Written Assignment: (20%)
   - Composition of a 5-page essay on a chosen literary work from the dynastic era, demonstrating comprehensive understanding and critical analysis (due by 15th week).

2. Research Paper: (30%)
   - Preparation and presentation of a research paper on a specific literary theme or author (due by 10th week).

3. Participation: (50%)
   - Active engagement in class discussions, showing critical thinking and intellectual curiosity (ongoing evaluation).

TEXTBOOKS

Required:
- "The Dynastic Era: A Literary History," edited by Jane Smith

SUGGESTED READINGS
- "English Literature: A History," by John Doe
- "The Dynastic Poetry," by Jane Smith

TECHNOLOGICAL TOOLS

Online discussion forums, digital library access, and a course management system will be utilized to facilitate learning and communication.
STUDY OF ENGLISH
His Ideas

RENAISSANCE

ENGLISH TRAVELERS TO THE RENAISSANCE

STUDENTS

ENGLISH LANGUAGE TO THE RENAISSANCE

STUDENTS

ENGLISH LITERATURE TO THE RENAISSANCE

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ENGLISH HISTORY TO THE RENAISSANCE

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ENGLISH SOCIETY TO THE RENAISSANCE

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ENGLISH ART TO THE RENAISSANCE

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ENGLISH MUSIC TO THE RENAISSANCE

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Title: EXPLORATIONS IN LITERARY THEORY AND CRITICISM

Instructor: Winter Day Scarborough

Term: Winter

INTRODUCTION

This course is designed for students who have completed an introductory course in English literature. It is intended to provide a broad overview of the major theoretical approaches to literary analysis. The course will focus on the intersection of literature and philosophy, exploring the ways in which literary texts can be used to examine philosophical questions.

Course Description

The course aims to introduce students to the major literary theories and critical approaches that have shaped contemporary literary studies. The course will cover a range of theoretical perspectives, including structuralism, deconstruction, postcolonial theory, and feminist theory.

Course Content

The course will begin with an introduction to the major theoretical approaches to literary analysis. We will then explore the relationship between literature and philosophy, examining how literary texts can be used to examine philosophical questions.

Course Requirements

- Participation: Students are expected to actively engage with the course material and participate in class discussions.
- Homework: Weekly homework assignments will be given to reinforce the material covered in class.
- Essay: A final essay will be required, which will require students to apply the theoretical approaches learned in the course to a specific literary text.

Evaluation

- Participation: 20%
- Homework: 30%
- Essay: 50%

Course Texts

- "The Concept of the Poetic" by Roland Barthes
- "The Invention of Tradition" by E. P. Thompson
- "The Writing of History" by Eric Hobsbawm
- "The Poet and the Lady" by John sensual
- "The Invention of Western Philosophy" by E. A. Brown

Course Schedule

- Week 1: Introduction to literary theory
- Week 2: Structuralism
- Week 3: Deconstruction
- Week 4: Postcolonial theory
- Week 5: Feminist theory
- Week 6: Interview with a literary theorist

Course Policies

- Attendance: Students are expected to attend all classes.
- Late Work: Late homework assignments will not be accepted.
- Makeup Exams: Makeup exams will not be given.
- Plagiarism: Students are expected to submit original work.

Term Project

Each student will be required to submit a term project that explores a specific theoretical approach to a literary text. The project will be based on the theoretical approach learned in class and will require students to engage with the theoretical perspectives in a thoughtful and critical manner.

Course Objectives

- To introduce students to the major theoretical approaches to literary analysis.
- To encourage students to think critically about the relationship between literature and philosophy.
- To prepare students for advanced study in literature and philosophy.
COURSE NUMBER: 
CONTENTS AND CRITERIA: 
PARENTIC: 
Campus by bicycleday

PATRICK WILDE, Anne Hoffman

TYPE OF COURSE
This is an advanced, specialized course for students with consider-
able experience in literature. It is part of the English Honors 
Certificate program and is open to students interested in advanced 
study in English literature. 

PREPARATION
At least 30 credit hours in literature (or English for an 
English major) are required, and 12 hours of advanced 
courses are recommended. 

OBJECTIVE
The objective of the course is to familiarize students with the ideas 
of traditional English literature, and to develop critical thinking 
abilities, particularly in the areas of literature and language. 

CONTENT AND METHODS
The first half of the course consists of a survey of English literature, 
with an emphasis on the major literary figures and themes. 

Aims of the Course
The primary goal of this course is to provide students with an 
understanding of the historical and cultural context of English 
literature, and to enable them to critically analyze and interpret 
the works of literature. 

The course covers a wide range of topics, including the 
traditional periods of English literature, such as the Middle Ages, 
the Renaissance, and the 18th and 19th centuries. Students will 
read and analyze a variety of literary works, including poems, 
short stories, novels, and plays. 

The course will also include an exploration of the major themes and 
concepts in English literature, such as love, power, 
and identity. Students will be encouraged to engage in critical 
thinking and to develop their own interpretations of the 
material. 

The course will be conducted through a combination of lectures, 
seminars, and discussions. Students will be required to 
read and analyze a number of literary works, and to 
participate in class discussions and debates. 

The course will also include written assignments, such as essays, 
research papers, and critical analyses. Students will be 
required to submit their work on time and to 
participate actively in class discussions. 

The course is intended for students who have completed 
the English Honors Certificate program, or who are 
interested in pursuing advanced study in English literature. 

The course will be held on Tuesdays and Thursdays from 10:00-11:30 
in Room 202. 

Students who are interested in enrolling in this course should 
contact the instructor, Professor Anne Hoffman, as soon as possible.
FINE ART

FACULTY: ART HISTORY OR INTRODUCTION
SESSION: Winter 94
TERM: 1st Session

FINE ART

GRADE: A

DESCRIPTION:
A general introduction to the history and methods of fine art as an academic discipline. To acquaint the student with the major periods, artists, and movements that have shaped the field of fine art from ancient times to the present. Emphasis will be on the development of critical skills in understanding and appreciating works of art. Students will learn to analyze and interpret the formal aspects of art and to develop a critical perspective on the relationship between art and society.

RECOMMENDATION:
No prior art experience is required.

STUDY GUIDELINES:
1. Develop a critical understanding of the principles and elements of art and design.
2. Analyze and interpret the formal aspects of art. 
3. Engage in critical discussions and debates about art and its role in society.
4. Develop an appreciation for the diversity of artistic expression.

STUDY MATERIALS:
Textbooks, articles, and videos on the history and methods of fine art.

DEPARTMENT:
ART HISTORY OR INTRODUCTION
FIRST NAME: [First Name]
LAST NAME: [Last Name]

Type of Course: VISUAL ARTS/FINE ARTS
Section: [Section]
Section Title: [Section Title]
Instructor: [Instructor Name]

Course Description:
An introductory studio course for students interested in the visual arts, and a prerequisite for all advanced studio courses at Scarborough College. (M.C. / Liberal Arts).

PURPOSE:
To provide the student with a critical understanding of the visual arts and a first-hand knowledge of the various techniques and materials involved in the production of art. Students will be encouraged to experiment with different media and to develop their own personal style.

OUTCOMES:
By the end of the course, students will be able to:

1. Understand the history and development of art and its role in society.
2. Recognize and analyze works of art from different periods and cultures.
3. Develop techniques for creating art in various mediums, such as painting, drawing, and sculpture.
4. Critically evaluate and discuss works of art.
5. Create a portfolio of their own artistic work.

FACILITIES:
The studio is equipped with all the necessary equipment and materials for the course. Students will also be given access to computer facilities for research and documentation.

TEXTBOOK:
No textbook is required for this course.

TECHNOLOGY:
No specific technology is required. However, students are encouraged to explore the use of digital tools for art-making.

CREDIT:
The course is worth 3 credits.

EQUIPMENT:
Art supplies will be provided by the college. Students are encouraged to bring their own materials if they wish.

RECOMMENDATIONS:
None

Notes:
- This course is recommended for students interested in pursuing further studies in visual arts.
- Students who are new to art and those who have never painted before may find this course challenging.

1. The Studio:
- A studio is a place where artists work. It is a space where they can experiment with different materials and techniques. It is also a place where they can think and reflect on their work.

2. The History of Art:
- Art has been a part of human culture for thousands of years. It has been used to express ideas, beliefs, and emotions. Art has also been used to decorate and adorn spaces.

3. The Elements of Art:
- The elements of art are the basic components that are used to create art. They are line, shape, form, color, texture, space, and value.

4. The Principles of Art:
- The principles of art are the rules that govern how these elements are used to create art. They are repetition, contrast, balance, movement, unity, and emphasis.

5. Materials and Media:
- There are many different materials and media that can be used in art-making. Some examples include paint, paper, clay, and wood. Each material has its own unique properties and can be used in different ways.
VALUE
PRICING
CLASSIC FINE ART SCULPTURE

TYPE OF Course
An introductory, optional course in the art history section of the Fine Art program.

PROGRAMS
A minor or self-study in Fine Art.

PREREQUISITES
None.

DESCRIPTION
To follow the historical and aesthetic development of Greek art, the course offers a comprehensive introduction to the art of ancient Greece and its impact on subsequent art and architecture in the Western tradition. The course covers the development of Greek art from the early Cycladic period to the end of the Hellenistic period, focusing on key works and artistic innovations.

COMPLEMENTS
The elements will be drawn from the following courses: Art History, Ancient History, and Classical Studies. The course will include lectures, discussions, and assignments. The emphasis will be on understanding the historical and cultural context of Greek art, as well as its significance in the development of Western art and architecture.

TEXTBOOK
A textbook will be assigned at the beginning of the course.

SUGGESTIONS
Students are encouraged to attend lectures and participate in discussions. Regular attendance and participation are required for successful completion of the course.

ADDITIONAL RESOURCES
- Art History, Ancient History, and Classical Studies textbooks
- Online resources and art galleries

OBJECTIVES
By the end of the course, students will be able to:
- Identify and describe the key features of Greek art
- Understand the cultural and historical context of Greek art
- Analyze the influence of Greek art on subsequent art and architecture
- Evaluate the significance of Greek art in the development of Western art

HOURS OF LABOR
- 4 hours of lecture and discussion per week
- 1 hour of studio per week

EXAMINATION
The course will culminate in a final examination, which will cover the material discussed in lectures and readings. The examination will be scheduled at the end of the semester.

NOTES
- The course is part of the Fine Art program.
- It is recommended for students interested in art history, ancient history, or classical studies.
- The course is open to students from all majors.

The course will be offered in the fall and spring semesters.

SUGGESTIONS
- Students are encouraged to attend lectures and participate in discussions. Regular attendance and participation are required for successful completion of the course.
- The course is open to students from all majors.

This course is part of the Fine Art program and will be offered in the fall and spring semesters.

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INTRODUCTION TO DRAWING

by

H. L. Davey

MEETING TIMES:

Monday and Wednesday

SESSION I

FALL TRIMMER

WINTER TRIMMER

SEASON

Fall 1977

WINTER 1978

STUDY OF OBJECTS

An introductory course for Fine Arts students seeking to develop a familiarity and experience with various drawing media, techniques, and approaches, i.e., line, color, volume, perspective, etc.

PREPARATION

Pencil and charcoal

OBJECTIVES

The aim of this course is to enable students to develop their potential in drawing. Emphasis will be placed on developing an understanding of the basic principles of drawing, and in developing the ability to observe, analyze, and interpret forms and space. Students are expected to experiment widely in the use of media and techniques and to strive for the development of their personal expression.

MEDIA

A series of demonstrations in pencil and charcoal will be given by the instructor during studio sessions. Students will work along with the instructor, experiencing the techniques and observing the results. They are encouraged to experiment with different techniques and to develop their own creative abilities.

EXAMINATION

Students must demonstrate adequate understanding of the concepts and techniques taught in the course. A written examination will be given at the end of the course.

TEXTBOOK


SUPPLIES

All materials provided. Students will be required to purchase a drawing kit that includes a variety of drawing materials.

COURSE OUTLINE

1. Introduction to drawing concepts
2. Basic shading techniques
3. Figure drawing
4. Still life drawing
5. Perspective

ASSIGNMENTS

Based on study of objects and personal experiences. Students will be required to complete assignments regularly.

CREDITS

3 credits, 1 hour per week, no exam. Final grade will be based on assignments and participation.

Fees

$30.00 Class Fee.
To introduce the student to the art of printmaking through the use of hand tools. The student will be taught the visual elements of different printmaking media.

Benefits

- Improve the student's artistic skills and understanding of printmaking techniques.
- Provide hands-on experience with various printmaking tools and materials.
- Encourage creativity and experimentation in printmaking.

Requirements

- Basic art supplies and materials are required.
- Students must attend all classes to complete the course requirements.

Course Overview

A hands-on course where students will learn to use a variety of printmaking techniques, including but not limited to intaglio, relief, and screen printing. Students will work in small groups under the guidance of the instructor to create their own printmaking pieces.

Assignments

- Weekly printmaking exercises
- Final project: a series of prints that demonstrate the student's understanding of the course material

Grading

- Participation in class discussions and exercises
- Completion of all assignments
- Quality and originality of final project

Tuition

$250 per quarter

Enrollment

Prerequisites:

- Completion of an introductory drawing course
- Basic knowledge of art history

Notes

- This course is open to art majors and non-majors.
- Course credit is available with instructor approval.
PREREQ: INTRODUCTION TO LITHOGRAPHY

F. POGGI

TYPE OF COURSE

Introductory studio course.

PERIODS

REQUIRED

ENROLLMENT

To introduce the student to the art of stone lithography.

ITEMS

The course will include several lectures explaining the technological and aesthetic nature of stone lithography. Along with working sessions, students will be expected to draw in order to examine several lithographs and then carry out group analysis or critically analyze the techniques and technical merits of their work.

INSTRUCTOR

3 hours per week, studio work, lectures, working demonstrations. Critical will be a part of every session throughout the course.

EVALUATION

Evaluation will be based upon the work attitude of the student and the actual work done in the class.

ADDITIONAL CONSIDERATIONS

The student will be expected to bring to the class a strong creative attitude towards studio work. 10% for FB 186.

Required Reading: "GRAVURE AND LITHOGRAPHY", Moser & Adams.
FARRER: INTRODUCTION TO LITHOGRAPHY

TYPE OF COURSE
Intermediate Studio Class.
LITHOGRAPHY
Requirements
EXPERIENCE
FAMILY
SPECIALIZATIONS

To introduce the student to the art of stone lithography.

DURATION

The course will include several lectures exploring the techniques and artistic range of stone lithography. Each student will be expected to start and develop a series of lithographs and take the opportunity to exhibit the technical aspects of their work.

ASSIGNMENTS

1. Keep one sheet of studio work, portfolio, working demonstrations, and drawings will be an effective method of developing the student.

SPECIALIZING

In addition to the work assignments, the student will be expected to bring to class a string of creative prints in different media. This will aid in the integration of various techniques and methods.

REQUIRED READING

OBJECTIVES

The course intends to provide an understanding of Leonardo's preliminary studies relating to his various techniques in lithography. Students will be expected to develop their own unique style through the medium of lithography. They will be encouraged to experiment with different techniques and develop a personal approach to their work.

CONCEPT

The complexity of Leonardo's techniques will be stressed, and that each method will be put in context with the knowledge gained in the course. The concept of this course is to encourage students to explore various techniques and develop a personal style in lithography.
The course, offered in the spring of the senior year, is designed for students who wish to pursue a more extensive study of Michelangelo's work. It is open to majors in Art History, Architecture, and related fields, as well as to students from other departments who have a strong interest in Italian art and culture. The course is taught by [Instructor's Name], an expert in the field of Italian Art and Architecture.

The course content will focus on Michelangelo's works in architecture, sculpture, and painting. Students will be introduced to the cultural and historical context in which Michelangelo worked, as well as the technical aspects of his artistic practice. The course will include lectures, discussions, and field trips to see the works of art firsthand.

Students will be required to complete a research project on a specific aspect of Michelangelo's work or life, and to present their findings in a comprehensive written report and oral presentation. This project will be a significant component of the course grade.

The course concludes with a final examination that will test students' understanding of the content covered throughout the semester. The exam will include both written and oral components.

This course is not open to non-majors. Interested students must obtain permission from the instructor to enroll.
FAMILY
ADMISSION CRITERIA

TEACHERS
S. Larson & K. O'Brien

TOUR OF PREP
This course is open to students who have completed 8th grade. Students will be screened for their eligibility to apply to the program. A letter of recommendation from a teacher or school administrator will be required. The prerequisites for this course include a successful completion of the Grade 8 curriculum.

PREPARATION

EXERCISE

TEACHING

OBJECTIVES

To give the promising student the opportunity to work independently while ensuring advanced criticism.

CONTRIBUTION

A small part of the work to be completed is in conjunction with the teacher, to be presented for possible criticism.

METHOD

Evaluation

To be arranged in consultation with the instructor.

EVALUATION

Guided by both instruction and participation of student.

ANNUAL PAPER

This course is open for the student who has completed Grade 8, but instruction will help the student who meets the teacher's criteria in deciding how to do what he wants to do.

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FRENCH

FRENCH INGREDIENTS FRAIS "LE-GRAMMAIRE" (French: Language Institute)

YEAR: 1971
LOCATION: Quebec

COURSE DESCRIPTION:
For all interested students with little (less than Grade 10 French) or no previous training in French, this course is designed to prepare them for the French language. It covers the basics of French grammar, vocabulary, and pronunciation.

MATERIALS:
- Textbook: "Le-grammaire" by the Language Institute
- Practice exercises
- Audio tapes

TEACHING METHOD:
- Classroom instruction
- Group discussions
- Individual assignments

EXAMINATION:
- Final examination
- Mid-term examination

SUGGESTIONS:
- Regular practice is essential for success in this course.
- Encourage students to practice speaking French with peers or family members.
- Provide additional reading materials for advanced students.

CONTACT:
For more information, contact the Language Institute at 123-456-7890.
FRENCH

FRENCH: LOWER DIVISION FRENCH

French 100

SO21: FRENCH 100

Professor: Marty Bremerhoff

(Former Language Institute)

TOPIC: FRENCH for All

This course is for students with little or no prior experience in French. It is an introductory course designed to provide a foundation in the language, grammar, and culture. Students will develop basic listening, speaking, reading, and writing skills. The course is intended for students who wish to improve their language skills or for those who may need French for work or travel. The course is also suitable for students who do not have a background in French but who wish to learn the language in a structured environment.

PRE-REQUISITES:

No pre-requisites required.

DESCRIPTION:

This course is designed to provide a foundation in the French language. It is intended for students who have little or no prior experience in French. The course includes instruction in grammar, vocabulary, reading, writing, and listening comprehension. The course focuses on building a strong foundation in the language, with a particular emphasis on developing skills in communication and cultural understanding.

TEXTBOOK:

The text used in this course is "French Grammar and Usage" by J. Blount. The textbook covers basic grammar rules, vocabulary, and cultural aspects of the French language.

RECOMMENDATIONS:

Students are encouraged to participate actively in class discussions and to practice speaking and writing in French. The course includes regular homework assignments and quizzes to reinforce the material covered in class.

SUGGESTED COURSE MATERIALS:

An additional reading list will be provided at the beginning of the course. It will include materials that are relevant to the topics covered in class and that will help students to develop their skills in reading and writing in French.

CREDIT:

This course is worth 4 units and satisfies the general education requirement in the Language and Literature category.
FINANCE INTRODUCTION TO LITERARY CRITICISM

WRITING

INTRODUCTION

The course is designed to prepare the student for further study in general English literature and to enable him to read and appreciate modern literature. The course aims to develop a critical awareness of language, structure, and style, and to encourage the student to think critically about the text. This includes an appreciation of the social, historical, and cultural contexts in which the text was written.

TEXTS

The course is to be read in its entirety. The major texts are:

1. The Odyssey of Homer
2. The Iliad of Homer
3. William Shakespeare: Hamlet, Macbeth, Othello, King Lear
4. Fyodor Dostoevsky: Crime and Punishment

The course may be read in any order, and the student is encouraged to read the texts in a variety of contexts and to engage with different critical perspectives.

TECHNIQUES

The course is designed to prepare the student for further study in general English literature and to enable him to read and appreciate modern literature. The course aims to develop a critical awareness of language, structure, and style, and to encourage the student to think critically about the text. This includes an appreciation of the social, historical, and cultural contexts in which the text was written.

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ASSISTANT PROFESSOR OF LANGUAGE 

FRANÇAIS (IMPERFECTIVITÉ)

FRENCH LANGUAGE (UNIVERSITY)

TEXT OF COURSE

A comprehensive course for students taking FRANCIS and this is in line with the "Language" requirement.

EFFECTIVE DATE

Next.

OBJECTIVES

The primary objective of this course is to familiarize students with the language of French with an emphasis on the development of reading, writing, and listening skills. The course will also introduce students to the culture and history of France through its literature, film, and music.

ADDITIONAL REQUIREMENTS

For most requirements, students who are not enrolled in the course may enroll in the French Language program at the University of California, San Diego. For more information, please contact the French Language Program Office.

FINALLY, WE HAVE BEEN GENTLY READING FOR YEARS.

Our thanks to our colleagues and friends who have helped us in preparing this course. We are especially grateful to our colleague, Professor J. D. Smith, for his assistance in the preparation of this course.
The Chinese (Mandarin) course is designed to provide students with the skills needed to understand and communicate in Mandarin Chinese, a major language of the world. The course is for students who are interested in learning Mandarin Chinese for personal or professional reasons.

LEARNING OBJECTIVES

Upon successful completion of the course, students will be able to:

1. Understand and respond to simple conversations in Mandarin Chinese.
2. Read and write basic Chinese characters.
3. Understand and use basic Chinese grammar.
4. Develop cultural awareness and appreciation of Mandarin Chinese culture.

MATERIALS

Required text for the course:

- HSK 1, 2007

SUPPLEMENTARY MATERIALS

- Pinyin Guide
- Chinese-English Dictionary

PREREQUISITES

No prior knowledge of Mandarin Chinese is required.

CREDIT

This course offers 3 credits towards the fulfillment of the language requirement.

LECTURER

Professor Jane Doe

ASSISTANT

Mr. Li Wang
INTRODUCTION

TYPE OF COURSE: A French language proficiency course designed to consolidate skills acquired previously. It is part of the core curriculum in French studies.

REQUISITES: 1: FREN 101

DESCRIPTION: 1: FREN 101 will build upon the knowledge and comprehension developed in FREN 100. Students will practice conversation in everyday situations, expand vocabulary, and develop listening and reading comprehension skills.

OUTLINE: 1: The course will cover themes related to everyday life, culture, and society in France and French-speaking countries. Emphasis will be on developing skills in spoken and written French.

TEXT: 1: THEMES


TEACHING: 1: The course will be taught in French. Students will be divided into small groups for activities and discussions.

CLASS: 1: Class participation is strongly encouraged. Students are expected to attend all classes and actively participate throughout the year.

INCLUDED: 1: Class participation, homework, and readings will count towards the final grade.
PREVIOUSLY PUBLISHED PROOFS: 1975-1990

PUBLISHED IN THE AGE OF BIBLIOGRAPHY (1725-1800)

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type of course

A survey course primarily intended for students interested in French literature. However, because of the importance of the French language, all students majoring in French should take this course. It will provide an introduction to the French language, its history, and its culture.

Prerequisite:

FRENCH 101

Textbook:

PREVIOUSLY PUBLISHED PROOFS: 1975-1990

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(1725-1800)
The course is designed for the general student of French, as well as for the specialist. Students interested in French are strongly encouraged to develop a strong foundation in the study of French literature and philosophy as well as to develop a strong foundation in the study of French literature and philosophy.

French literature includes the study of the work of major writers whose works have been translated into English and whose works have had a significant impact on French culture. This study will focus on the development of these writers' ideas and their influence on French culture. Students will also learn about the social, political, and historical backgrounds of these writers and their works.

The course will include a study of major works such as "La Prisonnière" by Stéphane Mallarmé and "Parnasse" by Charles Baudelaire. These works will be studied in depth, and students will be encouraged to develop their own critical perspectives on these texts.

Please note that students are expected to be familiar with the works of major writers before attending the course.

Prerequisites:

- The course is open to students with a strong background in French language and literature.
- Students should have completed at least one year of French at the college level.

Required Texts:

- "Parnasse" by Stéphane Mallarmé
- "La Prisonnière" by Charles Baudelaire
- "Les Fleurs du Mal" by Charles Baudelaire
- "Cahiers de la Quinzaine" by Stéphane Mallarmé
- "Parnasse" by Stéphane Mallarmé
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TYPE OF COURSE
A year-long study of the French language and culture, focusing on the literary, historical, and social aspects of the language. The course is designed to provide a comprehensive understanding of the French language and its cultural context.

PREREQUISITE
None

DESCRIPTION
This course is designed for students who have a strong foundation in French language and culture. It will explore the literary and cultural aspects of French, with a focus on contemporary issues. The course will cover topics such as literature, art, politics, and society.

TEXTBOOK
The textbook for this course is "Contemporary French," by Michel Delilo and Alain Konrad. It is a comprehensive guide to the French language and culture, with a focus on contemporary issues.

METHODS OF TEACHING
The course will be taught through lectures, discussions, and hands-on activities. Students will be expected to participate actively in class discussions and activities.

STUDENT ENGAGEMENT
Students will be required to complete a number of assignments throughout the year. These assignments will include written and oral presentations, as well as a final project.

PREREQUISITE
None

TYPE OF COURSE
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STUDENT ENGAGEMENT
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FRENCH

GENERAL STAFF

TERM PROJECT

An introductory course on the subject, part of our specialist program.

PREQUISITES

French 101, an interest in language and historical change.

Textbook

None

SYNOPSIS

The student will attempt to present a comprehensive overview of the elements making up language over time, as well as the subject matter of the course.

1. Historical and sociological context

2. Languag

3. French

4. English

5. German

6. Latin

7. Greek

8. Arabic

9. Chinese

10. Japanese

11. Persian

12. Hebrew

13. Russian

14. Italian

15. Spanish

16. Portuguese

17. Dutch

18. Dutch

19. Danish

20. Swedish

21. Norwegian

22. Finnish

23. Icelandic

24. Scottish

25. Welsh

26. Irish

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TEXT OF COURSE

This course is primarily intended for students specializing in French.

TENOR OF COURSE

A liberal French course, rather than an ILTC. Highly recommended;

STUDENTS

To prepare the students for independent study, the
Americanization of the French language, and to develop the
student's knowledge of the French language through the use of
representative literature, and the French country literature;

CONCORDANCE

The course will be one year long, with the emphasis on
the French language, the French country literature, and the
French country literature. The course will be offered to
the French language, and the French country literature.

PREREQUISITES

None. For those who wish to study the French language, the
French country literature, and the French country literature.

BADGE

Prerequisite: French I and II. Recommended: French III
and IV. Also recommended: French V.

SPEECH

Three hours of lectures per week throughout the year. This includes
the discussion of oral reports and the presentation of oral reports.

REPRESENTATIONS

(For French I, French II, and French III). French language, French
country literature, and French country literature. French language,
French country literature, and French country literature.

DEPARTMENT:

French Language and French Literature Department, School of
Letters and Science, University of Wisconsin, Madison.
PREREQUISITES

FRENCH 101, 102, or equivalent

DESCRIPTION

This course is primarily intended for students specializing in
French studies.

EMPHASIS

A focus on French culture. Upper division level. Requires
written and oral exercises.

SUGGESTION

To provide for advanced students the opportunity to work
under the guidance of the instructor in the preparation of
the seminar papers. This course may be taken by students in
the major or those interested in French literature.

PREREQUISITES

French 101, 102, or equivalent.

ADVICE

Close friends will be the best friends that students can
choose. Friendship, the emotional and social bond, is
essential to the development of the personal self and to the
formation of the social group in the intellectual community.

NOTE

This course is not open to non-French majors. The
course will focus on the social and cultural context of the
work of the period and its place in the intellectual history of
the period.

ASSIGNMENTS

One hour of lectures per week throughout the year. This
includes both discussion, questions, and the presentation
of oral reports.

RECOMMENDATION

Prerequisite:

French 101, 102, or equivalent.

FACTS

This course is a survey of French culture. It is designed
for students who have had some experience with French
language and literature. This course will cover major
dates in French history, literature, and culture.

TEXTBOOK

The course textbook will be announced during the first
week of the course.
GEOGRAPHY

UNIT: GEOGRAPHY  DECISION:

Christopher J. Simpson

DATE OF ISSUE:

Introduction to cartography and cartographic media, with active practical experience.

SUGGESTED READING

None

DESCRIPTION

Students are made aware of the many applications of the statistically and the many kinds of maps. They learn the uses of maps and how to read them. The course includes lectures on the interpretation of maps and the cartography of maps. Some field work is included as part of the course.

UNIT: UNIT A

Introduction to maps, aerial photographs, and aerial photography. The legal requirements for maps and aerial photography are discussed. The course includes lectures on the interpretation of maps and the cartography of maps.

UNIT: UNIT B

Introduction to maps, aerial photographs, and aerial photography. The legal requirements for maps and aerial photography are discussed. The course includes lectures on the interpretation of maps and the cartography of maps.

UNIT: UNIT C

Introduction to maps, aerial photographs, and aerial photography. The legal requirements for maps and aerial photography are discussed. The course includes lectures on the interpretation of maps and the cartography of maps.

SUGGESTED READING

GEOGRAPHY

E410 404 - 69 0954

Instructor: Father D. R. Sonnenschuh

DESCRIPTION


topographic map making

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DESCRIPTION


topographic map making
EXHIBITION

Students are encouraged to select views or pictures for study. A list of the students will be available in the student's office on the second floor. The list will be available for study on the second floor.

TAKING PICTURES

It is important to consider the impact of photography on students. The use of photographs in class should be limited to essential illustrations. Students should be aware of the impact of their photographs on the learning environment. Photographs should be taken with permission and should be used for class purposes only.

DISCUSSION

The discussion on the impact of photography on students will be held on the second floor.

TAKING NOTES

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OBJECTIVES

The course introduces students to aspects of both physical and human aspects of climatology, and applies climatology to the planning for better living in urban and rural areas. The course emphasizes the effects of climate on human activities and the impact of human activities on the environment. The course objectives are to:

1. Introduce students to the fundamental concepts of climatology.
2. Enable students to understand and apply climatological principles to real-world situations.
3. Enhance students' ability to interpret and communicate climatological data.

LIMITATIONS AND EVALUATION

The course content may be modified based on the instructor's discretion.

FIELD WORK:

The following activities will be conducted in the field:

- Site visits to weather stations and climate monitoring stations.
- Field surveys to collect climate-related data.
- Workshop sessions on data analysis and interpretation.

REQUIRED READINGS

The following texts are required for this course:

2. "Introduction to Climatology" by R. G. Smith.

EVALUATION

The evaluation will be based on the following:

- Participation and class quizzes (20%)
- Mid-term exam (30%)
- Final exam (50%)

The average of these components will determine the final grade.
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Instructor</th>
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<tbody>
<tr>
<td>ENS 402</td>
<td>Ecology</td>
<td>Dr. John Smith</td>
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<tr>
<td>ENS 403</td>
<td>Environmental Science</td>
<td>Dr. Jane Doe</td>
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<tr>
<td>ENS 404</td>
<td>Environmental Policy</td>
<td>Dr. John Smith</td>
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<tr>
<td>ENS 405</td>
<td>Environmental Ethics</td>
<td>Dr. Jane Doe</td>
<td>3</td>
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</tbody>
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**EXPERIMENTAL COURSE**

**Type of Course**

A laboratory course for all interested students, particularly recommended for those considering a technical or natural science major.

**Objectives**

To provide students with an overview of the main themes and trends in the field of environmental science, as well as an introduction to the methods and techniques used in this interdisciplinary field.

**Methodology**

The course will be conducted through lectures, seminars, and laboratory sessions. Students will also be required to complete a research project and a final exam.

**Grading**

Grades will be based on attendance, participation, homework assignments, and a final exam.

**References**

- Biology, 10th Edition, by T. J. A. and J. B.
- Physics, 3rd Edition, by J. A. and J. B.

**Supplementary Readings**

- Environmental Science, by J. A. and J. B.
- Environmental Law, by J. A. and J. B.
- Environmental Policy, by J. A. and J. B.

**Additional Resources**

- Online databases:
  - ScienceDirect
  - JSTOR
  - Academic Search Complete
- Conference proceedings:
  - Annual Conference on Environmental Science
  - International Conference on Environmental Policy
- Research articles:
  - Smith, J. (2020). The role of technology in environmental science.
A course designed primarily for Freshmen and Sophomores.

TEXTBOOK


By Professor


text is available in the course handbook provided by the Department of Geography.

ASSIGNMENTS

For assignments and projects, four short assignments or projects in final term, and a longer project at the end.
GERMAN

COURSE: 

INSTRUCTIONAL METHODS: 

Taught by Fritz J. Steck

Objective:

To introduce the student to the basic skills of the German language by listening, speaking, reading and writing. To achieve this the student should develop an understanding of the German culture and its influence on the world. The course will consist of a study of grammar, vocabulary, and conversation.

Core Course:

1. Elementary German
   2. Intermediate German
   3. Advanced German

Textbook:


Examinations:

1. Midterm Exam
2. Final Exam

Attendance:

Any student who misses two or more classes without proper excused absence may be dropped from the course. Attendance is mandatory for all classes.

Absence Policy:

Any student who misses two or more classes without proper excused absence may be dropped from the course. Attendance is mandatory for all classes.

GPA Requirement:

All students must maintain a minimum GPA of 2.0 to continue in the course.

Final Word:

The course will be graded on a curve. The final grade will be determined by the student's performance on all assignments and exams. The course will be divided into three parts: the grammar section, the vocabulary section, and the conversation section. The course will conclude with a final exam and a comprehensive essay on the culture of Germany.

F. J. Steck

Fritz J. Steck

114 Waverly St.

Ann Arbor, MI 48109

Telephone: 313-762-2345

Fax: 313-762-2346

Email: fritz.steck@umich.edu

Office Hours: By appointment

Course Materials:


Supplies:

Notebook, pen, and several textbooks on German culture and language.
OBJECTIVES: The course focuses on the development of language skills and the ability to use language effectively in various contexts.

1. To develop proficiency in the four language skills (listening, speaking, reading, and writing)
2. To improve accuracy and fluency in the use of language structures and vocabulary.
3. To enhance critical thinking and analytical skills through the analysis of language patterns and structures.

CONTENT: The course content includes a comprehensive review of grammar and vocabulary, with an emphasis on practical application. The course is designed to prepare students for the challenges of the written and oral communication requirements of college courses and real-world situations.

RECOMMENDATION: This course is recommended for students who wish to improve their language skills and enhance their academic and professional prospects. It is particularly suitable for those planning to pursue further studies in fields requiring strong language skills.
EVIDENCE: HISTORICAL FACTS

1. The reason: To understand the history of the human language, we must begin by examining the development of the written language, which is closely tied to the development of the spoken language. The written language is a result of the human need to communicate ideas and thoughts in a permanent and accessible form. It involves the use of symbols, such as words, letters, and numbers, to represent concepts and ideas. The written language serves as a medium for the transmission of knowledge, culture, and ideas across time and space. It is a means of communication that is not limited by physical constraints, such as the need to be present in the same location. The development of the written language has been a key factor in the progress of human civilization, enabling the accumulation and dissemination of knowledge, the preservation of cultural traditions, and the advancement of scientific and technological knowledge. The written language is a powerful tool for shaping human thought and behavior, and it plays a crucial role in the formation of social and cultural identities. It is a fundamental aspect of human culture and society, and it is essential for the functioning of modern society, including education, commerce, politics, and the arts. The written language is a reflection of the human mind and its capacity for abstraction, creativity, and innovation. It is a medium for the expression of human emotions, ideas, and experiences, and it serves as a means of communication between individuals, communities, and nations. The written language is a key component of the human experience, and it is essential for the survival and development of human society. The written language is a living and dynamic force,不断发展 and evolving over time, adapting to the needs of society and the changing circumstances of the world. It is a powerful tool for the advancement of human knowledge and progress, and it continues to play a vital role in shaping the world we live in today. It is a testament to the human capacity for creativity, innovation, and adaptation, and it is a symbol of our shared humanity and common destiny. The written language is a fundamental aspect of human culture and society, and it is essential for the survival and development of human society. It is a key component of the human experience, and it is essential for the survival and development of human society.
15th century in English, an essay on their impact on writing and the influence on the use of the essay format. The impact of the essay on the development of writing styles and the influence of the essay on the development of literary theory. The essay is a form that has been widely used throughout history, and it continues to be a significant mode of expression in contemporary literature.

*The Essay* by Frank Kermode

Introduction to the Essay

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Chapter 11: Introduction to Ethics

Index:

1. Introduction

2. Major Concepts

3. Moral Responsibility

4. Ethical Theories

5. Moral Reasoning

6. Moral Education

7. Ethics and Society

8. Ethics and Business

9. Ethics and Technology

10. Ethics and the Environment

11. Ethics and International Relations

12. Ethics and the Family

13. Ethics and the Law

14. Ethics and Religion

15. Ethics and the Arts

16. Ethics and Sport

17. Ethics and Health Care

18. Ethics and the Media

19. Ethics and the Environment

20. Ethics and the Economy

21. Ethics and the State

22. Ethics and the Individual

23. Ethics and the Community

24. Ethics and the World

25. Ethics and the Universe

26. Ethics and the Afterlife

27. Ethics and the Future

28. Ethics and the Past

29. Ethics and the Present

30. Ethics and the Past

31. Ethics and the Present

32. Ethics and the Future

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The course introduces students to the history and theory of art and design, and is designed to develop a critical understanding of the relationship between visual art and society. The course is divided into four main sections:

1. **Introduction to Art History**: This section covers the development of art from ancient times to the present day, focusing on key movements, artists, and cultural contexts.
2. **Art and Society**: This section explores the role of art in shaping and reflecting societal values, focusing on issues such as politics, religion, and identity.
3. **Artistic Practice**: This section provides hands-on experience in various artistic practices, including painting, sculpture, and digital media.
4. **Art in the Digital Age**: This section examines the impact of technology on art and design, exploring how digital tools are transforming artistic expression.

The course is assessed through a combination of essays, presentations, and a final project. Students are encouraged to engage with contemporary debates and to develop their own critical perspectives on art and design.
COMMUNITY: Spanish Language Program

INTRODUCTION

A program designed for students who wish to learn Spanish or who have already had some Spanish instruction.

OBJECTIVES

To enable students to gain a basic understanding of the Spanish language and to develop skills in listening, speaking, reading, and writing.

CONTENT

The course will cover basic vocabulary and grammar, including numbers, time, dates, and common phrases. Emphasis will be placed on pronunciation and listening comprehension.

TEACHING METHODS

The course will be conducted through lectures, discussions, and graded assignments. Students will be expected to participate actively in class discussions.

ASSESSMENT

The final grade will be determined by a combination of class participation, homework assignments, and a final exam.

COURSE OUTLINE

1. Numbers
2. Time and dates
3. Basic vocabulary

TEXTBOOK

No textbook is required. No previous knowledge of Spanish is necessary.

Fees

$50 per semester

REGISTRATION

Registration will be on a first-come, first-served basis. No confirmations will be issued.

REQUIREMENTS

No prerequisites required. No previous knowledge of Spanish is necessary.

ADDITIONAL INFORMATION

This course is open to both community members and high school students.

Please contact the registrar for more information.
INTRODUCTION

A course in Advanced German will be helpful to students who plan to pursue advanced study in German. This course is designed to provide the student with a deeper understanding of the German language and culture. It is recommended for students who have completed at least two years of college-level German.

OBJECTIVES

The objectives of this course are to:

1. Improve reading, writing, and speaking skills.
2. Expand vocabulary and knowledge of German culture.
3. Develop critical thinking and analytical skills.
4. Enhance understanding of German literature and history.

TEXTBOOKS

The textbook for this course will be "Die deutsche Sprache" by Wilhelm von Humboldt. This book is available at the university bookstore.

LABORATORY

Required laboratory work will include the completion of homework assignments, participation in group discussions, and preparation of presentations.

ASSIGNMENTS

Assignments will be given weekly and will include written exercises, readings, and speaking and listening exercises.

EXAMINATIONS

There will be two mid-term exams and a final exam. The final exam will be comprehensive and cover all material presented during the course.

COURSE REQUIREMENTS

Attendance is required at all class meetings. Students who miss more than three classes without a valid excuse will be dropped from the course.

COURSE OUTLINE

Week 1: Introduction to German literature and culture

Week 2: Grammar and vocabulary

Week 3: Reading and comprehension

Week 4: Writing and speaking exercises

Week 5: Mid-term exam

Week 6: Language and literature

Week 7: Literature and culture

Week 8: Final exam preparation

Week 9: Final exam

COURSE EVALUATION

Grades will be based on assignments, participation in class discussions, and performance on exams.

SUGGESTED READINGS

- "Die deutsche Sprache" by Wilhelm von Humboldt
- "German Literature" by Hans Dietrich
- "German Culture" by Jürgen von Oertzen
- "German History" by Otto von Simson

ADDITIONAL RESOURCES

The instructor will provide additional readings and materials as needed.
HISTORY


type of course: Introductory

prerequisites: None.

This course is designed to provide an introduction to the study of history, focusing on the development of Western civilization. The course will cover significant events and themes in world history, with a particular emphasis on European history, from ancient times to the present day.

Instructor: Dr. Jane Smith

Instructor's background:

Dr. Smith is a seasoned historian with a PhD in European history from the University of Cambridge. She has published extensively on the topic of European history, with a focus on the 19th and 20th centuries. Her research has been featured in several academic journals and has been widely cited by historians and scholars.

Course schedule:

The course will meet once a week on Tuesdays from 10:00 AM to 12:00 PM in the Humanities Building, Room 101. The course will include lectures, discussions, and a course project.

Course materials:

Reading assignments will be posted on the course website at the beginning of the semester. Additional readings will be provided during the course.

Assessment:

The course will be assessed through a combination of written assignments, a mid-term exam, and a final exam.

Further information:

Please contact Dr. Smith if you have any questions or concerns about the course.
HISTORY

HISTORY THE HISTORICAL WORLD

IN INTRODUCTION TO HISTORY

W. M. Leith and J. Pearl

TEXT IN COURSE

An introductory course, open to all, for students who wish to specialize in history. The course is open to students for further, more specialized, work in European history.

PREREQUISITES

None.

RECOMMENDATIONS

None.

OBJECTIVES AND CONTENT

The course is designed to provide an introduction, in the context of historical sources, to the study of European history. The module is based on the four main eras of the European experience - the early modern, the modern, and the contemporary. It will investigate problems of social and political, economic, and cultural history, with varying emphasis on different regions and periods.

TENTATIVE TOPICS

- Early Modern Europe (15th-18th centuries)
- Modern Europe (19th-20th centuries)
- Contemporary Europe (21st century)

EXAMINATION

The course will be examined in the Spring term, with an oral examination in the Autumn term. Students will be assessed on their written work, which will include essays, essays, and reviews, as well as participation in class discussions.

EXTRACTION

Two hours of lectures and one hour of tutorial each week.

EVALUATION

Students will be expected to take part in seminars and discussions. Each student will be required to write one essay of about 1500 words, and complete a final examination.

TEXTBOOKS

- W. M. Leith and J. Pearl: The History of Modern Europe
- Other sources: As assigned.
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II.883 II: INTRODUCTION TO NAVAL HISTORY

William H. Bein

I. COVERAGE

This course is intended to provide a general introduction to the history of naval warfare. The course will cover the development of naval warfare from ancient times to the present day. The course will include an introduction to the history of naval warfare, and an examination of the major events and developments in the history of naval warfare.

II. OBJECTIVES

The objectives of this course are:

1. To provide an introduction to the history of naval warfare.
2. To examine the major events and developments in the history of naval warfare.
3. To explore the role of naval warfare in modern warfare.

III. STRUCTURE

The course will be divided into three main sections:

A. The Rise of Naval Power

1. The development of naval power in ancient times
2. The role of naval power in the Rise of the Modern World

B. The Development of Modern Naval Power

1. The role of naval power in World War I
2. The role of naval power in World War II

C. The Future of Naval Power

1. The role of naval power in modern warfare
2. The role of naval power in the future

IV. ASSESSMENT

Students will be assessed through a combination of essays, quizzes, and exams. The final grade will be based on the following:

- Essays: 50%
- Quizzes: 30%
- Exams: 20%

V. SUGGESTED READING

1. The Rise of Naval Power


2. The Development of Modern Naval Power


3. The Future of Naval Power

COURSE DESCRIPTION

This is an introductory course which is suitable for all interested students.

PREPARATION

None.

PRE-REQUISITE

None.

DESCRIPTION

In conjunction with HISTRY 120 and HISTRY 121, this course provides a comprehensive coverage of Modern English History. It will examine the period from 1360 to 1714.

CONTENT

The purpose of the course is to outline the process of change in a pre-industrial society. We shall examine the outer forces, political, social, economic, intellectual and religious influences which shaped the course of events in this period. The emphasis will be on the development of society in English society from the time of the revolution through the period of the Civil War until the influence of the Glorious Revolution of 1688 and the new stability of subsequent colonial British.

METHOD

There will be two lectures each week, plus no formal exercises. Voluntary exercises will be arranged for those who wish to discuss the topic in greater detail.

EVALUATION

Students will be required to write a paper of between 1500-1800 words and a take-home exam at the end of the term.
OBJECTIVES

The purpose of this course is to familiarize the student with the complex and fascinating world of Russian history from the eighteenth century to the present. Specific attention will be paid to the major events and figures that have shaped the nation's history, as well as the cultural and social changes that have occurred. This course will also explore the relationships between Russia and other nations and regions, and the impact of Russian history on the present day.

MATERIALS

The primary materials for this course will include a textbook, lectures, and guest speakers. Additional resources such as films, documentaries, and readings will be provided as needed. The textbook will be the main source of information, and lectures will be used to supplement the material. Guest speakers will provide additional perspectives and insights.

STRUCTURE

The course will be divided into several units, each focusing on a specific aspect of Russian history. The units will be based on the textbook, with each chapter serving as a foundation for discussion. The course will begin with an overview of the eighteenth century, and progress through the nineteenth, twentieth, and contemporary periods.

METHOD

The course will be delivered through a combination of lectures, discussions, and group projects. Students will be encouraged to participate actively in class discussions and to engage with the material on a deeper level.

ASSESSMENT

Assessment will be based on a combination of written assignments, presentations, and exams. The written assignments will include essays, research papers, and case studies. The presentations will be oral, and the exams will be written. The final grade will be determined by a combination of these components.

SUGGESTED READING

The following books are recommended for further reading:

1. "The Norton Introduction to Russian Literature" by Sarah Lefkowitz
2. "Russian Literature from Parnassus to Postmodernism" by Yuri Tsenkoff
3. "Modern Russian Literature: History, Politics, and Culture" by Nina de Valois
4. "The Cambridge Introduction to Russian Literature" by John Eade

The course will be taught in English, but students are encouraged to read and reference materials in Russian if possible.
The aim of the course is to survey the main developments in the history of human sexuality, focusing particularly on the evolution of sexual practices and attitudes from ancient times to the present day. The course will cover a broad range of topics, including the historical context of sexuality, the role of religion and culture, and the impact of scientific and technological advancements. Students will be expected to engage with primary and secondary sources, and to develop critical thinking skills. The course will be assessed through a combination of written assignments and a final examination.
TITLE: ETHNOGRAPHY IN SOUTH INDIA
SESSION: Session: Sociology and Anthropology

C. Narayanan

TYPE OF COURSE
This is a course dealing with a particular historical problem and
in Indian Ocean traded for inclusion in a specialized programme.

PREPARATION
M. Amy

DESCRIPTION
Imperialism in form or another remains one of the major inter-
national forces in the world today and one of the greatest potential
sources of conflict. The purpose of the course is to add to our
understanding of the complex character of an aspect of the British
Empire.

TRANSPARENCY
Although some countries will be made with developments in Africa
and the rest of Asia, the main elements will be placed on the
relationship between Britain and India, a country which, from
the 19th century, saw, had to face the changing history of colonial
powers. The emphasis will be on the British Empire, which
was largely dependent on India for its wealth and power. Other
countries, such as Japan, will be used as examples, but the
primary focus will be on India. The course is designed to
provide a new perspective on the relationship between Britain and
India, and to encourage a critical approach to the study of
imperialism.

TEXTBOOK
There will be no textbook for this course. However, readings
will be assigned for students who wish to pursue the topic in greater
detail.

REFERENCES
F. Spear, A History of India (19th C. Historical Reprint)

INFORMATION
Students will be required to write one paper of at least 5000 words
in any language at the end of the term.
The course aims to introduce the student to European History in the early Middle Ages, providing a comprehensive overview of the social, political, economic, and cultural developments that shaped the European landscape during this period. The course will focus on key events and figures, such as the Carolingian Empire, the Viking Age, and the early medieval church, to provide a broad understanding of the historical context that led to the formation of modern Europe.

The course will employ a variety of teaching methods, including lectures, discussions, and interactive activities, to engage students in the material and encourage critical thinking and analysis. Students will be expected to read and analyze primary and secondary sources, as well as participate in discussions and debates, to develop a comprehensive understanding of the topics covered.

The course will also include a research project, in which students will explore a particular aspect of early medieval history in depth. This project will allow students to apply the skills and knowledge they have acquired throughout the course to a specific area of interest.

Students will be assessed through a combination of exams, quizzes, and a research project. The exams will test students' understanding of the course material, while the quizzes will assess their ability to apply that knowledge in a practical context. The research project will be evaluated based on its originality, scope, and the quality of the research and analysis presented.

This course is designed to provide a solid foundation in early medieval history, preparing students for further study in the field or for careers in a variety of related disciplines.
COMMENTS

Students should be prepared to purchase none of the books required for this course.

CREDITS: 4

CAROLINE RELIGIOUS TRANSITIONS 108

E. R. M.

STATE OF CREDIT

A lecture course developed to introduce students to religious history in the context of religious institutional development.

PRELIMINARIES

Weeks 1, 2, 3, 4. It is intended that CSE 424 shall be a prerequisite for this and each of the first two of the four

COMPETENCE

The range of topics to be explored and included each week is: the development of religious bodies, their political relevance to society, institutional and organizational practices, their interaction with, and society's relation to, particular religious movements and institutions, their social, political, and economic impact, and their impact on society, organizational, institutional, and societal changes of various kinds, religious and non-religious, organizational, institutional, and societal changes of various kinds, religious and non-religious.

METHODS

Course lecture hours per week are provided. In addition to lecture hours, a weekly term paper will be required. All papers will include a presentation to the class. A short examination will be held at the end of term.

ASSIGNED ASSIGNMENTS

No term paper is assigned but outside reading from recommended books in groups. These will be assigned on the basis of both oral and written presentations.

REFERENCES

E. R. M.

STATE OF CREDIT

A lecture course developed to introduce students to religious history in the context of religious institutional development.

PRELIMINARIES

Weeks 1, 2, 3, 4. It is intended that CSE 424 shall be a prerequisite for this and each of the first two of the four

COMPETENCE

The range of topics to be explored and included each week is: the development of religious bodies, their political relevance to society, institutional and organizational practices, their interaction with, and society's relation to, particular religious movements and institutions, their social, political, and economic impact, and their impact on society, organizational, institutional, and societal changes of various kinds, religious and non-religious.

METHODS

Course lecture hours per week are provided. In addition to lecture hours, a weekly term paper will be required. All papers will include a presentation to the class. A short examination will be held at the end of term.

ASSIGNED ASSIGNMENTS

No term paper is assigned but outside reading from recommended books in groups. These will be assigned on the basis of both oral and written presentations.

REFERENCES

E. R. M.
Students should be prepared to purchase some of the books required for this course.

4. BH

TYPE OF COURSE
A lecture course designed to introduce students who possess a general background in Canadian history to the role of religion in national development.

OBJECTIVES
It is intended that 3584H shall be a prerequisite for advanced study after 3591H.

OUTLINE
The course is divided into three major parts: (1) A discussion of the role of religion in the development of modern societies, particularly Canada; (2) An examination of the role of religious organizations, denominations, and religious movements as agents of change in Canadian society; (3) An analysis of the relationships among religion, politics, and the economy.

RECOMMENDATIONS
No text book is assigned but extensive reading from designated works is expected. Tests will be given on the basis of both oral and written presentations.

2. J.K.

TYPE OF COURSE
An introduction to regional history.

MEETINGS
3584H, Tuesday.

DESCRIPTION
The course will examine the Maritime provinces and Newfoundland and the history of these two provinces as regional developments.

OUTLINE
This course will examine the Maritime provinces and Newfoundland from a regional perspective. It will include the study of the following topics: (1) The role of religion in the development of modern societies; (2) The role of religious organizations, denominations, and religious movements as agents of change in Canadian society; (3) The relationships among religion, politics, and the economy.

RECOMMENDATIONS
No text book is assigned but extensive reading from designated works is expected. Tests will be given on the basis of both oral and written presentations.
COURSE: THE MIDDLE AGES (1000-1500) 3rd SEMESTER
IN WINTER SESSION 1980-81
Second Day Froebelhouse
16:00-17:00
Instructor: J. Pearl

TYPE OF COURSE
An advanced history seminar emphasizing student participation and research.

PREREQUISITED
History and at least two X-level courses in history.

EXCLUDES
None.

OBJECTIVES
To attempt to comprehend the intellectual world of early modern Europe and the place of middle ages beliefs and perceptions in shaping it. It is intended that the initial setting of these beliefs, their development, and the way in which the current problems in the project became complicated with the problems of the use of primary source materials.

MEETING
One meeting of two hours per week. Students are expected to read in order to be prepared to participate in discussions.

REQUIRED READING
C. M. Hoette, The Middle Ages.
J. Travers, The World of William.
R. Travers, The European Middle Ages.
TYPE OF COURSE
An advanced History seminar course emphasizing student participation and research.

PERIOD
Middle Ages and at least one 6-level course in History.

EXCLUSION
None.

DESCRIPTION
In an effort to understand the intellectual world of early modern Europe, and the scientific revolution which took place against a cultural, social, and religious backdrop, this History seminar will explore the origins and development of major European scientific figures of the 17th and 18th centuries. In this course, students will learn to question conventional historical understanding, while engaging in self-directed research.

METHOD
Regular assignments will be given, and students will have the opportunity to write research papers on their own research. In order to participate in the seminar, students are expected to read the assigned materials in advance.

REQUIRED READING
N. R. Gardiner, A History of the World
R. H. Tawney, The Spiritual Revolution
J. C. Sarton, The History of Science
W. B.国际机场, The European Middle Ages

METHOD
A two-hour seminar per week.

EXAMINATION
A final essay at the end of the term.

INSTRUCTOR
W. B.国际机场

OFFICE
W, B.国际机场

DEPARTMENT OF HISTORY
W. B.国际机场

270 AGRESTIC WAY
W. B.国际机场

SHIELD
W. B.国际机场
TYPE OF COURSE

This is an advanced seminar course for better students who will be expected to write one major paper based on primary material.

PREPARATION

PREPARATIONS

To provide or opportunity to complete a piece of original research and to supplement this findings with a real discussion and an written paper.

SUBJECTS

The aim of the course is to increase the way of life which developed in the area between 15th-18th century society. We will begin with the discussion of the way and how to write about the history of the American Revolution, and in addition, how to apply a variety of techniques and interpretations in the development of a working class culture.

METHOD

The course is a two hour seminar each week.

PREREQUISITES

In the first week students will be expected to take notes in a section of the history testing. They will then be asked to present an oral report in the second week. The report will be evaluated and feedback given. There will be no final examination.

PRESUMPTIVE

This course will be worth 3 credit hours in the American Revolution. Attention will be paid to the impact, meaning, and the political importance of the American Revolution. The fellow students will be required to prepare a brief report and deliver a presentation on the American Revolution. The presentation will be based on the written and oral work.
This is an advanced research course for senior students who will be expected to write an major paper based on primary materials.

inauguration

NAME

INSTRUCTOR

REQUIREMENTS

TEXT

To provide an opportunity to complete a piece of original research and to present their findings in oral and written form.

CONTENT

The aim of the course is to introduce the many aspects of the American Revolution, 1763-1815, and to show how this period of American history is related to the development of the nation and its institutions. The course will be divided into three parts: the political, economic, and social aspects of the Revolution.

The content of the course will include:

- The political history of the Revolution, including the Declaration of Independence, the Articles of Confederation, and the Constitution of the United States.
- The economic history of the Revolution, including the debate over the role of the state in the economy and the impact of the Revolution on the economy of the United States.
- The social history of the Revolution, including the role of women and minorities in the Revolution.

METHOD

A two-hour seminar each week.

TARGET

In the first three weeks students will be expected to take part in a discussion of the recent history of civil rights based on a reading of a relevant book. The seminar will be divided into three parts: the constitutional, economic, and social aspects of the revolution.

TEXTBOOKS

- "The Revolution in America" by Jackson L. Pace.
- "The American Revolution" by Alfred W. McCoy.
- "The American Revolution" by David M. O'Brien.

ASSIGNMENTS

- A research paper on a topic related to the Revolution.
- A mid-term and final exam.

EVALUATION

The final grade will be based on the following:
- Participation in class discussions.
- Written homework assignments.
- Mid-term and final exams.
This course seeks to provide a limited number of students with an opportunity to follow a course in the history of the Iroquois people. The course is divided into two parts: a study of the historical development of the Iroquois Confederacy and a study of the contemporary Iroquois, focusing on the role of the Confederacy in the present day.

The course will cover the following topics:

1. The origins of the Iroquois Confederacy
2. The role of the Iroquois in the American Revolution
3. The influence of the Iroquois on the development of the United States
4. The contemporary Iroquois and their role in society

Readings:
- "Iroquois History" by J. S. Fox
- "The Iroquois Confederacy" by W. J. Fox
- "Contemporary Iroquois" by J. S. Fox

Assignments:
- Written assignments every week
- Oral presentations

Prerequisites:
- Completion of introductory courses in North American history
- Familiarity with basic concepts of Native American history

Instructor:
- Dr. J. S. Fox

Location:
- University of Illinois

Credit:
- 4 credits
TYPE OF COURSE

The course is a required part of the Specialist Program in Canadian History and is designed to provide students with a comprehensive understanding of Canadian history from the pre-Columbian period to the present. The course is assessed through a final examination.

PREREQUISITES

Students must have completed HIST 1100 and 1101, or have permission of the instructor.

DESCRIPTION

This course examines the history of Canada from pre-Columbian times to the present. It covers major events, such as the development of the Canadian Confederation, the First World War, and the Second World War. The course also examines the impact of immigration, the role of women, and the development of Canadian culture.

OBJECTIVES

The course aims to provide students with a comprehensive understanding of Canadian history, including major events and the development of Canadian society.

BIBLIOGRAPHY


Professor.

W. A. Dreyer

NOTE

Students are expected to attend all lectures and to complete all assignments. The final examination is comprehensive and covers all aspects of the course.

EXTRADITIONAL REQUIREMENTS

Course handouts and readings will be distributed throughout the semester. In addition, there will be two midterm quizzes and a final examination. Attendance is mandatory.
This is an advanced course with a maximum enrollment of 15.

Instructor: J. O. Robertson

Preparation: None required.

Description:

To introduce students to Canadian political and social thought since Confederation. Books, especially, will also serve important function. Each student's grasp of the material should be reflected in the final examination. An understanding of the Canadian mind is essential to critical thought and will be used extensively.

Course:

The following will be central themes: the intellectual achievements of the Canadian mind, the evolution of political institutions; the varied political experiences of the Canadian peoples; the national economy of Canada, in this book, and how the industrial worker is influenced by the political system of the country. This book is intended to provide the student with knowledge of the development of the Canadian political world in the twentieth century. It is expected that students will have in mind the great Canadian thinkers and statesmen, and will have developed an appreciation of the political problems of the world.

Required:

A student must have completed a course in Canadian history. A student must have completed a course in Canadian political economy. A student must have completed a course in Canadian social studies. A student must have completed a course in Canadian literature. A student must have completed a course in Canadian government. A student must have completed a course in Canadian economics.

Recommended:

A student must have completed a course in Canadian geography. A student must have completed a course in Canadian philosophy. A student must have completed a course in Canadian psychology. A student must have completed a course in Canadian sociology. A student must have completed a course in Canadian history. A student must have completed a course in Canadian political economy. A student must have completed a course in Canadian social studies. A student must have completed a course in Canadian literature. A student must have completed a course in Canadian government. A student must have completed a course in Canadian economics.

Examinations:

There will be two examinations, divided into two sections: one on the first half of the course, and one on the second half of the course. The first examination will be held during the first week of May, and the second examination will be held during the last week of May.

Books:

The following books will be used in the course:


Notes:

This course is intended to be one of the major areas in the study of a single subject, and one of the major areas in the study of a single subject. The subject matter will be divided into three parts: the first part will be devoted to Canadian history; the second part will be devoted to Canadian political economy; and the third part will be devoted to Canadian social studies.

Examinations:

There will be two examinations, divided into two sections: one on the first half of the course, and one on the second half of the course. The first examination will be held during the first week of May, and the second examination will be held during the last week of May.

Books:

The following books will be used in the course:


Notes:

This course is intended to be one of the major areas in the study of a single subject, and one of the major areas in the study of a single subject. The subject matter will be divided into three parts: the first part will be devoted to Canadian history; the second part will be devoted to Canadian political economy; and the third part will be devoted to Canadian social studies.
HUMANITIES

Instructor: [Name]

Course: [Course Name]

Term: Winter

Description:

This course focuses on the concept of the humanities and their role in society. Students will explore various disciplines within the humanities, such as literature, art, music, and philosophy, and how they contribute to the cultural and intellectual development of society.

Course Objectives:

1. To understand the nature of the humanities and their impact on society.
2. To develop critical thinking and analytical skills.
3. To gain an appreciation for diverse cultures and perspectives.

Course Requirements:

1. Weekly readings and discussions.
2. Weekly assignments and projects.
3. Final examination.

Textbooks:

1. [Textbook 1] by [Author]
2. [Textbook 2] by [Author]

Assessment:

1. Weekly quizzes and participation.
2. Midterm exam.
3. Final exam.

Grading:

1. Quizzes: 20%
2. Midterm exam: 30%
3. Final exam: 50%

Enrollment:

Open to all students with an interest in the humanities.

Course Schedule:

Tuesdays and Thursdays, 10:00 AM - 12:00 PM

Location:

[Location]

Notes:

This course is designed to provide a comprehensive understanding of the humanities and their role in society. Students will have the opportunity to explore various disciplines within the humanities and gain a deeper appreciation for their significance.

119
TITLE: PRINCIPLES OF CHRISTIAN LITURGICAL AND RELIGIOUS TECHNIQUE

FELLOWSHIPS: Full-Day Dickson

PREVIOUSLY:

An introductory course, one of the options for the programme in Myth and Religion.

OPPORTUNITIES:

Participants are invited to explore the range of opportunities offered by the course, including:

1. Participation in the weekly worship service and the opportunity to lead it.
2. Discussion groups focused on specific aspects of the course.
3. The chance to engage with a variety of religious traditions.

TEXT:

The course provides an introduction to the study of Christian liturgical and religious techniques. It aims to provide a comprehensive understanding of the role of liturgy in the life of the church and to explore the historical and theological foundations of Christian liturgy.

LEARNING OBJECTIVES:

By the end of the course, students will be able to:

1. Understand the significance of liturgy in the life of the church.
2. Analyze the historical and theological foundations of Christian liturgy.
3. Engage in discussions and activities that enhance their understanding of liturgical practices.

TEXT:

Liturgical Studies: An Introduction to the Study of Liturgy

Instructor: Dr. Jane Smith

DESCRIPTION:

This course introduces students to the study of Christian liturgical and religious techniques. It explores the historical and theological foundations of Christian liturgy and aims to provide a comprehensive understanding of the role of liturgy in the life of the church.

TEXT:

The course includes lectures, discussions, and practical exercises that aim to provide a comprehensive understanding of the role of liturgy in the life of the church.

TEXT:

Liturgy and the Church: An Introduction

Instructor: Dr. John Doe

DESCRIPTION:

This course provides an introduction to the study of Christian liturgical and religious techniques. It aims to provide a comprehensive understanding of the role of liturgy in the life of the church and to explore the historical and theological foundations of Christian liturgy.

TEXT:

The course includes lectures, discussions, and practical exercises that aim to provide a comprehensive understanding of the role of liturgy in the life of the church.

TEXT:

Christian Liturgy: A Historical and Theological Analysis

Instructor: Dr. Sarah Brown

DESCRIPTION:

This course explores the historical and theological foundations of Christian liturgy and aims to provide a comprehensive understanding of the role of liturgy in the life of the church.

TEXT:

The course includes lectures, discussions, and practical exercises that aim to provide a comprehensive understanding of the role of liturgy in the life of the church.

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TEXT:

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TEXT:
NAME:  [NAME]
CITY:  [CITY]
ADDRESS:  [ADDRESS]

EMAIL:  [EMAIL]

TYPE OF ABSTRACT
An introduction to the central concepts of the Symposium, followed by a discussion of the role of literature in shaping our understanding of the world. The Symposium is an opportunity for students to present their research and share their insights with others.

PREPARATION
Students are expected to have read the assigned literature and to have completed the preliminary readings. They should be familiar with the key themes and concepts covered in the syllabus.

DESCRIPTION
1. The Symposium is an opportunity for students to present their research and share their insights with others.
2. The Symposium is an opportunity for students to present their research and share their insights with others.
3. The Symposium is an opportunity for students to present their research and share their insights with others.

PRESENTATION
The students are expected to present their research and share their insights with others. The presentations should be well-organized and should include a clear introduction, main body, and conclusion. The presentations should be no longer than 10 minutes, and there should be a brief question-and-answer session after each presentation.

RECOMMENDATIONS
The students are expected to present their research and share their insights with others. The presentations should be well-organized and should include a clear introduction, main body, and conclusion. The presentations should be no longer than 10 minutes, and there should be a brief question-and-answer session after each presentation.

SUGGESTIONS
The students are expected to present their research and share their insights with others. The presentations should be well-organized and should include a clear introduction, main body, and conclusion. The presentations should be no longer than 10 minutes, and there should be a brief question-and-answer session after each presentation.

FINAL REMARKS
The students are expected to present their research and share their insights with others. The presentations should be well-organized and should include a clear introduction, main body, and conclusion. The presentations should be no longer than 10 minutes, and there should be a brief question-and-answer session after each presentation.

ACKNOWLEDGMENTS
The students are expected to present their research and share their insights with others. The presentations should be well-organized and should include a clear introduction, main body, and conclusion. The presentations should be no longer than 10 minutes, and there should be a brief question-and-answer session after each presentation.

REFERENCES
The students are expected to present their research and share their insights with others. The presentations should be well-organized and should include a clear introduction, main body, and conclusion. The presentations should be no longer than 10 minutes, and there should be a brief question-and-answer session after each presentation.

APPENDIX
The students are expected to present their research and share their insights with others. The presentations should be well-organized and should include a clear introduction, main body, and conclusion. The presentations should be no longer than 10 minutes, and there should be a brief question-and-answer session after each presentation.

END
COURSE: Postgraduate Module A
Unit: "A Literature through the Ages"

Instructor: Victor Hay Ewing

REQUIREMENTS:
- To be eligible for the course, students must have completed at least one undergraduate course in literature or equivalent.
- The course is open to all students, regardless of major.

DESCRIPTION:
The course is designed to provide an overview of literature from ancient times to the present day. It will cover major literary movements, authors, and themes, and will explore the evolution of literary forms and genres. Students will read and analyze a selection of texts from various periods, and will engage in discussions and debates to deepen their understanding of literary concepts and critical thinking.

TEXTBOOKS:
- "Literature: An Introduction to Reading and Writing," by Myron Hobbs and Patricia A. Schaefer

RECOMMENDATIONS:
- Students are encouraged to participate actively in class discussions and to engage in critical thinking.
- A final examination will be administered at the end of the course.

EXPECTED OUTCOMES:
- Students will be able to analyze and interpret literary texts from different periods and cultures.
- They will develop a deeper understanding of the evolution of literary forms and genres.
- Students will be able to express their own ideas and perspectives on literary works.

ASSESSMENT:
- Continuous assessment will be based on participation, assignments, and a final examination.

SUGGESTED READINGS:
- "Literature: An Introduction to Reading and Writing," by Myron Hobbs and Patricia A. Schaefer

CONTACT INFORMATION:
- Department of English, University of Victoria, Victoria, BC V8W 3P6
- Email: english@uvic.ca
- Website: english.uvic.ca
ITALIAN

115.A010 INTRODUCTION TO ITALIAN

DEPARTMENT

ITALIAN ART

STATE UNIVERSITY OF NEW YORK

WINTER QUARTER

SUNY AT NEW PALTZ

INSTRUCTOR: N. C. FRIEL

TEXTBOOKS

For Introductory Courses, necessary to everyone who wishes to communicate in Italian.

PREREQUISITES

None.

POLICY

Students who have taken grade 3 Italian, or who possess an equivalent knowledge of Italian, will receive credit for this course.

DESCRIPTION

The course aims at giving a basic knowledge of modern Italian both in colloquial and literary forms. The students of the end of the course should be able to feel at ease and write simple texts in Italian with the help of the dictionary, and to make of the structure of the language as to be able to express oneself correctly.

COMPETENCIES

The course concentrates on the thorough exploration and application of the grammatical structures of the Italian language, both in class work and exercises at home. As usual, no necessary, but the course is not limited to a specific text but rather to a wide range of reading materials covering all aspects of the language. The focus is on the development of speaking and writing skills in both written and oral Italian.

MEETING TIMES

Five hours of lectures per week.

COST

The final mark will be based on the results of six tests to be given (one per month). A certain percentage of the mark will be determined by three proctors' notebooks and oral tests at home.

SCHEDULE

S. 2:30-3:45  F. 2:30-3:45  C. 2:30-3:45

TEXTS

C. Annas, A. Salter, A. Bradley, Italian: An Introduction.


c

MANUSCRIPT:

INSTRUCTOR: N. C. FRIEL

WINTER QUARTER
ITALIAN

37th Ave. Introductory Italian
Department

DESCRIPTION

A survey of the vocabulary and grammar of written Italian both in the classroom and in the individual student's home. An emphasis on the development of the student's speaking ability through the use of the text and the help of the dictionary, and on the use of the Italian language for everyday communication. The student's ability to be able to express himself correctly.

CONTENT

The course consists of a thorough explanation and assimilation of the various grammatical structures of the Italian language, with emphasis on the development of the student's speaking ability through the use of the text and the help of the dictionary, and on the use of the Italian language for everyday communication. The student's ability to be able to express himself correctly.

TEACHING METHOD

Two hours of lecture per week.

TEXTBOOK

The final mark will be based entirely on the reading of the text.

PUBLICATIONS


STAFF

INSTRUCTOR: P. G. Caspersen

GUIDE: Waterbury, New York

ELEMENRARY CORPORATION I

STAFF

INSTRUCTOR: P. G. Caspersen

GUIDE: Waterbury, New York

ELEMENRARY CORPORATION II

STAFF

INSTRUCTOR: P. G. Caspersen

GUIDE: Waterbury, New York

ELEMENRARY CORPORATION III

STAFF

INSTRUCTOR: P. G. Caspersen

GUIDE: Waterbury, New York

ELEMENRARY CORPORATION IV

STAFF

INSTRUCTOR: P. G. Caspersen

GUIDE: Waterbury, New York
STAGES: INTERMEDIATE ITALIAN

SESSION: Winter

Materials: By Stephen

STATE OF COURSE

A language course for students who possess already some knowledge of Italian. A basic course for the Specialist program of Italian.

PRE-REQUISITES

ETNA311 or ETNA12 (or equivalent).

TOPICS:

The course concentrates on the acquisition and practice of the main structural aspects of Italian grammar. This will allow students to develop fluency in Italian and to understand and respond appropriately to oral and written communications with native speakers.

METHOD

Three hours per week. The course will focus on discussions of relevant current topics and on their presentation. The students will participate in oral exercises. The final examination will include a written report by a student on a chosen subject.

SUGGESTED READINGS

Unspecified material(s).

TUESDAY: ADVANCED CORPORATION

SESSION: Winter

Materials: By Stephen

TOPIC:

The purpose of this course is to enable the students to acquire a working knowledge of corporate law. The course will cover the formation and operation of corporations.

SUGGESTIONS

The students will be asked to write a brief overview of each chapter covered in the textbook. A final examination will be given to test the students' understanding of the material covered in class.

STANDARDS OF ACADEMIC WORK

No standards for academic work.

TEACHING METHOD

Three hours of lectures per week.
INTERMEDIATE CONVERSATION
WINTER 1966-1967

11:30-12:20
Mr. A. C. S. (Professor)

DESCRIPTION
Mr. A. C. S. (Professor)

COURSE OBJECTIVES
The main objective of the course is to ensure the student to acquire to a degree of fluency in expressing himself in written Italian, to have a comprehension and be familiar with some elements of grammatical rules in class.

CONTENT
The course will be taught in a modern Italian class, with a focus on developing fluency and accuracy in Italian. The course will cover grammar, vocabulary, and sentence structure. The emphasis will be on practical application and communicative skills.

MATERIALS
Textbooks, graded readers, and audiovisual materials will be used.

METHODS
Three hours of lectures per week.

EVALUATION
Grades based on participation, homework, and a final examination.

RECOMMENDATION
Students planning to take advanced Italian courses are strongly recommended to take this course.

Scheduling:
Monday, Wednesday, Friday

Placement:
Intermediate level

PREREQUISITE:
None

TEXTBOOK:
None

SOURCES:


INTEGRITY INSTRUCTION PROGRAM
Interdisciplinary Studies
This course is open to all students and is especially recommended to all students for the special concentration in Italian.

Objectives

The course aims to introduce the student to the problems, methodology, social and cultural history, and literary traditions of the Middle Ages with specific reference to literature (notably the legends of saints, poetry, and love songs of the Minnesingers) and the cultural development of the city of Bologna. The course will include a review of the history of the city and its significance in terms of the city's culture and political life.

Prerequisites

Students are expected to have a basic knowledge of Italian literature and culture.

Course Content

The course will cover the following topics:

1. The Early Middle Ages
2. The High Middle Ages
3. The Late Middle Ages

Selected Readings

1. "The Middle Ages" by John Harvey
2. "The Medieval World" by Frederick J. Thacker
3. "The Italian Renaissance" by Gianfranco Politi

Assessment

The assessment will consist of:

1. A mid-term exam
2. A final exam
3. A written essay

Required Readings

1. "The Middle Ages" by John Harvey
2. "The Medieval World" by Frederick J. Thacker
3. "The Italian Renaissance" by Gianfranco Politi

Grading

A: 90-100
B: 80-89
C: 70-79
D: 60-69
F: Below 60
TEXT 3447

1st Semester

L. Miller

TEXT 3447

FISHER BAY SCARBOROUGH

1st. Semester

L. Miller

TEXT 3447

FISHER BAY SCARBOROUGH

1st. Semester

L. Miller

TEXT 3447

FISHER BAY SCARBOROUGH

1st. Semester

L. Miller

TEXT 3447

FISHER BAY SCARBOROUGH

1st. Semester

L. Miller

TEXT 3447

FISHER BAY SCARBOROUGH
UNIVERSITY OF LIVERPOOL

CRITERIA FORawarded the degree of Bachelor of Arts in Italian

1. COURSE: A literature course, part of the core program in Italian Studies.

2. OBJECTIVES: To study the works of Alessandro Manzoni, a key figure in the Italian Romantic period, and to understand the culture and society of the period.

3. PREPARATION: To read the works in Italian and to develop proficiency in the language.

4. METHODS: The course will begin with an introduction to the life and works of Manzoni. There will be readings and discussions of his novels and short stories. The course will be assessed through a final examination and a paper on a selected work.

5. READING: "I Promessi Sposi" by Alessandro Manzoni.

6. COURSEWORK: Three hours of lectures per week.

7. REQUIREMENTS: Course grade and participation will be evaluated by the instructor.

8. COMMUNICATION: Readings and discussions will be conducted in English.

Supervised Translation

L. Mazzoni

English

Written

University of Liverpool

1850

L. Mazzoni

3rd year

University of Liverpool

Supervised Reading

3rd year

English

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Two assignments of 5 pages each due October 3 and November 10.

There will be written assignments and at least one test.

Library: Spencer

Professor: H.E. Blacker

Type of Course: An introductory course.

Preparation: None.

Description: A general survey of written language and written systems. Includes a study of different cultures and their languages. Emphasizes writing and reading in language and its evolution.

Grade: One assignment.

Meeting: Biweekly, 1 hour per week.

Syllabus:

The basic text will be 1. The Textbook of Writing.

Evaluation:

There will be written assignments and at least one test.

Library: Spencer

Professor: H.E. Blacker

Type of Course: An introductory course for interested students or specialists.

Preparation: None.

Description: A general survey of written language and written systems. Includes a study of different cultures and their languages. Emphasizes writing and reading in language and its evolution.

Grade: One assignment.

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Grade: One assignment.

Meeting: Biweekly, 1 hour per week.

Syllabus:

The basic text will be 1. The Textbook of Writing.

Evaluation:

There will be written assignments and at least one test.
MATH 1010

Linear Algebra

Winter 2016

T. Callahan

Introduction

Any grade 18 Mathematics course.

Objective

To provide an understanding of the ideas of linear algebra as well as an ability to do computational problems.

Syllabus

As in calendar.

Evaluation

Each course will have two term tests, a final exam, and weekly problem sets. There will be a 2 hour final exam each week.

Lectures

This is a high level course designed for serious students who plan to continue with mathematics and science. Teacher feedback is to be a regularly attended lecture. There is a great deal of time and effort in lecture. However, if you are prepared to work, then this is a very rewarding subject and may even change your life.

MATH 1020

Winter 2016

T. Callahan

Introduction

Any grade 18 Mathematics course.

Objective

To provide an understanding of the ideas of linear algebra as well as an ability to do computational problems.

Syllabus

As in calendar.

Evaluation

Each course will have two term tests, a final exam, and weekly problem sets. There will be a 2 hour final exam each week.

Lectures

This is a high level course designed for serious students who plan to continue with mathematics and science. Teacher feedback is to be a regularly attended lecture. There is a great deal of time and effort in lecture. However, if you are prepared to work, then this is a very rewarding subject and may even change your life.
MATH 1107 Linear Algebra

Winter 2023

Instructor: Prof. Smith

Prerequisites:

Any course in linear algebra.

Description:

To provide an understanding of the concepts of linear algebra as well as an ability to use computational problems.

Course:

As in schedule.

Supplements:

This course will have one hour lecture and weekly problem sets. There will be a mid-term test and exam.

Remarks:

This is a high-level course intended for serious students who plan to continue with mathematics and science. Math students who have not taken a linear algebra course are strongly encouraged to take one before the course.

Workbook:

A workbook will be provided.

Calendar:

As in schedule.

Grading and Final Grade:

As in schedule.

Course:

An introduction to the field of linear algebra.

Supplements:

Any course in linear algebra is recommended.

Workbook:

Workbook will be provided.

Calendar:

As in schedule.
MAT282: Introduction to Combinatorics

World Day Group, Winter Day Group

Syllabus

WEEK 1: INTRODUCTION
- Basic concepts
- Combinations
- Permutations

WEEK 2: COMBINATORIAL PRINCIPLES
- The principle of inclusion-exclusion
- The pigeonhole principle

WEEK 3: GENERATING FUNCTIONS
- Ordinary generating functions
- Exponential generating functions

WEEK 4: GRAPHS AND NETWORKS
- Graphs
- Trees
- Planarity

WEEK 5: ALGORITHMS AND COMPLEXITY
- Sorting algorithms
- Graph algorithms
- Complexity analysis

WEEK 6: ADVANCED TOPICS
- Advanced counting techniques
- Applications in computer science

Prerequisites
- MAT182: Calculus II
- MAT183: Linear Algebra

Textbooks
- H. Wilf, generatingfunctionology
- R. Graham, D. Knuth, O. Patashnik, Concrete Mathematics

Syllabus
- 4 lectures per week
- 2 homework assignments per week
- Midterm exam
- Final exam

Evaluation
- 30% homework
- 30% midterm exam
- 40% final exam

Examinations

Reference: Programming Applications

Session: Spring Day Group

C. H. Bennett

T.A.S.

A continuation of MAT185 for general students.

MAT283

MATHEMATICAL FOUNDATIONS

EXERCISES

The introduction of programming techniques for the solution of problems in data management, simulation, game-playing, and other computational applications.

Textbook

Basic data structures, lists, stacks, queues, trees, graphs.

Course plan:
- Lectures: 4 hours per week
- Tutorials: 2 hours per week

Meeting times

TBA

Eligibility

Students who have passed MAT185

Enrollment

100

Sections

1, 2, 3

TBA
COURSE DESCRIPTION
This is an introductory course required by all second year Computer Science students.

OBJECTIVES
The course is mainly intended to enable students to write and understand simple programs in a high-level language.

STUDENTS
The course is designed for students majoring in Computer Science and Information Technology.

TEACHING METHOD
The course is delivered through lectures and tutorials. Each week, students will have one lecture and one tutorial.

EVALUATION
Students will be assessed through mid-semester and final examinations, as well as programming assignments.

SUGGESTED READINGS
- *Programming Language*: By D. Knuth
- *Computer Graphics*: By A. Watt
- *Data Structures and Algorithms*: By C. A. R. Hoare

INSTRUCTOR
Mr. A. B. Smith

ASSISTANT INSTRUCTOR
Ms. J. K. Brown

EXTRA COURSE INFORMATION
- Mid-term exam: 30%
- Final exam: 50%
- Programming assignments: 20%
MATH 10 Introduction to Mathematical Reasoning

C. D. Perkel

DESCRIPTION

This course introduces the student to the logical and systematic methods of mathematics. It covers topics such as logic, set theory, and the foundations of mathematics. The course emphasizes the development of critical thinking and problem-solving skills.

OBJECTIVES

By the end of the course, students will be able to:
1. Understand and apply the principles of logic.
2. Work with sets and set operations.
3. Construct and evaluate mathematical arguments.
4. Use mathematical notation and terminology correctly.
5. Solve problems using logical reasoning.

MATERIAL: Symbolic Logic I

C. D. Perkel

Type of Course

An introduction to formal techniques of reasoning, deductive and inductive, and the process known as logical analysis. The curriculum includes logic and elementary parts of mathematics theory. The emphasis is on appreciation of the role of logic in mathematics for example, for formal analysis of arguments and theorems. The course concludes with an introduction to elementary logic and other material to the instructor, copies of which are distributed. The students in an introductory course, and examinations are conducted.

Recommended (optional text)

UNIT 1 - SYMBOLIC LOGIC I

A.J. Deutsch

In the first and largest part of the course, the basic ideas involved in streamlining digital devices are developed. A digital device is a machine designed to accept certain inputs and produce certain outputs. The function of a digital device is determined by the inputs and outputs which it accepts and produces. The basic ideas of digital devices are developed in the first part of the course.

The second part of the course covers the basic ideas involved in streamlining digital devices. The basic ideas are developed in the first part of the course.

The third part of the course covers the basic ideas involved in streamlining digital devices. The basic ideas are developed in the first part of the course.
COMPLEX ANALYSIS II

By J. B. Webber

PRELIMINARIES

1. Complex Numbers
2. Analytic Functions
3. Cauchy's Theorem
4. Power Series
5. Laurent Series
6. Residues
7. The Argument Principle
8. Conformal Mapping

MATERIAL

1. Contour Integration
2. The Cauchy Integral Formula
3. The Residue Theorem
4. Harmonic Functions
5. Conformal Mapping

EXAMINATION

3 hours of lectures per week, frequent assignments, two exams tests each term.
MUSIC

MEASUREMENT

INFORMATION ON MUSIC

SESSION

WINTER ONLY

PROGRAMS

Winter

MAJOR

MUSIC

MINOR

NONE

TYPE OF ENRAGE

For all interested students.

PRE-REQUISITES

None. Previous formal musical training provides only a slight advantage. The instructor assumes no prior knowledge on the part of the students.

RECOMMENDATIONS

Useful.

OBJECTIVE

Students will be expected to develop a comprehensive and techniques for creating music. An ability to create music during performance is essential, and an ability to write and read music notation is desirable. Music in its various forms is a major component of cultural and social change in the world.

CONTENT

A survey of the major types of music from the Middle Ages to the present. The music is approached in terms of technical/structural elements and techniques. This course will include a study of the various historical styles and their development as well as the individual characteristics of selected works.

METHOD

2 hours of lectures per week, frequent assignments, but two tests each term.

1/3 tests, 1/3 per term.

1/3 final exam.

143
MUSIC OF THE RENAISSANCE

Course Title: MUSIC OF THE RENAISSANCE

Instructor: Timothy Reddy

Master's Degree

Course Level: Open to interested students

Prerequisites: None

Objectives:

To acquaint the student with the style and content of music of the Renaissance. To provide an overview of the history and development of Renaissance music, its relation to other art forms, and its influence on later periods.

CONCEPTS:

Music in Western Europe from the 14th to the mid-17th century. A broad look at the music, style, and context of the Renaissance by concentrating on a small number of key works and composers. The course will be divided into three parts: a survey of the general characteristics of Renaissance music; the music of Franco-Flemish composers; and the music of the Italian composers.

METHOD:

3 hrs. per week - lecture, discussion, individual projects.

BIBLIOGRAPHY:

The

Evaluation:

The final exam will be a written test covering material presented in class. There will also be a term paper due at the end of the semester.

Syllabus:

2 hrs. per week - lecture, discussion, individual projects.

EVALUATION:

2 exams

1 term paper

Discussion and presentations during class.

MUS20556

MUSIC OF THE RENAISSANCE

CR205C

Tuesdays

10:00 AM - 12:00 PM

CR205C

15 FEBRUARY

4/30

TEN

WEDNESDAY

15 FEBRUARY

4/30

TEN

WEDNESDAY

15 FEBRUARY

4/30

TEN

WEDNESDAY

15 FEBRUARY

4/30

TEN

WEDNESDAY
NATURAL SCIENCE

AGENCY: INTRODUCTION TO NATURAL SCIENCE - PHYSICAL SCIENCE
ISSUE: Introduction to Natural Science - Physical Science

PURPOSE:

For all interested students, courses are offered at the university level.

TEXTBOOKS

None

EXAMINATIONS

None (Physics AB or AS may be taken after taking this course).

DESCRIPTION

The purpose of this course is to describe the basic laws of physics, chemistry, mechanics, and astronomy. The course is designed to provide an understanding of these subjects as a basis for further study in the sciences. The course will cover topics such as motion, electricity, magnetism, and heat. The course will also cover the history of science and the contributions of great scientists.

TEXTBOOKS


EXAMINATIONS

The course will be evaluated through a final exam. There will also be quizzes throughout the semester.

SUGGESTED READING


RECOMMENDED COURSES

Physics and Chemistry for Engineering Students, by J. E. LeFevre.

RECOMMENDED BOOKS


ADDITIONAL RECOMMENDATIONS

In addition to the recommended courses, students are encouraged to take courses in mathematics, biology, and environmental science.

SUGGESTED RESOURCES


RECOMMENDED RESOURCES

PHILOSOPHY

PHIL101: Fundamental Questions of Philosophy

R. D. Thompson

Type of Course

Introduction

Prerequisites

None

Exclusions

None

Objectives

The objectives of the course are to:
1. develop an awareness of the ways
2. various philosophical issues relate to philosophical thinking
3. stimulate critical thinking
4. develop logical skills.

Course

The course will consist of a discussion of the following philosophical issues: the nature of scientific knowledge, problems in science, time, and consciousness. From this, and the development of logical skills, an appreciation of the role of philosophy will be developed. In addition, there will be a focus on the nature of scientific knowledge.

In order to obtain a perspective on these issues, we will study two works of philosophy that focus on these issues. These works are:
1. A Study of Philosophy
2. The Philosophy of Science

In order to facilitate the development of these issues, we will spend 5 weeks at the beginning of the course, developing the principles of logic and argument.

Methods

Lectures with discussion

Bibliography

From the following will be studied:

Grassroot, W. Philosophical Studies. A. Harris & Sons (London)
Kemp, E. The Philosophy of Science. Blackwell (Oxford)
Lukas, H. A Study of Philosophy. Longman (London)
Melton, A. The Philosophy of Science. (Longman: The Macmillan Company of Canada Ltd.)
INTRODUCTION TO PHILOSOPHY

P.U. Singh

TERM 4 COURSE

An introductory course for all interested students, particularly those in economics and history.

TEXTBOOK

None

RECOMMENDATIONS

None

DESCRIPTION

Though the course is not a survey of the history of philosophy, it will provide opportunities for students to see how and why philosophy can help us understand human nature. The course proceeds from a critical examination of our assumptions about reality to a study of some of the major philosophical traditions. We will examine critical thinking skills: especially the ability to read a text, set it in context, follow and sustain arguments.

CONTENT

The content of the course is found in the book listed below. We will begin with an overview of ancient Greek philosophy (ca. 600 BCE-300 BCE). This overview will be structured around the key issues of the time, and we will attempt to locate them in their historical context. We will then move on to a study of the major philosophical traditions, and we will explore the critical thinking skills mentioned above.

TEXTBOOK


RECOMMENDATIONS

--

EVALUATION

There are three components: a paper which will reflect an analysis of the course, a take-home exam, and a term paper. The paper is valued at 50% of the total grade. The take-home exam is valued at 25% of the total grade, and the term paper is valued at 25% of the total grade.
MTH 230

Introduction to
Philosophical Classics

Professor:
Dr. Edith Scourby

Course:

Junior Seminar

Meeting Times:

We, Th 4-6, 1101 Thaden Hall

Prerequisites:

None

Text:

Plato: "The Republic"

Course Description:

An introductory course for all interested students, particularly those in literature and history.

Objectives:

To acquaint students with the major themes and issues of classical philosophy.

Methods:

Lectures, discussions, and readings.

Grading:

Grades will be based on participation, two midterms, and a final exam.

Assessment:

Participation will be assessed based on the quality of in-class discussions and the completion of assigned readings.

Required Text:

Plato, "The Republic"

Additional Readings:

Hippocrates, "The Art of Medicine"

Assignments:

Weekly readings and assignments will be distributed.

Evaluation:

Grades will be based on participation, two midterms, and a final exam.

Recommended Texts:

Plato, "The Republic"

Hippocrates, "The Art of Medicine"

Assignment:

Readings and assignments will be distributed weekly.

Evaluation:

Grades will be based on participation, two midterms, and a final exam.

Recommended Texts:

Plato, "The Republic"

Hippocrates, "The Art of Medicine"
TITLE OF COURSE
An introductory course for all interested students.

OBJECTIVES
To introduce students to the business of reflecting on the moral upshot of life. The course does not set out to decide whether certain reflective actions of practice are right or wrong (the question of whether they are possible is irrelevant); it is concerned with the very idea of decision, and tried to develop a critical awareness about this.

CONCEPT
The concept dealt with philosophical problems in the area of ethics. We start by defining different ethical theories beforehand, in order to clarify the basic concepts. After this, we will proceed to discuss the philosophical and moral implications of our own actions or decisions. In this sense, the aim of the course is to reflect on ethical problems and their solutions.

TEACHING METHOD
The course will involve lectures, seminars, and discussions. Students will be expected to participate actively in these sessions.

ASSESSMENT
The course assessment is based on a final examination and two written essays. The final examination will cover all topics discussed in the course, while the essays will focus on specific ethical issues.

EVALUATION
There are three components: two written essays, which are mainly analytical and critical in nature, and one oral presentation. The essays and the oral presentation will be evaluated on a scale of 1 to 5, with 5 being the highest mark.

OUTLINE
PHILOSOPHY AND ART
Type of Course
For all interested students.

Preparation
None.

Procedures
Present.

Objective
To become aware of ethical problems which arise in understanding the nature of art. The aim is to deal with these problems in the ethical context.

Content
The content of the course will vary each year, depending on the interests of the students and the instructor.

Teaching Method
The course will include lectures, seminars, and discussions. Students will be expected to participate actively in these sessions.

Assessment
The course assessment is based on a final examination and two written essays. The final examination will cover all topics discussed in the course, while the essays will focus on specific ethical issues.

Evaluation
There are three components: two written essays, which are mainly analytical and critical in nature, and one oral presentation. The essays and the oral presentation will be evaluated on a scale of 1 to 5, with 5 being the highest mark.
PHILOSOPHY AND RELIGION

W. E. Thomson

UNITED KINGDOM

ONE-EIGHTH CREDIT COURSE

1. Philosophy, Belief, Knowledge and
   Reality

2. Religion

A. M. Water

TYPE OF COURSE

The course is designed primarily for students with a serious interest in philosophy and will prepare students for such study. It will not be suitable for students who have not completed a course in philosophy or a similar discipline.

PREQUISITES

One or two courses in philosophy or one liberal arts course.

FRESHMEN

FIRST YEAR

OBJECTIVES

To develop an understanding of the nature of philosophical and religious knowledge.

CONTENT

The course will begin with an examination of various interpretations of the historical figure, focusing on Plato, Socrates, Aristotle, and Aquinas. This will be followed by an examination of the nature of philosophical and religious knowledge. The course will conclude with a study of the role of historical perspective. In this latter area we will be concerned with three questions: (1) Are these historical events? (2) Are these philosophical and religious events? (3) What, if any, role should the historical perspective play in our understanding of these events?

METHOD

Lectures and discussion.

BIBLIOGRAPHY


D. L. Kneale, "An Introduction to Modern Philolo...
TYPE OF COURSE

One 1-hour course in philosophy or one 2-hour course.

DESCRIPTION

PHILOSOPHY: PHI 141.

OBJECTIVES

1. To see that the major problems in philosophy are not problems of logic and that they all ultimately depend on human experience and personal experience.

2. To develop an understanding of the nature of human experience and the nature of the human mind.

3. To develop an understanding of the nature of the human mind and the nature of the human experience.

4. To develop an understanding of the nature of the human experience and the nature of the human mind.

TEACHING METHOD

Two-hour lecture with discussion and one hour tutorial.

BIBLIOGRAPHY

The course is a survey course directed primarily toward those students who have a genuine interest in philosophy. It is open to all interested and qualified students.

Description

This course is designed primarily for students with a genuine interest in philosophy. It covers the major schools of thought, from the pre-Socratic philosophers to the modern scholars. The course is taught by Professor John Smith, who is a well-known scholar in the field of philosophy.

Texts


Winter Seminar

Philosophers of the Middle Ages

D.L. Brown

Type of Course

The course is a survey course directed primarily toward those students with a genuine interest in philosophy. It is open to all interested and qualified students.

Description

Philosophers of the Middle Ages is a survey course designed primarily for students with a genuine interest in philosophy. It covers the major schools of thought, from the pre-Socratic philosophers to the modern scholars. The course is taught by Professor John Smith, who is a well-known scholar in the field of philosophy.

Texts

PHILOSOPHY: INTENTIONS AND REALITY

SUMMARY: Dealing through History and Difference

I. THE INTENTIONS

1. THE DEVELOPMENT

The goal of this course is to explore the historical development of philosophy, with a focus on understanding how the various schools of thought have emerged and evolved over time. Through a study of key figures and their works, we will gain insight into the philosophical debates that have shaped our understanding of reality and existence.

II. THE REALITIES

1. THE CONCEPT OF REALITY

In this section, we will examine the various interpretations of reality, including views that emphasize the subjective experience of individuals, as well as those that focus on the objective, measurable aspects of the world.

III. THE IMPACTS

1. THE EFFECTS OF PHILOSOPHY

Finally, we will consider the broader implications of philosophy, including its role in shaping cultural values, political ideologies, and scientific inquiry. By understanding the history of philosophical thought, we can better appreciate its ongoing relevance and influence on contemporary issues.

PHILOSOPHICAL FOUNDATIONS

SELECTED READINGS

2. "Theories of Knowing," edited by Martha Nussbaum
3. "From the Mind to the Brain," edited by David J. Chalmers

RECOMMENDED READINGS

2. "Philosophical Themes," by John Searle
4. "Theories of Knowing," by Martha Nussbaum

EVALUATION

Students will be assessed based on their participation in class discussions, their ability to synthesize and analyze philosophical arguments, and their capacity to apply philosophical concepts to real-world issues.

PHILOSOPHY OF RELIGION

TYPE OF COURSE

This course introduces students to the study of philosophy in the context of religion. It is designed to provide a comprehensive overview of the philosophical debates surrounding religion.

PREPARATION

None.

PREPARATORY WORK

Requirements: PHILOSOPHY

OBJECTIVES

1. To understand the main philosophical arguments and theories related to the study of religion
2. To develop critical thinking skills in analyzing philosophical issues related to religion

CONTENT

The course will cover a range of topics, including the nature of religious belief, the role of reason in religious inquiry, and the relationship between religion and morality.

COURSE MATERIALS

1. "Religion and Philosophy," edited by John Searle
2. "Philosophical Dimensions of Religion," edited by Martha Nussbaum
3. "From the Mind to the Brain," edited by David J. Chalmers

EVALUATION

Students will be assessed based on their participation in class discussions, their ability to synthesize and analyze philosophical arguments, and their capacity to apply philosophical concepts to real-world issues.
PHIL 101: PHILOSOPHY OF RELIGION

SANTORO, Homer "Bunny" Grubbs

TYPE OF COURSE
This course introduces all students interested in religion to the philosophy of religion. It is a part of the program of both philosophy and religious studies.

PRECEDEDIES
None.

PREREQUISITES
None.

CABINET
We shall study the course in some detail, by way of lectures, reading material, and discussion, the following problem of metaphysics:
1. The nature and function of metaphysical theory.
2. The nature of existence.
4. Mind, body and the soul.

TEXT

PURPOSE
To examine carefully some recent arguments about the truth of and falsity of some religious claims. The course does not attempt to teach you how to become a critical participant in the rational grounds for each belief as an alternative.

CONTRACT
You must complete the course with a letter grade of C- or better, and you must attend every class. Failure to attend class without prior permission of the instructor will result in a grade of F. If you have any questions about policies or procedures, please see me during office hours or by appointment.

TEACHING METHODS
There are three hours per week, two hours are devoted to in-class instruction, and one hour per week is devoted to tutorial discussions and presentations.

STUDY MATERIALS

SUGGESTIONS
There are three important points which are made throughout the course. The first is the importance of clarity and precision in reasoning. The second is the importance of critical thinking in evaluating claims made in religious texts. The third is the importance of empathy and understanding in appreciating the cultural and historical context of religious ideas.
TYPE OF COURSE
An introductory course in philosophy of language. Your knowledge of
an interest in philosophy is helpful, but not required.

OBJECTIVES
There are 3 points of view from which (language) will be considered,
and aimed (meaning of the sentences and properties of the objects
in the context) (philosophical, linguistic, and psychological and social).
It is assumed that these three aspects of the study of language
will be complementary and not isolated:

OUTLINE
The course is introductory. It surveys material from
philosophical, sociological, and historical philosophical
texts. (pragmatic, intentional, interpretive) (intentional
philosophy, philosophy, epistemology, metaphysics, semantics),
with an emphasis on (interpretation, interpretation, meaning).
Texts will be used for (lecture, discussion, seminar),
and the student will be assigned readings from (introductory
textbooks, scholarly articles, philosophical journals).

CONTRAST
The course will study the clash of some philosophers that
existentialism, existentialism, and (dialectical) (dialectic, dialectical)
existential, existentialism, dialectical, dialectical.

COMPETENCY
The course will study the clash of some philosophers that
existentialism, existentialism, and (dialectical) (dialectic, dialectical)
existential, existentialism, dialectical, dialectical.

ASSIGNMENTS
Each student will be expected to submit weekly assignments.

IMPLEMENTATION
Each student will be expected to submit weekly assignments.

EVALUATION
The final grade will be determined by the completeness and
accuracy of the assignments submitted.
PHI 199: PRINCIPLES OF RELIGION

CRITERIA: The purpose of this course is to provide an introduction to the major religions of the world, and to develop an understanding of the historical, cultural, and philosophical contexts in which these religions have developed.

TEXTBOOKS:
2. "Religion and the Modern World," by Mary Jo White

LECTURE TOPICS:
1. The Nature of Religion
2. Comparative Religion
3. Religion and Society
4. Religion and Philosophy
5. Religion and Art

ASSIGNMENTS:
1. Reading assignments from the textbooks
2. Weekly discussion participation
3. A research paper on a topic of the student's choice

CREDITS:
This course is worth 3 credits.

RECOMMENDED READING:
1. "Religion and Society," by John L. Esposito
2. "Religion in the Modern World," by Mary Jo White

GRADING:
Grades will be based on participation, assignments, and the final exam.

INSTRUCTOR:
John L. Esposito

OFFICE HOURS:
By appointment

ADDITIONAL INFORMATION:
This course is open to all students, regardless of religious affiliation.
PHYSICS

PREREQUISITE: ELEMENTARY MECHANICS

SESSION: Winter 2017-2018

D. M. Wilke

TEXT OF COURSE

An introductory course for students whose major interests are in the physical sciences and who plan to follow the course with several more physics courses in succeeding years.

PREREQUISITES

Grade in Physics II is Calculus.

RECOMMENDATIONS

PREREQUISITE

To introduce the basic ideas of Newtonian mechanics, the dynamics of particles, the ideas of work and kinetic energy, the laws of conservation of energy, linear momentum, and angular momentum, the concepts of torque and angular momentum, and the concepts of vector and scalar products, and the concepts of electric and magnetic fields.

DESCRIPTION

SYDE 301, 302

OUTLINE

MATERIAL

Objectives

To explore the fundamental principles of physics, emphasizing their practical uses and illustrating them with a wide variety of practical applications. Students will be expected to understand and be able to apply the fundamental principles of physics to the solution of practical problems.

CONTENT

The course begins with an introduction to Newtonian mechanics. If the course is to be a success, Newtonian mechanics should be studied in the most logical sequence. Students should first be introduced to the concepts of motion, and then to the concepts of equilibrium. The concepts of motion and equilibrium should be studied in the context of the concepts of work and energy. The concepts of work and energy should be studied in the context of the concepts of conservation. The concepts of conservation should be studied in the context of the concepts of vector and scalar products. The concepts of vector and scalar products should be studied in the context of the concepts of electric and magnetic fields. The concepts of electric and magnetic fields should be studied in the context of the concepts of vector and scalar products.

METHODS

The course is designed to be self-contained, with a variety of practical applications. Students will be expected to understand and be able to apply the fundamental principles of physics to the solution of practical problems.

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METHODS

The course is designed to be self-contained, with a variety of practical applications. Students will be expected to understand and be able to apply the fundamental principles of physics to the solution of practical problems.
TITLE:
Principles of Physics

SESSION:
Winter Day Scarborough

DEPARTMENT:
Physics

COST:
$55.00

TEXTBOOKS:

I. PHYSICAL SCIENCE

1. Physics
By G. W. Ferrell, McFarland

2. Electricity and Magnetism

EVALUATION
- Two hour tests, the better mark to count (1/2) and the power of 2. 1/2
- 2/2 for the problems (based on the best 1/2 of problem sets)

III. PHYSICS

1. Quantum Physics

By Winter Day Scarborough

DEPARTMENT:

In 1947 the following schedule was used:

- Fall term: 9:00 a.m. - 12:00 noon
- 2:00 p.m. - 5:00 p.m.
- Winter term: 9:00 a.m. - 12:00 noon
- 2:00 p.m. - 5:00 p.m.

The previous four evaluations are distributed with the students at the beginning of the term.
POLITICAL SCIENCE

MIL 1043 

LOCATION

MIL 1043

INSTRUCTOR

Sarat S. deSantis

MEETING TIMES

Monday, Tuesday, Wednesday, Thursday, Friday

DESCRIPTION

An introduction to political theory. Emphasis will be placed on the development of political theory from ancient times to the present, with a focus on major political thinkers and their ideas.

PRECLASS REQUIREMENTS

None

TEXTBOOK

None

OBJECTIVES

To develop a critical understanding of political theory and its role in the development of modern political thought.

CONTENT

The course will cover major texts in political theory, including works by Plato, Aristotle, Machiavelli, Montesquieu, and Locke. The focus will be on how political theory has developed over time and how it continues to shape contemporary political thought.

METHOD

Two hours of class time per week.

EXAMINATION

Four short papers and a final examination. Weighting of these in final grade not yet determined.

PL 4110

CONFORMATION POLICY

INSTRUCTOR

Sarat S. deSantis

LOCATION

MIL 1043

MEETING TIMES

Monday, Tuesday, Wednesday, Thursday, Friday

DESCRIPTION

An introduction to political theory. Emphasis will be placed on the development of political theory from ancient times to the present, with a focus on major political thinkers and their ideas.

PRECLASS REQUIREMENTS

None

TEXTBOOK

None

OBJECTIVES

To develop a critical understanding of political theory and its role in the development of modern political thought.

CONTENT

The course will cover major texts in political theory, including works by Plato, Aristotle, Machiavelli, Montesquieu, and Locke. The focus will be on how political theory has developed over time and how it continues to shape contemporary political thought.

METHOD

Two hours of class time per week.

EXAMINATION

Four short papers and a final examination. Weighting of these in final grade not yet determined.
POLITICAL SCIENCE

POL 407 INTRODUCTION TO POLITICAL THEORIES

SEMINAR
Winter Term 1972

Sponsor: Martin Day Snowburn

Sargent, W. D.

Taste of Essays

Introductory

PRINCIPLES OF CONSTITUTIONAL LAW

None

AGENDA

None

GOALS

The course aims to introduce students to the varieties of political theory.

CONTENT

Lectures and readings explore the major theories of political thought and their political relevance. Key themes include democracy, inequality, participation, leadership, associations, and society.

MATERIALS

Two hours of lectures and discussion per week.

RECOMMENDATION

Students will profit from prior study in the field of political theory. 

Suggested Readings:

- "The Modern Political Tradition", by Robert Dahl
- "Theories of Democratic Government", by Robert Bellah
- "Politics, Philosophy, and Liberalism", by Robert Nozick
- "The Politics of the Market Economy", by Robert Mundell

EVALUATION

Four short papers and a final examination. Weighting of these is to be determined.
An epilogue will consider the issues raised by Robert Heilbroner's Environmental Crises at the End of the Twentieth Century. While the focus is on today's and the next generation's solutions to environmental challenges, the course will also provide a historical perspective. The topics covered will include the role of technology, economics, and politics in shaping environmental policies and the ethical dimensions of economic development and sustainability. The course will also explore the implications of environmental change for social justice and human rights.


teachers receive credit for attending the lectures. The tutorials are voluntary.

The text of lectures is distributed per week. Films will also be shown in conjunction with the course.


classroom.

The purpose of the course is to help the student develop intellectual rigor with respect to the analysis of international politics. The course deals with the future of the international system, the process of statecraft, foreign policies, and the implications for the conduct of international relations.

Specifically, the course is divided into six parts:

Part one attempts to familiarize the student with some of the theoretical approaches to the subject. Emphasis will be placed on the interaction of historical context, power, and various interpretive techniques. Case studies of major events and issues, such as the Cold War and the Berlin Wall, will set the backdrop for the analysis.

Part two examines the role of power in modern society. Topics include diplomacy, international law, nuclear politics, information theory, arms control, proliferation, and military warfare.

Part three gives emphasis to the role of war in modern society. Topics for discussion are aggression, state, war, nuclear politics, international law, arms control, proliferation, and military warfare.

The last portion of the course considers the relationship between international politics and the international balance of power. The focus will be on the role of international institutions, such as the United Nations, in maintaining international order. The course will also examine the challenges faced by states in the contemporary world, including issues such as terrorism, human rights, and the changing nature of international law.

The course will also include a discussion of the role of media in shaping public opinion and the impact of globalization on international relations.

The course will conclude with a discussion of the future of international politics and the implications for the conduct of international relations.

The course will be assessed through a combination of exam, assignment, and project work. The exam will consist of both multiple-choice and essay questions, while the assignments will include written reports and presentations. The project work will involve an in-depth analysis of a specific issue, such as the role of non-governmental organizations in conflict resolution or the impact of climate change on global politics.

The course will be assessed through a combination of exam, assignment, and project work. The exam will consist of both multiple-choice and essay questions, while the assignments will include written reports and presentations. The project work will involve an in-depth analysis of a specific issue, such as the role of non-governmental organizations in conflict resolution or the impact of climate change on global politics.
POL 207: Politics and Society in the United States

Fall Semester

INSTRUCTORS

Dr. Susan Davis

COURSE TITLE

POLITICS AND SOCIETY

COURSE DESCRIPTION

An introduction to the political and social issues that shape American society.

PRE-REQUISITES

None

COURSE OBJECTIVES

To acquaint students with the basic concepts and theories of political science and social science.

COURSE CONTENT

This course will introduce students to the central concepts and theories that underlie the study of politics and society. Students will be introduced to the key concepts and theories that shape our understanding of politics and society, and will learn how to apply these concepts and theories to real-world situations.

METHOD

The course will be divided into three main sections:

I. Introduction to Politics

II. Introduction to Society

III. Integration of Politics and Society

PHILOSOPHY

The study of politics and society is a fundamental part of higher education. This course is designed to provide students with a strong foundation in the theories and concepts that underlie the study of politics and society.

TEXTBOOKS

No external textbooks will be used in this course. All readings will be provided in-class and through the course website.

RECOMMENDED READING

- John Stuart Mill, *The Subjection of Women*
- Thomas Hobbes, *Leviathan*
- John Locke, *Two Treatises of Government*
- Jean-Jacques Rousseau, *The Social Contract*
Political Science 303
Government and Politics in India

Textbook: "India: A Portrait" by Shanto Chaudhuri

Section A: Foundations

Type of Course:
An examination of the Indian political system, including an analysis of its political culture and a survey of relevant political actors.

Prerequisites:
None

Exclusions:
None

General Description:
The course is designed to meet the general needs of students interested in understanding the political system of India and its impact on the political science specialist.

Content:
The course includes such topics as religion, nationalism, colonialism, corruption, and the Indian Parliament. It also analyzes government, bureaucracy, and politics in India, focusing on the political culture and its effects.

Methods:
Lectures, discussion, and guest speakers (also films)

Textbook:
Rahman, M.: "Government of India"
Rao, M.: "India in Perspective"
Rao, M.: "The United States, India, Pakistan, and Bangladesh"
Rao, M.: "India"
Mehra, M.S.: "Government and Politics of India"
Cohen, B.: "India, the Social Anthropology of a"n
Rajhastan and His Religions, The Modernity of Tradition
Rao, M.: "India"

PLHE 540: Urban politics in Canada

Professor: Paul H. Gifford

Introduction:
An in-depth survey of the complex issues of urban politics in Canada, open to all interested students.

Exclusions:
No formal prerequisite. Some knowledge of Canadian political institutions and systems is useful but not mandatory.

Exclusions:
Politics Science 399 (special study courses)

Objective:
Students of political science courses who understand the complex issues of urban politics in Canada. The course will cover such topics as urban planning, urban development, and urban politics in Canada.

Course:
The main objective of this course is to provide students with an understanding of the complex issues of urban politics in Canada. The course will cover such topics as urban planning, urban development, and urban politics in Canada. It will also provide students with an understanding of the role of government in urban politics.

Evaluation:
The course will be evaluated through three methods: written assignments, class participation, and a final examination. The written assignments will include, but not limited to, discussion questions, research papers, and policy analyses. Class participation will include group discussions and presentations. The final examination will cover the course material and will be a comprehensive test of the student's understanding of the complex issues of urban politics in Canada.

Additional Information:
Students are expected to attend all lectures.

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TYPE OF COURSE
An introduction to the study of public policy and the role of government in the political process.

PREREQUISITES
None

CREDITS
None

DESCRIPTION
This course is designed to prepare students for the challenges of participatory democracy in India and to equip them with the tools for analyzing and evaluating the performance of public policies. It focuses on the role of government in the political process.

METHODS
Lectures, discussions, and reports. Field visits.

TEXTBOOKS

BIBLIOGRAPHY
For a comprehensive bibliography of relevant works, please consult the reading assignments provided in each class session.

CONTENT
The course content will cover the following topics:

1. Introduction to Public Policy
2. The Policy Process
3. Political Institutions and Policy-making
4. Policy Analysis
5. Policy Implementation
6. Policy Evaluation

RECOMMENDATIONS
No formal assessment. However, students are encouraged to keep a record of their participation in class discussions and to complete assigned reading materials. A final project may be required at the end of the semester.

DISCLAIMER
The information provided in this document is for educational purposes only and should not be considered a substitute for professional advice. The course content and assignments are subject to change at the discretion of the instructor.
POL 1010
APPLIED POLITICS

Seville:
Winter Session: Scarborough

Theresa J. Deller

OUTLINE
A course in intermediate complexity and difficulty.

PREPARATION
None.

DESCRIPTION
The course should introduce the student to the politics of the world in general and other societies.

CONTENT
The course begins with an examination of the social structures of urban politics in modern American cities. Thereafter, a discussion of the social processes, roles, and policies of various forms of local government. The course then presents an overview of political systems and political parties. Finally, the course concludes with an investigation of the political process in urban areas. Examples will be drawn from political scientists and political scientists with whom the instructor has worked.

ATRIBUTIONS
Applications will be given to political scientists and political scientists with whom the instructor has worked.

ECTUS
There will be no specific readings from the literature.

METHOD
Three hours of lecture with occasional discussion per week.

ASSIGNMENTS
Dr. E. S. R. Boston and James C. Wilson, City Politics (New York: Random House, 1971).


Dr. W. M. Thompson, Light the Light (New York: Dodd, Mead & Co., 1970).


Report of the National Advisory Committee on Civil Disarmament.

ASSESSMENT
Final exam is to be given (45 percent of final grade); essay in social (45 percent); final examination (10 percent).
FOL 307: COMPARATIVE FOREIGN POLICIES

LECTURE

Type of Course
An introductory course for all incoming students.

Instructor

Richard E. Stoffen

Course Content
This course aims to provide students with an understanding of the development of foreign policies in Africa and Latin America. It focuses on the role of the state in the formulation of foreign policy, and explores the impact of globalization, economic interdependence, and other factors on the formulation and implementation of foreign policies.

Objectives
By the end of the course, students will be able to:
1. Understand the historical and institutional factors that shape foreign policies.
2. Analyze the role of power and interests in the formulation of foreign policies.
3. Evaluate the effectiveness of foreign policies in achieving their objectives.

Teaching Method
Two hours of lecture and one hour of tutorial per week.

Reading List
All required texts are assigned.

Course Texts
1. "Comparative Foreign Policies in Africa and Latin America" by Richard E. Stoffen
2. "Globalization and Foreign Policy" by James Fearon
3. "The State and Foreign Policy" by John Mearsheimer
4. "Foreign Policy Analysis" by David Drez

Assessment
Three exams: Fall, Winter, Spring. Additional assignments and a research paper may be required.

* Instructor Staff to be arranged

ENGL 308: MODERNISATION AND REVOLUTION

LECTURE

Type of Course
This course is designed for students in the Social Sciences program. It focuses on the role of modernisation and revolution in shaping the development of societies in the "Third World".

Objectives
By the end of the course, students will be able to:
1. Understand the implications of modernisation and revolution on societies in the "Third World".
2. Analyze the role of economic development in shaping political systems.
3. Evaluate the impact of globalisation on societies in the "Third World".

Teaching Method
Three hours of lecture per week.

Reading List
1. "Modernisation and Revolution in the Third World" by James Scott
2. "Revolution and Counter-Revolution in the "Third World"" by John Mearsheimer
3. "Globalisation and Development in the "Third World"" by David Drez

Assessment
Three exams: Fall, Winter, Spring. Additional assignments may be required.

* Instructor Staff to be arranged
PSYCHOLOGY

REQUIREMENTS

Type of Course: Undergraduate Psychology
Prerequisites: None
Corequisites: None

COURSE DESCRIPTION

Psychology is the scientific study of the behavior of organisms. It is concerned with how people think and feel and how the mind works. Psychology is a way of thinking about the living creatures with whom we interact and the world we live in. In this course, we will explore the major perspectives in psychology, including biological, psychological, and sociocultural. We will examine how these perspectives can be applied to understand human behavior and mental processes. The course will cover topics such as sensation, perception, learning, memory, cognition, motivation, emotion, personality, and psychological disorders.

LEARNING OBJECTIVES

The course will help students understand the following:

1. The major perspectives in psychology
2. The role of the nervous system in behavior
3. The psychological processes of perception, learning, memory, and cognition
4. The relationship between personality and behavior
5. The causes and treatments of psychological disorders

TEACHING METHODS

The course will involve lectures, discussions, and lab-based activities. Students will be expected to read assigned texts and participate in class discussions. There will also be group work and individual assignments.

EVALUATION

There are 3 lecture units per week.

EXAMINATION

A test for 45% has yet to be selected. Sample tests will have been used in the past.

1. R. S. B. Dewdney, F. G. Psychology and Life. Sword Books
2. A. M. McConkey, J. J. Psychology. Sword Books

In addition, a book is needed to supplement the text in topics: Psychology of Cognitive, Personality, and Psychological Disorders, which is a selection of biometric/developmental literature.

EVALUATIONS

Examinations are typically of the objective type. There are three exams during the year and a final exam at the end of the year.

NEXT TERM

TYPE OF COURSE

A required course in the Sociology Program. Psychology is the study of human behavior and the application of psychological principles to understanding human behavior.

PREREQUISITES

None

COURSE DESCRIPTION

This course is designed to provide an introduction to psychology as a scientific discipline. It will cover topics such as the history of psychology, basic research methods, the study of human behavior, and an introduction to the major areas of psychology, including cognitive, social, and developmental psychology.

EVALUATION

There will be a final examination and weekly quizzes.

ENROLLMENT

The course is limited to 30 students, and enrollment will be on a first-come, first-served basis.
PSYCHOLOGY

INTERPERSONAL PSYCHOLOGY

Session: Summer, 8th. Taunton

NAMES OF FACULTY

Name: T. A. D. "T. A. D."

FUNCTIONS

Psychology is the scientific study of the behavior and mental processes of humans and other animals. It is concerned with understanding the causes and consequences of these behaviors, and with the development of theories and methods for predicting and controlling them. Psychology is a diverse field, with many different subfields, each focusing on different aspects of behavior and mental processes.

PREREQUISITES

There are no formal prerequisites for this course. However, a basic understanding of algebra is recommended.

TEXTBOOK

The textbook for this course is "Integrative Psychology" by T. A. D. and T. A. D. It is required reading for all students enrolled in the course.

LABORATORY

The laboratory component of this course includes hands-on activities and experiments designed to reinforce the concepts covered in the lectures. Students will work in small groups to conduct experiments and analyze data.

ASSIGNMENTS

Assignments will include weekly readings, problem sets, and a final project. Students will be expected to demonstrate their understanding of the course material through written and oral presentations.

CREDITS

This course is worth 3 credits.

DESCRIPTION

This course is designed for students interested in the scientific study of human behavior and mental processes. It will cover a broad range of topics, including sensation and perception, learning and memory, motivation and emotion, social behavior, and abnormal psychology.

EXAMINATIONS

There are three examinations during the term. The first examination covers the material from the first half of the course, the second examination covers the material from the second half of the course, and the final examination covers the entire course.

DISCUSSION

Students are encouraged to participate in class discussions and to ask questions. The instructor will provide feedback on students' participation and will address any questions or concerns.

EQUIPMENT

The course requires the use of a computer for accessing online resources and completing assignments. A scientific calculator may also be useful for some assignments.

PUNCTUALITY

Regular attendance is expected. Students who miss class may be required to make up the work missed.

COURSE OBJECTIVES

The purpose of this course is to provide students with an understanding of the principles of psychology, including the historical development of the field, the role of research in the advancement of knowledge, and the application of psychological principles in real-world situations.

COURSE REQUIREMENTS

Students are required to complete three examinations during the term. The exams will be closed-book, with the exception of a single reference page. This course also requires the completion of weekly assignments and participation in class discussions.

COURSE OUTLINE

Week 1: Introduction to Psychology

Week 2: Cognitive Psychology

Week 3: Developmental Psychology

Week 4: Social Psychology

Week 5: Personality and Individual Differences

Week 6: Abnormal Psychology

Week 7: History and Systems of Psychology

Week 8: Research Methods in Psychology

Week 9: Statistics in Psychology

Week 10: Industrial and Organizational Psychology

Week 11: Psychology and Law

Week 12: Psychology and the Environment

Week 13: Psychology and the Media

Week 14: Psychology and Ethics

Week 15: Final Examination

SUGGESTED READING


ADDITIONAL RESOURCES


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OBJECTIVES

This course is designed to acquaint students with an approach to the study of human behavior which emphasizes the processes by which the sensory inputs are transmitted, categorized, stored, retrieved and used. In addition, there is a focus on analyzing and interpreting cognitive outcomes.

CONCEPTS

Cognitive processes are continuous events, although for purposes of analysis they can be separated into discrete stages. The following are some examples of such events: sensory perception, selective processing, organization, and memory. These events involve the mind's ability to select, organize, and remember information.

METHOD

There are 3 lecture hours per week in this course. In addition, each student is expected to spend approximately 4 hours per week on homework and laboratory exercises.

REFERENCES

Three textbooks are recommended for study: "Visual and auditory perception" by Bald-DeBell, and "Conscience and Human Performance" by Cooper-Farrell. Additional readings and assignments will be provided as needed.
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<td>RUSS501</td>
<td>Introduction to Russian Culture and Literature</td>
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<td>Winter J. Graham</td>
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**RUSSIAN**

**Introduction to Russian Culture and Literature**

**Winter J. Graham**

**Meeting Times:**

- Tuesdays and Thursdays
- 1:00 PM - 2:15 PM

**Course Description:**

This introductory course may be taken as an option to the Russian Civilization program in Russian language and literature, or as an option for the program in Russian and Eastern European Studies.

**Prerequisites:**

No formal prerequisites. Some knowledge of Russian desirable but not required.

**Notes:**

This course is designed to introduce students to aspects of Russian culture, history, and society. It will cover a range of topics including literature, history, politics, and culture. The course will be taught in English.

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*Updated to include the revised course information.*
The course looks at the development of the Russian Iron and Steel Industry in national context. It also examines the iron fields of the region of petro and other areas in the Soviet Union and England, affecting the economy, technology and the domestic market. In the light of current industrial and cultural interest, such as nationalism and internationalism, and cultural influence. The course is designed to provide students with an understanding of the political and social aspects of Russian history through the 19th century to the present day. It aims to provide students with a broad understanding of key political, social, and economic developments in Russia, and to encourage critical thinking and analysis of historical events and processes. The course also explores the impact of these developments on contemporary Russia, and how they have shaped the country's current political and economic landscape. Students will gain a deeper understanding of Russian culture, society, and politics through the analysis of primary sources and secondary literature. The course will also provide an opportunity for students to develop their research and writing skills, and to engage with current debates about Russia and its role in the world. The course is designed to provide students with a broad understanding of key political, social, and economic developments in Russia, and to encourage critical thinking and analysis of historical events and processes. The course also explores the impact of these developments on contemporary Russia, and how they have shaped the country's current political and economic landscape. Students will gain a deeper understanding of Russian culture, society, and politics through the analysis of primary sources and secondary literature. The course will also provide an opportunity for students to develop their research and writing skills, and to engage with current debates about Russia and its role in the world.
TYPICAL READING

The intermediate course consists of a 100-page text, with some 100 pages of exercises and companion text. The reading material is based on the works of Russian authors and is designed to help students improve their communicative skills.

OBJECTIVE

The objective of the course is to provide a comprehensive overview of Russian language and culture, with a focus on contemporary issues. The course aims to equip students with the skills necessary to read and comprehend Russian literature, media, and other cultural products.

METHOD

The course is divided into two parts: theoretical and practical. The theoretical part includes lectures on grammatical structures, phonology, and literature. The practical part involves group discussions, role plays, and writing exercises.

MATERIAL

The reading material includes a selection of Russian literature, including works by Pushkin, Dostoevsky, and Tolstoy. The course also includes audio and video materials to enhance understanding and comprehension.

SUGGESTED READING

PROPOSALS TO PROFESSOR STRONGER

1. INTRODUCTION

2. COURSE OUTLINE

This course is designed to provide an in-depth study of the political system and culture of Russia. The course will cover topics such as Russian history, politics, economics, culture, and society. The course will be taught by Professor Stronger, who will be responsible for course content and delivery.

3. COURSE REQUIREMENTS

4. COURSE ASSESSMENT

5. COURSE RESOURCES

6. COURSE SCHEDULE

7. COURSE SYLLABUS

8. COURSE EVALUATION

9. COURSE CONTACT INFORMATION

10. COURSE RESOURCES

11. COURSE POLICIES

12. COURSE FEEDBACK

13. COURSE ACKNOWLEDGMENTS

14. COURSE REFERENCES

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SOCIOLGY

SOC 101

SOCIOLOGY

DESIGN

Fieller and Hartweg

Role of Social Resources

1. Social Role

2. Social Institutions

3. Social Processes

4. Social Change

5. Social Strain

6. Social Conflict

7. Social Power

8. Social Control

9. Socialization

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SOCHIST: URBAN SOCIOLOGY

STUDENT: Winter Day

Next Page
**DEC 3560: "Dedicated Student"**

**Winter 1990-91**

**Type of course: Specialization and objectives:**

Furnish a description of DEC 3560, including the type of course, specialization, and objectives. For the type of course, choose one of the following: General, Specialization, Integrated, Professional, or Special. For specialization, name the area of specialization. For objectives, list the specific objectives of the course.

**Course title:**

**Course code: DEC 3560**

**Semester:** Winter 1990-91

**Department:**

**Instructor:** [Instructor Name]

**Type of course:** Specialization

**Specialization:** [Specialization Name]

**Objectives:**

- Objectives 1: [Objectives 1]
- Objectives 2: [Objectives 2]
- Objectives 3: [Objectives 3]

**Course content:**

In this course, students will be expected to engage in... (details to be filled in based on the specific course objectives and content)

**Requirements:**

- Requirement 1: [Requirement 1]
- Requirement 2: [Requirement 2]

**Assessment:**

- Assessment 1: [Assessment 1]
- Assessment 2: [Assessment 2]

**Prerequisites:**

- Prerequisite 1: [Prerequisite 1]
- Prerequisite 2: [Prerequisite 2]

**Textbooks:**

- Textbook 1: [Textbook 1]
- Textbook 2: [Textbook 2]

**Course outline:**

- Outline 1: [Outline 1]
- Outline 2: [Outline 2]

**Course evaluation:**

- Evaluation 1: [Evaluation 1]
- Evaluation 2: [Evaluation 2]

**Additional information:**

- Information 1: [Information 1]
- Information 2: [Information 2]
Soil Ecology: An Introduction to Population Ecology

OBJECTIVES
1. To provide a fundamental understanding of the principles of population ecology.
2. To develop an appreciation for the ecological processes that influence population dynamics.
3. To assess the impact of environmental factors on species distribution and abundance.

METHODS
1. Lectures
2. Laboratory exercises
3. Group discussions

TEXTBOOK

ASSIGNMENTS
1. Weekly reading assignments
2. Written exams
3. Laboratory reports

COURSE REQUIREMENTS
1. Attendance at all lectures
2. Participation in group discussions
3. Completion of all assignments

COURSE OUTLINE
1. Introduction to population ecology
2. Basic concepts of population ecology
3. Population dynamics
4. Ecological interactions
5. Community ecology

INSTRUCTOR
Professor John Smith, Department of Biological Sciences, University of California, 2000 Campus Drive, Berkeley, CA 94720-3378.

SECTION MEETINGS
Monday and Wednesday, 1:00 PM - 2:30 PM

PREREQUISITES
Biology 101 and 102, or equivalent.

NOTE
This course is offered in the spring quarter of the academic year.
No further details to those in the Calendar are currently available.
SPANISH

CRN 15054

CRSE 1010

SUNY

184

WATERLOO CAMBRIDGE UNIVERSITY PRESS

F. scnhothe-Pilgr姆

TITLE: INTRODUCTORY SPANISH

MAJOR: Spanish

DESCRIPTION

This course covers the basic aspects of Spanish grammar with some emphasis on vocabulary and culture. Students will be expected to read, write, and speak in Spanish.

CURRICULUM

The course follows the basic aspects of Spanish grammar with some emphasis on vocabulary and culture. Students will be expected to read, write, and speak in Spanish.

METHOD

Three hours per week. Several lecture topics of exercises and skills based on the grammar section. The class is taught by reading, writing, and speaking in Spanish.

RECOMMENDED TEXTS

Carnegie Learning and Skills for Spanish Speakers, by S. L. Smith and S. E. Hare, 1977.

REQUIREMENTS

Knowledge of reading and written tests: 100

Written and oral class assignments: 100

GRADING METHOD

Graded on a scale of A to F. All other material will be evaluated by the instructor.

EVALUATION

Daily preparation of class material; regular written assignments. Evaluation is based on instructor's feedback and evaluation of class participation.

SUMMARY

This course is designed to provide students with a basic knowledge of Spanish grammar and culture. Students will be expected to read, write, and speak in Spanish.

TYPE OF COURSE

This course is designed to provide students with a basic knowledge of Spanish grammar and culture. Students will be expected to read, write, and speak in Spanish.

LEARNING OUTCOMES

Students will be expected to read, write, and speak in Spanish.

EVALUATION

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LEARNING OUTCOMES

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EVALUATION

Daily preparation of class material; regular written assignments. Evaluation is based on instructor's feedback and evaluation of class participation.
Course: Intermediate Spanish

Type of Course: An intensive course required for students not open for all qualified students.

Prerequisites: Grade B in Spanish I or equivalent.

Units: 3

Objectives: To review in detail the basic structures of the Spanish language with the goal of developing a competence sufficient to complete beginning Spanish courses, in order that the study of Spanish literature be possible. 

Content: Grammar of Spanish, literary works, and exercises for the development of communicative competence. 

Method: Three weeks of instruction and guided practice with emphasis on reading, comprehension, and vocabulary development. 

Grading: Three examinations and a final examination. 

Evaluation: Regular class discussions and participation in class activities.

Department of Foreign Languages

Prerequisites:

Grade B in Spanish I or equivalent.

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Evaluation: Regular class discussions and participation in class activities.
SP8850 DATABASE CONCEPTION

EVALUATION

The final examination (100% of final grade) will consist of a written test, which will be administered in a scheduled laboratory session during the semester. The test will cover all material presented in the course, and will be designed to assess the student's understanding of the concepts and principles discussed in the lectures and lab sessions. The test will consist of multiple-choice and short-answer questions, and will be evaluated based on the student's ability to apply the principles learned in the course to solve problems. The test will be given at the end of the semester, and the student's performance will be assessed based on their understanding of the material covered in the course.

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A combination of Spanish, intermediate level, with much richer vocabulary and a considerable number of idiomatic expressions. Designed for specialists, but open to all qualified students.

**Prerequisites:**

None or Spanish

**Objectives:**

Developing skill in oral expression at a more advanced level than in prior courses, and at the same time gaining an understanding of Spanish culture (history). This course will constitute a very good preparation for Spanish.

**Course:**

The dialogues and discussions center on cultural aspects of Spain and Latin America. Passages from important works of literature are analyzed, and some attention is also given to writing.

**Teaching Method:**

Three hours per week. In two of the three periods the textbook is followed, and in the third period the conversation covers a topic selected by the instructor. All required readings are taken from the text. This presentation could constitute one year of a full or a half year of the student, or it could be an introduction to one of the subjects. This presentation could constitute one of a variety of a book read by the student, or it could be an introduction to one of the subjects. This presentation could constitute one year of a full or a half year of the student, or it could be an introduction to one of the subjects. This presentation could constitute one year of a full or a half year of the student, or it could be an introduction to one of the subjects. This presentation could constitute one year of a full or a half year of the student, or it could be an introduction to one of the subjects. This presentation could constitute one year of a full or a half year of the student, or it could be an introduction to one of the subjects.
STANDARD INTERMEDIATE LEVELS AND
COMPOSITION

C. P. Gable-Forman

EASIER

INTRODUCTION

A. BLACKMAN

EVALUATION

B. BLACKMAN

TYPE OF COURSE

A continuation of Spanish I. Required for specialists, but open to any qualified students.

PREREQUISITE

Spanish I or equivalent.

TEXT

Spanish

OBJECTIVES

To improve in the student's knowledge of Spanish grammar, and to develop skill in written expression.

CONTENT

Examination of certain points of Spanish grammar of a more advanced level, that is, the Passive. Simple present in subjunctive, and composition. Special emphasis will be put on effective writing of Spanish.

TEACHING METHOD

Three hours a week. Each period will be (main activities) speech in conversing and practicing the composition and composition written by the student. Some of the exercises of the textbook as more difficult grammar points will also be covered.

BIBLIOGRAPHY

Mandatory Text:


EASIER

INTRODUCTION

This final unit in review examination is essay of about 2,000 words on the report suggested by the instructor.

The final work will be composed of 25% of the grade. For the review examination: 15% for every 10% for class participation.

CRITERION CRITICAL ASPECTS OF SPANISH

OFR, College, Texas

CRITERION CRITICAL ASPECTS OF SPANISH

C. P. Gable-Forman

PRESIDENT

EVALUATION

B. BLACKMAN

TYPE OF COURSE

A continuation of Spanish I. Required for specialists, but open to any qualified students.

PREREQUISITE

Spanish I or equivalent.

TEXT

Spanish

OBJECTIVES

To enter insights into the Spanish culture and a unique civilization. At the same time to improve the ability to understand and speak the Spanish language.

CONTENT

Social, intellectual, and artistic components of the culture of Spanish. Passages from Spanish novels to be studied with illustrated by stories and other reference materials.

TEXTBOOK

Each chapter of the textbook will be presented in summary form to the class by a student. The instructor will present the presentation, current passing evidences, and instructions of the text.

TEACHING METHOD

Three hours a week. Each period will be (main activities) speech in conversing and practicing the composition and composition written by the student. Some of the exercises of the textbook as more difficult grammar points will also be covered.

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Required for speciality, but open to all qualified students.

Examinations:

Grades 11 Spoken or 12th.

Examinations:

Examinations are not given. The student shall be given a grade based on his/her participation in class discussions.

To develop a basic understanding of the Spanish language and to be able to communicate effectively in Spanish.

Survey of the grammar, vocabulary, and grammar of the Spanish language. The student will be required to complete a grammar test at the end of the term.

Readings:

Diaz Yanes, D. Spanish Grammar: A Complete Guide to Spanish Grammar, 2nd edition, 1993. The student is required to read the chapters indicated in the textbook and is expected to complete the exercises and problems.

Examinations:

The final examination will be given at the end of the term. It will consist of a written exam and an oral exam. The exam will cover all topics presented in the course. The oral exam will be based on the student's participation in class discussions.

The final grade will be based on the following:

1. Participation in class discussions.
2. Attendance at all classes.
3. Completion of all assignments.

The final grade will be determined by the following percentages:

Attendance: 20%

Participation: 30%

Assignments: 30%

Final examination: 20%

The final grade will be reported on the student's transcript.
NAME: Research Assistant

TITLE: English Professor

TYPE OF COURSE

ENGLISH 101: Introduction to English Literature

DESCRIPTION

An introductory course in English literature designed for first-year students. The course covers the major works of English literature from the Middle Ages to the present, with an emphasis on critical thinking and analysis.

RECOMMEND

This course is recommended for students with a strong interest in literature and a desire to develop their critical thinking skills.


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SUMMER LITERATURE 1

L. L. PAULS

SUMMARY

A continuation of SUM 811. Intermediate level, aimed at further development and a considerable range of idiomatic expression. Required for majors, open to all qualified students.

PRERequisites

SUM 811 or SUM 810.

Exclusions

None.

Objectives

Belonging will be in oral expression at a more advanced level than SUM 811, but the main thrust given an understanding of the structure of the language and its use.

Contact

The classes and discussions focus on cultural aspects of Spain and its literature. Students will have opportunities for literary and cultural events, and more attention is also given to writing.

Notes

The material in the section will be attempted with reservations about the level of language used by the instructor, or exposed by one of the other instructors. The syllabus is adapted to the needs of the students, or, in a number of the sections, a certain emphasis is put on the writing aspects, a novel, etc. This course will place the emphasis on the interaction between the United States and Spain, and students will participate in various activities of a cultural and social nature, such as musical events, films, etc. These activities will take place in the afternoon and evening.

POLICY

No assignments, no exams, no term papers, or any other final examination.

Grading

2. The students must buy this book, no free. No final exam, no grade, no change in the course.

SUMMARY

For these students, the course will be a valuable one. It will be an opportunity to see Spain, its culture, its people, its history, and its literature. The course will be taught in Spanish, and the students will have the opportunity to read original works, to discuss them, and to write about them. The students will have the opportunity to take part in cultural and social events, to visit museums, to see plays, to hear music, to see films, and to participate in other activities of a cultural and social nature.

Class attendance is mandatory. The final work will be on a paper or a final examination; 50% for class participation and written assignments; 30% for oral participation.
SPAN 597G: MODERN AND POETRY

Type of Course
One of the prerequisite courses for the student, but open to all qualified students.

Prerequisites
GERMAN 5350 or comparable

Grading
A, B, C, or D

Description
Understanding and appreciation of Spanish poetry of the 20th and 21st centuries by the study of the most significant poets of the period.

COST
The course will run on the following dates: November 11, 1950, December 12, 1950, January 13, 1951.

Teaching Methods
Three hours per week. Copy the textbook and the bibliographic suggestions by the instructor for each section. The student should make a presentation which should include a few important details on the life of the poet, some information on the poet's work in general, and a discussion of the poem's significance. The presentation should be based on the textbook. The teachers will then discuss their student's presentations, and the final presentation will be made at the end of the course. The emphasis is on analysis of the poems themselves. The emphasis is on analysis of the poems themselves and the significance of their themes. This course is open to all qualified students.

Textbooks
The textbook and the bibliographic suggestions are the student's responsibility. The student should present a thorough discussion of the poems and their authors. The presentation should be based on a reading of the poems and their authors. The emphasis is on analysis of the poems and their themes. This course is open to all qualified students.
OBJECTIVE
To investigate Spanish literature in relation to the emergence of the modern as well as to analyze its literary, historical, and philosophical implications through the Hispanic literature of the Americas.

CONTENT
The course includes an analysis of the major themes and literary movements, focusing on the study of Spanish literature in various periods, specifically the period before and after the Spanish-American War. Students will read the works of writers such as Cervantes, Lope de Vega, and others, and will analyze them in relation to the context of their period and the evolution of literary traditions and the genre of the literary works that they studied. A certain amount of critical composition is expected.

METHOD
Three lecture/practice hours weekly.

BIBLIOGRAPHY
Textbooks and texts will be supplied by the instructor.

ASSESSMENT
Regular class assignments. One final in-class examination.
Spanish: Medieval Poetry

Course Description:

Spanish, 305

Meets Tuesday, Thursday 6:30-8:30

Instructor: Professor John Harkins

Course Description:

This course will cover the development of Spanish poetry from the 12th through the 15th centuries.

Objectives:

To examine the development of Spanish poetry from the 12th through the 15th centuries.

Methods:

Three lectures/reading hours weekly.

Evaluation:

One exam paper. Two in-class exams. Class participation is essential.
Type of Course
Option for specialist programs; open to all qualified students.

Objectives
None.

Course Description
To examine the poetry of Greece from the 9th through the 15th centuries.

Course
This course includes an investigation of the principal stages of the development of Greek poetry from the 9th to the 12th century. The emphasis will be on the work of Homer, the Hellenistic poet Archilochus, and the 7th and 8th century epic (Hymns to Apollo) and narrative poetry.

Method
Three lecture/discussion hours weekly.

Prerequisites
None to be announced.

Evaluation
One term paper, one in-course final. Class participation is essential.