Important Notes

1) This 1976-77 Supplementary Calendar should be used in conjunction with the 1976-77-78 Scarborough College Calendar. The corrigenda to the 1976-77-78 Scarborough College Calendar (pages 7 to 8) supersede any information given in that Calendar. Changes in course information contained in this booklet are included in this Supplementary Calendar and therefore supersede any information given in the College Calendar.

2) Students are urged to study carefully pages 74-75 of the Calendar before reading the course descriptions. These pages contain important information concerning the designation and numbering of courses, the meanings of prerequisites and co-requisite requirements and of exclusions and information about supervised reading, supervised research and independent study.

If a prerequisite for a course is "Permission of Instructor" students should request the course when making their course selection. The instructor will decide during the first week of classes whether he will admit.

Students selecting supervised reading or research courses must obtain the permission of the instructor prior to registering in the course. Approval forms are included in the back of the 1976-77 Supplementary Calendar.

Since instructors may not be available during the summer, you are urged to obtain their permission before you leave the campus at the end of the 1976/77 Winter Session. (See College Calendar p. 75 & 76)

b) 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.

c) Students interested in following Programmes of Study, related studies Programmes or Major Programmes should consult pages 74-75 of the Scarborough College Calendar and the corrigenda to the College Calendar (pages 75 to 76 in this Supplementary Calendar).

3) A number of courses are jointly offered by different disciplines; a list of these courses is given on page 183.

4) At the time of printing, the courses of instruction described in this Supplementary Calendar are only those which will be offered in 1976-77. However, it may happen that some courses may require to be changed in content or be withdrawn. In such cases, Scarborough College will make every effort to provide equivalent alternative instruction, but the provision of such instruction at the beginning of the academic year is not guaranteed.

5) The Government of Ontario has recommended an increase in general tuition fees of $60.00 per term for students enrolled in a full programme. The University has not yet decided its policy in this matter, but there is a probability that fees will be increased in 1976/77. Tuition fees will be prorated for students enrolled in less than a full programme. (See page 76 of the 1976-77-78 College Calendar.)

Scarborough College reserves the right to limit the number of registrants in any course of instruction described in circumstances where the number of qualified applicants for a course exceeds the capacity of the class and other resources available.

Students are responsible for notifying the Academic Services Office of any changes in their academic programmes, name
Fees and Aid

(a) Students in the Credit Transfer Programme pay the appropriate fees at the host university, and a nominal fee to the University of Toronto per term of study elsewhere in order to maintain registration in Scarborough College.

(b) Students in the Supervised Study Elsewhere Programme pay the regular Scarborough College fees per course.

(c) Students in a mixed programme pay the nominal registration fee and the regular course fee for each Scarborough College course in which they register.

(d) Depending upon the Programmes followed and its length of time there may be access to student aid. Consult the Student Services Office.

Application

The interested student is invited to consult with the Associate Chairman, Division of Humanities, who coordinates the Programme. In consultation with the student, he will arrange for a supervisor of studies from among the faculty.

The student should prepare his proposed course of study with his supervisor, and submit it to the Associate Chairman three months before the beginning of the proposed term of study elsewhere.

Detailed guidance is available from the Associate Chairman to help students in constructing their programmes and in seeking approval for credits obtained elsewhere.

Regulations

(a) Any student of the College who is on probation or returning from suspension, and who has completed four full courses, may apply for admission to the Study Elsewhere Programme.

(b) Applications require the approval of the Academic Affairs Committee.

(c) Since registration in Scarborough College is maintained, the general regulations of the College obtain for students in the Study Elsewhere Programme.

(d) No more than six full courses in a degree programme may be taken in the Study Elsewhere Programme.
vii) French (see page 49 of College Calendar)

Replace paragraph (5) with the following:

It is recommended that the student include in his/hers program one full-course equivalent from the PRECO1-C07 series (Supervised Reading) and one full-course equivalent from the CRE01-C07 series (Supervised Research) in a specific area. These courses may also count toward satisfying requirements in (1), (3), and (4) above.

vii) History (see page 50 of College Calendar)

Pre-i115 courses:
List A

Delete HIST111Y: Western Europe in the Seventeenth Century

Add:
HIST112Y: Europe in the Middle Ages
HIST113Y: The Beginnings of France: Constantine to Charlemagne
HIST114Y: Europe in the High Middle Ages

viii) Psychology (see page 51 of College Calendar)

Add to item 7: At least one full-course equivalent must be drawn from courses other than PSYCH, PSYCH35 and PSYCH55.

ix) Spanish

Supervisor of Studies: F. L. León

Students should complete at least nine full courses (or equivalent) in Spanish. The program should be made up as follows:

(i) The following language courses, which students in full-time attendance are advised to take in the sequence shown:
   - First year of full-time study (equivalent): SPAR004Y (students without Grade 11 Spanish) or SPAR005Y (students with Grade 11 Spanish) SPAR007Y
   - Second year of full-time study (equivalent): SPAR008Y
   - Third year of full-time study (equivalent): SPAR009Y, SPAR010Y

(ii) Six full courses (or equivalent) from among the following:
   - SPAR015Y Pre-Literary Examination of Texts
   - SPAR016Y/5 Cultural Aspects of Spain
   - SPAR017Y The Civilization of Latin America
   - Survey of Literature courses: SPAR018Y, SPAR019Y
   - Modern Literature courses: SPAR020Y/5, SPAR021Y/5, SPAR022Y/5, SPAR023Y/5, SPAR024Y/5, SPAR025Y/5, SPAR026Y/5, SPAR027Y, SPAR028Y/5, SPAR029Y
   - Golden Age Literature courses: SPAR030Y/5, SPAR031Y/5, SPAR032Y/5, SPAR033Y/5

   * SPAR001Y does not count as one of the nine full courses required for a major program.

IV. ENROLLMENT ON THE ST. GEORGE CAMPUS

With the beginning of the Summer session 1977, Scarborouigh College degree students will be permitted to include up to three full-course equivalents in the St. George campus in the first fifteen credits taken (or credited from elsewhere). Students who have standing in more than three St. George campus courses by that time will be allowed to retain credit for them, but would not be allowed to include any more in their first fifteen credits. Petitions to take more than three of the first fifteen credits on the St. George campus will be considered by the Faculty of Arts and Science. Such requests will be granted only in exceptional circumstances. Scarborough College students will continue to be allowed to take the sixteenth-twentieth credits on the St. George campus.

V. STUDY ELSEWHERE PROGRAMS

Students, especially those in the foreign languages, are encouraged to consider seriously the Study Elsewhere Program, whereby credit may be obtained for work done elsewhere than at the University of Toronto.

Programmes of Study

There are basically two types of Study Elsewhere:

(a) Students may register at a host university and follow its courses for credit; these credits may then be approved by the Academic Affairs Committee and credited into Scarborough College credits (the "Credit Transfer" Program);

(b) Students may elect to do Scarborough College supervised reading or independent studies courses off-campus in a location which will enhance their education in these courses (the "Supervised Study Elsewhere" Program).

A mixed program of study is of course possible, with some courses followed at a host university for credit transfer, and some Scarborough College supervised study courses taken while the student is on the host campus.
Takes as part of a fifteen-course degree, the courses of studies must include:

(1) HUM101Y
(2) POL101Y
(3) FAND101
(4) One full course equivalent emphasizing major scientific ideas: i.e., one of NSCI101Y, ECON101Y, or ATV101Y, or the equivalent.
(5) At least one full course equivalent in History (including, if appropriate, a method-related course) are HIS101Y, HIS201Y, HIST101Y, HIST201Y, HIST102Y.
(6) At least two full course equivalents in a language foreign to the student.
(7) At least two full course equivalents in Philosophy (a half-course) from among PHIL1, 401, and PHIL9.
(8) One full course equivalent emphasizing major ideas in the Social Sciences. Recommended are POL101Y, POL102Y, SOC101Y, SOC102Y, or the equivalent.
(9) HUM201Y
(10) Electives should, for the most part, develop work done in other courses.

Taken as part of a twenty-course degree, the courses of studies must also include:

An Independent Study Year, i.e., HUMCOS-99Y, or its equivalent within one or more disciplines.

Major Programmes

Economics and Political Science

Supervisors of Studies: J. Cohen (Economics), E. Andrew (Political Science)

Six full course equivalents are required in each of the two disciplines. The specific courses required or recommended are listed below. In addition, mention is made of courses in other disciplines that complement the major programmes. Any student following a recommended programme for the Economics or Political Science Major Courses in Economics or Political Science by the end of his/her first year.

Required courses in Economics:

EC311Y
EC311Y
EC311Y
EC311Y
EC311Y
EC311Y

Recommended courses: (at least one from each of A, B, and C)

A: EC311Y or EC311Y or EC311Y or EC311Y
B: EC311Y or EC311Y or EC311Y or EC311Y
C: EC311Y or EC311Y or EC311Y or EC311Y

Required courses in Political Science:

POL311Y
POL311Y or POL311Y
POL311Y or POL311Y or POL311Y

Also, three courses from at least two of the categories A, B, C, D below. Alternative courses in Political Theory or Canadian government acceptable if chosen in conjunction with the Supervisor of studies.

A: POL103Y or POL104Y or POL105Y
B: POL103Y or POL104Y or POL105Y
C: POL103Y or POL104Y or POL105Y
D: POL103Y or POL104Y

Related courses in other disciplines:

MAT101Y or MAT102Y, CS101AF, COM101Y.

Changes in Existing Major Programmes

I) Biology (see pages 34-35 of College Calendar)

Item 2C add BI208Y
Item 3 add BI208Y and BI204Y
Item 4 add BI208Y
Item 5 add MATH12Y
Item 6 add SOC101Y

The following courses have been deleted from the course offerings and should therefore appear in parenthesis:

Item 3a (EC101Y)
Item 2a (EC101Y)
Item 3a (EC101Y)
Item 2a (EC101Y)
Item 3a (EC101Y)

II) Chemistry (see pages 50-51 of College Calendar)

Students should complete the fifteen required courses

Item 2: CH201Y7 should be replaced by CH203Y

III) Chemistry and Biochemistry

Item 2, lines 1-7 should read:

In the second and third years of full-time study (or equivalent):

CH301Y Inorganic Chemistry I
CH302Y Analytical Chemistry
CH303Y Physical Chemistry
CH304Y Organic Chemistry
JCB101Y Introductory Biochemistry
JCB102Y Laboratory in Biochemistry
CM101Y or CM102Y... etc.

IV) Chemical Physics (see page 52 of the College Calendar)

Item 2: Mathematics component should read:

b) MAT103Y or MAT104Y, MAT105Y, MAT106Y

V) Computer Science (see page 54 of College Calendar)

Lines 3-4 should read:

CE301Y, DMC101Y, MAT101Y, MAT102Y
MAT103Y, MAT104Y, MAT105Y
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; completion 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 notify the Academic Services Office 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 notify the Office of Academic Services well in advance of the appropriate Convocation. Forms for this purpose will be mailed to all eligible students well in advance.

Transcripts
The transcript of a student's academic record reports: the student's admission record; standing in all courses attempted; the imposition of suspension or refusal of further registration; completion of the fifteen-course and twenty-course degree requirements; date of conferral of the degree; and completion of any recognized programme of study listed in the "Programmes of Study" of the 1974/1975 Scarborough College Calendar.
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, enrol in any one session in two full courses or equivalent which he has not previously attempted.

If the student obtains an average grade of 'B' in the two full courses or equivalent, and not less than 'C' in either, he will retain credit for these courses and for all courses in which he has previously attempted after such a suspension, will result in the refusal of further registration in the College.

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

SECTION C

NOTE: THE REGULATIONS IN THIS SECTION APPLY TO ALL STUDENTS

Withdrawal

(See pages 27-28 of the 1976-77 Scarborough College Calendar for information about withdrawal procedure.) For withdrawal dates please refer to the Academic Calendar in the 1977/78 Supplementary Calendar.

(1) The Winter Session

A student may withdraw without academic penalty in any session from:
- first term course until the seventh Friday in the first term,
- second term course until the seventh Friday in the second term,
- year course until the second Friday in the second term.

(2) The Summer Session

Withdrawal dates for the Summer Session vary slightly from year to year. Please refer to the Academic Calendar in the Supplementary Calendar for precise dates.

Special 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 without academic penalty from the course, a petition may be submitted to the Sub-committee on Standing. 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 special 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.
(a) Suspension for Three Years
A student will be suspended from the College for three calendar years if:
(a) the student fails six full courses or equivalent;
(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 full courses or more, 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 full courses or more 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,
   (iii) 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, enrol in any one session in two full courses or equivalent which he has not previously attempted.
If the student obtains an average grade of B- in the two full courses or equivalent, 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-enter to complete the remaining courses required for the degree on the condition that he record no failures.
(5) Renewal of Further Registration
A failure in a full course or equivalent after return from a three-year suspension, or failure to obtain the specified level of performance in the first two full courses or equivalent, after such a suspension, will result in renewal of further registration in the College.
(6) Renewal of Further Registration to Special Students
A Special Student whose record is unsatisfactory will normally be refused further registration in the College.
SECTION B
NOTE: THE REGULATIONS IN THIS SECTION APPLY TO STUDENTS ADMITTED FOR THE 1973 SUMMER SESSION AND SUBSEQUENT SESSIONS. BEGINNING WITH THE 1976 SUMMER SESSION THESE REGULATIONS WILL APPLY TO ALL STUDENTS.
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 a grade of D- or better in at least twenty full courses or equivalent;
(2) obtained a grade of D- or better in at least fifteen full courses or equivalent; and
(3) obtained a grade of C- or better in at least nine full courses or equivalent; of those courses with a grade of C- or better, at least five must be B- or C-level courses; and
(4) for a Bachelor of Science degree, obtained a grade of D- or better in at least six B- or C-level full courses in one or more of the following disciplines: Astronomy, Anthropology*, Biological Sciences, Chemistry, Computer Science, Geophysics*, Geology, Mathematics, Physics, Psychology**.

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

* The following courses in Anthropology fulfill the requirements for the B.Sc. degree: ANTW1175, B1275/7, B145, B157, B237, B237, B247, B237, B247, and B247.
** The following courses in Geography fulfill the requirements for the B.Sc. degree: GEOB37, B277, B277, B277, B277, B277, B277, B277, and B277.
*** In addition the following courses may be used to fulfill B.Sc. requirements for students researching or reading in appropriate scientific areas of Geography: GEOB37, B277, and C157.
**** JLF812 will not normally be credited towards the B.Sc.

Regulations Governing Overall Standing
(12) 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).
(17) 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:
Section A

NOTE: THE REGULATIONS IN THIS SECTION APPLY TO STUDENTS ADMITTED BEFORE THE 1975 SUMMER SESSION. THE REGULATIONS WILL STAND AT THE END OF THE 1977-78 WINTER SESSION, AT WHICH TIME THE REGULATIONS OF SECTION B WILL APPLY TO ALL STUDENTS.

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 a grade of D- or better in at least fifteen full courses or equivalent; and
2. obtained a grade of D- or better in at least eight "B" and "C" level full courses or equivalent; and
3. obtained a grade of D- or better in at least four full course equivalents; of these courses with a grade of "C" or better, at least four must be "B" or "C" level courses; and
4. for a Bachelor Science degree, obtained a grade of D- or better in at least six "A" or "B" level full courses or equivalent in one or more of the following disciplines: Astronomy, Anthropology, Biological Science, Chemistry, Computer Science, Geology, 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 a grade of D- or better in twenty full courses or equivalent; and
2. obtained a grade of D- or better in at least thirteen "B" and "C" level full courses or equivalent; and
3. obtained a grade of D- 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; and
4. for a Bachelor Science degree, obtained a grade of D- or better in at least nine "B" or "C" level full courses in one or more of the following disciplines: Astronomy, Anthropology, Biological Science, Chemistry, Computer Science, Geology, Mathematics, Physics, Psychology.

The following courses in Anthropology fulfill the requirements for the B.Sc. degree: ANTH101, 215, 291, 235, 257, 265, 277, 277, 294, 320, 325, 325, and 425.

The following courses in Geography fulfill the requirements for the B.Sc. degree: GEOG102, 209, 207, 207, 215, 217, 259, 265, 265, 365, 425, and 425. In addition the following courses may be used to fulfill B.Sc. requirements for students research-substitute: 160, 261, 263, 265, 265, 265, 265, 265, 265, 265, 265, 265, 265, 265, 265, 265, 265, 265, 265, 265, 265.

The following courses in Geography will not normally be credited towards the B.Sc.:

(a) the student fails two or more full courses or equivalent in any session, or if
(b) at the end of any session (Winter or Summer) in which the student has passed a grade of D- or better in fewer than 50% of his course attempts in the denominating studies leading to the degree. Under these circumstances, the student will be deemed that he must gain the required grade of courses at grade C- or better by the end of the next comparable academic session, or, in cases where the requirement is not satisfied, 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, if
(c) at the end of any session (Winter or Summer) subsequent to that in which the fourth full course or equivalent 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 course is not in standing. Under these circumstances, the student will be deemed that he must gain the required grade of courses at grade C- or better by the end of the next comparable academic session, or, in cases where the requirement is not satisfied, 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 standing 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.

A student on probation may not register for more than five (5) full courses or equivalent in a winter session.

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 full courses or more, 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.

A student returning from a one-year suspension may not register for more than five (5) full courses or equivalent in a winter session.
Corrigenda to the 1976-77-78 College Calendar

The following (blue) pages include the official corrigenda to the 1976-77-78 Scarborough College Calendar (hereafter called the College Calendar) and this information supersedes any given in that Calendar.

The Corrigenda contains revised information on:

I. 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 regulations:

(a) The degree requirements set out below shall be satisfied.

(b) All stated prerequisites and corequisite requirements shall be satisfied.

(c) Any two (2) half-courses are equivalent to one full course.

(2) Students of Scarborough College are permitted to proceed towards a degree at a rate of their own choosing, except that students on probation or returning from a one-year suspension shall not be permitted to enrol in more than five (5) full courses, or equivalent, in the winter session.

(3) The usual load for a student who wishes a full-time programme in the winter session is five (5) full courses or equivalent.

(4) The usual maximum load for a student in the summer session is two (2) full courses or equivalent.

(5) A student will not be given credit for a course which the discipline concerned considers to be propedantic (elementary) to a course in which the student has already obtained standing.

Standing in a Course

<table>
<thead>
<tr>
<th>Marks</th>
<th>Grade</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A+</td>
<td>Exceptional performance with strong evidence of original thinking, good organization, capacity to analyze and synthesize; a superior grasp of the subject matter with sound critical evaluations; evidence of an extensive knowledge base.</td>
</tr>
<tr>
<td>85-89</td>
<td>A</td>
<td>Exceptional performance with strong evidence of original thinking, good organization, capacity to analyze and synthesize; a superior grasp of the subject matter with sound critical evaluations; evidence of an extensive knowledge base.</td>
</tr>
<tr>
<td>80-84</td>
<td>A-</td>
<td>Exceptional performance with strong evidence of original thinking, good organization, capacity to analyze and synthesize; a superior grasp of the subject matter with sound critical evaluations; evidence of an extensive knowledge base.</td>
</tr>
<tr>
<td>77-79</td>
<td>B+</td>
<td>Good performance with evidence of a grasp of the subject matter, some evidence of critical capacity and analytic ability, and reasonable understanding of the relevant issues under examination; evidence of familiarity with the literature.</td>
</tr>
<tr>
<td>72-76</td>
<td>B</td>
<td>Good performance with evidence of a grasp of the subject matter, some evidence of critical capacity and analytic ability, and reasonable understanding of the relevant issues under examination; evidence of familiarity with the literature.</td>
</tr>
<tr>
<td>67-69</td>
<td>B-</td>
<td>Good performance with evidence of a grasp of the subject matter, some evidence of critical capacity and analytic ability, and reasonable understanding of the relevant issues under examination; evidence of familiarity with the literature.</td>
</tr>
<tr>
<td>60-62</td>
<td>C+</td>
<td>Intellectually adequate performance of a student who is profiting from his/her university experience; an understanding of the subject matter and an ability to develop solutions to simple problems found in the material.</td>
</tr>
<tr>
<td>57-59</td>
<td>C</td>
<td>Intellectually adequate performance of a student who is profiting from his/her university experience; an understanding of the subject matter and an ability to develop solutions to simple problems found in the material.</td>
</tr>
<tr>
<td>52-56</td>
<td>C-</td>
<td>Intellectually adequate performance of a student who is profiting from his/her university experience; an understanding of the subject matter and an ability to develop solutions to simple problems found in the material.</td>
</tr>
<tr>
<td>50-52</td>
<td>D+</td>
<td>Minimally acceptable performance; some evidence of familiarity with the subject matter and some evidence that critical and analytic skills have been developed.</td>
</tr>
<tr>
<td>0-49</td>
<td>D</td>
<td>Minimally acceptable performance; some evidence of familiarity with the subject matter and some evidence that critical and analytic skills have been developed.</td>
</tr>
</tbody>
</table>
SUPPLEMENTARY CALENDAR

Summer Session, 1977

1 April
Last day for new students to apply for admission to the University with enrolment in 'F', 'I' or 'H' courses.

15 May
Last day for new students to apply for admission to the University wishing to enrol in 'G' or 'S' courses.

Monday 9 May
Registration Week for students who did not complete registration procedures previously.

Thursday 12 May
Last day to register for 'Y', 'P' and 'H' courses.

Monday 16 May
Classes for 'F', 'I' and 'H' courses begin.

Friday 20 May
Last day to add 'Y', 'P' or 'H' courses.

Monday 23 May
Victoria Day - University closed.

Friday 26 May
Last day to withdraw without academic penalty from 'F' courses.

Friday 29 May
Last day to register for 'G' and 'S' courses.

Thursday 30 June
Last day of classes in 'G' courses, last day of submission of term assignments. Final examinations, if required, will be held in the last class week.

Friday 1 July
Dominion Day - University closed.

Monday 4 July
'B' and 'G' courses begin.

Friday 8 July
Last day to add 'B' or 'G' courses, last day to withdraw without academic penalty from 'I' and 'H' courses.

Friday 29 July
Last day to withdraw without academic penalty from 'E' or 'S' courses.

Monday 1 August
Civic Holiday - University closed.

Monday 15 August
Registration week in St. George and Orendale Campus courses.

Friday 15 August
Last day of classes in Scarborough Campus courses, last day for submission of term assignments, final examinations, if required, will be held in a class period of the last week.

Winter Session, 1977-78

1 June
Last day for current students to request a transfer to another College.

1 July
Last day for new students to apply for admission to the University for the Winter Session 1977-78.

1 August
Last day for former students with at least one half credit in the College, and who did not register in the preceding Summer or Winter sessions, to request registration for the Winter session 1977-78.

Monday 5 September
Labour Day - University closed.

Tuesday 6 September
Registration for students who did not complete all registration procedures previously begins.

Friday 9 September
Last day to register for the 1977/78 Winter Session.

Monday 12 September
Classes for the 1977-78 Academic Year begin. 'I', 'H', 'F' and 'A' courses begin.

Friday 23 September
Last day to add 'Y', 'H', 'F' or 'A' courses.

Friday 30 September
Last day for receipt of applications for Ontario Student Assistance (OSAP).

Monday 10 October
Thanksgiving Day - University closed.

Friday 28 October
Last day to withdraw without academic penalty from first term 'F' or 'A' courses.

15 November
Last day for receipt of application for University of Toronto In-Course Awards.

Friday 9 December
Last day of classes in the first term.

Monday 12 December
Last day for submission of term assignments in 'F' and 'A' courses.

Monday 12 December -
Thursday 25 December
Term test and final examination period.

1978

Tuesday 3 January
Classes for the second term begin, second term 'B' and 'D' courses begin.

Friday 13 January
Last day to add 'B' or 'D' courses, last day to withdraw without academic penalty from 'Y' and 'H' courses.

1 February
Last day for receipt of applications for Scarborough College bursaries.

Monday 17 February -
Friday 17 February
Reading Week - All classes cancelled.

Friday 17 February
Last day to withdraw without academic penalty from 'B' or 'D' courses.

Friday 24 March
Good Friday - University closed.

Monday 10 April
Last day of classes.

Monday 17 April
Last day for submission of term assignments for 'F', 'H', 'S' or 'B' courses.

Monday 17 April
Annual examinations begin.

Tuesday 9 May
Annual examinations end.

Monday 12 June
University Convocation begins.
ANT301Y Introduction to Anthropology

Course description: An introduction to the fields of Anthropology through which the student will obtain the anthropological view of the nature and diversity of humans. The first term deals with Physical and Prehistoric Archaeology, concentrating on the biological basis and the evidence for the origins and growth of cultures. The second term concerns historic archaeology, the nature of Language and the comparative aspects of Cultural Anthropology, through a study of social groups as well as economic and political and religious systems in both non-industrial and industrial societies.

Instructor: J.A. Dever/UBA Session: Summer Day, Winter Day and Evening

Content: The course is designed to introduce the student to all members of the Anthropology Department, and lectures deal with speciality area topics given by different department members.

Teaching Method: 1 one-hour lecture and 1 laboratory tutorial per week.

Evaluation: 1 one-hour lecture examinations and 2 practical laboratory tests. 3 written laboratory assignments and 1 final examination.

ANT301F Cultural Ecology

Prerequisites: ANT301

Course description: A discussion of the relationships of human populations differing in culture, social organization and technology with their environment in the following sub-areas: systems of food production, patterns of disease, ecological aspects of warfare and demography, etc. Cases will be drawn largely from non-industrialized societies.

Instructor: T.A.A. Session: Summer Day, Winter Day

Teaching Method: Lectures and discussion.

Evaluation: Essay and Test.
ANTH 3021

Anthropological Study of Religion

Prerequisite: ANTH 11

Course description: A cross-cultural study of systems of belief and ritual concerning spiritual beings and the cosmos; of social actions, rights and obligations arising out of human dependence on such beings and of magic, curing, witchcraft and sorcery.

Instructor: C. Hope

Session: Winter Day

Teaching Method: Seminar


ANTH 3022

The Americas: An Anthropological Perspective

Course description: The origin and development of native cultures in the New World, with particular emphasis upon changes due to European contact. Patterns of race in the Americas, with emphasis on Latin America.

Instructor: R.W. Shirley

Session: Winter Day

Teaching Method: Seminar

Evaluation:
1 Major paper
1 Test paper.

ANTH 3031

Social Anthropological Study of Africa

Prerequisite: ANTH 11

Course description: After a review of certain cardinal, social and cultural background features of the continent, a more intensive study of comparative religion will be made. Hopefully, guest lecturers will help round out the perspective.

Instructor: C. Hope

Session: Winter Day

Content: This will be a study of the major institutions of African society, their ecology, economic, religious and domestic organizations.

Teaching Method: Seminar

Evaluation:
1 Major paper
1 Test paper

ANTH 3045

Cultures of Oceania

Course description: In Oceania, many small societies with highly diverse cultures have developed in comparative isolation. This course will survey the development of these societies, political systems, religions and art, drawing from an extensive literature. Much of which because of its theoretical importance, is basic for the study of general Anthropology.

Instructor: T.B.A.

Session: Winter Day

Teaching Method: Seminar

Evaluation:
1 major essay
1 test paper.
ANTH 375 Comparative Slavery
Prerequisite: ANTH 200
Course description: 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.
Instructor: R.W. Shirley Session: Winter Day
Teaching Method: Seminar
Evaluation:
1 Major essay
1 Test paper

ANTH 390 Anthropology of Development
Course description: An analysis of problems of development and underdevelopment in the world, including the problems connected with "secondary development" in industry and politics.
Instructor: R.W. Shirley Session: Winter Day
Teaching Method: Seminar
Evaluation:
1 Major essay
1 Test paper

ANTH 455 History of Ethnohistoric Theory
Prerequisite: ANTH 200 or permission of the instructor
Course description: A seminar discussion 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.
Instructor: T.B.A. Session: Winter Day
Content: The course will deal with various models used to conceptualize historical processes. Students are expected to have some familiarity with ethnographic examples to illustrate various theoretical positions. We will examine some primary models of society, economy, and culture, society as transaction and interaction, society as moral and juridical system, society as exchange, and society as symbolic structure.
Teaching Method: Seminar
Evaluation:
Seminar contributions, Major paper.

ANTH 465 Prehistory of the Holocene
Prerequisite: ANTH 200, ANTH 205 is recommended
Course description: Examination of the major prehistoric cultural developments of the past 10,000 years, emphasizing the geological factors and the archaeological evidence bearing on the origins of agriculture, domestication of plants and animals, and the origin of urban society.
Instructor: H.B. Schroeder Session: Winter Day
Content: 1) The origin of agriculture. Sub-topics include: history of investigations, current explanations and hypotheses, the cultural evidence, the archaeological evidence (southwest Asia, southeast Asia, Mesoamerica and Peru), the spread of agriculture into Europe and Africa. 2) The origins of urbanism, focused societies, and civilization. Sub-topics include: environmental and social factors, the archaeological evidence (Mesopotamia, Nile Valley, Indus Valley, Huangho basin, Western Hemisphere).
Teaching Method: Two hours of lecture and one hour of laboratory/tutorial per week.
Evaluation: (tentative) a final exam (40%) and a research paper involving the use of primary archaeological data and/or geographical and biological information (60%).
Human Evolution

Prerequisites: ANT211 is recommended.
Course description: 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.
Instructor: L. Williams Session: Winter Day
Content: The course involves an analysis of the rise of evolutionary theory through natural selection, the development of genetic theory and the eventual rise of the synthetic theory of evolution. A brief survey of the available data on the study of primates, fossil and presumed evolutionary directions. Finally, the student will be expected to answer questions that involve the fossil record and to identify the major trends in the evolution of hominid fossils and attempts to synthesize a meaningful interpretation of what is presently known concerning human origins.
Objectives: The goals of the course are to introduce evolutionary theory in an historical context; to survey the history of the discovery and interpretation of our ancestors and to attempt to provide a synthesis of paleoanthropological and prehistoric pressures which culminated in the phenomenon of modern linguistic culture-bearing Homo sapiens.
Teaching Method: Lectures with discussion and lab.
Evaluation:
1 mid-term exam
1 paper
1 final exam.

Introduction to Physical Anthropology

Prerequisites: ANT41 or ANT414
Course description: A survey of man's place in nature: his origin 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.
Instructor: L. Swedlund Session: Winter Day
Content: Specific topics include: the development of evolutionary theory, the biological basis for human variation, the evolutionary forces, human adaptability, primate biology, social organization and behavior of non-human primates, taxonomy and classification, paleoanthropological principles and human origins. Lab time is reserved for the qualitative and quantitative assessment of contemporary human variation, human osteology and fossil cast identification.
Teaching Method: Lectures and laboratory work.
Evaluation:
2 one-hour lecture examinations
2 one-hour examinations based on laboratory material and problem sets on material covered in the laboratory sessions.

The Cultures of Modern Canada

Prerequisites: ANT41
Course description: A consideration of contemporary cultures in Canada and how these have developed during 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.
Instructor: T. R. A. Session: Winter Day
Teaching Method: In seminar and lectures.

Complex Societies

Prerequisites: ANT41
Course description: The focus of study will be on peasant and village societies in which special attention will be paid to problems of detribalization, urbanization, and personal adjustment as well as adaptation to urban situations. The study will draw upon third world economic and social adjustments to new situations.
Instructor: T. R. A. Session: Winter Day
Teaching Method: Lectures and discussions.
Evaluation: Examination and essay.
ANTH 480 \ Introduction to Social Organization

Prerequisite: ANTH 490

Course description: "Kinship is an Anthropology what logic is to philosophy or the nose 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.

Instructor: J. D. Jones
Session: Winter Day

Content: A study of the major institutions of the world will be presented comparatively. This will involve the study of domestic, economic, religious, and magical institutions as well as studies pertaining to the integration as well as change in the world's small scale societies.

Teaching Method: Lecture and discussion.

Evaluation:
Examination and essay.

ANTH 497 \ Economic Anthropology

Exclusions: ANTH 432

Prerequisite: ANTH 401

Course description: A consideration of comparative economic systems in ecological and adaptive perspective, and of the nature of methods of production as a developmental process and its relation to total societal frameworks.

Instructor: J. A. Davies, T. R. A.
Session: Summer Day

Content: The course examines cross-cultural systems of production, redistribution and market exchange, with attention given to the nature and meaning of social usage value, its relationship to the production and use of material objects in differing cultural environments, and the effects of change in the ideologies surrounding these subjects as products of specific environments. The marketplace is used as the focus for studying these features.

Teaching Method: 3 hours per week of lectures and seminar discussion.

Evaluation: The course evaluation depends upon a final examination (50%) and on the completion of a research paper (50%) that must involve consideration of economic anthropology, as an interdisciplinary study.

ANTH 491F \ Cultures of North America

Prerequisite: ANTH 401

Course description: A survey of indigenous cultures as they developed in North America north of Mexico before, during and after European expansion. The material will be largely drawn from a selected sample of Indian societies as described in the ethnographic present (three to 200 years ago).

Instructor: T. B. A.
Session: Summer Evening

Content: The cultures of North America (Indians and Inuit) have a long history of adaptation to their natural surroundings and adjustment to invading Europeans and Anglo-Americans. Still, their distinctive cultures tend toward uniqueness and interest in their own right: the Plains, the Northeast Coast of Canada, the Subarctic Hunters, the Puebloans of New Mexico, the Woodland Tribes of the Northeast will all be considered; the acculturation which some have undergone will be introduced as part of the discussion.

Teaching Method: Lecture and discussion.

Evaluation:
Essay and examination.
ANTHRO

Prerequisite: ANTH 203 or PSY 203 or 310303

Course Description: A general review of primate behavior in its ecological setting.

Instructor: T.D. Burton Session: Winter Day

Objectives: Knowledge of taxonomy, distribution, ecology, social behavior of Order Primates. Appreciation of human place in the animal kingdom. Homosapiens represents only a tiny portion of the Order Primates. The interest in our own species has generated a proliferation of studies on the other members of this order. The anthropological bias in such studies is clearly to gain a perspective on human evolution by assessing processes of adaptation. By examining the systematic, distribution, social behavior, and ecological relationships over the array of non-human primate forms, we attempt to assess processes of adaptation.

Teaching Method: 4 hours of lectures per week. The 2 hour block permits two visits and films. A long paper topic is selected early in the year (it may be a library work or original research at the soc.)

Bibliography:

ANTHRO

Human Osteology and Odontology

Prerequisite: ANTH 203 or BIO 202; ANTH 204 or ANTH 205

Course Description: This course will deal with the phylogenetic and ontogenetic development of the human skeleton. The interrelationship of structure and function will be dealt with in an holistic manner. Paleopathology and forensic aspects will be touched upon. Nutrition will also be dealt with phylogenetically and ontogenetically. Population distributions of dental traits will be considered.

Instructor: L. Williams/A. Walker Session: Summer Day

Teaching Method: This course will be oriented around practical procedures and laboratory sessions.

Objectives: To acquaint the students with the systemic and functional aspects of morphological structure.

Bibliography: Anderson, The Human Skeleton, T.B.A.

Evaluation: Series of tests plus a final examination.

ANTHRO

Introduction to Prehistoric Archaeology

Prerequisite: ANTH 203

Course Description: A survey of the anthropological sub-discipline which is concerned with human socio-cultural development during the last three million years. Specifically, the course reviews the aims, methodology, and results of prehistoric archaeology in both the New and Old Worlds.

Instructor: W.R. Schroeder Session: Winter Day

Content: The course is divided into two sections of approximately equal length. The first takes up the development of Western science's interest in human antiquity, the traditional objectives and methodology of prehistoric archaeology, as well as the rapid expansion of both during the past decade of the true archaeology*. The topics covered are the data of prehistoric archaeology (its nature and institutions), its methods of recovery (survey and excavations), and techniques of its analysis. The second half of the course considers the evolution of culture as a series of stages of increasing complexity, and the revision of environmental complexity: nomadic hunting and gathering, settled village agriculture, and urban civilization.

Teaching Method: 7 hours of lecture and 1 hour of laboratory per week plus one or two field trips (Saturdays) during the fall term.

Evaluation:
Two tests = 33%
One major essay/project = 33%
Lab exercises = 33%
ANTH 211

Urban Anthropology

Course description: An analysis of comparative urban and rural populations and their environments, with emphasis on practical research and field methods.

Instructor: J.A. Davis
Session: Winter Day

Objective: This course is designed for students interested in urban studies. It offers an opportunity to work with research data collected by the student, and to formulate and test hypotheses in the field. The aim is to produce an original piece of research that has practical value for future professional careers.

Content: The course consists of two components: the development of urban life styles and their impact on different cultural settings, and the study designed to assist in preparing methodology for field research, and introduction to various media presentations, graphic arts, cartography, photography. The second term is devoted to group discussions and interpretations of individual research projects, and theoretical applications (use of models) for urban material collected.

Teaching Method: Two hours per week of lectures and seminar discussions, plus a minimum of one hour per week for field research.

Evaluation: To be announced.

ANTH 255

Introduction to Political Anthropology

Prerequisite: ANTH 201

Course description: A general survey of the role of political systems in a largely "developed" framework.

Instructor: E.W. Shirley
Session: Winter Day

Content: This course will explore legal and governmental institutions, study dispute and dispute settlement in the contexts of simple as well as plural societies. Special interest derives from the study of Latin American institutions.

Teaching Method: Seminar

Evaluation: Major paper and test.

ANTH 265

Private Anatomy

Prerequisites: ANTH 215, ANTH 214, and ANTH 202 are recommended but not required.

Course description: This course is designed for students who intend to pursue higher studies in Anthropology. Three hours per week permit two hours of laboratory dissection of non-human primates. The weekly lectures discuss functional anatomy of locomotion, manipulation, and behavior. The student is responsible for the presentation of library research required. Films and 300 visits supplement dissection work. Limited enrollment: 25.

Instructor: T.B. Burton
Session: Winter Day

Evaluation:
Seminar reports: 2 30% each
Mid-term exam: 33%
Final examination: 33%
Lab Practice: 10%

ANTH 285

Theoretical Framework in Physical Anthropology

Prerequisites: ANTH 201; ANTH 215, ANTH 280 is recommended but not required

Course description: Important theories and models of hominisation will be examined.

Instructor: T.B.A.
Session: Winter Day

Content: Consideration will be given to theories that emphasize the historical aspects of man’s emergence. Demographic and ecological models will also be reviewed. However, it is expected that investigative emphasis will be placed on bio-behavioral models of hominid evolution. Some of the conceptual parameters that may be dealt with are: hominid neural evolution; adaptive hominid behavioral propensities by biology, such as, aggression, territoriality, and altruism; paleoecology and the development of diagnostic hominid anatomies and ecological and cultural relationships and their relative roles of the various evolutionary forces of genetic drift, gene flow, non-random mating and natural selection. The student is responsible for the above information in an effort to understand hominisation in a broad perspective and to make a rigorous analysis of the controversial works of R.A. Sahlins, D. Morris, K. Lorenz, L. Tigner, K. Morgan etc.

Teaching Method: The lectures in the introductory weeks will be followed by class discussion and student seminars.

Evaluation:
A major research project to be presented orally and handed in at the end of term in the form of a written term paper.
ANTH377

Prehistory of Mexico and Mesoamerica

Prerequisite: ANTH101

Course description: In general, this course aims at understanding the development and achievements of the civilizations of Mexico. We will consider two main problems: agriculture and its effects on culture, and the forces which contributed to the emergence or disappearance of civilization.

Instructor: M. Latta
Session: Winter Day

Content: Specific areas to be covered: early populations in Mesoamerica, plant domestication and beginnings of agriculture, the origins of Olmec civilization, the Maya, Teotihuacan, Monte Albán, the Toltecs and Aztecs, and the Spanish conquest.

Teaching Method: Lectures and tutorial discussions related to research papers.

Evaluation:
1 two-hour lecture examination
1 research paper
Participation in tutorial discussions.

ANTH385

Prehistory of North America North of Mexico

Prerequisite: ANTH101

Course description: This course complements ANTH377 by presenting the prehistory of North America north of Mexico. The course will focus on the processes of diffusion and ecological adaptation in the study of evolution and divergence of North American Indian cultures from a late Paleolithic hunting base.

Instructor: M. Latta
Session: Summer Evening

Content: We will briefly consider the archaeological evidence for the arrival of Man in the New World, and then trace the cultural developments in the various regions in North America, including the Eastern Woodlands, the Plains, the Southwest, the Great Basin, Plateau, the Northwest Coast, the Subarctic and the Arctic.

Teaching Method: Lectures and tutorial discussions related to research papers.

Evaluation:
1 two-hour lecture examination
1 research paper
Participation in tutorial discussions.

ANTH407

Human Diversity

Prerequisite: ANTH101; ANTH205 is recommended

Course description: Special emphasis will be given to the role of culture in shaping man's biological make-up. This course examines the nature and scope of biological variation in contemporary human populations, and the evolutionary forces responsible.

Instructor: L. Siewicki
Session: Winter Day

Objective: The goal of the courses are to survey the nature and scope of biological variation in contemporary human populations within the framework of Neanderthalian evolutionary theory.

Content: The course begins with an examination of the biological basis for human variation at the molecular, familial and populational levels. A survey of contemporary human variation includes traits of simple and complex inheritance and methods of assessing the range of human biological diversity. Emphasis is given to the interaction between biology, culture and genetics. Laboratory sessions will deal with problems in genetics and population genetics, as well as geneticb radiographic, dermatographic, anthropometry and anthropography.

Teaching Method: Lecture with discussion and lab.

Bibliography: Consult instructor.

Evaluation: The final grade will be assessed on the basis of two tests (30%), laboratory exercises (20%).

ANTH406

Anthropological Geomorphology

Prerequisite: ANTH101; ANTH205 is recommended

Course description: This course will examine the biological, demographic, ecological and social-cultural determinants of human and non-human population structure and the interrelationships between these determinants.

Instructor: L. Siewicki
Session: Winter Day

Content: Specific topics include: definition of the human population using fundamental concepts in demography, ecology and bio-social anthropology; an introduction to the techniques of quantitative analysis; and societal strategies of survival and adaptation among small-scale societies, urban populations and prehistoric populations.

Teaching Method: Lectures and laboratory work.

Evaluation:
1 two-hour lecture examination
1 term paper
5 laboratory exercises.
Native Peoples of Canada

Prerequisite:
ANTH401

Course description: An analysis of traditional native Canadian cultures as they have developed through time, including a detailed description of the cultural and social aspects of native peoples in Canada with that of native peoples in certain other countries. Attention will be given to the dynamics of the interaction between Native and Euro-Canadian peoples, and to the impact of this contact on the development of native culture. The course will focus on 1) the study of assimilation and acculturation, and 2) a consideration of varying policies of "indianization" of native peoples.

Instructor: T.B.A.
Session: Winter Day
Teaching Method: Lecture and discussion
Evaluation: Essays and Examination.

Quantitative Methods in Anthropology

Prerequisites: ECOS203, ECOB11; PSYB47

Course description: A consideration of quantitative data and its analytical use, especially in archaeology and physical anthropology. Some elementary computer programming, and a variety of statistical packages suitable for anthropological analysis will be included.

Instructor: L. Sechuk
Session: Winter Day

Teaching Method: Lectures and laboratory work.
Evaluation: 5 laboratory exercises and an approved research project.

Physiological Anthropology

Prerequisite:
ANTH401 or BIDG30

Course description: This course is designed to give the student an understanding of physiology in its ecological setting i.e. physiological Anthropology. It emphasizes physiological principles and systems, ecological principles and systems and the interrelationship of these areas. An anthropological approach to physiology involves considerable attention to evolutionary schemes and comparative physiology. The student will become aware of the study of populational physiology as well as the physiology of individuals. Discussion periods will supplement the formal presentation of material.

Instructor: S. Hornshaw
Session: Winter Day

Content: Specific topics include: introduction to basic physiology, physiological systems in adaptation (sight, heat, altitude adaptation, etc.), ecological concepts, and analysis (food chains, trophic levels, etc.).

Teaching Method: Lectures, seminars and discussion periods.
Evaluation:
1 two-hour Christmas examination
1 two-hour Final examination
1 research project.

Ecology of Anthropological Populations

Prerequisite:
ANTH401

Course description: An examination of the social responses to the interface between biological systems and environmental systems in a number of human populations. Examples will be drawn from hunting and gathering, farming and horticultural populations.

Instructor: S. Hornshaw
Session: Winter Day

Content: Specific topics include: ecology and the ecosystem, hunting, foraging, and gathering, food collecting, population and social relations, trade networks, political relations, patterns of religious and ritual behaviour, child-rearing patterns.

Teaching Method: Lectures and discussion groups.
Evaluation:
1 two-hour Christmas examination
1 two-hour Final examination
1 research project.
ANTC036 Systems of Thought

Prerequisites: At least a "B" level course in social anthropology.

Course description: The course deals with methods for describing and analyzing the systems of thought of non-Western peoples. Specific systems will be analyzed, and certain theoretical models for their description will be investigated.

Instructor: T.B.A.
Session: Winter Day

Content: All students will be asked to familiarize themselves with one of two non-Western systems of thought, and be prepared to discuss them in detail. Specific theoretical models would include the rationality of such systems, their construction and maintenance, and their relation to social process.

Teaching Method: Seminar discussion.

Evaluation: Seminar contribution and major paper.

ANTC039 and CPNG Directed Reading in Anthropology

Prerequisites: Permission of instructor.

Instructors: Members of the Faculty
Session: Winter Day

ANTC045 Problems in Human Evolution

Prerequisites: ANTH21 or ANTH22

Course description: Different problems dealing with human evolution are analyzed each year. This year the subject will be an investigation of the view of L. Leakey (1969) that human evolution has been a process of self-domestication. More emphasis will be placed on the role of domestication in human evolution. Environments to be considered are processes of domestication including morphological changes, genetics, ecology, nutrition and behavior.

Instructor: J.P. Norton
Session: Winter Day

Objectives: To evaluate a question which has bearing on human evolution through integration of data from biology and social sciences; to prepare research papers and oral presentations.

Teaching Method: Seminar format, 3 hours per week. Each student presents a short seminar.

Evaluation: 3 presentations 15% each, 3 short papers 15% each, Mid-term examination 20%.

ANTC046 Problems in Archaeological Analysis, Method and Theory

Prerequisites: ANTH22

Course description: Each year different problems pertaining to the various aspects of archaeological analysis will be considered. This year, the subject will be the breadth of the study of the prehistory of sub-Saharan Africa. Consideration of the data will emphasize the historical development in archaeological theory and methodology as well as the current interpretations of the evidence.

Instructor: J.R. Kleinman
Session: Winter Day

Content: Lectures will summarize the Stone Age and Iron Age archaeological sequences, and the changing environmental concepts of sub-Saharan Africa from early Africa to the modern. The Cape of Good Hope. Detailed, critical evaluations of specific sites and sequences will be presented in student reports.

Teaching Method: Lectures, seminar presentations, and discussions.

Evaluation: 3 seminar presentations (brief reports) by each student. 1 research paper, based on a seminar topic. Participation in discussions of seminar topics.

ARTC 137 Women in Evolution

Prerequisites: One B-level course

Course Description: In the aftermath of International Women's Year, many scientists are re-examining traditional views of the origins and development of human culture. The first half of this course will outline possible circumstances, events and processes which have influenced the roles of women in society today. During the second portion of the course, students will explore aspects of this subject in detail, and present their findings to the group in an informal seminar.

Instructor: M. Latte/ A. Jeller Session: Winter Evening

Content: We will observe female roles among non-human primates and prehistoric human populations, as well as a number of modern human cultures. This information, together with physical and psychological data on "femininity" will be used to consider a number of concepts such as sex role determination, dominance and status.

Teaching Method: Lectures, discussions, formal presentation of research in class.

Evaluation:
3 examinations
3 research papers
1 presentation.

ARTC 135 Research on the Social Behaviour of Non-Human Primates

Prerequisites: ANTH 72 or permission of instructor

Course Description: The purpose of this course is to observe, record and process data of the social behaviour of non-human primates. This field experience concentrates on methods of gathering data under naturalistic conditions. The work is done either on captive animals in semi-naturalistic enclosures, or on free-ranging animals abroad. An intensive course, the student is asked to commit a minimum of three hours per day when the course is held at the zoo, and down to 10 hours per week depending on the free-ranging animals abroad. Limited enrollment by permission of the instructor when ANTH 72 is not approved.

Instructor: F. A. Burton Session: Summer Day

Evaluation: Variable, but minimally includes presentation of data collected.
Astronomy

Astronomy is at the same time one of the oldest and most dynamic areas of Science. It is basically man’s attempt to gain an understanding of his place in the infinite 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 this earth. Within the past ten years have come astronomical observations which suggest the explosive origin of the universe and the development of the complex molecules in the interstellar medium of our galaxy. The implications of these and other astronomical discoveries for man and his world are profound.

The full range of astronomical topics is covered at an introductory level in ASTRO (for science students) and ASTRO (for non-science students) while selected astrophysical topics are dealt with at a more advanced level in ASTRO and ASTRO.

ASTRO introduces Einstein's special theory of relativity while JACO introduces general theory and some of its applications in astrophysics and cosmology.

ASTRO: Astronomy: Exploring the Universe

Prerequisites: ASTRO3

Course Description: This course is open to all students who have completed an adequate course in physics and have had exposure to the basic principles of modern physics. The course is aimed at providing students with an understanding of the fundamental principles of modern physics and their applications to the fields of astronomy and astrophysics. Students will be introduced to the basic concepts of modern physics, including quantum mechanics, relativity, and cosmology. The course will also cover the latest developments in observational astronomy and astrophysics, including the detection and characterization of exoplanets, the study of galaxies and dark matter, and the exploration of the universe beyond the local group.
Biological Sciences

From its early beginnings as a descriptive science, biology has developed, particularly in the last few decades, into a sophisticated experimental science employing other basic sciences such as Chemistry, Physics and Mathematics. Modern Biology includes the study of structures and function of all living organisms, including man. Within biology various core areas may be distinguished: morphology and structure (anatomy), taxonomy, physiology, biochemistry, genetics and evolution, ecology. In addition to their fundamental significance, certain of these areas are central to solving many problems currently confronting mankind.

Students interested in Biology and planning to enter teaching or research professions should consider following the Major Programme in Biology. In addition to covering core areas of Biology, this programme includes essential courses in other disciplines, while leaving sufficient scope for specialisation within certain areas of Biology (see Major Calendar).

For those students who do not have a clear career goal, a guide to recommended course patterns in Biology and other disciplines (Biology at University College) is available in Academic Services and from the Chairman, Life Sciences Division.

Staff members should be consulted if you have questions about your programme in Biology.

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

BIC701Y Introductory Biology

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

BIC702Y Basic Microbiology
BIC703Y Genetics
BIC704Y Plant Physiology
BIC705Y Animal Physiology
BIC706Y Fundamentals of Ecology
BIC707Y Plant Structure and Development
BIC708Y General and Comparative Physiology
BIC709Y Comparative Vertebrate Morphogenesis
BIC710Y Developmental Biology
BIC711Y Plant Pathology
BIC712Y Comparative Vertebrate Histology
BIC713Y Plant Taxonomy - Principles and Methods
BIC714Y Biogeography
BIC715Y General Vertebrate Biology

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

BIC716Y Animal Populations and Evolution
BIC717Y Aquatic Systems
BIC718Y Biology of Macromolecules
BIC719Y Cell Ultrastructure
BIC720Y Field Course in Aquatic Biology
BIC721Y Phytoplankton - Methods and Techniques
BIC722Y Insect Structure & Function
third year of full-time study (or equivalent) cont'd

BIS631YQ Quaternary Plant Zoology
BIS631PQ Physiological Plant Ecology
JBC501Y Introductory Biochemistry
JBC502Y Laboratory in Biochemistry
BIS691Y Physiology of Microorganisms
BIS691R Physiology and Biochemistry of Plant Growth and Development
BIS684Y Environmental Biology of Fish Populations
BIS697Y Plant Ecology

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

Students interested in Biology, but not intending to take other biology courses should refer to:

BIO402Y Introduction to Natural Science: The Biological Sciences
BIC502Y Quaternary Environments and Man

BIOAST Introductory Biology

Course description: 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 energetics of living systems, the transmission and functions of genes, integrative functions, evolution.

Laboratory and discussion periods will supplement the lecture material.

Instructor: L. Marnel/ R. Hilesa Session: Winter Day

Course: Specific topics include: the chemical constituents of cells, cell structure and function, inheritance, the structure and function of genes, early developmental processes, mechanisms of development, the genetic control of development, enzymes and their functions, cellular metabolism, photosynthesis, molecular basis of muscle contraction, basic ecology, the nervous system, functions of the nervous system, evolution.

Teaching Method: Lectures and laboratory work.

Evaluation:
2 one-hour lecture examinations.
2 one-hour examinations based on laboratory material.
1 practical laboratory test.
1 final examination.

BID603Y Basic Microbiology

Prerequisite: BIOM03

Course description: 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,ickettoxins and fungi, and selected algae. Laboratories include practical training in basic microbiological techniques.

Instructor: J. Silver Session: Winter Day

Objectives: To gain awareness of the world of microorganisms, their microbiology, genetics, structure, and importance in medicine, industry and ecology. To obtain proficiency in handling and growing of microorganisms in the laboratory. To introduce microbiological techniques used in industrial, hospital and basic research laboratories.

Teaching Method: Two hours of lecture and three hours of laboratory work.

Evaluation: Lecture 40% Laboratory 60%
BIOG1010 Genetics
Prerequisite: BIOM3
Course description: A lecture and laboratory course in cytogenetics and the genetics of bacteria, fungi and Drosophila.
Instructor: W.F. Floyd
Session: Winter Day
Content: Mendel's principles, linkage, mapping, assignment of genes to chromosomes, structure of gene, genetic control of protein synthesis, regulation of gene activity, chromosome structure, mutations, cytoplasmic inheritance.
Teaching Method: Lectures, lab work, problems, discussion.
Evaluation: 4 hours of exams based on lecture and lab work, lab reports - approx. 70%, field exam - approx. 30%.

BIOG2010 Plant Physiology
Prerequisite: BIOM3
Course description: A basic lecture and laboratory course on the general physiology of plants.
Instructor: S.R. Swank
Session: Winter Day
Content: The green plant as a functional organism: Water and salt uptake and translocation, water-loss; mineral nutrition, carbohydrate, protein and lipid metabolism, photosynthesis and respiration, growth and development of plants. The objective of this course is to introduce the student to the science of plant physiology, and to provide him training in laboratory techniques and the presentation of scientific data in this field.
Teaching Method: Lectures and laboratory work.
Evaluation:
Laboratory exercises
3 one-hour tests based on lecture material
3 one-hour tests based on laboratory material
1 three-hour examination.

BIOG4010 Invertebrate Zoology
Prerequisite: BIOM4
Course description: A lecture and laboratory course dealing with the biology of the invertebrates.
Instructor: TAA
Session: Winter Day

BIOG4110 Animal Populations and Evolution
Prerequisite: BIOM5
Course description: A study of the process of heritable changes in actual populations with special regard to population genetics, population dynamics and species diversity.
Instructor: J. Campbell
Session: Winter Day
Content: The lectures deal with genetic variation and its sources, natural selection, genetic drift, and modes of speciation. The tutorials consist of problems in population genetics and the discussion of current literature on evolutionary and population topics.
Evaluation: 4 tests, 16 problem sets and 1 major essay.
BIS01Y  Plant Structure and Development

Course Description: This course deals with the structural variation and development of cells, tissues and organs in seed plants with emphasis on vegetative plant parts - roots, stems, and leaves. Most laboratory periods offer the opportunity to gain first hand experience with plant material discussed in the lectures and text. A few laboratories are devoted to developing skills in plant microtechnique, and time is made available for each student to do an individual microtechnique project.

Instructor: B. Deegler
Session: Winter Day

Content: Specific topics include: embryo development; seedling microtechnique; stem cell wall variation; protoplasts; conductive system - xylem and phloem; collenchyma; xylem and phloem tissues; the vascular cambium and cork cambium and their derivatives; initiation and development of roots, stems, and leaves.

Teaching Methods: Lecture and laboratory work.


Evaluation:
3 laboratory reports (25\%)
2 laboratory examinations (25\%)
2 lecture examinations (25\%)
1 microtechnique project (15\%)
1 final (30\%)

BIS01Y  Aquatic Systems

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

Instructor: T. R.A.
Session: Winter Day

Method of Teaching: Lectures and laboratories.

BIS01Y  General and Comparative Physiology

Course Description: The function of cells and of the organ systems which have evolved to control the environment of the individual and within the organ systems includes: (1) Body fluids and circulation. (2) Ionic and osmotic balance. (3) Secretion. (4) Gas exchange. (5) Nerve and muscle physiology.

Instructor: C.J. David
Session: Winter Day

Content: Topics include: lactation, circulation, gas exchange, gas transport, heart and circulation, excretion, gas regulation, taste, food, nerve sensory and irritability, symapathetic and parasympathetic systems, sense receptors and C.N.S., hormones.

Teaching Method: Lectures and laboratory work.

Evaluation:
2 midterms
3 laboratory reports
final examination.
Field Course in Aquatic Biology

Prerequisites: BI0810, BI0811. Permission of instructors. BI0812 is recommended.

Course description: 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 in 15-20 days. This is a 2-week period of laboratory and field work. It will be supplemented by lectures and discussion groups. Limited enrollment is allowed in a weekday section.

Instructor: C. Spaling. Session: Winter

Objectives: To gain practical, research-level experience in a whole ecosystem study of a lake.

Contents: During a 14-day period (end of August-beginning of Sept.), students will study a lake in the vicinity of Toronto. An intensive sampling program will include measurements of physical and chemical parameters, nutrients, primary production, phytoplankton and macrophytes, zooplankton.

Teaching Method: Field and laboratory work will be supplemented by lectures and discussion groups.


Evaluation: Evaluation will be based on participation and on written reports.

Comparative Vertebrate Histology

Prerequisites: BI0807 and BI0825 are highly recommended.

Course description: 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 microtechnique project.

Instructor: J. Jouven Session: Winter

Contents: First term: methods used in the preparation of sections for light and electron microscope and a description of the various tissues of the body (epithelial, connective tissue, muscle, nervous tissue, etc.). Second term: the relationship of the above tissues in the organ systems (respiratory, digestive, respiratory, excretory, reproductive, and endocrine systems).

Teaching Method: Two 1-hour lectures and 3 hours of laboratory per week.

Evaluation: Four laboratory exams (1 per term) - 40 marks
Two lecture exams, one at the end of term - 50 marks
Major laboratory report from project.

Phytoplankton - Methods and Techniques

Prerequisites: BI0815

Course description: A seminar course, with laboratory and field work, on phytoplankton taxonomy and on practical aspects of sampling, identification and enumeration of phytoplankton.

Instructor: C. Spaling. Session: Winter

Contents: Principles of phytoplankton taxonomy. Isolation of material and microscopic types of algae. Parameters for estimation of phytoplankton populations. Spatial heterogeneity, and seasonal succession of phytoplankton in (a) the Great Lakes; (b) A lake in Southern Ontario.

Method: One 4-hour session per week. Formal lectures are de-emphasized, while laboratory work and seminars are stressed.

Bibliography: Reading material consists almost exclusively of papers from scientific journals. Most of these are available from the reserve room in the library.

Evaluation: Individual Seminars (1-2½), Group Experiments (2-3½), Class project (1-2½).

Additional Comments: Advanced & graduate level course, for students with background in physiology and ecology of algae. Dr. M. Hovew, research scientist at Canada Centre for Inland Waters, Burlington, participates in this course.

Insect Structure and Function

Prerequisites: BI0207

Course description: The diversity of structure and function amongst insects will be considered from the standpoint of the adaptive responses of the individual and the population to the environment. Topics include: neurophysiological analysis of locomotion, respiration, digestion, and host plant relationships.

Instructor: I. Campbell. Session: Winter

Contents: Topics include: neurophysiological analysis and central control of sensory flight; flight orientation mechanisms; escape responses in cockroaches hearing mechanism of nocturnal moths; insect respiration and clinical importance of insects.

Teaching Method: Lectures, seminars and laboratory work.

Evaluation: Seminar laboratory reports, final examination.
BIO3879: Physiology and Biochemistry of Plant Growth and Development

**Prerequisites:** BIO3803 or BIO3903

**Course description:** A lecture and seminar course in plant growth and development. Emphasis will be placed on the mechanisms controlling growth and development.

**Instructor:** G. Voss  
**Session:** Summer Day

**Content:** The plant growth hormones and their mechanism of action, germination, dormancy, senescence, tropic responses, growth mechanisms, correlation effects, flowering, fruiting. Biological clock mechanisms. It is hoped to provide an in-depth understanding and to review critically the processes of growth and development in plants. Through the course, students will acquire a sound basis for future research in this field.

**Teaching Methods:** Lectures and seminars

**Evaluation:** Essays and seminars

BIO3904: Physiology of Microorganisms

**Exclusion:** BIO3901  
**Prerequisites:** BIO3902

**Course description:** A lecture and laboratory course on the physiology of microorganisms (algae and bacteria). Emphasis will be placed on growth, energy and carbon metabolism, nutritional and biochemical factors, synthesis pathways, and metabolic versatility. The ecological significance of symbiotic relationships will be discussed with special reference to microbial interactions, symbiotic relationships, and geobiological activities.

**Instructor:** J. Sauer  
**Session:** Winter Day

**Content:** Principles of microbial classification. Kinetics of growth in culture (batch cultures, chemostats and turbidostats) and in nature. Effects of light, temperature and nutrient on growth and on photosynthesis, respiration and other metabolic pathways. Organic carbon compounds as sources of carbon and energy. Microbial activity and cycles of phosphorus, nitrogen, carbon and trace elements in nature. Interaction between organisms: symbiosis, antagonism, competition.

**Teaching Method:** One (2 hr.) lecture per week; 3 hours of lab work per week, involving about 12 research-style experiments.

**Bibliography:** The course does not follow a single text, but the following are most useful: (1) *Plant physiology and biochemistry* - N.R. Steers (ed.); (2) *Microbial ecology* - R.N. Brooks

**Evaluation:** Laboratory reports = 40%. Tests 60%.

BIO4038: General Vertebrate Biology

**Prerequisites:** BIO3803, BIO3802, BIO3903, BIO3913, BIO3912, BIO3937 (useful but not required)

**Corequisite:** BIO3902

**Course description:** An integrated course on the vertebrates emphasizing comparative, evolutionary and physiological approaches, and requiring attention to the life cycle in the evolving and dynamic vertebrates to explore biodiversity, zoogeography, comparative functional morphology and physiology, ethology, ecology and general biology. Utilization, conservation, management. Course will consist of seminars, laboratories, and some lectures on selected topics.

**Instructor:** A. Weatherley  
**Session:** Winter Day
BIC0421 Environmental Biology of Fish Populations

Prerequisites: B2081

Course description: Fishes are among the most widely distributed and successful of vertebrates and as such offer great scope for the study of evolution, environmental physiology, ethology and ecology — which are the major themes of this course. A simplified introduction to the study of population dynamics applied to fisheries is also considered.

Instructor: A. Weatherley  Session: Winter Day

B2081Y Supervised Study in Biology

Prerequisites: (B2081Y; B2083Y)

Exclusions: Satisfactory completion of fifteen full-course equivalents, of which at least four must be Biological Science B-level courses

Course description: An independent study course designed to permit directed evaluation of the literature of a selected topic and/or laboratory or field project in Biology. Supervision of the work is arranged by mutual agreement between student and instructor.

Instructor: Members of Faculty  Session: Winter

B2083Y Directed Research in Biology

Prerequisites: (B2081Y; B2083Y)

Exclusions: Completion of fifteen full-course equivalents, of which at least four must be Biological Science B-level courses

Course description: Identical to B2081Y but not to be taken with the same faculty member.

Instructor: Members of Faculty  Session: Winter

BIC047Y Plant Ecology

Exclusions: (B2083Y)

Prerequisites: B2081Y

Course description: A lecture course with laboratory and field work on the ecology of plants. This course is designed for students with some previous experience in ecology courses, and who are majoring in science with planetary interests in environmental fields. It will have a strong emphasis on forest and environmental ecology - in addition to its basic orientation. The primary emphasis is on plant community structure, distribution, environmental relations, dynamics and energetics. Some attention will be given to historical factors.

Instructor: J.C. Ritchie  Session: Winter Day

Contents: The nature of the plant community and its relation to ecosystems; a concept (brief) of plant community distributions and their general relations to the physical environment; the structure and analysis of plant communities, illustrated particularly by fieldwork in the local area to apply methods of description and analysis; qualitative methods of analysis and classification of plant communities; the dynamics of plant communities; historical perspectives; energy flow in the plant community; nutrient and water cycles; photosynthesis; plant nutrition; plant biometry; plant growth; and ecophysiological development. Archeology - the nature of adaptations; ecological differentiation; ecological factors in species-level evolution.

Teaching Methods: Lectures; fieldwork; laboratories

Evaluation: 1-hour Christmas exam-35%; 1 laboratory and fieldwork report-15%; 1 final exam-50%. 
Prerequisites: CHIM 103
Corequisites: Grade 11 Chemistry; Grade 11 Functions and Relations

Course description: Treats essentially the same subject matter as CHIM 102 but with greater emphasis upon physical concepts. For those students who plan to specialize in Chemistry or in another science discipline.

Instructor: Members of the Chemistry Faculty. Session: Winter Day

Content: This course offers an introduction to the major areas of chemistry, with emphasis upon unifying laws, theories and concepts. The presentation will be at a fundamental level and will make a much more rigorous use of mathematics than CHIM 102. In addition to the topics in CHIM 102, the following will be covered: nuclear chemistry, quantum mechanics and atomic structure, chemical equilibrium, and the periodic table. Emphasis will be placed upon the theory of gases, crystal structures, thermodynamics, reaction kinetics and chemical equilibrium. A brief introduction to organic and inorganic chemistry will also be made.

Teaching Method: Two lectures per week, one four-hour laboratory every other week. A tutor will be available for consultation ten hours per week in the Chemistry Study Room.

Evaluation: The final mark is based on problem sets, hour tests, a second-year examination, a final examination, and laboratory performance.

CHIM 107
General Chemistry

Instructor: CHIM 107
Prerequisites: Grade 11 Chemistry or Grade 11 Chemistry and permission of instructor; Grade 11 Functions and Relations
Corequisites: MATA 22 or MATA 25 or MATA 25

Course description: Nuclear Chemistry, atomic and molecular structure, bonding in organic compounds; states of matter and equations of state; thermochemistry; chemical equilibria in the gas phase and in solution; reaction kinetics. For students who plan to take two or three years of Chemistry in a non-specialist science programme or as part of a pre-professional programme.

Instructor: Members of the Chemistry Faculty. Session: Winter Day

Content: Starting with the atom, the course develops ideas of structure and bonding to include most covalent and ionic structures. The reactions and equilibria of chemical systems will be explored through their thermodynamic properties and chemical kinetics. A brief discussion of organic compounds, particularly those of biological importance, will be presented, with emphasis on their three dimensional structure and types of isomerism.

Teaching Method: Two lectures per week, one four-hour laboratory every other week. A tutor will be available for consultation ten hours per week in the Chemistry Study Room.

Evaluation: The final mark is based on problem sets, hour tests, a second-year examination, a final examination, and laboratory performance.

CHIM 108
Inorganic Chemistry

Instructor: CHIM 108 or CHIM 109
Prerequisites: CHIM 102 or CHIM 107
Corequisites: CHIM 102 or CHIM 107

Course description: Atomic and molecular structure, including valent states, bonding, electro-negativity, lattice energies, heats of formation and hydration. Oxidation state diagrams. Chemistry of hydrocarbons, halogen and selected topics in main group elements.

Instructor: A Member of the Chemistry Faculty. Session: Winter Day

Content: Further development of the ideas of structure and bonding introduced in CHIM 101 and CHIM 102. The nature of bonding in covalent, ionic and coordination compounds. Thermodynamics and kinetic considerations in compound formation. The use of these concepts to rationalize the descriptive chemistry of the periodic table with special emphasis on the main group elements.

Teaching Method: Lectures possibly supplemented by tutorials or supervised study periods.

Evaluation: Tests, problem sets, and exams.

CHIM 109
Analytical Chemistry

Instructor: CHIM 109 or CHIM 107
Prerequisites: CHIM 102 or CHIM 107
Corequisites: CHIM 102 or CHIM 107

Course description: Introduction to qualitative and quantitative analysis including gravimetric and volumetric analysis, electrochemical and spectrophotometric methods of analysis, separatory techniques.

Instructor: T.B.A. Session: Winter Day

Objectives: 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: qualitative inorganic analysis by wet chemical methods, classical quantitative analysis and modern instrumental qualitative analysis. The classical methods employed include gravimetric and volumetric analyses. The instrumental section will introduce the techniques of various spectrophotometric and electrochemical methods of analysis as well as chromatographic and other separatory techniques.

Teaching Method: One hour of lecture and six hours of laboratory.


Evaluation: The overall grade is a composite of laboratory performance, a final examination, and term tests and problems.
CHM 401Y  
Physical Chemistry I

Evaluation:  PHY409
Prerequisites:  CHM301 or CHM302, MATH 250 or MATH 254, PHY202 or PHY242
Corequisites:  CHM102 and MATH 101 are strongly recommended but not required. See Physical Chemistry II, however.

Course description: Introduction to the kinetic theory of gases, quantum mechanics, thermodynamics of chemical kinetics and the laws and applications of thermodynamics.

Instructor(s):  G.A. Kenney-Wallace  Session:  Winter

Content:  The kinetic theory of gases provides the major emphasis for the first quarter. This is followed by an introduction to the quantum mechanical principles that govern the internal structure of atoms and molecules. The first half ends with a treatment of chemical kinetics. In the second half of the course we resort to a thermodynamic description of chemical behavior. The basic laws of thermodynamics and their applications to a wide variety of contemporary problems including spontaneous processes, chemical equilibria, phase equilibria, etc. are emphasized.

Teaching method:  3 lectures a week, tutorial
Evaluation:  (tentatively) problem sets (25%), one hour test (30%), final exam (45%)

CHM 402Y  
Organic Chemistry

Evaluation:  CHM406
Prerequisites:  CHM301 or CHM302

Course description:  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.

Instructor(s) and Test:  To be announced, consult chemistry staff  Session:  Winter

Content:  The fundamentals of organic chemistry, including the chemistry of molecules of biological importance. See Physical Chemistry II, however. The course in organic chemistry, as the basis of the entire field will be covered. Those interested in a more thorough approach, or who plan to take a further course in organic chemistry, should enroll in CHM 405Y. CHM 402Y is particularly suited to those fulfilling an organic chemistry requirement in another program.

Teaching Method:  Two lectures per week and a four-hour-laboratory every other week
Evaluation:  Lecture texts, mid-term and final examinations, plus a laboratory mark.
CMB502
Physical Chemistry II

Prerequisites: CMB503, MATH51 or MATH54, or MATH55 and MATH56

Course description: Quantum mechanics and its application to theories of atomic and molecular structure, and spectroscopy. Basic principles of classical and quantum statistical mechanics, statistical thermodynamics. Laboratory associated with this course illustrates much of this physical theory and introduces advanced experimental techniques.

Instructor(s): P. Bruner
Session: Lectures: Winter Day
Laboratory: Spring Term, one day

Content: The first half of the course emphasizes quantum chemistry and the various techniques for the determination of energy levels in isolated atoms and molecules. The electronic and molecular structure of molecules are then examined through atomic and molecular spectroscopy. Intramolecular forces and modes of energy transfer between molecules ultimately leads into a study of classical and quantum statistical mechanics through which we interpret the behaviour of real systems. Finally, the basis of modern reaction dynamics will be introduced.

Teaching Method: lectures, tutorial, laboratory

Evaluation: 7 three-hour examinations; term paper; problem sets, 75%
Laboratory marks contribute the remaining 25%.

CMB503
Organic Chemistry II

Prequisites: CMB501, CMB502, CMB506

Course description: 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 a prerequisite for CMB504 (St. George) only with the consent of the instructor.

Instructor: R. McLellan
Session: Winter Day

Content: This course gives further experience in organic chemistry to those who have completed one course in the subject. Topics will include an in-depth treatment of organic synthesis, stereochemistry, conformational analysis, reaction mechanisms, acids and bases, and free radicals; and an introduction to polymers, photochemistry, heterocycles, terpenes, and some biologically important molecules. The laboratory experiments are designed to complement the topics covered in lecture, with an emphasis on more advanced techniques.

Teaching Method: Two lectures per week, one tutorial, plus one laboratory every week.

Evaluation: One-hour lecture tests, a mid-term examination, final examination, plus a laboratory mark.

CMB504
Library Thesis

Prerequisites: Permission of Instructor

Course description: 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.

Instructor(s): Members of the Chemistry faculty. Sessions: Winter Day

Exclusion: CMB507/8/9

Other Recommended Courses: Normally only for individuals who have completed 13 courses and who are pursuing one of the Chemistry Specialist or Major Programmes.

Objectives: To obtain a thorough understanding of a topic of current interest and to prepare a comprehensive and critical report on this subject. To develop familiarity with the techniques of searching the chemical literature.

Contact: The topic will be selected in consultation with a member of the Chemistry staff. Progress will be monitored during periodic consultations with the staff member.

Bibliography: The Chemical literature.

Evaluation: The mark will be awarded based on the quality of the written work and the oral presentation.

CMB505
Introduction to Research

Prerequisites: One of the advanced laboratory courses at St. George (CMB545 or CMB547) except for students undertaking a project in Physical Chemistry

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

Instructor(s): Members of the Chemistry faculty. Sessions: Winter Day

Other Recommended Courses: Normally only for students following one of the Chemistry Specialist Programmes.

Objectives: To develop familiarity with some of the methods of modern Chemical Research.

Contact: The particular research problem to be pursued will be arrived at from discussions between the student and the faculty director of the research.

Bibliography: As relevant to the individual problem

Evaluation: Will be based on the quantity and quality of work carried out by the student and on the oral presentation.
Special Topics in Inorganic Chemistry

Prerequisites: CMCH 3

Course Description: A selection of topics in inorganic chemistry. Recent developments are emphasized. The content of the course varies from year to year so students should consult with the faculty members involved as to the specific areas to be covered in a given year.

Instructor(s): Members of the Chemistry Faculty. Sessions: to be arranged

Content: Topics of interest aimed to provide an introduction to current research areas and their theoretical and practical importance in inorganic chemistry. The emphasis will be on inorganic, but a good background in organic and physical chemistry is useful.

Teaching Method: Two lectures per week

Evaluation: To be decided. This can be in the form of a final examination, seminar, essay or research proposal. The specific form to be followed will be announced at the beginning of the course.

Bibliography: The current chemical literature.

Additional Comments: This course will be offered only in years of sufficient student demand or instructor availability.

Special Topics in Physical Chemistry

Prerequisites: CMCO2

Course Description: A selection of topics in physical chemistry in which recent developments are emphasized.


Content: The content of the course varies from year to year and in 1977–1978 will focus on topics in quantum chemistry or theories of elementary chemical reactions.

Teaching Method: Lectures

Evaluation: (Tentatively) 1 major paper and seminar presentation. Literature research assignments.

Special Topics in Organic Chemistry

Prerequisites: CMCO3

Course Description: A selection of topics in organic chemistry. Recent developments are emphasized. The content of the course varies from year to year so students should consult with the faculty members involved as to the specific areas to be covered in a given year.

Instructor(s): A.J. Keegar/R. McClelland/ E.T. Tidwell

Session: Winter Day. To be offered only if there is sufficient student demand and instructor available, is either the Fall or Spring.

Content: This course will likely deal with organic reaction mechanisms in 1977–1978, and CMCO 455 (St. George) will probably be an enrolled course.

Teaching Method: Lectures only

Evaluation: A final examination plus other assignments.
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 access to the original languages and to study the literary and historical texts in the original.

Classics major may combined with English in a major programme (see English and Classics), while Latin may be combined with a modern language (see Modern Languages and Literature).

Although there is no major programme in Classics alone, students who wish to devote some part of their time to Classics are recommended to take at least three full courses (or equivalent) in the Greek or Latin language, one course in Ancient History (HEH) and other courses from those listed under Classical Studies.

Students interested in Classics should also refer to:

DRAB35 Art and Nature of Comedy
PARB21 Archais Greek Sculpture
PARB22 Greek and the Mycenaean World
PARB40 Monuments and Topography of Republican Rome
PARB41 Monuments and Topography of Imperial Rome
HREH07 The Iranian Factor
HREH18 Orpheus: the Quest of Beauty
HREH21 Love and Friendship
HREH22 The Age of Pericles
HREH29 The Age of Augustus
HREH31 The Age of Nero
HREH32 Women in Ancient Greece
HREH33 Seminar in Literary Theory and Practice
HREH35 Plato and his Predecessors I
HREH36 Aristotle and his Predecessors II
HREH37 Aristotle and later Greek Philosophy I
HREH38 Aristotle and later Greek Philosophy II

Greek and Roman Epic

Course description: 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, Ovid’s Metamorphoses; reference also to other works and their contribution to the development of the genre.

Instructor: I.R. MacDonald Session: Winter-Easter

Objectives: To provide a useful introduction to classical literature, and to help develop an appreciation of the literary imagination and its reflection in language and style.

Content: Close reading (in English translation), study, and criticism of the major classical epics, beginning with the primitive oral tradition of Archilochus and continuing with the initiative creativity of Virgilian Rome. ‘Mythohistorical’, ‘historical’, and ‘didactic’ epics: the relationship between society (and its myths and history) and its literary culture. Form, function, tradition, and originality in the epic genre. In addition to the works named above, attention will be given also to at least Apollonius, Heracles’ Labours, and Ovid, Metamorphoses.

Method: Mainly lectures (with an occasional guest), with opportunity for discussion.

Evaluation: Two class tests (one in the Christmas exam period), one major essay due in the spring, one shorter written assignment.

Note: Students who wish to begin their reading in advance of the start of classes should consult the instructor about the selections and translations to be used.

Greek and Roman Tragedy

Course description: An exploration of the nature and intent of classical tragic drama, its conventions, historical origins and cultural context. All texts will be read in translation.

Instructor: John Warden Session: Winter-Easter

Content: How some of the best known myths have been shaped and interpreted by the dramatists of Greece and Rome and by others closer to our own time. We'll look briefly at the way tragedy started, its conventions and staging, the historical and social background to the main periods of composition. Most of the time will go on a close examination of three groups of plays - those concerning Agamemnon and his family (by Aeschylus, Sophocles, Euripides, Seneca, Sartre); Odysseus and his family (Sophocles, Seneca, Anouilh); Hippolytus and PHOEBUS (Sophocles, Seneca, Racine). Classes (two a week) will consist of an oral presentation (by instructor and class-wide participation, students) and discussion, varied from time to time by playreadings. The details of PHOEBUS will be worked out with the class. Roughly speaking, 4 pieces of work - a major essay, class tests, a class essay, short paper or seminar presentation. Perhaps a very short (2 hour) written examination at end of semester.

Texts: Aeschylus, Oresteia; Sophocles, Antigone; Euripides, Iphigenia at Aulis; Seneca, Oedipus; J. Danto, An Introduction to the Greek Theatre; Aeschylus I, J.P. Lettmann, University of Chicago (Phoenix Paperwork).

Aeschylus I, J.P. Lettmann, University of Chicago (Phoenix Paperwork).
CLAS 2115  Greek and Roman Religion

Course description: 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.

Instructor: John Warden  Session: Summer Evening

Objectives: To understand the way in which the Greeks and Romans viewed the gods, the world and themselves, and as a study of an alien culture, but of a very important strain of our own.

Method: The emphasis is not so much on a description of religious phenomena, rituals, buildings, etc., from the viewpoint of an outsider, but rather to try to understand the experience of a Greek of the 5th century B.C. This is a tall order, and requires a degree of sympathy and commitment (I am not asking for a conversion) from student and instructor. Our only mode of access to the feelings and beliefs of that period is the literature that remains. So the discussion of religion will be based in and emerge from major literary works.

Grades will be a combination of oral presentations (by instructor or student), discussions, and a willingness to get involved in discussion. A full understanding of the course.


Evaluation: By essays, tests, seminar presentation (4 pieces of work) - details to be discussed with students.

CLAS 2127  Christianity in the Greek-Roman World

Course description: An examination of the relationship between Christianity with its Jewish origins and the Roman Empire.

Instructor: W.F. Irwin  Session: Winter Day

Content: Some of the topics discussed will be a history of the church, the development of Christian art and architecture, the influence of Greek philosophy and the changes taking place between the beginning of the church and the church in the fourth century.

Evaluation: One essay and one term test.


Early Christian Writings by J. Rackham (Harvard 1948)

A copy of the New Testament in a modern translation - Revised Standard, New English, or New International are suggested.

GRIE 2105  Greek History from the Bronze Age to the Death of Alexander

Course description: An introduction to political, economic, social, and cultural aspects of Greek history. It will be assumed that most students will have gained some experience of the methods and objectives of historical study, and this course will therefore be taught as a course in the history of Greece, in spite of being introductory. The period will be studied as far as possible, from the Greek authors (in translation) and with special emphasis on the places and peoples of archaeology. The course should be of interest to students of classics, history, archaeology, anthropology and biblical science.

Instructor: A. Budgeonn  Session: Winter Day

Content: The Bronze Age civilization of Greek and Minor Asia; The City State, including Athenian Democracy and the strange society of Sparta; some cultural history - Greece versus non-Greek, Iran and Macedonia. Introduction to Macedonia.

Teaching Method: 2 lectures a week. Students are encouraged to ask questions in class, and to seek personal interviews.

Evaluation:
1. Final exam 45%
2. Major and 2 minor papers 40%
3. Class Tests 15%

GRIE 2106  Greek and Roman History from the Death of Alexander to the Death of Caesar

Course description: A study of the emergence and evolution of the Hellenistic Monarchies after the death of Alexander, the development of Rome as a "World Power", and the interaction of the Greek and Roman Worlds.

Instructor: J. Corbett  Session: Winter Evening

Content & Objectives: Major topics include: Alexander the Great and his empire, the great kingdoms of his successors; the development of bureaucratic states with their characteristic social, political and economic forms; the early development of Rome and its emergence as a world power. The course objective is to introduce the student to the study of a crucial but obscure period, in which many saw the change of the eastern world; a special emphasis will be placed on social history; students will choose a topic area each term for concentrated research, presenting their conclusions orally and in a major essay. Source materials will be read in translation.

Teaching Method: One 2 hour lecture and one 1 hour tutorial per week.

Evaluation:
1. Essays 60%
   - one of 50% each 25%
   - book reports 25%
   - oral presentations 10%

2. Class Tests 40%
Ancient Historiography

Course description: A study of the major Greek historians, Herodotus and Thucydides, and the major Roman historian, Livy and Tacitus. All courses, since the focus will be on the authors, their historical contexts, and their literary merits. The course should be useful to any student of Classics, Greek, Roman History. History. It might interest any student of literature.

Instructor: A. Budington. Session: Winter Day

Content: The following topics will be considered: the development of the intellectual and cultural milieu of each author, and the nature of literary quality of the 4 authors.

Teaching Method: 1 lectures a week. Students are encouraged to ask questions in class and seek personal interviews.

Evaluation: 1 short assignments.
1 essay - 1000 words.
1 Class Test.

GRS377Y STUDIES IN ROMAN HISTORY: POMPEII

Course description: The city is central to western society; our urban institutions have their origins in the Roman past. This course focuses on the city of Pompeii, which was destroyed in the Roman-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 Greek-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.

Instructor: J. Corbett. Session: Winter Day

Content & Objectives: The course includes a study of the site and development of Pompeii, the major public buildings and services, as well as private residences and businesses: urban institutions and social structure will also be examined with respect to the surrounding the living community. Students will be expected to acquire a general familiarity with the site of Pompeii through study of slides, maps, plans, general books and excavation reports etc., to choose a research topic and to prepare and present a major paper on that topic.

Teaching Method: One three hour seminar per week.

Evaluation: Outline of project 10%; oral presentation 20%; research paper 70%.

GRADUATE Introductory Greek

Course description: The basis of the language, with an emphasis on reading.

Instructor: M.E. Irwin. Session: Winter Day

Objectives: This is an introductory course for students who wish to acquire a basic reading knowledge of ancient Greek. No prior knowledge is assumed.

Content & Method: Four hours a week intensive class work, consisting authentic Greek texts and doing exercises in conversation and translation, to acquire a knowledge of the basic grammatical forms, syntax, vocabulary, etc. The texts will introduce students to various aspects of Greek life: the gods, marriage and family life, women, love and friendship, war and wisdom.

Text: B.R. Rose and M.E. Jarvis (eds.) A New Approach to Greek (Blackwell 1997).

Evaluation: several term texts plus a final examination.

(This course is not open to students with Grade III Greek).
GKE315

Course description: A reading of three books of the Odyssey with discussion of the nature and literary qualities of Homeric epic.

Instructor: John Warden

GKE315B

Supervised Reading

Prerequisite: GKE315 or GKE312

Course description: Reading of texts in Greek chosen by consultation between students and faculty.

Coordinator: M.H. Irwin

Nature of the Program: Students who wish to enter the Greek Directed Reading Program must enroll in any of the above courses. They should then contact the co-ordinator and discuss with him what they want to read and with whom. (This will depend in some extent on time available). The student will be expected to read much of the material on his/her own and to meet with the tutor once a week normally for a two hour period - the exact arrangement depending on the difficulty of the chosen text and the level of the student's ability. The purpose of these sessions will be to discuss the literary qualities and cultural content of the work being studied.
CATALOGUE

Introductory Latin

Course description: 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, the student will be equipped to proceed to LATBS or LATBF.

Instructor: I.R. McDonald Session: Winter Day

Objectives: To bring the student with no previous knowledge of Latin to a sound basis of reading knowledge of prose and poetry, with some time given to helping him see the language in its cultural and historical context.

Content: The fundamentals of the language and its essential tools: vocabulary, grammar, and syntax. Reading and comprehension of passages of increasing complexity drawn from a variety of sources.

Teaching Method: Four one-hour classes are designed mainly to allow presentation of the basics, out-of-class drills, and reading; but this routine will be varied by occasional lectures, discussions, slides, and other activities intended to reinforce linguistic skills and increase awareness of the cultural milieu.

Examination: A final examination (50%); short quizzes, exercises, and assignments (50%).

Text: The basic text will be P.M. Wheelock, Latin: An Introductory Course Based on Ancient Authors. Others may be assigned.

Important Note: The aim of this course can be achieved only if the student devotes some time each day to it; it is not a course in which he can afford to neglect for any extended period.

LATBS? Catullus

Prerequisite: Grade 13 Latin or LATA01

Course description: A selection of the works of Catullus will be read. The influences which affect Catullus, and his contribution to Latin poetry will be considered.

Instructor: John Mooney Session: Winter Day

To learn Latin by reading one of the greatest of all Latin poets. Is that fair on the poet? Is it fair on the student? The poet can stand it; and the best way to understand poetry is to be forced to grapple with the words till he made of. Each class is a seminar discussing a poem, its language and metre, the structure and imagery, its relationships to literary influences and contemporary society. It's a good class, and students will be expected to attend and participate together with the reading we'll be conducting a language review.


Evaluation: Probably two tests (translation and comment) and a short essay (or seminar presentation). Details to be worked out in class.

LATBF? Horace

Prerequisite: LATBS or LATBS?

Course description: 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.

Instructor: I.R. McDonald Session: Winter Day

Objectives: To learn to read and enjoy the lyric poetry of Horace; to understand his forms and structures; to see it in relation to the work of Horace's predecessors and contemporaries; to place it in its cultural and historical context.

Content: Close reading and discussion of a representative selection of the Odes, with occasional reference to other works of Horace as well.

Teaching Method: Three one-hour classes each week, involving active participation by each student in translating and discussing the poems assigned. This routine will be varied by occasional lectures and other events. Reasonably regular attendance is essential.

Evaluation: Two class tests on the translation-and-comment unit, plus a short essay on a literary subject. Each piece of work will be weighted equally.

Note: A bibliography, reading list, and a tentative selection of poems to be read may be had from the instructor prior to the beginning of classes.
Commerce

Commerce courses are designed both for those students who intend to specialize in the area and for those who wish to take one or more Commerce courses to complement their studies in other areas. Courses in Commerce will help students develop the analytical skills needed to diagnose and solve problems in business and government.

Students may take Commerce courses as part of a fifteen or twenty course degree (normally a B.A. degree) and may, if they wish, work towards completing the twenty-course Major Programme in Commerce and Economics (see pp. 35-3 of the 1976-77 Calendar). Graduates of a fifteen or twenty course degree programme may be eligible for admission to graduate study in business or may seek employment in an economy (see separate brochure available from office of Student Services or other industrial/commercial/ government careers.

The College does not offer the Bachelor of Commerce (B.Com.) degree. Students who wish to obtain the B.Com. must either enter or transfer to another college of the University (at the St. George or Erindale campus). Students who wish to receive the B.A. degree at the Commerce College should take courses as early as possible in their student's career. Since many Commerce courses at the St. George campus are subject to limits on enrollment, York University College students should not assume that they will be able to take Commerce courses at that campus where a comparable course is not available at York University.

Admission to graduate study in business towards the Master of Business Administration (MBA) degree is open to all qualified graduates regardless of the subject or discipline studied at the undergraduate level. Students contemplating graduate study would be well advised to include some courses in Commerce in their undergraduate programme. They should also consider strengthening their preparation for graduate study by taking courses in Economics, Mathematics, Computer Science, Sociology, Psychology and Anthropology.

In view of the many options available in the Commerce area, students are encouraged to seek the advice of the Supervisor of Studies for Commerce (SNE-315).
COMG31

Financial Accounting

Course description: 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.

Instructor: T.B.A.  Session: Winter Day and Evening

Content: The course begins with an explanation of the "Accounting Equation" and then looks at the methods of measuring revenues and expenses and valuing assets and liabilities with emphasis on the use of both accounting techniques and the principles or concepts underlying financial statements.

Teaching Method: Lecture classes - one night a week for three hours, of which one hour will be a lab/tutorial. Day classes - two hours a week plus a lab/tutorial where it can be arranged.

Evaluation: Two mid-term tests plus examinations in December and April. Weekly homework assignments account for 20% of the final mark.

Additional Comments: The workload in the course is substantial and is spread evenly over the year. Many students, especially those in first year, find the course very demanding. In past years up to 20% of those who register in September have not completed the course and a further substantial number have failed to pass the course.

COMG32

Management Accounting

Instructor: (COMG31); (COMG32)

Course description: 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, profit determination, allocation, budgeting and control.

Instructor: T.B.A.  Session: Summer Day and Evening

Content: Topics will include cost-volume-profit relationships, job and process costing systems, variable costing concepts, joint costs, standard costs, planning, budgeting and control, and an introduction to capital expenditure analysis.

Teaching Method: Normally two hours of lecture-discussions per week.

Evaluation: Weekly homework assignments, three tests and a final examination.

Additional Comments: The workload in the course is substantial and is spread evenly over the year. Many students find the course very demanding.

COMG33

Accounting Theory

Prerequisite: COMG31

Course description: 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: 15.

Instructor: T.B.A.  Session: Winter Day

Content: A detailed examination of balance sheet and income statement items, including problems of recording, valuation and disclosure.

Teaching Method: Most of the class time will be devoted to students' presentations of solutions to discussion questions, exercises and problems.

Textbooks: The CICA Handbook and an intermediate accounting text will form the major sources of information.

Evaluation: Weekly homework problem assignments, three tests and a final examination and class participation will all be evaluated. In addition one or more essay may be required.

Additional Comments: Since extensive class participation is expected, regular attendance is expected.

COMG34

Marketing

Prerequisite: COMG31

Course description: Marketing management is concerned with those business situations directly involved in the sale of goods and services. The course examines the theory of consumer behavior and sources of market information as well as the traditional areas of product, price, promotion and distribution.

Instructor: T.B.A.  Session: Winter Day

Additional Comments: No further details are available at the present time. For further information, contact the Assistant Chairman, Commerce.

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CONC101  Income Tax

Prerequisites: CONM01

Course description: An examination of the broad principles of federal income tax in Canada and of the detailed provisions involved in the taxation of business enterprises.

Instructor: T.B.A.  Session: Winter Evening

Additional Comments: No further details are available at the present time. For further information, contact the Assistant Chairman, Commerce.

CONC207  Business Policy

Prerequisites: CONM01, (CONM27), (ECO237), JS327, (CONM203), JHC203

Course description: This course examines, by means of case studies and readings, the role of top management in formulating and implementing corporate strategy.

Instructor: T.B.A.  Session: Winter Day

Additional Comments: No further details are available at the present time. For further information, contact the Assistant Chairman, Commerce.

CONC307  The Legal Environment of Business

Prerequisites: Completion of at least ten courses including CONM01 and EC203

Course description: An intensive examination of those aspects of the law that most directly affect the operations of a business.

Instructor: T.B.A.  Session: Winter Day

Additional Comments: No further details are available at the present time. For further information, contact the Assistant Chairman, Commerce.
Computer Science

Computer science is concerned with the use of computers to process information. A modern computer is expected to process many different kinds of information: business accounts and records, scientific calculations for engineering and the physical sciences, natural language text for linguistics. Computer science includes the identification of problems that may be solved using computers, the study of ways of representing the relevant information in a computer usable form, and the development of methods for finding and describing solutions that allow the computer to perform these tasks.

A fundamental concept in computer science is the algorithm—a list of instructions which specifies the steps required to solve a particular problem. Two major concerns in computer science are the analysis of problems, frequently using the tools of mathematics and statistics, and the formulation of algorithms which can solve these problems. Other areas of interest include the transformation of abstract algorithms into computer programs, and the testing and validation of algorithms and programs. Closely related to these areas are efforts to develop tools for designing better computers and for using them more effectively.

Course offerings are intended to serve a wide variety of students, ranging from those whose primary interest is in information processing, to those interested in applying computers in other fields. The major program in Computer Science is designed to provide a student with the knowledge and skills needed to hold professional positions in the computer-related fields and to prepare him for graduate study. The major program in Computer Science for Data Management is intended for students who plan to pursue a career in information systems development, an area of increasing importance to business, industry, and government. From this program, a student may continue with graduate study in computer science. If certain optional courses in Commerce, are taken in the third and fourth years, a student in this program may qualify for advanced standing toward the MBA degree.

Students who wish to study computing primarily in order to use computer techniques in their own specialties should begin with CSCE34 and CSCE180. Students entering the computer science program should begin with CSCE180, CSCE185, CSCE220, CSCE250, CSCE320, CSCE350, and CSCE375. CSCE480 is then available on the Mt. George Campus.

CSCA407/57 Computer Programming
Exclusions: CSCA47, (MAT636), (MAT638)
Prerequisite: One Grade 12 course in Mathematics
Course description: An introduction to algorithms, computer organisation 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.)
Instructor: R. Nowick Session: Winter Day/Evening Semester 03
Objective and Content: This course provides an introduction to programming. The purpose of the course is to introduce the student to the concept of a programming language. Students are expected to acquire the capabilities and limitations of the computer. The course can be roughly divided into two six-week sections. The first six weeks are spent learning PL/1 as an example of a programming language. This language is introduced as a tool for the precise specification of an algorithm. Its dual purpose, to communicate algorithms to both machines and human beings, is emphasized. In the second six weeks sample problems from several application areas are studied to demonstrate the variety of problems that are solved with the aid of computers.
Evaluation: A term test
A final exam
Five assignments
Several tutorial quizzes

CSCA107 Introduction to Computing
Exclusions: CSCA40, (MAT637), (MAT639)
Prerequisite: Grade 12 Functions and Relations, or Grade 13 Calculus
Corequisites: MAT620 or MAT640 or MAT645
Course description: introduction to computer organisation and assembly language. Programming in a high-level language such as PL/1. Structured programming. Elementary applications.
Instructor: C.K. Perret Session: Winter Day
Content: The PL/1 programming language is used as a vehicle for the formulation and implementation of correct, local, and efficient algorithms for digital computers. Applications of programming techniques are considered.
Teaching Method: 2 hours of lectures and 2 hours of tutorials per week.
Evaluation: Mid-term and final examinations, and 5 programming assignments.
CSC3035  Programming Techniques for Data Processing
Exclusions: MAT4702
Prerequisite: OAT1448 or CSC3034
Course Description: This course is intended to examine the role of the computer in the business environment. The emphasis will be on business computer systems, rather than particular applications.
Instructor: R. Knoeck  Session: Winter Day
Content: Topics include: COBOL programming the Modular approach to program design including: decision tables, if-else if-else programming and table driven logic, Sequential file processing including: data validation, external sorting, generalized file processing system. Some applications will be examined and an overview of the role of mathematical modeling in the business environment will be given.
Teaching Method: Lecture and tutorials.
Evaluation: 1 One-hour quizzes
2 Programming assignments
2 Written assignments

CSC3047  Programming Languages and Their Applications
Exclusions: MAT4702
Prerequisite: OAT1448 or CSC3034
Course Description: Programming languages and applications. The syntax and semantics of various programming languages, including both algebraic and symbolic manipulation languages. Data structures. Numerical and non-numerical applications.
Instructor: W. N. Knecht  Session: Winter Day
Content: This course is intended to introduce students to a wide range of programming languages, their formal description, and their application. Examples include FORTRAN, SIMULA, LISP will be discussed in detail, and their features will be compared. Other languages will also be discussed.
Evaluation: 1 Final exam
6 = 5 programming assignments
CSCE73F Computer Organization

Exclusion: MATH31
Prerequisite: (MATH16) or CSCE68

Course Description: This course is designed to give students an understanding of the operation of a modern digital computer. There are many aspects to computer operation; in this course it is necessary as gates are the basic building blocks that will be used.

Instructor: R. Moeneck Session: Winter Day

Content: Specific topics include: an introduction to Boolean algebra, the design and analysis of gate networks, memory devices, the organization of a simple microprogrammed machine, basic data representation, assembler language, addressing structures, mechanisms for input and output, the structure of peripheral devices, some case studies of particular machines.

Teaching Method: Lectures and tutorials.
Evaluation:
2 - One hour Quizzes
6 - Written or programming assignments

CSCE47F Data Structures

Exclusion: MATH25
Prerequisite: (MATH16) or CSCE68

Course Description: This course is designed to teach students that some types of representation of information can lead to improvements in the quality of programs. A selection of topics will be used to illustrate approaches to choosing a data structure and associated algorithms.

Instructor: R. Ferrault Session: Winter Day

Content: Specific Topics covered includes: basic data types and their representation, sequences, graphs and basic graph algorithms, representation of trees and heaps, internal and external sorting algorithms, search indexing structures: trees, dictionaries and hash tables, list structures, data base systems.

Teaching Method: Lectures and Tutorials
Evaluation:
2 - Tests
6 - Written or programming assignments

CSCE47F Problem-Oriented Languages and Interpreters

Prerequisite: CSCE28, CSCE37, CSCE68

Course Description: This course is designed to give students insight into the workings of a programming language processor. It will motivate the use of formal languages in the specification of syntax and semantics for a programming language.

Instructor: R. Moeneck Session: Winter Day

Content: Specific topics include: an overview of a language processor, lexical analysis, an introduction to the mathematical theory of syntax, basic concepts of syntactic analysis and parsing algorithms, specification of semantics and code generation, the run-time organization of the language processor, storage allocation. The SML and ALGOL-W language processors will be used as a source of examples.

Teaching Method: Lectures and assignments. A series of assignments will help the students building their own compiler/interpreter.

Evaluation:
2 - One hour Quizzes
6 - Written or programming assignments
DRA.007

Drama

Discipline Representation: R. Schoenberg

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.

DRA.007

Drama Seminar and Workshop

Course Description: 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.

Instructor: D.L. Brown

Sessions: Winter Day

Objectives: To introduce the students to the practical elements of the theatre.

Contact: In the workshops, the student will study the basics of acting, voice, movement, building a character etc., and be introduced to each technical skill as lighting, sound, make-up, set-construction etc... Audio/Visual equipment is used extensively throughout the course.

Teaching Method: Three 2-hour workshops plus rehearsal times as necessary, pay week.

Bibliography: Gassner, John. Producing the Play (published by Blocks). Selected play texts will be announced.

Evaluation: In this course the students are not encouraged to compete against one another but rather to cooperate. Consequently emphasis is placed on participation and regular attendance and concentration. Careful preparation for each of the workshops and seminars is essential, and students are evaluated continuously. The assignments are directed towards acquisition of skills and towards the stimulation of individual and group creativity.

DRA.007

The Directors' Theatre

Course Description: 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, Antigone, Stanislavsky, Craig, Belasco, Copeau, Reinhardt, Brenton, Bertaux, Brook, Littlewood, and Grotesque.

Instructor(s): R. Schoenberg Sessions: Winter Day

Context: The study of the theoretical statements and practical work of directors from 1880-1980, including such personalities as the Dane of Sae-Holm, Antigone, Stanislavsky, Gordon Craig, David Belasco, Jacques Copeau, Max Reinhardt, Brenton, Bertaux, Jean-Louis Bertaux, Peter Brook and Jerzy Grotesque.

Teaching Method: There will be two 11-hour classes weekly which will include lectures as well as seminars, and extensive use of visual materials. Students will prepare individual projects related to the work of specific directors and theatres.


Evaluation: Essays and class texts.

DRA.007

The History of Theatre I

Course Description: A study of the non-literary aspects of theatre from the pre-Hellenistic period to the end of the 19th century. Areas of concentration will include classical Greek and Roman theatre, with special emphasis on the Hellenistic period; Western European medieval and Elizabethan traditions; the impact of the commedia dell'arte on European theatre; the Elizabethan and Jacobean drama; the theatre of the Restoration and of the 18th century; and four representative plays of the various periods will be required.

Instructor(s): R. Schoenberg Sessions: Winter Day

Context: 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 drama; the theatre of the Restoration and of the 18th century; and four representative plays of the various periods will be required.

Teaching Method: There will be two 1-hour lectures weekly, and tutorials.

Bibliography: Gassner and Allen, 2 vols, Theatre and Drama in the Western World, 1st ed., New York: D. Van Nostrand, 1950, see Theatre for 1100, Drama texts 7 to A.

Evaluation: Essays and class texts.
DRAC61Y

Advanced Practical Workshop and Elements of Directing

Pre-requisite: DRAC601

Course description: This course is designed to enable advanced students to concentrate on problems related to the staging and direction of plays in studio situations.

Instructor: M. Schonberg

Session(s): Winter Day

Content: Advanced exercises in acting skills, movement, and production

Teaching Method: A matrix of three hours weekly in formal groups as well as participation in rehearsals


Further readings will be announced.

Evaluation: to be announced later

DRAC613Y

Individual Studies in German Theatre and Drama in Translation

Pre-requisite: At least ten full course equivalents, two of which must be DRAC601 and DRAC604. This course is intended for students majoring in Drama who are not sufficiently fluent in German/Italian/Hebrew to read the works in the original language. Permission of Drama Co-ordinator required.

Course description: Individuals will study under the supervision of members of the German section.

Instructor(s): Members of the German Staff

Session(s): Winter Day

Content: This will be arranged between the instructors and the individual students.

Teaching Method: Individual consultations between the instructor and the students.

Bibliography: To be arranged.

Evaluation: to be announced later.

Interested students should contact Mr. Schonberg, Discipline Representative for Drama.

DRAC615Y

Individual Studies in French Theatre and Drama in Translation

Pre-requisite: Same as for DRAC610

Course description: Individuals will study under the supervision of members of the Italian section.

Instructor(s): Member of Italian Staff

Session(s): Winter Day

Content: This will be arranged between the instructors in the specific courses and the individual students.

Teaching Method: Individual consultations between the instructor and the students.

Bibliography: To be arranged.

Evaluation: to be announced later.

Interested students should contact Mr. Schonberg, Discipline Representative for Drama.
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 program: the introductory course (ECO001); the initial B-level course — price theory (ECO002, ECO003) and national income (ECO005), at least one more course that provide a different perspective either on contemporary economic theory, or on ways of organizing economic activity — economic history (ECO008), the literature of economics (ECO011), comparative economic systems (ECO058). A student who wants 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 Science complement courses in Economics so that students are urged to read the Calendar and, with the help of their advisors, to plan their program of study carefully. There were major changes in the numbering system in Economics in 1971-72 compared with earlier years. In general, the titles have remained the same, so that students should not take, in 1971-72 or beyond, the same course that they took before 1971-72. The exclusions are shown below.

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<td>North American Economic History</td>
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<td>ECO069Y</td>
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<tr>
<td>Analysis for Decision Making</td>
<td>ECO070Y</td>
<td>ECO071Z</td>
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Interested students should contact Professor Mr. M. Schonberg.
Course Description: A study of economic theory and its application to contemporary Canadian economic problems. Problems discussed will include: unemployment, inflation, pollution, poverty, monopoly.

Instructors: H. Keshinski, J. Deniel, Sessions: Summer Day, Winter Day and Evening

Content: The first term covers Microeconomics, the study of individual markets (for particular goods or services). We then proceed to consider how markets function in the presence of perfect competition, monopoly, and imperfect competition. Labour markets and unions are examined. The rationale for government intervention into individual markets is discussed. The impact of government intervention on the distribution of income is explored. The second term covers Macroeconomics, the study of the economy as a whole. We study national income accounting (i.e., how the actual level of either GDP or GNP is determined). The influence of fiscal policies (changes in government spending or taxes) and of monetary policies on unemployment, inflation, and illness is discussed throughout as a related problem.

Teaching Method: 3 one-hour lectures each week plus tutorials.

Evaluation: All sections require frequent problem sets, counting towards the final grade. A Christmas mid-term and a final examination are mandatory and term quizzes are also likely, all details to be provided at the beginning of the course.

ECOM279 Price Theory II

Prerequisite: ECOM1

Course Description: A continuation of Price Theory I and includes theorems of perfect competition, market imperfections, factor prices, and general equilibrium analysis and welfare economics.

Instructors: F. Bourguignon, S. Scadding, Sessions: Winter Day and Evening

Content: Continuation of ECOM27F and S. Covers market structure, welfare economics, problems of monopoly, market failure, etc.

Teaching Method: Three hours per week. Two lectures and one hour of discussions.

Evaluation: Depending on the Instructor. On the average three tests and five assignments.

ECOM367 and 3

National Income and the National Economy

Prerequisite: ECOM3

Course Description: 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 discussion of Canadian financial institutions and markets, and of the interrelationship between international exchanges and the domestic price level and employment.


Content: Among other topics: fiscal policy, interest rate theory, monetary models, prices and employment, inflation, international finance, economic growth.

Teaching Method: Three hours per week. Two lectures and discussions.

Evaluation:
- Quizzes and exercises 20%
- Term paper 20%
- Final exam 50%
ECO8643  Macroeconomic Policy

Exclusion:  (ECOS84)
Prerequisite:  ECOS80

Course description: An examination of public policies for influencing and controlling the level of national income, employment, and the price level.

Instructor:  J. Scadding, B. Howson  Sessions:  Summer Day and Winter Day

Content: Monetary and fiscal policy in an open economy; inflation and unemployment; wage and price controls; stabilization policies; debt management policies; exchange rate policies and the balance of payments.

Teaching Method:  3 hours per week of lectures and discussion.

Evaluation:
Midterm  35%
Paper  25%
Final  40%

ECO8689 and 8 Money and Banking

Exclusion:  (ECO8811)
Prerequisite:  ECO8011; ECO8811 if taken prior to 1971

Course description: The focus will be on analysis of monetary theory and monetary policy.

Instructor:  J. Scadding, B. Howson  Session:  Winter Day

Content: Topics include financial markets and instruments, demand for money, theory of monetary policy, determinants of the money supply, competition and efficiency in the financial sector.

Teaching Method: Two lectures per week.

Evaluation:
The evaluation is tentatively as follows:
Mid-term examination  30%
Term paper  20%
Final examination  40%

ECO8811 and 8 Quantitative Methods in Economics

Exclusion:  AMBUS3; (ECO8027); MATH87
Note: MATH87 should not be taken prior to or at the same time as ECO801

Prerequisite:  ECO801

Course description: An introduction to basic statistical methods and their applications to economic problems.

Instructor:  R. Westin, D. Campbell  Sessions:  Winter Day and Winter Evening


Teaching Method: Two lectures per week. One hour of tutorial every two weeks.

Evaluation:
Problem and Computer Assignments  20%
Two Mid-term exams  30%
Final Exam  50%

ECO8812S Quantitative Methods in Economics: Applications

Prerequisites:  ECO8011 or (ECO8087); CS1A46 or CS1A56

Course description: A continuation of ECO811 for students interested in applications of quantitative methods. Topics to be covered are statistical decision theory, multiple regression analysis and input-output tables. Calculus is strongly recommended.

Instructor:  R. Westin  Session:  Winter Day

Content: See course description above.

Teaching Method: Lectures, tutorials.

Evaluation: Exams, projects, assignments, perhaps presentations.
ECON29F  
**Literature of Political Economy**

**Prerequisite:** ECON11

**Course Description:** A study of the classical literature of Political Economy, especially selections from the works of Adam Smith, Malthus, Ricardo, J.S. Mill.

**Instructor:** V.W. Bladen  
**Session:** Winter Day

**Content:** Most graduate schools require students to have studied or to study the history of economic thought but generally accept an undergraduate course. If both parts are taken they would generally be accepted for this purpose. It is unlikely that a half course would be acceptable or a grade less than 3.

**Teaching Method:** Two informal lecture periods per week.

**Evaluation:** Two short essays (1200 words) are required plus a final paper for each course. The mark is based on the final exam, modified by references to the essays. A student may earn such from the critic of two or more essays and end up with a high final mark. But as a check on the final performance reference to the essay work and participation in class may prevent injustice if the student is unable to demonstrate his quality in that particular examination. The examination is not intended to find out what the student does not know, or has not done, but to find out what he can do with what he does know.

ECON871S  
**Literature of Political Economy II**

**Prerequisite:** ECON81

**Course Description:** A study of classical literature of Political Economy, especially selections from the works of Marx, John, Marshall and Keynes.

**Instructor:** V.W. Bladen  
**Session:** Winter Day

**Content:** See ECON870F

**Teaching Method:** See ECON870F

**Evaluation:** See ECON870F

ECON811S  
**Economics of the Public Sector: Taxation**

**Prerequisite:** ECON81

**Course Description:** 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.

**Instructor:** M.W. Buivydas  
**Session:** Winter Day

**Content:** The approach is partly analytical and partly descriptive. Several subjects covered include the Canadian background, principles of taxation, income support programs, and stabilization policy. Specific taxes on income, consumption and wealth will be analyzed in detail.

**Teaching Method:** Three hours of lectures a week.

**Evaluation:** A mid-term test will count for 30% of the final mark; the remaining weight will be carried by the final examination.

ECON821F  
**Economics of the Public Sector: Dependences**

**Exclusion:** ECON808

**Prerequisite:** ECON81

**Course Description:** A study of resource allocation in relation to the public sector, with emphasis on 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.

**Instructor:** M.W. Buivydas  
**Session:** Winter Day

**Content:** The dimensions, growth and composition of government budgets are analyzed. The rationale for government expenditures and criteria for evaluating public projects are then subjected to economic analysis. Illustration is made from contemporary issues of Canadian public policy.

**Teaching Method:** Three hours of lectures a week.

**Evaluation:** The final examination will carry a 60% weight. Term marks will depend equally on a mid-term test and one or more written assignments.
EC0841S Public Decision Making
Prerequisite: ECO401
Course description: 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.
Instructor: N. Kreshinsky Session: Winter Day
Content: The course begins by examining the view of the public role in the economy, as held by "liberal" economists. Markets, free market supporters, and others. We then consider how public policy is actually made, examining various models in the literature. Case studies of current problems complete the course.
Teaching Method: Lectures, participation dependent on enrolment.
Evaluation: 1 term exam worth 25% - 1 final exam worth 50% - 1 paper (2002-4000 words) worth 25%.

EC0841S Industrial Organization
Prerequisite: ECO818
Course description: 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, re-settling, etc.
Instructor: M.A. Surovetzky Session: Winter Day
Content: A three-fold approach is taken using theoretical models. Institutional description and the results of empirical investigation demonstrate how variations in the market environment affect the performance of industries.
Teaching Method: Two hours of lectures a week.
Evaluation: The final examination carries a 70% weight. Term work consists of one test and one or more "problem" assignments.

EC0841S Economics of the Family
Prerequisite: ECO811
Course description: The family as a functional unit in economic society. The division of economic activity within the family and with relation to the market economy. Topics may include: marriage, fertility, day care, human capital, household production, discrimination, consumer protection.
Instructor: J. Parker Session: Winter Day
Content: The first part of the course examines critically the microeconomic theory of marriage, fertility and the sexual division of the labour. The second part is an historical materialist analysis of the family and especially of the sexual division of labour in the context of particular systems of social production. Special topics include the transformation of the family in the industrial revolution, the changing status of women under capitalism, case studies of other non-capitalist societies.
Teaching Method: Mainly lectures (3 hours per week); discussion is strongly encouraged.
Evaluation: One essay 50%
One final 50%

EC0841F Poverty and Income Distribution
Prerequisite: ECO809
Course description: 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.
Instructor: T. H. A. Session: Winter Day
Content: Income distribution as a goal, types of income distribution, measuring poverty and income inequality, time pattern of poverty and income distribution, international comparisons of income distributions, demand for government assistance that affects income distribution, evaluating income redistribution policies, complementary aggregate demand; income distribution and other macroeconomic policy instruments; poverty, wage-price guidelines and income distribution, alternative theories of income determination and distribution, work incentive effects of alternative income maintenance programs, etc.
Teaching Method: Basically a lecture course due to the large class size. A number of lectures per week. Most of the analytical and theoretical work will be covered in lectures and some readings.
Evaluation: One or two term tests each worth 20 marks and a final exam.
**ECON617** Urban Economics

**Exclusion:** (ECON618)

**Prerequisites:** ECON11

**Course Description:** 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.

**Instructor:** T.B.A. **Session:** Winter Day

**Content:** This is a course in economic theory and its applications in the field of urban planning. The course will cover topics such as urban growth, poverty, housing policy, and urban planning.

**Teaching Method:** Lectures and discussion (if enrollment permits).

**Evaluation:** Term examination and quizzes worth 50% and a final examination worth 50%.

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**ECON625** International Economics: Trade Theory

**Exclusion:** (ECON625)

**Prerequisites:** ECON11

**Course Description:** 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.

**Instructor:** T. Parker **Session:** Summer Day, Winter Evening

**Content:** Empirical patterns of modern international trade; alternative theories of international trade; theory of comparative advantage; protective policy; customs unions; multinational corporations.

**Teaching Method:** Two lectures per week. Class discussion when possible is encouraged.

**Evaluation:** One essay, one term test and quizzes.

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**ECGB725** International Economics: Trade Theory

**Exclusion:** (ECON625)

**Prerequisites:** ECON11

**Course Description:** 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.

**Instructor:** T. Parker **Session:** Summer Day, Winter Evening

**Content:** Empirical patterns of modern international trade; alternative theories of international trade; theory of comparative advantage; protective policy; customs unions; multinational corporations.

**Teaching Method:** Two lectures per week. Class discussion when possible is encouraged.

**Evaluation:** One essay, one term test and quizzes.
ECON 607F Economic Development
Exclusion: ECON 607F
Prerequisite: ECON 601
Corequisite: ECON 603
Course description: A study of growth and development with the aim of devising policies to promote the development of less developed countries and regions. Topics include the role of international trade and investment in developing countries, the problem of population growth and unemployment, inequalities in income distribution, the role of agriculture and industry.
Instructor: A. Barry Session: Winter Day
Teaching Method: Lectures
Evaluation:
1 one-hour mid-term test
2 take-home problem sets
1 final examination

ECON 607F Comparative Economic Systems
Exclusion: ECON 601 Prerequisite: ECON 601
Course description: This course is designed to provide students with some basic methods for analyzing open economic systems in theoretical and empirical-historical terms. Lectures are divided roughly equally between theoretical analysis and empirical examination of particular economic systems.
Instructor: J. Parker Session: Winter Day
Content: Theoretical consideration is given to ecological, neo-classical and Marxist methods of characterizing open economic systems; to concepts of exchange, and monetary economic organizations; to the development, spread, and mutual relationships of national and global economic hierarchies, and the center-periphery dialectic; and to the nature of the contradictions that generate economic crises.
Teaching Method: Lectures and discussion.
Evaluation:
2 book reports
1 major research paper
1 final take-home examination.

ECON 608 North American Economic History
Exclusion: ECON 608 Prerequisite: ECON 601
Course description: A survey of important themes in the economic history of Canada and the United States. A comparative approach is employed to explore such themes as the role of natural resource staple industries, and urbanization, and the relationship of the state of economic change in the two countries.
Instructor: D.E. Reenridge Session: Winter Day
Content: After a discussion of the factors behind the expansion of Europe to North America the course develops by looking at economic activity and change on a continental and national basis within the following periods: origins to 1830; 1830-1870; 1870-1914; 1914-1939. Within each period, the emphasis is placed on the provision of general background information available in the texts, than on the discussion of particular topics.
Teaching Method: Two lectures per week
Evaluation: Final examination, 50%; Christmas test, 10%; two essays of 10-12 typed pages, 40%. However, if the final examination mark is higher than the term mark, it will count for 100%

ECON 608Y European Economic History
Exclusion: ECON 608Y Prerequisite: ECON 601
Course description: A study of the emergence of industrial society in Europe since the Middle Ages with some emphasis on the comparative experiences 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.
Instructor: S.H. Edie Session: Winter Evening
Content: Among other topics, enclosures and the rise of capitalist agriculture; mercantilism and commercial conflicts in 17th century Europe; the economic environment of the French revolution, the American and Haitian Revolutions; the rise of the labor movement; imperialism; finance and industrialization; agrarian reforms, revolutions, and economic development in 19th century Europe; late Victorian retardation.
Teaching Method: Lectures and discussion.
Evaluation:
3-6 Outlines 10%
2 term papers 40%
1 essay 50%
ECO0055 The Economics of J.M. Keynes

Prerequisites: ECO065, ECO066 or ECO068, ECO081

Course description: 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.

Instructor: D.E. Mogridge Session: Winter Day

Content: After a series of introductory discussions of the work of Keynes, its context and influence, the course will look at a series of topics within the field in greater detail. The topics chosen will vary with the interests of the participants and will be subject for student presentations.

Teaching Method: Seminar/group discussions - 2 hours per week. For this reason, enrolment is limited to approximately 20.

Evaluation: Final examination 50%; essay of 10-20 typed pages, 20%; class presentation, 15%; class participation 15%.

ECO106 and ECO110 Supervised Reading

Prerequisites: Permission of Instructor

Course description: No course description available at the present.


Content: To be worked out by the student and his faculty supervisor.

Teaching Method: Tutorials set up to meet every other week or so to discuss readings and the student's essays.

Evaluation: Generally a series of essays.

ECO067F The Economics of Karl Marx

Exclusion: IC00803

Prerequisites: ECO001

Course description: 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.

Instructor: D. Holle Session: Winter Evening

Content: Course will cover the labour-money of value, exploitation, process of realization, the falling rate of profit, the transformation problem and so on.

Teaching Method: Lecture and discussion.

Evaluation: One essay, final examination, class participation.
ECON11F - Advanced Microeconomic Theory

Prerequisites: ECON03; ECON05; ECON11; MATH12 or MATH20 or MATH21

Course description: An upper level extension of the ideas studied in ECON11. The course offers a more sophisticated treatment of such topics as equilibrium analysis, market structure, demand, supply, the firm, linear programming, income distribution, risk and uncertainty.

Instructor: P. Bourguignon Session: Winter Day

Content: Topics to be covered include general equilibrium, welfare economics, linear production theory, problems of risk, uncertainty, information and so on.

Teaching Method: Lectures

Evaluation: Quizzes, exercises, exams.

ECON14G - Advanced Macroeconomic Theory

Prerequisites: ECON03; ECON05; ECON11; ECON20; ECON21; MATH12 or MATH20 or MATH21

Course description: Post-Keynesian developments in macroeconomics (excluding monetary) theory, empirical testing of Keynesian and post-Keynesian macroeconomic theories and the use of macroeconomic models.

Instructor: D. Rowen Session: Winter Day

Teaching Method: Lectures and class discussion

Evaluation:
2 short essays - 25% each
1 final exam - 50%

ECON11F and ECON14 - Topics in Advanced Economic Theory

Prerequisites: ECON03; ECON05; ECON11; ECON20; ECON21 or MATH12 or MATH20 or MATH21

Course description: These courses are devoted to some aspect of a macroeconomic theory not usually covered at the undergraduate level, or to recent work extending or revising received theory, or to alternatives to orthodox economic theory.

Instructor: T.B.A. Session: ECON11F Winter Day and Evening
ECON14G Summer Evening and Winter Day.

Content: The content of these courses change with the instructor and with new developments in economic analysis. In the past, topics have included topics in labor market theory, capital theory, theory of distribution, money and inflation, international trade, monetary theory, etc. An attempt will be made to circulate during spring registration more precise information on content for the coming year.

Teaching Method: Seminar/group discussion - 2 hours once a week.

Evaluation: T.B.A.

ECON11F, ECON14G - Workshop in Economics

Prerequisites: ECON03; ECON05; ECON11; ECON20; ECON21; MATH12 or MATH20 or MATH21

Course description: The problem to which the individual workshops will be devoted will be announced during the spring registration period. They may be chosen from among: economic discrimination; stability and growth; international capital movements; natural resource policy for Canada; monetary and fiscal policy in an open economy; urban transportation.

Instructor: M. Kishinsky, D. Campbell, L. Tashieh.

Session: Winter Day

Content: Varies with Instructor. This year topics will include economic discrimination, resources, markets and firms, and so on.

Teaching Method: Seminar Format - class discussions, student presentations.

Evaluation:
Class participation, essays, one term exam. Subject to variation.
English
Discipline Representative: John Gay

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 one's experience in literature and the refining 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 periods 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.

Actual 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.

ENG 110 English Literature: Forms and Approaches
Course Description: An introduction to the study of literature. Emphasis is placed upon the understanding and use of critical terminology.
Instructor: The Staff in English
Session: Winter Day
Course Number: 110
Course Title: English Literature: Forms and Approaches
Course Description: A variety of works will be read representing four or five of the major literary forms: the novel, the short story, the essay, the drama, and the lyrical, in order to introduce the student to the major literary forms and to help develop critical and analytical skills. Students will be expected to prepare written responses to the assigned readings and to develop their own critical approaches to literature.
Prerequisites: None
Evaluation: Written essays (a total of 1,000-1,000 words)
Participation: Discussion and written work.

ENG 200 Old English Language and Literature
Course Description: An introduction to the language and literature of the Old English period as represented primarily in the poetry and prose of the ninth and tenth centuries. The student will be expected to prepare written assignments in the grammar and syntax of Old English. The emphasis will be on the study of prose selected from the Exeter Book.
Instructor: A.J.G. Paterson
Session: Winter Day
Teaching Method: Three hours of cooperative workshop each week.
Syllabus: J.C. Pope, ed., Seven Old English Prose
Textbooks: Lives of Three English Saints by Quick and West, in Old English Prose
Evaluation: Evaluation begins in March by means of testing. The tests cover grammar, translation, and expansion. The essay is also required in March. No final examination.
**ENGBSTY**  
**Chaucer**  
Prerequisites: One course in English  
Instructor: E. P. Visardi  
Session: Winter Day  
Contents: Chaucer's poems are studied mainly as artistic productions, but also in relation to their historical and intellectual backgrounds. The text will be read in Middle English and some language study is involved.  
Teaching Method: Lecture-discussions and seminars.  
Evaluation:  
1. 100-word essays  
2. oral presentations  
3. 1-hr. translation and language tests

**ENGBSTY**  
**English Poetry, Prose and Drama 1660-1800**  
Prerequisites: One course in English  
Course Description: The poetry, prose and drama of the Restoration and eighteenth century, with special reference to the work of Dryden, Pope, Swift and Johnson.  
Instructor: W. J. Howard/B. Jackson  
Session: Winter Day  
Objectives: To read the prescribed texts in the light of the period's history and society. To develop the student's skills as reader and critic. To improve the student's ability to express himself in written and spoken English.  
Contents: Works from all genres are studied from the period stretching from 1660 to the end of the eighteenth century. Four major writers, Dryden, Swift, Pope and Johnson will be chosen for special study.  
Teaching Method: Classes will combine lecture and discussion.  
Bibliography: Reading list available in S-1121A.  
Evaluation: Normally one long and two short essays each term.

**ENGBSTY**  
**Romantic Poetry**  
Prerequisites: One course in English  
Course Description: Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats: their poetry and its place in the Romantic tradition.  
Instructor: J. Kay  
Session: Winter Day  
Contents: Discursive on the writing of the Romantics: their relationship to the Encyclopaedists and the Lockean philosophy; the re-emergence of the Romantics as a literary movement and the attempt to assert the validity of the spiritual or spiritualistic over the influence of human reason and the distrust of nature; and the role of the poet as the creator of society and the redemption of the Romantic movement from the unclean Claire.  
Teaching Method: Lectures, discussions, slide presentations, and seminars.  
Evaluation: Four major papers and a "final" test.

**ENGBSTY**  
**Victorian Poetry**  
Prerequisites: One course in English  
Course Description: The poetry of Tennyson, Browning, Arnold, and others. Background readings include Tennyson, Rossetti, and others.  
Instructor: B. Jackson  
Session: Winter Day  
Objectives: To improve students' reading and critical understanding of poetry. To develop an understanding of the Victorian period in general, and the literature of the Victorian period in particular.  
Teaching Method: Two hours a week, lecture-discussion.  
Evaluation: Two short papers, one longer essay, and one test each term.  
ENG105Y Prose and Poetry of the English Renaissance 1500-1660

Prerequisite: One course in English

Course description: This course will explore the non-dramatic literature of the English Renaissance. The first half of the course will be concerned with the age of Elizabethan optimism and expansion and with the central literary figures of Shakespeare, Spenser and Sidney. The second half will cover the later Renaissance, the seventeenth century, with its pivotal figure, Milton. Topics to be discussed include: humanism, the reformation, neo-platonism, Tudor nationalism, the rise of the scientific attitude, art and politics; the many literary genres which flourished in this period, the development of prose style and shifts in the purpose and practice of poetry. Detailed work on individual selection will be stressed in the seminars.

Instructor: D. DeMattos Session: Winter Day

Context: The poetry of Wyatt, Surrey, Sidney, Marlowe, Shakespeare, Sidney, Donne, Jonson, Herbert, Harvey, Marvell, Vaughan; Spenser (including Faerie Queene I, II and Mutabilitie); Marlowe (including Doctor Faustus); Marvell (including Nymph's Reply). Sidney: Apology for Poetry, Browne, English Method; and other selected prose.

Teaching Method: Lecture and discussion. Seminars.

Evaluation: An oral report each term, an essay each term and an in-class test each term.

ENG110Y Shakespeare

Course description: A study of at least eleven plays.

Exclusions: ENGL107Y.

Instructor: A.G. Patten Session: Winter Day

Context: The lectures develop a structural approach to Shakespeare. They do not pretend to offer a comprehensive view of the plays, nor to provide an objective survey of ways in which Shakespeare may be approached: instead the lectures aim expose the student's own preconceptions. These will be challenged and questioned in the seminars.

Teaching Method: Two hours of formal lecture, and one hour of participatory seminar in groups of fifteen.

Bibliography: Nine Laws; Hamlet; Antony and Cleopatra; Women and Children; Richard II; Measure for Measure; The Tempest; The Merchant of Venice; Richard III; King Lear; Macbeth; A Midsummer Night's Dream; Eight Plays

Evansion: Between 1500 and 10,000 words in essays.

ENG114Y English Drama to 1642

Prerequisite: One course in English

Course description: A historical study of English drama from its beginning in medieval religious plays through the fall of the theatre in 1642.

Instructor: J.M.R. Harper Session: Winter Day

Context: Main emphasis of the course will lie upon the plays. Special emphasis upon the plays of Shakespeare and his contemporaries, and upon the Elizabethan theatre. The seminars will cover the major plays and the major playwrights, concentrating especially upon such playwrights as Marlowe, Webster and Jonson. The major historic periods will be examined in the classroom.

Teaching method and evaluation: There will be lesure discussions, discussion periods, play readings and all other incidents in the classroom. Evaluation will be based upon 4 major essay tests (50%), 3 in-class reading tests (30%), and oral presentations or participation in readings and productions (20%).

ENGL137c Drama in English Canada: 1920-1970
Prerequisite: One course in English
Course description: A study of representative plays and the theatrical history of the period.
Instructor: M.S. Tait Session: Spring Day
Content: In addition to a close analysis of individual plays, we shall consider the evidences of continuity and tradition in Canadian dramatic writing. The course will focus upon the cultural conditions which have impeded and shaped the development of drama in English Canada.
Teaching Method: Seminar discussion.
Evaluation: 1 essay
1 seminar report
1 end of term test

ENGL414 Varieties of Fiction
Prerequisite: One course in English
Course description: An analytical study of prose fiction from several periods, aiming to develop a familiarity with the varieties of fiction and a capacity for reading individual works critically.
Instructor: R.H. Ramsey Session: Winter Day
Content: Richardson, Pamela; Swift, Gulliver's Travels; Austen, Pride and Prejudice; Henry, Frankenstein; Bronte, Wuthering Heights; Hardy, Tess of the D'Urbervilles; Hesse, Siddhartha; Joyce, Portrait of the Artist as a Young Man; Balzac, The Human Comedy; Defoe, Robinson Crusoe; Twain, The Adventures of Huckleberry Finn; Lowry, Under the Volcano; Fowles, The French Lieutenant's Woman.
Teaching Method: Lectures and discussion.
Evaluation: One short and one long paper each term.

ENGL364 English Poetry
Prerequisite: One course in English
Course description: A comparative study of forms, modes, and styles of poetry from a number of historical periods.
Instructor: M.S. Tait Session: Winter Day
Content: A variety of poetic forms will be considered including the dramatic monologue, the ballad, the sonnet, the visionary lyric, and the poetry of wit and satire. Although study of biographical and historical backgrounds is an aspect of this course, emphasis is upon a close reading of individual poems.
Teaching Method: Seminar discussion.
Evaluation: 3 essays
7 class tests

ENGL382 Fiction 1837-1900
Prerequisite: One course in English
Course description: Intermediate level, part of the English Major program, accessible to all students from other disciplines with an interest in the period or the form of the novel.
Instructor: Alan Thomas Session: Winter Day
Objective: to provide an understanding of the English novel at one of its most assured and fruitful periods of creation.
Content: C. Bronte, Jane Eyre; G. Bronte, Wuthering Heights; Dickens, Great Expectations; Thackeray, Vanity Fair; Meredith, Milady; D. H. Lawrence, Sons and Lovers; Hardy, Far from the Madding Crowd; D. H. Lawrence, Sons and Lovers; Conrad, Nostromo. Students should try to read as many of the books as possible before the course begins. Additional reading: Young, December; Eliot, Mereely; Haggard, King Solomon's Mines; Trollope, The Prime Minister's Woman (a modern "Victorian" novel).
Teaching Method: Two lectures a week with class discussion; tutorials, in addition, if the enrolment is large.
Evaluation: One 2000-word essay, two tests, each term.
ENGL 321Y: Fiction before 1832

Prerequisites: One course in English

Course Description: At least 12 works, including one or more by each of Richardson, Fielding, Sterne, Austen, and Scott.

Instructor: Wm. J. Howard R. Jackson

Session: Winter Evening

Type of Course: Intermediate level for all interested students

Part of the English Major Programme: Also for students in other disciplines.

Objectives: To read the prescribed texts in the light of the historical period and culture. To develop the student's skill as reader and critic. To expand the student's appreciation of the novel as a literary form and to improve the student's ability to express himself in written and spoken English.

Content: The course will attempt to include all of the significant works that shaped the history and formation of the English novel up to 1832.

Teaching Method: Classes will combine lecture and discussion. Close textual study will be emphasized.

Bibliography: Available in Room 5111A.

Evaluation: Normally one long and two short essays per term.

ENGL 322Y: Canadian Poetry in English

Prerequisites: One course in English

Course Description: Poets of the nineteenth and twentieth centuries, including: Marpole, Heatt, J.R. Scott, A.J.M. Smith, Birney, Kleen, Aitken, Bosley, Parry, Atwood.

Instructor: S. Manji

Session: Summer Day

Objectives: To gain some understanding of the relationship between poetry and its cultural context.

Teaching Method: Lectures, seminars and tutorials.

Evaluation: 2 seminars, 2 class tests and 2 essays.

ENGL 323Y: Canadian Fiction in English

Prerequisites: One course in English

Course Description: A study of prose fiction in Canada from its beginning to the present.

Instructor: R.H. Ramsey

Session: Winter Day

Content: Dunlop, The Speciesist; Grove, The Master of the Mill; Hunter, The Mountain and the Valley; Calhoun, The Loom and the Log; MacKinnon, How They Made the Rights; Jewry, Under the Cover; Watkin, The Rough Step; Kilbride, Dr. Mullan's Homespun; Cawood, Orphans; Daimer, Fifth Avenue; Lawrence, The Bitterness; Abbot, Cornwall; Stephenson, Harrow.

Teaching Method: Lectures and discussion.

Evaluation: One short and one long paper each term.
ENGLISH Modern Poetry

Prerequisites: One course in English

Course Description: The course will explore the modern tradition in 20th century poetry, its beginnings with Yeats, Eliot, and Pound and its development and formal development with T.S. Eliot, Pound, Auden, Stevens, Frost, Thomas, and Williams. Also, it will focus on the effect of poetry on the development of the poet's work. In addition, individual poems will be studied in the seminars in greater detail.

Instructor: D. DeWatt
Session: Winter Day


Teaching Method: Lecture and discussion.

Evaluation: Short papers on individual poems, a larger essay each term, a final-year and a year's-end test administered in class.

ENGLISH Fiction 1900-1915

Prerequisites: One of ENGL11, ENGL15, ENGL17, ENGL19

Course Description: An advanced study of twelve novels, with particular attention given to social developments in fictional form and in the theory of the novel.

Instructor: K. Than
Session: Winter Day

Content: This course explores the parallel development of new concepts of philosophy and psychology in the 19th century and the development of fictional techniques, the emergence of stream-of-consciousness and first-person narrators, and the relationship between the novelist's novels and the study of the novelist's novels.

Teaching Method: Combined lecture and discussion.

Evaluation: Two major essays (750 words), several shorter assignments (short stories, book reports or seminar presentations), and two term tests. Class participation is important and will be graded accordingly.

Reading List: Students are asked to read as many as possible, before term:

Joyce, A Portrait (Panther) Joyce, Ulysses (Panther Books)
Fitzgerald, Tender Is the Night (Riverv) Fitzgerald, The Great Gatsby (Penguin)
Faulkner, The Sound and the Fury (Penguin)

ENGLISH Studies in Restoration and Eighteenth Century Literature

Prerequisites: Three courses in English, one of which must be ENGLISH

Limited Enrollment: 11

Instructor: W. J. Howard Session: Winter Day

Type of Course: An advanced seminar focusing on poetry and poetic theory, with special study of works by John Dryden and Alexander Pope.

Objectives: To do a close study of the theory and practice of writing poetry in its social and intellectual context.

Content: In addition to the basic texts, students will read and report on critical works and influential works by other authors of the period.

Teaching Method: Lecture and discussion.

Evaluation: Short reports on background readings (two or three each) and one long essay of about 1000 words.

ENGLISH Studies in Twentieth Century Literature

Prerequisites: Normally three English courses, at least one of which must be: ENGL11, ENGL15, ENGL17, ENGL19

Course Description: Detailed examination of Yeats, Eliot, Pound, Auden.

Instructor: E. Hansen Session: Winter Day

Objectives: To study some of the developments in modern poetry.

Teaching Method: Lectures, seminars, and tutorials.

Evaluation: 2 seminars, 1 class test, and 2 essays.
ENGL127 The Shorter Fiction of D.H. Lawrence
Prerequisites: Normally three English courses; at least one at B-level
Course Description: A study of the short novels and stories of D.H. Lawrence.
Instructor: M.N. Tait
Session: Winter Day
Content: A detailed study of characteristic themes and techniques in D.H. Lawrence's work, including The Fox, The Virgin and the Gypsy, The Captain's Doll, and other stories. Emphasis is upon the ways in which Lawrence's essential ideas are communicated through style, structure, characterization, and imagery.
Teaching Method: Combined Lecture and Seminar.
Evaluation: 1 essay 1 seminar report 1 end of term test

ENGL357 Comprehensive Examinations
Prerequisites: Normally three English courses; at least one at B-level
Course Description: English C157 counts as a full course in the student's program, and is one of three alternatives in the new category 3 of the Major Programmes. It will take the form of a reading course under the direction of an adviser.
Each student will design his course in consultation with his adviser with the following objectives in view: to fill in the critical analyses of poetry and prose, and to emphasize the importance of close reading. Students who have taken courses in various areas where more reading may be required and of possible areas for special study, a checklist of major authors is made available to students in the February of their Third Year. It is not assumed that the student, when he presents himself for examination, will have achieved complete mastery of all the authors mentioned. On the other hand, the list, despite its apparent length, is selective rather than exhaustive and is therefore not intended to set rigidly prescribed limits on the reading for the course. The student in his fourth year will already be familiar with many of the authors through his work in other courses, and the use he makes of the list during that year (and in the summer preceding it) will depend on his own interests, his previous studies, and discussion with his adviser.
Standing in English C157 will be determined by three examinations, each of which will be of equal weight with the others.
For information concerning examinations and reading lists see Prof. John Kay.
Discipline Representative: G. Beaviss

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 literatures, 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 $15 - $30 for materials for each half course.

Students interested in Fine Art should also refer to:

GEX9011 Homer: Odyssey
HMS9107 The European World: An Introduction to History
HUM9107 Orpheus: The Quest of Beauty
HUM9117 The Age of Pericles
HUM9127 The Age of Augustus
HUM9117 The Age of Homer
HUM9127 Introduction to Chinese
PHL9107 Philosophy and Art

TARAADI Art History: An Introduction

Course description: 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.

Instructor: Mrs. M.C. Shaw

Session: Fall Day

Course Content: This term involves a highly selective analytical survey of art from Paleolithic down to Roman Imperial times (from c. 10,000 B.C. to the 4th century A.D.). The purpose is not to provide a comprehensive picture of products of human artistic activity, but rather to try to explore some of the basic trends, styles, techniques, the reasons for and functions of art through the ages. Prehistoric Europe, Pharaonic Egypt; the Hellenistic, Babylonian, Persian Civilizations of the Achaemenian, Achaemenian, Mycenaean and Classical Greece, as well as the art of the Hellenistic and Roman times. Models and sculpture, painting, and architecture will be chosen for analysis and evaluation.

Teaching Method: Lectures illustrated by slides.

Evaluation: 1 essay
1 final examination (on material from Fall and Spring Terms)

Instructor: L. Carney

Session: Spring Day

Content: The second term will begin with a discussion of the International Style ca. 1450, and will then focus on fifteenth-century art in both Italy and the North. Some examples of painting, sculpture and architecture from the Renaissance, Renaissance, Baroque and romantic periods will be discussed. As France assumes a central artistic position in Europe in the eighteenth century, the highlights of French painting from the Revolutionary era and through the nineteenth century will be studied.

Teaching methods: Two one-hour slide lectures and a one-hour tutorial each week. Visits to the Art Gallery of Ontario and the Royal Ontario Museum.

Evaluation: One term examination to be held during the examination period. One essay analyzing a work of art from the AGO or ROM.

Occasional brief Tutorial assignments.
FAR017S Colour

Exclusion: (FAR010, FAR011)

Credit equivalent: Two groups of 20 each

Course description: An analysis of the properties, perception, and interaction of colour.

Instructor: To be appointed

Further information about this course will be available in the summer.

FAR017T Two- and Three-Dimensional Design

Exclusion: (FAR010)

Credit equivalent: Two groups of 15 each

Course description: FAR017 and FAR017T are introductory to all studio courses; their primary aim is to help students cultivate a familiarity with basic terms, concepts and principles in visual design.

Instructor: To be appointed

Further information about this course will be available in the summer.

FAR020T The Arts in Canada: 1670 to Present

Prerequisite: FAR004

Course description: This course will examine the problem of Colonial art, with concentration on the history of painting. The establishment of a distinctive tradition of painting, and of an independent Canadian academic school, will be considered in the context of the artists' education and some of the major events in the history of art history in Canada. Contemporary problems with U.S. influence and recent Canadian art will also be included.

Instructor: L. Curley

Session: Winter Day

Objectives: To help students develop a perspective on painting and sculpture in Canada as a reflection of the Canadian identity. To increase familiarity with the works that are so readily accessible to the Toronto student; to encourage individual critical awareness of the painting and other art that is happening around us.

Teaching method: A two-hour lecture each week, with class participation encouraged. Visits to the Colonial Canadian Collection, Art Gallery of Ontario and possibly to important exhibitions at other galleries.

Evaluation: Term examination in each examination period. One essay each term.

FAR021T Archaic Greek Sculpture (700-400 B.C.)

Prerequisite: One Fine Art History term course or QBH381

Course description: A study of the evolution of Greek sculptural form up to the classical period.

Instructor: R. Shaw

Session: Winter Day

Evaluation: 1 essay

2 1-hour examinations
PARS115 High Gothic Architecture
Corequisites: PARS44
Course Description: A study of the evolution of Gothic style with particular attention to the cathedrals of Chartres, Amiens and Rheims. The course will also deal with the decoration of the Gothic cathedral and with elements of medieval iconography.
Instructor: To be appointed.
Session: Winter Day
Further information about this course will be available in the Summer.

PARS112 Classical Greek Sculpture (600-305 B.C.)
Prerequisites: One Fine Art History term-course.
Course Description: A study of the evolution of Greek sculptural forms (statues, architectural and other reliefs) from the rise of the classical style through its maturity.
Instructor: M. Shaw
Session: Winter Day
Evaluation:
1 essay
2 1-hour examinations

PARS135 Gothic Painting
Corequisites: PARS44
Course Description: The course will focus on the nature phase of Gothic in Italy and primarily on the achievements of the schools of Flanders and Florence between 1350 and ca. 1390. The following painters will be studied: Duccio, Giotto, Simone Martini, Ambrogio and Pietro Lorenzetti.
Instructor: To be appointed.
Session: Winter Day
Further information about this course will be available in the Summer.

PARS136 Pre-Raphaelite Trends in Western Art from Van Gogh to Jackson Pollock
Corequisite: PARS44
Course Description: An examination of such major figures among so-called Pre-Raphaelite painters as Van Gogh, Manet, Munch, the Pre-Raphaelites, Kirchner, Pollock, Kandinsky, Gertrude and Pollock.
Instructor: L. Osmer
Session: Winter Night
Contents:
"Art is an after, above all, an expression...the purpose of a painter must not be conceived as separate from his pictorial means, and these pictorial means must be the more complete, the deeper in his thought. I am unable to distinguish between the feeling I have for life and my way of expressing it" (Matisse).
Pre-Raphaelites is a crucial tendency in modern painting which dominates the work of many important European and American painters. The course will attempt to define Pre-Raphaelites through their paintings and writings and to demonstrate their influence on twentieth-century art as a whole.
Teaching method:
Two-hour slide lecture each week, class participation encouraged.
Evaluation: Term essay and final examination.
Bibliography: Writings by the artists themselves will be stressed. Critical evaluation of literature on each artist will be provided.
FARB37 Introductory Drawing
Prerequisites: FARB01, FARB10
Credit Equivalent: 2
Course Description: The 'scribble': iconography of expressive drawing. Subjects will be asked to consider what is intrinsic to the art of drawing, the media and tools traditionally and presently used, and the drafter's graphic intentions.
Instructor: D.A. Anness
Session: Winter Night
Type of Course: An introductory course for fine arts students wishing to acquire a familiarity and experience with various drawing media, techniques, and approaches.
Objective: The aim of this course is to cultivate a sensitivity to line and graphic qualities. Students are expected to think graphically on paper, and to become aware of their body as a drawing instrument.
Contents and Method: Scribbling, still-life and life-drawing exercises. Students are responsible for keeping a sketchbook and submitting a number of finished drawings at the end of the course.
Bibliography:
Evaluation: Based on finest portfolio submission, participation in class critiques, and sketchbook marks.

FARB37 Introduction to Printmaking
(Screen Process Printing)
Prerequisites: FARB01, FARB11
Corequisites: FARB70
Course Description: Materials & Methods in edition printing.
Instructor: D. Halpern
Session: Winter Day
Objectives: To introduce the student to the art of printmaking through the use of the silk screen medium. To develop the students' critical awareness of their own creative skills. To be able to recognize the visual qualities of the different printmaking media.
Context: The course will include lectures and demonstrations of the technical process of screen process printing and lectures on the processes of etching and lithography. The student will be expected to conceive and print several drawings and to take part in group critiques of the finished work. Trips to public and private galleries to view prints will be mandatory.
Method: 3 hrs. per week. Lectures, working demonstrations, individual as well as group critiques will be at appropriate intervals throughout the course.
Additional comments: 80.00 Lab Fee. Limited enrollment: 15.
FARR415Y Intermediate Drawing

**Prerequisites:** FARR710

Course Description: An investigation of the creative act of drawing and its use in the development of the artist's personal visual perception. Limited enrollment: 20.

**Instructor:** D. Holman  
**Session:** Winter Day

Objectives: To give the fine arts students an opportunity to expand their knowledge of the art of drawing.

Content & Method: 3 hrs. per week of studio work, with group and individual critique of the student's work. The student will be responsible for attending every class, keeping a definitive sketchbook and submitting a number of finished drawings at the end of the course.

Evaluation: Based on final portfolio submission, participation in class and sketchbook marks.

FARR306Y Introduction to Painting

**Exclusion:** FARR311

**Prerequisites:** FARR710; FARR731; permission of instructor

**Enrolment:** 12

Course Description: 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.

**Instructor:** S.A. Amenta  
**Session:** Winter Day

Type of Course: For fine arts students wishing to acquire a familiarity with the historical development of painting, and to develop an appreciation for the intrinsic qualities and expressive potentials of the various media.

Content: Seminar/presentations; group research; experimentation with a chosen medium; a number of works for critique and evaluation must be submitted along with a final group report.

Method and Evaluation: Students are responsible for a group presentation and report. (Individually, students will work on an appropriate number of works in a given medium, and present these for critique and evaluation along with the group term paper.

Bibliography: Available from Mrs. B. Gover in K-5111A.

FARR307F Introduction to Lithography

**Prerequisites:** FARR710; FARR711; FARR732 or permission of instructor

Course Description: An introduction to stone lithography edition printing involving a detailed investigation of materials and techniques. Limited enrollment: 10

**Instructor:** D. Holman  
**Session:** Winter Evening

Objective: To introduce the student to stone lithography.

Content: The course will include several lectures explaining the technical and artistic nature of Stone Lithography, along with working demonstrations of the processes involved. The student will be expected to draw and execute several lithographs.

Method: 3 hrs. per week, studio work, lectures, working demonstrations; critiques will be at appropriate intervals throughout the course.

Evaluation: Evaluation will be based on the work attitudes of the student and the actual work done in class.

Additional Comments: The student will be expected to bring to the class a strong creative attitude towards studio work. Lab Fee $30.00.

FARR312T Intermediate Lithography

**Prerequisites:** Normally "B" standing in FARR307

**Enrolment:** 10

Course Description: An extension of FARR307. Limited enrollment: 10

Instructor: D. Holman  
**Session:** Winter Evening

Objective: To further explore the art of stone lithography in multi-colour printing.

Content: The same as FARR307

Method: 3 hrs. per week, studio work, lectures, working demonstrations; critiques held at appropriate intervals throughout the course.

Evaluation: Evaluation will be based on the work attitudes of the student and the actual work done in class.

Additional Comments: The student will be expected to bring to the class a strong creative attitude towards studio work. Lab Fee $30.00. Limited enrollment. Permission of instructor required.
FANC507 Supervised Studies in Studio: Intermediate Level
FANC8150
Prerequisites: FARAR70, FARAS1 and permission of Instructor which is based on the evaluation of proposal and/or portfolio.
Course Description: These courses may be in any of the fields of drawing, painting, and printmaking. Students are required to submit a portfolio along with their proposal outlining intended research. These courses are intended for those students who can demonstrate the need to pursue further study in any of the above areas. Students are also required to meet with instructors on a regular basis for critiques of work in progress. Limited enrollment: 5.
Instructor(s): S.A. Amenta/D. Holman Session: Winter Day
Content and Method: To be planned in cooperation with instructors.
Evaluation: Evaluation is conducted by both instructors with participation of the student.

FANC517 Supervised Reading
COSS
Prerequisites: 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. Interested students should contact Professor Scavizzi.

FANC595 Studies in the High Renaissance I
FARB80
Prerequisites: FARB80 or FARB80 or FARB80
Course Description: Leonardo's art from the apprenticeship in Verrocchio's workshop to the Mona Lisa. The study will include Leonardo's drawings as well as his theoretical work on painting.
Instructor: G. Scavizzi Session: Winter Day
Teaching Method: Lectures
Evaluation: I one hour examination, one essay of 10/12 typed pages.

FANC512Y Advanced Studio: Individual Study in Painting
Prerequisites: Permission of Instructor must be obtained by first week of classes.
Course description: This course is open only for students who would like the opportunity to develop an already existing painting ability. Students must convince the instructors that they are able and willing to assume the responsibility to carry this course independently of intensive guidance. Limited enrollment: 5.
Instructor: S.A. Amenta & D. Holman Session: Winter Day
Objectives: The purpose of this course is to give the promising student the opportunity to work independently while receiving advanced criticism.
Content: A number of works to be realized at consultation with instructors, to be presented for periodic critique.
Method: Students may receive suggestions and some guidance in planning year's activities or in completing projects, but must work independently otherwise (except for periodic critiques).
Bibliography: To be arranged in consultation with instructors.
Additional remarks: This course is not for the student who is not quite sure of what he wants to do, but instructors will help the student who needs help in deciding how to do what he wants to do.

FANC512Y Advanced Studio: Individual Study in Printmaking
Prerequisites: Permission of Instructor must be obtained by first week of classes. Limited enrollment: 5.
Instructor: D. Holman, S. Amenta Session: Winter Day
Objectives: The purpose of this course is to give the promising student the opportunity to work independently while receiving advanced criticism.
Content: A number of works to be realized at consultation with instructors, to be presented for periodic critique.
Method: Students may receive suggestions and some guidance in planning year's activities or in completing projects, but must work independently otherwise (except for periodic critiques).
Bibliography: To be arranged in consultation with instructors.
Evaluation: Conducted by both instructors with participation of student.
Additional remarks: This course is not for the student who is not quite sure of what he wants to do, but instructors will help the student who needs help in deciding how to do what he wants to do.
FREN247 Independent Studies in French: Advanced Level
Prerequisites: FREN30, FREN41: at least one B-level course in the field of study; a portfolio demonstrating proficiency in this field; permission of instructor which is based on the evaluation of the portfolio.
Course Description: These courses may be in any one of the fields of drawing, painting and printmaking. Limited enrollment: 1 student
Instructor(s): S.A. Amenta/D. Holman Session: Winter Day
Students are required to submit a portfolio along with their proposal outlining intended research. These courses are intended for students who can demonstrate the need to pursue independent study in one of the above areas. Students are also required to meet with instructors at appointed times; however they are expected to work on their own most of the time.
Content and Method: To be planned in cooperation with instructors.
Evaluation: Evaluation is conducted by both instructors with participation of the student.

FREN305 Introductory French
Prerequisite: Permission of Instructor
Course Description: Intensive laboratory and class-room instruction in written and oral French, designed to enable students without the prerequisite for FREN41 to acquire the competence needed for entrance to FREN41 in a subsequent year. The course is normally open to students with Grade 13 French.
Notes: Students wishing to take this course will be required to take an entrance examination before being admitted. It is anticipated that only those students with some previous experience in French will be accepted. Students who demonstrate the necessary skills in this examination may be admitted directly to FREN41.
Instructor: T.B.A. Session: Winter Day
Content: Basic skills in comprehending and spoken and written French will be emphasized.
Method: Four class hours and one language laboratory hour will be devoted to the course content.
Bibliography: The prescribed text and workbook have not yet been chosen. Materials will be available after 1 June, 1977.
Evaluation: The final mark is based on performance in a final examination (5 hrs); 1/3 total; and on a term mark 2/3 total, which includes a 1 hr test in December.

French
Discipline Represents: L.E. Dussault
The courses offered in French are designed primarily for students with Grade 13 French who wish to continue their study of the language and of the literature of France and French Canada. Students without Grade 13 French or an equivalent background who wish to qualify for FREN41, or simply to begin their study of the subject, will find opportunities in FREN40 (Winter Session), and in the program of the French Language Institute. FREN41 serves both as a transition from Grade 13 to the first year of students in the understanding and use of the language.
Providing prerequisite requirements are met, courses may be combined in a variety of ways; however, students intending to pursue a Major Programme in French are invited to consider taking both FREN41 and FREN42 in their first year, then to choose courses from within the following groups: (1) the main trends of French and French-Canadian literature; (2) the genres: poetry, theatre and novel in various periods; (3) advanced language; (4) language practice courses.
Students should also consult the Major Programme entries under French and under Modern Languages and Literatures in the College Calendar.
Course Description: This course is designed to enable students to begin or to continue their study of the French language with a view to entering FREN101 in a subsequent year. Intensive laboratory and classroom instruction in written and oral French. The course is not normally open to students with Grade 12 French.

Prerequisites: Permission of Instructor.

Course Description: This course is designed to enable students to begin or to continue their study of the French language with a view to entering FREN101 in a subsequent year. Intensive laboratory and classroom instruction in written and oral French. The course is not normally open to students with Grade 12 French.

Prerequisites: Students wishing to take this course will be required to take an entrance examination before being admitted. It is anticipated that only those students with some previous experience in French will be admitted. Necessary skills in this examination may be admitted directly to FREN101. Students with no previous experience in French are strongly urged to take FREN090 and FREN046 in the Summer Language Institute.

Instructor: F. Rupert. Session: Winter Day

Contact: Basic skills in comprehension and using spoken and written French will be emphasized.

Method: Four class hours and one laboratory hour will be devoted to the course content.

Evaluation: The final exam is based on performance in a final examination (1 hour, 1/3 total) and on a term mark (2/3 total), which includes a 1 hour test in December.

FRENALY Preparation for University French Studies

Prerequisites: Grade 13 French, or at least 75% in FREN090, or equivalent. Students may qualify for admission to FREN101 by showing sufficient competence in the FREN090 entrance examination.

Course Description: This course provides all students with opportunities to improve their language skills by means of readings, written compositions, listening exercises, and work in the language laboratory. Not open to native speakers of French.

Instructors: J. Curtis and others. Session: Winter Day

Other Recommended Courses: For students planning to major in French, PET

Content and Method: The course includes a review of grammar, reading and discussion of texts representing various styles and cultures, oral practice in the laboratory, and other exercises that class and instructor may choose to devise. The schedule calls for three class hours and one laboratory hour per week, at which regular attendance is expected. Composition and participation in discussion are emphasized.

Evaluation: A final examination accounts for one-third of the final mark. The term mark is based on tests, written and oral assignments, class and laboratory participation.
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Introduction to Literary Analysis

Prerequisites: Grade 13 French or equivalent

Content: This course introduces the student to methods of critical analysis through the study of selected works from the Golden Age of French drama, fiction and poetry of the nineteenth and twentieth centuries.

Instructors: L.E. Boulette, F. Moise.

Comments: The works to be read are classics of the modern period. They present a wide range of themes, styles, and genres spanning from the Romantic theatre to the Realist novel.

Teaching Method: Two hours per week of "lecture explicite", class discussion, student presentations of specific topics.

Bibliography: For an official list of required texts consult the College bookstore. In 1976-77 the following were studied:

- Alain-Fournier: Le Grand Meaulnes
- Jean-Paul Sartre: Nausea
- Albert Camus: L'Etranger
- Marcel Proust: Du côté de chez Swann
- Paul Valéry: Sans titre
- Gaston Bachelard: Poétique de la science

Evaluation: At least one written assignment each term (one a formal essay) and two term tests. There is no final examination. The weighting of assignments to be determined in consultation with the students.
PHED II Language Practice

Intermediate Conversation I

Inclusion: PHED I
Prerequisite: PHED I
Corequisites: PHED I

In the summer language institute, both courses have to be taken concurrently.

Course description: PHED II: 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.

PHED III: Intensive practice in the spoken language through controlled situational oral work and discussion groups. Attention will be given to the comprehension of each major regional variety as that of the Province of Quebec.

Instructor: A. Thomas
Session: Summer Day
(Summer Language Institute)

Organization: The three-hour daily class focuses attention on specific skills and intensive practice in each of them.

Preparation: As a result of participation in a prescribed minimal amount of diversified recreational, creative and cultural activities aimed at developing oral mastery while increasing awareness of francophone cultures (required participation is based on an average of two hours per day).

Evaluation: PHED II: Class participation: 20%. Regular written assignments (grammar and composition): 40%. In-course tests and final oral and written examination: 40%.

PHED III: Participation in prescribed activities: 20%. Evaluation by individual instructors: 60%. Final oral exam: 40%.

Additional comments: Registration for these courses is done by applying for admission to the summer language institute. Application forms are attached to the ESL brochure (available from the School of Continuing Studies). Interested students should read the ESL brochure carefully. These courses can also be taken on a non-credit basis.

PHED IV Language Practice

Preparation: PHED III

Course description: PHED IV: 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.

Instructor: J. Bancroft and staff
Session: Winter Evening

Contact: PHED IV is a four-week program with classes meeting 4-5 times per week. Classes are held in the evenings. Classes will meet three hours per week (except for the evening sections) and are designed to develop writing skills.

Teaching Method: Lectures, tutorials and laboratory work.

Evaluation: Several tests and/or examinations; oral assignments; compositions; grammar exercises; class participation.

Additional comments: Attendance at class and active participation are strongly urged for this type of course.

PHED IV French Thought and Literature in the Age of Enlightenment (1715-1789)

Preparation: PHED I

Course description: This course provides a general introduction to French literature of the eighteenth century and the philosophical concepts which so often inspired it.

Instructor: P. Rober
Session: Winter Day

Contact: Representative works from all the major authors of the period (e.g., Voltaire, Rousseau, Diderot, Neumann, de Sade, etc.) will be examined. Because the course deals with "a literature of ideas," it will range from such largely philosophical works as Rousseau's Discours sur l'égalité to primarily "literary" works such as Racine, Les Liaisons Dangereuses and Beulé's Térence. Special consideration will be given to the influence of the Natural Sciences in shaping the philosophical pre-occupations of the Enlightenment.

Teaching Method: Lectures, discussion periods, student presentations.

Bibliography: For required texts consult the college bookstore. For additional reading consult the college libraries.

Evaluation: The final exam is based on two essays, oral and written reports, as well as one-hour tests, one per term. Weighting to be determined in consultation with the students. There is no final examination.
FREB241Y The Romantic Current in French Literature

Prerequisites: FREB21

Course Description: An analysis of "romanticism" in 19th century literature, with attention to the main writers of the period.

Instructor: G. Tremblay Session: Winter Day

Content: After an introduction to the origins of French romanticism, the student will study a) the theories of romanticism as expressed by the romanticists themselves b) romantic prose c) selected dramas and d) the main poets of the period.

Teaching Method: Two hours per week conducted in French as seminars.

Evaluation: 1) Essays (of which 2 at least in French). 2) Oral presentations. Participation in class discussions.

FREB250Y French-Canadian Novel to 1945

Prerequisites: FREB21

Course Description: A study of French-Canadian novels from the mid-19th century to the end of the Second World War. Course intended for the general student of French, as well as for specialists. Apart from introductory lectures during the first week or two of classes, this course follows a discussion/seminar format.

Instructor: L.E. Donnette Session: Winter Day

Content: Much more than its companion course, B375 (which students successfully completing B345 are strongly urged to take), this course deals with historical, cultural and social developments in French-Canadian literature. Some knowledge of Canadian history in the period in question would, therefore, be very useful.

Evaluation: Methods of evaluation will be established by mutual consent. Any combination of the following would be acceptable: final written exam; oral exam; essay(s) or research paper(s); oral presentation(s). Other proposals also considered. Students whose attendance has, in the instructor's opinion, been less than satisfactory may have to sit a special final exam.

Bibliography: When last taught (1975-76) the reading list for B345 was: L. Couturier, Le roman de Norvège; L. Blais, Marie-Thérèse Grondin; A. Leduc, La Kermesse; F.S. Prevost, Beaucer, mémoire sur Firmin Constant Martin; Toulouse-Lautrec and G. Roy, Bohème et décadence. There will probably be a few changes to this list, so please check with book store.

FREB275Y French-Canadian Novel since 1945

Prerequisites: FREB21

Course Description: A study of prose fiction in Quebec in the contemporary period. Course intended for the general student of French as well as for specialists. For the first week or two of classes, this course follows a discussion/seminar format. Students are strongly urged to take the companion course, B345, as well.

Instructor: L.E. Donnette Session: Winter Day

Content: Detailed analysis and discussion of representative works of prose fiction from the contemporary period, which are chosen so that they represent the current currents in the French-Canadian novel since the Second World War. Some knowledge of Canadian history in this period would be helpful.

Evaluation: Methods of evaluation will be established by mutual consent. Any combination of the following would be acceptable: final written exam; oral exam; essay(s) or research paper(s); oral presentation(s). Other proposals also considered. Students whose attendance has, in the instructor's opinion, been less than satisfactory may have to sit a special final exam.

Bibliography: When last taught, the reading list for B375 was: Y. Hoffmann, Aurore A. Lafargue, H. Tourre, H. Rémond: M.-C. B345: Les écrivains de la vie contemporaine du Québec. P. Lalonde, P. Anton: J. Cartier, P. Poulin. Handbook at times will undoubtedly change; please check the bookstore list.

FREB295Y Workshop in Modern French Theatre

Exclusion: None

Prerequisites: FREB21 or equivalent language ability.

Course Description: A discussion of performing techniques combined with practical work in staging and acting modern French plays. This will result in the production of at least one play by the end of the semester.

Instructor: t.b.a. Session: Summer Day

Contact and Teaching Method: Several contemporary plays will be studied from the point of view of producing and acting. Various theories and approaches to staging and acting will be used for discussion. The class will be conducted as a combination of seminar discussions and practical work.

Evaluation: t.b.a.

Additional Comments: Registration for these courses is done by applying for admission to the Summer Language Institute. Application forms are attached to the SCI brochure (available from Student Services, from M-331A and from the School of Continuing Studies). Interested students should read the SCI brochure carefully. These courses can also be taken on a non-credit basis.
Frem 440F
The Poetry and Prose of the Golden Age

Prerequisite: Frem 401

Course Description: A study of non-dramatic literature of the 17th century with attention to works by Malherbe, Descartes, Pascal, Boileau, Le Fontaine, La Bruyère, La Rochefoucauld, Mme. de Lafayette and others.

Instructor: J. Curtis
Session: Winter Day

Recommended companion course: Frem 415S

Context and Method: Brief lectures and informal discussion (in French) discussing works by a variety of major authors: the main writers and thinkers of the Classical period. Works studied include poetry, social, and philosophical commentaries, and early forms of the French novel. Two hours a week.

Evaluation: A final test, at least one written assignment, other written or oral work as seems desirable.

Frem 413S
The Playwrights of the Golden Age: Corneille, Molière and Racine

Prerequisite: Frem 401

Course Description: A study of the development of classical tragedy and comedy in the 17th century, with emphasis on themes and dramatic structure as seen through the major plays of the period.

Instructor: J. Curtis
Session: Winter Day

Recommended companion course: Frem 407F

Context and Method: The outstanding figures of French Classicism, as of French dramatic literature, are Corneille, Racine and Molière. The student is expected to read two plays by each author, one play by each providing most of the material for class discussion on themes, language, comic and tragic forms. Classes are conducted in French. Two hours a week.

Evaluation: A final test, at least one written assignment, other written or oral work as seems desirable.

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Frem 442F
General History of the French Language

Prerequisite: Frem 401

Course Description: Topics will be chosen for study 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 Frem 441 as a companion course.

Instructor: J. Kirkness
Session: Winter Evening

Context: In addition to a general review of the issues raised in Chauvain's text, (see bibliography), special attention in 1977 will be given to the influence of other languages on the development of French, with particular reference to lexical borrowings.

Teaching Method: The class will normally meet once a week for two hours for the presentation and discussion of the topics chosen for study. Active student participation is expected.

Evaluation: Procedures will be discussed at the first class meeting. Required are a research paper and a review test on specified readings. No final examination.

Bibliography: Prescribed texts: J. Chauvain, Histoire de la langue française; P. Guiraud, Les mots étrangers (both in one vols.; 4th ed.);

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Frem 441S
The French Language in Canada

Prerequisite: Frem 401

Course description: Attention will be given primarily to the development 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 Frem 442 as a companion course.

Instructor: J. Kirkness
Session: Winter Evening

Context: As well as a general review of the history of French in North America, special attention in 1977 will be given to the influence of English and to current issues in "the status of French in Canada." As for Frem 441F.

Evaluation: As for Frem 441F

Bibliography: Langue française, No. 31 (Sept. 1976): "Le français au Québec."
The Twentieth Century: The Search for Identity

Exclusion: (FREN15)
Prerequisites: FREN10

Course description: A study of the social, political and philosophical ideas of such writers as Camus, Sartre, Mailres, Beckett, Genet and Saint-Bexpré.

Instructor: M. J. Bancroft
Session: Winter Day

Content: This course will study those 20th century French novelists whose primary concern is with social and philosophical ideas. After a general outline, both sociological and historical, of the French novel and a discussion of the various methods by which a novel may be analyzed, attention will focus on the thematic content of specific texts by writers such as Camus, Sartre and Malraux. Novels will not necessarily be studied in chronological order, although some historical background will be provided.

Textbooks: A detailed bibliography for this course will be provided on the first day of class. Students interested in taking FREN445 might wish to consult a general account of the 20th-Century French novel, e.g., "An Age of Fiction" by Gérard Muret and Margaret Selman. It might be useful, also, to have a general view of 20th-Century French literature (see, e.g., P.H. Simon, "Histoire de la littérature française du XXe siècle").

Evaluation: There will be one major essay and possibly an additional classroom assignment per term. There will also be one examination or take-home test per term. Students will be graded on the essays, tests, classroom assignments and class participation.
**FRNC61Y** Language Practice

**Prerequisite:** PHNS01 or PHNS21

**Course Description:** This course is a continuation of FRNC61Y and includes reading, grammar, composition, stylistic exercises, discussion and/or debates.

**Instructor:** G. Tremblay/P. Muphtar
**Session:** Winter Day

**Contact Time:** Formal grammar will be studied in Darbelin's *Paraître* and *Précise.* Complementary *C'est du bon temps* and *Brez-de-bœuf* will be used for discussions and compositions.

**Teaching Method:** Three hours per week conducted as seminars.

**Evaluation:**

- Pword tests
- 2 written tests
- 2 take-home examinations
- Participation in class discussions.

**FRNC21Y** Problems in Translation

**Prerequisite:** PHNS01 or PHNS21

**Course Description:** A comparative study of expression in English and French, including practice in translating and analysis of selected examples of the translator's art.

**Instructor:** J. Cumming
**Session:** Winter Day

**Course Content and Methods:** Basic terminology and concepts of comparative stylistics will be studied in *Stylistic Comparisons in English and French* by Shaw. The practical side, will be translated and discussion of passages in English and French representing various styles and levels of expression: formal, colloquial, technical, literary, journalistic. Two hours a week.

**Evaluation:** Class preparation, term tests, written assignments. Including a major project in the second term.

**FRNC31Y** Introduction to Medieval French Language and Literature

**Prerequisite:** One 3-level course in French, excluding PHNS01 and PHNS21

**Course Description:** An introduction to old French language and the study of representative works in the following genres: epic, courtly and bucolic literature.

**Instructor:** L.E. Bouletta
**Session:** Winter Day

**Contact Time:** The first half-semester will concentrate heavily on the language aspect of this period. As the students' skills sharpen, we shall move rapidly towards more participatory class, with more and more attention paid to content, as opposed to form.

**Evaluation:** Methods of evaluation will be determined, in pseudo-democratic fashion, within the first few weeks of term. The instructor will assign the work so as to the best way of evaluating the individual's performance and progress. There will, however, be an examination (value to be decided by mutual consent) on the language aspect of the course, towards the end of first semester.

**Bibliography:** Let time this course was taught, we used the following texts: *Christin de Troyes,* Trécourt et al*; Claudis Laconus,* *Paulus Virginius* et *Aurelius Apollinaris* de *Teti* (general); *Literature Translated by Women* and *Belcarius* de *Mauris* (general). Second, *mélodie,* which will probably be read, is available at the library, and will be discussed with your friendly local bookseller for reading list this spring.

**FRNC41Y** Modern French Poetry from Baudelaire to Valéry

**Prerequisite:** One 3-level course in French literature (at least), excluding PHNS01 and PHNS21

**Course Description and Content:** A study of such major 19th century post-Nabatian poets as Baudelaire, Gautier, Verlaine, Mallarmé, Rimbaud and Valéry. 20th century poets will include such major figures as Apollinaire, Hug, Claudel and Valéry. Emphasis will be placed on the characteristic aspects of French poetry and on poetic analysis rather than on historical development.

**Instructor:** W. J. Bancroft
**Session:** Winter Day

**Teaching Methods:** Although a general history of French poetry will be provided in the introduction to the course, classes will be devoted to a detailed analysis of selected poems by major late 19th century and early 20th century French poets. Compositions of lecture and tutorials will depend, in part, on the size of the class but the general method followed will be lectures, plus class discussions.

**Bibliography:** A detailed bibliography for this course will be provided on the first day of class. Students interested in taking FRNC41Y might want to consult a suitable anthology of French poetry such as the *Oxford Book of French Verse.***

**Evaluation:** There will be one major essay per term, plus classroom assignments; there will also be one term examination or take-home test per term. Students will be graded on essays, tests, assignments and participation in class.
Geography

The geography programme includes courses on diverse topics having to do with the development of landscapes, the evolulon and experience of urban and rural landscapes, the management of natural resources, and the spatial expression of dynamic processes. It therefore offers students both core courses in geography and electives in those fields. Courses in the programme will be offered either separately or in combination toward a B.A. or B.Sc. degree.

The geography curriculum is designed in terms of course sequences and combinations that will provide students both with a broad background in the discipline and with a sound basis for a career, whether in planning, teaching or various government agencies and departments. While students may pursue a free programme, those who are interested in preparing themselves for specific careers should consult with the undergraduate advisor to determine which courses to take. The following sequences are recommended. Please note that the order in which the courses are listed here is the order in which we intend these courses to be taken. Some suggestions for relevant courses in other disciplines are also made: there are many other relevant courses in Geography and other subjects offered on the St. George campus.

Sequence A: Physical Geography
AGS, AG5
B21, B23, B25, B26, B48, B57, B15
CO9, C18, C21, C31, C33, C77, C37
GSR501, GSR502

Sequence B: Urban/Economic Geography
AGS, AG5
B21, B23, B25, B26, B13, B20
C03, C04, C12, C18, C31, C33, C77, C17
AN8211, EC8067, SOC314

Sequence C: Landscape/Regional Geography
AG5, AGS
B21, B23, B26, B13, B17, B19, B3
CO9, C18, C31, C33, C77, C17
GSR502 (St. George).

Sequence D: Environmental and Resource Geography
AGS, AG5
B21, B23, B25, B26, B13, B19, B18
C03, C12, C33, C31, C77, C37

Sequence E: A General Programme in Geography
AGS, AG5
B21, B23, B25, B26, C03 or B15, B05 or B13, B10
C31, C13, C34

Supervisor of Studies: E.C. Ralph

GRA404

The Nature of Human Geography

Exclusions: (GSR501); (GSR502)

Course description: An introductory course designed to acquaint students with the scope, the major approaches, the basic attitudes and methods of human geography. In the first term, the course will focus on the concepts, methods and practices of regional study, from the "natural region" to regional science, and from "objective" analysis to subjective interpretation. In the second term, the emphasis will be on spatial analysis, including elementary location theory, land use and spatial interaction, and problems of spatial structure and inequality in both urban and rural environments.

Instructors: P.W. Cave; M. Dune.

Session: Winter Day

Content: Specific topics include: objectives and orientation of human geography; changing philosophical basis; environmentalization, regionalization and spatial analysis as related, alternate approaches; regional description; natural regions; regional science; interpretive themes in the study of regional landscapes; basic theory of land use, location and human interaction; basic elementary cartography and descriptive statistics.

Teaching Method: Lectures and seminar work.

Evaluation: The course will have a final examination and several term assignments for the seminar/tutorial sessions. Details of the course will be announced at the first meetings of the course.

GRA505

Introduction to Physical Geography

Exclusions: (GSR501); (GSR502); (GSR503)

Course description: An introduction to principles of physical geography. The course is designed for non-specialists interested in obtaining some introduction to physical geography. The course will cover basic geomorphology, biogeography, climatology and meteorology.

Instructors: R. Bryan; B. Price.

Session: Winter Day

Content: As above.

Teaching Method: Lectures, laboratories.

Evaluation: To be announced in 1st week of lectures.
Course Description: Problems of resource use with particular reference to their environmental setting: (1) definition and classification of resources, (2) special problems relating to agricultural resources, (3) specific aspects of the use of non-agricultural resources, and finally (4) an examination of the use/misuse and abuse of resources.

Instructor: J. Sworson
Session: Winter Bay

Content: Resource management will be examined using three broad perspectives: the economic, the etiologic, and the ecological approaches. Specific resource issues include: water and air pollution, energy, solid waste management, environmental hazards, conservation, wildlife management, population, public participation, resource development and resource use, and the legal aspects of resource management.

Teaching Method: Two hours of lectures per week plus possible tutorials.

Evaluation: Two 2-hour examinations and several short assignments.

Course Description: The main aspects of Physical Climatology and the dynamics of the Earth's atmosphere. The second half of the course concentrates on Applied Climatology and atmospheric pollution and urban climates. Tutorial work includes the use of simple climatic instruments.

Instructor: G. Sparrow
Session: Winter Day and Evening

Content: As in course description above.

Teaching Method: Lectures, laboratories, field trips.

Evaluation: To be announced in 1st week of lectures.
URBAN GEOGRAPHY
Prerequisites: GGR390 and GGR395 (for 1977-78 only, either will suffice)
Course Description: An introduction to the characteristics and major problems of Canadian cities, in three main sections: urban theory, the development 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.
Instructor: P.M. Caven
Sessions: Summer Day Winter Day
Context: Specific topics include: development of urban morphology in the Gothic, Renaissance and Modern periods; urban settlement history in North America; central business district, inner and outer suburbs, exurbs; urban land and housing supply, demand, prices and spatial patterns; mobility and transportation; urbanization and planning.
Teaching Method: Lectures and seminar work.
Evaluation: The emphasis will be upon written assignments of essays form. Precise details will be arranged during the first meetings of the course.

GEOGRAPHY
Geomorphology: The Pleistocene Epoch
Prerequisites: GGR390, GGR390, GGR395
Course Description: The course is centered around the theme "Morphology and Processes" and evaluates landscape changes during and since the Pleistocene Epoch. The relationships between the mechanics 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.
Instructor: B. Greenwood
Sessions: Winter Day
Context: Specific topics include: Climatic Geomorphology; the Pleistocene Epoch as a unit of geological time; techniques of geochronology; theories of climatic change; mechanics of glacial erosion, transport and deposition; periglaciation; land of Southern Ontario.
Teaching Method: Lectures, laboratories and field trips in the fall term which are required for the course.
Evaluation:
1 field project
1 term essay
1 3-hour examination.

CULTURAL GEOGRAPHY
Prerequisites: (GGR390 or GGR395) (for 1977-78 only, either will suffice)
Course Description: An elucidation of the main concepts of cultural geography through an examination of the characteristics, origins and experience of present-day landscapes.
Instructor: E. Ralph
Sessions: Winter Day
Context: Fall term - the features of modern landscapes and the technological, architectural and cultural origins will be discussed and compared with the attributes of landscapes of non-literate and handicraft cultures. Spring term - an examination of the experiences and meanings of landscapes and places, and a consideration of environmental design theories and strategies as they apply to landscapes and places. Tutorial/workshop sessions will focus on methods for investigating particular places and settings, and will involve field work.
Evaluation: Depends in part on class size. Probably based on several reports of field investigations and one major essay.

THEMES IN RURAL GEOGRAPHY
Prerequisites: GGR390 (for 1977-78 only, either will suffice)
Course Description: A thematic study of the geography of rural environments. Lectures and seminars in the first term will examine such themes as concepts of rurality, agricultural land use, rural settlement and community, the evolution of landscape, and rural-urban relationships. These will be discussed in various cultural contexts. The second term will focus on selected aspects of the rural 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.
Instructor: R. Duce
Sessions: Winter Day
Context: As in course description above.
Teaching Method: Lectures, seminars.
Evaluation: Will be announced in last week of lectures.
GEBR110Y Hydrology and Water Resources

Prerequisites: GERS 300 and GERS 305 (for 1977-78, GERS 305 alone is necessary).  
Course Description: The course presents a quantitative study of the processes governing the behavior of water at or near the surface of the earth. Conventional techniques of analysis and prediction are considered as well as some of the applications to problems of water resources management and planning.  
Instructor: A.G. Price  
Session: Winter Day  
Objectives: To understand the controls on the behavior of surface and sub-surface water, and to develop a familiarity with methods of analysis and prediction of hydrologic events, as well as changes in hydrologic regimes caused by man's interference, both deliberate and unintentional.  
Content: See above course description and objectives.  
Teaching Method: 3 hours per week, two lectures and 1 lab.  
Bibliography: To be announced.  
Evaluation: Laboratories, two 1-hour exams, two 3-hour exams, and two major assignments.

GEBR207Y Introduction to Regional Science

Prerequisites: GERS 300, GERS 305  
Course Description: An introduction to analytical regional planning. This course surveys quantitative approaches to regional development problems. Topics include the following: industrial location analysis, regional input-output models, regional social and income accounting, intra-regional migration and population growth, urban systems models, spatial interaction, and regional economic growth theory. The purpose of the course is to provide an overview and assessment of methods and theories currently in use in Regional Science.  
Instructor: J. Niron

GEBR210Y General Geomorphology  
Prerequisites: GERS 300 and GERS 305 (for 1977-78, GERS 305 alone is necessary).  
Course Description: Processes of surficial material development and landform evolution; weathering processes and soil development; hillslope form and process; principles of fluvial geomorphology and drainage system analysis; introductory coastal geomorphology; processes of landform evolution in arid regions; the geomorphic role of climatic change; Pleistocene and pre-Cambrian glaciation; geomorphology as an applied geotechnical field.  
Instructors: R.Bryan/B.Greenwood  
Session: Winter Day  
Content: As in course description above.  
Teaching Method: Lectures, field trips, laboratories, group research work.  
Evaluation: To be announced in 1st week of lectures.

GEBR210Y Aerial Photograph Interpretation

Prerequisites: GERS 300 and GERS 305 (in 1977-78 one of these courses will be sufficient) or Instructor's discretion.  
Course Description: The geometric properties of aerial photographs are treated, as well as methods for analyzing them and are developed, including the measurement of heights and distances. The extraction of other types of information is also covered, including the application of photographic techniques to biological, geological, botanical, archaeological, agricultural, forestry, and urban studies. The course will conclude with a brief treatment of modern remote sensing techniques.  
Instructor: A. G. Price

Teaching Method: 3 hours/week labs and some lectures


Evaluation: Labs (30%) and 1 final exam.
GEOG 3127 

Cartography

Definition: 

Prerequisites: 
GEOG 2400 and GEOG 2405 (in 1977-78 one of these courses will be sufficient) or instructor's discretion

Course description: An introduction to the compilation, construction, interpretation and use of a variety of types of maps. The course also introduces some of the basic field techniques used by geographers. Instructor: C. Sparrow.

Methods: Lectures, laboratories

Evaluation: Labs, examination. Allocation of grades to be announced.

GEOG 3137 

Topics in Regional Geography

Prerequisites: 
GEOG 2400 or GEOG 2405

Course description: A systematic examination of the dynamics of regional geography as expressed in diverse patterns in different world regions. The precise regional examples used will vary from year to year in accordance with research interests of instructors involved and with interests of students.

Instructor: T.S.A.

Methods: Lectures, tutorials, seminars

Bibliography: Will vary with regional examples

Evaluation: Will be announced at the beginning of lectures.

GEOG 4117 

Research Dissertation

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 GEOG 4117) must have been completed.

Course description: Students will be required to complete a dissertation and defend 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.

Instructor: by arrangement

Session: Winter Day and Evening

Content: Decided by each student in consultation with faculty.

Evaluation: Based on the dissertation submitted no later than March 31.

GEOG 4845 

Urbanization in Southern Ontario

Prerequisite: 
GEOG 4805

Course description: An advanced discussion course focusing upon the process of urbanization and its control and planning. The emphasis is upon the framework and programs of regional planning in southern Ontario, existing trends of land use and population change, and the relationship between urban and rural areas.

Instructor: P.M. Care

Session: Winter Day

Content: Specific topics include: the social, political and administrative basis for regional planning; regional planning machinery; programs and administration; patterns of demographic, industrial, land use change; case studies of York, Durham, Niagara and Ottawa regions; land use conflicts in Niagara and in recreation areas.

Teaching Method: Seminars

Evaluation: Seminar presentations, class discussions and one major term paper.
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<th>Course</th>
<th>Prerequisites:</th>
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| GQSC10F Theory and Method in Modern Quantitative Geomorphology | GUBB5, GUBB17 or GUBB19 | 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. | B. Greenwood  | Winter Day |                  | Lectures plus student seminars. | 1 Term paper (50%)  
1 Seminar paper (50%). |
| GQSC11F Advanced Seminar       | At least fifteen full course equivalents, of which at least seven must be in Geography. Permission of instructor is essential for registration in this course. | Advanced seminar course for all fourth year geography specialists. Course is designed to provide those students with an opportunity to exploit areas of special interest through guided research and to gain experience in oral and written presentation of material. Apart from student presentations the course will include seminars by faculty members and visiting professors. | Geography staff | Winter Day  | Will vary with student interests. | Seminars         | To be announced in 1st week of lectures. |
| GQSC10F Contemporary Issues in the Philosophy of Geography | Any fifteen courses. By the end of the year in which the student takes this course at least seven other courses in geography must have been completed. | An examination of the major themes in contemporary geography and a critical discussion of the main philosophical positions adopted by geographers (existentialism, the philosophy of science, pragmatism, philosophy of history etc.). Alternative philosophical approaches of increasing popularity (phenomenology, hermeneutics, conceptual analysis) are also considered. | E. Ralph      | Winter Day  |                   | Seminars         | An annotated bibliography of books and papers that represent different philosophical traditions in geography; an essay on some aspect of the nature of geography. |
GEOC275  A Theoretical Approach to Political Geography
Prerequisites: ECON101 and ECON10B and/or POL110, one 3-level course in Geography.
Course Description: An examination of the geographical and political philosophies of various societies, local, regional, and world-wide. The two main approaches emphasized are morphological and functional. The basic theme of the course is that an understanding of these themes is essential for the proper evaluation of the ever-changing geographical and political processes in different parts of the world. Limited enrolment: 25.
Instructor: J. Doxsin  Session: Winter Day
Content: Specific topics include: the nature of political geography, the state - purpose and methods of analysis, the internal structure and functioning of the state, boundaries and frontiers, nationalism and its structural models, geopolitical patterns, political ecology, interaction between humans and environment, international perspectives, and behavioral models.
Teaching Method: One 1-hour lecture/seminar per week
Evaluation: Final exam and five written papers.

GEOC317  Settlement of Upper Canada
Prerequisites: Any three 3-level courses in Geography or History.
Course Description: An examination of the history of the political geography of pre-confederation Ontario. Particular attention will be paid to the development 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 sources material will form an important part of the course, and will be the basis of weekly seminar discussions. Limited enrolment: 20.
Instructor: M. Dunne  Session: Winter Day
Content: As in course description above.
Teaching Method: Lectures, seminars, group research.
Evaluation: To be announced in 1st week of lectures.

GEOC319  Soil Management and Conservation
Prerequisites: ECON101 or ECON10B.
Course Description: Application of soils geography to problem of resource use and management. Soil erosion and conservation procedures. Drainage and reclamation of wet soils; reclamation of desert soils. Soil surveys and agriculture. Problems of soils in Arctic and sub-Arctic. Soil fertility and semi-arid lands; irrigation; salination; reclamation.
Instructor: R. Bryan  Session: Winter Day
Content: As described in course description above.
Teaching Method: Lectures, seminars, group research, field trips.
Evaluation: To be announced in 1st week of lectures.

GEOC347  Landscape Evolution in Southern Ontario
Prerequisites: At least three 3-level courses in Geography including GEOC275 or GEOC110.
Course Description: A study of the historical landscape of southern Ontario. The landforms of the southern Ontario landscape are studied as an expression of human and environmental processes. Limited enrolment: 25.
Instructor: P. Cawse  Session: Winter Day
Content: In the Fall Term the course is based on several field trips followed by class discussion and analysis of observations. In the Spring Term the emphasis will be on the analysis of individual landscape features, landscape experiences and assessment.
Evaluation: Brief reports on the field trips. Class presentation on one landscape feature. Paper on landscape development.
Other Comments: Because of transportation problems enrolment is limited to 25.
GURC195 Transportation Systems and Spatial Development

Prerequisites: ECOA91
Corequisites: GURB201Y; (GURB201Y is also strongly recommended).

Course Description: 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 enrolment: 50

Instructor: J.M. Miron Session: Winter Evening

GURC218 Physical Aspects of Water Resource Management

Prerequisites: GURB181; students who have a credit in any of GURB169, GURB160, GURB190 or GURB193 may be admitted with permission of instructor

Course Description: The physical repercussions of man's use of surface and underground water, with particular emphasis upon the degradation of water quality by sewage, chemical, thermal and organic wastes. The course outlines the main sources of degradation and depletion of water resources and proposes some physical solutions to these problems.

Instructor: A.G. Price Session: Winter Day

Objectives: To appreciate the physical implications of man's water usage in times of the degradation of water systems it causes, and to suggest strategies whereby damage may be reversed or at least arrested.

Content: See description and objectives above.

Teaching Method: 3 hours per week of lectures.

Bibliography: To be announced.

Evaluation: 1 seminar, 1 exam and 1 major assignment.

GURC227 Environmental Economics

Prerequisites: GURB101

Course Description: Environmental issues in a regional context; conservation and resource management; regional development and environmental indicators. Problems of defining and implementing environmental standards. Environmental politics and decision making. Limited enrolment: 50

Instructor: J.N. Miron Session: Winter Day

Content: A broad range of water resources material will be covered from a social science perspective. This will include planning for water supply, water quality, flood control, and recreation. Attention will be directed toward some of the present methodological problems facing water resources planners. Topics will include methods for preparing projection, impact analyses, project evaluations and public involvement programs.

Evaluation: A combination of a research paper, planning project, and class participation.
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 of the physical, chemical and biological processes that have operated on the Earth by observations of rock materials. Because of the multidisciplinary nature of Geology, the courses Planet Earth: an Introduction to Geology interface well with other fields such as Anthropology, Environmental Sciences, Geography, History, and Science. The courses provide a sound basis for further studies in these areas as well as a basis for specialization in Geology itself. (Students intending to specialize in Geology are advised to consult Professor J. A. Westgate - Room 3011).

GEOLOGY

Planet Earth: an Introduction to Geology

Exclusions:
GEO110 (St. George)

Prerequisites:
None, but one Grade 12 course in Mathematics and Grade 12 Chemistry or Biology or Physics are strongly recommended.

Course description:
Fundamental concepts of physical and historical geology are discussed in the context of the Earth as a planet. The first part of the course deals with the composition, structure and origin of the Earth. The second part describes the physical processes that operate on and in the Earth. The third part describes the chronological succession of physical and biological events on the Earth as revealed in the rock record.

Instructors: J. A. Westgate  & R. D. Briggs
Semester: Winter

Other recommended courses: The suggested first year program is in Geography includes GEO4070 or NAT110, GEO103, GEO105 and GEO106.

Content: Specific topics include: evolution of the Earth and its place in space; geologic time; Earth materials and the rock cycle; composites and structure of the Earth, internal geological processes, including igneous activity, metamorphism, deformation of the Earth's crust; plate tectonics; surficial geological processes and the sediments and landforms they produce; synopsis of the geological history of the Earth with emphasis on North America.

Teaching Method: Lectures, tutorials, laboratory work and field trips.

Evaluation:
1. One-hour midterm examinations
2. Two-hour examinations
3. Two-hour laboratory examinations
4. Laboratory exercises

GEOLOGY

Introductory German

Course description:
The fundamentals of grammar and syntax.

Instructor: H. Olendrof
Semester: Winter

Content: The course is designed to help the students acquire the fundamental principles of German grammar and syntax. A basic text-book will be used throughout the course. All necessary materials will be introduced early in the course to facilitate comprehension.

The students are exposed to the four language skills: listening, speaking, reading, writing from the very beginning of the course and are constantly encouraged to use previously learned material in a new context. Emphasis is placed on the constant practice of the four language skills in a variety of combinations.

Teaching Method: Four hours of lectures and two hours of supervised practice in the language laboratory per week.

Evaluation: There will be a number of short quizzes, unit tests, and a final examination.

Class participation will play a major role determining the final grade.
GER201F  German Literature before 1775
Prerequisites: (GER111) or GER200
Corequisite: GER200
Course description: The course is to provide the student with a background in German literary history, so that he will be better equipped to understand its development from the middle of the eighteenth century onward.
Instructor: W. von Hendtzwede  Session: Winter Day
Content: The course intends to convey an understanding of the historical development of German literature from the beginnings up to 1775. Ideas and the relationship of literary theory and intention during this period will be investigated. Representative literary works will be analyzed within the context of their time, with emphasis on the evolution of new genres.
The course includes three comprehensive areas of studies: 1. Medieval literature (Gautier Rutz, Heroic Epic, Minnesang), 2. Renaissance and Reformation (Tyg, Rana, Schell, Luther), 3. Baroque and Enlightenment (Goethe, Poetry, Grimmelshausen, Lessing).
Teaching Method: Three hours of lectures and discussions per week.
Evaluation: Three one-hour tests in class and a short paper. Class participation will play a significant role in determining the final grade.

GER202F  Twentieth Century Prose
Prerequisites: (GER111) or GER200
Corequisite: GER200
Course description: Main literary trends in Germany from the turn of the century to the present. A study of works by Kafka, NaeS, Mann, Kafka, Koss, Doll and Gross.
Instructor: Horst Wittmann  Session: Winter Day
Content: The course is divided into three parts with the following emphasis: 1. Crisis of consciousness and language (Wittgenstein, Kierkegaard, Kafka); 2. The conflict of art and life (Mann, Heise); 3. Art and morality (Kosse, 1905). It intends to show the genesis of modern philosophy and how it emerged from the conflict between the consciousness of the writer and an increasingly complex reality shaped by the revolution of scientific thought. Its main goals are to explore the attitude of the writer toward language, toward the structure of society and toward the concept of individuality.
Teaching Method: Three hours of a mixture of lecture and discussion sessions per week.
Evaluation: A number of short quizzes and a paper. Class participation will play a major role in final evaluation.

GER203S  Twentieth Century Drama
Prerequisites: (GER111) or GER200
Corequisite: GER200
Course description: A study of plays from Expressionism to the present.
Instructor: W. Stauder  Session: Winter Day
Content: Each of the 7 to 8 plays we will read are marked by the author's attempt to experiment, to free the actor, to find new departures from the present. What can be inferred in the experimental what was the social, the political climate, in which these plays were set? What do they have in common in approaching the answers we will concentrate on the text and the dramatic strategies the authors employed.
Teaching Method: Discussions and lectures in seminar format.
Evaluation: Two major papers; prepared class participation; one take home examination.

GER204Y  Conversation and Composition I
Prerequisites: (GER111) or GER200
Course description: A continuation of the language work done in GER203.
Instructor: Horst Wittmann  Session: Winter Day
Content: There will be various kinds of language exercises centered around different textbooks. A more sophisticated grammar review will enable the student to develop all four language skills of reading, writing, speaking, and translating (English to German). Short pieces of prose and poems will offer a basis for literary analysis. In addition, a biographical material on current events will be introduced to spark class discussion and to encourage oral and written analysis in German. On an advanced level the course intends to foster the students' mastery of grammar and to develop their ability to converse and to write in German with ease and clarity on any subject both of a general and literary nature.
Teaching Method: Three hours of informal, yet structured discussion per week. Written will be the exclusive language of instruction.
Evaluation: Written assignments and a number of short quizzes. Degree and level of class participation, however, will carry greatest weight in determining final grade.
GER605: Literature of the Baroque and Enlightenment
Prerequisite: (GERA11) or GER810
Corequisite: GER820
Course description: A study of the seventeenth and eighteenth century literature with special emphasis on Goethe and Lessing. Poetry will be selected from the works of Breyhun, Fleming, Günter, Kleist, 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.
Instructor: W. Tephanoschik Session: Winter Day
Content: The course is designed to introduce the student to major works of the 17th and 18th century in the fields of poetry, prose, and drama. It will focus on the development of the Baroque and Enlightenment in the works of Milton, Swift, Defoe, Voltaire, Rousseau, Lessing, and Goethe. The course will also explore the theory and practice of Baroque poetry in general, and a close reading of some of Goethe's poems. An analysis of Goethe's novel *Eisenzeit* and *Simplicissimus* is followed by an examination of the roots of German Idealism. The last part of the course will deal with Lessing as a playwright and literary critic.
Teaching Method: Three hours of a mixture of class discussion and lectures.
Evaluation: Class participation, short quizzes, one short paper.

GER6207P: Modern German Poetry
Prerequisite: (GERA11) or GER820
Corequisite: GER820
Course description: A study of lyrical trends and forms from the post-Romantic era to the present.
Instructor: W. Tephanoschik Session: Winter Day
Content: The course will deal with a multitude of different forms and styles of poetry in the 19th and 20th Century. It attempts to increase the understanding of how a poem works and of what its role is within the history of its form and its cultural context. Special topics include: The relationship between sound, organization and meaning, poetry and philosophy, poetry and ideology.
Teaching Method: Three hours of a mixture of class discussion and lectures.
Evaluation: Class participation, short quizzes, one short paper.

GER820P: History of German
Prerequisite: Grade 13 German or GER810
Corequisite: GER820
Course description: 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 these eras from one another.
Instructor: J. S. Woods Session: Winter Day
Teaching Method: Class discussion of course material.
Evaluation: Tests and/or essay (to be decided by each individual student after consultation with the instructor) and evaluation of contribution to class discussion.

GER830F: Introduction to Middle High German
Prerequisite: (GERA11) or GER820
Corequisite: GER820
Course description: The structure of the Middle High German language, illustrated through selected works of the literature.
Instructor: J. R. Woods Session: Winter Day
Teaching Method: Class discussion of course material.
Evaluation: Three one-hour tests, one two-hour test (in case of GER820, and evaluation of contribution to class discussion.)
GER3106

Introduction to German Literature

Prerequisites: Grade B in German and GER 10

Corequisites: GER 11 or GER 12

Course description: An introduction to the techniques of literary analysis, applied to representative texts of the eighteenth, nineteenth, and twentieth centuries.

Instructor: H. Wittmann
Session: Winter Day

Content: Poems and short pieces of prose from the baroque to the present will be analyzed in class readings. Poetics and metrics will be dealt with at some detail; special attention will also be given to the relationship of form and content. In the final section patterns of rhetoric, syntax, and style will be investigated in the analysis of prose texts. The course will introduce the literary work of art as an intrinsically structured and coherent unit, it intends to familiarize the student with the fundamental criteria and techniques required for the analysis of literary works.

Teaching Method: All sessions are informal tutorials. Two one-hour discussions with a high degree of student involvement.

Evaluation: Each student is asked to prepare a number of short presentations which will be evaluated in class. Class participation plays a major part in the final evaluation.

GER5104

Classicism

Prerequisites: (GER 111) or GER 20

Corequisites: GER 20

Course description: 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 Burke and to the essays and the exchange of letters by Schiller and Goethe.

Instructor: H. Glindorf
Session: Winter Day

Content: The course deals essentially with the writings of Goethe and Schiller after their "Sturm und Drang" period till Schiller's death in 1805. We will read plays, novels, poetry, and essays. The background against which the texts will be read is that of Classicism a term that describes a European literary and critical tradition as well as a specific German literary phenomenon in European Classicism.

Teaching Method: Discussions and lectures in seminar format.

Evaluation: 2 major papers; prepared class participation; 1 oral examination (and fall term); 1 take-home examination.
GER312F  Structure of German
Prerequisite: (GER211) or GER220
Corequisite: GER220
Course description: Specific reference is made to the sound, syntactic and semantic systems of Modern German, in order to ascertain the structures and processes of these systems.
Instructor: J.D. Woods  Session: Winter Day
Teaching method: Discussion of course material.
Evaluation: One class presentation, one major essay, and evaluation of contribution to class discussion.

GER300Y  Intermediate German
Prerequisite: (GER211)
Corequisite: Grade 11 German or GER110
Course description: Intensive language work focusing on readings, oral and written composition.
Instructor: W. Steffenhardt  Session: Winter Day
Contact: The course is designed to expand the active and passive vocabulary of the students through a variety of reading materials. A thorough grammar review accompanies the reading selections. As the course progresses, the emphasis on grammar decreases in favor of literary discussions and conversation. Short stories and a play by contemporary German writers will supplement the textbook for the course. In addition, mimeographed material on current events will be introduced from time to time to spark class discussion.
Teaching method: Three hours of lecture and one hour of supervised oral practice per week. The students are expected to prepare, regular homework assignments and participate in class discussions.
Evaluation: There will be a number of quizzes, tests, and a final examination. Class participation will play a major role in determining the final grade.

GER304Y  Conversation and Composition II
Prerequisite: GER304
Course description: Emphasis will be placed on refining the skills of oral and written composition, of textual analysis and translation.
Instructor: W. Steffenhardt  Session: Winter Day
Contact: This course is a continuation of GER304. There will be various kinds of language exercises, selected readings to the students. Equally important, the students will present their own compositions. Themes for discussion and composition will be chosen from a wide variety of areas. At the end of this course, the student should be able to write and converse in idiomatic German with a high degree of fluency. He should be able to translate with ease texts of some complexity into both English and German.
Teaching method: Three hours of informal, yet structured discussion per week. The language spoken in class is German.
Evaluation: Evaluation is based on frequent written assignments and a number of quizzes. The degree and level of class participation will play a major role in determining the final grade.

GER311.3,4P  Supervised Reading
Prerequisite: GER311.3,75
Instructor: Staff  Session: Winter Day
Contact: Courses are designed to give senior students an opportunity to follow up on ideas generated during the more formal courses of instruction. Topics and/or projects are formulated in close consultation between student and supervisor (chosen by student).
Teaching method: Informal tutorials
Evaluation: One paper
Interested students should contact Professor R. Wittmann
History

Discipline Representative: Arthur Shape

The study of history is intended to enhance our understanding of man in society by examining our approach in particular periods and the societies we consider. Its findings depend upon the precise evaluation of specific evidence. History's concerns and goals are humanistic: its methods draw from all forms of scholarly endeavor. The Department of History offers a variety of courses, and can serve as an adjunct to courses in Politics, Philosophy, Literature, Economics and Sociology.

The History programme combines a variety of approaches and teaching methods in order to satisfy a number of purposes. Comprehensive courses (HIST410-990) both provide a foundation in their areas and serve as preparation for more detailed studies. In advanced courses (HIST510-999) 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. Sequences of courses at all levels are available in the following areas: Modern European; Modern British; American; Canadian; Medieval European; Russian; and Ancient Greek and Roman.

Students are strongly advised to enroll in HIST61 early in their academic programmes and to enroll in no more than two C-level courses or their equivalent in any one academic year.

The requirements of a Major Programme in History are described in the Calendar, pp. 114-42. Students who wish to major in History should consult with members of the faculty as early as possible in order to establish coherence in their studies.

HIST200 - The European World: An Introduction to History

Course description: 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 involves reading from selected primary and secondary sources.

Instructor: J.I. Pearl/Lo. Ettains

Sessions: Winter Day and Evening.

Content: Among topics covered are: Medieval Society, the Renaissance and Reformation, the Scientific Revolution, Industrialization, Socialism, Marxism, World Wars I and II.

Teaching Method: Lectures and Tutorials

Evaluation:
1 three-hour final examination
1 essay

1 research paper (at least thirty pages per student in at least three projects).

HIST302 - Nineteenth Century Britain, 1835-1918

Course description: An examination of the political, social, economic and religious forces which transformed an aristocratic society into an industrial power.

Instructor: J. Kenyon

Sessions: Winter Day and Evening.

Content: The course will be concerned with the problems caused by the transformation of an agrarian into a highly industrialized economy, of an aristocratic into a liberal democratic society and of an ecclesiastical into an enical society and of the conflicts between the new and the old. It will also trace the consequences of Britain's growth as a major imperial power and how this affected her relationship with people of other races.

Teaching Method: Lectures and tutorials

Evaluation:
1 essay
1 tutorial discussions
1 final examination

HIST405 - From Empire to Welfare State: Britain Since World War I

Course description: This course covers British history from 1914 to the present, with special emphasis on the contraction of British power overseas and the development of government responsibility to provide effective social services.

Instructor: J. Kenyon

Sessions: Winter Day.

Content: At the start of the twentieth century Britain was the centre of the most extensive empire the world had ever known. By 1975 she had abandoned her imperial role and replaced it with the purpose of establishing a "just society." The aim of the course is to discuss the reasons for this change and to see how far it has succeeded or whether as a result the British people have lost all sense of purpose in the modern world.

Teaching Method: Lectures

Evaluation:
1 essay
1 final examination
HIST 107 History of the United States
Course description: Major themes from the Revolution to the present, including independence, political organization, political parties, territorial expansion, nationalization and sectionalism, reform movements, the slavery and civil rights question, the response to industrialization, progressivism and the United States as a world power.
Instructor: A.M. Sheps/M.W. Dick Session: Winter Day and Evening

Content: This course is intended to give students a general knowledge of the outline of U.S. history and to introduce them to the major debates with which American historical literature is concerned. It is designed to serve as a self-contained course for those whose major interest lies elsewhere, as a foundation for more advanced courses in American history, and as a background for courses in American politics or literature.

Organization and Evaluation: Two lectures per week in which there will be time for questions. One tutorial per week, usually devoted to exploring some particular problem based on the assigned readings. Examinations at the end of each term will be worth a total of 50% of the final grade; an essay each term and participation in tutorials will be evaluated to determine the other 50%.


HIST 202F Tudor and Stuart England
Course description: An examination of the forces which brought about political, social and economic changes in a pre-industrial society.
Instructor: J. Kenyon Session: Winter Day

Content: The purpose of the course is to explain the process of change in a pre-industrial society. It will examine the various forces that contributed to change in England in the sixteenth and seventeenth centuries and the religious, political, social and economic factors which brought about the Reformation, the English Civil War, the Commonwealth, and the Restoration, as well as the period of the Glorious Revolution and the growth of parliamentary power. The course will also consider the impact of the American and French Revolutions on British political and social life.

Teaching Method: Lectures
Evaluation:
- 1 essay
- 1 final examination

HIST 208E Europe in the Middle Ages
Course description: A survey of the economic, political, religious, social and educational ideas and institutions of Europe from the late Roman period to the fifteenth century.
Instructor: To be appointed Session: Winter Day

Content: This course is intended as a foundation for further studies in medieval history, as an accompaniment to courses in medieval European art, literature or philosophy, and as a complete self-contained examination of the medieval past for interested students.

Organization and Evaluation: Two lectures and one tutorial per week. Two essays (one per term) will constitute 50% of the final grade; tests and examination will constitute the rest.

Bibliography: To be announced. Consult instructor.
HIST505Y Introduction to Canadian History

Instructor: J. McIvor, W. McIvor
Session: Winter Day

Teaching Method: Two lectures and one discussion group per week. Essays, book reviews and oral presentations required in each term.

Evaluation: Class participation, essays and other written assignments, mid-year and final examinations.

HIST509Y Aspects of European Social History 1780–1919

Instructor: W. N. Dick
Session: Winter Day

Teaching Method: One double lecture and one tutorial per week.

Evaluation: Two examinations and term papers.

Tutorial participation.

HISLY Europe in the Reformation Era 1550–1650

Prequisites: HIST41

Course Description: An examination of major themes in sixteenth century Europe, especially social and cultural developments. There will be strong emphasis on the religious issues and institutions, the economic and social structures, the political development and the international aspect, and on the interaction of these with the society and culture.

Instructor: J. B. L. Pearl
Session: Winter Day

Contents: Sixteenth century class structure, social and political institutions, intellectual and cultural life, The Reformation Movement, both Protestant and Catholic.

Teaching Method: Lectures and discussion groups.

Evaluation:
1 one-hour final essay test.
2 research papers, approximately 15 pages each participation in discussion sessions.

HISLY Germany in the Nineteenth and Twentieth Centuries

Prequisites: HIST41

Course Description: 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.

Instructor: M. A. Eiselen
Session: Winter Day

Syllabus:
Beginning with the emergence of Prussia as a European power and with social and intellectual developments in the 18th century, and concluding with a comparative treatment of the German democracies, east and west, the course focuses largely on partial Germany and the Weimar and Nazi experiments. The nature and social impact of industrialization, the struggles accompanying the admonishment of a 'hated' society, the domestic roots of foreign policy, and the relationship between humanism and authoritarianism, are some of the important broader issues dealt with in this course.

Two consecutive hours of lectures (the first relatively formal, the second more informal during which the thesis presented in the first hour can be discussed and broadened); and one hour of tutorial per week. A set of prescribed readings from primary and secondary sources will be assigned, but extensive further reading is essential. Tutorial participation, two term papers, and a final examination are required.
HIS212F Frontier Communities in the British Empire—Commonwealth; the South African Model

Prerequisite: HIS2001

Course description: A comparative study of the influence of frontiers 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.

Instructor: J. Kenyon
Session: Summer evening

Context: In South Africa the problems of a frontier society have been compounded by the existence of three races, African, Afrikaner and British. The purpose of the course is to explain the success of the Afrikaners in establishing the twentieth century as an independent republic based on their traditional ideal of apartheid. Moreover, this was achieved in face of major challenges from an alien British administration more concerned with imperial than South African interests, from missionaries and colonial reformers who sought to plan the development of a South African society with very different value standards and from the force of economic imperialism set alive by the discovery of diamond and gold mines.

Teaching Method: Lectures

Evaluation:
1 essay
1 final examination

HIS222S British Imperialism in India

Prerequisite: HIS2001

Course description: The impact of imperialism on India: the motive spirit of British Imperialism; the problems of administration; the transfer of power; 1800-1947.

Instructor: J. Kenyon
Session: Summer evening

Context: The aim was to examine the authoritarian power in India for two hundred years from the middle of the eighteenth century until the transfer of power in 1947. Which period British society was to be transformed just as extensively as was that of India. The problem for the historian is to measure the impact on India for good or evil of Britain’s own character being changed in such a fundamental way. It is also necessary to understand the reaction of the Indian people to these developments and to examine in particular the controversy between those who believed that the struggle for freedom from imperial rule would lead to the restoration of traditional Indian society and those who were fighting this struggle in order to establish a representative government in terms of the British system of parliamentary democracy.

Teaching Method: Lectures

Evaluation:
1 essay
1 final examination

HIS224Y Europe Under the Enlightened Despots, 1700-1789

Prerequisite: HIS2001

Course description: An examination of the ideas of the Enlightenment against the background of the social and political reality of Europe in the eighteenth century. Emphasis will be placed on the unorthodoxy of theory and practice in the writings and policies of the enlightened despots.

Instructor: E.W. Dowler
Session: Winter evening

Context: In the first term the course will focus on the ideas of the Enlightenment and the social, economic and intellectual milieu which spawned them. In the second term the attempt of the so-called enlightened despots to apply Enlightenment ideas to the social, economic and political life of their states will be examined.

Teaching Method: Lectures and tutorials

Evaluation:
3 essays (1000-4000 words)
1 final examination

HIS226Y The American South before the Civil War

Prerequisite: HIS2003

Course description: The social, political and economic structures of the Old South from the colonial period to the Confederacy, the development of southern culture, the relationship between ideas and institutions, slavery as a social and economic system, race relations, and the growth of southern separation.

Instructor: A.H. Sharp
Session: Winter day

Teaching Method and Evaluation: One two-hour lecture and one 1-hour tutorial per week. All tutorials will be led by the instructor. The lectures will involve some class discussion and will raise questions to be pursued in tutorials. There will be specific reading assignments for each week. Term work will consist of regular reading and discussion, two brief written reports in the fall term, and an essay in the spring term. There will be a final examination.

Teaching Method: Lectures

Evaluation:
1 essay
1 final examination
HIS8738  American Society and Thought before the Civil War

Prerequisite: HIS8003 and another 300-level history course

Course description: A consideration of the major, social and political movements and figures in early 19th-century United States, including Hamilton, Jefferson, Jackson, Lincolne, political parties, abolitionism, war, reform movements, constitutional and economic theories, and attitudes to immigration, urbanization and territorial expansion.

Instructor: A. R. Shapra  Session: Winter Evening

Organization and Evaluation: Lectures and seminars will emphasize questions and discussion. Attention will be paid to conflicting historical interpretations of the problems studied. Each student will examine a particular topic and will be based on a knowledge of assigned and expected readings. There will be one essay assigned and an examination.

HIS205Y  The United States since 1879: The Response to Industrialization

Prerequisite: HIS203

Course description: How a nation dedicated to equality and individualism responded to the problems created by large scale industrial organization. Social mobility, ethnicity, relations between governments and labour, and the implications of industrial development for foreign policy are among the topics discussed.

Instructor: M. R. Bick  Session: Winter Day

Teaching Method: One double lecture and one tutorial per week.

Evaluation:

Two examinations
Two term papers
Tutorial participation.

HIS844F  Canadian Religious Traditions

Prerequisite: HIS205; HIS206

Course description: 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 ethnicities, mission activity, nationalism and social groups in relation to religion, the modernist-fundamentalist controversy, premillennialism, the Social Gospel and religion-political movements will be examined.

Instructor: J. S. Hie  Session: Winter Day

Teaching Method: Two lectures per week.

Evaluation:

Book reviews and essay, class participation, examination.
HIST670 I The Beginnings of France: Constantine to Charlemagne

Prerequisites: Any one of HIST660, HIST680, HIST682

Course Description: After a brief survey of the later Roman Empire in the west, the course will cover the period from the age of Constantine concluding with a study of the world of Charlemagne.

Instructor: J. Corbett  Session: Winter Day

Content: Major topics include: background (Roman Empire and Christian Church); The Age of Constantine; Life and Letters in late Roman Gaul (350-500 A.D.); the Kingdom of the Franks (500-660 A.D.); the World of Charlemagne. Special emphasis will be placed on social, economic and religious aspects of the period. Students will be expected to acquire a general familiarity with the literature on the subject to choose one topic area each term and present a paper on it, and to develop a personal view of the subject.

Teaching Method: One 2 hour lecture and one 1 hour tutorial per week. All the tutorials will be led by the lecturer personally. The lectures will give the necessary background information and emphasis. The tutorials will be informal, carry-on discussions. Students are expected to read the material, bring questions to the tutorials. Students will be encouraged to consult with me about their reading and essays.

Evaluation:
- Essays 60%
- Oral Presentations 10%
- Book Reports 10%
- Final Oral Examination 10%

HIST687 I Independent Studies

Prerequisites: At least one B-level course in History; permission of instructor to be obtained in the previous term, by 15 April for HIST620 and by 1 November for HIST687. See History Supervisor of Studies for detailed application procedure.

Instructor: The History Faculty  Session: Winter Day

Content: A directed reading course which provides qualified students with an opportunity to investigate an historical field which is of common interest to both student and instructor and which is not available for study otherwise. It is open only to students in the final year of their undergraduate programme who have demonstrated a high level of academic maturity and competence.

Organization and Evaluation: Candidates must submit a written application and find a willing supervisor before the application date. The student will undertake independent investigations and will meet regularly with the supervisor to discuss progress. They will complete a 5000-10,000 word paper for a term course and a 15,000-20,000 word paper for a year course. The paper will be read by the supervisor and at least one other member of the History faculty and there will be an oral examination conducted by the readers.

Interested students should contact Professor A. Shaps.

SOCIETY I The European Mentality in the Early Modern Period (1500-1760)

Prerequisites: HIST12; HIST13

Credit Hours: One B-level History Course

Prerequisites: Any one of HIST620, HIST630, HIST640, HIST650, HIST660, HIST670, HIST680, HIST682, HIST687

Course Description: This seminar will examine two major cultural developments: the witchcraft riots and the scientific revolution, which emerged in an often apocalyptic fashion. Students will do a major research project, based as much as possible on primary sources.

Instructor: J. L. Pearl  Session: Winter Day

Content: The nature of belief in witchcraft and what it means for the society. The Scientific Revolution, including classical science, Copernicus, Galileo to Newton.

Teaching Method: Seminar

Evaluation:
- One or two research papers
- Oral seminar presentation
- Participation in class discussions
HIS1206  Anglo-Saxon England
Prerequisite: One B-level course in History or English
Course description: A combined seminar and lecture course examining both historically and topically such aspects of life in Anglo-Saxon England as law and kinship, political organization, the economic system, the conversion to Christianity, religious organization, the Viking invasions, the Danish empire, the golden age of Alfred the Great and the effects of the Norman Conquest.
Instructor: J.S. Noy
Session: Winter Evening
Teaching Method: Weekly seminar.
Evaluation:
Oral reports, class participation, essay, examination.

HIS2007  The Russian Intelligentsia
Prerequisite: HIS2007 or HIS3001
Limited Enrollment: 20
Course description: 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 Kropotkin to Lenin. A study of its origins, beliefs, role and personalities.
Instructor: R.M. Dowler
Session: Winter Day
Content: In the first part of the course the nature of the intelligentsia in general will be discussed. The bulk of the course will consist of a detailed examination through the writings of some of the leading intelligentsiISTS. Ideas and personalities in concluding sessions. The fate of the intelligentsiISTS in the Soviet Union, and the new, 20th-century connotations of the word will be explored.
Teaching Method: Seminar
Evaluation:
2 essays (4000-5000 words). 1 examination.

HIS2105  Urbanisation and Social Change in 19th Century England
Prerequisite: HIS2007
Limited Enrollment: 20
Course description: A study of the new social environment created by the growth of cities in an industrial community.
Instructor: J. Kanyon
Session: Winter Evening
Content: The aim of the course is to recreate the way of life which developed in the new cities of 19th century England and in doing so aid to our understanding of our own urban environment. It will concentrate on the major problems which cities share in common and which have proved so difficult to solve: widespread poverty, overcrowded housing, deteriorating public health conditions and a great increase in crime and disorder brought about by the failure of the traditional methods of social control to work in these new conditions. We shall see how this new city life affected social relationships such as the structure of the family, the role of women and children, the establishment of a class society and the development of a working class culture.
Teaching Method: Seminar
Evaluation:
1 book review. 1 research paper.

HIS2107  The American Colonies and the British Empire
Prerequisite: Any one of HIS2007, HIS3003, HIS2005 or HIS2105
Course description: An examination of the origins of American society and institutions in the seventeenth century and their development in the eighteenth century, the origins, course and effect of the American Revolution, and the Constitution and its relation to American political thought, and the impact of the revolution on British North America and Britain.
Instructor: A.H. Shaps
Session: Winter Day
Organization and Evaluation: A weekly two-hour seminar based on required and suggested readings. Submission each week of particular topics in one or another of the following categories: a 2-page report and one essay (4000-5000 words) per term and a final examination will be required.
HISC 315F

Old Eurasia

Prerequisite: HISC 305

Course description: This course is designed for students interested in the history of the Eurasian region. It covers major events, developments, and cultural interactions from prehistoric times to modern times. The course aims to provide a comprehensive understanding of the region's diverse history, including its political, social, economic, and cultural aspects.

Evaluation:
- Oral reports
- Written assignments
- Class participation

HISC 320F

Canadian Labour History

Prerequisite: HISC 305

Course description: This course explores the history of Canadian labour from the 19th century to the present. It examines the development of trade unions, workplace relations, and the impact of social and economic factors on the working class.

Evaluation:
- Written assignments
- Class participation

HISC 325F

Labour History: Old Eurasia

Prerequisite: HISC 305

Course description: This course is an advanced study of labour history, focusing on the Eurasian region. It examines the historical development of labour movements, industrial relations, and the impact of global economic forces on the region's workforce.

Evaluation:
- Written assignments
- Class participation

HISC 415F

Old Eurasia

Prerequisite: HISC 325F

Course description: This course is an advanced exploration of Eurasian labour history, building on the foundation laid in HISC 325F. It delves deeper into specific themes and case studies, examining the impact of historical events and social changes on workers and labour movements.

Evaluation:
- Written assignments
- Class participation

HISC 420F

Labour History: Old Eurasia

Prerequisite: HISC 325F

Course description: This advanced course continues the study of labour history in the Eurasian region, focusing on contemporary issues and developments. It considers the ongoing challenges faced by workers, the evolution of labour laws, and the role of trade unions in today's global economy.

Evaluation:
- Written assignments
- Class participation

HISC 425F

Labour History: Old Eurasia

Prerequisite: HISC 325F

Course description: This course is an advanced examination of labour history in the Eurasian region, aimed at preparing students for further research or professional work in the field. It covers advanced topics and current debates in labour history.

Evaluation:
- Written assignments
- Class participation

HISC 430F

Labour History: Old Eurasia

Prerequisite: HISC 325F

Course description: This advanced course is dedicated to the historical analysis of labour movements in the Eurasian region. It explores the causes and consequences of labour struggles, the impact of technological change, and the role of labour in shaping the region's economic development.

Evaluation:
- Written assignments
- Class participation
Aspects of the High Middle Ages in Europe

Prerequisites: MIDDLE and RELIGION or a number of B-level HISTORY courses

Instructor: To be appointed  Session: Winter Day

Context: The precise content of this course has not yet been determined since it will be given by a new faculty member. It will be organized as a seminar and will deal with some particular aspect or event or area of Europe in the later middle ages (e.g., The Crusades; Economic and Social History; Religion and Philosophy). There will be regular readings, class discussions, an essay per term and an examination.

Humanities

Humanities Representative: S. Mittler

The Humanities are concerned with man’s never-ending reflection on the human condition, with development and communication of his thoughts, 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 wishes to explore the Humanities outside the traditional disciplinary framework is encouraged to consider the courses listed below. For the most part, they offer an alternative to examination from within current precise national, historical, and disciplinary boundaries, opting instead to explore the Humanities in their totality, without limiting themselves to any one discipline. Students may find this a particularly attractive point of view from which to study an enduring human myth or a more unified approach to literature, as aspects of a loose historical period, or a movement of broad cultural relevance.

Courses may be divided into 3 categories:
1. Interdisciplinary courses – i.e., courses that bring together aspects of human experience often taught in separate disciplines.
2. Interdisciplinary courses – i.e., courses not restricted to a single national boundary in considering aspects of literature.
3. Thematic courses – i.e., courses beyond the scope of other single disciplines at Keckborough College.

In addition, for senior students, both the Humanities Seminar and the more ambitious Individual Study Year provide a challenging alternative to a conventional programme of study.

HUMANITY

Prologue

Course Description: Twenty books of central importance in Western Civilization will be read. A comprehensive examination will be given at the conclusion of each subset of ten books. There is one-hour tutorial for each book. The examination will stress the student’s ability to relate the books in his own way, rather than to remember minor aspects of plots and characters. At weekly informal sessions guest teachers will present aspects of each work through lectures or other media.

Co-ordinators: P.M. Gough and W.C. Grahame  Session: Winter Day

Context:

Group I: The Bible (selections); Homer, The Odyssey;
Somerset, Middle Ages; Prometheus; Herodotus; Aristotle; Plato; Augustine; Shakespeare; Dante, Inferno;
Boccaccio, The Prince (Chaucer’s Wife);
Group II: Plato; The Golden Age of Greece; Montaigne;
Shakespeare; Newton; Dante; France; Marx; Comte; Darwin; Darwin; Freud; Interpretation of Dream;
Baker, The Nineteeth;
Notes: For information on appropriate editions of these works, see the co-ordinators. Titles may change as editions become unavailable.

"What's past is prologue" - Shakespeare, The Tempest, II, 1.
HUM101

INTRODUCTION TO THE STUDY OF RELIGION

Course Description: The phenomena of mankind’s religious experience and its cultural expressions; introduction to the academic study of religion, including those appearing in the classical religious traditions as well as in contemporary quasi-religious movements. Critical examination of various definitions and methods employed in the study of religion.

Instructor: G. O. Gedenk, B.S. Alton Session: Winter Day

Content: The first term concentrates on social and corporate aspects of religion, as specific traditions are differentiated in varying cultural environments and develop through changing historical circumstances. The second term’s work investigates aspects of the individual experience and belief including mystical, symbolic, and non-linguistic expressions as well as doctrinal formulations and the philosophical and critical perspectives that have developed throughout the history of comparative and traditional religion in the modern world are also examined.

Method and Evaluation: Tuesday 2 hour lecture-discussion on general themes, together with reading, the basis of the final examination. Thursday seminars on specific topics provide the context for up to two short papers each term. For reading prior to the course Hurstont Smith, The Religions of Man, is suggested.

HUM201

Fantasy in Marvel and Middle Earth

Course Description: An examination of the novels of William Morris, Lord Dunsany, George MacDonald, C.S. Lewis, Charles Williams, and J.R.R. Tolkien with a view towards the role of the fantasy novel as a reflection of the modern world and as an escape from it.

Instructor: R. J. Dinsley Session: Winter Day

Content: Reading and discussion of important works of central fantasy literature.

Teaching method: Lectures and discussion.

Evaluation: 1 in-class examination, 1 term paper or take-home essay examination, 1 optional paper.

HERODES: MAN OF ACTION

Course Description: A study of the figure of Herodes/Hercules as appears in Greek, Latin, Medieval and Modern works.

Instructor: W.B. Irwin Session: Winter Day

Content: The course begins with a study of Herodes in Greek and Latin literature and art. It will examine some of the stories created around him, and the variety of roles he plays. In particular we will be examining Sophocles’ Women of Trachis and Tucidides’ Herodias and Heracles. The appearance of Herodes in later literature and art will also be considered. Three modern works Herodes (Friedrich Maximilian) Women of Trachis (Marc Vonn) and Heracles (Mark McColloch) will be discussed. Other works from the classical, medieval and modern world will be used and other figures of Hercules-like dimensions will be introduced.

Evaluation: One class test and one essay.

HUM301

ATLANTIS

Course Description: A study of the legend of Atlantis from its origins in the writings of Plato to its connections with modern archaeological excavations on the island of Crete and Thera.

Instructor: W.G. Graham Session: Winter Day

Content: Atlantis is a paradigm case of the growth of legend and its attendant problems in relation to historical sources, literary development, scientific investigations, religious and occult speculations. This course will investigate all the major developments of the Atlantis legend since its origins in Plato’s dialogue.

Method and Evaluation: Lectures and discussions. Students will be expected to participate. Two short or one major paper. One examination.
EMB312P The Age of Augustus

Course description: Rome in transition from Republic to Principate, with reading of the Aeneid and Vergil as well as selections from Horace and Ovid. Representative pieces of Roman art and architecture will also be studied.

Instructor: T.K. McDonald and Staff Session: Winter Day

Objectives: To present an integrated picture of Augustan Rome and the Roman Empire, point to questions of power, social organization, national identity, and the quality of life as they are reflected in literature, art, and architecture; providing a 'vertical dimension' no consideration of contemporary Roman by consideration of Rome's influence on European thought and literature.

Content: Study in English translation of selections from Vergil, Horace, Ovid, Propertius, and Silius, the life of Augustus; Augustus' building programs, with particular attention to the Augustan Forum and the Ara Pacis, the 'Forum Augusti' status and other works of art; state religion and the cult of the Emperor.

Method: Two hours weekly lectures, one hour discussion every second week.

Additional Comments: This course complements the other:

EMB327 The Roman Republic and the Empire (Summer Session) 12 credits

EMB328 The Roman Empire (Winter Session) 12 credits

EMB329 The Roman Empire (Summer Session) 12 credits

EMB331 The Roman Empire (Fall Session) 12 credits

EMB332 The Roman Empire (Spring Session) 12 credits

Evaluation: To be announced later.

EMB332P The Age of Homer

Course description: The world of Homer's heroes as described in the Iliad and Odyssey through Homeric poetry. The course will cover the development of early Greek poetry and will offer a survey of Homeric poems, Homeric themes. Required reading will include Homer's Iliad.

Instructor: P.C. Shaw and Staff Session: Winter Day

Objectives:
1) To investigate the Homeric poems as sources of history for a period of Greek civilization for which no substantial ancient literary documents exist (ca. 1200-800 B.C.).
2) To appreciate the poetic qualities of the poems and to understand the particular circumstances under which they were composed.
3) To develop a knowledge of the cultures described by Homer and known through earlier (eg. The Homeric Hymns, Thucydides, Herodotus, Pindar, etc.) and an understanding of the particular circumstances and processes involved in the composition of the two epic poems.

Reading Method: One 2-hour session per week. Lectures dealing with the Homeric poems will be held on the first session of the week, followed by class discussion of the readings. The analysis of the poems will be held on the second session of the week, focusing on the literary qualities of the Homeric poems.

Bibliography: Homer, Iliad and Odyssey in translation. Selective readings in works dealing with the archaeological context and literary qualities of the Homeric poems.

Evaluation: One term paper either on an archaeological or a literary aspect (2/3 of total grade) one end-of-term or final examination of 2 hrs. (1/3 of total grade).
HUM9530 BEYOND CONSCIOUSNESS

Prerequisite: At least one full course equivalent in either Psychology or Philosophy or English or another literature.

Course description: An examination of the limits of consciousness from the point of view of various disciplines in the Humanities. The specific disciplines will vary, but will focus on one of the following: communication, religion and philosophy, myth-making and poetry.

Instructor: W.T. Rencontre
Session: Winter evening

Contents: In 1977-78, suggestion and the unconscious will be studied intensively as they relate to the educational process and emphasis will be placed on music, art, and communication. In particular, the psychology of communication will be studied in some detail. The course will be discussed in some detail.

Evaluation: A detailed bibliography for this course will be provided on the first day of class. Students interested in taking RWN 3109 may wish to consult the following: Brown, New Mind, New Body (Harper & Row, 1974); Kiss, Yoga: Immortality and Freedom (Princeton, 1970); Videnov & Smirnova, Russian Literature behind the Iron Curtain (Princeton-Weil, 1979) and the Key Papers (Battle, 1979).

Evaluation: One major essay or research paper; one take-home or class test (or examination); classroom assignments.
JES510Y Jesus in Early Christianity and Judaism

Prerequisites: JES510

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

Instructor: Peter Miskin

Session: Winter Day

Method: Seminars, combining formal class discussions and group work on selected texts. Consistent and regular effort will be expected.

Contents: The first term deals with the gospels; most of the time will be spent working with a synopsis, attempting to make critical evaluations of select texts in which there is a peculiarity interest in Jesus’ person or actions. The second term will be spent on texts from Paul, John, Hebrews, Barabbas, Clement, Justin, and the Ta`Mid and Midrash.

Tentative method of Evaluation: Based on four seminar presentations and one major essay. No final exam anticipated.

Bibliography:
- K. Aland (ed.), Demanaus der vier Gospels, Stuttgart 08
- R.E.H. Spence, A Sourcebook of the Gospels
- R.T. Peeler, Foundations of NT Christology, Fontana p.b
- F. Wahl, Historische Christologie, Drötscyworth

JES530Y The University

Prerequisites: Any two 3-level courses.

Course Description: An examination of the concept of higher education and the nature of the university from its medieval origins to the present, including a review of the historical development of this institution in Europe and North America. As well as discussion of current issues.

Instructor: John Kinness

Session: Winter Day

Contents: In the fall term, we will review the historical development of the university in Europe and North America and the emergence of an "idea of the university." In the spring term, attention will be given to issues in higher education such as research and teaching, university and society, professional and liberal education.

Teaching Methods: The class will normally meet once a week for two hours for the presentation and discussion of topics, the selection of which will involve active and sustained participation by all members of the group. Reading assignments are expected to vary according to individual interest and need; there is no prescribed text.

Evaluation: No final examination. Suggested basis: Two term papers, book reviews, seminar presentations.
Italian

Diploma Representative: A. Franzese

Borough 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 had some training in the language, the study of Italian begins at the elementary level with ITAN1. Students with no prior knowledge of Italian may begin at the preparatory level with ITAN2, which is the prerequisite for ITAN1. Courses for students with previous knowledge of Italian are available at various levels. More advanced language courses are offered.

Courses offered by the Italian Department aim to enhance the students' proficiency in listening, speaking, reading, and writing Italian. They are designed to provide comprehensive understanding of the language and culture, and to develop students' ability to function effectively in an Italian-speaking environment.

Students interested in Italian courses should consult the Italian Department's website or contact the departmental representative for more information.

ITAL120 Introductory Italian

Exclusion: ITAN120

Course Description: An elementary course for students with no knowledge of Italian. Elements of Italian grammar, with attention given to oral practice. Short contemporary texts will be studied.

Instructor: Dennis McFarlane

Semester: Fall

Comment of the Instructor: This course is not open to students who have previously studied Italian or a Romance language. The course will be designed to develop aural skills for conversational purposes. At the beginning, the fundamental grammatical structures of the language for reading and writing will be introduced. Emphasis will be on the use of informal language in the classroom. The course will also introduce students to the structure of the language and the culture.

Evaluation: Class participation (40%); oral exams (30%); written assignments (20%).
ITALIAN

ITALIAN

CONVERSATION I

Corequisite: ITA401

Course Description: An elementary course in conversation designed to provide students with no prior knowledge of Italian with an opportunity for practical application of the rudiments of the language. Topics selected for discussion will aim at a graduated and controlled approach to Italian. Not normally open to native speakers except by permission of instructor.

Instructor: Antonio Franceschetti Session: Winter Day

Content and Teaching Method: Relevant current topics and areas of interest to the students will be discussed, such as facets of Italian and Canadian culture, aspects of politics, society, and social problems. The three hours per week will focus on discussions of the various chapters included in the text. As soon as the students acquire a certain degree of proficiency in the language, oral reports will be introduced on subjects chosen by the students.

Evaluation: Oral report 25%; oral final exam 25%; class participation 50%.

ITALIAN

CONVERSATION II

Corequisite: ITA401 or ITA411

Course Description: A continuation of ITA402.

Instructor: Dennis McAllister Session: Winter Day

ITALIAN

INTERMEDIATE ITALIAN

Corequisite: ITA401 or ITA411 or Grade 13 Italian.

Course Description: ITA402B: Intensive review of the grammar, with drills, exercises, and compositions. ITA403B: An advanced course in conversation for students with a knowledge of Italian. Attention will be given to idioms and special constructions.

Instructor: Antonio Franceschetti Session: Summer Day

Content and Teaching Method: These courses will improve the basic knowledge of Italian acquired in previous studies and will allow the student further opportunity to converse in Italian with the goal of increasing fluency in the language. The courses concentrate on expiating and practicing the more difficult parts of Italian grammar. This will alternate with reading and discussion of modern Italian passages in prose and poetry and various topics of interest to both students and instructor. Emphasis will be placed on aspects of Italian culture through readings, writings, and conversations in Italian. Grammar will be presented in written grammar exercises, as well as in written comments on grammatical points discussed in class. The courses will be conducted in Italian; there will be three hours per day plus some extra class activities.

Evaluation: Class participation 35%; class work (compositions, written exercises etc.) 35%; control tests 30%.

Additional Comments: Registration for these courses is done by contacting the Summer Language Institute, Application forms are attached to the SLI Brochure (available from Student Services, from K-322A and from the School of Continuing Studies). Interested students should read the SIU Brochure carefully. These courses can also be taken on a non-credit basis.
ITAN07 Intermediate Italian

Prerequisite: Grade B in Italian or ITAN01 or ITAN11 or equivalent

Course Description: Intensive review of the grammar, with drills, exercises and compositions.

Instructor: G. Katz Session: Winter Day

Content: The course concentrates on expanding and perfecting the most difficult parts of Italian grammar. This will alternate with reading and discussion of modern Italian passages in prose and poetry. The student will be asked to prepare written grammar exercises, as well as to write comments or summaries of the readings discussed in class. The course will be conducted in Italian whenever possible.

Teaching Method: Three hours of lectures per week.

Evaluation: Six written exams (one per month) 70%; class participation and work done at home (compositions, written grammar exercises) 30%.

ITCB01 Intermediate Conversation I

Prerequisite: ITAN01

Course Description: An advanced course in conversation for those students with a knowledge of Italian. Attention will be given to idioms and special constructions focusing on Italian culture and civilization.

Instructor: Dennis McLafferty Session: Winter Day

Comment of the Instructor: This course offers the opportunity to those who want it to improve their oral/aural skills in a relatively informal classroom situation. Students will be expected to prepare topics of common interest for discussion in class by doing background reading in Italian on the topics chosen and by preparing the specialized vocabulary of those topics. In addition at least three oral reports on an agreed-upon topic related to Italian culture and civilization will be required of each student. There will be an oral examination at the end of the course.

Evaluation: Class participation (40%); oral reports (25%); final oral examination (35%).

ITAN02 Advanced Composition

Prerequisite: ITAN01

Course Description: Study and analysis of selected texts, translations and compositions.

Instructor: G. Katz Session: Winter Day

Content: The students will be asked to write a brief composition in Italian every week, and at least an hour a week will be spent discussing and explaining the main grammatical and idiomatic difficulties, but this will emit from the compositions. Short passages of modern Italian prose or poetry will be read and discussed in class, and students will be asked to write a brief summary or comment on them in Italian. The course will be conducted in Italian whenever possible.

Teaching Method: Three hours of lectures per week.

Evaluation: Three written exams (one per month) 70%; class participation and work done at home (compositions) 30%.

ITAS05 Practical Translation

Prerequisite: ITAN02

Course Description: Practice in translating from English to Italian and from Italian to English. Different examples of translation will be analyzed, and tests in both languages studied comparatively in terms of literary technique and style of expression.

Instructor: S. Mittler Session: Winter Day

Comment: Passages of different types will be translated in a translation workshop concerned primarily with increasing the proficiency of the student, as opposed to grading him per se.

Teaching Method: Prepared translations, taken up in class.

Evaluation: 3 or 4 (to be decided in class) class tests, plus final exam, all of equal value.

ITCB02 Intermediate Conversation II

Prerequisite: ITAN02

Course Description: A continuation of ITANC1

Instructor: G. Katz Session: Winter Day

Content: This course aims at developing as fully as possible the student's facility with the language and will continue the program outlined in ITANC1.

Teaching Method: See ITANC1.

Evaluation: See ITANC1.
IT4102 Introduction to Italian Literature
Prerequisites: IT4101
Course description: A survey of Italian literature, from the Middle Ages to the present.
Instructor: G. B. M. Session: Winter Day
Content: This course is designed to provide the student with a general understanding of Italian literature. Major movements and figures of Italian literature will be studied, including the Middle Ages, Petrarchism, Barrocismo, etc.
Teaching Method: Three hours of lectures per week with opportunities for class discussion of the work studied.
Evaluation: Essays written during the year 50%; class tests 20%; class participation and discussion 30%.

IT3311 Dante and Medieval Culture
Prerequisites: IT3302
Course description: Introduction to Medieval Italian literature with special reference to Dante.
Instructor: N. M. Franceschetti Session: Winter Day
Content: and Teaching Method: This course aims to introduce the student to the problems, mentality, social and cultural patterns of man as reflected in the literature of the Middle Ages, with specific reference to Dante. The origins and development of medieval literature will be traced, leading up to Dante and the masterpiece of the Middle Ages, The Divine Comedy. The course will include a general survey of Dante's other works and their significance in terms of the life and culture of the time. There will be three hours of lecture with discussion per week. Class attendance is highly recommended and class participation and student's comments strongly encouraged.
Evaluation: Term tests 50%; class participation 20%; oral report 30%.

IT3358 Italian Sixteenth Century Theatre
Prerequisites: IT4102
Course description: A study of the theatre and the development of the theatre in the sixteenth century Italy.
Instructor: P. M. Franceschetti Session: Winter Day
Content: This course will examine the development of theatre in Italy, focusing on the works of such playwrights as Machiavelli, Pietro Aretino, and others, and their influence on later theatre. The course will also explore the societal and cultural context of the time, including the role of theatre in society and the impact of religious and political events on theatrical productions.
Evaluation: Participation in classroom discussion (30%); written report (30%); written exam (40%).

Course Description: The creation of a new lyric expression in Tasso’s Gerusalemme Liberata and other poetry. Its development in Marino and the Marotisti. Aspects of philosophical, religious, political and historical thought of the period (Bramante, Campanella, Botaro and Marpurg).

Instructor: Antonio Franceschetti Session: Winter Day

Contact and Teaching Method: The aim of this course is to provide the student with an adequate knowledge of the artistic and cultural aspects of Italian literature from the middle of the sixteenth to the middle of the seventeenth centuries. During the three hours of lectures per week selected passages of Tasso’s works will be read and discussed in class, pointing out his innovations in the Renaissance tradition and his relevance towards subsequent developments of Italian lyric poetry, as exemplified in Marino’s writings and those of his followers. Students’ oral reports will focus on other cultural characteristics of the period.

Evaluation: Term test 40%; oral report 30%; class participation 30%.

Prerequisites: ITA003 or ITA002

ITAS017 The Nineteenth Century Italian Novel in Transition

Course Description: Verga’s use of VERismo to translate new social and political reality; Paparelli’s version of parnasian life; D’Annunzio’s aestheticism and out of the “superumano”; and Svevo’s analysis of the distortion of memory.

Instructor: S. Mittier Session: Winter Day

Contact: The changing Italian social and literary scene in the nineteenth century and immediately afterwards, as seen in the following books: Verga, G. I Malavoglia; Paparelli, E. Il Giocatore; D’Annunzio G. L’Ultimo Cacciatore; Svevo, I. La Straniera di Zenob.

Teaching Method: Lectures plus wherever possible, seminars.

Evaluation: 1 Essay, 1 exam plus class participation; breakdown to be discussed in class.

Prerequisites: ITAS01 or ITAS02

ITAS018 54F Supervised Reading ITAS015-195

Interested students should contact Prof. A. Franceschetti.
Industrial Relations

Course: ECON 1101

topic: Industrial relations in the Canadian context. Topics include industrial relations theory and systems, collective bargaining, and labour relations law.


Text: A detailed examination of the legislative framework which governs virtually every aspect of the industrial relations system, the collective agreement, its negotiation and administration. A brief introduction to the structures of labour and management, trade union organization, collective bargaining.

Teaching Method: Primary reliance is, of necessity, placed upon class discussion. Assigned readings and class notes are provided.

Course Evaluation: Required texts will include: The Ontario Industrial Relations Act and Industrial Relations in Canada by Stewart A. Rees (MacMillan, Toronto, 1977).

Notes: In 1974/75 there were 3 compulsory exams and an optional exam. The weighting of the final exam was thrice that of the midterm.

Analysis for Decision Making I

Course: ECON 2257

Prerequisites: (COMP 2250, ECON 2281)

Description: A study of linear programming. Applications of commerce and economics will be emphasized.

Teaching Method: Lectures accompanied by occasional problem sessions.

Course Evaluation: Exams, problems sets.
JCEB715
Analysis for Decision Making II
Exclusions: (COMS1601), (EDEM71).
Prerequisites: ECOB1, JCEB72
Course description: A continuation of JCEB71 with less emphasis on deterministic/linear models. Course content will be determined by the instructor and will usually include several of the following: decision making under uncertainty, inventory theory, simulation, non-linear programming, allocation of risk-bearing.
Instructor: T.B.A. Session: Winter Day
Content: Topics in operations research, such as dynamic or stochastic programming, inventory theory, queuing theory.
Teaching Method: Lectures with occasional problem sessions.
Evaluation: Exams, problems, projects.

JCECO3Y
Corporation Finance
Exclusions: (COMC01), (ECCO01)
Prerequisites: COMB1; ECOB1; (ECCD2), ECOB1
Course description: 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.
Instructor: T.B.A. Session: Winter Day
Additional Comments: No further details are available at the present time. For further information, contact the Assistant Chairman, Commerce.

JCECO69Y
Organisational Behaviour
Exclusions: (COMC077), (EDEP87), (EDCO69)
Prerequisites: One previous course in Sociology, Commerce, Economics, or Political Science
Course description: Examines social factors in administration, the building of intra-organisational and inter-organisational relationships, and the distribution of power and dependency in society. Critical studies used in the first term will focus on single organisations. Those used in the second term will focus on parties and other interdependent organisations. Students may make their work as a series of short, independent exercises or a major project, and should be prepared to share their conclusions with the class and members of the class.
Instructor: T.B.A. Session: Winter Day
Additional Comments: No further details are available at the present time. For further information, contact the Assistant Chairman, Commerce or the Assistant Chairman, Sociology.

JCECO75Y
A Seminar in Literary Theory and Criticism
Exclusions: (EMC01), (HUMC13)
Enrolment: Limited to 30
Prerequisites: For English students: Normally three English courses- level one at B-level; for others: Any three B-level courses.
Course description: A study of critical theories from Plato and Aristotle to Eliot and Marxist theory.
Instructor: M.F. Vicari, John Harris Session: Winter Day
Course description: Advanced seminar for students majoring in English and others interested in theories of literature, art and imagination.
Evaluation: In the Fall term, one major essay by Plato, Aristotle, Cicero, Horace, Sidney, Dryden, Johnson, Wordsworth, Coleridge, Eliot and Eliot will be read. The important problems relating the nature and function of literary art, its social, historical, philosophical and psychological contexts, and the role of criticism will be introduced. In the Winter term discussion will centre on some twentieth-century treatments of these problems.
Teaching Method: Seminar discussions.
Evaluation: Two 25% word essays, at least two oral presentations, participation in discussion.
SYMBOLIC LOGIC I

Prerequisites: (PHIL 101) or (MATH 106)

Course description: An introduction to formal techniques of reasoning, sentential logic, and quantification theory or predicate logic.

Instructor: R.J. Goble Session: Winter Day

Contents: An introduction to formal techniques of reasoning, deductive and inductive, the course covers sentential logic, quantification theory or predicate logic and elements of probability theory. The emphasis is on appreciation of methods and practice in techniques, for example, for formal analysis of English statements and arguments, and for construction of clear and rigorous proofs. Topics of more theoretical interest are presented in lectures supported by essays and other materials by the instructor, copies of which are distributed. But the emphasis is on techniques, and examinations are confined to them.

Bibliography (principal text):
Donald Kalish and Richard Montague. Logic: Techniques of Formal Reasoning (for deductive techniques only).

Evaluation: To be announced later.

SYMBOLIC LOGIC II

Prerequisites: (PHIL 101) or (MATH 106)

Course description: A continuation of JMB 101.

Instructor: R.J. Goble Session: Winter Day

Contents: In the first and longest part of the course the natural deduction system studied in symbolic logic I is extended to cover identity and definite descriptions. Special attention is paid to the construction of the identity calculus in "extensional" terms and formulas. Alternative treatments of definite descriptions, one that follows Frege, the other that follows Russell, are developed and compared. The emphasis in this first part of the course is on techniques.

The second part of the course covers meta-theory of standard elementary logic with emphasis on completeness proofs for sentential and predicate logic and on the "statistical" theorem due to Shelah. Gödel and Church. The object in this part of the course is theoretical, not practical, appreciation of, rather than skill in developing meta-logical structures and proofs.

Bibliography (principal text):

Evaluation: To be announced later.

Special Theory of Relativity

Prerequisites: (PHYS 201) and (MATH 106)


Instructor: L. von Hoher Session: Winter Day

Contents: To develop an understanding of the conceptual basis of special relativity and a working knowledge of it. Emphasis is placed on the structure of the theory and applications to branches of physics and astrophysics. The course also forms the basis for a smooth transition to general relativity theory.

Text: The classical notions of space and time and their inadequacy are discussed. The equivalence principle is introduced to lead to the Lorentz transformations. A rigorous presentation of the mathematics of four vectors and tensors is developed. This is followed by relativistic particle dynamics and electrodynamics, as well as various applications. The course is directed at the shortings of the theory and the need to supplement it with general relativity theory.

Teaching Method: Lectures and a tutorial.

Evaluation: Homework, one midterm, one final, possibly oral.

Relativity and Cosmology

Prerequisites: (PHYS 201), (PHYS 301)


Instructor: R. von Hoher Session: Winter Day

Contents:

1. Brief Review of Special Relativity
2. Mathematical Background: types of tensor, tensor operations, Riemann space, geometric types of differentiation, the Riemann, Kline, Cartan geometries.
6. Cosmological Theory: the Robertson-Walker metric, astrophysical models, the presence of matter in the universe, origin of the universe.
7. Observational Cosmology: distance versus redshift, matter mass, the age of the universe, cosmological models, the quantum.
8. Observational Cosmology: weak field approximations.

Teaching Method: 2 lectures per week.

Evaluation: Assignments 10%, Exam 90%
Advanced Classical Mechanics

Prerequisites: MAT241 or MAT251; PHYA01 or PHYA02


Instructor: T.R.A.
Session: Winter Day
Evaluation: T.A.A.

Film Representation: D.M. James

Linguistics is the science of language. For the linguist, language is a phenomenon of the human mind and of human society. Not all languages particularly concerned with the description of language (an interest in the systematic study of language) are called linguistics. The development of languages (LIM01). Linguists draw on the findings of psychology, philosophy, sociology, and biology to create new frontiers of research. This new science is reflected in LIM02, JUMP55.

Those majoring in General Linguistics, Psycholinguistics, Sociolinguistics, see the appropriate section of the Calendar. In addition to the courses listed there, the following courses in other disciplines may be of interest.

616 Ethnic Cultures of Canada
617 Old English Language and Literature
341 Introduction to French Linguistics
342 The French Language in Canada
446 Principles of Lexicology and Their Application to Modern French
456 History of German
450 Philosophy of Language
452 History of the Spanish Language

GENERAL Linguistics

Description: In the introductory course various methods of analysis will be discussed, as well as the form and content systems which comprise language. Among the questions con- sidered will be the processes of producing and comprehending speech, first and second language acquisition, and the ideal structures which early actual utterances.

Instructor: M.V. Solos/P.H. Salus
Session: Winter Day

Requirements: Did you ever meet anyone who could talk...? What sort of language did they use? If you did, do you think they were talking in a foreign language? If you did not, why not? If you did not, why not? Did you ever meet anybody who could talk...? If you did, do you think they were talking in a foreign language? If you did not, why not? If you did not, why not?

Teaching Method: Lectures, discussions, films, tests


Assessment:
5 one-hour tests.
20-25 homework assignments.
1 Final Examination.
LINM40 Introduction to Language

Instructor: D.M. James, Session: Winter Day


Evaluation: Tentatively, two papers and a final examination.

LINM401 Sociolinguistics

Prerequisite: LINM40 or (LIM401 or SOC401 or SOC402)

Course description: The structure and use of language as it relates to social and cultural functions. The application of sociolinguistic research to Canada will comprise approximately half of the year's work.

Instructor: D.M. James, Session: Winter Day

Content: Specific topics will include: the extent to which culture is determined by language (specifically, the Whorf-Shapir hypothesis); language as an indicator of differences such as social class, ethnic group, sex, and geographical area; and cultural attitudes towards language differences; multilingualism and the national language question; and the structure of conversation.

Teaching Method: Lectures and discussions.

Evaluation: Tentatively, four papers and two end-of-terms tests (this would include a scheduled final examination).

LINM402 Scripture

Prerequisite: LINM40 or LINM401


Instructor: R.I. Hinsdale, Session: Winter Day

Content: An examination of the means by which speech sounds are represented, and of the physical properties of these sounds. Emphasis will be placed on such practical considerations as phonetic transcription.

Teaching Method: Class discussion of course material.

Evaluation: Three one-hour tests, one two-hour test (near end of term), and evaluation of contribution to class discussion.

LINM403 Phonetics

Prerequisite: LINM401

Course description: The physiological and acoustic bases of language.

Instructor: D. Woods, Session: Winter Day

Content: An examination of the means by which speech sounds are represented, and of the physical properties of these sounds. Emphasis will be placed on such practical considerations as phonetic transcription.

Teaching Method: Class discussion of course material.

Evaluation: Three one-hour tests, one two-hour test (near end of term), and evaluation of contribution to class discussion.
LING011
Syntax and Semantics
Exclusions: (LING001); (LING003)
Prerequisites: LING001 or (LING03)
Course description: The study of sentence structure, including the major grammatical processes, e.g., transformational rules, the principle of the cleft, etc.; the relationship between syntax and semantic; generative and formal-semantic; literal vs. conveyed meanings; coreferences, antecedents, the influence of extra-linguistic context on language.
Contact: Emphasis on language as a code system used for communication. What are the rules of the communication game? How do people manage to translate notes into ideas or vice versa? Semantics will be studied in a less formalistic way than syntax.
Teaching Method: Lectures, discussions, assigned problems.
Evaluation: Quarterly in-class examinations. One two-hour or take-home examination. I reserve the right to grade the homework assignments, though these will not necessarily be used in determining the course grade; the class will be completed on this point.

LING017
Phonology and Historico-Comparative Linguistics
Exclusions: (LING023); (LING032)
Prerequisites: LING011 or (LING018) (Pre- or co-requisite after 1977-78: LING03)
Course description: A study of the sound system of language, including phonetics, morphology, systematic phonemics, and universal phonological theory; a study of traditional historico-comparative linguistics, including familial and typological relationships, dialect geography, the contributions of historical studies to modern universal linguistic theory.
Teaching Method: Class discussions of course material.
Evaluation: Tests and/or essays (to be decided by each individual student and/or consultation with the instructor) and evaluation of contribution to class discussion.
The mathematics program is divided into four sections:

(a) \textsc{Math} 22 is a pre-requisite for some non-science programs. Completion of this course does not qualify the student to proceed to further courses in Mathematics or Computer Science.

(b) \textsc{Math} 23, 24, 25, 26, 27, 28
These courses, primarily for science and social science students, emphasize practical mathematics, rather than full rigor.

(c) \textsc{Math} 30-31
A course in logic, listed as a joint course in mathematics and philosophy.

(d) All other courses in mathematics emphasize rigor. Many of these courses are required for major programmes in mathematics or physics.

The student of mathematics should also consult the list of courses offered under "Computer Science".
MAT1017: Techniques of Calculus

Description: One Grade 13 course in Mathematics


Instructor: P. Leah & A. del Junco

Session: Winter Day

Teaching Method: Lectures and Tutorials

Evaluation: Tutorial problem sets
4 tests
Christmas Examination
Final Examination

MAT1025: Calculus with Linear Algebra

Description: MAT102; MAT103
Prerequisites: Grade 13 Calculus


Instructor: K. W. Sharp & 1 others

Session: Winter Day

Evaluation: Weekly homework assignments
4 two-hour mid-term examinations
1 Christmas examination
1 Final examination

Introduction to Linear Algebra

Description: Grade 13 Functions and Relations or Grade 13 Calculus or Grade 13 Algebra


Instructor: TBA

Session: Winter Day

Note: This is a course intended for serious students who plan to continue with mathematics and/or science. The subject matter is abstract and demands a great deal of time and effort to master. If you are prepared to work hard, then this is a very rewarding course and well worth the effort.

Teaching Method: Two hours of lectures a week plus a weekly 1-hour tutorial session.

Location: Two 2-hour term tests, to be written in the evening.
A Christmas exam
Weekly problem sets

MAT1040: Linear Algebra II

Description: MAT103

Course Description: A generalisation of the topic covered in MAT103. Vector spaces, linear transformations, eigenvalues, eigenvectors, change of basis. Diagonalization of a matrix.

Instructor: T. Callahan

Session: Winter Day

Note: This is a course intended for serious students who plan to continue with mathematics and/or science. The subject matter is abstract and demands a great deal of time and effort to master. If you are prepared to work hard, then this is a very rewarding course and well worth the effort.

Teaching Method: Two hours of lectures/week plus a weekly 1-hour tutorial

Location: Two 2-hour term tests written in the evening
Weekly homework assignments
 Final Examination
MATH 255

Course:

6 Credits

Prerequisites:

MAT102, MAT106

Course description:

Grade 11 Functions and Relations; Grade 12 Calculus

Date: Winter Day

Teaching Method:

Lectures, Tutorials, Assignments & Tests.

Evaluation:

1) Weekly assignments
2) One term test per term (Oct and Feb) (for 2 hours)
3) 3 hour mid-term (Dec.)
4) 3 hour Final Exam

MAT 255

Geometry

Exclusions:

(MAT310), (MAT315)

Prerequisites:

MAT205

Course description:

Euclidean plane and solid, similarities, inversion in a circle, The circle in group theory, Circle and group theory, conics, Non-Euclidean geometry, Projective and affine geometry, Finite geometries, free constructions, The theorems of Desargues and Pappus. Projectivities, homologies, elations. The fundamental theorem of projective geometry.

Instructor: D. Gunther

Session: Winter Day

Contact:

This course explores some facets of present-day geometric research. In addition, the interplay between geometry and algebra is emphasized.

Teaching Method:

Three hours of lecture hours a week.

Evaluation:

2 tests during lecture hours each term and weekly problem sets.

MAT 355

Linear Algebra II

Exclusions:

MATH 256

Prerequisites:

MATH 105

Course description:

Axiomatic vector spaces, Rank and dimension theorem, Bilinear forms, dual scalar products, Index of nullity, Sylvester's theorem, and spaces, Quadratic forms, Applications to critical point theory, Symmetric operators, Unlucky operators, Polynomials, Spectral and minimal-polynomial, Triangulation and diagonalization, Central theory.

Instructor: E. Elsner

Session: Winter Day

Contact:

This course MATH 355 is designed for students who intend to pursue further studies in Mathematics Sciences. The emphasis will be on concepts and their logical connections. The course will enhance the intuition by discussion of examples, counter examples and problem solving.

Evaluation:

There will be tests and a final examination.

MATH 357

Techniques of the Calculus of Several Variables I

Exclusions:

MATH 305

Prerequisites:

MATH 105 or MATH 205

Course description:

Equations of lines and planes, Geometric representation of equations of several variables, Partial derivatives, Total differential of a function, Chain rule, Taylor's approximation, Material and applications, Inclinations of critical points and the method of Lagrange multipliers, Curves, vector fields and line integrals, Divergence and the Laplacian.

Instructor: B. Halperin

Session: Winter Day

Teaching Method:

Lectures and tutorials.

Evaluation:

Weekly problem sets, mid-term test, final examination.
MAT660F  Techniques of the Calculus of Several Variables II

Exclusions: MAT543, MAT655
Prerequisites: MAT451

Course Description: Double and triple integrals together with applications to geometry and physics. Various coordinate systems and change of variables in multiple integrals. Surface integrals. The theorems of Gauss and Stokes. Sequences and series of numbers and functions. Taylor series and Fourier series.

Instructor: S. Halperin  Session: Winter Day
Teaching Method: Lectures and tutorials.

MAT455  Linear Algebra III

Prerequisites: MAT454


Instructor: E. Elmers  Session: Winter Day
Content: see notes on MAT30F
Evaluation: There will be tests and a final examination.

MAT60F  Analysis

Exclusions: MAT451
Prerequisites: MAT454, MAT545


Instructor: P. Leah  Session: Winter Day
Evaluation: T.B.A.

MAT61F  Differential Equations I

Prerequisites: MAT454, MAT545


Instructor: I. Nopka  Session: Winter Day
Evaluation: T.B.A.
MATH 652: Probability and Statistics II

Exclusion: PSYCH 775
Prerequisite: MATH 645 or MATH 651
Course description: Sample space, random variables, univariate and bivariate distributions, Point and interval estimation, Tests of significance, parametric and non-parametric. Selected applications to psychology, sociology, industrial problems, medical research, etc.
Instructor: T.R.A.
Evaluation: 10 homework assignments
Final Examination

MATH 653: Analysis II

Prerequisite: MATH 60

Instructor: P. Leah
Session: Winter Day
Evaluation: Final Examination

MATH 658: Differential Equations II

Exclusion: MATH 65; MATH 655
Prerequisite: MATH 645; MATH 651
Instructor: T.R.A.
Session: Winter Day
Evaluation: T.R.A.
MATH 70
Introduction to Number Theory

Prerequisite: MATH 44

Course Description: Some elementary properties of integers, prime numbers, congruences, Diophantine equations, quadratic residues, rational approximation.

Instructor: T. Callahan
Session: Winter Day

Objectives: To explore properties of the integers.

Comments: MATH 70 will be an exploratory course. The material to be studied will be chosen on its own merits, not for its future usefulness. Number theory is one of the oldest and most beautiful branches of pure mathematics and this course should provide an idea of why it has fascinated mathematicians for so long. It is not intended to be a difficult course but enthusiasm and hard work will be essential.

Evaluation: Two or three 2-hour lecture examinations
Problems sets (1 or 2 per month)

MATH 80
Advanced Topics in Mathematics

Prerequisite: MATH 40 or MATH 50

Course Description: A survey of different trends in the mathematics of this century. The course content and the prerequisites change greatly. Manifolds, Critical point theory, Mathematical economy, calculus in Banach spaces.

Instructor: R. Sharpe
Session: Winter Day

Evaluation: Frequent homework assignments
1 mid-term examination
1 final examination

MATH 15
Applied Differential Equations

Prerequisite: MATH 11

Course Description: Ordinary differential equations and applications

Instructor: J. Kupka
Session: Winter Day

Evaluation: T.B.A.
Algebraic Structures I

Exclusion: MAT104
Prerequisites: MAT101 and one other B-level Mathematics course

Course description: 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.

Instructor: J. Pierce
Session: Winter Day
Evaluation: T.B.A.

Real Analysis I

Prerequisite: MAT101, MAT105


Instructor: A. del Junco
Session: Winter Day
Evaluation: T.B.A.
Differential Geometry 1

Prerequisites: MATH45, MATH65


Instructor: R. Del Vecchio
Session: Winter Day
Evaluation: T.B.A.

Probability Theory and Stochastic Processes

Prerequisites: MATH45, MATH65


Instructor: T.B.A.
Session: Winter Day
Evaluation: 10 homework assignments

Real Analysis II

Prerequisites: MATH65


Instructor: A. del Junco
Session: Winter Day
Evaluation: T.B.A.

Complex Analysis I

Prerequisites: MATH65


Instructor: S. Halperin
Session: Winter Day
Teaching Method: Lectures
Evaluation: Problem sets, mid-term test, final examination.
Complex Analysis II

Prerequisite: MATH440

Course description: Applications of complex analysis to geometry,
physics and number theory. Frational linear transformations and
the Lorent group. Solution of the Dirichlet problem by conformal
mapping and the Poisson kernel. The Riemann mapping theorem.
The prime number theorem.

Instructor: S. Halperin  Session: Winter Day

Teaching Method: Lectures

Evaluation: Problem sets, mid-term test, final examination.

Introduction to Music

Course description: A study of the basic materials, principles of
style, 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.

Instructor: T. McGuire  Session: Winter Day

Evaluation: A survey of the style changes in Western music from the
Middle Ages to the present. The music is approached in terms of
harmonic construction, style characteristics, and its relationship
trends in art and society. The evolutionary aspects of the
period styles is emphasized as well as the individual
characteristics of selected works.

Evaluation: Three lecture hours per week.

Evaluation: A final exam
MUS2025
Music of the Twentieth Century
Prerequisite: MUS101 or MUS200
Course description: Tracing the various trends of music in the present century from Debussy to the most recent electronic and multimedia presentation. Concentration will be on particularly influential composers as well as a look at the influence of jazz.
Instructor: T. McNea
Course: Selected compositions of Debussy, Schoenberg, Stravinsky, and others will be studied in detail as representatives of a large repertory of material written in similar styles.
Teaching method: two hours per week - lecture and class discussion.
Evaluation: 1/3 class participation 1/3 term paper

MUS205F
Haydn, Mozart, and Beethoven
Prerequisite: MUS101 or MUS200
Course description: A comparative study of the three classic masters involving all categories of their work. The music will be studied in connection with the general cultural and political developments of the time.
Instructor: T. McNea
Course: Selected scores will be studied in detail in an attempt to capture the composers’ styles.
Teaching method: two hours per week - lecture and class discussion.
Evaluation: 1/3 class participation 1/3 term paper

MUS308H
Supervised Performance I
Prerequisite: MUS101
Course description: Performance of either vocal or instrumental work supervised by a member of the faculty. Examination by audition and written test. Previous experience necessary for instrumentalists.
Instructor: T. McNea
Course: Performance of a variety of music literature and public performance for the college. Students to learn the variety of literature from actual performance. Previous experience necessary for instrumentalists. No experience for vocal.
Evaluation: Wide variety of music.
Additional comments: 2 hours rehearsal per week.

MUS408H
Supervised Performance II
Prerequisite: MUS101
Course description: A study of the elements of musical structure approached from composing and reading. No previous musical background is required.
Instructor: T. McNea
Course: A non-historical look at music, intended for students interested in composition and design. The "art" of music (as opposed to the historical "study of music") will be the focus of the course. Students will do writing and basic composition in the key of a minor. The final project will use the music of a major composer as a model.
Teaching method: 1 hour, weekly lecture, discussion, and preparation for assignments.
Evaluation: Reading, writing, and discussion.

MUS400H
Supervised Performance III
Prerequisite: MUS101
Course description: Performance of either vocal or instrumental work supervised by a member of the faculty. Examination by audition and written test. Previous experience necessary for instrumentalists.
Instructor: T. McNea
Course: Performance of a variety of music literature and public performance for the college. Students to learn the variety of literature from actual performance. Previous experience necessary for instrumentalists. No experience for vocal.
Evaluation: Wide variety of music.
Additional comments: 2 hours rehearsal per week.

MUS400H
Supervised Performance IV
Prerequisite: MUS101
Course description: Performance of either vocal or instrumental work supervised by a member of the faculty. Examination by audition and written test. Previous experience necessary for instrumentalists.
Instructor: T. McNea
Course: Performance of a variety of music literature and public performance for the college. Students to learn the variety of literature from actual performance. Previous experience necessary for instrumentalists. No experience for vocal.
Evaluation: Wide variety of music.
Additional comments: 2 hours rehearsal per week.
Supervised Performance II

Prerequisite: MUS 209

Course description: A continuation of MUS 209.

Instructor: T. McGee/G. Crofton

Session: Winter Day

Objectives: For further information see Music 209.

Evaluation: to be announced later.

Science

Introduction to Natural Science: Physical Science

Course description: A primarily non-mathematical treatment of the natural and applied physical sciences, designed for students whose interests lie outside of Science. Basic questions discussed include: the history of physical science; scientific method; pseudoscience; dimensional analysis; principles of mechanics; theory of vibration; oscillating systems; quantum mechanics; symmetry and physical laws; relativity theory; the statistical character of natural phenomena. Applications include: studies of speed and size; atomic and electric phenomena; the physics of sound and the electromagnetic spectrum; the nature of time; the biological and social implications of modern science. Considerable use is made of films and demonstrations to supplement the lectures. A week of the tutorial time is devoted to discussion. Reading and essay writing are an important part of the course.

Instructor: H. C. Corban

Session: Winter Day

Prerequisites: Not open to students who have passed PHY A01 or PHY A02

Recommended Courses: MATH 101, PHL 101

Text: An emphasis on the historical development of concepts in physical science. From earliest times to the present. It will necessarily, for students to work problems involving simple algebra but no calculus.

Bibliography: Gerald Holton, "Introduction to Concepts and Theories in Physical Science" (Addison-Wesley, 1971)

Assessment: Problem, Two mid-term tests, Christmas Test, Two days, Final Exam, extra reading.
Introduction to Natural Science: The Biological Sciences

Exclusion: Not open to students who are taking or have taken BIOM30.

Course description: This course is designed for students with no prior 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 sciences encompassing: diversity, animal diversity, and the diversity of life. By meeting these three major categories: Man, inheritance and society, population and resources, the operation of ecosystems, reading and essay writing will be an integral part of the course, supplemented by lectures and discussion periods.

Instructor: J. McCallum. Session: Winter Day

Objectives: To gain an understanding of the development of thought in the biological sciences and of the application of that thought to man and his environment.

Context: Consideration of control feedback mechanisms within biological systems at levels from that of the cell to the organismal community. Consideration of basic ecological theory with reference to familiar ecosystems.

Teaching Method: Two lecture hours plus a minimum of 1 tutorial every third week.

Evaluation: In each term students will complete one term-top essay and two term-end assessment forms (one available). In the spring term a term project will also be assigned. Essays & problem sets - 30% final mark. Examinations - 50%.

RISQRTY: Quaternary Environments and Man

Prerequisites: One of ASTASIA, BIOM3A, QGE3A70, QGE3A6, QGE3A5, GLAD30, NGS3A7 (it is strongly recommended that students have a background in one of the areas listed).

Course description: A multidisciplinary course designed to introduce the study of the environment 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 of study that make up the Quaternary Environments component. The course will include lectures, seminars, and independent assignments.

Instructor: E. Green. Session: Winter Day

Teaching Method: Two hours of lecture and one hour of laboratory/fieldwork per week, plus several one-day field trips during the fall.

Evaluation: 1) one term test and 3 final exams 2) field trip reports, lab exercises 3) one research report

Philosophy

Professor: Desmet

Philosophy consists of a critical analysis of the ideas and concepts fundamental to both major areas of human concern as science, society, politics, and questions of ethics. Philosophy aims to clarify the principles on which they are based, to evaluate such beliefs and values in this context, and to explore their implications for a comprehensive understanding of the world in which we live. Philosophy originates in the ancient Greek thought and consists of the systematic development of a questioning attitude toward a wide range of ideas and beliefs.

Course offerings in Philosophy form a two-year cycle: those not offered in 1977 - 78 will be available in 1978 - 79 while PHIL3A, PHIL3B, THSL3A, POP3A, POP3B and POP3C are offered every year. It should be noted that in almost all areas Fall/Spring offerings are offered only when enough students participate in the equivalent of a full year course at Queen's. These sequences are usually scheduled in the same time slots.

The number of courses is arranged in decade units according to areas within Philosophy, not in order of difficulty.

Further information about Philosophy may be obtained from the Discipline representative, RSJ.

PHIL4A:1 Fundamental Questions of Philosophy

Course Description: A discussion of some of the fundamental questions of Philosophy. What is good reason? What is reality? What can be justified? Is it reasonable to believe in a religion? What is knowledge? Are moral practices justifiable? Is sentimentalism true? Are human free?

Instructor: D.L. Emery Session: Winter Day

Objectives: In this course there are four groups of questions which we shall deal with: (1) questions about the ultimate nature of ourselves, about the nature, use and limits of rational thought, whether it be an essentialist, a rationalist, a realist, an idealist or a reductionist; (2) questions about the nature, use and limits of rational thought, whether it be an essentialist, a rationalist, a realist, an idealist or a reductionist; (3) questions about the nature, use and limits of rational thought, whether it be an essentialist, a rationalist, a realist, an idealist or a reductionist; (4) questions about the nature, use and limits of rational thought, whether it be an essentialist, a rationalist, a realist, an idealist or a reductionist.

Instructor: T. Sladek Session: Winter Day

Objectives: To be advised

Instructor: T. Sladek Session: Winter Day

Objectives: To be advised

Instructor: T. Sladek Session: Winter Day

Objectives: To be advised
PHILOSOPHY 4

Course Description: 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 justifiable? Is materialism true? Are humans free?

Instructor: P.M. Geach
Session: Winter Day

This section discusses some philosophical problems of perennial interest both in their classical form and in contemporary treatment. We begin with discussions of selections from The Last Days of Socrates (with Pindar), we read Aquinas's On Free Choices of Modern Philosophers' Meditations; and we examine a pleasant day's discussion of their theme in H. Taylor's Metaphysics. In this way, we are introduced to questions about the nature of persons and their relationship to their bodies: freedom and determinism; the existence and nature of God; and some problems in ethics. There are fairly informal lectures, and discussion groups.

Evaluation takes place through some smaller papers (which analyze texts and arguments), longer essays (which develop philosophical positions) and tests (which fill in gaps and aid in the process of review and consolidation). The exact number of assignments is decided at the beginning of the course.

PHILOSOPHY 5

Course Description: 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 justifiable? Is materialism true? Are humans free?

Instructor: E. Weingerter
Session: Winter Day

Further information on this course will be available later in Room 4-116.

PHILOSOPHY 6

Course Description: 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 justifiable? Is materialism true? Are humans free?

Instructor: B. Jowett
Session: Winter Day

Note: The course will be problem-oriented.

Method and Evaluation: To be announced.
PE0168 Fundamental Questions of Philosophy

Course Description: 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 moral practices justifiable? Is materialism true? Is human free? 

Instructor: D.L. Marlin 
Session: Summer Day

Contents: In this course there are four groups of questions which we shall deal with: (1) questions about the ultimate nature of ourselves, others and reality as a whole (metaphysical questions); (2) questions about the nature, use and limits of rational thinking. Whether it be the kind of thinking found in mathematics or in science (questions in logic); (3) questions about the nature, use and justification of moral values and the whole institution called "the moral system" (questions in ethics); and (4) questions about the nature, use and justification of claims to believe or to know that something is or is not the case (epistemological questions).

Texts: Richard Taylor, Metaphysics (2nd ed.); Wesley Salmon, Logic (2nd ed.); William Frankena, Ethics (3rd ed.); Robert B. Chisholm, Hegel on Knowledge (latest ed.).

Evaluation: To be announced later.

FUNDAMENTAL QUESTIONS OF PHILOSOPHY

PO017 SOCIAL ISSUES

Course Description: An examination of the moral questions surrounding some of the following: abortion, capital punishment, human sexual relations (homosexuality, adultery etc.), organic, ecology, civil disobedience, policies toward the Third World, and toward the poor.

Instructor: To be advised 
Session: Winter Evening

Further information on this course will be available later in the spring.
PHIL 1055  PHILOSOPHY OF LAW
Course Description:  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?
Instructor:  André Guibas
Session:  Summer Evening
Context:  The course will begin with the detailed study of one recent legal case - Queen vs. Dr. H. Morgenstern - and consider some philosophical problems about the law which arise from it: What is the purpose of the judiciary process?  What is legal responsibility?  What is the relation between law and morality?
Bibliography:  Supreme Court of Canada:  Queen vs. Dr. Morgenstern (transcribed)
Fickenberg and Gross (eds):  Legal Philosophy.
Evaluation:  To be announced later.

PHIL 1065  PHILOSOPHY OF EDUCATION
Course Description:  An analysis of the various definitions of education and the nature of knowledge, learning, explaining and understanding (e.g., what it means for a satisfactory explanation when something be said to be understood?).
Instructor:  R.P. Thompson
Session:  Summer Evening
Context:  An examination of three basic issues: (1) the Concept of Education (e.g., the nature of knowledge, the aims of education, the relationship of knowledge and understanding, etc.,) (2) Ethical Necessity of Education (e.g., the concept of equality, workable measures of success, etc.,) (3) Education and Social Control (e.g., the values of authority and punishment, the relationship of democracy and education, etc.)
Teaching Method:  Lectures and Discussion.
Evaluation:  Either two short essays (1000-1500 words) or one longer essay (2000-2500 words).
A take home test.

PHIL 1070  RELIGION, KNOWLEDGE AND TRUTH
Course Description:  An examination of, among other things, certainty, the problem of scepticism, the scope and limits of human knowledge, the subjectivity of perception, rationality, and theories of truth.
Instructor:  To be announced
Session:  Winter Day
Reading and Method of Evaluation:  To be announced.
Further Information available later from Room N-515A.
PHILOSOPHY

PHILOSOPHY I

Course Description: A study of central themes in the philosophy of Aristotle and in post-Aristotelian developments such as Stoicism, Epicureanism, Neo-Platonism.

Instructor: W.C. Graham Session: Winter Day


Method and Evaluation: Lectures, discussions, and (if desired) seminars. Students will be expected to participate in discussions. Short papers or one major paper, one examination.

PHILOSOPHY II

Course Description: A continuation of PHILOSOPHY I.

Instructor: W.C. Graham Session: Winter Day


Method and Evaluation: Lectures, discussions, and (if desired) seminars. Students will be expected to participate in discussions. Short papers or one major paper, one examination.

PHILOSOPHY OF THE MIDDLE AGES I

Course Description: A study of central themes in the philosophy of the Middle Ages, including Islamic and Jewish thinkers such as Augustine, Boethius, Averroes, Alfarabi, Maimonides, Aquinas, Ockham.

Instructor: D.L. Nasher Session: Winter Day

Text: Material by various authors on philosophical thought during the Middle Ages.

Method and Evaluation: Lectures, discussions, and (if desired) seminars. Students will be expected to participate in discussions. Short papers or one major paper, one examination.

PHILOSOPHY OF THE MIDDLE AGES II

Course Description: A continuation of PHILOSOPHY OF THE MIDDLE AGES I.

Instructor: D.L. Nasher Session: Winter Day

Method and Evaluation: Lectures, discussions, and (if desired) seminars. Students will be expected to participate in discussions. Short papers or one major paper, one examination.

PHILOSOPHY OF THE MIDDLE AGES III

Course Description: A continuation of PHILOSOPHY OF THE MIDDLE AGES II.

Instructor: D.L. Nasher Session: Winter Day

Method and Evaluation: Lectures, discussions, and (if desired) seminars. Students will be expected to participate in discussions. Short papers or one major paper, one examination.

PHILOSOPHY OF THE MIDDLE AGES IV

Course Description: A continuation of PHILOSOPHY OF THE MIDDLE AGES III.

Instructor: D.L. Nasher Session: Winter Day

Method and Evaluation: Lectures, discussions, and (if desired) seminars. Students will be expected to participate in discussions. Short papers or one major paper, one examination.

PHILOSOPHY OF THE MIDDLE AGES V

Course Description: A continuation of PHILOSOPHY OF THE MIDDLE AGES IV.

Instructor: D.L. Nasher Session: Winter Day

Method and Evaluation: Lectures, discussions, and (if desired) seminars. Students will be expected to participate in discussions. Short papers or one major paper, one examination.

PHILOSOPHY OF THE MIDDLE AGES VI

Course Description: A continuation of PHILOSOPHY OF THE MIDDLE AGES V.

Instructor: D.L. Nasher Session: Winter Day

Method and Evaluation: Lectures, discussions, and (if desired) seminars. Students will be expected to participate in discussions. Short papers or one major paper, one examination.

PHILOSOPHY OF THE MIDDLE AGES VII

Course Description: A continuation of PHILOSOPHY OF THE MIDDLE AGES VI.

Instructor: D.L. Nasher Session: Winter Day

Method and Evaluation: Lectures, discussions, and (if desired) seminars. Students will be expected to participate in discussions. Short papers or one major paper, one examination.

PHILOSOPHY OF THE MIDDLE AGES VIII

Course Description: A continuation of PHILOSOPHY OF THE MIDDLE AGES VII.

Instructor: D.L. Nasher Session: Winter Day

Method and Evaluation: Lectures, discussions, and (if desired) seminars. Students will be expected to participate in discussions. Short papers or one major paper, one examination.

PHILOSOPHY OF THE MIDDLE AGES IX

Course Description: A continuation of PHILOSOPHY OF THE MIDDLE AGES VIII.

Instructor: D.L. Nasher Session: Winter Day

Method and Evaluation: Lectures, discussions, and (if desired) seminars. Students will be expected to participate in discussions. Short papers or one major paper, one examination.

PHILOSOPHY OF THE MIDDLE AGES X

Course Description: A continuation of PHILOSOPHY OF THE MIDDLE AGES IX.

Instructor: D.L. Nasher Session: Winter Day

Method and Evaluation: Lectures, discussions, and (if desired) seminars. Students will be expected to participate in discussions. Short papers or one major paper, one examination.

PHILOSOPHY OF THE MIDDLE AGES XI

Course Description: A continuation of PHILOSOPHY OF THE MIDDLE AGES X.

Instructor: D.L. Nasher Session: Winter Day

Method and Evaluation: Lectures, discussions, and (if desired) seminars. Students will be expected to participate in discussions. Short papers or one major paper, one examination.
PHILO470
PHILOSOPHY IN THE EARLY MODERN AGE II

Prerequisite: 

Preparation: 

Course Description: A continuation of PHILO466.

Instructor: B. Powell 

Session: Winter Day

Contents: Some major themes in the philosophy of Kant.

Reading and Evaluation: To be announced.

PHILO547
PHILOSOPHY IN THE EARLY MODERN AGE I

Preparation: 

Preparation: 

Course Description: Revolutions in science and philosophy involved man in a radical rethinking of the powers of reason, the limits of experience, and the nature of man and reality.

Instructor: N. Powell 

Session: Winter Day

Contents: A study of Descartes and Leibniz, especially of their differing views of human knowledge, through close reading of certain texts.

Reading and Evaluation: To be announced.

PHILO646
PHILOSOPHY OF RELIGION

Preparation: 

Preparation: 

Course Description: A study of such topics as the nature and existence of God, immortality, God and morality, and religious language and symbolism.

Instructor: P.W. Coats 

Session: Winter Day

Contents: A topic considered in this course are as follows: arguments for God’s existence; the problem of pain and suffering as a proof of God’s existence; the possibility of miracles; the possibility of life after death; the meaningfulness of language and God; the rationality of belief.

Reading: We will include: Steven M. Cahn (44), Philosophy of Religion (Harper & Row); John H. Dietz, Philosophy of Religion (Ginn); Robert N. Sproul, The Concept of Faith (Macmillan), and some assigned articles.

Assessment: There will be a short paper, a major essay, and a test.

Reading and Evaluation: To be announced later.

PHILO646
EXISTENCE AND REALITY

Preparation: In perceiving, categorizing and classifying objects, certain very basic concepts are employed. The course examines problems in metaphysics arising in connection with these concepts: existence, being, space, time, essentia, essence, mind and value.

Preparation: D.L. Mosher 

Session: Winter Night

Contents: We shall examine in some detail, by way of lecture, material and discussion, the following problems of metaphysics: the nature and function of metaphysical thought, the nature of reality, being and substance, mind, body and the person, the world and God.


Assessment: To be announced later.
PHIL 201
THEORIES OF MIND

Prerequisite: One 2-level course of half-course in Philosophy or Psychology.

Course Description: An examination of the philosophical propositions of psychological theories such as those of Freud on the unconscious. The relationship of mind and body, conscious and unconscious. The method of mental concepts and the analysis of dreaming will be studied.

Instructor: B. Powell
Session: Winter Day

Note: The course will especially discuss recent non-artistic theories concerning brain-mind identity.

Methods and Method of Evaluation: To be announced.

PHIL 202
CONTEMPORARY PHILOSOPHICAL ISSUES

Prerequisite: One full course equivalent in Philosophy.

Course Description: Contemporary theories of meaning, reference, truth and the nature of language.

Instructor: B. Steiner
Session: Winter Day

Course: Readings from Frege, Russell, Wittgenstein and other recent philosophers on the nature and functioning of names, concepts, propositions, truth and related topics.

Teaching Methods: Expository lectures, with one hour each week devoted to critical discussion of the current reading, or of supplementary material in accordance with the interests of participating students.

Evaluation: Some mixture of short research papers and class tests will be scheduled during the first week of term.

PHIL 203
PHILOSOPHY OF LANGUAGE

Prerequisite: One 2-level course or half-course in Philosophy or Linguistics.

Course Description: Contemporary theories of meaning, reference, grammar and the nature of language.

Instructor: B. Steiner
Session: Winter Day

Course: Readings from Frege, Russell, Wittgenstein and other recent philosophers on the nature and functioning of names, concepts, propositions, truth and related topics.

Teaching Methods: Expository lectures, with one hour each week devoted to critical discussion of the current reading, or of supplementary material in accordance with the interests of participating students.

Evaluation: Some mixture of short research papers and class tests will be scheduled during the first week of term.
PHIL495  CONTemporary PHILOSOPHIC ISSUES

Prerequisites: One full course equivalent in Philosophy, 
including PHIL404 or equivalent preparation in Philosophy of Language.

Course Description: This course is designed for students who have 
done basic reading in semantics and philosophy of language, and who 
want to pursue more advanced discussion of issues on the boundaries 
between philosophy of language and other philosophical disciplines. 
Introduction to the theory of speech-acts, language as a social 
institution and as a means for the expression of thoughts and 
intentions, and related topics.

Instructor: Hans Reiserberger  Session: Winter Day

Teaching Method: Lectures and discussion of assigned texts, with 
active student participation to be encouraged. The course will be 
conducted in part as a seminar, if conditions permit.

Evaluation: Some mixture of oral reports, short research papers, and 
written exercises will be negotiated during the first week of term.

PHIL505  SEMINAR IN PHILOSOPHY

Prerequisites: Two B-level half-courses in Philosophy: 
permutation of instructor.

Instructor: To be advised.  Session: Winter Day

Further information on this course will be available later in 
room B-575.

PHIL229/2  INDEPENDENT STUDIES
PHIL229/3  PHIL229/4  PHIL229/5

Prerequisites: Two B-level half-courses in Philosophy: 
permutation of instructor.
PHYS305

Classical Mechanics

Course Description: Notions of single particles and collisions of particles from the point of view of Newtonian physics. Equilibrium of rigid bodies, kinetic theory of gases, thermodynamics. A laboratory emphasizing some of these physical phenomena is part of the course.

Exclusions: PHYS320

Prerequisites: Grade 12 Physics or NOSCA1, Grade 12 Calculus.

Corequisites: MATH20 or MATH65.

Instructor: R. C. Curien Session: Winter Day

Contact: Problem solving is a very important part of the course. A set of solutions to assigned problems must be handed in almost every week. Some lecture demonstrations, but most experience with experimental work is gained in the accompanying laboratory course, which it is essential to pass in order to pass the course.

Teaching Method: Two lecture hours and one tutorial hour per week.

One laboratory session every two weeks.

Evaluation: Two mid-term tests, Christmas examination, Final Examination, Problem sets, Laboratory.


PHYS310

PRINCIPLES OF CLASSICAL PHYSICS

Exclusions: PHYS310

Corequisites: MATH22 or MATH20 or MATH65.

Course Description: This course with its associated laboratory offers a survey of the principles of Classical Physics. It is complete in itself, but also provides a foundation for those wishing to take other courses in General Physics or Physics I (PHYS100). It is not designed for those who expect to continue with major studies in Physics. The topics include: Newtonian mechanics, laws of motion, energy, simple harmonic motion, gravitation, forces, electricity and magnetism, properties of fluids, kinetic theory, laws of thermodynamics.

Instructor: J. M. King Session: Winter Day

Teaching Method: Two hours of lecture per week with discussion and demonstrations. One hour of tutorial per week, three hours laboratory every second week. A drop-in centre is open for additional tutorial assistance, including 1-3 p.m. on Fridays.


Evaluation: 1 problem set per week 10% 4 mid-term exams 15% laboratory work 15% term exam 20% final exam 15%

PHYS320

Waves

Exclusions: PHYS310 or PHYS100; MATH22 or MATH65

Course Description: Topics discussed include wave equations, superposition of waves, reflection and aberration of waves, impedance, reflection, interference, and diffraction. Applications are made to sound waves, radio waves, light waves, surface water waves and waves on a string.

Instructor: P. J. O’Connell Session: Winter Day

Teaching Method: Two lectures and one tutorial session per week.

Evaluation: Based on problem sets, one term test and a final three hour examination.

PHYS340

ELECTRICITY AND MAGNETISM

Exclusions: PHYS311 (recommended) or PHYS302

Exclusions: MATH11 or MATH30

Recommended Courses: MATHE2 or MATHE3; PHYS200 (a laboratory test would also be helpful).

Course Description: Electromagnetism: electric field and potential; EM waves; direct current circuits; special relativity and electromagnetic waves; transformation, magnetostatic fields, moving charges; transformation, electromagnetic induction; Maxwell’s equations and wave propagation; introduction to electric magnetism in matter; alternating current circuits.

Instructor: P. A. Griffin, J. M. Perre Session: Winter Day

Teaching Method: Two one-hour lectures per week; one one-hour tutorial per week; one problem set per week. The emphasis will be on thorough understanding of fundamentals, and on logical reasoning proofs and problem solutions.


Evaluation: Term test in December, final examination in April/May. Problem sets, each to count for approximately 1/3 of the final grade.
PHYSICS

PRINCIPLES OF CONTEMPORARY PHYSICS

Exclusions: PHYS5A or PHYS5B.

Prerequisites: PHYS2 or PHYS102 or MATH21 or MATH22 or MATH5A.

Course Description: This course surveys the remarkable progress that has been made in understanding the physical world in the twentieth century. It is designed for students whose interests are in the life sciences or in interdisciplinary studies, and is a natural continuation of PHYS18. The topics include: special theory of relativity, relativistic dynamics, Maxwell's equations, electromagnetic waves, wave-particle duality, de Broglie waves, the Schrödinger equation, the hydrogen atom, atomic and molecular structure, the solid state, nuclear physics, the fundamental particles.


Teaching Method: Two lectures and 2 tutorial per week. Problem sets will be discussed in detail in a weekly tutorial.


Evaluation:
- Final exam: 50%
- Two midterms: 20%
- Problem Sets: 20%

PHYS201

Intermediate Physics Laboratory

Prerequisites: MATH21 or PHYS102.

Corequisites: PHYS180 or PHYS202

Course Description: Experiments are provided that deal with basic electricity and magnetism, electrometers, solid state physics, and atomic and nuclear physics (illustrating material covered in lecture courses PHYS180 and PHYS202).


Teaching Method: A laboratory period once every two weeks. (Note that this may be broken into two halves to accommodate a student's schedule). A single experiment may extend over more than one period. Students are expected to plan their experiments thoroughly beforehand, discussing their approach with one of the instructors or demonstrators. Observations including numerical data must be recorded carefully and precisely.

Bibliography: Intermediate Physics Laboratory Manual, available in the laboratory. The lecture notes and the textbook, a number of which are available for consultation in the laboratory.

Instructor: This will be held, with equal weight, first on the preparation and performance of the experiments, and secondly on your formal laboratory reports.

Additional Comments: At the beginning of the course, a set of 3 or 4 hours of lectures will be given on electrical circuit theory, for the benefit of those who wish to do experiments in that area. Attendance will be voluntary.

Limited Enrollment - under 20

PHYS205

Thermodynamics

Prerequisites: PHYS18 or MATH21 or PHYS102.

Corequisites: PHYS20, MATH22

Course Description: General principles of classical thermodynamics. Lectures will be the same as those for the spring term of PHYS205. Problem sessions towards applications in physics will be provided.


Teaching Method: Two lectures per week and one additional hour to be used as a tutorial or lecture at the discretion of the instructor.

Evaluation: Tentatively to be: problem sets (50%); one hour test (20%), final exam (40%).

PHYS215

Introduction to Quantum Physics

Prerequisites: PHYS18 or PHYS20 or MATH21.

Corequisites: PHYS180 or PHYS202.

Course Description:
- Experimental evidence of the need for quantum physics (photoelectric effect, atomic spectra, matter waves, black-body radiation). Wave packets and the Schrödinger equation.
- Energy quantisation, tunnelling, the harmonic oscillator.
- Quantisation of angular momentum and spins.

Instructor: P.J. O'Connor. Session: Winter Day

Teaching Method: Two lectures and one tutorial session per week.

Evaluation: Based on problem sets, one term test a final three hour examination.

Note: As noted in the course description of the second half of PHYS18.
PHYS 484 Quantum Physics

Prerequisites: PHYS 201, PHYS 204 or (MATH 211 and MATH 212)

Course Description: Introduction to the basic ideas of quantum mechanics and its applications in modern physics.

Instructor: A. Griffin and A. E. Jacobs Session: Winter Day


Evaluation: Problem sets and term tests.

Reference: "Quantum Physics of Atoms, Molecules, Solids, Nuclei and Particles" by R. Liboff and L. Mandel

PHYS 485 Electromagnetic Fields and Waves

Prerequisites: PHYS 201, PHYS 204; MATH 211 or MATH 212

Corquisites: MATH 211 and MATH 212 or MATH 214

Course Description: Electrostatic fields in vacuum and in dielectric materials: multipole expansion, polarization, polarization current, density, susceptibility, forces on conductors, forces on dielectrics, etc. Laplace's and Poisson's equations and their solutions in particular cases. Special relativity and the transformation laws obeyed by the fields and potentials. Magnetic fields in vacuum and in materials: induction, inductance, magnetic torque and pressure, magnetization, susceptibility, hysteresis, etc., Maxwell's equations, propagation of electromagnetic waves in free space (free space, conductors, low-pressure ionized gases); Froude vector. Reflection and refraction of electromagnetic waves; Snell's law, Fresnel's equations, Brewster angle, total internal reflection, etc. Wave guides, TE, TM and TEM waves. Radiation of electromagnetic waves; antennas.

Instructor: H. Walker & A. Jacobs Session: Winter Day

Bibliography: "Electromagnetic Fields and Waves" by F. Lorrain and D. Corson.

Evaluation: Two term tests and problem sets.

PHYS 486 Advanced Physics Laboratory

Prerequisites: PHYS 201, PHYS 204

Corequisites: PHYS 301

Course Description: A selection is made of a number of advanced and special experiments illustrating fundamental principles and modern techniques. Schedule for PHYS 486 is the same as for PHYS 204.

Instructor: R.D. Lee, J.M. Peri Session: Winter Day

Objectives: This course is designed to involve students in some more complex experiments, introducing them to various techniques, apparatus, nuclear instrumentation, etc. Students will work with a minimum of supervision and will be responsible for overseeing experiments, difficulties.

Scheduling: A six-hour laboratory period once every two weeks (some communication can be made to overcome a student's timetable difficulties). A single experiment may extend over more than one period.

Bibliography: Documentation for individual experiments is available in the laboratory.

Evaluation: This will be based, with equal weight, first on the performance of the experiments and recording of observations and data, and secondly on four formal reports.

Enrollment - under 20
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 conflicts and the accommodation of diverse interests, that politics is about power and "Who gets what, when and how", that politics is about "the power", 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 wiser "to start with ordinary usage, and to explore its implications, rather than to begin up 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 largely 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.

The Political Science Program at Scarborough College offers a broad and varied selection of courses from every field within the discipline. It is designed to 1) satisfy the needs of students who intend to pursue careers in government service and teaching, and in the legal and business professions; 2) prepare students who wish to go on to advanced graduate study within political science; 3) to offer an interesting range of courses to students who wish to explore a less structured way the important questions of political inquiry.

Courses may be taken in varying sequences and combinations, leading to specialist certification for those completing an approved 4-year program. This course has been approved for the completion of an approved study program of recognized academic merit.

Students who intend to pursue some degree of specialization in Political Science should at an early point, work up a preliminary program of study in consultation with a member of the Political Science Staff.

The recommended sequence of courses would begin with an introductory course, such as POLA3 Canadian Government and Politics; POLA4 Introduction to Political Theory; POLA5 Introduction to Comparative Politics. Students interested in a minor in political science should begin with POLA3 since it is a prerequisite for advanced courses in Canadian Government and Politics. Students intending to seek certification should register by completing the appropriate registration form with the Dean of Arts. In May, while supervision of the final examination, Professor Richard Johnston, the Director of the Department of Political Science, will be available to answer questions and guide the students in the selection of courses. A orientation meeting will be scheduled in June, to help familiarize students with the aims of the political science program, as well as to introduce faculty responsible for teaching, and career and student guidance.
POL3057 Canadian Political Parties

Course Description: This course is upon the national political parties and the national party system. While "minor" parties will be treated in this context, provincial party systems as such will not be considered. Among the subjects dealt with are: party competition; electoral selection of leaders and candidates; platforms and ideologies; organization; finance.

Instructor: K. Johnston Session: Winter Day

Teaching Method: Lectures

Evaluation: 1 term paper 1 final examination.

POL8051 Public Administration

Course Description: 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 means of controlling it.

Instructor: J. Galimberti Session: Winter Evening

Teaching Method: Lecture-seminar with emphasis on case studies and simulations

Evaluation: Grades will be based on research papers, presentations, and a final examination.

POL8057 Political Thought of the Eighteenth and Nineteenth Centuries

Course Description: A study of the major political philosophers of the eighteenth and nineteenth centuries.

Instructor: J. Colin Session: Winter Day

Content: Students will be expected to study the principal relevant works of Rousseau, Hegel, J.S. Mill and Marx. These writers will be dealt with thoroughly in lectures and tutorials. Less extensive attention will be paid to Montesquieu, Burke, Kant, Bentham, Tocqueville and T.H. Green.

Teaching Method: Two hours of lectures per week with discussion and one hour of tutorials per week. Students are expected to attend the lectures. The tutorials are voluntary.

Evaluation: Final examination (40%) and either two long (20% each) or four short (10% each) papers. No mid-term examination. No work for class participation.

Reading Lists: These will be distributed during class or are available earlier on request.

POL8067 Political Thought from Plato to Locke

Course Description: A discussion of the political thought of Plato, Aristotle, Augustine, Machiavelli, Hobbes and Locke.

Instructor: A. Davis Session: Winter Evening

Content: The course will comprise a close reading of Plato’s Republic, Aristotle’s Politics, H. Caesar’s The Political and Moral Principles of St. Augustine, Machiavelli’s Prince, Hobbes’ Leviathan, and Locke’s Two Treatises of Government. The central questions to be addressed are: What is justice? What is its relation to law? What is meant by natural law and natural right? In what ways does politics interact with economics, religion, etc. What is the justification of rebellion and of constitutional government? What is meant by reasons of state as they bear on individual rights and generally what are the ways in which thinkers have related politics to ethics?

Teaching Method: Lecture-seminar

Evaluation: Grades will be based on class presentations, participation and term essays.
POL101Y International Relations
Course description: The nature of the international system; the policies 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 analyze politics at the international level.
Instructor: A. Ribicoff
Session: Summer Evening, Winter Day

Content: Specific topics include a consideration of important concepts such as power and various interpretations of such factors as geography to provide the student with an operational vocabulary. The course also considers the systemic nature of international politics and examines such contemporary issues as nationalism, neutrality, alliances, as well as the cold war and detente. After examining the nature of war in modern society the course focuses on diplomacy, negotiation, international law, international organizations, and power. The remainder of the course concerns itself with the impact of science and technology on the future conduct of international relations.
Teaching Method: Lectures
Evaluation: Specifics will be announced on the fall syllabus but the emphasis is on examinations as opposed to papers.

POL107Y The Chinese Political System
Course description: An analysis of Chinese political institutions, behavior, and thought, with primary emphasis on the contemporary political system since 1949.
Instructor: V. Falkenheim
Session: Winter Day

Content: This course will focus primarily on the efforts of a revolutionary political elite to reshape Chinese society. It will incorporate the growth and decline of this elite's social and economic realities of China, stressing the tensions that are generated by the conflict between resilient social and cultural traditions and the pressures of modernization. The course will deal with efforts of Mao Tse-tung and his successors to coordinate these of the country into a single society and the politically缶effective Chinese path toward modernization in which the contradictions between the twin goals of modernization and social revolution are resolved.
Teaching Method: Lecture and discussion.
Evaluation: Two hour examinations, two papers, one final take-home examination.

POL108Y Intergovernmental Relations
Prerequisite: POL101
Course description: An examination of some of the problems of intergovernmental relations which arise in a federal state and the governmental machinery which has been developed to deal with these issues. Emphasis on Canadian institutions.
Instructor: J. Eberly
Session: Winter Day and Evening

Content: The initial emphasis is placed on an examination of three areas relating to intergovernmental interaction. The basic propositions put forward in these studies will then be examined in relation to other areas of intergovernmental relations.
Teaching Method: A weekly two hour seminar.
Evaluation: 50% of final grade for class discussion - students may substitute a take-home examination for this requirement. 50% of final grade for research essay investigating some aspect of intergovernmental relations not covered in class discussion.

ADDITIONAL COMMENTS:
Active participation in class discussion and regular preparatory reading for seminars essential.

POL109Y Psychology and Politics
Course description: An introductory workshop in applied psychology. This course explores some of the areas in which our understanding of the political process has benefited from the application of psychological knowledge. The lecture/discussion period will be concerned with a general overview of the literature in the field and students are encouraged to undertake further detailed research in areas where they have the necessary psychological or political science background. During the fall term the focus will be on attitude change and political behavior and political socialization. In the spring term the focus will be on human nature and politics and the influence of personality factors.
Instructor: J. Eberly
Session: Winter Day

Teaching Method: Seminar
Evaluation: To be announced in the fall.
POL364Y U.S. Government and Politics

Course description: A general examination of national institutions and political processes in the United States with special emphasis on the role of presidential leadership in policy making.

Instructor: R.W. Donnelly Session: Winter Day

Context: The first part of the course will deal with aspects of American political culture in relation to attitudes towards government, politics and politicians. Most of the year will then be spent constructing a systematic explanation of national political institutions with special emphasis on the role of the presidency. Some consideration will also be given to selected types of domestic and international policies.

Teaching Method: Lectures and discussion.

Evaluation:
As analytical essay, two one-hour exams during term and a final spring exam of two hours.

POL365Y Political Behaviour

Course description: 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.

Instructor: R. Johnston Session: Winter Day

Teaching Method: Lectures.

Evaluation:
3 take-home mid-terms, involving analysis of data.
1 term paper.
1 final examination.

POL389Y Canadian Constitutional Law

Prerequisite: POL365Y

Course description: 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 BNA Act. The tests of relevant decisions will be analyzed in detail. The remainder of the course will deal with the subject of constitutional change, civil liberties and administrative powers.

Instructor: R. Blair Session: Winter Day

Evaluation:
1 essay
1 test
1 final examination

POL387Y Politics and Government in India

Core description: An examination of the Indian political system, including analysis of its political culture and a survey of relevant political history.

Instructor: A. Rubloff Session: Winter Evening

Context: This course deals with such problems as caste, untouchability, overpopulation, the "Green Revolution," communalism, corruption, and regionalism in contemporary India. The impact of nationalism and national and nationalist periods such as Gandhi, Nehru and Bose is also covered. Foreign policy, government institutions, political parties and the current state of emergency are other topics considered.

Teaching Method: Lectures, films, and reports.

Evaluation:
1 term exam.
1 exam.
POLSC 593-POLSC 594

Intergovernmental Relations in the European Economic Community

Course description: An examination of some of the problems of intergovernmental relations which arise in regional organizations such as the E.E.C. and the machinery which has been developed to cope with these problems.

Instructor: J. Paparey
Session: Winter Evening
Teaching Method: Seminar
Evaluation: To be announced in the fall.

POLSSY

Public Policies in Canada

Course description: A study of the patterns of growth in federal and provincial policies for economic progress, social order and individual development; the relationship between changing public policies and patterns of regional and local economic development; the role of instruments of government toward the achievement of basic political values.

Instructor: R. Mansar
Session: Winter Day
Content: Conceptions of human need and related political values; basic problems of Canadian political development; evolution of economic policies for development, stabilization, and integration; social policies for income maintenance, health, education, culture, and criminal justice; evaluation of policies in terms of political values; political ideas, political culture, and patterns of public policies.
Teaching Method: Lectures
Evaluation: Term work may be completed either by writing both of the two term tests given in the course or by writing one of the term tests and a term essay. The final grade is based on the combined results of the term work and a three-hour final examination.

EASY

Urban Politics

Course description: An examination of the politics and government in urban areas. The city as a unit of political analysis and action; the planning; urban political institutions and processes, political and social services in cities; patterns of decision-making and politics; various urban policies in Canada and the United States. Students will be expected to write a paper on a problem in the politics of Metropolitan Toronto.

Instructor: T. J. Colton
Session: Winter Day
Content: Specific topics include: urbanized and the "urban environment", local government institutions; the city in the federal arena; elites and power; elections and party systems; class; race, and area-based politics; interest groups; the power of bureaucrats and planners; proposals for political reform in cities.
Teaching Method: Two lectures a week.
Evaluation: Fall-term book analyses; one-hour Christmas test; spring-term essay; final examination.

EASY

Government and Politics in Ontario

Course description: The course begins with a study of the provincial constitution and then proceeds to an analysis of elections and the role of political parties; the role of the cabinet; the role of the major institutions - executive, legislative, and public service - together with their inter-relationships. Provincial- and local-levels will be given only limited treatment.

Instructor: R. Blair
Session: Winter Day
Evaluation: In-class essay; term paper; final examination.
POL382Y
Politics of the Third World
Course description: 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 examined include those relating to debt, multinational corporations, international trade, ideology, and Western security. Case materials will be drawn from four countries in Latin America, Africa, and Asia. The courses will be an introduction to the diversity of approaches to development: Cuba, Chile, Tanzania and Kenya.
Instructor: N.E.J. Sandwick Session: Winter Day
Teaching Method: Lecture
Evaluation: 2 comparative book reviews on research and a final examination (weights)

POL389F
Politics and Society in Contemporary Japan
Course description: An analysis of politics and government in the postwar period. Special attention will be given to social and cultural explanations of political behaviour. The contributions made by government policy toward achieving "miraculous" economic growth will also be considered.
Instructor: N.W. Donnelly Session: Winter Evening
Context: The initial task will be to place contemporary Japan into an historical context by examining what went wrong in the prewar period and what the Allied occupation sought to do about it. A major theme of the course will be to understand and appreciate the current situation. The course will then turn to the major issue of the political system, and its implications for Japan's internal and external policies.
Teaching Method: Lectures and discussion.
Evaluation: An analytical essay and a final examination.

PSY215F
Sensation and Perception
Course description: An investigation into the processes by which we gather information about the world around us, and the laws which govern the way in which that information is used to construct our perceptions.
Instructor: J.E. Foley Session: Winter Evening
Context: Stimuli for the human senses, especially light and sound; intensity and sensory pathways with emphasis on vision; sensitivity; color and tone; spatial & temporal organization of sound; contrast; perception of space and movement; perception of pattern and form.
Teaching Method: Lectures, for which preparatory reading will be assigned, and classroom demonstrations of sensory phenomena under discussion.
Evaluation: A final examination and term assignments including tests and one short paper(s) or report(s).
POL145Y  Canadian Foreign Policy

Course description: A study of the foreign political, economic and military relationships of Canada from 1947 to the present. Issues to be considered include: policy formation; relations with the U.S., N.A.T.O. and the Commonwealth, etc.

Instructor: T.B.A.  Session: Winter Evening
Teaching Method: Lecture-Labinar
Evaluation: To be arranged.

POL165Y  American Foreign Policy

Prerequisites: POL160 or POL164

Course description: This course examines the foreign policy of the United States by looking at the tradition and context of American decision-making, the process by which it is formulated, and its application to a number of specific regions and problems in the world.

Instructor: A. Rubinoff  Session: Winter Day

Content: Specific subjects for examination include the role of the President, the bureaucracy, Congress, the courts, the media, the intelligence services, the military, and interest groups in the making of U.S. foreign policy. The impact of personalities in various periods such as Woodrow Wilson, John Foster Dulles, and Henry Kissinger will be emphasized. The Middle East, the Soviet Union, and the status of the United Nations, its role in the Middle East and relations with Canada will be explored.

Teaching Method: Lectures and discussions.
Evaluation:
Mid-term exam
Final exam
One problem essay.

POL485Y  Comparative Communism

Prerequisites: One B-level course in Political Science

Course description: An analysis of society and politics in a number of countries currently governed by Marxist-Leninist parties.

Instructor: T.B.A.  Session: Winter Evening

Content: This course will concern itself with the study of formal institutions and processes in Communist societies. The emphasis will be theoretical and evaluative, rather than descriptive, focusing on problems of socialist political institutions and on the role of the Soviet Union in the world, including its role as an ally of the U.S. in the Cold War, and the U.S. role in the Middle East and relations with Canada will be explored.

Teaching Method: Lectures and discussions.
Evaluation:
Mid-term exam
Final exam
One problem essay.

POL385Y  Supervised Reading

Course: One B-level course in Political Science; permission of instructor

Description: Advanced reading programme in special topics.

Instructor: Members of Staff  Session: Winter Day

Registration: To be arranged.

POL495Y  Seminar

Prerequisites: One B-level course in Political Science

Course description: An analysis of society and politics in a number of countries currently governed by Marxist-Leninist parties.

Instructor: T.B.A.  Session: Winter Evening

Content: This course will concern itself with the study of formal institutions and processes in Communist societies. The emphasis will be theoretical and evaluative, rather than descriptive, focusing on problems of socialist political institutions and on the role of the Soviet Union in the world, including its role as an ally of the U.S. in the Cold War, and the U.S. role in the Middle East and relations with Canada will be explored.

Teaching Method: Lectures and discussions.
Evaluation:
Mid-term exam
Final exam
One problem essay.

POL495Y  Seminar

Prerequisites: One B-level course in Political Science

Course description: An analysis of society and politics in a number of countries currently governed by Marxist-Leninist parties.

Instructor: T.B.A.  Session: Winter Evening

Content: This course will concern itself with the study of formal institutions and processes in Communist societies. The emphasis will be theoretical and evaluative, rather than descriptive, focusing on problems of socialist political institutions and on the role of the Soviet Union in the world, including its role as an ally of the U.S. in the Cold War, and the U.S. role in the Middle East and relations with Canada will be explored.

Teaching Method: Lectures and discussions.
Evaluation:
Mid-term exam
Final exam
One problem essay.
POLG1W The Political Economy of Third-World Urban Poverty
Prerequisites: One Social Science course dealing with the third world
Course description: This course will investigate the human problems created by the confluence of a high rate of urbanization and a low or stagnating rate of industrialization in many underdeveloped countries. It will focus in particular upon the urban poor and their places within peripheral capitalist societies; why they came to the cities; how they earn their meager livelihoods and their role within capitalist and state societies; the political economy and culture of the shantytown; the political economic and sociological characteristics of the poor; the existing social order; and whether political or para-political organizations exist in various countries to politicize the poor and mobilize them behind a programme of social reform or revolution. In addition, the feasibility of certain policies designed to ameliorate urban poverty within the existing social order will be discussed.
Teaching Method: Lecture-seminar
Evaluation: 1 Research paper and one final term test.

POLG1G Multinational Corporations and Underdevelopment
Prerequisites: One Social Science course dealing with the third world
Course description: This course will assess the impact of these firms upon the politics and economics of selected countries in Africa and Latin America. Particular attention will be paid upon the strategies, both in operation and in prospective, to control the firms and extract the maximum benefits from their operations for the poor. There will be case studies of multinational firms engaged in both primary production and manufacturing in underdeveloped countries.
Introduction to Psychology

**(PSY 102)**

**Prerequisites:** Introduction to Psychology

**Assessment:** The examination is to be divided as follows: Three-hour examination (40%); laboratory exercise (5%); laboratory reports (5%); one comprehensive test and one book of relevant material.

**Description:** The behaviour of other species and the concept of the psychological phenomena of behaviour, and how the behaviour of these species is to be measured and explained. The concept of the psychological phenomena of behaviour, and how the behaviour of these species is to be measured and explained.

**Method:** The examination is to be divided as follows: Three-hour examination (40%); laboratory exercise (5%); laboratory reports (5%); one comprehensive test and one book of relevant material.

**Introduction to Psychology**

**(PSY 102)**

**Prerequisites:** Introduction to Psychology

**Assessment:** The examination is to be divided as follows: Three-hour examination (40%); laboratory exercise (5%); laboratory reports (5%); one comprehensive test and one book of relevant material.

**Description:** The basic principles and methods of contemporary psychology, emphasizing their contribution to an understanding of behaviour, both human and infrahuman, perceptual their environments, their behavior is modified by experience, and how their abilities are instigated, sustained, and directed.

**Method:** The examination is to be divided as follows: Three-hour examination (40%); laboratory exercise (5%); laboratory reports (5%); one comprehensive test and one book of relevant material.

**Introduction to Psychology**

**(PSY 102)**

**Prerequisites:** Introduction to Psychology

**Assessment:** The examination is to be divided as follows: Three-hour examination (40%); laboratory exercise (5%); laboratory reports (5%); one comprehensive test and one book of relevant material.

**Description:** The basic principles and methods of contemporary psychology, emphasizing their contribution to an understanding of behaviour, both human and infrahuman, perceptual their environments, their behavior is modified by experience, and how their abilities are instigated, sustained, and directed.

**Method:** The examination is to be divided as follows: Three-hour examination (40%); laboratory exercise (5%); laboratory reports (5%); one comprehensive test and one book of relevant material.

**Introduction to Psychology**

**(PSY 102)**

**Prerequisites:** Introduction to Psychology

**Assessment:** The examination is to be divided as follows: Three-hour examination (40%); laboratory exercise (5%); laboratory reports (5%); one comprehensive test and one book of relevant material.

**Description:** The basic principles and methods of contemporary psychology, emphasizing their contribution to an understanding of behaviour, both human and infrahuman, perceptual their environments, their behavior is modified by experience, and how their abilities are instigated, sustained, and directed.

**Method:** The examination is to be divided as follows: Three-hour examination (40%); laboratory exercise (5%); laboratory reports (5%); one comprehensive test and one book of relevant material.
Course Description: Psychologists, like other scientists, arrive at general principles on the basis of limited evidence. The behavior of man is explained by observing the behavior of non-human species. If the psychologist is able to make the leap from the specific data of his experiments to the generalization he may wish to affirm, the course is valuable. The course studies the techniques of drawing reasonable inferences from research findings. It details the mechanics of a variety of commonly used data analysis procedures and explores their underlying logic. A working knowledge of elementary algebra (the solution of simple linear equations in one unknown) is assumed.

Instructor: G. McCon

Session: Winter Evening

Additional Comments: Students concerned about the sufficiency of their background in mathematics should consult H.M. Walker's "Mathematical Essentials for Elementary Statistics" (available in the College library) for a detailed survey of the skills required.

Teaching Method: Lectures, tutorials, and homework assignments.

Evaluation: Homework and 2 exams.

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Course Description: Psychologists, like other scientists, arrive at general principles on the basis of limited evidence. The behavior of man is explained by observing the behavior of non-human species. If the psychologist is able to make the leap from the specific data of his experiments to the generalization he may wish to affirm, the course is valuable. The course studies the techniques of drawing reasonable inferences from research findings. It details the mechanics of a variety of commonly used data analysis procedures and explores their underlying logic. A working knowledge of elementary algebra (the solution of simple linear equations in one unknown) is assumed.

Instructor: B. Torvin

Session: Winter Day

Contents: For a more specific indication of topics covered the interested student is referred to the text used in 1968-71, Nunnally's "Elements of Statistics for Psychology and Education." Students concerned about the sufficiency of their background in mathematics should consult H.M. Walker's "Mathematical Essentials for Elementary Statistics" (available in the College library) for a detailed survey of the skills required.

Teaching Method: Four hours of lecture (with some class participation) and one hour of tutorial per week.

Evaluation: The final course grade has commonly been based on final exam (1/3), quizzes (1/3), and a final examination (1/3).
PSY 1010 Winter  Introduction to Social Psychology
PSY 1010 Summer
Prerequisite: PSY 101 or (PSY 102)
Course Description: Social Psychology focuses on the problem of how human behavior is influenced by others. The course is designed to demonstrate some phenomena in social psychology and to introduce the theories and research evidence relating to these phenomena.
Instructor: John Beall
Session: Summer Day
Content: The course begins by considering processes of social influence (e.g., obedience, conformity, and attitude change). It follows by a discussion of dissonance theory, social comparison theory, and theories of aggression. Processes of self-perception (e.g., the perception of one's own emotional and process of social perception) are presented in the latter portions of the course.
Teaching Method: Lectures and Tutorials
Evaluation: 3 one-hour lecture examinations.

PSY 2117 Social Psychology Laboratory
Prerequisite: PSY 101, PSY 102
Course Description: This course will consider in depth the research methods used to gather the data discussed in PSY 101 and PSY 102. Students will gain experience with various methodological approaches employed in social psychology.
Instructor: John Beall
Session: Winter Day
Content: Students will be introduced to conceptual and practical issues concerning research designs relevant to social psychology. In addition to conducting experiments using such designs, students will be exposed to arguments relating to the relative merits of different approaches (e.g., experimental vs. correlational evidence).
Teaching Method: Lectures-discussions and laboratory work.
Evaluation: Independent project; one class exam; one laboratory report.

PSY 301 Advanced Social Psychology
Prerequisite: PSY 101
Course Description: Paradigm shift in social psychology; the role of cognitive and experimental methodologies; attribution theory; theory, subjective and objective judgment processes; of emotional expressions, individual differences in social logical processes.
Instructor: G. Copitik
Session: Summer Evening
1. Beginning with a discussion of appropriate methodologies. Investigation of social phenomena, the course considers the viewpoints in contemporary social psychology. The seminar then turns to the specific and yet related problem of thought theory, internal and external control, coping with stress, cue and objective judgments and the judgment of emotional cues. To attempt a critical analysis of developments in social psychology through an examination of the theories, methods and of recent research.
2. Form multiple choice, final multiple choice.

PSY 302 Developmental Psychology
Prerequisite: PSY 101 or (PSY 102)
Course Description: This course is divided into two parts. The seminar broad frameworks which have been offered to explain development, e.g., Piaget's cognitive theory, social learning theory. The second part focuses on selected research areas which different aspects of social and cognitive development in child and child: e.g., social attachment, intelligence, sex and achievement.
Instructor: T. R.A.
Session: Winter Evening
1. The course focuses on developmental processes during the first and childhood. Material covered will be drawn from both the and social developmental perspectives.
2. Method: Two lecture hours plus one tutorial per week. Some of the third hour is to provide an opportunity for students to discuss lecture and reading material in smaller class size.
3. Room will be available in the fall.
The Measurement of Psychological Attributes

Prerequisites: PSY507 or MATH202; one additional half-course in Psychology at the B-level

Description: A fundamental concern within Psychology is the measurement of psychological attributes. This course emphasizes the construction of psychological tests, including the interpretation of the scores they yield. The course will include an introduction to statistical methods and the use of psychological instruments. Special attention will be given to various psychological tests associated with the study of psychological attributes, e.g., the nature of intelligence.

Instructor: B. Forrester

Session: Winter Day

The course is intended to foster an understanding of how attributes are measured from various perspectives. It does not attempt to provide comprehensive coverage of all psychological tests, but a variety of methods will be introduced, along with practical advice on their use.

Evaluation: The final course grade is likely to be based on a final examination (20%), two term tests (40%), and a final examination (40%). The precise evaluation scheme will be announced early in the term.

Learning

Prerequisites: PSY501 or PSY402; PSY508; PSY509 or MATH202

Description: Critical review of basic theories and issues in psychological human learning. An introduction to the principles and techniques of the acquisition of behavior. Topics include: recent, motivation, classical, and instrumental conditioning, knowledge of theory construction.

Instructor: G. Biederman

Session: Winter Day

This course provides theoretical and practical introduction to aspects and current problems in learning and motivation.

There will be a final exam at the end of the term. The precise examination schedule will be announced early in the term.

Teaching Method: Lectures, with some use of audiovisuals, slides, and films.

Evaluation: Three examinations, multiple-choice.
**Prerequisite:** A basic course in psychology (PSY101 or PSY102 and permission of instructor); PSY866, PSY867, PSY872, PSY880 are recommended.

**Course Description:** 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 appearances, objects and images, the pictured and the pictured. The course explores such distinctions using data from children and adults, from different cultures, from different eras, and from different species. Demonstrations and exercises will form part of the course work, but prior knowledge of laboratory procedures is not required.

**Instructor:** J.J. Kennedy

**Session:** Winter Day

**Content:** Theories of representation and research studies by psychologists and educators. Specific topics include: overcoming deficits, projection, illusion, representation, machine-smiling, visual illusion, visual reality, visual stimuli, visual perception, visual cognition, visual experience, visual reality, visual illusion, visual perception, visual cognition, visual experience. Cave art, illusion, affect, learning, memory, affect.

**Teaching Methods:** Lectures and exercises.

**Evaluation:** Three exercise reports and 2 Multiple-choice/essay exams.

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**Prerequisites:** PSY850, PSY881 or PSY871; PSY890

**Course Description:** Recently, psychologists who study human perception have begun to lay great emphasis on the way in which the human being actively and constructively processes information. The human perception and cognition is not a passive process but actively constructively, and is subject to the influence of factors such as attention and belief. The human information processing is not a passive process but actively constructively, and is subject to the influence of factors such as attention and belief.

**Instructor:** W.C. Smith

**Session:** Winter Day

**Objectives:** This course is designed to introduce students to one approach to understanding human behavior: an approach whereby the behavior is analyzed into a series of discrete stages or processes, each of which could be influenced by a variety of factors. The way in which attention and method of processing are at each stage is considered.

**Teaching Methods:** This course meets 3 hours per week. Every other week there is only one hour of lecture and a 1-hour lab, giving a total of 1 lab per session.

**Evaluation:** There are 3 term tests, each of which comprise 25% of the final grade. The remaining 50% of the grade is based upon the written lab reports.
PSY377T-Summer: Human Learning and Memory
PSY377T-Winter: Human Learning and Memory
Prerequisites: PSY201 or (PSY200 + PSY202)

Course description: Memory is discussed in an information-processing framework, where the mind is viewed as actively receiving, modifying, storing, and retrieving information. The course attempts to provide a broad review of the current state of theory and research.

Instructor: G. McCon
Session: Summer evening

Teaching Method: Lectures and reading assignments in the text

Evaluation: 3-hour examinations based on lectures and reading assignments.

PSY404T: Brain Mechanisms and Behaviour I
Prerequisites: PSY040 or (PSY200 + PSY202)

Course description: Students with prior credit for PSY404 may take PSY200 for credit. This course and PSY404 deal with the relationship between behaviour and structure and function of the nervous system. Topics covered in PSY404 include: neuroanatomy, structure and function of neurons, neural mechanisms of sensation and movement, and the physiological basis of perception.

Instructor: T. Post
Session: Winter Day

Objectives: To give the student a firm grasp of the structure and function of the nervous system and its role in the behavior of an organism.

Course Content: Neuroanatomy, structure and function of neurons, neuropharmacology, and neural mechanisms of sensation and movement.

Teaching Method: Two hours lecture and one hour neuroanatomy lab or tutorial per week.

Evaluation: Three term examinations on the lecture and book, and one exam on neuroanatomy, each exam worth 25% of the final grade.

PSY480: Brain Mechanisms and Behaviour II
Prerequisites: PSY404

Course description: This is a continuation of PSY404. Topics covered will include: biological processes and memory, structural basis of learning and memory, and psychobiology and memory.

Instructor: J.A.
Session: Winter Day

Objectives: In this area of motivation, the course covers physiological, emotional, and social aspects of motivation involved in reinforcement, frustration, and social aspects of motivation. The biological processes and memory, structural basis of learning and memory, and psychobiology and memory will be assessed. The question of how information is stored and retrieved will be dealt with at a grosser anatomical level: the effects of mental illness, brain damage, and chemical and electrical treatments will be presented.

Teaching Method: 3 hours of lecture per week with occasional discussions.

Evaluation: Final Exam at the end of the course.

PSY405: Winter: Biological Foundations of Behaviour
Prerequisites: PSY404

Course description: Students with prior credit for PSY404 may not take PSY405 for credit. The course covers the anatomical, physiological, and psychological aspects of behaviour. It is aimed at psychology students and those with an interest in the biological aspects of human behaviour. Specific topics include: neuroanatomy, neurochemistry, and neurophysiology. The course will cover the following: Disorders of the central nervous system (including stroke and brain damage, autonomic, and psychiatric disorders). Drugs of use and abuse (narcotics, psychedelics). The biological basis for violence, aggression, and depression.

Teaching Method: 3 hours of lecture weekly

Evaluation: Two exams: mid-term and comprehensive final, 50% each.
PSY5707
Comparative Psychology

Prerequisites: PSY417 or (PSY307)

Course Description: Comparison of psychological and ethological approaches to the problems of the structure, ontogeny, and phylogeny of behavior.

Instructor: T.R.A.
Session: Winter Day

Content: The course starts with an historical survey of comparative psychology. The ethological (phylogenetic) approach is then discussed and analyzed. Some discussion of genetics, behavioral ecology, and information theory is included in this aspect of the course. The behavioralistic (ontogenetic) perspective is the next topic discussed. This is, in many ways, the antithesis of the ethological perspective. The final topic considered is some contemporary developments in animal learning.

Evaluation: Will be available before the beginning of term.

PSY611F
Current Topics in Social Psychology

Prerequisites: PSY211 or (PSY210 and permission of instructor)

Course Description: An intensive examination of selected issues and research problems in social psychology. Limited enrollment: 21

Instructor: R. Kerlin
Session: Summer Evening

Content: Aspects of social behavior: aggressive, altruistic and moral. This course will cover selected aspects of social behavior: aggression, altruism, and moral behavior, trace their development and examine their correlates. Material will be drawn from both social and developmental psychology.

Teaching Method: Class meets 2 nights a week and is organized around a seminar format - lectures and student presentation of seminars (topic to be chosen at start of term).


Evaluation: Class presentation will count for 30%; a paper on the same topic as the class presentation to be handed in prior to the end of term will count for 20%. A final essay exam worth 40%.

PSY6121
Socialization Processes

Prerequisites: PSY410; PSY220

Course Description: Covers the processes by which an individual forms the content of action on the content. The course will cover both the content of action on the content. The course will cover both the content of action on the content. The course will cover both the content of action on the content. The course will cover both the content of action on the content.

Instructor: R. Kerlin
Session: Summer Evening

Content: Socialization and personality, socialization and education, socialization and social behavior, socialization and social structure.

Evaluation: Class presentation will count for 30%; a paper on the same topic as the class presentation to be handed in prior to the end of term will count for 20%. A final essay exam worth 40%.
PSYCH 101

Psychological Psychology

Prerequisites: Three 3-level half-courses in Psychology

Course Description: The systematic investigation of experience. Courses begin w/ a discussion of the concept of experience in the history of Psychology and of methods appropriate to psychological analysis. The specific experimental categories dealt w/ will vary from year to year and may include the phenomenology of sensory experience, the emotions, thinking and intuition, mental imagery, hallucinations, time, memory, aesthetic experience, self and others, drug-induced states of consciousness, hypnosis, dreams and mystical states. Limited enrollment 60.

Instructor: A. Kula
Session: Winter Day

Method of Teaching: 2 hours of lecture per week

Evaluation: Method of evaluation is currently being considered and will be available in September.

PSYCH 212

Structures in Psychology

Prerequisites: PSYCH 2 or PSYCH 3 or PSYCH 4 or PSYCH 5; permission of instructor

Course Description: In a number of areas, there seem to be systemic differences (archetypes) that characterize physical, logical and psychological phenomena that people employ. The areas and major theories in each area include: visual perception (vision); language (Chomsky); the olfactory developing of reason (Piaget); and the social understanding (Piaget). Each of these areas will be covered w/ specific theory. The extensions include hypotheses about sex differences in spatio-temporal skills, visual skills, and understanding of metatheory.

Instructor: J.M. Kennedy
Session: Winter Day

Contents: Specific topics include: The place of subjectivity in today's Psychology; Identification with characters in novels; play; filmed vicarious thought and understanding of language, logic, what is testable and what is not; perception of flow patterns; infinity and zero in children's reasoning; marital discord and disagreement.

Teaching Method: Lectures and class presentations

Evaluation: Weekly papers, 1 essay examination; 1 presentation; 1 essay paper.

PSYCH 314

Introduction to Human Information Processing

Prerequisites: A PSYCH-series course other than PSYCH 1; permission of instructor.

Description: This speech may well be the best new nonreading course. The minute it enters the consciousness of the student it will be absorbed by the student.

In this course, we will concern ourselves with the development of the brain and the factors affecting its processing. The course is divided into sections: What aspects of the printed page are essential to its identification? Does reading proceed by letters? How do the constituent letters identified before can be recognized?

Instructor: M.H. Smith
Session: Winter Day

Method: This course will meet for 3 hours a week, and will consist of 3 hours of a seminar. Each student will be able to present a paper on some aspect of reading.


Evaluation: The grade will be based upon both the paper presented to the group, and a final exam to be held at the end of term.

PSYCH 318

Current Topics in Comparative and Physiological Psychology

Prerequisites: PSYCH 3 or a 3-level biology course; permission of instructor.

Description: An intensive examination of selected issues in the development of cognitive processing in comparative and physiological psychology.

Instructor: T. Ferr
Session: Winter Day

Contents: The course covers the development of the nervous system and the behavior from conception to death. The major emphasis is on the development of the brain and the factors affecting its growth. The other end of the developmental process is also considered, including the aging brain. The course is divided into sections: What aspects of the printed page are essential to its identification? Does reading proceed by letters? How do the constituent letters identified before can be recognized?

Evaluation: 40% from examination of the subject, and 60% from a comprehensive final exam.
PYS 515F

History of Psychology

Prerequisites:

PSY 401 or PSY 402; two 3-level half-courses in Psychology

Course description: Paradigm change in the history of psychology; the modern era, Descartes, Leibniz, the English Empiricists; Nineteenth Century developments, the emergence of descriptive and positivist methodologies; Twentieth Century developments, structuralism, behaviorism, phenomenology. Limited enrollment: 35.

Instructor: C. Cupchik

Session: Winter Day

Comment: The course examines the diverse contributions of the Greek philosophers which established the foundation of Western thought. The course then turns to the conceptual, methodological and tactical developments in both continental and English science and philosophy from the last in the 19th Century. The appearance of psychology in its modern form in the second half of the Nineteenth Century is discussed and a critical analysis is provided of the various modern schools including systems theory, functionalism, structuralism, behaviorism and phenomenology.

Evaluation:

Mid-term exam; final essay exam; 15 page term paper.

PYS 512S

History of Psychology

Exclusions:

PSY 401 or PSY 402; two 3-level half-courses in Psychology

Course description: Paradigm change in the history of psychology; the modern era; Descartes, Leibniz, the English Empiricists; Nineteenth Century developments, the emergence of descriptive and positivist methodologies; Twentieth Century developments, structuralism, behaviorism, phenomenology. Limited enrollment: 35.

Instructor: D. Stewart

Session: Summer Day

Method of Teaching:

Lecture, discussion and oral presentation by students.

Evaluation:

Term paper 30%; project consisting of written and oral presentation 15%.
Russian

Discipline Representative: C.V. Ponomareff

The Russian discipline offers a selection of courses in Russian languages and literature, both language and literature courses may be taken as part of the Russian major, where prerequisites requirements have been satisfied. See also Modern and Russian Literature in the Programmes section of the College Calendar. Students who wish to study Russian literature as part of any of the above programmes may undertake their reading in translation.

MUSA101 Introductory Russian

Course Description: Fundamentals of Russian Grammar, with emphasis on comprehension and reading, writing, and conversation.

Instructor: Natalia Enachev

Session: Winter Day

Objectives: The course is designed to introduce the student to the Russian Language: reading, writing, elementary grammar, basic comprehension and conversational skills, and knowledge of grammar to enable the student to understand Russian literature, and a passive vocabulary large enough to permit them to read and recall orally and in writing easy texts.

Content: Starting with the Cyrillic alphabet and familiarity of grammar: declensions, conjugations, aspectual system and word order. Equal emphasis is given to written and oral drills. In addition to structural oral work in laboratory and class, free conversation based on material read is encouraged.

Teaching Method: Four class hours, in addition to which the student is expected to spend one hour in the Language Laboratory.


Evaluation: Tests, class performance and homework considered for grading; no final examination required.

Intermediate Russian

Course (MUSA111)

Grade: 11 Russian or MUSA10

Description: Expanded study to increase ability in speaking, reading Russian.

Instructor: C.V. Ponomareff

Session: Winter Day

Study of Russian morphology, translation, composition, and reading in the original and conversation.

Method: Four hours a week divided into 2 intensive sessions.

Grading: Final exam.

The Twentieth Century Russian Novel

Course Description: Variety of novel in pre- and post-revolutionary realism, symbolism, autobiographical, surrealist, plotless

Instructor: C.V. Ponomareff

Session: Winter Day


Method: One hour a week seminar.

Grading: Paper, examination.
Prerequisite: RUS 802

Instructor: Staff  Session: Winter Day

Content: To enable students in Russian studies to pursue independent projects.

Teaching Methods: Informal two hour meetings every other week.

Evaluation:
Potential discussions.
1 minor paper on project.

Interested students should contact Prof. C.Y. Ponomareff.
Methods in Social Research

Credit: 3
One course in Sociology.

Description: An introduction to the logic of (social) scientific research, including the problems and limitations of the scientific enterprise. Practical applications, including laboratory exercises, will entail statistics, data analysis, experiments and research methods. Limited enrolment: 30.

Instructor: L. Ungar
Session(s): Summer Day, Winter Day

Method: Lectures, laboratory sessions and student projects.
A minimum of lectures is not mandatory but strongly recommended. Attendance at laboratory sessions is compulsory.

Structure of Interpersonal Relations

Credit: None, but a knowledge of basic sociological concepts and methods is taught in introductory sociology courses will be required.

Description: The analysis of personal relationships in such terms as the family, education, work, friendship and love. Three weeks of lectures and tutorials on basic methods and theory. Conduct research on topics of your own choosing, under competent instructor's guidance. The final research report must be a term paper of 10 pages, a research paper of 10 pages, or a 10-page final report.

Instructor: J.A. Lee
Session: Winter Day

Method: Fall term: 2 lectures a week on above content. Each student has chosen a research topic. Seminar on methods (listed above) are organized. Two term tests on lectures assigned readings. Each student prepares an acceptable report or proposal in detail. Spring term: Seminar on analysis of results. Students collect own data/report in stages, each is marked. Final complete report submitted March 31.

Note: Term test 10% each. Proposal 10%. Methodology and analysis report 10% each; final report 80%.

This course is not suitable to students who rely on regular readings/tests to keep themselves working. You will fail the second term, and fail.

SOC301

Instructor: T.B.A.
Session: Winter Day

Evaluation: T.B.A.

SOCASO Contemporary Society

Instructor: T.B.A.
Session: Winter Day

Evaluation: T.B.A.

Course description: An introduction to Sociology by means of a study of concepts and their application to the study of contemporary society, with emphasis on Canada: interaction, groups, social systems, socialization, stratification, collective processes, social change, etc.

Course description: An introduction to Sociology by means of basic concepts and their application to the study of contemporary society, with emphasis on Canada: interaction, groups, social systems, socialization, stratification, collective processes, social change, etc.
History of Social Thought

Prerequisite: One course in Sociology

Course description: This course will study the development of sociology and the works of sociologists whose ideas have not only historical interest but also contemporary relevance. It begins with a basic discussion of the nature of sociological theory and a short look at ideas on society in ancient, Roman, and medieval times. It will then analyze the rise of modern social theory in the nineteenth and early twentieth centuries in the work of theorists such as Marx, Durkheim, Spencer, Simmel, and Weber. Finally, contemporary schools of sociological theory will be considered, such as functionalism and exchange theory; phenomenology and ethnomethodology; Marxist humanism, especially as represented in the Frankfurt School; and structuralism, as it is developing in France. To help organize this range of material, much of the analysis will focus upon a few basic questions, such as the nature of social change and social stratification. In this way, students should be able to trace over the last century and a half the course of development of certain basic questions in social theory.

Instructor: M. Hammond

Sessions: Winter Day and Evening

Teaching Method: Two hours per week of lecture; one hour per week of discussion.

Evaluation: Two short papers, one due in the fall and one in January, and a major research paper due at the end of the second term.

Political Sociology

Prerequisite: One previous course in Sociology

Course description: A study of patterns of relationships between political institutions and social structures; relationships between social classes, social norms, formal and informal groupings, and behaviour in political environment.

Instructor: M. Hampl

Sessions: Winter Day

Content: Specific topics include theoretical interpretations, major political ideologies, questions of political power, national character, channels of influence, political behavior testing patterns, and other activities, and political socialization. The course will also consider a number of contemporary issues such as Wage and Price Controls, Canadian Immigration Laws, economic and cultural autonomy, and other issues.

Teaching Method: Lectures and tutorials.

Evaluation:

Minor written submission, mid-term one-hour in-class test essay; final two-hour examination.

Urban Sociology

Description: An examination of the social and cultural forces in urban settlements, the social organization of the city and the problems and prospects of Canadian cities, with reference to Toronto and area.

Instructor: J. A. Henning

Session: Summer Day and Winter Day

Specific topics include: theories of urban genesis, the relationship of urbanization, industrialization and modernization, sociological growth models, community power structures, sub-classes, and urban social networks.

Teaching Method: Lectures and discussion

Note: In the first semester, a short assignment and a term in the second half, a major research paper and a take-home test.

Small Groups

Prerequisite: One course in Sociology

Description: Contrary to the course title, the course will not be a more general consideration of social psychology. Our concern will be with the processes of interaction and influence in personal behavior. The course will provide an overview of the study of social psychology and the process of social perception, helping behavior, role analysis. We will also come to terms with an emergent paradigm in social psychology, encompassing impression management, labelling and action theories.

Instructor: S. Singer

Session: Winter Day

Among other things we will consider the logic of experimentation and the social psychology of the experiment. This provides students with the tools to critically read and evaluate (and not just in social psychology). Other topics: mental illness; the judgment of emotional states; depression; observational research in social psychology.
SOC311Y  Social Class and Social Stratification

Prerequisite: One course in Sociology

Course description: 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.

Instructor: T.B.A.  

Session: Winter Day

Evaluation: To be announced.

Canadian Society

Prerequisite: One previous course in Sociology

Course description: Examines the structure and development of the society, with emphasis on basic issues such as the role of nation, the nature of regional differences, and the question of national identity. A particular focus will be major social institutions such as government, the family, and the mass media and how they reflect and influence the value orientations of Canadians.

Instructor: J.A. Stainton  

Session: Winter Day

Method: Lectures plus tutorials

Evaluation: In each half of the course, a paper and a term test. (60%)

SOC311Y  Sociology of the Family

Prerequisite: One course in Sociology

Course description: The sociological study of the family in contemporary western society, with special emphasis on: (1) its historical development, social forces which have influenced it, interrelationships with other institutional forms, the family as a group, the family life cycle, family disorganization and family change.

Instructor: H. James  

Session(s): Winter Day and Evening

Content: The course is divided into two approximately equal parts: (1) Institutional dimensions of family life, including cross-cultural and historical comparisons, changing family patterns, and the family in an institutional setting, and (2) the family life cycle, with emphasis on family behaviour at various points in its life cycle, including establishment, marital interaction, child-rearing, adolescence and family, family disorganization and family problems.

Method: (L01) This is primarily a lecture course, consisting of two lecture hours per week and one tutorial hour. Opportunity for class discussion exists.

Evaluation: (L01) There are two end-of-term examinations, of one hour duration each. In addition, participation in tutorial work and class discussion is important. The course is assessed by a term paper, worth 40% of the course mark, and a final examination, or a final examination worth 40% of the course mark.
SOC180V Social Change

Prerequisites: One course in Sociology

Course description: A sociological analysis of forms of change, such as industrialization, modernization, urbanization and their consequences for the structure and function of contemporary society.

Instructor: J.L. Deacon Session: Winter Day and Evening

Teaching Methods: Lectures and occasional tutorials

Evaluation: Term paper/take-home examination.

SOCI 181V Sociology of Deviant Behaviour

Prerequisites: None, but a knowledge of basic sociological concepts such as are taught in introductory sociology courses, will be required.

Course description: 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, the class will be divided into small groups for the collection and presentation of research data. This data will be assembled into a final report. Students will be supervised by peer students and the professor, but the research will be conducted independently. The final research report may take any suitable format: essay, video tape, videotape, film, novel or other.

Instructors: J.A. Lew/5. S.A. Sessions: Winter Day and Evening

Content: (401)
1: Basic concepts in the sociology of "deviant" behaviour.
2: Substantive discussions of a sample of topical areas, such as mental illness, rape, homosexuality, white collar crime, transvestism, obesity.
3: Theoretical approaches: social pathology, differential association theory, labelling, neutralization, militant deviance and conflict analysis.

Teaching Method: (11) Fall term: 2 lectures a week on above content. After each student has chosen a research topic, a seminar on methods and research (listed above) are organized. 2 term tests on lectures and assigned readings. Each student prepares an acceptable research proposal in detail. Spring term: seminars on analysis of data. Students collect own data, report in stages, each of which is marked. Final complete research report submitted March 31.


SOC 183V Sociology of Ethnic Groups

Prerequisites: None, but a knowledge of basic sociological concepts such as are taught in introductory sociology courses, will be required.

Course description: The analysis of the social processes by which ethnic groups are 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, the class will be divided into small groups for the collection and presentation of research data. This data will be assembled into a final report. Students will be supervised by peer students and the professor, but the research will be conducted independently. The final research report may take any suitable format: essay, video tape, videotape, film, novel or other.

Instructors: J.A. Lew/5. S.A. Sessions: Winter Day and Evening

Content: (401)
1: Basic concepts in the sociology of "deviant" behaviour.
2: Substantive discussions of a sample of topical areas, such as mental illness, rape, homosexuality, white collar crime, transvestism, obesity.
3: Theoretical approaches: social pathology, differential association theory, labelling, neutralization, militant deviance and conflict analysis.

Teaching Method: (11) Fall term: 2 lectures a week on above content. After each student has chosen a research topic, a seminar on methods and research (listed above) are organized. 2 term tests on lectures and assigned readings. Each student prepares an acceptable research proposal in detail. Spring term: seminars on analysis of data. Students collect own data, report in stages, each of which is marked. Final complete research report submitted March 31.

Sociology of Ideas

Prerequisite: One course in Sociology

Course Description: This course examines the works of various "non-ideological" social thinkers from the perspective of sociological theory. It 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 as required by the Major Programme in Sociology. While not formally required, a background in the history of social thought will be an advantage.

Instructor: H. O'Boyle

Evaluation: Papers and class participation.

Research on Small Groups

Prerequisites: SOC381 or SOC321 or SOC325 or PUB310 or permission of instructor

Course Description: Contrary to the course title, the course will provide a more general consideration of social psychology. The concern will be with the processes of interaction and influence in interpersonal behaviour. The course will provide an overview of the major areas of social psychology: attitude change, conformity, perception, roles. We will also seek to come to terms with an emergent paradigm in social psychology, encompassing impression management, attribution and labelling theories.

Instructor: T.C.A.

Teaching Method: Lectures and laboratory work

Collective Behaviour

Units: Two courses in Sociology, one of which must be a B course

Description: The study of "uninstitutionalized" group life: crowds, panic, crises, riots and the genesis of social movement. Limited enrollment: 15.

Term: T.R.A.

Session: Winter Day

Time: To be announced.

Social Movements

Units: Two courses in Sociology, including a B-level course.

Description: The instructor will develop an approach to readings which includes the following: the origins of social movement processes, the career of the movement and its extinction. The course readings will be closely related to the topics and a major concern will be to link the theoretical discussion with the concrete readings on movements.

Term: S.U.'92

Session: Winter Day

Method: Lectures and class discussion and/or presentations.

Text: "Tavistock Texts on Social Movements," edited by E. (partial). Agrarian Socialism. To be read as early as possible. It will provide a common resource for our discussions.

J. Kohn, "The Politics of Primitivist Knowledge."
SOCC 2070 Sociology of Occupation

Prerequisites: Two courses in Sociology, one of which must be a 2-level course.

Course description: The analysis of the role of men in his occupation in an capitalist society. This course includes a topic as: occupational choice, a changing society, conceptions of work and leisure, mobility and career patterns, and professionalization. Limited enrolment: 25.

Instructor: T.B.A.

Session: Winter day

Evaluation: To be announced.

SOCC 2070 Sociology of Occupation

Prerequisites: Two courses in Sociology, one of which must be a 2-level course.

Course description: The analysis of the teaching-learning process, educational institutions and structures, and the social experience of the teacher, student and administration in education. This course includes a topic as: educational theory and methods in the study of education. Limited enrolment: 25.

Instructor: T.B.A.

Session: Winter day

Evaluation: To be announced.

SOCC 2071 Sociology of Education

Prerequisites: One course in Sociology.

Course description: This course will study the effects of social and organizational on the development of culture. It will also study how all aspects of culture, from philosophy to the most commercial mass culture product, can be seen from a sociological perspective. The lectures will focus on film, literature, and music, both in Canada and abroad. Students will be able to choose any aspect of culture for analysis in their papers.

Instructor: R. Wood

Session: Winter day

Method: Two hours of lecture per week, including some regular and films; and one hour per week of discussion and presentation of student papers.

Exam: One short paper for presentation in class, and one major paper due at the end of the term.

SOCC 2072 Sex, Self and Society

Prerequisites: Two courses in Sociology, one of which must be a 2-level course.

Course description: A sociological approach to the bases, content and consequences of social differentiation based on sex. This course includes a topic as: changing role definitions of each sex, relevant ideologies, women's liberation, and the impact of industrialization and urbanization on society. Limited enrolment: 20.

Instructor: J.A. Lee

Session: Winter evening

Method: Two-hour class meeting each week. First hour a survey of basic concepts - socialization, sex roles, sexual differentiation, division of labour, sex typing, sex structure etc. Second hour a discussion of key issues, open discussion, changing role definitions of each sex, relevant ideologies, women's liberation, and the impact of industrialization and urbanization on society.

Evaluation: One major paper worth 50% of total mark and 20% for participation in discussion.
SOC112S  Mass Communication and Canadian Society

Prerequisites: Two previous courses in Sociology, one of which must be a 3-level course.

Course Description: An examination of the role of the mass media in contemporary Canadian society, the structure of media institutions, and the effects of mass media on individual and group behaviour. Emphasis will be placed on the role of mass media in the development of mass communication, and mass media and Canadian identity. Limited enrolment: 15.

Instructor: J.A. Hannigan

Session: Winter evening

Teaching Method: Seminar form.

Evaluation: Each student will be expected to write a major term paper and to make a seminar presentation based on this. In addition, students will participate in a designated group project involving empirical research into a current issue/problem in Canadian mass communications.

SOC115G Sociology of Conflict

Prerequisites: Two courses in Sociology, one of which must be a 3-level course.

Course Description: Theories of conflict in the development of Sociology from Marx to the present applied to instances of social conflict, with particular reference to Canadian society. Limited enrolment: 15.

Instructor: J-L Delaney

Session: Winter day

Teaching Method: Lectures, occasional tutorials.

Evaluation: Term paper/take-home examination.

SOC114S Sociology of Religion

Prerequisites: Two courses in Sociology, one of which must be a 3-level course.

Course Description: A sociological analysis of religion as a social system. Consideration of the problem of definition of the concept of a religion. Historical analysis of major world religions. Contributions of the social sciences to the understanding of the form of religion in historical and contemporary contexts. Limited enrolment: 15.

Instructor: R. O'Toole

Session: Winter day

Teaching Method: Weekly Seminar

Evaluation: Papers and class participation.

SOC114P  Sociology of Criminal Behaviour

Prerequisites: SOC114; one other course in Sociology

Course Description: Specialized study of the etiology and control of criminal behaviour, with special reference to Canadian crime. Limited enrolment: 15.

Instructor: T.B.A.

Session: Winter day

Evaluation: To be announced.
SOC125: Juvenile Delinquency

Prerequisites: SOC126; one other course in Sociology

Course description: Sociological study of delinquent behaviour including theories relating to causation, community response and rehabilitation programmes. Limited enrolment: 30.

Instructor: H. Rodecki  Session: Winter Day

Content: Juvenile delinquency and delinquents from the legal, "conventional wisdom", and scientific points of view. Re-examination of some major theories. Analysis of Canadian and other societies' data. Action in response to delinquency from the police, courts, and other social agencies. Course participants will be encouraged to develop and follow particular areas of interest through in-depth assessment of literature, supplemented by field research in some area of delinquency in Toronto.

Teaching Method: Lectures, with some general discussion.

Evaluation:

Minor written submission, Essay/Research paper, Final two-hour examination.

SOC126: Changing Family Life in Canada

Prerequisites: Two courses in Sociology, one of which must be a 3-level course

Course description: Examination of the major changes in the structure of the family in Canada, and its consequences for family life. Limited enrolment: 30.

Instructor: H. James  Session: Winter Day

Content: Initial examination of the context of family change in Canadian society, including reference to the nature of social change, demographic characteristics of family, types of family change, and special areas of change.

Teaching Methods: Initial lectures by instructor, followed by seminar presentations by students working in teams.

Evaluation: Take home examination, short research paper, and oral presentation.

SOC127: Comparative Race Relations

Prerequisites: Two courses in Sociology, one of which must be a 3-level course

Course description: Comparison of race relations in, for example, the United States and North America.

Instructor: J.P.A.  Session: Winter Day

Evaluation: To be announced.

SOC128: Sociology of Urban Growth

Prerequisites: Two previous courses in Sociology

Course description: An in-depth examination of the conditions, causes and consequences of urban growth and development. Major topics will include the emergence of new urban institutions (legal, market, economic) and the formation and operation of urban social processes. Limited enrolment: 30

Instructor: J.A. Hannigan  Session: Winter Day

Teaching Method: Seminar form.

Evaluation: A major research paper, a seminar report, and an annotated bibliography.
Social Class in Canadian Society

Prerequisites: Two courses in Sociology

Course Description: Specialized study of social class phenomena in contemporary Canadian society, bringing to bear both current theory and research.

Instructor: J.A.A.  Session: Winter Day

Evaluation: To be announced.

Sociology of Aging

Prerequisites: SOCIOLY

Course Description: An examination of the latter stages of the family life cycle, with special reference to the period following middle age, and including social and psychological dislocations of aging, changing roles, departure of children and its significance, retirement, problems of adjustment to aging, the place of the aged person in the modern family, and bereavement. Limited enrollment: 10.

Instructor: J.A.  Session(s): Summer 19; Winter Day

Teaching Method: Initial lectures by instructor, followed by panel presentations by students working in teams.

Evaluation: Take home examination, short research paper, and oral presentation.

Variant Family Forms

Notes: SOCIOLY

Course Description: A review and sociological analysis of non-traditional family forms and innovative lifestyle styles representing a break from conventional marriage and family patterns in the family. Included will be "slagelomning", "living together", androgyny, life style, non-monogamous forms, voluntary chillessness, and co-operatives, and "swinging". Special reference to moral and functional dimensions, role changes, special problems of family response. Limited enrollment: 20.

Instructor: J.A.  Session(s): Summer 19; Winter Day

Other Course Description above.

Teaching Method: Initial lectures by instructor, followed by panel presentations by students working in teams.

Evaluation: Take home examination, short research paper on some aspect of non-traditional family life, and oral presentation.

Independent Studies

Notes: Any fifteen courses; permission of instructor.

Course Description: By arrangement with instructor.

Hours: Members of the staff  Session: Winter Day
Directed Field Work

Prerequisites: Any ten courses, permission of instructor. (Students anticipating the selection of this course are advised to include RC 6081 early in their programme of studies)

Course description: Designed primarily for students taking the last course in their programme of studies. This course includes the observation and reporting of social data. Under the guidance of the instructor, the student will be expected to concentrate on a major research project during the semester, terminating with submission of a paper based on the experience.

Instructor: Members of the staff  Session: Winter Day

Fuller Representative: P.R. Lein

Students enrolled in Spanish, are offered a wide range of courses in Spanish language and literature, and in Peninsular and Spanish-American cultures.

Students who do not intend to major in Spanish are free to choose courses they wish, provided they have satisfied the first prerequisite. Students intending to major will find the courses for programmes in Spanish and in Modern Languages and Literatures in the Major Programs section of the College calendar.

In Fine Art, History, Humanities, Linguistics, Philosophy, and other languages and literatures, may also prove valuable to students as adjuncts to his plan of study or as an enrichment of personal programme.

Students enrolled in Spanish, some of whom may later wish to use the Faculty of Education or to continue their studies at graduate level, are invited to confer with their instructor in earliest possible date in order to work out an appropriate career programme.

Introductory Spanish

Description: A course in basic grammar and syntax, with emphasis in spoken and written Spanish.

 Instructor: H. Hart/M. Smythe  Session: Winter Day

This course covers the basic aspects of Spanish grammar with reference to Hispanic culture and society. Material is used to introduce written exercises, basic composition, reading and conversational skills. Regular class attendance and participation is essential.

Method: Three lecture hours of exercises and drills based upon textbook, plus conversation for supplementary oral practice.

Text: Regular written assignments and quizzes. In-course examination.
SPAG118 Introductory Spanish

Course description: A course in basic grammar and syntax, with instruction in spoken and written Spanish.
Instructor: X. Gordo-Hijohone
Session: Summer Day

Requirements: Spanish Language Institute

Notes: This course covers the basic aspects of Spanish grammar with some reference to Hispanic culture and society. Stress is placed on written exercises, dictation, composition, reading and conversation. Regular class attendance and participation is essential.

Method: Two lecture hours of exercises and drills based on the grammar textbook, plus conversation for supplementary oral drills.
Evaluation: Regular written assignments and quizzes. In-course written examination.

N.B.: For those students taking this course in the summer, registration is done by applying for admission to the summer language institute. Application forms are attached to the SICI brochure (available from student services, from S. 128 and from the School of Continuing Studies). Interested students should read the SICI brochure carefully. This course can also be taken in the summer on a non-credit basis.

SPAG 211 Intermediate Spanish

Evaluation: SPAG 212
Minimum Grade: 13 Spanish or SPAG 211

Course description: Review of grammar and syntax; composition, translation and oral practice.
Instructor: F. Giro
Session: Winter Day

Notes: 1. Review of grammar and syntax. The text used will be De Silva, A Concept Approach to Spanish, 3rd edition.
2. Language practice, through the repetition of essential phrases and exercises, TV programs, and conversation.
3. Conversation, translation, and oral practice.
4. Drills, on idiomatic expressions, copulative and restrictive adjectives, composition.
5. Integration of stylistic devices, linguistic patterns, dialogues, etc., in a literary work.
6. Monographic materials, and audio visual aids (TV programs, dramatic productions in Spanish, music, etc.), will be provided, as well as topics of conversation and tests for translation. Each student will be expected to prepare a presentation on a specified topic, in collaboration with classmates. The topic of this presentation will have to be approved by the class as a whole before it is prepared. A play by A. Casono, La hora sin parar, will be the literary work used in addition to the above materials.
Evaluation: Class participation, oral and written tests, presentation of topic and two short compositions in Spanish will be worth 60%.

Two half hour oral exams will be worth 40%.

Pre-Literary Examination of Texts

Notes: SPAG11

Course description: The basic elements of style with rapid reading and comprehension of texts of various periods.
Instructor: R. Barba
Session: Winter Day

Notes: The training in observation and analytical analysis of literature for potential students of the literature of Spain and Latin America, through a review of the basic styles of the past and their influence on methods of critical analysis and comprehension of literary style, both prose and poetry, of various periods.

Method: Three lecture/discussion hours weekly. Class participation is essential.

Evaluation: Regular oral and written commentaries on assigned texts. Class at the discretion of instructor and students. In-course evaluation.

SPAG 247 Phonetics

Notes: SPAG 211

Course description: Articulatory phonetics; Spanish speech sounds; practice in their production and transcription.
Instructor: R. Skyrne
Session: Winter Day

Notes: Objectives of the course are to develop good pronunciation of Spanish (with attention to variations in other dialects) and to use it as an introduction to further linguistic work.
Weekly lecture/conferences on the description and distribution of sounds, the various methods of transcription, basic phonetic patterns, and their translation into written Spanish. A tutorial hour, students practice exercises in articulation, transcription, and dictation. There is one laboratory hour per week of intensive oral practice.
Evaluation is based on weekly preparation of lecture material, dictation exercises and assignments in transcription, two review sessions, a student tape based on final transcription, and an in-term written test on lecture and reading material. The written work are each worth 50% of final mark.


Course is required for Spanish majors but open to all SICI students.
Cultural Aspects of Spain

Prerequisites: Grade 13 Spanish or SPAN 1

Course description: Examination through readings and discussion of Spanish, or aspects of the culture of Spain.

Instructor: J. Ignacio Chichón-Díaz

Session: Summer Day

Content: Social, intellectual and artistic components of the culture of Spain from pre-Roman times to the present will be studied with illustrations by slides.

Teaching Method: Each chapter of the textbook will be presented in summary form to the class by a student. The instructor will comment on the presentation and add supplementary information and opportunity for discussion. The study and discussion of each chapter will be followed by illustrative slides.

Evaluation: One final examination (three hours). One essay of about 3,000 words on any of the topics suggested by the instructor. The essay and final examination can be written in English.

History of the Spanish Language

Prerequisite: SPAN 1

Course description: The languages of Spain, from pre-Roman times to present.

Instructor: R. Smyrne

Session: Winter Day

Objective of the course is to develop a basic understanding of the Spanish language as it evolved from Latin through the evolution of New Latin, through the separation of Romance languages from Latin, and as evidenced in non-classical texts. The course will also deal with the evolution of the sound- and form-systems of Latin into similar Romance, focusing on the growth of Romance. In English, non-illustrative texts will be analyzed and class participation and discussion are encouraged.

Grading is based on weekly reading assignments, up to five written exercises per term, and a written research assignment. Tests are 25% of final grade.

Romanticism

Prerequisite: SPAN 1

Course description: The origin and growth of the romantic movement in Spain; its relationship to Neo-Classicism and the Spanish novel; a detailed study of the works of its principal exponents.

Instructor: R. Smyrne

Session: Winter Day

Objective of the course is to encourage students to become familiar with the development of Romantic literature in Spain from pre-Roman times to the mid nineteenth century. Note: this course is for advanced students and will have the opportunity to explore this period in greater depth. The study of late Neo-Classical writing will lead to a concentration on major writers of the poetry, prose, and drama of the Romantic period. Study will focus on those writers whose work is representative of the Romantic spirit and, where appropriate, to the Romantic literature of other countries. This course will also be offered. Class participation and discussion are encouraged in a lecture-tutorial format.

Grading is based on oral and/or written commentaries on assigned readings and an in-course final examination. Examination is 20% of final grade, paper and term work 25% of final grade.

All texts will be available in April. Critical material at the end of the course.
SPAN 117 Survey of Spanish Literature I

Exclusion: SPAN 1116
Prerequisite: SPAN 001

Course Description: Reading, analysis and discussion of fundamental Spanish literature from the twelfth to the seventeenth centuries, with the object of equipping the student with the major literary movements of each period, the authors and their works.

Instructor: R. Barta
Session: Winter Day

Contact: Lectures on background material. Areas of study will include: the national lyric, epic and clerical poetry; medieval prose and dramas; Renaissance poetry, prose and drama; Baroque; Cervantes; literature of the savage period.

Teaching Method: Three lecture/discussion hours weekly. Class participation is essential.

Evaluation: Regular oral assignments, one paper, two term tests, and an in-course examination.

SPAN 115
Stylistics and Translation

Prerequisite: SPAN 015

Course Description: The examination of Spanish literature in relation to the essence of the language. Theory and practice of transmission of literary material from one language to another.

Instructor: R. Barta
Session: Winter Day

Contact: This course includes an analysis of the principles of stylistics applied to pertinent problems inherent in the study of Spanish literature of various periods, especially those dealing with translation of literary texts. Students will be made aware of the several modern schools of literary investigation both extrinsic and intrinsic, as well as the several approaches to translation and the levels of difficulty inherent in particular texts. A certain amount of creative composition is expected.

Teaching Method: Three lecture/practice hours weekly.

Evaluation: Regular class assignments. One in-term examination.

SPAN 120
Golden Age of Poetry

Prerequisite: SPAN 010

Course Description: Study of the major poets of the Golden Age of Spanish literature.

Instructor: J. Ignacio Chaves-Delgado
Session: Winter Day

Contact: The course concentrates on the following main figures: Tafur de la Vega, Fernando de Herrera, Fray Luis de León, Juan de la Cruz, Inés de Veja, Góngora, and Quevedo.

Teaching Method: Using the textbook and bibliography suggested by the instructor for each author, the student should make a presentation which should include a few important details on the poet's life. Preparation information on the poet's work in general, a more detailed study of at least one of the poet's works, and a presentation of the poet's work. The course culminates in the student's presentation, and add more pertinent information. Once the presentation is done for each author, the rest of his poems included in the book will be analyzed by the class as a whole. Class will be conducted in Spanish.

Evaluation: One final written examination (three hours) in which the student answers some general questions on the works and poets studied. The student should analyze specific poems or parts thereof. A paper of about 2000 words on any of the topics supported by the instructor.

Spanish Drama

Prerequisite: SPAN 010, none for non-specialists.

Course Description: A study of Spanish drama from the Middle Ages to the sixteenth century. Complete plays of the major dramatists will be read and discussed. Some scenes from actual theatrical productions in Spanish will be shown.

Instructor: P. Leon
Session: Winter Evening

Contact: Two chronologically distinct periods will be studied in this course: the Golden Age, roughly the 16th and 17th centuries; the second half of the 20th century. Attempts will be made to explain the social milieu of each period. Attention will be paid to the main dramatic currents both in Spain and abroad. Although emphasis will be placed on the literary analysis of the plays, practical aspects, such as the editing of a text for staging, acting, stage design, costumes, etc., will also be considered. If possible, one or more plays will be staged.

Evaluation: Individual papers will be assigned in each of the two periods covered. A final paper on a subject related to one of the drama productions will be due at the end of the course. Plays texts in Spanish and English.

Teaching Method: One-two-hour lecture/seminar plus a one-hour drill per week.

Evaluation: Class work will include one long paper worth 25%, one 1-hour test (or take home exam) worth 25%, and a short paper describing the staging of a play, worth 25%. Attendance and class participation will be worth 25%.

SPAN 125

Course Description: Study of the major poets of the Golden Age of Spanish literature.

Instructor: J. Ignacio Chaves-Delgado
Session: Winter Day

Contact: The course concentrates on the following main figures: Tafur de la Vega, Fernando de Herrera, Fray Luis de León, Juan de la Cruz, Inés de Veja, Góngora, and Quevedo.

Teaching Method: Using the textbook and bibliography suggested by the instructor for each author, the student should make a presentation which should include a few important details on the poet's life. Preparation information on the poet's work in general, a more detailed study of at least one of the poet's works, and a presentation of the poet's work. The course culminates in the student's presentation, and add more pertinent information. Once the presentation is done for each author, the rest of his poems included in the book will be analyzed by the class as a whole. Class will be conducted in Spanish.

Evaluation: One final written examination (three hours) in which the student answers some general questions on the works and poets studied. The student should analyze specific poems or parts thereof. A paper of about 2000 words on any of the topics supported by the instructor.
Spanish American Poetry 1880-1920

Description: A study of the Modernist movement, involving analysis of the attitudes, themes, and techniques of some of the major authors.

Instructor: H. Skjerve

Session: Winter Day

Prerequisites: SPA 203, A

Teaching Method: A two-hour lecture plus a tutorial per week.

Evaluation: One paper (15-20 pages long) worth 35%. Attendance and class participation will be worth 15%.

The Poetry and Theatre of Garcia Lorca

Description: This course is designed to acquaint students with the major poet and playwright of Spanish literature, Federico Garcia Lorca. The course focuses on Lorca's major works, including his poetry, plays, and prose. Students will explore the themes, techniques, and cultural contexts of Lorca's works.

Instructor: P. Leon

Session: Winter Day

Teaching Method: A two-hour lecture plus a tutorial per week.

Evaluation: One paper (10-15 pages long) worth 35% and one two-hour in-class exam worth 35%. Attendance and class participation worth 15%.

The Novel of the Mexican Revolution

Description: A study of the various types of novels written in Mexico from 1910 to the present. Attention will be paid to the novel's fundamental economic, social, and cultural aspects of the Revolution.

Instructor: P. Leon

Session: Winter Day

Description: An attempt will be made to analyze the Mexican Revolution, first as a political and social event, with reference to other contemporary revolutions, and secondly, as a literary movement.

Teaching Method: A two-hour lecture plus a one-hour tutorial per week.

Evaluation: One 10-15 page paper worth 35% and one two-hour in-class exam worth 35%. Attendance and class participation worth 15%.

Medieval Literature: Prose

Description: A study of extracts from representative works of the Middle Ages. The emphasis will be on the Ancrene Wisse, Sir Gawain and the Green Knight, and the Divine Comedy. The course concentrates on the analysis of the text, not on its historical background.

Instructor: J. Ignacio Chico-

Session: Winter Day

Teaching Method: Using the bibliography suggested by the instructor and/or author, the student is expected to make a presentation which should deal with a few important details on the life of the author in question and some information on his literary works in general. The presentation material for this course will be analyzed by the class as a whole. Class will be conducted in Spanish.

Evaluation: One final written examination (three hours) in which the student should analyze specific passages and essays on about 2,000 words, in Spanish, on any of the topics suggested by the instructor.
The Literature of the Spanish Mystics

Course description: After a short study of the course in general, extracts of works representative of the major Spanish mysteries will be read, analyzed and discussed.

Instructor: J. Ignacio Chichoy-Olabea Session: Winter Day

Contents: The course concentrates on the analysis of the texts selected.

Teaching Method: Using the bibliography suggested by the instructor for each author, the student should make a presentation which should include a few important details on the life of the author in question and some information on his literary prose work in general. The texts selected for this course from five major systems will be analyzed by the class as a whole. Class will be conducted in Spanish.

Evaluation: One final written examination (three hours) in which, besides answering some general questions on some of the works and authors studied, the student should analyze specific short texts. One essay of about 2,000 words on any of the topics suggested by the instructor.

SPAN101 Advanced Spanish

Exclusion: SPAN301

Prerequisites: SPAN37

Course description: Intensive study of grammar and syntax; translation, composition and oral practice.

Instructor: J. Ignacio Chichoy-Olabea Session: Winter Day

Contents: Examination of points of Spanish grammar of an advanced level; regular assignments in translation and composition; oral practice.

Teaching method: Three hours per week. Each period will be divided between oral practice and correcting and discussing the translations and compositions written by the students.

Evaluation: One final oral in-course examination. One final oral in-course examination.
### Timetable

**Key**

- **F**: A course taught throughout the session worth one full course credit.
- **A**: A course taught in the first term and worth one full course credit.
- **S**: A course taught in the second term and worth one full course credit.
- **F,A**: A course taught in both first and second terms and worth one full course credit.
- **F,S**: A course taught in both first and second terms and worth one full course credit.
- **F,A,S**: A course taught throughout the session and worth one full course credit.

**Explanation of T.R.A.F, P and T.R.A.**

- **T.R.A.** - means that the student is responsible for arranging time and/or room with the instructor for that course.
- **T.R.A.** - means that the student is responsible for arranging time and/or room with the instructor for that course.
- **P** - practical work in laboratories or studios (*) denotes every other week.

**Exploration of Lecture Section Numbers**

- **L**: lectures.
- **P**: practical work in laboratories or studios.
- **T**: tutorials.
- **E**: evening.

**Examples of Lecture Section Numbers**

- **L1** etc., day sections.
- **L1** etc., evening sections.

**Tying Sections**

Some lecture, practical and tutorial sections must be taken as a package. This means that the first two digits of the lecture, practical or tutorial section numbers must be the same, e.g., 2001 and 2002 must be taken with L21, and 3001 or 3002 must be taken with L30.

**Tying Sections**

The reason for "tying" sections is that the subject matter may differ from section to section. Many students find that the first two digits of the practical or tutorial section number will be (e.g., 9001) or 1001 and 1002 may be taken with L1 or L2 or L3.

**Rooms**

- Students will be advised of rooms for courses in May for Summer Session courses, and September, for Winter Session courses.

## Session Courses, 1977

**Day:** Classes for 'F', 'A' and 'S' courses begin

**June:** Classes for 'F' courses and

**July:** Classes for 'A' and 'S' courses begin

August: Classes for 'F', 'A' and 'S' and 'F', 'A', 'S', 'P', 'A', and 'S' (evening) courses.

Evening courses normally have classes two nights a week 7-9 pm.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Day and Time</th>
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<tbody>
<tr>
<td>301F</td>
<td>Cultural Ecology</td>
<td>M to T 9-11</td>
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<tr>
<td>311F</td>
<td>Differential Calculus</td>
<td>M to T 9-11</td>
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<tr>
<td>321F</td>
<td>Human Evolution</td>
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<td>331F</td>
<td>History of North America</td>
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<td>341F</td>
<td>History of North America</td>
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<td>351F</td>
<td>Greek and Roman Religion</td>
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<td>361F</td>
<td>French and Italian Language</td>
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<td>371F</td>
<td>English Literature: Forms and Approaches</td>
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<td>381F</td>
<td>Latin Literature: Forms and Approaches</td>
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<tr>
<td>391F</td>
<td>Ancient History of the British Empire</td>
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<td>401F</td>
<td>South African Mosaic</td>
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<td>411F</td>
<td>Calculus with Linear Algebra</td>
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<td>421F</td>
<td>Techniques of the Calculus of Several Variables I</td>
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<tr>
<td>431F</td>
<td>Techniques of the Calculus of Several Variables II</td>
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<tr>
<td>441F</td>
<td>Philosophy of Law</td>
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<td>451F</td>
<td>Philosophy of Education</td>
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<td>471F</td>
<td>Introduction to Psychology</td>
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<td>481F</td>
<td>History and Learning History</td>
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<tr>
<td>491F</td>
<td>Biological Foundation of Behaviour</td>
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<td>501F</td>
<td>Current Topics in Social Psychology</td>
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<td>511F</td>
<td>Ethnic and Race Relations</td>
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<td>521F</td>
<td>International Economics: Finance</td>
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<td>International Economics: Trade Theory</td>
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<td>Canadian Poetry in English</td>
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<td>561F</td>
<td>Studies in Renaissance and Eighteenth Century Literature</td>
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<td>Geography of Resources</td>
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<td>581F</td>
<td>Urban Geography</td>
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<td>591F</td>
<td>Fundamental Questions of Philosophy</td>
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<td>601F</td>
<td>Canadian Government and Politics</td>
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<td>PSY 265</td>
<td>Introduction to Social Psychology</td>
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<td>PST 335</td>
<td>History of Psychology</td>
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<td>SOC 252</td>
<td>Introduction to Sociology</td>
<td>Tu Th 1:30 PM</td>
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<tr>
<td>SOC 258</td>
<td>Methods in Social Research</td>
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<td>SOC 259</td>
<td>Urban Sociology</td>
<td>M to F 1:30 PM</td>
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<tr>
<td>SOC 280</td>
<td>Sociology of Aging</td>
<td>M to F 1:30 PM</td>
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</tbody>
</table>

### Session Evening Courses

Tutorials may be given in addition to the lecture times shown below. They will normally be given on the same night except as noted below.

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<tr>
<th>CRN</th>
<th>Title</th>
<th>Day &amp; Time</th>
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<tbody>
<tr>
<td>052Y</td>
<td>Introduction to Anthropology</td>
<td>M 7:00 PM</td>
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<tr>
<td>053Y</td>
<td>Greek and Roman History</td>
<td>T 7:00 PM</td>
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<tr>
<td>055Y</td>
<td>Financial Accounting</td>
<td>T 7:00 PM</td>
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<tr>
<td>056Y</td>
<td>Management Accounting</td>
<td>R 7:00 PM</td>
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<tr>
<td>057Y</td>
<td>Income Tax</td>
<td>W 7:00 PM</td>
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<tr>
<td>059Y</td>
<td>Computer Programming</td>
<td>LeC, M 7:00 PM</td>
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<tr>
<td>060Y</td>
<td>Programming Applications</td>
<td>LeC, W 7:00 PM</td>
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<tr>
<td>061Y</td>
<td>Introduction to Economics</td>
<td>W 7:00 PM</td>
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<tr>
<td>062Y</td>
<td>Price Theory</td>
<td>T 7:00 PM</td>
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<tr>
<td>063Y</td>
<td>Contemporary Methods in Economics</td>
<td>W 7:00 PM</td>
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<tr>
<td>064Y</td>
<td>International Economics: Trade Theory</td>
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<td>065Y</td>
<td>European Economic History</td>
<td>R 7:00 PM</td>
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<tr>
<td>067Y</td>
<td>The Economics of Karl Marx</td>
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<td>069Y</td>
<td>Topics in Advanced Economic Theory</td>
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<td>070Y</td>
<td>English Literature: Forms and Approaches</td>
<td>T 7:00 PM</td>
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<tr>
<td>072Y</td>
<td>Fiction Before 1830</td>
<td>M 7:00 PM</td>
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<td>073Y</td>
<td>Major American Authors</td>
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<td>074Y</td>
<td>Fiction 1830-1870</td>
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<td>075Y</td>
<td>Expressionism Trends in Western Art</td>
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<td>076Y</td>
<td>Renaissance in Europe 1400-1600</td>
<td>M 7:00 PM</td>
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<tr>
<td>077Y</td>
<td>Introduction to Lithography</td>
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<tr>
<td>078Y</td>
<td>Intermediate Lithography</td>
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<tr>
<td>079Y</td>
<td>The French Language in Canada</td>
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<tr>
<td>080Y</td>
<td>English Literature</td>
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<tr>
<td>081Y</td>
<td>Greek and Roman History from the Death of Alexander to the Geschn</td>
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<td>082Y</td>
<td>The European World: An Introduction</td>
<td>M 7:00 PM</td>
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<tr>
<td>083Y</td>
<td>Nineteenth Century Britain, 1783-1914</td>
<td>T 7:00 PM</td>
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<td>084Y</td>
<td>Europe under the Enlightened Despots</td>
<td>T 7:00 PM</td>
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<td>085Y</td>
<td>Victorian England: The Civil War</td>
<td>T 7:00 PM</td>
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<td>086Y</td>
<td>Ontario History, the Nineteenth Century</td>
<td>T 7:00 PM</td>
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<td>087Y</td>
<td>Anglo-Saxon England</td>
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<td>088Y</td>
<td>Urbanization and Social Change in</td>
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<td>089Y</td>
<td>Nineteenth Century England</td>
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<td>090Y</td>
<td>Topics in American Labor History</td>
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<td>091Y</td>
<td>Beyond Classlessness</td>
<td>T 7:00 PM</td>
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<td>092Y</td>
<td>Introduction to Sociology</td>
<td>T 7:00 PM</td>
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<td>093Y</td>
<td>Calculus with Linear Algebra</td>
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<td>094Y</td>
<td>Fundamental Questions of Philosophy</td>
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<td>095Y</td>
<td>Social Issues</td>
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<td>096Y</td>
<td>Society, the State and the Citizen</td>
<td>T 7:00 PM</td>
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<td>097Y</td>
<td>Exile and Reality</td>
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<td>098Y</td>
<td>Canadian Government and Politics</td>
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<td>099Y</td>
<td>Public Administration</td>
<td>T 7:00 PM</td>
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<td>100Y</td>
<td>Political Thought from Plato to Locke</td>
<td>M 7:00 PM</td>
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<td>101Y</td>
<td>International Relations</td>
<td>T 7:00 PM</td>
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<tr>
<td>102Y</td>
<td>Politics and Government in India</td>
<td>T 7:00 PM</td>
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*Note: Some courses may require prior registration.*
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POO1 T10-2
CHCM05 L01 M7-9
CHCM05 L01 T3-9
CHCM05 L01 M7-9
CHCM05 L01 M7-9
POO1 T10-2
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# 4 hours laboratory per week
| Row 1 | Row 2 | Row 3 | Row 4 | Row 5 | Row 6 | Row 7 | Row 8 | Row 9 | Row 10 | Row 11 | Row 12 | Row 13 | Row 14 | Row 15 | Row 16 | Row 17 | Row 18 | Row 19 | Row 20 | Row 21 | Row 22 |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| 0001  | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     |
| 0002  | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     |
| 0003  | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     |
| 0004  | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     |
| 0005  | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     |
| 0006  | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     |
| 0007  | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     |
| 0008  | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     |
| 0009  | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     |
| 0010  | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     |
| 0011  | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     |
| 0012  | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     |
| 0013  | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     |
| 0014  | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     |
| 0015  | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     |
| 0016  | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     |
| 0017  | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     |
| 0018  | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     |
| 0019  | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     |
| 0020  | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     |
| 0021  | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     |
| 0022  | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 0     |

**Note:** The table above represents the natural text extracted from the image.