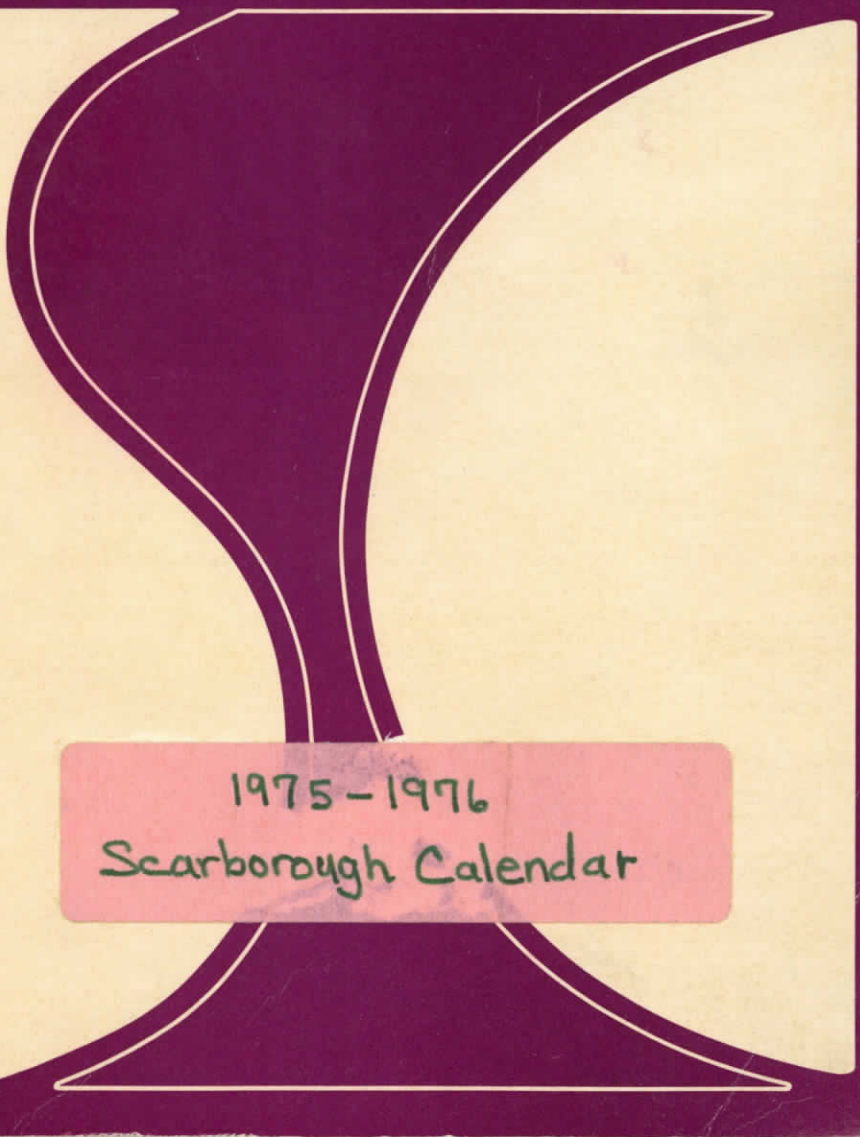
UTSC

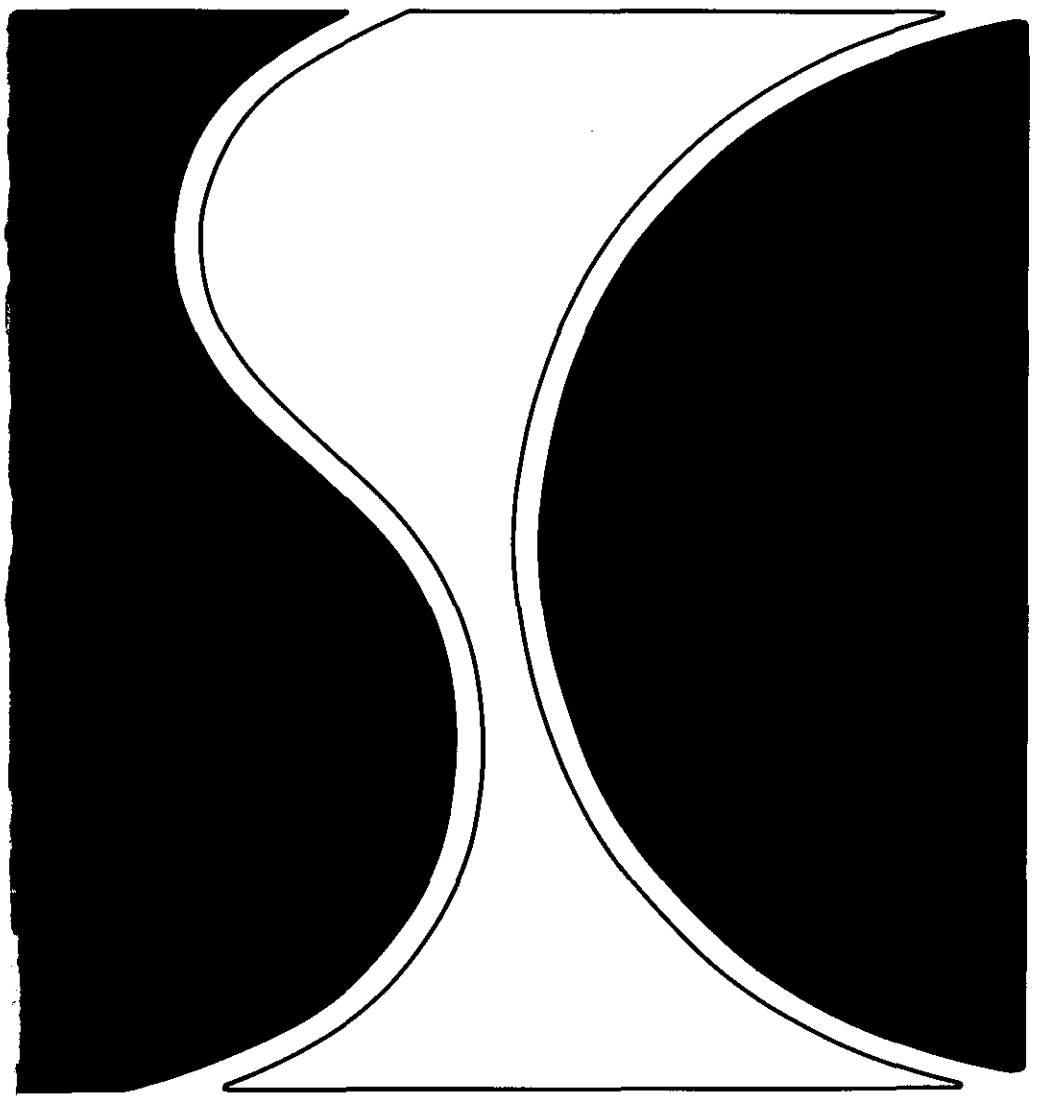
ERSITY OF TORONTO SCARBOROUGH COLLEGE 1975-76

RETURN TO: S415A
Convocation and
Student Records



1975-1976
Scarborough Calendar

UNIVERSITY OF TORONTO SCARBOROUGH COLLEGE 1975-76



Important Notes

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

(2) Students are urged to study carefully pages 00 to 00 of the *Calendar* before reading the course descriptions. These pages contain important information concerning the designation and numbering of courses; the meanings of prerequisite and corequisite requirements and of exclusions and information about supervised reading, supervised research and independent study.

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

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

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

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

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The Academic Calendar
1975-76

Summer Evening Session, 1975

Tuesday	1 April	Last day for new students to apply for admission to the University.
Monday Thursday	5 May - 8 May	Registration week for all courses offered in the Summer Evening Session.
Monday	12 May	Classes for the 1975 Summer Evening Session begin. 'Y', 'F' and 'H' courses begin.
Monday	19 May	Victoria Day - University closed.
Thursday	22 May	Last day to add a 'Y', 'F' or 'H' course.
Tuesday	10 June	Last day to withdraw without academic penalty from a first term ('F') course.
Thursday	19 June	Last day of classes in first term ('F') courses.
Monday	23 June	All term assignments should be submitted by this date.
Monday Thursday	23 June - 26 June	Examinations for first term ('F') courses.
Tuesday	1 July	Dominion Day - University closed.
Wednesday	2 July	Second term ('S') courses begin.
Thursday	10 July	Last day to add a second term ('S') course.
Thursday	24 July	Last day to withdraw without academic penalty from a 'Y', 'H' or 'S' course.
Monday	4 August	Civic Holiday - University closed.
Thursday	7 August	Last day of classes.
Monday	11 August	All term assignments should be submitted by this date.
Monday Friday	11 August - 15 August	Examination week.

Summer Day Session, 1975

Thursday	15 May	Last day for new students to apply for admission to the University.
Monday Thursday	23 June - 26 June	Registration week for all courses offered in the Summer Day Session.
Tuesday	1 July	Dominion Day - University closed.
Wednesday	2 July	Courses for the 1975 Summer Day Session begin. 'Y', 'F' and 'H' courses begin.
Monday	7 July	Last day to add a 'Y', 'F' or 'H' course.
Wednesday	16 July	Last day to withdraw without academic penalty from a first term ('F') course.
Wednesday	23 July	Last day of classes in first term ('F') courses. All term assignments should be submitted by this date. Final examinations, if required, will be held in the last class period.
Thursday	24 July	Second term ('S') courses begin.
Monday	28 July	Last day to add a second term ('S') course.
Monday	4 August	Civic Holiday - University closed.
Friday	8 August	Last day to withdraw without academic penalty from 'Y', 'H' or 'S' courses.
Friday	8 August	Last day of classes in St. George and Erindale Campus courses.
Monday Friday	11 August - 15 August	Examination week in St. George and Erindale Campus courses.
Friday	15 August	Last day of classes in Scarborough Campus courses. All term assignments should be submitted by this date. Final examinations if required, will be held in the last class period.

Winter Session, 1975-76

	1 June	Last day for current students to request a transfer to another College.
Tuesday	1 July	Last day for new students to apply for admission to the University for the Winter Session 1975-76. (Applications which are received during July will be considered, but a decision for the 1975-76 session cannot be guaranteed.)
Monday	1 September	Labour Day -University closed.
Tuesday Friday	2 September 5 September	Registration week for all courses offered in the Winter Session.
Monday	8 September	The late registration fee will be enforced as of this date.
Monday	8 September	Classes for the 1975-76 Academic Year begin. 'Y', 'F' and 'H' courses begin.
Wednesday	10 September	Classes in St. George and Erindale Campus courses begin.
Friday	26 September	Last day to add a year-long ('Y' or 'H') course or a first term ('F') course.
Tuesday	30 September	Last day for receipt of applications for Ontario Student Assistance (OSAP).
Monday	13 October	Thanksgiving Day - University closed.

	15 November	Last day to withdraw without academic penalty from a first term ('F') course.
	15 November	Last day for receipt of application for University of Toronto and Scarborough College In-Course Awards.
Friday	5 December	Last day of classes in the first term.
Wednesday	10 December	Last day of classes in St. George and Erindale Campus courses.
Thursday	11 December	All term assignments in first term ('F') courses should be submitted by this date.
Thursday	11 December-	Term test and final examination period.
Friday	19 December	Term test and final examination period.

1976

Thursday	11 December	All term assignments in first term ('F') courses should be submitted by this date.
Monday	5 January	Classes for the second term begin. Second term ('S') courses begin.
Wednesday	14 January	Second instalment of fees due.
Friday	23 January	Last day to add a second term ('S') course.
Monday	16 February-	Reading Week – all classes cancelled.
Friday	20 February	
Monday	15 March	Last day for students to withdraw without academic penalty from a 'Y' 'H' or 'S' course.
Monday	15 March	Last day for any student to withdraw without academic penalty from the College. (See information in the "Academic Regulations" section of *this Calendar.)*
Friday	9 April	Last day of classes.
Friday	16 April	Good Friday -University closed.
Monday	19 April	All term assignments should be submitted by this date.
Monday	19 April-	Annual examinations begin.
Friday	7 May	Annual examinations end.
Monday	7 June	University Convocation begins.

Administration and Faculty 1974-75

Officers of the University

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Assistant to the President . . . . . N. S. C. Dickinson, CD, BA

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Vice-Provost . . . . . M. Israel, BS, MA, PhD
Vice-Provost . . . . . P. P. M. Meincke, BSc, MA, PhD
Vice-Provost . . . . . R. Ross, MBE, MA

Vice-President, Research and Planning . . . . . G. E. Connell, BA PhD
Vice-President, Business Affairs . . . . . A. G. Rankin, BCom, FCA
Vice-President, Internal Affairs . . . . . F. Iacobucci, BCom, LLB, Dip Int Law
Vice-President, External Affairs . . . . . N. G. James

Chief Librarian . . . . . R. Blackburn, MA, BLS, MS, LLD
Secretary of the Governing Council . . . . . D. S. Claringbold

Director of Admissions . . . . . W. Kent, BA, MA
Director of Student Awards . . . . . P. S. Phillips, BA, CA
Director of Statistics and Records . . . . J. M. Tusiewicz, BSc (Eng), MASc, MBA

Warden of Hart House . . . . . J. G. Lengellé, MA, PhD

Co-ordinator of Campus Services . . . . . H. L. Reimer (Miss), BA, BPaed
Director of the Advisory Bureau . . . D. J. McCulloch, BA, MD, DPsych, FRCP (C)
Director of Athletics and Recreation (Men) . . . . . A. D. White, BA, MEd
Director of Athletics and Physical Education (Women) A. Hewett (Miss), BEd, (PE)
Director of Career Counselling and Placement Centre . . . . . R. Frankle (Ms.), BA
Director of University Health Service G. E. Wodehouse, MC, MD, FRCP (C), MRCP
Director of Housing Service . . . . . S. Mason (Miss), BA
Director of International Student Centre . . . . . E. A. McKee, MA

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Associate Dean, (Academic) . . . . . J.D. King, B.A., PhD
Student Services . . . . . N.H. Dobbs, BA
Student Services . . . . . J.M. Scott, BA
Director, Academic Services . . . . . G.L.E. Curri
Administrative Assistant . . . . . M.A. le Herissier, BA
Admissions Adviser . . . . . L.F. Gordon
Registration Officer . . . . . M. Gerrard

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Administrative Assistant, Personnel . . . . . J. P. Sanquin
Administrative Assistant, Accounts . . . . . E. I. Murrill
Administrative Assistant, Residences . . . . . N. Mawson

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Co-ordinator, Collection Department . . . . . M. Wiederkehr, MLS
Co-ordinator, Technical Services . . . . . P. Yamamoto, BA, MS in LS
Head, Reference Service . . . . . R. Farrow, BA, MLS
Head, Scarborough-Erindale Technical Services . . . . . A. Gregorovich, BA, BLS

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

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Assistant Director of Athletics . . . . . J. Dellandrea, BA
Assistant Director of Athletics . . . . . M. A. Prettie, BPHE

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Physician . . . . . A. M. Breuls, MD
Psychiatrist . . . . . Taylor Statten, MD, FRCP (C)

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Assistant Manager of Physical Services . . . . . R. L. Wright

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J.L. Mueller, M.A., Ph.D., *Visiting Lecturer*

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G. Ellis, M.A., *Lecturer*
M. Latta, M.A., *Lecturer*
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L. Feldhammer, M.A., *Visiting Lecturer*

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R.A. Berry, B.A., Ph.D., *Professor*
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P.P.M. Meincke, B.Sc., M.A., Ph.D., *Associate Professor*
J.W. Isbister, B.A., Ph.D., *Visiting Associate Professor*
F. Bourguignon, M.A., Ph.D., *Assistant Professor*
D.E. Campbell, B.A., Ph.D., *Assistant Professor*
J. Gemello, B.A., Ph.D., *Assistant Professor*
M. Gunderson, M.A., Ph.D., *Assistant Professor*
M. Krashinsky, B.Sc., M.Phil., Ph.D., *Assistant Professor*
I.C. Parker, M.A., *Assistant Professor*
R.B. Westin, B.A., Ph.D., *Assistant Professor*
I. Bryan, M.A., Ph.D., *Visiting Assistant Professor*
S.S. Westin, B.A., Ph.D., *Visiting Assistant Professor*
R.M. Hyndman, B.A., M.Sc., *Lecturer*

Geography

R.B. Bryan, B.A., Ph.D., *Associate Professor*
M.F. Bunce, M.A., Ph.D., *Associate Professor*
P.W. Cave, M.A., D.Phil., *Associate Professor*

B. Greenwood, B.Sc., Ph.D., *Associate Professor (Assistant Chairman, Geography)*
C.J. Sparrow, B.Sc., Ph.D., *Associate Professor*
A. Tayyeb, M.A., *Associate Professor*
E.C. Relph, B.A., M.Phil., Ph.D., *Assistant Professor*
E.L. Jackson, M.A., Ph.D., *Visiting Assistant Professor*
R. MacLaren, M.A., *Special Lecturer*
I. Lindsay, M.A., *Visiting Lecturer*

Political Science

S.J. Colman, M.A., *Professor*
J.E. Hodgetts, M.A., Ph.D., LL.D., F.R.S.C., *Professor*
R. Manzer, B.Ed., M.A., Ph.D., *Associate Professor*
E.G. Andrew, B.A., Ph.D., *Assistant Professor*
T.J. Colton, M.A., Ph.D., *Assistant Professor*
J.E. Esberey, B.Ed., M.A., B.Sc., Ph.D., *Assistant Professor*
V. Falkenheim, M.A., Ph.D., *Assistant Professor (Assistant Chairman, Political Science)*
K.R.J. Sandbrook, M.A., D.Phil., *Assistant Professor*
S.G. Solomon, M.A., Ph.D., *Assistant Professor*
R.S. Blair, M.A., *Lecturer*
D. Rayside, M.A., *Lecturer*
A. Rubinoff, M.A., *Lecturer*

Sociology

R.L. James, M.A., Ph.D., *Professor*
J.A. Rex, B.A., Ph.D., *Visiting Professor*
N. Howell, B.A., Ph.D., *Associate Professor*
W.W. Isajiw, M.A., Ph.D., *Associate Professor (Assistant Chairman, Sociology)*
J.A. Lee, M.A., D.Phil., *Associate Professor*
R. O'Toole, M.A., Ph.D., *Associate Professor*
L.J. Tepperman, M.A., Ph.D., *Associate Professor*
R.C. Beals, M.A., Ph.D., *Assistant Professor*
J.L. deLannoy, LL.S., Ph.D., *Assistant Professor*
L.L. Howard, M.A., Ph.D., *Assistant Professor*

The College and Its Facilities

Scarborough College

Scarborough College began full-time operation in 1965-66 as the seventh Arts and Science College of the University of Toronto. In its first four years, the College offered the General Course in Arts and the General Course in Science. With the inauguration of the New Programme in 1969-70, Scarborough College began to offer its own programme of courses under the jurisdiction of the Council of the Faculty of Arts and Science. Since 1972-73, the College has been responsible for its own curriculum and academic regulations subject directly to the Governing Council of the University. As a result, the academic programme at Scarborough College is now a distinctive one in the University of Toronto, somewhat different from the programme on the St. George and and Erindale Campuses.

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

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

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

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

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

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

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

Library

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

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

During the Winter Session, the Library is open until 10:30 p.m. Monday through Thursday and until 5:00 p.m. on Fridays. It is open from 10:00

a.m. to 5:00 p.m. on Saturdays and from 1:00 p.m. to 5:00 p.m. on Sundays. Extensive study areas outside the Library, equipped with individual study carrells, are available at any hour during the school year.

Student Services

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

(1) **Academic Information**

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

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

(2) **Awards and Financial Assistance**

Applications for the Ontario Student Assistance Programme may be obtained from and submitted through the Student Services Office. Loan certificates and grant cheques are distributed through the office. Students Services counsellors can: (1) check application forms to ensure that they are completed correctly (incorrectly completed applications can result in long delays); (2) answer questions about the Programme and about the likelihood of assistance for individual students; (3) explain assessments; and (4) assist students who would like to appeal their awards.

Information and (where appropriate) applications are available for University and College scholarship and bursary programmes. Applications for emergency assistance from the Scarborough College Emergency Loan Fund may be submitted through the Student Services counsellors. Finally, information is available about awards for graduate study in Canada and elsewhere.

(3) **Career Counselling and Placement Information**

(a) **Career Counselling**

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

(b) **University of Toronto On-Campus Placement Programme**

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

(c) **University of Toronto Permanent Job Registry**

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

(d) **Part-time and Summer Job Listings**

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

(e) **Career Information Library**

A small career information library, containing material about careers suitable for university graduates, is available for consultation in the Student Services Office.

(f) **Career Information Sessions**
Student Services sponsors annual visits by representatives of several of the professional faculties of the University of Toronto, who meet with students to discuss requirements for admisison to professional training and career prospects in fields such as medicine, law and dentistry. Notices of these sessions are posted prominently in the College. The Career Counselling and Placement Centre sponsors a large number of "Careertalks" early in the first term on the St. George Campus. Schedules of these talks are available at Student Services in September and October.

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

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

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

Writing Laboratory

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

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

The Laboratory is open during the Summer Session on Tuesdays, Wednesdays and Thursdays from 1:00 to 5:00 p.m. Beginning on September, the Laboratory will be open Monday through Friday, 10:00-12:00 and 2:00-5:00 p.m. No appointment is necessary, but call 284-3369 during Laboratory hours if you wish to reserve a time.

Student Residences

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

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

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

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

Scarborough College students taking two or more courses are eligible for residence.

The residence fees for 1975-76 have not yet been established. The fees for 1974-75 were as follows: $660. for a large single bedroom (forty-five only), $645. for a standard single bedroom, and $600. for sharing a double bedroom. Residence fees cover the period from September until the day following the last day of examinations in May.

Students who wish to apply may obtain application forms together with a Residence Brochure and other related information from the Administrative Assistant to the Comptroller-Residences, (Room S-3031, telephone 284-3174), or from the Student Services Office (Room S-418C, telephone 284-3292), Scarborough College, 1265 Military Trail, West Hill, Ontario, M1C 1A4.

Other Housing

Private Accommodation in Scarborough

The Student Services Office (S-418C) maintains listings of off-campus accommodation in the Scarborough area: rooms, apartments, room and board situations, etc. Since these listings change frequently, comprehensive lists cannot be mailed to students; instead, students should come to the Student Services Office.

Private Accommodation in Downtown Toronto

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

Health Services

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

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

Appointments with Dr. Taylor Statten, Chief of Psychiatry, and other members of the psychiatric staff may be made by calling 284-3303, or 928-2443, between 9:00 a.m. and 5:00 p.m. There is a psychiatrist on emergency call after 5:00 p.m. who may be reached by calling the St. George Street Infirmary – 928-2458.

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

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

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

Athletics and Recreation

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

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

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

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

All information regarding specific programmes and services may be obtained from the Physical Education staff by coming to the office in Room R2255 or by telephoning 284-3393.

Each year, learn a sport – play a sport!

General Information

Application and Admission

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

The Office of Admissions
University of Toronto
315 Bloor Street West
Toronto, Ontario, M5S 1A3

Bases of Admission

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

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

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

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

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

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

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

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

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

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

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

Pre-university courses are offered in: English, History, Mathematics, Physics and Chemistry. The fee is approximately $100 per course. A brochure giving additional information is available on request from: Woodsworth College, University of Toronto, 119 St. George Street, Toronto, Ontario M5S 1A3.

Admission with Advanced Standing Credit for Work Completed Elsewhere

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

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

Application Procedures

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

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

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

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

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

Counselling for Applicants

Applicants who have any questions or problems are invited to contact Mrs. L. Gordon, Admissions Adviser, Office of the Director of Academic Services Scarborough College (284-3359).

Fees

(1) **Summer Session, 1975**

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

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

Fees for the Summer Session, 1974
(Fees for the Summer Session 1975 will be Announced)

Course Load	Academic Fee	Incidental Fee	Total Fee
½	$ 57.50	$3.00	$ 60.50
1	115.00	3.00	118.00
1½	172.50	3.00	175.50
2	230.00	3.00	233.00

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

(2) **Winter Session, 1975-76**

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

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

Fees for 1974-75
(Fees for 1975-76 will be Announced)

Course Load	Academic Fee	Incidental Fees		Full Fees		First Instalment		Second Instalment
		Men	Women	Men	Women	Men	Women	
Part-Time								
½	$ 57.50	$ 5.00	$ 5.00	$ 62.50	$ 62.50	– full fee required –		
1	115.00	5.00	5.00	120.00	120.00	$ 80.00	$ 80.00	$ 46.00
1½	172.50	5.00	5.00	177.50	177.50	114.50	114.50	69.00
2	230.00	5.00	5.00	235.00	235.00	149.00	149.00	92.00
2½	287.50	5.00	5.00	292.50	292.50	183.50	183.50	115.00
3	345.00	5.00	5.00	350.00	350.00	218.00	218.00	138.00
3½	402.50	5.00	5.00	407.50	407.50	252.50	252.50	161.00
Full-Time								
4	460.00	62.50	59.50	522.50	519.50	350.50	347.50	184.00
4½	517.00	62.50	59.50	580.00	577.00	385.00	382.00	207.00
5	575.00	62.50	59.50	637.50	634.50	419.50	416.50	230.00
5½	632.50	62.50	59.50	695.00	692.00	454.00	451.00	253.00
6	690.00	62.50	59.50	752.50	749.50	488.50	485.50	276.00

(b) **Payment of Fees**

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

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

(ii) *pay his fees in person at registration.*

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

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

(c) **Payment by Instalments**

Students enrolled in one full course or more may, if they wish, pay fees in two instalments, the first instalment payable at or before registration and the second on or before 15 January, 1976. Payment by instalment, however, is more costly than payment of full fees at or before registration. A six dollar ($6.00) instalment charge is required of part-time students who pay in instalments. (Part-time students are defined as those enrolled in 3½ or fewer courses.) A twelve dollar ($12.00) instalment charge is required of full-time students who pay in instalments. (Full-time students are defined as those enrolled in 4 or more courses.)

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

(d) **Use of Awards to Pay Fees**

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

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

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

(3) **Form of Payment**

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

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

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

(4) **Late Registration and Late Payment of Fees**

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

(5) **Fees Adjustments**

(a) **Change of Course Load**
At or before registration students are asked to state what their course load will be for the full session, both first and second terms, and to pay fees for this course load. Students may increase or reduce their stated course loads by adding or dropping courses

before the deadlines indicated in the "Academic Calendar" section of this *Calendar*. Students must complete a "Request to Change Stated Course Load" form at the Academic Services Office; appropriate adjustments in fees will be made.

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

If students decide to *decrease* their course loads after registration, they lose a portion of the fee for the course(s) from which they withdraw. Moreover, if the reduction of course load is such that the student's status changes from full-time to part-time, the student will lose one-half of his incidental fees for a reduction of course load in the first term, or all of his incidental fees for a reduction of course load in the second term. A student whose status changes from full-time to part-time is also required to pay the full incidental fees for a part-time student. Reductions in fees charges or refunds for students who decrease their course loads will be calculated from the date the student completes his "Request to Change Stated Course Load" form; hence, students should complete this form immediately if they decide to reduce their course loads.

(b) **Withdrawal**

If a student decides to withdraw from his studies entirely for a given session he must notify the Academic Services Office at once and complete an official withdrawal form. Charges for fees will be calculated from the beginning of the academic year to the date the student signs the withdrawal form.

(6) **Fees Receipts**

(a) **Fees Receipts After Registration**

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

(b) **Fees Receipts for Income Tax Purposes**

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

(7) **Fees Inquiries and Correspondence**

Inquiries and correspondence about fees should be addressed to:

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

Registration

Pre-registration

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

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

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

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

(3) **Changes in Pre-registration Course Selection**

Students may make changes in their pre-registration course selection:

(a) For the Summer Session: until two weeks before the beginning of registration.

(b) For the 1975-76 Session: until 1 August, 1975

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

Registration for the Summer Session

(1) **Payment of Fees**

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

(2) **Registration**

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

(3) **Course Changes**

To add any course to his registration, or to delete any course from it, a student must submit a "Course Change" form to the Office of the Director of Academic Services. After pre-registration, the student may change courses until two weeks before registration week. Once classes have begun, "Course Change" forms must bear the signature of the instructor in any new course the student wishes to enter. Students should consult the "Academic Calendar" section of this *Calendar* for the last dates to enter or withdraw from courses. If a student changes his course load after registration, he must complete a "Request to Change Stated Course Load" form.

Registration for the Winter Session

(1) **Payment of Fees**

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

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

(2) **Registration**

All students (full and part-time) must register in person during registration week:

A-E	Tuesday	2 Sept.	12 noon-4:30 p.m. and 6:00 p.m.-8:00 p.m.
F-L	Wednesday	3 Sept.	12 noon-4:30 p.m. and 6:00 p.m.-8:00 p.m.
M-R	Thursday	4 Sept.	12 noon-4:30 p.m. and 6:00 p.m.-8:00 p.m.
S-Z	Friday	5 Sept.	12 noon-4:30 p.m. and 6:00 p.m.-8:00 p.m.

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

(3) **Course Changes**

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

Withdrawal

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

To withdraw entirely from the College, a student must complete a "Withdrawal" form at the Office of the Director of Academic Services. Charges

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

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

Academic Advising

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

New students, who have not yet been assigned a personal adviser, should contact one of the Divisional offices listed below if they need academic counselling.
Humanities (Classics, Drama, English, Fine Art, French, German, History, Italian, Linguistics, Music, Philosophy, Russian, Spanish)
Divisional Office: H-527; telephone 284-3304.
Life Sciences (Biology, Psychology)
Divisional Office: S-421A; telephone 284-3291.
Physical Sciences (Astronomy, Chemistry, Mathematics, Physics)
Divisional Office: R-4704; telephone 284-3289.
Social Sciences (Anthropology, Commerce, Economics, Geography, Political Science, Sociology)
Geography and Political Science Secretaries: R5111; telephone 284-3326
Anthropology, Commerce, Economics and Sociology Secretaries: H411; telephone 284-3115.

Scholarships

Admission Scholarships

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

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

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

Students with outstanding high school records who completed Ontario Grade 13 work prior to 1974-75, or who completed high school work outside of Ontario may also apply for admission scholarships. For University of Toronto Scholarships, applications may be obtained from, and must be returned to, The Director of Student Awards (Simcoe Hall, University of Toronto, Toronto M5S 1A1) before 1 June 1975.

In-Course Shcolarships

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

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

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

Garduating Class Prizes

Four prizes are awarded to members of the graduating class who achieve exceptionally high academic standing.
The Governor General's Silver Medal. This medal is awarded to the student with the highest academic standing in the graduating class.
Prizes in Humanities, Science, and Social Sciences. Three prizes each valued at $50, are awarded to students with the highest standing in the graduating class in each of: Humanities, Science and Social Sciences.

Financial Assistance

Ontario Student Assistance Programme (OSAP)

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

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

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

(3) Students must demonstrate financial need.

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

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

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

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

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

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

Students who applied for OSAP in 1974-75 (expect those who indicated that 1974-75 would be their last year of study) will automatically be mailed application forms. Other students may obtain application forms from the Student Services Office (Room S-418C, telephone 284-3292), from the Office of Student Awards on the St. George Campus (Room 107, Simcoe Hall, telephone 928-2204 or 928-7313) or from any post-secondary institution in Ontario.

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

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

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

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

Canada Student Loans Plan

Canada Student Loans are available to students who:

(1) are Canadian citizens or landed immigrants;
(2) have resided in Canada for an uninterrupted period of twelve months;
(3) demonstrate financial need; and who
(4) are ineligible for Ontario Student Assistance (OSAP).

In 1974-75, the maximum amount of any Canada Student Loan was $1,400.

Full information about the Plan is contained in a brochure issued each spring by the Government of Canada.

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

Application forms should be submitted as early as possible, but are acceptable throughout the academic year.

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

Assistance to Part-Time Students

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

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

Short-term Loan Assistance to Full-time Students

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

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

Bursaries

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

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

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

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

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

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

Emergency Loans

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

The fund is designed to provide emergency, short-term loans to students who are unable to obtain assistance from any other source and who are in need of this assistance in order to carry on with their studies.

Loans are provided to assist students with essential living costs only. Because of the limited size of the fund, loans cannot be provided to help students pay tuition fees.

Students should enquire at the Student Services Office.

Discipline

(a) **Academic**

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

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

(b) **Discipline in non-academic matters**

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

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

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

Campus Organizations

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

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

Degree Requirements and Academic Regulations

General Requirements

(1) Each student plans his own programme by combining any number of courses or half-courses up to the maximum stated below subject only to the following.

  (a) The degree requirements set out below shall be satisfied.
  (b) All stated prerequisite and corequisite requirements shall be satisfied.
  (c) Any two half-courses are equivalent to one full course; they may be from different disciplines.

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

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

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

Standing in a Course

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

Marks	Grade
80% – 100%	A
70% – 79%	B
60% – 69%	C
50% – 59%	D
below 50%	Fail – No standing

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

Requirements for the Fifteen-course Degree

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

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

Requirements for the Twenty-course Degree

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

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

Regulations Governing Overall Standing

(1) **Average Mark and Class Standing**

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

**The following courses in Geography fulfill the requirements for the B.Sc. degree: GGRB02Y, GGRB03Y, GGRB07Y, GGRB10Y, GGRB11Y, GGRB15Y, GGRC05Y, GGRC06F, GGRC08F, GGRC15S, and GGRC19F. In addition the following courses may be used to fulfill B.Sc. requirements for students researching or reading in appropriate scientific areas of Geography: GGRB09Y, GGRB16Y, GGRC01Y and GGRC07Y.*

(2) **Academic Probation**

A student will be placed on academic probation if:

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

or if

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

or if

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

(3) **Suspension for One Year**

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

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

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

(4) **Suspension for Three Years**

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

(a) the student fails six courses

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

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

  (i) fails two or more courses, or

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

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

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

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

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

(5) **Refusal of Further Registration**

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

(6) **Refusal of Further Registration to Special Students**

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

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

Requirements for the Fifteen-course Degree

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

(1) obtained standing in at least fifteen courses;

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

Requirements for the Twenty-course Degree

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

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

Regulations Governing Overall Standing

(1) Average Mark and Class Standing

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

(2) Academic Probation and Suspension for One Year

A student will be placed on academic probation or suspended for one calendar year according to his academic performance as indicated in the following table:

**The following courses in Geography fulfill the requirements for the B.Sc. degree: GGRB02Y, GGRB03Y, GGRB07Y, GGRB10Y, GGRB11Y, GGRB15Y, GGRC05F, GGRC06F, GGRC08F, GGRC15S, and GGRC19F. In addition the following courses may be used to fulfill B.Sc. requirements for students researching or reading in appropriate scientific areas of Geography: GGRB09Y, GGRB16Y, GGRC01Y and GGRC07Y.*

Number of courses attempted	Put on probation if fewer than (i) Credits at a grade of 'C' or higher	(ii) Credits at a grade of 'D' or higher	Suspended for one year if fail more than
½ - 1½	–	–	–
2 - 2½	–	–	–
3 - 3½	–	–	–
4 -	2	2½	2
4½ - 5	2½	3½	2
5½ - 6	3	4½	2
6½ - 7	3½	5½	2
7½ - 8	4	6	2½
8½ - 9	4½	7	2½
9½ - 10	5	8	2½
10½ - 11	5½	9	2½
11½ - 12	6	9½	3
12½ - 13	6½	10½	3
13½ - 14	7	11½	3
14½ - 15	7½	12½	3
15½ - 16	8	13	3½
16½ - 17	8½	14	3½
17½ - 18	9	15	3½
18½ - 19	9	16	3½
19½ - 20	10	17	3½
20½ - 21	11	18	3½
21½ - 22	12	19	3½
22½ - 23	13	20	3½
23½ - 24	–	–	–

(3) Suspension for Three Years

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

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

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 courses which he has not previously attempted. If the student obtains an average grade of 'B' in the two courses, and not less than 'C' in either, he will retain credit for these courses and for all courses in which he was previously successful, and he may re-enrol to complete the remaining courses required for the degree on the condition that he records no failures.

(4) **Refusal of Further Registration**

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

(5) **Refusal of Further Registration to Special Students**

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

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

Withdrawal from a Course

(see page 35 for information about withdrawal procedure).

(1) **The Winter Session, 1975-76**

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

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

(2) **The Summer Evening Session, 1975**

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

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

(3) **The Summer Day Session, 1975**

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

Aegrotat Consideration

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

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

Special Examinations

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

Enrolment in Courses on Other Campuses

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

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

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

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

Session. (Lists of equivalent courses will be available at the Office of the Director of Academic Services and at the Divisional Offices.)

(5) The foregoing rules (i.e. (1), (2), (3), and (4)) apply for the first fifteen full-course equivalents only. Courses sixteen to twenty may all be taken on the St. George Campus if desired.

Petitions for Exception from the Rules

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

Academic Records

Degrees

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

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

A student who has elected to receive his degree after meeting the requirements for the fifteen-course degree may choose to complete the requirements for the twenty-course degree; 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 so notify the Office of the Director of Academic Services well in advance of the appropriate University Convocation. Forms for this purpose will be mailed to all eligible students well in advance.

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

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 this *Calendar.*

Copies of a student's transcript of academic record will be issued at his request, subject to reasonable notice and a nominal copying fee. Requests should be submitted in person or by writing to the Office of the Director of Academic Services, Scarborough College, 1265 Military Trail, West Hill, Ontario, M1C 1A4 (telephone 284-3300).

Checking of Marks

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

(2) Courses with final examinations.

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

(3) Courses with no final examinations.

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

Selection of Courses and Programmes of Study

Selection of Courses

All students are advised:

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

A. PROGRAMMES OF STUDY

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

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

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

The Humanities Programme

Supervisor of Studies: *J.R. Warden*

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

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

(1) HUMA01Y
(2) At least two consecutive courses in a language foreign to the student
(3) At least one course in each of the three Humanities areas which follow:
  (a) Language and Literature: Classics, Drama, English, French, German, Humanities, Italian, Linguistics, Russian, Spanish;
  (b) Historical Studies: Fine Art, Greek and Roman History, History, Humanities, Linguistics;
  (c) Philosophical Studies: Classics, Humanities, Linguistics, Philosophy
  Note: A course taken to satisfy one area requirement may not be used to satisfy another area requirement. A Humanities course may satisfy any of the three area requirements, depending on its content; students should consult with their Programme Committee.
(4) At least one course from the Division of Science
(5) At least one course from the Division of Social Sciences
(6) HUMC10H
(7) At least two courses based upon earlier courses

Taken as part of a twenty-course degree, the student's course of studies must include all of the courses required above and also HUMC95-99.

B. RELATED STUDIES PROGRAMMES

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

Development Studies

Supervisor of Studies: *K.R.J. Sandbrook*

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

is not, however, restricted solely to third-world countries. Some scholars have investigated the generic problems of development within backward or stagnant areas of so-called "developed" countries of the West as well.

Since the economic, social, cultural and political dimensions of underdevelopment are inextricably intertwined, scholars with an interest in development have been forced to admit the irrelevance of traditional disciplinary boundaries. As a consequence, development studies have emerged as an area of convergence of the subject matter of various social sciences and history. Economists, for instance now generally concede that the possibilities for economic development cannot be fully assessed in the absence of knowledge about the structure of power. Political scientists, in seeking such knowledge, themselves acknowledge that many of the causes of political change lie in the economic sphere. Students enrolling in some of the courses listed below will thus frequently find themselves studying similar problems in different parts of the world or different facets of the same generic problems. Many of the courses are complementary and should provide the interested student with a broad perspective on some of the most pressing problems of our age.

Development Studies is best regarded as a subsidiary interest for students whose primary interest lies in one or more of the Social Sciences or History. Anyone wishing to undertake a programme in Development Studies should register in at least five of the following courses:

[ANTB03S	The Americas: An Anthropological Perspective]
ANTB08F	Anthropology of Development
ECOB66F	Economic Development
GGRB08Y	The Geography of Underdevelopment
[GGRC09S	Canada North of Sixty]
HISB22S	British Imperialism in Asia and Africa
POLB12Y	Politics and Society in Independent Africa
POLB17Y	The Chinese Political System
POLC10Y	Modernization and Revolution
SOCB14Y	Comparative Social Structure
SOCB16Y	Social Change
[SOCC17S	Social Change in Latin America]
[SOSB02Y	The Indian Sub-Continent: Contemporary Problems]

Myth and Religion

Supervisor of Studies: *J.H. Corbett*

This programme combines an examination of man's perception and experience of his religious and mythic heritage and institutions from the anthropological, historical, philosophical, sociological and literary points of view.

Students should select at least seven full courses (or equivalent) as follows:

(1) HUMA01Y Prologue
(2) [ANTB23Y Comparative Mythology]
(3) Two of the following half-courses.

ANTB02S	Anthropological Study of Religion
PHLB61S	Philosophy of Religion
SOCC20S	Sociology of Religion

(4) Four further courses from the remaining half-course above and the following courses:

ANTC02S	Systems of Thought
[CLAB02Y	Greek and Roman Tragedy]
CLAB21Y	Greek and Roman Religion
CLAB23S	Christianity in the Greco-Roman World
FARB24Y	Mediaeval Art from IV to XIV Century
[FARB29S	Early Christian and Byzantine Art]
HISB27Y	Europe, 400-1100
HISB44F	Canadian Religious Traditions
HISC12F	The Witchcraft Crisis, 1500-1700
[HISC22Y	Religion and English Society, 1850-1900]
[HISC42S	Church-State Relations in Canada]
HISC43S	Selected Topics in Canadian Religious History
[HUMB07S	The Ulysses Factor]
HUMB08Y	Orpheus
HUMB20Y	Primitive Christian Literature and Myth
HUMC20Y	Jesus in Early Christianity and Judaism
ITAB31Y	Dante and Mediaeval Culture*
PHLB87F	Contemporary Philosophic Issues: The Problem of Religious Faith and Knowledge
PHLB44F	Philosophers of the Middle Ages

Courses in Religious Studies offered on the St. George Campus, especially:

REL 101	Introduction to Religion
REL 130	The Phenomenon of Religion
REL 150	Christianity: The First Thousand Years

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

Quaternary Studies Programme

Supervisor of Studies: *H.B. Schroeder*

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

ummer Language Institute

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

For more complete information concerning admission, bursaries and pplication procedures, contact the Director (Office H331A or phone 84-3151).

ourse	Title and Instructor	Hours
REA00Y	Introductory French	9:00-12:00
REA04Y	French Conversation I	To be arranged
REA01Y	Preparation for University French Studies	9:00-12:00
REB01Y	Language Practice	9:00-12:00
REB04Y	French Conversation II	To be arranged
ERA10Y	Introductory German	9:00-12:00
RKA01Y	Introductory Greek	9:00-12:00
LAB02Y	Greek and Roman Tragedy	To be arranged
PAA01Y	Introductory Spanish	9:00-12:00
PAB02H	Intermediate Spanish	9:00-12:00
PAB15Y	Conversation I	To be arranged
PAB16Y	Conversation II	To be arranged
PAB09H	Cultural Aspects of Spain	To be arranged

C. SPECIALIST OR MAJOR PROGRAMMES

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

Chemistry

Supervisor of Studies: *R.O. Harris*

Students should complete the following fourteen courses:

(1) In the first year of full-time study (or equivalent):

CHMA01Y	Principles of Chemistry
MATA26Y	Calculus
or	
MATA55Y	
PHYA01Y	Mechanics/Principles of Physics
or	
PHYA02Y	

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

CHMB01Y	Inorganic Chemistry I
CHMB03Y	Physical Chemistry I
CHMB05Y	Organic Chemistry I
CHMC01Y	Inorganic Chemistry II
CHMC02Y	Physical Chemistry II
CHMC03Y	Organic Chemistry II
MATB41F }	Calculus/Analysis
MATB42S } or	
MATB50F }	
MATB55S }	

(3) In addition four more full courses in Chemistry, including at least three full courses selected from the group CHMC40F, CHMC41S, CHM45Y, CHMC46Y, CHMC47H and the 400 level courses at the St. George Campus. At least one full course must be taken at St. George from the 400 level, or CHM324F (Crystal Chemistry) and CHM325F (Macromolecular Chemistry).

Commerce and Economics

Supervisor of Studies: *H. Babiak*

The specialist programme in Commerce and Economics is rigorous and analytical, with a heavy emphasis on Economic Theory and on the application of Economics, Mathematics and Statistics to the making of decisions. The Programme will provide the student with a foundation for a managerial career in either the private or the public sector, or for further study in such fields as Accounting, Economics, Finance, Journalism, Law and Management.

A student will be granted specialist certification if he has qualified for a :wenty-course degree and has obtained standing as follows:

1) At least five full-course-equivalents in Economics, including ECOA01Y, ECOA02S, ECOB01F/S, ECOB02S, ECOB05F/S and either ECOB06S or ECOB08F/S;

2) At least five full-course-equivalents in Commerce including COMA01Y, COMB01Y, COMB26Y, and COMC02Y;

3) At least four full-course-equivalents in other fields, including MATA22Y or MATA26Y or MATA55Y and MATA56F or MATA58F, and

4) a final mark of at least 70% in five or more B and/or C-level full-course-equivalents in Commerce and/or Economics.

t is recommended that students who wish to specialize in Commerce and :conomics include ECOA01Y, MATA26Y, MATA56F and ECOA02S among heir first five courses of study, and COMA01Y, ECOB01F/S, ECOB02S, :COB05F/S and COMB26Y among their first ten courses.

:hartered Accountancy as a Career

ıny graduate of a recognised university who obtains employment with a ractising firm of Chartered Accountants is eligible to register as a student in he Institute of Chartered Accountants of Ontario. After completing the tudy, examination and practical experience requirements, the student can ualify as a Chartered Accountant.

It is not necessary to specialise in Commerce or to take Commerce courses s part of the degree programme. However the Institute's requirements ıclude a prescribed number of semester hours in accounting and related ubjects that must be completed after graduation if not taken previously. A umber of courses in Commerce, Economics and Mathematics at Scarborough :ollege may be acceptable for advanced standing in meeting these require-ıents.

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

:omputer Science, and Computer Science and Data Management

ıpervisor of Studies: *W.H. Enright*

ıt present Scarborough College does not offer a full programme to qualify student for a specialist degree in Computer Science, or in Computer Science nd Data Management, but students interested in such specialist programmes ın the St. George Campus should complete the following courses among heir first five full courses: MATA58F, MATA68S, MATA26Y (or MATA55Y) and MATA40F. In addition, for the specialist programme in Computer Science and Data Management, students should complete ECOA01 and COMA01.

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

Drama

Supervisor of Studies: *M. Schonberg*

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

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

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

The following five courses comprise the core of the programme:

DRAB01Y	Drama Workshop and Seminar
DRAB03Y	The History of Theatre I
[DRAB04Y	The History of Theatre II]
ENGB11Y	Varieties of Drama
ENGB31Y	Modern Drama

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

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

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

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

CLAB02Y	Greek and Roman Tragedy
DRAB02Y	The Directors' Theatre
DRAB05Y	The Art and Nature of Comedy
ENGB04Y	English Poetry and Drama 1660 to 1800
ENGB10Y	Shakespeare
[ENGB12Y	English Drama to 1642]
[FREB28F	French Drama of the Seventeenth Century]

[FREB29S	French Drama of the Eighteenth Century]
[FREB30F	French Theatre of the Early Modern Period]
[FREB31S	Contemporary French Theatre: The Theatre and the Absurd]
[FREB38F	The Theatre of French Canada]
GERB03S	Twentieth Century Drama and Poetry
GERB16F	Nineteenth Century Drama and Poetry
GERB21Y	The Development of German Drama
HUMB71Y	Introduction to Cinema
[ITAB15F	Pirandello and the Italian Theatre of his Time]
[ITAB16S	Italian Theatre from 1930 to the Present]
[ITAB41S	Italian Eighteenth Century Theatre]
[RUSB12Y	Russian Drama]
SPAB23Y	Spanish Drama
[SPAB27F	The Poetry and Theatre of Garcia Lorca]

Economics

Supervisor of Studies: *J. Gemello*

The specialist programme in Economics requires heavy concentration in the discipline. Specialization may not be advisable for all students. Students who are interested in Economics and in other areas as well should refer to the general advice given with the Economics course descriptions.

The programme is designed for students considering employment in fields where a knowledge of economic theory and a modest ability to do research are important. The programme is not a guarantee of employment but it does provide the basic quantitative and theoretical skills which are essential for decision-making in business and government.

Students must complete at least *nine* full course or equivalent in Economics, and must complete specifically the following courses:

ECOA01Y
MATA56F (or MATA58F) and ECOA02S
MATA22Y or MATA26Y or MATA55Y
ECOB01F/S
ECOB05F/S and one of: ECOB06S or ECOB08F/S
ECOB20F or ECOB21S or ECOC07F
ECOB66F or ECOB68F or ECOB81Y or ECOB82Y

Three C-level courses in Economics one of which is "Topics in Advanced Economic Theory" and one of which is a "Workshop in Economics".

Students must attain a final mark of 70% or higher in at least *five* of the B- or C-level courses required above.

Students are urged to take ECOA01Y, MATA56F (or MATA58F), ECOA02S, and either MATA22Y or MATA26Y or MATA55Y in their first year of full-time study (or equivalent). MATA22Y, MATA26Y or MATA55Y, courses in Calculus, are recommended as preliminary to ECOB01F/S which is an important course in the second year of full-time study (or equivalent).

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

Economics and Commerce

Please refer to *"Commerce and Economics"*

English

Supervisor of Studies: *W.J. Howard*

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

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

(1)	One of:	ENGB01Y	(200)	Old English Language and Literature
		ENGB02Y	(312)	Chaucer
		[ENGC01Y	(300)	Advanced Studies in Beowulf and other Old English Poetry]
		[ENGC03Y	(404)	Studies in Middle English Language and Literature]
(2)	One of:		(206)	(English Literature of the Renaissance)
			(302)	(English Prose and Poetry, 1500-1600)
			(304)	(English Prose and Poetry, 1600-1660)
		ENGB09Y		English Prose and Poetry, 1500-1660
		ENGC04Y	(413)	Studies in Renaissance Literature
(3)	One of:	ENGB10Y	(212)	Shakespeare
		[ENGB12Y	(332)	English Drama to 1642]
(4)	One of:	ENGB04Y	(306)	English Poetry, Prose and Drama, 1660-1800
		[ENGC05Y	(415)	Studies in Restoration and Eighteenth Century Literature]

(5) One of:

	(207)	(Nineteenth Century English Literature)
ENGB05Y	(308)	Romantic Poetry
ENGB06Y	(346)	Victorian Poetry
	(368)	(Victorian Prose)
[ENGC06Y	(417)	Studies in Nineteenth Century Literature]

(6) One of:

ENGB16Y	(324)	Fiction, 1832-1900
ENGB17Y	(322)	Fiction before 1832

(7) One of:

ENGB24Y	(218)	Major American Authors
[ENGB26Y	(354)	Canadian Poetry in English]
ENGB27Y	(256)	Canadian Fiction in English
[ENGC24Y	(351)	Topics in American Literature]

(8) One of:

ENGB31Y	(338)	Modern Drama
ENGB32Y	(348)	Modern Poetry
ENGB33Y	(328)	Fiction 1900-1950
ENGC08Y	(419)	Studies in Twentieth Century Literature

(9) One of:

[ENGC03Y	(404)	Studies in Middle English Language and Literature]
ENGC04Y	(413)	Studies in Renaissance Literature
[ENGC05Y	(415)	Studies in Restoration and Eighteenth Century Literature]
[ENGC06Y	(417)	Studies in Nineteenth Century Literature]
ENGC08Y	(419)	Studies in Twentieth Century Literature
ENGC13Y	(467)	Seminar in Literary Theory and Practice
ENGC14Y	(469)	Senior Essay
ENGC15Y	(466)	Comprehensive Examinations

(10) The course or courses needed to make the minimum of ten courses may be chosen from any course in ENG not in the above groups or any additional course(s) from one or more of the above groups.

This category includes:

The A-level courses (A04, A05, A06, A08), the non-historical genre courses (B11, B14, B15), and the following special studies courses offered at Scarborough College:

ENGB25S	The Canadian Short Story
ENGB29Y	African Literature in English
ENGB36Y	Utopian Literature
[ENGB38Y	Women Imagine Women: A Feminist Aesthetic]
ENGC22F	The Contemporary Press
ENGC26Y	Ezra Pound

Students are also advised to consult the special studies courses (the 270-series and the 470-series) in the St. George Calendar.

English and Classics

Twelve courses made up in the following manner:

A. (1) One of

[ENGC03Y:	Studies in Middle English and Literature]
ENGB02Y:	Chaucer
ENGB09Y:	Prose and Poetry of the English Renaissance

(2) One of

ENGC04Y:	Studies in Renaissance Literature
ENGB10Y:	Shakespeare
[ENGB12Y:	English Drama to 1642]

(3) One of

ENGB04Y:	English Poetry, Prose and Drama 1600-1800
[ENGC05Y:	Studies in Restoration and 18th Century Literature]

(4) One of

ENGB05Y:	Romantic Literature
ENGB32Y:	Modern Poetry
ENGC08Y:	Studies in 20th Century Literature

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

C. (1) One of

HUMC13Y: / ENGC13Y:	A seminar in Literary Theory and Practice

and HUMB08Y: Orpheus

(2) One of

ENGC14Y:	Senior Essay
LATC01/2:	Independent Studies

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

D. Two further courses to be chosen from:

Courses offered in English, Latin, Greek.

CLAB01Y:	Greek and Roman Epic
CLAB02Y:	Greek and Roman Tragedy
DRAB05Y:	The Art and Nature of Comedy
[HUMB07S:	The Ulysses Factor]

Fine Art

Supervisor of Studies: *G. Scavizzi*

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

Art History

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

(1) FARA04Y.

2) One full-course-equivalent chosen from the Classical and Medieval periods.
3) Two full-course-equivalents chosen from the Renaissance or Baroque periods.
4) Two full-course-equivalents chosen from Modern and Canadian Art.
5) Two full-course-equivalent C-level courses in Art History.
6) Two further full-course-equivalents: (1) a second course from the Classical and Medieval Periods, (2) a course chosen from *either* Art History *or* Studio (FARA70F and FARA71S) *or* one from another discipline with direct relevance to Fine Art (see page 124). Permission for this course in another discipline must be obtained from the Supervisor of Studies.

ine Art

t least *eleven* full-course-equivalents in Fine Art, to include:

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

rench

upervisor of Studies: *J.A. Curtis*

tudents should complete at least eleven French courses, as follows:
1) Not more than two A-level FRE courses, excluding FREA00.
2) At least two FRE courses in the three following areas, with only one course in any given area counting: (a) Medieval language and literature, (b) Linguistics, (c) History of the French language.
3) In the last five courses, at least one FRE Supervised Reading course involving individual research in a specific area.
4) A mark of at least 70% in seven FRE courses counting toward specialization.
5) Pass University examinations in written and oral French (normally taken after the student has completed ten credits).
6) For students planning to specialize in linguistics, the requirements are those contained in the *Calendar* of the Faculty of Arts and Science (St. George Campus). For advice on interpretation of the requirements, students should consult with the Supervisor of Studies.
7) For students intending to specialize in language and literature, complete four literature courses, at least one of which should deal with a period prior to 1800 and one with a period after 1800.
(8) None of FREA00, A11, A12, B11, B12, B14, may count towards specialization.

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

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

Geography

Supervisor of Studies: *M.F. Bunce*

Students should normally complete not less than nine full courses (or equivalent) in Geography including the following:

(i) GGRA03S Introduction to Geography: Geographic Methods I: Cartographic and Field Methods
(ii) GGRA06S Introduction to Geography: Environmental Analysis
(iii) GGRA07F Introduction to Geography: The Surface of the Earth
(iv) GGRA08F Introduction to Geography: Regional Analysis
(v) GGRA09S Introduction to Geography: Spatial Analysis
(vi) GGRB02Y Geographic Methods II: Analytical and Quantitative Methods
(vii) GGRC01Y Supervised Research
(viii) GGRC12F Contemporary Issues in the Philosophy of Geography
or
GGR320 History and Philosophy of Geography (course available only on the St. George Campus)

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

German

Supervisor of Studies: *H. Ohlendorf*

For Specialization, students must complete a minimum of eight B-level or C-level full-course-equivalents (200, 300 or 400 series courses on the St. George Campus) including the following:

GERC04H Stylistics
GERB09F Middle High German

GERB17Y and GERB21Y (The German Novel from Goethe to Grass and The Development of German Drama) do not count toward fulfillment of these requirements.

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

irst Year:	First Term:	GERB20Y
	Second Term:	GERB20Y; GERB10
econd Year:	First Term:	GERB04; GERB01 or GERB05; GERB02 or GERB16, GERB18F
	Second Term:	GERB04; GERB15 or GERB03, GERB07 or GERB08
hird Year:	First Term:	GERC04; GERB15 or GERB03; GERB11; GERC02; GERB06
	Second Term:	GERC04; GERB03 or GERB15; GERB12 or GERB11; GERB07 or GERB08
ourth Year:	First Term:	GERB09F, GERB11 or GERB12
	Second Term:	GERB11 or GERB12; GERC03

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

listory

upervisor of Studies: *J.P.B. Kenyon*

tudents who commenced their programme prior to Summer 1974 should omplete at least *nine* full-course-equivalents in History, including HISA01Y nd five advanced courses (HISB10 – HISC99). They should avoid excessive pecialization in one area of History. Courses in Greek and Roman History re listed in the "Classics" entry in this *Calendar*.

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

inguistics

upervisor of Studies: *R.I. Binnick*

he specialist programme in Linguistics may be taken in one of three ways, ach of which requires five basic courses and four courses in other related isciplines as set out in the sub-programme.

General Linguistics Sub-programme

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

(1)	LINA01 or LINA03	General Linguistics
(2)	LINB11 or LINB03 and LINB06	Syntax and Semantics
(3)	LINB12 or LINB02 and LINB04	Phonology and Historico-Comparative
(4)	LINB07 or LINB05 and LINB15	Sociolinguistics or Psycholinguistics
(5)	LINC21 or LINC22 or LINB10	

Students must also complete two full courses of language study in a language which is neither their native tongue not a language which they studied before entering the College. They also must complete two courses in Linguistics or in some related field, selected with the approval of the supervisor of studies.

Psycho-linguistics Sub-programme

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

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

Students are also encouraged to complete a course in Calculus, such as MATA22, MATA26 or MATA55.

Socio-linguistics Sub-programme

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

SOCA01 or SOCA02	Introduction to Sociology
SOCB10	Social Stratification
SOCB13	Canadian Society
SOCB16	Social Change

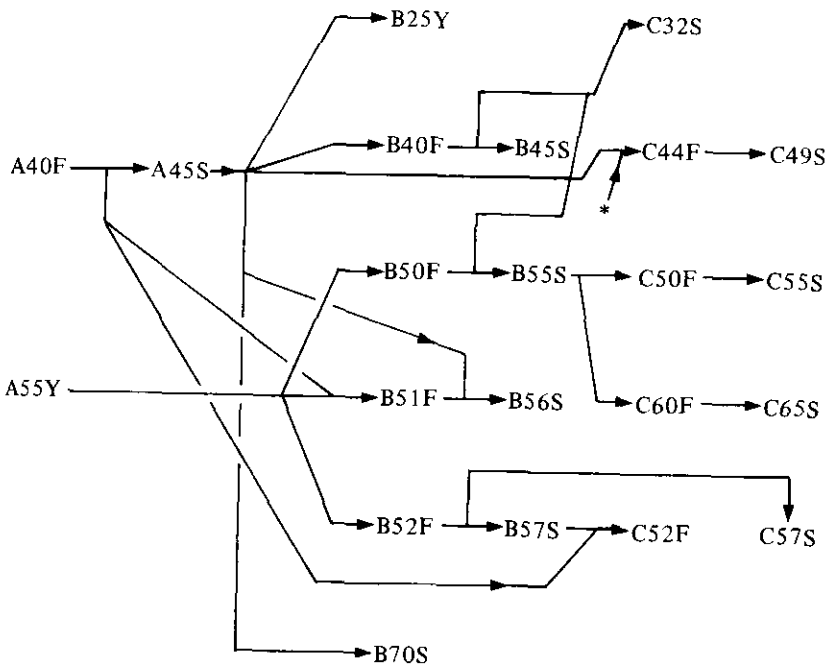
Mathematics

Supervisor of Studies: *R. Delver*

Among their first five full courses students must complete MATA40F, MATA45S and MATA55Y and during their second five full courses students must complete MATB40F and MATB55S.

In addition, during their twenty-course specialist degree programme students must complete MATB50F and MATB55S, MATB51F and MATB56S, MATB52S and MATB57S, MATC50F and MATC55S, MATC60F and MATC65S. They should also complete MATB70S, MATC32S, MATC52F and MATC57S, but these last four half-courses may be replaced by other Mathematics and Science courses that carry a significant mathematical content.

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



**Any of the above full or spring B courses or MATB42.*

Modern Languages and Literatures

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

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

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

Requirements in each subject are as follows:

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

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

German — Seven full course equivalents as follows: GERB02F, B03S, B04Y, B07F, B11Y, B12Y, B15S, B16F, B20Y, C04H.
Supervisor of Studies: *H. Ohlendorf*

Italian — Seven full course equivalents, of which at least two full course equivalents must be in Italian language at a level appropriate to the student's background and experience and at least four full course equivalents must be in Italian literature, including B21Y and B31Y.
Supervisor of Studies: *A. Franceschetti*

Russian — Seven full course equivalents as follows: RUSA01Y, B02Y, B10Y, B21Y, C01Y, C10Y and two of RUSB14F, B15S, B23S.
Supervisor of Studies: *S. Whalen*

Spanish Seven full course equivalents of which four full course equivalents will be in Spanish language (SPAA01Y, B02F/B05S, B04F/B06S, B07S, B12S) and three full course equivalents will be in Spanish literature (SPAB03S, B35F or B36S, B23Y or B25F/B26S, and one full course equivalent from B13F, B17F, B28S, B29F, B30S, B33F, B34S).
Supervisor of Studies: *R. Barta*

Philosophy

Supervisor of Studies: *A. Gombay*

Students must complete PHLA01Y or A02Y and at least *twelve* B-level half-courses in this subject. Those intending to do graduate work in Philosophy are strongly urged to include within their programmes two courses in Logic, at *least two courses in History of Philosophy*, and courses in Theory of Knowledge (PHLB20F) and Metaphysics (PHLB60F).

Philosophy and Greek

Supervisor of Studies: *D.L. Mosher*

Students should complete *ten* full-courses (or equivalent) made up in the following manner:

Philosophy:

(1) PHLA01Y Fundamental Questions of Philosophy
or PHLA02Y Philosophic Classics
(2) [PHLB40F Plato and his Predecessors I
(3) [PHLB41S Plato and his Predecessors II
(4) PHLB42F Aristotle and Later Greek Philosophy I
(5) PHLB43S Aristotle and Later Greek Philosophy II
(6) Four further half-courses

Greek:

(1) GRKA01Y Introductory Greek
(2) GRKB01F Plato *Apology*
(3) GRKB11S Homer *Odyssey*
or GRKB12S Herodotus
(4) Four half-courses in Supervised Reading (GRKB30-39)
(5) One full course (or equivalent) from the following:
CLAB01Y Greek and Roman Epic
CLAB02Y Greek and Roman Tragedy
CLAB21Y Greek and Roman Religion
CLAB23S Christianity in the Greco-Roman World
GRHB01Y History of Greece from 2,000 B.C. to the Death of Alexander

Physics

Supervisor of Studies: *H.C. Corben*

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

(1) In the first year of full-time study (or equivalent):
PHYA01Y Elementary Mechanics
MATA40F Introduction to Linear Algebra
MATA45S Linear Algebra I
MATA55Y Calculus

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

(3) In the second and third years of full-time study (or equivalent), the following courses in Mathematics:
MATB50F Analysis
MATB51F *Differential Equations* I
MATB55S Analysis II
MATB56S Differential Equations II
MATC42S Applied Mathematics and Mechanics
MATC60F Complex Analysis I

(4) In the fourth year of full-time study (or equivalent), the following courses:

(a) PHY353S Thermodynamics (Course available only on the St. George Campus; students intending to specialize in Meteorology should take PHY353S prior to their last five courses)

(b) PHYC10Y Relativity and Cosmology
o4 *Two* 400-series courses in Physics on the St. George Campus

or (c) *Three* 400-series courses in Physics on the St. George Campus

Complete programmes of study should be worked out individually by students in consultation with the Supervisor of Studies or other members of the faculty in Physics.

Political Science

Supervisor of Studies: *A. Rubinoff*

Students should obtain standing in at least ten courses in Political Science including:

(1) no more than two courses at the Introductory level
(2) two courses in Political Theory
(3) one course in Canadian Government
(4) a course in any *three* of the following four fields – International Relations, Comparative Government (Developed); Comparative Government (Developing); Political Behaviour

Psychology

Supervisor of Studies: *B. Forrin*

Students should complete at least *seven* full-course-equivalents in Psychology, including:

(1) PSYA01 or PSYA02
(2) PSYB07
(3) At least two of the following: PSYB09, PSYB40 or PSYB41, PSYB51 or PSYB52, PSYB62
(4) At least two of the following: PSYB10, PSYB20, PSYB30, PSYB32
(5) At least three C-level half-courses, excluding PSYC90, PSYC91, PSYC92, PSYC93, PSYC98

In addition to the above requirements it is strongly recommended that at least one full-course-equivalent be obtained through individual study: PSYC90, PSYC91, PSYC92, PSYC93, PSYC98.

Russian and Related Studies

Supervisor of Studies: *S. Whalen*

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

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

Requirements

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

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

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

Courses

Languages: Four consecutive courses in Russian language are offered (RUSA10Y, RUSB02Y, RUSB10Y, RUSC10Y).

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

Core Courses:

Russian	One full course equivalent from:	
	B14F	Prophecy in Nineteenth Century Russian Literature
	B15S	Women in Nineteenth Centuary Russian Fiction
	[B21Y	The Twentieth Century Russian Novel]
	[B23S	Soviet Russian Underground Literature from the 1920's to the Present]
	[C01Y	Twentieth Century Russian Poetry]
Political Science	B23Y	Politics and Society in the U.S.S.R.
Economics	B68S	Comparative Economic Systems
History	B07Y	Russian from the Thirteenth Century to the Present
	C18Y	The Russian Intelligentsia

Optional Courses:

Economics	C07F	Economics of Karl Marx
Political Science	[C03F	Marxism-Leninism]
	C06F	Comparative Communism
History	B28Y	Europe under the Enlightened Despots

Russian	A01Y	Introduction to Russian Culture and Literature
	[B12Y	Russian Drama]
	[B13Y	A Survey of Russian Poetry from the Seventeenth Century to the Present]
Philosophy	[B12S	Marx and Marxism]
	[B17F	Anarchism]
Humanities	[B02F	Disaster and the Literary Imagination]

Russian

Students wishing to do concentrated work in Russian should consult the programme in Russian and Related Studies and the Modern Languages and Literatures Specialist Programme.

Sociology

Supervisor of Studies: *W.W. Isajiw*

Students should complete at least *seven* full courses (or equivalent) in Sociology, including the following:

(1) *One* course in research methods (e.g. SOCB01Y, Methods in Social Research)
(2) *One* course in Sociological Theory (e.g. SOCB03Y, History of Social Thought)
(3) At least *two* C-level courses

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

Pre-Social Work Studies

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

Urban Studies

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

Spanish

Supervisor of Studies: *R.J. Barta*

Students should complete at least *nine* full courses (or equivalent) in Spanish, including the following:

(1) The following language courses, which students in full-time attendance are advised to take in the sequence shown:

First year: SPAA01Y (students without Grade 13 Spanish) or SPAB02F (students with Grade 13 Spanish); SPAB04F; SPAB05S

Second year: SPAB02F (unless completed in first year); SPAB06S; SPAB07S

Third year: SPAB12S; SPAB20Y

(2) *Five* full courses (or equivalent) from among the following:

SPAB03S Pre-Literary Examination of Texts
SPAB09F Cultural Aspects of Spain
SPAB10F Cultural Aspects of Latin America
Survey of Literature courses: SPAB18Y, SPAB19Y, SPAB28S
Modern Literature courses: SPAB13F, SPAB17F, SPAB27F, SPAB29F, SPAB30F, SPAB33F, SPAB34S
Golden Age Literature courses: SPAB23Y, SPAB25F, SPAB26S,
SPAB21F Stylistics and Translation
SPAB35S Medieval Literature: Prose
SPAB36S Medieval Literature: Poetry
SPAC01-C10 Supervised Reading

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

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

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

Study Elsewhere Programme

The Study Elsewhere Programme allows students to complete one year of study at universities outside of Canada or at the French language universities

in Canada as part of their programme for the University of Toronto degree. It ensures sufficient supervision by the University so that appropriate credit may be granted for the academic work done elsewhere. Registration at Scarborough College and at the University of Toronto is maintained and, if the Programme Elsewhere is full-time, there is possibility of access to student aid. The obligation for preparation of programmes of study elsewhere lies with the student concerned. The Programme Elsewhere must be of an academic standard equivalent to that of the University of Toronto, there must be supervision by a faculty member of the College, and the student must make arrangements for and produce evidence of registration at the host university where he will be doing his work.

The interested student should consult appropriate faculty members in the field of his interest about the advisability of a programme of study elsewhere and about the choice of a host university and a suggested programme of study. Many areas of studies have well-developed programmes of this sort and have established arrangements with other universities and defined procedures and structures. In other areas application and arrangements for programmes and supervision are dealt with on an *ad hoc* basis. In some areas of study a Programme Elsewhere may not be deemed advisable.

To be approved the Programme Elsewhere must confer academic benefits of a type that are not normally available at the University of Toronto and it must contribute towards the student's programme of studies here.

Participation in the Programme is open to any student of the College who has standing in at least eight courses and who had demonstrated his ability to achieve an average standing of at least 70%. A student may register for Study Elsewhere during one winter session only as part of a degree programme.

Procedures for Application

During the Fall term of the year previous to the planned Programme Elsewhere the student should consult appropriate faculty and contact the proposed host university to ensure that registration is possible. Final application must be made by 15 February of the Spring term previous to the proposed Programme. Application is made through the Student Services Office of Director of Academic Services. The appropriate Division is responsible for recommending for or against the proposal and for appointing a faculty supervisor for the student. Notice of provisional acceptance is issued by 15 March, and final acceptance after academic results for the current session are available. In the meantime all necessary travel arrangements should be made and course outlines, reading lists, supervisory facilities and proposed studies at the host university should be arranged in the manner approved in the student's application. Before departure, the student must make arrangements with the Office of the Director of Academic Services for the payment of appropriate University of Toronto fees and for formal registration in the

University. *It is emphasized that is the student's responsibility to make all necessary arrangements with the host university; application for admission, application for student lodging, etc.*

Evaluation

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

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

Regulations for Residency and Withdrawal

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

Course Descriptions

Key to the Course Descriptions and the Timetable

The Course Code

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

ANTA01Y	"ANT" indicates a course in Anthropology
CHMB05Y	"CHM" indicates a course in Chemistry
PHLC87S	"PHL" indicates a course in Philosophy

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

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

Hence, ANTA01Y is an introductory course in Anthropology. CHMB05Y is an intermediate level course in Chemistry. PHLC87S is an advanced course in Philosophy.

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

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

Y A course taught throughout the session (September to May, or throughout theSummer Session) and worth one full course credit.

F A first term half-course worth one-half a course credit taught from September to December or in the first half of the Summer Session.

S A second term half-course worth one-half a course credit taught from January to May or in the second half o the Summer Session.

H A year-long course taught throughout the session but worth only one-half a course credit.

Hence, ANTA01Y is an introductory course in Anthropology taught throughout the session and worth a full-course credit. PHLC87S is an advanced course in Philosophy taught only in the second and worth one-half a course credit toward the degree requirements.

Exclusions, Prerequisites and Corequisites

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

(2) ***Prerequisites:*** Prerequisites are indicated at the end of the descriptions of some courses. The student must have standing in the prerequisite course before he may enrol in the course being described. Prerequisite requirements may, however, be waived by the instructor in the course being described if he feels that there are adequate grounds for so doing. To enrol in a course for which he does not meet the prerequisite requirements, a student must present to the Office of the Director of Academic Services a statement in writing from the instructor waiving the prerequisite requirement for the student.

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

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

Course not offered in 1975-76

A number of courses are indicated in the course descriptions as not being offered in 1975-76. The course code and the title of these courses are contained in square brackets (in the course description section of the *Calendar* and elsewhere) and the first words of the course description are, "Course not offered in 1975-76". Students may expect that these courses will be offered in 1976-77 or in 1977-78 at the latest.

The Timetable

The timetable will be published in time for pre-registration in March. It will include:

(a) timetables for all courses, and

(b) room numbers, indicating the classrooms for all lectures, tutorials and practical classes.

Anthropology

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

Because of the vastness of its subject matter, Anthropology traditionally is divided into four sub-fields: Social-Cultural Anthropology, Prehistoric Archaeology, Physical Anthropology and Anthropological Linguistics. At the present time Scarborough College offers courses in the first three only, although the Humanities Division presents several courses in Linguistics. Students wishing to concentrate in Anthropology are advised to consult with a member of the staff, to take at least one course in each of the four subfields (as well as the ANTA01 Introduction) and to obtain as broad an academic background as possibe before proceeding toward the specialization of graduate study.

Students interested in Anthropology should also refer to:

[NSCB02Y Quarternary Environments and Man]

ANTA01Y **Introduction to Anthropology**
An introduction to the fields of Anthropology through which the student will obtain the anthropological view of the nature and diversity of man. The first term takes up Physical and Prehistoric Anthropology concentrating on the biological basis and the evidence for the origin and growth of culture. The second term will deal with the comparative study of the family, economics, politics and religion in non-industrial societies. *Members of the faculty.*

[ANTB01F **Cultural Ecology]**
Course not offered in 1975-76
Prerequisite: ANTA01

ANTB02S **Anthropological Study of Religion**
A cross-cultural study of systems of belief and myths concerning spiritual beings and the cosmos; of social actions, rights and obligations arising out of man's postulated dependence on such beings and of magic, curing, witchcraft and sorcery. *C.E. Hopen.*
Prerequisite: ANTA01

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

ANTB04S **The Canadian Indian Today**
Canadian Indian communities as they have developed during the last twenty-five years in isolated areas, on reserves, and in cities. The legal, political and economic position of the Indian population will be presented along with more detailed study of socio-cultural patterns in a range of communities. The comparison of Indian and certain other subcultures in Canada and consideration of the analagous positions of native peoples in certain other countries.
Prerequisite: ANTA01

ANTB05Y **Social Anthropological Study of Africa**
After a review of certain cardinal social and cultural background features of the continent, a more intensive study of comparative religion will be made. Hopefully, guest lecturers will help round out the perspective. *C.E. Hopen.*
Prerequisite: ANTA01

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

ANTB07S **Comparative Slavery**
An examination of "slavery" as an institution in several areas of the world, including Brazil, Africa, the Caribbean, and the United States. An effort will be made to examine the modern consequences of slavery as well. *R. W. Shirley.*
Prerequisite: ANTA01

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

ANTB09S **History of Ethnological Theory**
A seminar discussion course on basic problems and methods in

Anthropology. A short survey of past and present anthropological theory will be presented and current schools of thought debated. *Members of the faculty.*

ANTB11S **Man in the Pleistocene.**
Course offered in only the Winter Evening Session.
The evolution of man in the Pleistocene. A review of the evidence and chronological framework for man's cultural development during his first two million years.
Prerequisite: ANTA01

[ANTB12S **Man in the Holocene]**
Course not offered in 1975-76

ANTB14Y **Human Evolution**
Course offered in only the Winter Evening Session.
An analysis of the phylogeny of man. The issues and controversies that form the theoretical framework to the understanding of the fossil evidence. Readings substitute for a single text. Class discussion and presentation of assigned readings are expected. Laboratory sessions permit the student to examine fossil cast materials. *L. Williams.*
Prerequisites: ANTA01; ANTB15 or (BIOB14)

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

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

ANTB17S **Complex Societies**
The focus of study will be on childhood in contemporary cultures. This will begin with varying concepts of childhood, socialization patterns throughout the non-literate world, and anthropological

models. Complex societies in Indonesia, Europe and North America will provide background material on ethnography, ritual, myth, and mass media. *R. Shirley.*
Prerequisite: ANTA01

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

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

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

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

[ANTB22Y **Primate Behaviour]**
Course not offered in 1975-76.
Prerequisite: ANTA01 or PSYA01 or BIOA03

[ANTB23Y **Comparative Mythology]**
Course not offered in 1975-76.

ANTB24Y **Comparative Study of Group Cultures**
This will be a study of task groups, households, teams, crews, committees, councils, etc. in reference to their control of energy, infor-

mation and power in communities. *T.F.S. McFeat.*
Prerequisites: ANTA01 or SOCA01

ANTB26Y **Introduction to Prehistoric Archaeology**
A survey of the anthropological sub-discipline which is concerned with human socio-cultural development during the past three million years. Specifically, the course reviews the aims, methodology and results of prehistoric Archaeology in both the New and Old Worlds. *H.B. Schroeder.*
Prerequisite: ANTA01

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

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

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

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

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

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

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

ANTB33S **Primate Anatomy**
Three hours per week permit two hours of laboratory dissection of non-human primates. The weekly lectures discuss functional anatomy of locomotion, manipulation, mastication, reproduction and vision. Limited enrolment: 20. *F. Burton.*
Prerequisites: ANTB15; ANTB14 and ANTB22 are recommended but not required

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

ANTB35F **Prehistory of the Near East**
A detailed review of the prehistoric cultures of the Near East emphasizing the Paleolithic base and the problems of the development of agriculture, settled life and the origin of cities. *H.B. Schroeder.*
Prerequisite: ANTB26

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

ANTB37F **Prehistory of Mexico and MesoAmerica**
In general, this course aims at an understanding of the development and achievements of the civilizations of Mexico. We will consider two main problems: the beginnings of agriculture and its effects on culture, and the forces which contribute to the emergence or disappearance of civilization. *M. Latta.*
Prerequisite: ANTA01

ANTB38S **Prehistory of North America North of Mexico**
This course is a complement to ANTB37 focussing on the prehistory of North America north of Mexico. The course will focus on the processes of diffusion and ecological adaptation to study the evolution and divergence of North American Indian cultures from a late Palaeolithic hunting base. *M. Latta.*
Prerequisite: ANTA01

ANTC02S **Systems of Thought**
One universal characteristic of men is to seek an explanation of the universe they perceive – to reduce it to some form of order and system. It is a matter of personal faith whether this cognitive activity is viewed as occurring under divine inspiration. It is for the anthropologist to apprehend the system of thought prevailing in the cultures he studies and to relate them to social, political and economic phenomena. It is also fruitful to relate different systems of thought to each other so as to obtain a comparative perspective consistent with the facts of ecology and culture history. This course surveys the anthropological work done on these questions, especially since 1960. Some knowledge of Anthropology will be assumed. Students will be expected to familiarize themselves with a few systems of thought evolved by non-literate societies. *E.G. Schwimmer.*
Prerequisities: ANTB02; permission of instructor

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

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

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

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

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

ANTC09Y **Anthropology of Humour**
It is postulated that among other things, the cross-cultural study of humour should lead to a deeper understanding of core values and personality in specific societies. Limited enrolment: 15. *C. Hopen.*
Prerequisites: Any two courses of ANTB02; ANTB20; ANTB22; ANTB24

Astronomy

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

The advent of the "space age" has led to an increasing impact of astronomical discoveries both on other fields of Science, and on various aspects of public life. The full extent of astronomical topics is covered at an introductory level in ASTA02 (for Science students) and ASTA03 (for non-Science students). Selected topics in Astrophysics are dealt with at a more advanced level in ASTB01 and ASTC01, while ASTC10 presents, in detail, Einstein's general theory of relativity and some of its applications.

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

Completion of this course should better equip one to assess the importance of forthcoming developments to the advancement of

knowledge of the universe and to contemplate such questions as life on other worlds. Instruction in the use of the telescopes, cameras and darkroom equipment is provided for all interested students, whether their ultimate purpose is carrying out a term project or merely extra-curricular star-gazing. *P.G. Martin.*
Exclusion: ASTA03
Prerequisites: Grade 13 Physics; Grade 13 Functions and Relations

ASTA03Y **Astronomy, Its Early Development and Current Significance**
A course, designed primarily for students with a non-science background, which contains a description of the extraterrestrial universe and of the past and present methods used to explore it. In addition to a survey of basic Astronomy, this course also emphasizes the history of man's evolving view of the universe. At the beginning of the course the early ideas on the cosmos is discussed, from the Greek ideas up to the time of the Renaissance and the Copernican revolution. Some discussion of the impact of our knowledge of the universe on philosophy and culture is included. This approach to Astronomy, its history and its present impact, are combined with a description of all aspects of Astronomy including the latest discoveries of radio and satellite-based Astronomy. A minimum of mathematics will be used, and tutorial assignments as well as an essay are required for term work.

ASTB01Y **Topics in Astrophysics: Origin and Evolution**
Theories and observational evidence related to the origin and subsequent evolution of astronomical objects and to the conditions for the development of intelligent life in the universe. The course will consist of five topics – the origin and evolution of the universe as a whole, of the galaxies, of the stars, and of the solar system, and a study of the conditions for and possibilities of other life in our galaxy and the significance of the interstellar medium. *R.C. Roeder.*
Prerequisites: PHYA01 or PHYA02; MATA26 or MATA55

ASTC01H **Readings in Astrophysics**
Prerequisities: ASTB01; permission of instructor

ASTC08S **Special Theory of Relativity**
Same course as PHYC08S. Foundations of Relativity Theory. Lorentz transformations. Local reference frames. Relativistic kinematics and relativistic optics. Space-time, four-vectors, tensor algebra, relativistic particle mechanics. Relativistic electromagnetism. Stress-energy, and conservation laws.
Exclusion: PHYC08
Prerequisites: PHYA01; PHYB01

ASTC10Y **Relativity and Cosmology**
Same course as PHYB10Y. A brief review of the special theory of relativity and of the mathematical background of general relativity theory. General relativistic field equations in free space and in the presence of matter, gravitational radiation, cosmological theories and observations. *R.C. Roeder.*
Exclusion: PHYC10
Prerequisites: MATB46; PHYB01

Biological Sciences

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

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

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

BIOA03Y	Introductory Biology
NSCA02Y	Introduction to Natural Science: The Biological Sciences

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

BIOB02Y	Basic Microbiology
BIOB05Y	Genetics
BIOB06Y	Plant Physiology
BIOB08Y	Invertebrate Zoology
BIOB12Y	Fundamentals of Ecology
BIOB13Y	Plant Structure and Development
BIOB17Y	General and Comparative Physiology
BIOB22Y	Comparative Vertebrate Morphogenesis
BIOB23Y	Development Biology
BIOB24Y	Plant Kingdom
BIOB27Y	Comparative Vertebrate Histology

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

BIOB03S	Ecology and Physiology of Algae
BIOB11Y	Animal Populations and Evolution
BIOB15Y	Aquatic Systems
BIOB18F	Metabolic Control Mechanisms
BIOB19S	*Biology of Macromolecules*
BIOB20F	Cell Ultrastructure
BIOB21Y	Marine Biology
BIOB25S	Structure of Bacteria
BIOB26F	Field Course in Aquatic Biology
BIOB30F	Phytoplankton – Methods and Techniques
BIOB32Y	Quaternary Plant Ecology
BIOB33F	Physiological Plant Ecology
BIOB34S	Comparative Terrestrial Ecosystems
BIOB35Y	Introductory Biochemistry
BIOB36H	Laboratory in Biochemistry

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

Students interested in Biology should also refer to:

NSCA02Y	Introduction to Natural Science: The Biological Sciences
NSCB02Y	Quarternary Environments and Man

BIOA03Y **Introductory Biology**
This course is designed for students who intend to pursue further courses in Biology or other Natural Sciences. It offers a thorough consideration of basic biological concepts as they pertain to both plants and animals. Lectures will emphasize the energetics of living systems, the transmission and functions of genes, integrative functions and the origin and evolution of life. Laboratory and discussion. periods will supplement the lecture material. *M.F. Filosa.*
Exclusions: (BIOA01); (BIOA02)

BIOB02Y **Basic Microbiology**
The general properties of bacteria, their structure, function and relationship to man, employing selected organisms to demonstrate their significance in industry and the health sciences. The latter part of the course presents a survey of bacterial and animal viruses, rickettsias and fungi.
Prerequisite: (BIOA01) or (BIOA02) or BIOA03

BIOB03S **Ecology and Physiology of Algae**
A lecture and laboratory course on the physiology of algae. Emphasis will be placed on factors which affect the occurrence, distribution and seasonal fluctuations of algae in fresh-water and marine habitats. *C. Sparling.*
Prerequisites: BIOA03; BIOB15

BIOB05Y **Genetics**
A lecture and laboratory course in cytogenetics and the genetics of of bacteria, fungi and Drosophila. *M.F. Filosa.*
Prerequisite: (BIOA01) or (BIOA02) or BIOA03

BIOB06Y **Plant Physiology**
A basic lecture and laboratory course on the general physiology of plants. *G.F. Israelstam.*
Prerequisite: (BIOA01) or BIOA03

[BIOB08Y **Invertebrate Zoology]**
Course not offered in 1975-76.

BIOB11Y **Animal Populations and Evolution**
A study of the process of heritable changes in animal populations with special regard to population genetics, population dynamics and species diveristy. *I.M. Campbell.*
Prerequisite: BIOB05

BIOB12Y **Fundamentals of Ecology**
A lecture and laboratory course, with some field work, on the relationship between organisms and their environment, with emphasis on terrestrial ecosystems. *M. Mantuani.*
Prerequisite: BIOA03

BIOB13Y **Plant Structure and Development**
A lecture and laboratory course dealing with the structure and development of cells, tissues and organs in seed plants. Each student will be required to do an individual microtechnique project. *R. Dengler.*

BIOB15Y **Aquatic Systems**
A lecture and seminar course *with optional field work,* on the ecology of ponds, lakes and rivers, with special reference to energy transfer in these ecosystems. *M. Mantuani; C. Sparling.*
Prerequisite: (BIOA01) or (BIOA02) or BIOA03
Corequisites: B10B12; B10B03 is recommended but not required

BIOB17Y **General and Comparative Physiology**
The function of cells and of the organ systems which have evolved to control the environment of the individual cell within the organism. Topics include: (1) Body fluids and circulation. (2) Ionic

and osmotic balance. (3) Excretion. (4) Gas exchange. (5) Nerve and muscle physiology. *C.K. Govind.*
Exclusion: (BIOB09)
Prerequisite: (BIOA01) or (BIOA02) or BIOA03

[BIOB18F **Metabolic Control Mechanisms]**
Offered in alternate years, not offered in 1975-76
Prerequisite: (BIOA01) or BIOA03

B10B19S **Biology of Macromolecules**
The basic concepts of the molecular biology of the gene – key experimental observations. Main topics will be mechanisms of gene replication and regulation of gene activity in higher and lower organisms. Students will receive laboratory experience in the use of a range of molecular biology techniques. Limited enrolment: 36. *I.R. Brown.*
Exclusion: (BIOB01)
Prerequisite: (BIOA01) or (BIOA02) or BIOA03
Corequisite: BIOB05 is recommended but not required

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

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

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

[BIOB24Y **Plant Kingdom]**
Course not offered in 1975-76.

BIOB26F **Field Course in Aquatic Biology**
The course will be given in late August or early September, before the beginning of term. Physical, chemical and biological aspects of various aquatic habitats will be studied intensively in a two week period of laboratory and field work, supplemented by lectures and discussion groups. Limited enrolment: 20. *M. Mantuani; C. Sparling.*
Prerequisites: B10A03; B10B15; permission of instructors; B1OB12 is recommended but not required
Corequisite: BIOB03 is recommended but not required

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

BIOB30F **Phytoplankton – Methods and Techniques**
A seminar course, with laboratory and field work, on phytoplankton taxonomy and on practical aspects of sampling, identification and enumeration of phytoplankton. *C. Sparling.*
Prerequisite: BIOB15
Corequisite: BIOB03

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

BIOB33F **Physiological Plant Ecology**
A lecture and laboratory course on the physiological ecology of higher plants. The environmental factors which control plant growth and distribution, and the plant's mechanisms of response and adaptation to these factors, will be considered.
Prerequisites: BIOB06; BIOB12

BIOB34S **Comparative Terrestrial Ecosystems**
A course of lectures and discussions on the interrelationships between environment and vegetation which underlie the differences and similarities of structure and function among terrestrial ecosystems, from tropical rainforest to arctic tundra.
Prerequisite: BIOB12

BIOB35Y **Introductory Biochemistry**
Same course as CHMB35Y. A lecture course in General Biochemistry, consisting of an introduction to Macromolecular Biochemistry, and and Metabolic Biochemistry. *J.W. Gurd.*
Exclusions: (BIOC06); CHMB35; (CHMC06)
Prerequisites: (BIOA01) or (BIOA02) or BIOA03; CHMB05

BIOB36H **Laboratory in Biochemistry**
Same as CHMB36H. A laboratory course in general Biochemistry. (Meeting three hours each week) *J.W. Gurd*
Exclusion: CHMB36
Prerequisites: (BIOA01) or (BIOA02) or BIOA03; CHMB05
Corequisite: BIOB35

BIOB37Y **Plant Taxonomy – Principles and Methods**
Theoretical and practical aspects of the systematics, experimental and numerical taxonomy of plants, with emphasis on Angiosperms.
Prerequisite: BIOA03

BIOB38F **Arthropods**
A study of the taxonomy, morphology and ecology of the phylum Arthropoda, with special reference to insects. *F.A. Urquhart*
Exclusion: BIOB08

BIOC01Y **Supervised Study in Biology**
An independent study course designed to permit intensive examination 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. *Members of the faculty.*
Exclusions: BIOC01F; BIOC01S
Prerequisities: Satisfactory completion of fifteen full-course equivalents, of which at least four must be Biological Science B-level courses

BIOC03Y **Advanced Cell Metabolism**
A seminar and laboratory course on current research in cell metabolism. *G.F. Israelstam.*
Prerequisites: Satisfactory completion of fifteen full-course equivalents including BIOB18

[BIOC04Y **Marine Invertebrate Ecology]**
Course not offered in 1975-76.
Prerequisites: BIOA03 or Grade 13 Biology; BIOB08; permission of instructor

BIOC05S **Advances in Developmental Biology**
A seminar series on current topics in Developmental Biology. *I.R. Brown; R.E. Dengler; M.F. Filosa; J.H. Youson.*
Prerequisite: At least one of B10B07. B10B13, B10B16, B10B22, B10B23, B10B27

BIOC07F **Insect Structure and Function**
The diversity of structure and function among insects will be considered from the standpoint of the adaptive responses of the individual and the population to the environment. Topics include: neuromuscular analysis of locomotion, respiration, diapause and host plant relationships. *I.M. Campbell; C.K. Govind*
Prerequisites: Satisfactory completion of fifteen full-course equivalents including BIOB08; BIOB17 or permission of instructor.
Exclusion: BIOB31F

Chemistry

A sound knowledge of the fundamental concepts of Chemistry is useful to any student in the Physical or Life Sciences. The basic course in Chemistry is CHMA01 or CHMA02, either of which must be taken by those who wish to take further Chemistry courses and should be taken by those who require Chemistry for another Science.

Completion of CHMA01 or CHMA02 permits students to take any of the B-level courses in Chemistry. These are divided according to the following subdisciplines: Inorganic Chemistry (CHMB01), Analytical Chemistry (CHMB02), Organic Chemistry (CHMB05) and Physical Chemistry (CHMB03). Thereafter, one can proceed to the following advanced-level courses: CHMC01 (Inorganic), CHMC02 (Physical), CHMC03 (Organic) and CHMC06 (Biochemistry)

For those who wish to enrol subsequently in St. George 400-series courses, completion of the following groups of courses together with their corequisites and and prerequisites, will ensure admission to the St. George courses indicated.

Scarborough Courses	*St. George Series*
CHMA01 or A02;CHMB01; CHMC01	430

CHMA01 or A02;CHMB03; CHMC02	420
CHMA01 or A02;CHMB05 CHMC03	440 (except 447)

While courses in Physics do not appear among the prerequisites or corequisites of most courses in Chemistry, students are urged to take PHYA01 or PHYA02 early in their programmes. Thus, the suggested first-year programme in Chemistry includes CHMA01 or CHMA02, MATA55 or MATA26 and PHYA01 or PHYA02.

The following courses are also of interest to students in Chemistry and are particularly recommended to students whose interests tend to Physical or Theoretical Chemistry: MATA58, MATA40, MATA45, MATAB46, MATB51, MATB53, MATB56, PHYB01, PHYB04, PHYB05, PHYC01.

CHMA01Y **Principles of Chemistry**
Treats essentially the same subject matter as CHMA02 but with greater emphasis upon physical concepts. For those students who plan to specialize in Chemistry or in another Science discipline.
Exclusion: CHMA02
Prerequisites: Grade 13 Chemistry: Grade 13 Functions and Relations
Corequisites: MATA26 or MATA55; PHYA01 or PHYA02 are recommended but not required.

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

CHMB01Y **Inorganic Chemistry I**
Atomic and molecular structure, including energy levels, bonding, electronegativity, lattice energies, heats of formation and hydration. Oxidation state diagrams. Chemistry of hydrides, halogens and selected topics in Main Group elements. *R.O. Harris.*
Prerequisite: CHMA01 or CHMA02

CHMB02Y **Analytical Chemistry**
Equilibrium and analysis: volumetric analysis; acid-base, precipitation and complexation titrations. Electrochemistry: oxidation-reduction equilibria and redox titrations, potentiometic (pH) titrations. Chromatography, ion exchange. Gravimetric analysis. Absorption spectroscopy. Instrumental techniques. Qualitative analysis.
Prerequisite: CHMA01 or CHMA02

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

CHMB05Y **Organic Chemistry I**
The chemistry of the principal functional groups encountered in aliphatic and aromatic compounds, interpreted in terms of reactivity, stereochemistry and reaction mechanisms. An introduction to organic spectroscopy will also be given. *A. J. Kresge*
Corequisite: CHMA01 or CHMA02

CHMB35Y **Introductory Biochemistry**
Same course as BIOB35Y. A lecture course in General Biochemistry, consisting of an introduction to Macromolecular Biochemistry, and Metabolic Biochemistry.
Exclusions: BIOB35; (BIOC06); (CHMC06)
Prerequisites: (BIOA01) or (BIOA02) or BIOA03; CHMB05

CHMB36H **Laboratory in Biochemistry**
Same course as BIOB36H. A laboratory course in general Biochemistry.
Exclusion: BIOB36
Prerequisites: (BIOA01) or (BIOA02) or BIOA03; CHMB05
Corequisite: CHMB35

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

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

of classical and quantum statistical mechanics, statistical thermodynamics, theory of chemical kinetics and photochemistry. Recent experimental developments. *G.A. Kenney-Wallace.*
Prerequisite: CHMB03
Corequisites: MATB41 or MATB50; MATB55

CHMC03Y **Organic Chemistry II**
Introduction to the structure, synthesis, and reactivity of organic compounds of biological importance. Application of organic reactions, stereochemistry, mechanisms, and synthesis. The laboratory will emphasize the use of modern physical techniques, newer synthetic methods, and the chemistry of natural products. This course will serve as prerequisite for CHM447 (St. George) only with the consent of the instructor. *T.T. Tidwell.*
Exclusion: CHM347 (St. George)
Prerequisite: CHMB05

CHMC40F **Kinetics and Mechanism of Chemical Reactions**
The theory and application of chemical kinetics, including rate and equilibrium process in the gas and condensed phase of reactions of organic and inorganic compounds. Newer developments will be emphasized and topics to be covered include kinetic spectroscopy, fast reactions in solution, medium effects, and ion pairing.
Corequisites: CHMC01; CHMC02; CHMC03

CHMC41S **Structure and Synthesis of Chemical Compounds**
Principles of bonding, structure determination, and synthesis, as illustrated by selected recent examples of organic and inorganic compounds of particular interest. The emphasis will be on recent synthetic techniques, modern physical methods of structure determination, and theoretical interpretations.
Corequisites: CHMC01; CHMC02; CHMC03

CHMC45Y **Library Thesis**
A report on a selected current topic in chemistry based on literature research and carried out under the direction of one of the Chemistry staff. Approximately 260 hours of work are expected.
Prerequisite: Permission of the instructor

CHMC46Y **Introduction to Research**
Participation in a chemical research project under the direction of a member of the Chemistry staff, requiring approximately 260 hours of effort.
Prerequisite: Permission of the instructor

CHMC47H **Library Thesis**
Similar to CHMC45 but representing 130 hours of work.

Classical Studies

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

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

Greek Studies

Core Programme: three full courses in the Greek language (or their equivalent in half courses); GRHB01.

Other courses chosen from: GRHB02, GRHB24, GRHB25, GRHB26, CLAB01, CLAB02, CLAB21, CLAB23, FARB21, FARB30, FARB31, HUMB07, HUMB08, HUMB21, HUMB22, HUMB25, HUMB41, HUMC13, LINB04, PHLB40, PHLB41, PHLB42, PHLB43.

Roman Studies

Core Programme: three full courses in the Latin language (or their equivalent in half courses); GRHB03

Other courses chosen from: GRHB02, GRHB24, GRHB27, GRHB28, CLAB01, CLAB02, CLAB09, CLAB21, CLAB23, HUMB21, HUMB23, HUMB24, LINB04.

Greek and Roman Studies

Core Programme: three full courses (or equivalent) in each of Latin and Greek; GRHB01, GRHB03.

Other courses chosen from the lists above.

Students interested in Classical Studies should also refer to:

DRAB05Y	Nature and Art of Comedy
[FARB30F	Crete and the Mycenean World]
FARB31S	Classical Greek Sculpture
[HUMB07S	The Ulysses Factor]
HUMB08Y	Orpheus: The Quest of Beauty
HUMB21S	Love and Friendship
[HUMB22F	The Age of Pericles]

HUMB23S The Age of Augustus
[HUMB24S The Age of Nero]
HUMB25F The Age of Homer
[HUMB41F Women in Ancient Greece]
HUMC13Y Seminar in Literary Theory and Practice
[PHLB40F Plato and his Predecessors I]
[PHLB41S Plato and his Predecessors II]

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

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

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

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

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

GRHB02Y **Greek and Roman History from the Death of Alexander to the Gracchi.**
A study of the emergence and evolution of the Hellenistic Monarchies after the death of Alexander, the development of Rome as a "World Power", and the interaction of the Greek and Roman Worlds. *J.H. Corbett.*

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

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

GRHB25Y **Studies in Greek History I (c. 800-300 B.C.)**
Special topics will be chosen for study, dependent on the interests and qualifications of the students. Possible examples are the institutions of Athens and/or Sparta, the role of the sea power in Greek history, the political and cultural relations between Greeks and other peoples (e.g. the effects of Alexander's conquests). *A. Boddington.*
Prerequisite: GRHB01, or any related GRH, CLA or HUM course

[GRHB26Y **Studies in Greek History II (c. 800-300 B.C.)]**
Course not offered in 1975-76.
Prerequisite: GRHB01, or any related GRH, CLA or HUM course

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

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

GRKA01Y **Introductory Greek**
The bases of the language, with an emphasis on reading. *E. Irwin*

GRKB01F **Plato: Apology**
In addition to the text to be read there will be accompanying exercises to assist the student in further study of the Greek language. *E. Irwin.*
Prerequisite: Grade 13 Greek or GRKA01 or (GRK001)

GRKB11S **Homer: Odyssey**
A reading of three books of the *Odyssey* with discussion of the nature and literary qualities of Homeric epic.
Prerequisites: GRKB01; HUMB15 is recommended but not required.

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

GRKB30F
GRKB31F
GRKB32F
GRKB33F
GRKB34F **Supervised Reading**
E. Irwin
Prerequisite: **GRKB11** or **GRKB12**

GRKB35S
GRKB36S
GRKB37S
GRKB38S
GRKB39S **Supervised Reading**
E. Irwin
Prerequisite: **GRKB11** or **GRKB12**

LATA01Y **Introductory Latin**
The purpose of this course is to acquaint the student with the essentials of the Latin language. Although the emphasis will be on language, selected texts will be read to introduce the student to Latin literature. On completion of the course a student will be equipped to proceed to LATB01 or LATB02. *J.N. Grant.*
Exclusion: (LAT001)

LATB01F **Catullus**
A selection of the works of Catullus will be read. The influences which affect Catullus, and his contribution to Latin poetry will be considered. *J.N. Grant.*
Prerequisite: Grade 13 Latin or (LAT001) or LATA01

LATB02S **Catiline**
Sallust's *Catilinarian Conspiracy* and selections from Cicero's orations *In Catilinam* will be read. The texts will provide an opportunity of comparing two accounts of the same events from both a literary and historical viewpoint and of examining the causes for the breakdown of the Roman Republic. *J.N. Grant.*
Prerequisite: Grade 13 Latin or (LAT001) or LATA01.

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

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

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

LATB35S
LATB36S
LATB37S
LATB38S
LATB39S **Supervised Reading**
J.N. Grant
Prerequisite: **LATB01** or **LATB02**

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

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

Commerce

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

Courses in Commerce will help students to develop the analytical abilities needed for solving problems and making decisions in business and government and for participating in and contributing to our society in general. The courses can be used as a foundation on which to build management and professional skills. The

student is advised to supplement the Commerce courses with a course in Calculus and some basic courses in Economics – especially ECOA01, ECOA02, ECOB01, ECOB02, ECOB05 and ECOC08.

COMA01Y **Financial Accounting**
Basic theory and concepts which underlie the preparation of financial statements; development of double entry theory and practice; the accounting cycle from the recording of transactions in double entry form to the year-end entries and the preparation of financial statements; problems of measuring income.

COMB01Y **Management Accounting**
An introduction to cost accounting with emphasis on the use of accounting information in managerial decision-making. Topics include types of cost accounting systems, patterns of cost behaviour, problems of cost determination, allocation, budgeting and control.
Exclusions: (COMB21); (COMB22)
Prerequisite: COMA01

COMB26Y **Analysis for Decision-Making**
Same course as ECOB71Y; A course in the analytical formulation and solution of decision problems. The course includes treatment of such topics as: linear and non-linear programming, statistical decision theory, queuing theory, inventory theory and simulation.
Exclusion: ECOB71
Prerequisites: ECOA02; MATA56 or MATA58; MATA22 or MATA26 or MATA55
Corequisite: ECOB01

COMB27Y **Organizational Behaviour**
Course offered only in Winter Evening Session
Same course as SOCB27Y
Examines social factors in administration, the structuring of intra-organizational and interorganizational relationships, and the distribution of power and dependency in society. Empirical studies used in the first term will focus on single organizations. Those used in the second term will focus on industries and other interdependent organizations. Students may organize their work as a series of short, independent exercises or as a major project, and should be prepared to share their conclusions in class discussions. *L.L. Howard.*
Exclusions: SOCB27; (SOCC02)
Prerequisite: One previous course in Sociology, Commerce, Economics, or Political Science

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

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

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

COMC03Y **Marketing**
Marketing management is concerned with those business decisions directly involved in the sale of goods and services. The course examines the theory of consumer behaviour and sources of market information as well as the traditional areas of product, price promotion and distribution.
Prerequisite: (COMB21) or COMB01

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

Drama

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

DRAB01Y **Drama Seminar and Workshop**
The course, consisting of two interdependent parts, one theoretical, the other practical, will comprise a two-hour seminar and two hours of practical workshop each week. It will discuss the drama of various periods in terms of the non-literary elements of theatre, dealing with theatrical conventions, acting styles, and methods of production from classical times to the present. The workshop will develop a full-scale theatrical production. *M.Q. Schonberg.*

DRAB02Y **The Directors' Theatre**
The course will explore the work of famous theatrical companies of the Nineteenth and Twentieth centuries and the contribution to theatre made by, among others, Antoine, Stanislavsky, Craig, Belasco, Copeau, Reinhardt. Brecht, Barrault, Brook Littlewood, and Grotowski. *M.Q. Schonberg.*

DRAB03Y **The History of Theatre I**
A study of the non-literary aspects of theatre from the pre-Hellenistic period to the end of the 18th Century. Areas of concentration will include classical Greek and Roman theatre, with special emphasis on the Hellenistic period; Western European Medieval dramatic traditions; the impact of the *commedia dell'arte* on European theatre; the Elizabethan and Jacobean drama; the theatre of the Baroque; Neo-classicism. Acquaintance with representative plays of the various periods will be required.

[DRAB04Y **The History of Theatre II]**
Course not offered in 1975-76.

DRAB05Y **The Art and Nature of Comedy**
A study of the archetypal patterns of comedy as manifested in different periods and cultures. The major areas to be examined will be Greek and Roman comedy, *commedia dell'arte.* Elizabethan and Restoration comedy, and modern comedy (including burlesque and farce). These will be looked at with reference to the theory and practice of comedy and to the social aspects of this dramatic form.
M. Schonberg; J. Grant.
Exclusion: CLAB02

DRAC01Y **The Advanced Practical Workshop and Elements of Directing**
This course is designed to enable advanced students to concentrate on problems related to the staging and direction of plays in studio situations.
Prerequisite: DRAB01

DRAC10Y **Individual Studies in French Theatre and Drama in Translation**
Individuals will study under the supervision of members of the French section.
Prerequisites: At least 10 full course equivalents, two of which must be DRAB03 and DRAB04. *This course is open only to Drama specialists. Permission of Drama Co-ordinator required.*

DRAC11Y **Individual Studies in German Theatre and Drama in Translation**
Individuals will study under the supervision of members of the German section.
Prerequisite: Same as for DRAC10

DRAC12Y **Individual Studies in Italian Theatre and Drama in Translation.**
Individuals will study under the supervision of members of the Italian section.
Prerequisite: Same as for DRAC10

DRAC20Y-DRAC24Y **Supervised Reading Courses.**
Prerequisite: One B-level course in Drama; and permission of instructor.

Economics

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

There are certain courses which are central to the programme: the introductory course (ECOA01); the initial B-level courses – price theory I and II (ECOB01, ECOB02) and national income (ECOB05); at least one among courses that provide a different perspective either on contemporary economic theory, or on ways of organizing economic activity – economic history (ECOB81, ECOB82), the literature of economics (ECOB20, ECOB21), comparative economic systems (ECOB68). 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 Sciences complement courses in Economics so that students are urged to read the *Calendar* and, with the help of their advisers, to plan their programmes of study carefully.

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

Course Name	Number in 1974-75 and before	Number in 1975-76 and beyond
Price Theory I, II	ECOB01Y	ECOB01F&S, ECOB02S
National Income and the National Economy	ECOB02F	ECOB05S&F
North American Economic History	ECOB03Y	ECOB81Y

European Economic History	ECOB04Y	ECOB82Y
Economics of Public Sector:		
Taxation	ECOB07S	ECOB31S
Expenditures	ECOB08F	ECOB32F
Economic Development	ECOB09F	ECOB66F
Comparative Economic Systems	ECOB10F	ECOB68S
Money and Banking	ECOB11S	ECOB08F&S
International Economics:		
Finance	ECOB12F	ECOB61F
Trade Theory	ECOB13S	ECOB62S
Labour Economics	ECOB14S	ECOB51S
Industrial Organization	ECOB16S	ECOB41S
Urban Economics	ECOB17F	ECOB47F
Macroeconomic Policy	ECOB18S	ECOB06S
Literature of Political Economy I	ECOB20F	ECOB20F
Literature of Political Economy II	ECOB21S	ECOB21S
Analysis for Decision Making	ECOB26Y	ECOB71Y

ECOA01Y **Introduction to Economics**
A study of economic theory and its application to contemporary Canadian economic problems. Problems discussed will include: unemployment, inflation, pollution, poverty, monopoly. *Members of the faculty.*

ECOA02F or ECOA02S **Quantitative Methods in Economics**
An introduction to basic statistical methods and their applications to economic problems. Some discussion of the use and testing econometric models is undertaken.
Exclusion: (SOSA01)
Prerequisite: MATA56 or MATA58
Corequisite: ECOA01 or (ECOA03)

ECOB01F or ECOB01S ***Price Theory I***
Intermediate level development of the principles of microeconomic theory. The primary emphasis is on static partial equilibrium analysis. Topics include theory of the consumer, theory of production, theory of the firm. *M. Krashinsky and F. Bourguignon.*
Prerequisite: ECOA01 or (ECOA03)

ECOB02S **Price Theory II**
A continuation of Price Theory I. The course theories of perfect competition, market imperfections, factor prices, general equilibrium analysis and welfare economics. *M. Krashinsky and F. Bourguignon.*
Prerequisite: ECOB01

ECOB05F or ECOB05S **National Income and the National Economy**
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 interrelationships between international exchanges and the domestic price level and employment. *J. Gemello.*
Exclusion: (ECOB02)
Prerequisite: ECOA01 or (ECOA03)

ECOB06S **Macroeconomic Policy**
An examination of public policies for influencing and controlling the level of national income, employment, and the price level. *J. Gemello.*
Exclusion: (ECOB18)
Prerequisite: ECOB05

ECOB08F or ECOB08S **Money and Banking**
ECOB08S to be offered only in the Winter Evening Session.
The focus will be on analysis of monetary theory and monetary policy.
Exclusion: (ECOB11)
Prerequisite: ECOA01 or (ECOA03)

ECOB20F **Literature of Political Economy I**
A study of the classical literature of Political Economy; especially selections from the works of Adam Smith, Malthus, Ricardo, J.S. Mill. *V. Bladen*
Prerequisite: ECOA01 or (ECOA03)
Corequisite: ECOB01

ECOB21S **Literature of Political Economy II**
A study of the classical literature of Political Economy; especially selections from the works of Marx, Jevons, Marshall and Keynes. *V. Bladen*
Prerequisite: ECOA01 or (ECOA03)
Corequisite: ECOB01

ECOB31S **Economics of the Public Sector: Taxation**
This course is concerned with the revenue side of government finance. In particular, it deals with existing tax structures, in Canada and elsewhere, and with criteria for tax design. Some attention will also be given to the use of government fiscal policy to regulate the level of economic activity. *J. Gemello.*
Exclusion: (ECOB07)
Prerequisite: ECOA01 or (ECOA03)

ECOB32F **Economics of the Public Sector: Expenditures**
A study of resource allocation in relation to the public sector, with emphasis and decision criteria for public expenditures. The distinction between public and private goods is central to the course. Special topics discussed include: pollution, the economics of education, fiscal federalism, urban problems.
Exclusion: (ECOB08)
Prerequisite: ECOA01 or (ECOA03)

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

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

ECOB43F **Economics of the Family**
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.
Prerequisite: ECOB01

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

ECOB47F **Urban Economics**
Course offered in only the Winter Evening Session.
Economic analysis is applied to contemporary urban problems. Topics discussed include: housing and urban renewal, poverty and income maintenance, education, metropolitan organization of urban areas. *J. Gemello.*
Exclusion: (ECOB17)
Prerequisite: ECOA01 or (ECOA03)

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

ECOB54S **Industrial Relations**
Same course as COMB54S. A study of industrial relations in the Canadian setting. Topics include industrial relations theory and systems; history, philosophy and structure of unionism; labour law, and collective bargaining.
Prerequisite: ECOA01 or (ECOA03)

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

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

ECOB66F **Economic Development**
A study of growth and development with the aim of devising policies to promote the development of less developed countries

and regions. *A. Berry.*
Exclusion: (ECOB09)
Prerequisite: ECOA01 or (ECOA03)
Corequisite: ECOB01

ECOB68S **Comparative Economic Systems**
This course analyzes organizations of economic activity other than the capitalist system. The alternatives considered are both real systems as they have developed in some countries, especially in the U.S.S.R., Czechoslovakia, Yugoslavia and China, and some untried systems as they have been proposed on a purely speculative basis. The course will attempt to evaluate properties of these systems and compare their respective advantages and shortcomings. *I. Parker.*
Exclusion: (ECOB10)
Prerequisite: ECOA01 or (ECOA03)

ECOB71Y **Analysis for Decision-Making**
Same course as COMB26Y. A course in the analytical formulation and solution of decision problems. The course includes treatment of such topics as: linear and non-linear programming, statistical decision theory, queuing theory, inventory theory and simulation. *R. Westin.*
Exclusion: COMB26; (ECOB26); MATA56 or MATA58
Prequisites: ECOA02; MATA22 or MATA26 or MATA55
Corequisite: ECOB01

ECOB81Y **North American Economic History**
A survey of important themes in the economic history of Canada and the United States. A comparative approach is employed to develop such themes as the role of natural resource staple industries, and urbanization, and the relationship of the state to economic change in the two countries. *D.E. Moggridge.*
Exclusion: (ECOB03)
Prerequisite: ECOA01 or (ECOA03)

ECOB82Y **European Economic History**
A study of the emergence of industrial society in Europe since the Middle Ages with some emphasis on the comparative experience of Britain and other European countries and the growth of the nineteenth century world economy. Particular attention is paid to technical change, the expansion of markets, population growth, the economic effects of public policy, and consequent changes in income levels and the structure of the economy. *J. Cohen.*
Exclusion: (ECOB04)
Prerequisite: ECOA01 or (ECOA03)

ECOC02Y **Corporation Finance**
Same course as COMC02Y. An examination of the financial environment within which Canadian companies operate. The aim is to uncover the main principles of financial management and to discover the social and legal significance of the modern corporation.
Exclusion: COMC02
Prerequisite: ECOB01

ECOC05S **The Economics of J.M. Keynes**
A study of his major works and consideration of their broad social implications. An attempt will be made to evaluate their relevance for Canada and other countries at the present time. Modern criticisms of Keyes will be analysed. *D.E. Moggridge*
Prerequisite: ECOB02

ECOC07F **The Economics of Karl Marx**
A study of Marx's approach to economic theory and economic history. Discussion will centre on Marx's theory of capitalism and will emphasize the theory of exploitation and the process of accumulation. *J. Cohen.*
Exclusion: (ECOB05)
Prerequisite: ECOA01 or ECOA03

ECOC08S **Econometrics**
A technical study of the problems of measurement and empirical research in Economics. Central to the course is the analysis of estimation and prediction with the aid of regression techniques. *R. Westin.*
Prerequisites: ECOA01; ECOB01; ECOB02; ECOA02 (or an equivalent course in statistics).

ECOC10S **Location Theory**
Same course as GGRC10. Industrial location theory of individual and sets of activities under various spatial market environments, especially duopoly, oligopoly and imperfect competition. The course will begin with an appraisal of traditional Weberian theory and proceed through the works of Losch and Isard to consider the more recent theories of Greenhut, Moses, Churchill, Scott and others. Limited enrolment: 20.
Exclusion: GGRC10
Prerequisite: Two B-level courses in Economics or Geography

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

ECOC12S **Supervised Reading**
Prerequisite: Permission of instructor

ECOC15F **Topics in Advanced Economic Theory**
The course is devoted to some aspect of economic theory not usually covered at the undergraduate level, or to recent work extending and revising received theory, or to alternatives to orthodox economic theory. The topic for 1975-76 will be announced during the fall registration period. *Members of the faculty.*
Prerequisite: Permission of instructor

ECOC16S **Topics in Advanced Economic Theory**
The course is devoted to some aspect of economic theory not usually covered at the undergraduate level, or to recent work extending and revising received theory, or to alternatives to orthodox economic theory. The topic for 1975-76 will be announced during the fall registration period. *Members of the faculty.*
Prerequisite: Permission of instructor

ECOC17F **Workshop in Economics**
ECOC18S At least four workshops will be operated in 1975-76. The pro-
ECOC19F blems to which the individual workshops will be devoted will be

ECOC20S announced during the fall registration period. They will be chosen from among: economic discrimination against women; Canada-U.S. relative price levels; international capital movements; natural resources policy for Canada; monetary and fiscal policy in an open economy; and urban transportation. *Members of the faculty.*
Prerequisite: Permission of instructor

ECOC25S ***Regional Industrial Analysis and Development***
Same course as GGRCO3S
Regional development from both theoretical and empirical standpoints. The first part of the course will consist of a presentation of alternative frameworks for analysis; regional balance of payments; economic base; shift and share; regional and interregional input-output; dynamic and static aggregate models. In the second part, an evaluation will be made of the public policy issues – the application and utility of growth pole theory, equity-efficiency trade-offs, balanced-unbalanced growth, quality-quantity issues – in the light of recent experience in Canada, the U.S.A. and Western Europe. Limited enrolment: 20.
Prerequisites: Two B-level courses in Economics or Geography.

English

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

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

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

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

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

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

ENGA06Y **American Literature: an Introduction**
A study of at least twelve major works in American Literature, including the following: Melville, *Moby Dick;* Twain, *Huckleberry Finn;* Hawthorne, *The Scarlet Letter;* Whitman, *Selected Poems.* *J. Kay.*

ENGA08Y **Forms of Twentieth – Century Literature**
A study of twentieth-century fiction, poetry and drama, including works by at least six of the following authors: Conrad, Faulkner, Joyce, Lawrence, Woolf; Auden, Eliot, Frost, Stevens, Yeats; Albee, Beckett, O'Neill, Pinter, Shaw. *S. Namjoshi. A.C. Thomas.*

ENGB01Y **Old English Language and Literature**
An introduction to the language and literature of the Old English period as represented principally in the poetry and prose of the ninth and tenth centuries. The first term will be used to develop fluency in reading the language, concentrating on the grammer and syntax of various pieces of prose and poetry. The second term will be devoted to the study of poems selected from the Exeter Book. Texts: *Seven Old English Poems* (ed. J.C. Pope); AElfric, *Lives of Three English Saints;* Quirk and Wrenn, *An Old English Grammar. A Patenall.*

ENGB02Y **Chaucer**
Course offered in only the Winter Evening Session
A study of most of the *Canterbury Tales, The Book of the Duchess, The House of Fame, The Parliament of Fowls,* the Prologue to the *Legend of Good Women, Troilus and Criseyde,* Selected Lyrics. Background readings: *Roman de la Rose, Consolation of Philosophy,* (in translation). Part of the course will be devoted to Middle English language and the development of English. Text: Wright, *An Elementary English Grammar. E.P. Vicari.*
Prerequisite: One course in English.

ENGB04Y **English Poetry, Prose and Drama 1660-1800**
The poetry and drama of the Restoration and Eighteenth Century with special reference to the work of Dryden, Pope, Swift and Johnson. *E.P. Vicari.*
Prerequisite: One course in English.

ENGB05Y **Romantic Poetry**
Blake, Wordsworth, Coleridge, Byron, Shelley, Keats for special study. Relevant prose works by those authors, and selections from other poets of the period will also be studied. *J. Kay.*
Prerequisite: One course in English.

ENGB06Y **Victorian Poetry.**
The Poetry of Tennyson, Browning, Arnold, and selections from other poets, including Morris, D.G. Rossetti, Swinburne, Hopkins, Hardy. Particular attention will be given to the impact of nineteenth-century science, and the relationship between poetry and the visual arts. *M.C. Creelman.*
Prerequisite: One course in English.

ENGB09Y **Prose and Poetry of the English Renaissance, 1500-1660**
A study of the poetry of Sidney, Marlowe, Shakespeare, Sp (including *Faerie Queene* I, III and *Mutabilitie Cantos*), D Jonson, Herbert, Herrick, Marvell, Vaughan, Milton (inclu *Paradise Lost).* Prose works will include More, *Utopia;* Machia *The Prince;* Sidney, *Defence of Poesie,* Brown, *Religio Me* selections from Castiglione, Montaigne, Bacon, Donne, Mi
Prerequisite: One course in English.

ENGB10Y **Shakespeare**
A study at least eleven plays. Limited enrolment: 60. *A. Pate*
Exclusion: ENGA02

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

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

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

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

ENGB16Y **Fiction 1832-1900**
A study of the development of the English novel in the Victorian period, concentrating on the intellectual, social and political climate from which the novels emerged as well as on techniques developed by the novelists to embody visions of man and society. Texts: Dickens, *Oliver Twist, Bleak House, Hard Times,* Thackeray, *Vanity Fair,* G. Eliot, *Silas Marner, Middlemarch,* E. Bronte, *Wuthering Heights;* C. Bronte, *Jane Eyre;* Meredith, *The Egoist;* Hardy, *Tess of the d'Urbervilles;* Conrad, *Lord Jim;* and a few additional works. Limited enrolment: 60.
Prerequisite: One course in English

ENGB17Y **Fiction before 1832**
At least 12 works, including one or more by each of Richardson, Fielding, Sterne, Jane Austen and Scott. Three of the works will be: Richardson, *Clarissa;* Fielding, *Tom Jones;* Sterne, *Tristram Shandy;* Limited enrolment: 30. *J. Kay.*
Prerequisite: One course in English.

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

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

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

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

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

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

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

ENGB32Y **Modern Poetry**
A study of Yeats, Eliot, Frost, Stevens, Lowell, Ted Hughes and selections from other poets. *M.C. Kirkham.*
Prerequisite: One course in English.

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

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

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

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

[ENGC03Y **Studies in Middle English Language and Literature]**
Course not offered in 1975-76.
Exclusion: ENGB03
Prerequisite: Normally "B" standing in three English courses, one of which must be: ENGB01, ENGB02, ENGC01.

ENGC04Y **Studies in Renaissance Literature**
An advanced seminar in the poetry, prose and drama of The English Renaissance. Concentrated study of Spenser and Milton;

additional study of Jonson and Donne. Limited enrolment: 15. *E.P. Vicari.*
Prerequisites: Normally "B" Standing in ENGB09Y and in two other courses in English.

[ENGC05Y **Studies in Restoration and Eighteenth Century Literature]**
Course not offered in 1975-76.
Prerequisites: Normally "B" Standing in three courses in English, one of which must be ENGB04/ENGB17.

[ENGC06Y **Studies in Nineteenth Century Literature]**
Course not offered in 1975-76
Prerequisite: Normally "B" Standing in three English courses.

ENGC08Y **Studies in Twentieth Century Literaute**
Course offered in only the Winter Evening Session.
Detailed examination of Yeats, Eliot, Lawrence, James.
Limited enrolment: 15. *M.C. Kirkham.*
Prerequisites: Normally "B" Standing in three English courses, one of which must be: ENGA08/ENGB31/ENGB32/ENGB33.

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

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

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

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

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

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

Fine Art

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

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

Students are encouraged to augment their Art History and Studio courses with courses involving the study of History, classical and modern 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 $25 - $30 for materials for each half course.

Students interested in Fine Art should also refer to:

GRKB11S	Homer: Odyssey
HISA01Y	The European World: An Introduction to History
HUMB08Y	Orpheus: The Quest of Beauty
[HUMB22F	The Age of Pericles]
HUMB23S	The Age of Augustus
HUMB25F	The Age of Homer
HUMB71Y	Introduction to Cinema
PHLB03F	Philosophy and Art

FARA04Y **Art History: An Introduction**
A chronological study of the cultural, political and aesthetic forces at work in architecture, sculpture and painting. The course will concentrate on a number of important monuments, artists, and trends of Western Art from Ancient Greece to the Nineteenth Century. Recent contributions to methodology, art theory, and artistic media will be discussed. *R. Siebelhoff*

FARA70F **Two-and Three-Dimensional Design**
FARA70 and FARA71 and introductory to all studio courses; their primary aim is to help students cultivate a familiarity with basic terms, concepts and principles in visual design. Limited enrolment: Two groups of 20 each. *S. Amenta*
Exclusion: (FARB10)

FARA71S **Colour**
An analysis of the properties, perception, and interaction of colour. Limited enrolment: Two groups of 20 each. *S. Amenta*
Exclusion: (FARB10)

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

[FARB03Y **Renaissance in Italy]**
Course not offered in 1975-76.
Corequisite: FARA04

[FARB13F **Art of the First Half of the Nineteenth Century]**
Course not offered in 1975-76.
Prerequisite: FARA04

[FARB14S **Art of the Second Half of the Nineteenth Century]**
Course not offered in 1975-76.
Prerequisite: FARA04

[FARB17Y **Baroque Painting in The Netherlands]**
Course not offered in 1975-76.
Prerequisite: FARA04

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

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

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

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

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

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

[FARB29S **Early Christian and Byzantine Art]**
Course not offered in 1975-76
Corequisite: Any A-level course in Fine Art History.

[FARB30F **Crete and Mycenaean World]**
Course not offered in 1975-76.
Prerequisite: One Fine Art History term-course.

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

[FARB35F **Gothic Painting]**
Course not offered in 1975-76.
Corequisite: FARA04

[FARB36F **Expressionist Trends in Western Art from Van Gogh to Jackson Pollock]**
Course not offered in 1975-76.
Corequisite: FARA04

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

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

FARB70F **Introductory Drawing**
The 'scribble'; iconography of expressive drawing. Students are asked to consider what is intrinsic to the act of drawing, the media and tools traditionally and presently used, and the draftsman's graphic intentions. Limited enrolment: 30. *S. Amenta.*
Corequisite: FARA70; FARA71

FARB72F **Introduction to Printmaking (Screen Process Printing)**
Materials and methods in edition printing. Limited enrolment: 15. *D. Holman.*
Prerequisites: FARA70; FARA71
Corequisite: FARB70

FARB74S **Intermediate Drawing**
An investigation of the creative act of drawing and its use in the development of the artist's personal visual perception. Limited enrolment: 30. *D. Holman.*
Prerequisite: FARB70F
Corequisite: FARA70; FARA71

FARB75Y **Introduction to Painting**
Students will participate in seminars/presentations on historical methods and materials of the artist; a number of paintings in chosen media are also required. Group presentations, critiques, experimentation, and research are combined in this introductory course on painting. Limited enrolment: 15. *S. Amenta.*
Exclusion: FARB71
Prerequisites: FARA70; FARA71
Corequisite: Permission of Instructor.

FARB82F **Introduction to Lithography**
An introduction to stone lithography edition printing involving a detailed investigation of materials and techniques. Antresian's and Adams' *Tamarind Book of Lithography* is required reading.
D. Holman.
Prerequisites: FARA70; FARA71; FARB72 or Permission of Instructor.

FARB83S **Intermediate Lithography**
An extension of FARB82F. *D. Holman.*
Limited enrolment: 15.
Prerequisite: Normally "B" standing in FARB81F.
Corequisite: FARB74S

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

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

FARC09F **Studies in the High Renaissance, I**
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. *G. Scavizzi.*
Prerequisite or corequisite: FARB03

[FARC10S **Classicism in Seventeenth Century Art]**
Course not offered in 1975-76.
Prerequisite: FARB27

FARC14F **Art Around 1900**
An exploration of Symbolism and Art Nouveau with reference to the stylistic and literary origins. *R. Siebelhoff.*
Prerequisites: FARB13; FARB14
A reading knowledge of French or German is recommended but not required.

[FARC15S **Cubism and Related Movements in Painting]**
Course not offered in 1975-76.
Prerequisite: FARB28; knowledge of French or German is recommended but not required.

FARC16S **Studies in the High Renaissance, II**
Michelangelo: a survey of his activity in architecture, sculpture and painting. Study will focus on major cycles and monumental works like the Sistine ceiling, the Tomb of Julius II, the Medici tombs. *G. Scavizzi.*
Prerequisite: FARB03Y

FARC17F **'Realism' in XVII Century Painting**
Caravaggio and his followers in Germany, Flanders, France and Italy; the "Painters of reality" (P. van Laer, Sweerts, Cerquozzi etc.); the early works of Velazquez and the school of Seville. *G. Scavizzi.*
Prerequisites: FARB27Y or FARB17Y

FARC21Y **Advanced Studio: Individual Study in Painting**
Permission from Instructor must be obtained by first week of classes. *S. Amenta.*

FARC22Y **Advanced Studio: Individual Study in Printmaking.**
Permission from Instructor must be obtained by first week of classes. *D. Holman.*

French

The courses offered in French provide opportunities for students without Grade 13 French, who wish to begin their study of French (FREA00), as well as for those with Grade 13 French who wish to continue their study of the language and literature of France, as well as of French Canada. FREA01 serves to consolidate the previous experience of students in the understanding and use of the language and acquaints them at the same time with the range of advanced studies available to them at the university level. Providing prerequisite requirements are met, courses may be combined in a variety of ways: however, students intending to specialize in French are invited to consider taking both FREA01 and FREA02 in their first year, then to choose courses from within the following groups: (1) the main trends of French and French-Canadian literatures; (2) the genres: poetry, theatre and novel in various periods; (3) advanced language; (4) language practice courses.

FREA11 and FREA12, FREB11, B12, and B14 are designed for those students not intending to specialize in French and *do not* count therefore towards fulfilment of the requirements for specialization.

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

DRAB02Y	The Directors' Theatre
ENGB31Y	Modern Drama
[HISB14Y	Society in Early Mordern Europe, 1550-1800]
HUMC13Y	A Seminar in Literary Theory and Practice
[PHLB04S	Philosophy in Literature]
[PHLB30F	Sartre and the Continental Tradition]

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

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

FREA00Y **Introductory French**
This course is designed to enable students to begin (or to continue) their study of the French language with a view to entering FREA01 in a subsequent year. Intensive laboratory and class-room instruction in written and oral French. The course is not normally open to students with Grade 13 French. It is a credit course but does not count as one of the required courses for specialization in French. Students with a final grade of 70% (B-) will be permitted to enter FREA01. Not open to native speakers of French. *P.C. Moes;* and others.

FREA01Y **Preparation of University French Studies**
This course provides all students with opportunities to improve their language skills, by means of reading and written compositions, oral classes, phonetics and work in the language laboratory. Not open to native speakers of French. *W.J. Bancroft; G. Trembley.*
Prerequisite: Grade 13 French, or at least 70% in FREA00, or equivalent.

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

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

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

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

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

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

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

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

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

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

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

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

[FREB25Y ***Introduction to French Linguistics*]**
Course not offered in 1975-76.
Prerequisite: FREA01

FREB26Y **The Romantic current in French Literature**
Analysis of "romanticism" in 19th century literature, with attention to the main writers of the period. *G. Trembley.*
Exclusion: FREB06
Prerequisite: FREA01

[FREB28F **French Drama of the Seventeenth Century]**
Course not offered in 1975-76.
Prerequisite: FREA01

[FREB29S **French Drama of the Eighteenth Century]**
Course not offered in 1975-76.
Exclusion: (FREB28 in 1971-72 and previous sessions)
Prerequisite: FREA01

[FREB30F **French Theatre of the Early Modern Period]**
Course not offered in 1975-76.
Prerequisite: FREA01

[FREB31S **Contemporary French Theatre: The Theatre and the Absurd]**
Course not offered in 1975-76.
Exclusion: (FREB30 in 1973-74 and previous sessions)
Prerequisite: FREA01

[FREB32F **The Writer and Nineteenth Century Society]**
Course not offered in 1975-76.
Exclusion: (FREB10)
Prerequisite: FREA01

[FREB33S **Readings in Nineteenth Century French Fiction]**
Course not offered in 1975-76.
Exclusions: (FREB10); (FREB32 in 1971-72 and previous sessions)
Prerequisite: FREA01

FREB34F **Readings in Twentieth Century French Fiction**
A study of writers concerned with aesthetic and psychological problems, such as Proust, Gide, Colette and Butor. *W.J. Bancroft.*
Exclusion: FREB12
Prerequisite: FREA01

FREB35S **Ideas in Twentieth Century French Fiction**
Course offered in only the Winter Evening Session.
A study of the social, political and philosophical ideas of such writers as Camus, Sartre, Malraux and Beckett. *L. Mignault.*
Exclusions: FREB12, FREB34 in 1971-72 and previous sessions
Prerequisite: FREA01

FREB36F **French-Canadian Literature to 1945**
A study of selected poetry and novels from the mid-19th century to the end of the Second World War. *L. Doucette.*
Exclusion: (FREB16)
Prerequisite: FREA01

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

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

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

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

FREB42F **General History of the French Language**
Topics will be chosen 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 FREB43 as a companion course. *W.J. Kirkness.*
Exclusions: (FREB05, 1969-70); (FREB23)
Prerequisite: FREA01.

FREB43S **The French Language in Canada**
Attention will be given primarily to the expansion of French abroad, special emphasis being laid on the language in North America, particularly Canada. Students specializing in French language or literature who select this course are urged to take

FREB42 as a companion course. *W.J. Kirkness.*
Exclusions: (FREB05, 1969-70); (FREB23)
Prerequisite: FREA01

[FREB46F **Principles of Lexicology and their Application to Modern French]**
Course not offered in 1975-76.
Prerequisite: FREA01

[FREB48Y **Theoretical and Practical Phonetics]**
Course not offered in 1975-76.
Prerequisite: FREA01

FREC01Y **Language Practice**
This course is a continuation of FREB01Y and includes reading, grammar, composition, stylistic exercises, discussion and/or debates. Recommended for students who plan to specialize in French. *C. Jennings.*
Prerequisite: FREB01 or FREB21

FREC02F
FREC04F
FREC06F **Supervised Reading**
Prerequisites: One B-level course in French, excluding FREB11 and FREB12; permission of instructor

FREC03S
FREC05S
FREC07S **Supervised Reading**
Prerequisites: One B-level course in French, excluding FREB11 and FREB12; permission of instructor

FREC09Y **Problems in Translation**
A comparative study of expression in English and French, including practice in translating and analysis of selected examples of the translator's art. *J.A. Curtis.*
Exclusions: (FREC08)
Prerequisite: FREB01 or FREB21

[FREC10F **Explication de textes]**
Course not offered in 1975-76.
Prerequisite: One B-level course in French, excluding FREB11 and FREB12.

FREC22Y **Introduction to Medieval French Language and Literature**
An introduction to old French language and the study of representative works in the following *genres:* epic, *courtois* and *bourgeois* literatures. *L.E. Doucette.*
Prerequisite: One B-level course in French, excluding FREB11 and FREB12.

FREC24H **The French Novel in the Eighteenth Century**
An advanced course specializing in the detailed analysis of the major novels of the period. Although it is not essential, students who have taken FREB24, B44, B45 will find that it provides them with a useful background to this work in this course. *P.C. Moes.*
Prerequisite: One B-level course in French, excluding FREB11 and FREB12.

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

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

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

Geography

Members of the Geography faculty can provide detailed advice and counselling on course selection and on the planning of a coherent and logical programme of studies. Students are invited to make use of this advice.

Geography is concerned with the spatial distribution of physical and human phenomena and with the associations of phenomena that distinguish one area of the earth's surface from another.

The face of the earth is made up of many different kinds of features, each of which is the momentary result of a continuing process. Many kinds of physical and cultural processes operate and the result of the interaction of these processes is that the face of the earth is composed of a mosaic of distinctive areas. Geography seeks to interpret the significance of the similarities and differences among areas in terms of causes and consequences.

The introductory programme in Geography consists of five half-courses. As far as possible, four of these are timetabled in such a way that they can be taken as two full courses. Lectures and tutorials or practical work in Geography A06 and A07 are scheduled at the same time, as are those in Geography A08 and A09.

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

The interdisciplinary course NSCB02 Quaternary Environments and Man will be of interest to many students taking Geography whether they are concentrating on Physical or Human Geography.

GGRA03S **Introduction to Geography: Geographic Methods I: Cartographic and Field Methods**
An introduction to the compilation, construction, interpretation and use of a variety of types of maps. The course introduces some of the simpler basic field work techniques frequently used by Geographers. *C.J. Sparrow.*

GGRA06S **Introduction to Geography: Environmental Analysis**
Studies of the environment of man following the philosophical traditions of Geography and allied Physical Sciences. Subjects include spatial and temporal orientation to landscape phenomena, measurement, scale and co-ordinate representation, atmospheric, biotic, and soils systems, resource identification and analysis, and environmental pollution.
Exclusion: (GGRA02)

GGRA07F **Introduction to Geography: The Surface of the Earth**
An introductory survey of the principles of Physical Geology and Physical Geography involved in the evaluation of man's changing physical environment. Earth materials, the rock cycle, subsurface and surface processes, climatic controls on erosion and current theories on the origin and development of the lithosphere and biosphere. Emphasis will be placed on surface morphology and the process-response relationships existing between the denudational agents and the earth materials. *R. Bryan.*
Exclusion: (GGRA02)
Corequisite: None. Background in Science would be helpful but is not essential.

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

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

GGRB01Y **Geography of Resources**
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. *A. Tayyeb.*
Prerequisites: (GGRA01) or (GGRA02) or GGRA06; GGRA07 or GGRA08; GGRA09.

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

GGRB03Y **Climatology**
The main aspects of Physical Climatology and the dynamics of the Earth's atmosphere. The second half of the course concentrates on Applied Climatology and atmospheric pollution and urban climates. Tutorial work includes the use of simple climatic instruments. *C.J. Sparrow.*
Prerequisites: (GGRA02) or GGRA06; GGRA07.

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

GGRB05Y **Urban Geography**
An introduction to the characteristics and major problems of Canadian cities, in three main sections: urban theory, the develop-

ment of Canadian cities and urban problems. Topics include urbanization and processes of urban growth; systems of cities; urban form and design; spatial structure of land uses; distinctive socio-economic areas within cities; circulation; transportation and immigration. *P.W. Cave.*
Prerequisite: (GGRA01) or GGRA08 or GGRA09

GGRB06Y **The Geography of Economic Activities**
Course offered in only the Winter Evening Session.
An introduction to the Geography of world economic activities, including the geographical variation in the level of economic development, the inter-relationship of consumption, production and exchange, the process of agricultural and industrial production, economic and location theory, transportation, the growth of service industries, and problems of economic development.
Prerequisites: (GGRA01) or GGRA08; GGRA09

GGRB07Y **Geomorphology: The Pleistocene Epoch**
A detailed examination of the processes contributing to the continuing modification of the earth's surface features. The course is centred around the theme "Morphology and Process" 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 enrolment: 25.
Prerequisite: (GGRA01) or GGRA07
Corequisite: None. GGRB02 and GGRB03 are strongly recommended, as some background in the scientific approach is necessary, but are not required.

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

GGRB09Y **Special Topics**
Prerequisites: Two A-level full-course-equivalents in Geography.

GGRB10Y **The Geography of Soils**
Course offered in only the Winter Evening Session.
Soil characteristics and the development of soil profiles in relation to pedogenic factors. Soil classification. Soils of Canada and selected other countries. Soil in relation to resource-use planning. Introduction to field study of soil profiles, soil surveying and laboratory analyses of samples. *R. Bryan.*
Prerequisites: GGRA06 or GGRA07 or BIOA03 or NSCA02.

GGRB11Y **Remote Sensing of Environment**
An introduction to the theory and applications of remote sensing in Geography. Modern approaches to imaging techniques in landscape analysis with particular emphasis on air photo analysis and interpretation. Practical skills will be developed through laboratory work. Interested students from other disciplines should consult with the co-ordinator.
Prerequisite: GGRA03
Corequisite: GGRB02

[GGRB12Y **Introduction to Historical Geography]**
Course not offered in 1975-76.
Prerequisites: GGRA08 or GGRA09 or two B-level courses in History.

GGRB13Y **Cultural Geography**
Course offered in only the Winter Evening Session.
The two concepts of cultural landscape and experienced geography are examined with reference to non-literate, handicraft and contemporary cultures. Special themes used are: architectural and environmental design, sense of place, placelessness. *E.C. Relph.*
Prerequisite: GGRA06 or GGRA08 or GGRA09

[GGRB14Y **The Canadian North]**
Course not offered in 1975-76.
Prerequisite: GGRA06 or approved equivalent.

[GGRB15Y **Coastal Geomorphology]**
Course not offered in 1975-76.
Prerequisite: GGRA07 or (GGRA02)
Corequisite: None. GGRB03 and GGRB02 are recommended, as some background in the scientific approach is necessary, but are not required.

GGRB16Y **Local Area Studies**
This course aims to encourage an understanding of the character of local areas and particular places. Competence in making field observations and in interpretation and analysis is encouraged through

several closely supervised research investigations of one or more areas. This course is strongly recommended for students specializing in Geography or intending to take GGRC01. *E.C. Relph.*
Prerequisites: Two A-level full course equivalents in Geography.

GGRB17Y ***Themes in Rural Geography***
A thematic study of the geography of rural environments. Lectures and seminars in the first term will examine such themes as concepts of rurality, agricultural land use, rural settlement and community, the evolution of landscape, and rural-urban relationships. These will be discussed in various cultural contexts. In the second term seminars will concentrate upon some aspects and problems of rural Ontario, including, for example, contemporary issues in Ontario agriculture, rural poverty, the rural-urban fringe and rural planning. Students will be expected to undertake a research project on a selected aspect of rural Ontario. Limited enrolment: 20. *M.F. Bunce.*
Prerequisites: (GGRA01) or GGRA08; GGRA09
Exclusion: (GGRC02)

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

GGRC03S ***Regional Industrial Analysis and Development***
Same course as ECOC25S.
Regional development from both theoretical and empirical standpoints. The first part of the course will consist of a presentation of alternative frameworks for analysis; regional balance of payments; economic base; shift and share; regional and interregional input-output; dynamic and static aggregate models. In the second part, an evaluation will be made of the public policy issues – the application and utility of growth pole theory, equity-efficiency trade-offs, balanced-unbalanced growth, quality-quantity issues – in the light of recent experience in Canada, the U.S.A. and Western Europe. Limited enrolment: 20.
Prerequisites: Two B-level courses in Economics or Geography.

[GGRC04S **Urbanization in Ontario]**
Course not offered in 1975-76.
Prerequisite: GGRB05

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

GGRC06F **Biogeography**
Fundamental concepts in Biogeography and Ecology in relation to specific processes affecting plant and animal distributions. Limited enrolment: 20.
Prerequisites: GGRB03; at least two other B-level Geography courses.

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

[GGRC09S **Canada North of Sixty]**
Course not offered in 1975-76.
Prerequisites: At least two B-level courses in Geography including GGRB14.

GGRC10S **Location Theory**
Same course as ECOC10S. Industrial location theory of individual and sets of activities under various spatial market environments, especially duopoly, oligopoly and imperfect competition. The course will begin with an appraisal of traditional Weberian theory and proceed through the works of Losch and Isard to consider the more recent theories of Greenhut, Moses, Churchill, Scott and others. Limited enrolment: 20.
Exclusion: ECOC10
Prerequisites: Two B-level courses in Economics or Geography.

GGRC12F **Contemporary Issues in the Philosophy of Geography**
An examination of the major themes in contemporary geography and a critical discussion of the main philosophical positions adopted by geographers (positivism and the philosophy of science, prag-

matism, philosophy of history, etc.). Alternative philosophical approaches (phenomenology, structuralism, Marxism) are also considered. Limited enrolment: 20. *E.C. Relph.*

Prerequisites: Any fifteen courses. By the end of the year in which the student takes this course at least eight courses in Geography (including GGRC12) must have been completed.

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

GGRC14F **Settlement of Upper Canada**
An examination of aspects of the historical 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 source material will form an important part of the course, and will be the basis of weekly seminar discussions. Limited enrolment: 20.
M.F. Bunce.
Prerequisites: Any three B-level courses in Geography or History.

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

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

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

GGRC20S **Rural Settlement**
An advanced level examination of aspects of settlement in rural areas. Discussion will emphasize regional comparisons, and topics will include: the origin and evolution of rural settlements; approaches to the study of settlement patterns; dispersal and nucleation; morphology and function of the village; stability and change in rural settlement and contemporary planning. Readings and seminar discussions with short papers. Limited enrolment: 20. *M.F. Bunce.*
Prerequisites: At least three B-level courses in Geography.

Geology

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

GLGA01Y **Principles of Geology**
A survey course that reviews fundamental concepts of Physical and Historical Geological and discusses them in the context of the Earth as a planet. Topics include the study of internal and external processes that control the major features of the Earth and the changing environments resulting from physical and biological events. Laboratory work covers an introduction to the study of rocks, minerals and fossils and the interpretation of geological maps.
Prerequisite: A background in Science is recommended but not required.

German

Courses in German provide opportunities for the study of the language and of the literature of Germany, Austria and part of Switzerland. While language

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

GERA10Y **Introductory German**
The fundamentals of grammar and syntax. *W. Tepfenhardt.*
(Intermediate German see GERB20Y)

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

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

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

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

GERB05F **Literature of the Baroque and Enlightenment**
A study of seventeenth and eighteenth century literature with special emphasis on Grimmelshausen and Lessing. Poetry will be selected from the works of Gryphius, Fleming, Günther, Klopstock and others. An exploration of themes such as the impact of war on human consciousness and the emergence of the humanistic tradition of German Idealism. *M.W. Swales.*
Prerequisite: GERA11 or GERB20
Corequisite: GERB04

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

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

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

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

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

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

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

GERB15S **Nineteenth Century Prose**
A study of the novella form centering on representative works of major writers in the 19th Century (e.g. Brentano, Grillparzer, Stifter, Keller, Meyer, Storm, Büchner). *M. W. Swales.*
Prerequisite: (GERA11) or GERB20
Corequisite: GERB04

GERB16F **Nineteenth Century Drama**
The development of drama from Grabbe and Büchner to Hauptmann and Wedekind. *H. Ohlendorf.*
Prerequisite: (GERA11) or GERB20
Corequisite: GERB04

[GERB17Y **The German Novel from Goethe to Grass]**
Course not offered in 1975-76.

GERB18F **Structure of German**
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. *J.D. Woods.*
Prerequisite: GERB20
Corequisite: GERB04

GERB20Y **Intermediate German**
Intensive language work focusing on readings, oral and written composition. *W. Tepfenhardt.*
Exclusion: (GERA11)
Prerequisite: Grade 13 German or GERA10

GERB21Y **The Development of German Drama**
A study of major plays from Schiller and Goethe to Bertolt Brecht and Peter Weiss read in English. (This course does not count towards fulfilment of the specialist requirements.) *H. Ohlendorf.*

GERC01F
GERC02F
GERC06F **Supervised Reading**
Prerequisites: (GERA11) or GERB20; GERB04

GERC03S
GERC05S
GERC07S **Supervised Reading**
Prerequisites: (GERA11) or GERB20; GERB04

GERC04H **Stylistics**
Emphasis will be placed on refining the skills of oral and written composition, of textual analysis and translation. *H. Ohlendorf.*
Prerequisites: (GERA11) or GERB20; GERB04.
Corequisites: GERB02; GERB03; GERB15; GERB16, GERB12; GERB11.

History

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

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

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

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

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

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

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

HISB03Y **History of the United States**
Major themes from the Revolution to the present, including independence, political reorganization, political parties, territorial expansion, nationalism and sectionalism, reform movements, the slavery and civil rights questions, the response to industrialization, progressivism and the United States as a world power. *W.M. Dick.*

HISB04F **Tudor and Stuart England**
An examination of the forces which brought about political, social and economic changes in a pre-industrial society. *J. Kenyon.*

HISB05F **Canadian History to 1867**
Exploration and settlement; the institutions and life of New France; the British Conquest and its results; the impact of the American Revolution on British North American; development of the British colonies in North America; the confederation movement. *J.S. Moir.*

HISB06S **Canadian History Since Confederation**
A survey of Canadian political, economic, social, and cultural history from 1867 to the present. *I.R. Robertson.*

HISB07Y **Russia from the Thirteenth Century to the Present**
The Russian people, state and culture, with emphasis on the major social, institutional and ideological changes from the rise of Moscow to the present. *E.W. Dowler.*

[HISB14Y **Society in Early Modern Europe, 1550-1800]**
Course not offered in 1975-76.
Prerequisite: HISA01

HISB15Y **Aspects of European Social History 1789-1918**
A course in international history tracing the development of the mass society from the upheaval of the French Revolution to the end of World War I. Pre-industrial "crowds" and popular responses to industrializaton will be studied together with the institutions into which mass action was gradually channelled. *W.M. Dick.*
Exclusions: (HISC15); (PHLB15); (PHLB52)
Prerequisite: HISA01

HISB17Y **Germany in the Nineteenth and Twentieth Centuries**
A thematic treatment of German history from the end of the Holy Roman Empire to the present, concentrating on social, economic, and cultural interpretations of Germany's political experience.
M. Eksteins.
Prerequisite: HISA01

HISB21F **Frontier Communities in the British Empire-Commonwealth – the South African Model**
Course offered in only the Winter Evening Session.
A comparative study of the influence of 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. *J. Kenyon.*
Exclusion: (HISB19)
Prerequisite: HISB01

HISB22S **British Imperialism in India**
Course offered in only the Winter Evening Session.
The impact of imperialism on India; the motives behind British imperialism; the problems of administration; the transfer of power; neo-colonialism. *J. Kenyon.*
Exclusion: (HISB19)
Prerequisite: HISB01

HISB27Y **Europe, 400-1100**
The breakdown of the Roman Empire and the reconstruction of society in the early Middle Ages, with emphasis on the development and interaction of social and political structures. The focus is on Western Europe, but attention is also paid to the Byzantine Empire, for purposes of comparison. The course will emphasize close study of the primary sources for the period; these sources will be read in translation. *J.H. Corbett.*

HISB28Y **Europe Under the Enlightened Despots**
An examination of the ideals of the Enlightenment against the background of the social and political reality of Europe in the eighteenth century. Emphasis will be placed on the incongruity of theory and practice in the writings and policies of the enlightened despots. *E.W. Dowler.*
Prerequisite: HISA01Y

[HISB31Y **The South before the Civil War]**
Course not offered in 1975-76.
Prerequisite: HISB03

[HISB33Y **American Society and Thought Before the Civil War]**
Course not offered in 1975-76.
Exclusion: (HISC33Y)
Prerequisite: HISB03

HISB35Y **The United States since 1870: The Response to Industrialism**
How a nation dedicated to equality and individualism responds to the problems created by large scale industrial organization. Why the "left" failed; the uniqueness of American labor history; the pattern of American reform; and implications of industrial capitalism for foreign policy are among the topics to be considered. *W.M. Dick.*
Prerequisite: HISB03

HISB43Y **Ontario History, the Nineteenth Century**
Course offered in only the Winter Evening Session.
The land; transportation; religion; economics; social issues; political parties; pioneers and immigrants; forces of international commerce and finance; cultural and religious developments. *W.A. McKay.*
Prerequisites: HISB05; HISB06

HISB44F **Canadian Religious Traditions**
A lecture and seminar course investigating aspects of the role of religion in the development of Canadian society. Such themes as religious establishment, denominational education, church-state relations, theological trends, revivalism, religious ethnicism, mission action, nationalism and social groupings in relation to religion, the modernist-fundamentalist controversy, premillenialism, the Social Gospel, and religio-political movements will be examined. *J.S. Moir.*
Prerequisites: HISB05; HISB06

HISB46Y **Atlantic Canada**
An examination of the Maritime provinces and Newfoundland from the first European contacts to the present, with emphasis upon the pre-Confederation period. International fisheries; French regime; British settlement; responses to the American Revolution; the Loyalist impact; colonial economies and social structures; struggles for responsible government; religious and ethnic tensions; adjustment of the Maritimes to Confederation; prolonged resistance of Newfoundland; farmer, labour, and fishermen's movements; the presistence of regional underdevelopment; intellectual and literary developments. *I.R. Robertson.*
Exclusion: (HISB46F)
Prerequisites: HISB05; HISB06

[HISB47S **Dissenting and Reform Movements in Post-Confederation Canada]**
Course not offered in 1975-76.
Prerequisite: HISB06

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

[HISC11Y **Western Europe in the 17th Century]**
Course not offered in 1975-76.
Prerequisites: HISA01; one B-level course in History

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

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

HISC17Y **European Society and Culture between the World Wars**
An investigation of the impact of war, technology, economics, and totalitarianism on the social condition and mind of European man. A reading knowledge of one or more foreign languages, although not indispensable, would be very helpful. Limited enrolment: 30. *M. Eksteins.*
Prerequisites: HISA01; one B-level course in History

HISC18Y **The Russian Intelligentsia**
The historical importance of the intelligentsia in Russia during the nineteenth and early twentieth centuries is unparalleled in the history of any other country. Not a class, but yet a major intellectual, social and political force, the intelligentsia embraced the great thinkers of the Russian right and left from Dostoevsky to Lenin. A study of its origins, beliefs, role and personalities. Limited enrolment: 15. *E.W. Dowler.*
Prerequisite: HISA01

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

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

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

HISC34F **Revolutionary America, 1760-1790**
Course offered only in the Summer Evening Session, 1975, Scarborough.
A seminar investigating the origins, course and effect of the American Revolution. Attention will be paid to the social and

political organization of America, the political ideas of the Revolution and their relationship to Western political thought, "revolutionary" changes in the new states, the role of propaganda and popular agitation, the formation and significance of the Constitution, and the importance of the Revolution for subsequent United States history. *A.N. Sheps.*
Prerequisite: HISB01 or HISB03 or HISB05.

HISC41F **Old Huronia**
Course offered in only the Winter Evening Session
Political, social, religious and economic life of the Huron Indians and the interaction of Huron and European cultures. Limited Enrolment: 15. *J.S. Moir.*
Exclusions: HISB41
Prerequisite: HISB05
Corequisite: Field trip to be arranged

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

HISC43S **Selected Topics in Canadian Religious History**
A research seminar examining various themes outlined in HISB44F. Limited enrolment: 15. *J.S. Moir.*
Prerequisite: HISB44

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

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

Humanities

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

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

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

**"What's past is prologue"* – Shakespeare, Tempest II, i.

[HUMB01S **Emergence of Modern Prose]**
Course not offered in 1975-76.
Exclusion: (LITB01)

[HUMB02F **Disaster and the Literary Imagination]**
Course not offered in 1975-76.
Exclusion: (LITB02)

HUMB05F **Fantasy in Narnia and Middle Earth**
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. *P.H. Salus.*

[HUMB07S **"The Ulysses Factor"]**
Course not offered in 1975-76.

HUMB08Y **Orpheus: The Quest for Beauty**
An interdisciplinary seminar, studying the myth of Orpheus as a recurrent motif in art, religion, literature, music and film. Materials (to be read in translation) will include: Vergil, *Georgics IV:* Ovid, *Metamorphoses X and XI;* Poliziano, *Festa d'Orfeo; Sir Orfeo;* Henryson, *Orpheus and Eurydice;* Calderón, *El Divino Orfeo;* Monteverdi, *Orfeo;* Gluck, *Orfeo;* Offenbach, *Orpheus in the Underworld;* Rilke, *Sonnets to Orpheus;* Anouilh, *Eurydice;* Cocteau, *Orphée; Black Orpheus. J. Warden and Members of Faculty.*

HUMB10F **Utopia: From More to Huxley**
The study of major schemes for the total improvement of mankind and the solution to radical evils in society. The millenarian tradition; authoritarian and libertarian utopias; anti-utopias; and experiments in communal life. Practical applications and consequences of utopian thought. *W.C. Graham.*

[HUMB11Y **The Art of Satire]**
Course not offered in 1975-76.
Prerequisite: One previous course in literature

[HUMB15Y **Nineteenth Century Poetry: Aestheticism]**
Course not offered in 1975-76.
Exclusion: SPAB33
Prerequisite: Reading knowledge of Spanish or French

HUMB20Y **Primitive Christian Literature and Myth**
The course goals are: to introduce the New Testament literature; to

set the New Testament in the context of primitive Christianity (AD 30 – 100); to describe the early church against its environment in the Jewish and Hellenistic world; and to assess the presence of myth in, and the impact of myth upon, early Christian thinking. *G.P. Richardson.*

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

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

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

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

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

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

[HUMB41F **Women in Ancient Greece]**
Course not offered in 1975-76.

HUMB42F **Images of Women in French Literature**
In *The Second Sex* Simone de Beauvoir asserts "one is not born a woman; one becomes one." This course will investigate to what extent prominent male authors from the seventeenth century to the present reflect this metamorphosis alluded to by de Beauvoir, and in what ways they contribute to it by their description of femininity. The reading list includes *The Second Sex* and works by Molière, Diderot, Michelet, Flaubert, Zola, Breton, Bazin and Genet (in English translation). Students with a solid background in French will be encouraged to read them in the original. *C. Jennings.*

HUMB43S **Women's Consciousness in French Literature**
An analysis of the status of women and the concept of femininity as experienced and described by prominent female authors from the seventeenth century to the present. The reading list includes Simone de Beauvoir's *The Second Sex*, and works by de La Fayette, Sand, Colette, de Beauvoir, Mallet-Joris, Leduc, Sarraute and Rochefort. *C. Jennings.*
Prerequisite: HUMB42 recommended.

[HUMB61H **Society and Culture in Latin America]**
Course not offered in 1975-76.

[HUMB62F **Topics in Contemporary Latin-American Literature in Translation]**
Course not offered in 1975-76.

HUMB71Y **Introduction to Cinema**
The course introduces the student to the vocabulary of film criticism, major aesthetic approaches, general history of the film, and the rudiments of technique. Films will be shown on the average of one each week. Limited enrolment: 40. *B. Martineau.*
Exclusion: (HUMB09)
Prerequisite: One previous course in Literature or Fine Art.

[HUMB74Y **Contemporary Cultures in Question]**
Course not offered in 1975-76.
Exclusion: (HUMB13)

[HUMB90Y **Creative Writing: An Introduction]**
Course not offered in 1975-76.

[HUMC01S **Lyric Poetry of the Middle Ages in the Mediterranean Area]**
Course not offered in 1975-76.
Prerequisite: A B-level course in either a Romance literature or English literature.

HUMC10H **Humanities Seminar**
A special half-credit seminar course, taken normally after the completion of ten credits. Each member of the seminar gives a report of individual projects undertaken by him. (All students in the Humanities Programme are encouraged to attend and take part in discussion).
Prerequisite: Any ten courses.

HUMC13Y **A Seminar in Literary Theory and Practice**
Same Course as ENGC13Y
A study of critical theories from Plato and Aristotle to Eliot and Northrop Frye. Major literary works from different periods will be read, and attention given to the question of whether critical theory is able to account for the scope and variety of these works. Limited enrolment: 30. *E.P. Vicari; J.R. Warden.*

HUMC19Y **Contemporary Fiction and its Backgrounds**
An interliterary study of important twentieth-century works of English, European and Latin American fiction with emphasis on modern innovations in narrative technique, historical traditions of the epic mode and the changing literary conception of "reality". Prose by Gide, Borges, Joyce, Bulgakov, Kazantzakis, Robbe-Grillet, Fowles, Grass, Calvino and others will be discussed and works read in translation, although students with reading knowledge of one or more foreign languages will be encouraged to read in the original. This course should be of interest not only to "generalists" but also to "specialists" wishing to explore themes and problems beyond the confines of one literature. *S. Mittler.*
Prerequisite: One B-level course in Literature, or permission of instructor.

HUMC20Y **Jesus in Early Christianity and Judaism**
An analytic and comparative study of the various descriptions of Jesus in early Christianity and in Judaism, as these can be ascertained from the New Testament, the Talmud and Midrash, and the polemics between Jews and Christians in the Apostolic Fathers. The investigation will be set against the background of Jewish Messianic expectations. *G.P. Richardson.*
Prerequisite: HUMB20Y

HUMC95-HUMC99Y **Individual Study Year**
An opportunity for advanced students to spend a year following their own studies under the supervision of a committee of faculty drawn from the various disciplines within the Division of Humanities. Students will be expected to produce major papers or projects in their chosen areas, and will take an oral examination at the end of

the year before an appropriate board of faculty. Those interested in enrolling should contact Professor S. Mittler. [For a year of individual study, students *must* enrol in all five courses. Those who wish to take Individual Studies or Supervised Reading within a conventional programme of study should consult the following listings: LATB30-39, LATC01/2, FREC02/3, FREC04/5, HISC01/2, ITAB50-59, LINC01/2, PHLB95-99, SPAC02/2.]

Prerequisite: Permission of the Division of Humanities Committee on Individual Study.

Italian

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

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

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

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

ITAA01Y **Introductory Italian**
Elements of Italian grammar, with attention given to oral practice in classroom and laboratory. Short contemporary texts will be studied. *G. Katz.*
Exclusion: (ITA001)

ITAA02F **Conversation I**
A graduated and controlled approach to spoken Italian. Topics selected for discussion will aim at a practical application of the language. *A Carmichael.*

ITAA03S **Conversation II**
A continuation of ITAA02. *A. Franceschetti.*
Prerequisite: ITAA01 or ITAA02 or permission of instructor.

ITAB02F **Intermediate Italian**
Intensive review of the grammar, with drills, exercises and compositions: *G. Katz.*
Prerequisite: Grade 13 Italian or ITAA01 or equivalent.

ITAB03F **Intermediate Conversation**
The aim is to enable the student to acquire a good working knowledge of the spoken language. Special attention will be given idioms and special constructions. *A. Carmichael.*
Exclusion: (ITA003)
Prerequisite: (ITA002) or ITAB02

ITAB04S **Advanced Composition**
Study and analysis of selected texts, translations and compositions. *G. Katz.*
Exclusion: (ITA004)
Prerequisite: (ITA002) or ITAB02

ITAB05S **Practical Translation**
Practice in translating from English to Italian and from Italian to English. Different examples of translation will be analyzed, and texts in both languages studied comparatively in terms of literary technique and style of expression. *S. Mittler.*
Prerequisite: (ITA002) or ITAB02

[ITAB12S **The Twentieth Century Novel]**
Course not offered in 1975-76.
Prerequisite: (ITA002) or ITAB02

[ITAB13S **Modern Italian Poetry]**
Course not offered in 1975-76.
Prerequisite: (ITA002) or ITAB02

[ITAB15F **Pirandello and the Italian Theatre of his Time]**
Course not offered in 1975-76.
Prerequisite: (ITA002) or ITAB02

[ITAB16S **Italian Theatre from 1930 to the Present]**
Course not offered in 1975-76
Prerequisite: (ITA002) or ITAB02

ITAB21Y **Introduction to Italian Literature**
A survey of Italian literature, from the Middle Ages to the present. *A. Carmichael.*
Prerequisite: (ITA002) or ITAB02

ITAB31Y **Dante and Mediaeval Culture**
Introduction to Mediaeval Italian literature with special reference to Dante. *A. Franceschetti.*
Prerequisite: (ITA002) or ITAB02

ITAB32F **Petrarch and Boccaccio**
The *Canzoniere* and the *Decameron.*
The rise of Humanistic thought and culture, the beginnings of the Renaissance. *G. Katz.*
Prerequisite: (ITA002) or ITAB02

[ITAB33F **Aspects of Italian Thought in the Fifteenth and Sixteenth Centuries]**
Course not offered in 1975-76.
Prerequisite: (ITA002) or ITAB02

ITAB34S **The Renaissance Epic.**
A brief survey of the origins of epic poetry in the Middle Ages will precede the study of the masterpieces of the Renaissance Epic: Pulci's *Morgante,* Boiardo's *Orlando Innamorato,* and Ariosto's *Orlando Furioso. A. Franceschetti.*
Prerequisite: (ITA002) or IRAB02

ITAB35F **Italian Sixteenth Century Theatre**
A study of tradition and innovation of the themes and techniques in the theatre of sixteenth century Italy. Particular stress will be laid on the commedia erudita as well as on the development of tragi-comedy and tragedy in the theatre of this time. Plays will be selected from the works of Machiavelli, Ariosto, Giraldo Cinzio and their contemporaries. *A. Carmichael.*
Prerequisite: ITA002 or ITAB02

ITAB36S **Lyric Poetry of the Renaissance (from Poliziano to Michelangelo)**
Conception of Love, Nature, Beauty and Life in the fifteenth century poets (Poliziano, Lorenzo de Medici, Boiardo). Petrarchism and Neo-Plantonic love in the sixteenth century (Bembo, Stampa and Michelangelo). *A. Carmichael.*
Prerequisite: (ITA002) or ITAB02.

[ITAB40S **Reformation and Baroque Literature]**
Course not offered in 1975-76
Prerequisite: (ITA002) or ITAB02

[ITAB41S **Italian Eighteenth Century Theatre]**
Course not offered in 1975-76.
Prerequisite: (ITA002 or ITAB02

ITAB43S **Foscolo and Leopardi**
Reading and analysis of selected works, with attention to Foscolo's Neo-Classicism, and characteristics of Italian Romanticism. *G. Katz.*
Prerequisite: (ITA002) or ITAB02

ITAB44F **Manzoni**
A study of Manzoni's lyric poetry, tragedies and *I. promessi sposi. S. Mittler.*
Prerequisite: (ITA002) or ITAB02

[ITAB45F **The Nineteenth Century Italian Novel in Transition]**
Course not offered in 1975-76.
Prerequisite: (ITA002) or ITAB02

ITAB50F
ITAB51F
ITAB52F
ITAB53F
ITAB54F
Prerequisite: (ITA002) or ITAB02
Corequisite: ITAB21 or ITAB31

ITAB55S
ITAB56S
ITAB57S
ITAB58S
ITAB59S
Prerequisite: (ITA002) or ITAB02
Corequisite: ITAB21 or ITAB31

Linguistics

Linguistics is the science of language. For the linguist, language is a phenomenon of the human mind and of human society. Not all linguists are exclusively concerned with the description of languages (an interest reflected in LINA01, LINB11, and LINB12) or the tracing of the history and development of languages (LINB12). Linguists draw on the findings of Philosophy, Psychology, Sociology, and Biology to create new frontiers of research. This new science is reflected in LINB07, LINB05, LINB15, and other courses.

Language is, of course, of interest to many people who see it as a humanistic and not a technical concern. To meet this interest we have designed such courses as LINA01 and LINB08.

For specialisations in General Linguistics, Psycholinguistics, Sociolinguistics, see the appropriate section of this *Calendar*. In addition to the courses listed there, the following courses in other disciplines will be of interest:

ANTB16S Ethnic Cultures of Canada
ENGB01Y Old English Language and Literature
[FREB25Y Introduction to French Linguistics]
FREB43S The French Language in Canada
[FREB46F Principles of Lexicology and Their Application to Modern French]
GERB06S History of German
PHLB80F Philosophy of Language
SPAB12S History of the Spanish Language

LINA01Y **General Linguistics**
In the introductory course various methods of linguistic analysis will be discussed, as well as the form and content systems which comprise language. Among the questions considered will be the processes of producing and comprehending speech, first and second language acquisition, and the ideal structures which underly actual utterances. *D.M. James.*
Exclusion: (LINA03)

LINA04F **Introduction to Language**
A general introduction to the nature of Language. The relationship of written and spoken language. History of English and related languages. Languages of the world. The problem of bilingualism in Canada. Animal communication. Speech disorders. *P.H. Salus, D.M. James, R.I. Binnick.*
Exclusion: LINA01

LINA04S **Introduction to Language**
Same course as LINA04F. *P.H. Salus, J.D. Woods.*

LINB05F **Psycholinguistics**
Primary language acquisition; language encoding and decoding; the perception of speech. *P.H. Salus.*
Prerequisites: LINA01 or (LINA03)

LINB07Y **Sociolinguistics**
The structure and use of language as it relates to social and cultural functions. The application of socio-linguistic research to Canada will comprise approximately half of the years work. *S. Whalen.*
Prerequisite: LINA01 or (LINA03) or SOCA01 or SOCA02

LINB08S **Scripts**
Alphabets and other writing systems, their history, development and use. Hieroglyphs, Cuneiform, and other ancient scripts. History of the Latin and related alphabets. *R.I. Binnick.*
Prerequisite: LINA04 or LINA01

LINB11Y **Syntax and Semantics**
The study of sentence structure, including the major grammatical processes, e.g. transformational rules, the principle of the cycle, etc.; the relationship between syntax and semantics; grammatical and lexical meaning; literal vs. conveyed meaning, presuppositions, the influence of extra-linguistic context on language. *D.M. James.*
Prerequisite: LINA01 or LINA03
Exclusions: LINB03; LINB06

LINB12Y **Phonology and Historico-Comparative Linguistics**
A study of the second system of language, including phonetics, morphology, systematic phonemics, and universal phonological theory; a study of traditional historical-comparative linguistics, including familial and typological relationships. Dialect geography. The contributions of historical studies to modern universal linguistic theory. *J.D. Woods*
Prerequisite: LINA01 or LINA03
Exclusions: LINB02; LINB04

LINB15S **Developmental Psycholinguistics**
The development of the facility for speech in childhood. Acquisition of a first language. The neurological prerequisites for speech and writing. This course is a continuation of LINB05. *P.H. Salus.*
Prerequisite: LINB05

LINC01F **Supervised Reading**

LINC02S *Prerequisite:* At least one B-level course in Linguistics; permission of instructor.

LINC03F **Supervised Reading**

LINC04S *Prerequisite:* At least one B-level course in Linguistics; permission of instructor.

[LINC10Y **Studies in Syntax and Semantics]**
Course not offered in 1975-76.
Prerequisite: LINB03 or LINB11

LINC12F **Dialectology**
A continuation of LINB07, with emphasis on both the sociological and geographical study of linguistic variation. *S. Whalen.*
Prerequisite: LINB07

[LINC21Y **Structure of a Language]**
Course not offered in 1975-76.
Prerequisite: either of LINB11, LINB12
Corequisite: the other of LINB11, LINB12
Exclusion: LINB10

[LINC22Y **Comparative Study of a Language Family or Area]**
Course not offered in 1975-76.
Prerequisite: either of LINB11, LINB12
Corequisite: the other of LINB11, LINB12

Mathematics

In all periods of recorded times Mathematics has been part of human culture. Before 500 B.C. the Pythagoreans stated that numbers rule the universe. Plato said that God ever geometrizers and in this century Einstein remarked that it is Mathematics that gives the natural sciences a certain measure of security.

The impulses for mathematical research come from pure creative curiosity, the need to explain and prove to others that something is true, and the need to organize and clarify scientific knowledge. At present mathematical methods are being applied to all fields of knowledge.

The interaction between Mathematics and the other Sciences is and has always been extremely advantageous. Once a physical problem has been described in mathematical terms it is often easier to analyze. In addition mathematical results often guide and stimulate analogous scientific research. On the other hand many mathematical theories originate in science and find their real importance in application.

The mathematics programme is divided in four over-lapping sections:

(a) **Courses intended for mathematics and for physics students.** These courses are A40-A45, A55, B25, B40-45, B50-B55, B51-B56, B70, B52-B57, C32, C44-C49, C50-C55, C52, C57, C60-C65.

(b) **Mathematics for science and social science students.** These courses are A26, B41-B42, B52-B57, B80, B85, C41, C42.

(c) **Courses for Computer Science students.** These courses are MATA26, MATA58, MATA68, MATB28, MATB52-57, MATB53, MATB68, MATB73, MATC34 and MATC44-48.

(d) **Courses which are prerequisites** in some non-science programmes. MATA22, MATA56-66.

Students interested in a specialist College programme in Mathematics or a programme in Computer Science or in Computer Science and Data Management (to be completed on the St. George Campus) should consult the detailed information given in the section of this calendar called Selection of Courses and Programmes of Study. Courses listed under (a) are intended for students who want to acquire a deep knowledge of mathematics, whereas in the courses listed under (b) the emphasis is on practise rather than full rigour. Completion of courses listed under (d) does not qualify the student to proceed to further courses in Mathematics or Computer Science.

[MATA20F **Nature of Mathematics]**
Course not offered in 1975-76.

MATA22Y **Techniques of Calculus**
Inequalities and absolute values. The real line. The Cartesian plane. Basic trigonometry. Functions. Limits. Continuity. Derivatives. Extremum problems. Applications to physics and economics. Graph sketching. Folle's theorem. The mean value theorem. Taylor series. L'Hospital's rule. Integrals as areas. Indefinite and definite integrals. Elementary transcendental functions. Applications of integration. *P. Keast.*
Exclusions: MATA26; MATA55
Prerequisite: One Grade 13 course in Mathematics

[MATA25S **Mathematics and Society]**
Course not offered in 1975-76.
Prerequisite: MATA20

MATA26Y **Calculus with Linear Algebra**
Inequalities. Absolute value. Functions of a single variable. Limits and continuity. The derivative. Techniques of differentiation. Applications to related rates, extremum problems, and problems in Physics and Economics. Graph sketching, including asymptotic behaviour. Rolle's theorem. Mean value theorem. Taylor's series. L'Hospital's rule. Indefinite and definite integrals. The fundamental theorem. Elementary transcendental functions. Techniques of integration. Applications of integration. Vector spaces. Linear equations. Matrices. Determinants. *J.S. Halperin; T. Callahan.*
Exclusions: MATA22; MATA55
Prerequisite: Grade 13 Calculus

MATA40F **Introduction to Linear Algebra**
The study of real vector spaces. Norms. Dot products. Cross products. Subspaces. Linear independence. Bases. Dimension. Matrices. Systems of linear equations. Linear transformations. Matrix of a linear transformation. Determinants. Elementary theory of eigenvalues. Geometrical applications. *T. Callahan.*
Prerequisite: Grade 13 Functions and Relations, or Grade 13 Calculus, or Grade 13 Algebra

MATA45S **Linear Algebra 1**
A generalization of the topics covered in MATA40 to abstract vector spaces. Eigenvalues. Eigenvectors. Change of basis. Diagonalization of a matrix. *T. Callahan.*
Prerequisite: MATA40

MATA55Y **Calculus**
Continuity. Differentiation. Riemann integral. Sequences. Series. Taylor's theorem. Introduction to functions of two variables. Emphasis on rigour and proofs. *J.B. Wilker.*
Exclusions: MATA22; MATA26
Prerequisites: Grade 13 Functions and Relations; Grade 13 Calculus

MATA56F **Computer Programming**
Introduction to algorithms, computer organization and computer programming. Emphasis is on learning to programme in a high level language. Various applications of computers will be discussed. (This course is intended for students who want to learn programming for use in their own area of interest.) *W. Enright.*
Exclusion: MATA58
Prerequisite: One Grade 13 course in Mathematics

MATA58F **Introduction to Computing**
The specification and formulation of algorithms. Introduction to computer organization and assembly language. Programming in a high-level language such as PL/I. Structured programming. Elementary applications. (This course is more intensive than MATA56 and is intended for students who plan to take several courses in the area of Computer Science.) *C.R. Perrault.*
Exclusion: MATA56
Prerequisite: Grade 13 Functions and Relations, or Grade 13 Calculus
Corequisite: MATA26 or MATA40 or MATA55

MATA66S **Programming Applications**
A continuation of MATA56. Practical approaches to solving problems involving numerical computations, statistical calculations and an introduction to simulations and data processing.
Exclusion: MATA68
Prerequisite: MATA56 or MATA58

MATA68S **Problem Solving with Computers**
A continuation of MATA58. The application of computers to various numerical and non-numerical problems. Topics will include numerical methods, simulations, graph theory, data processing and the validity of computer models. *W. Enright.*
Exclusion: MATA66
Prerequisite: MATA58 (or MATA56 and permission of instructor)

MATB25Y **Geometry**
Isometries in Euclidean plane and space. Similarities. Inversion in a circle. The inversive plane. Circle preserving transformations. Non-Euclidean geometry. Projective and affine geometry. Finite geometries. Free completions. The theorems of Desargues and Pappus. Projectivities, homologies, elations. The fundamental theorem of projective geometry. *E. Mendelsohn.*
Exclusions: (MATB30); (MATB35)
Prerequisite: MATA45

MATB28S **Programming Techniques for Data Processing**
COBOL programming. Modular concepts including decision tables, if applicable programming, table driven logic, modular design. Sequential file processing, including data validation external sorting, generalized file processing systems design.
Prerequisite: MATA68

MATB40F **Linear Algebra II**
Axiomatic vector spaces. Linear maps. Left and right inverse. Rank and dimension theorems. Bilinear forms. General scalar products. Index of nullity. Sylvester's theorem. Dual spaces. Quadratic forms. Applications to critical point theory. Symmetric operators. Unitary operators. Polynominals. Eigenvectors and eigenvalues. Triangulation and diagonalization. Spectral theory. *R. Delver.*
Prerequisite: MATA45

MATB41F **Techniques of The Calculus of Several Variables I**
Derivatives of vector-valued functions of one or more real variables. Derivatives of vector-valued functions of several variables. Chain rule. Implicit differentiation. Second derivatives. Maxima, minima and saddle points. Lagrange multipliers. Transformation of variables. Spherical and cylindrical polar coordinates. Versions of Stokes' theorem.
Exclusion: MATB50
Prerequisites: MATA26 or (MATA55 and MATA40)

MATB42S **Techniques of The Calculus of Several Variables II**
Integrals of functions of several variables. Iterated integrals. Differentiation under the integral sign. The 2- and 3-dimensional. Sequences and series of numbers. Convergence tests. Series of functions. Power series. Taylor series. Fourier series. Convergence of the Fourier series of a twice continuously differentiable function. Introduction to the General Fourier series of orthogonal functions, the calculus of variations, and to differential equations.
Exclusions: MATB50; MATB55
Prerequisite: MATB41

MATB45S **Linear Algebra III**
Orthogonal, symplectic and hermitian spaces. Isometries. Reflections. Witt's theorem. Isotropic subspaces. The orthogonal group. The general linear group. Tensor products. Exterior algebra. *E. W. Ellers.*
Prerequisite: MATB40

MATB50F **Analysis**
Partial Derivatives. Implicit differentiation. Extrema of functions with side conditions. Series of functions. Uniform convergence. Limit and derivative under the integral sign. Multiplication, differentiation and integration of series. Power series. The calculus of vector functions. *P.J. Leah.*
Exclusion: MATB41
Prerequisites: MATA45; MATA55

MATB51F **Differential Equations I**
Equations with separable variables. Homogeneous equations. First order linear equations. Exact differentials and integrating factors. Equation of Bernoulli. Clairaut equation. Reducable second order equations. First order equations of higher degree in algebraic form. Envelopes. Orthogonal trajectories. The laws of Kepler and Newton. Second order linear equations with constant coefficients and Euler's equations. General second order linear equations. Wronskian. Variation of parameters. Boundary and initial value problems. Green's function. Adjoint operators. Power series solutions of second order equations.
Prerequisites: MATA40; MATA55
Corequisite: MATB50

MATB52F **Probability and Statistics I**
Sample space, random variables, univariate and bivariate distributions. Point and interval estimations. Tests of significance, parametric and non-parametric. Selected applications to Psychology, Sociology, industrial problems, medical research, etc. *A. Rapoport.*
Exclusions: PSYB07; (SOSA01)
Prerequisite: MATA26 or MATA55

MATB53S **Numerical Methods**
Numerical methods and their implementation on a computer. Solution of linear and non-linear equations. Ill-conditioned problems and error estimates. Numerical integration and solution of initial value problems for ordinary differential equations. *W. Enright.*
Prerequisites: MATA55 or MATA26; MATA68.
Corequisite: MATA40

MATB55S **Analysis II**
The topology of the n-dimensional Euclidean space. Multiple integrals and transformation of variables. Integration of n-forms. Exterior calculus. Line integrals, winding number, Green's theorem. Surface integrals and Stokes' theorem. (Mathematical rigour is emphasized.) *P.J. Leah.*
Exclusion: MATB41
Prerequisite: MATB50

MATB56S **Differential Equations II**
Metric Spaces. Banach's fixed point theorem. Lipschitz condition. Existence and uniqueness of solutions. Global qualitative analysis of solutions. Higher order linear equations. Formula of Abel-Jacobi-Liouville. First order linear systems. Fundamental matrix. Jordan normal form. Boundary and initial value problems. Green's matrix. Introduction to calculus of variations or to dynamical systems.
Prerequisites: MATA45; MATB51

MATB57S **Probability and Statistics II**
Regression and correlation. Analysis of variance. Distributions of functions of random variables. Characteristic functions. Sufficiency. Efficiency. Completeness. Likelihood estimates. Selected applications to Psychology, Sociology, industrial problems and medical research. *A. Rapoport.*
Prerequisite: MATB52

MATB68F **Programming Languages and Their Applications**
Programming languages and applications. The syntax and semantics of various programming languages, including both algebraic and symbol manipulation languages. Data structures. Numerical and non-numerical applications.
Prerequisite: MATA68

MATB70S **Introduction to Number Theory**
Some elementary properties of integers. Prime numbers. Congruences. Diophantine equations. Quadratic residues. Rational approximation.
Prerequisite: MATA45

MATB73F **Computer Organization**
Computer structure, machine language, instruction execution, addressing techniques and digital representation of data. Computer system organization. Memory storage devices. Survey of logic design and microprogramming. Some case studies of actual machines to illustrate various computer architectures.
Prerequisite: MATA68

MATB80F **Symbolic Logic I**
Same course as PHLB50F. An introduction to formal techniques of reasoning: sentential logic, quantification theory, and probability theory. *J.H. Sobel.*
Exclusions: PHLB50; (PHLB53)

MATB85S **Symbolic Logic II**
Same course as PHLB51S. A sequel to Symbolic Logic I in which quantification theory is extended to include identity and definite descriptions and the metatheory of standard logic is studied. *J.H. Sobel*
Exclusions: PHLB51; (PHLB31); (PHLB82); (PHLC70)
Prerequisites: MATB80 or PHLB50

MATC32S **Advanced Topics in Mathematics**
A survey of different trends in the mathematics of this century. The course content and the prerequisites change yearly. Manifolds. Critical point theory. Mathematical economy. Calculus in Banach spaces.
Prerequisites: MATB50; MATB40

MATC34F **Data Structures**
Data types and operations on them. Storage representation and retrieval. Applications to on-line systems, management system and information systems. Generalized data structures and data definition facilities in existing programming languages.
Prerequisite: MATB68

MATC41F **Applied Differential Equations**
Ordinary differential equations and applications. First order equations. Approximate solutions. Second order equations. Boundary value problems. Eigenvalue problems. Lagrangians and Hamiltonians. Special functions. Approximate solutions. *P. Keast.*
Exclusion: MATB51
Prerequisite: MATB42 or MATB55
Corequisite: MATA58 or MATA56

MATC42S **Applied Mathematics and Mechanics**
Same course as PHYC42S. Rigid body dynamics. Variational principles. Hamilton Jacobi theory. Stability theory for ordinary differential equations. *P. Keast*
Exclusion: (PHYB46, MATB46); PHYC42
Prerequisite: MATC41 or MATB56; PHYA01 or PHYA02

MATC44F **Algebraic Structures I**
An introduction to group theory and algebra. Groups, their homomorphisms and structure. Representation of groups by permutation groups. Isomorphism theorems and some of their implications. Sylow theorems. A similar study of rings and fields.
Exclusion: MATC46
Prerequisites: MATA45 and one other B-level Mathematics course

MATC48S **Applied Algebra**
A study of the structures of modern algebra and their applications to computer science. Algebraic algorithms. Computations with integers and symbolic matrices. Interpolation and Chinese remainder theorem. The fast Fourier transform and multiplication of large integers and polynomials. Semi groups. Lattices. Boolean algebras and their applications. *W. Enright.*
Prerequisites: MATC44
Corequisite: Any two of MATB28, MATB53, MATB68, MATB73

MATC49S **Algebraic Structures II**
The study of rings. Euclidean domains and polynomial rings. The fundamental structure of fields. A survey of extention fields, finite fields and algebraic closures. The fundamental theorem of Galois Theory. The problem of construction of a regular n-gon, and the trisection of an angle. The structure of finite division rings and of division rings over the real numbers.
Exclusion: MATC46
Prerequisites: MATC44

MATC50F **Real Analysis I**
Algebra of sets Mappings. Schröder-Bernstein theorem. Axiom of choice. Metric spaces. Compactness. Completeness. Separability. Baire's theorem. Arzela-Ascoli theorem. Hausdorff spaces. Local compactness. Tychonov's theorem. *P.J. Leah.*
Prerequisite: MATB55

[MATC52F **Experimental Design]**
Course not offered in 1975-76.
Prerequisites: MATB57S; MATA40F

MATC55S **Real Analysis II**
Lebesque integral in R and R^k. Borel sets. Measurable sets. Lebesque bounded convergence theorem. Fubini theorem. Hilbert and Banach spaces. Dual spaces. Linear mappings. Hahn-Banach theorem. Closed graph theorem. Applications to L^2 and L^P. Compact operators, Fredholm operators. Fredholm alternative. Spectral theory of compact operators. Applications to integral equations and to the Dirichlet problem.
Prerequisite: MATC50

[MATC57S **Probability Theory and Stochastic Processes]**
Course not offered in 1975-76.
Prerequisites: MATB52F; MATB50F

MATC60F **Complex Analysis I**
Complex plane. Riemann sphere Mòbius transformations. Holomorphic functions. Cauchy's integral formula. Taylor and Laurent expansions. Residue calculus. *J.B. Wilker.*
Prerequisite: MATB55

MATC65S **Complex Analysis II**
Harmonic functions, Dirichlet problem. Analytic continuation. Normal families and Riemann mapping theorem. *J.B. Wilker.*
Prerequisite: MATC60

Music

Music is considered one of the liberal arts. The approach to musical style is historical and humanistic, and these courses differ in some respects from those designed for composers and performers. Performing skills are not required for this kind of study. It is expected that courses will vary from year to year.

MUSA01Y **Introduction to Music**
A study of the basic materials, principles of design, and cultural significance of representative works of Western and non-Western music, including popular music from the Middle Ages to the present. No musical training is required. *T.J. McGee.*
Exclusion: (HUMA51)

[MUSB01S **Music of the Twentieth Century]**
Course not offered in 1975-76.

[MUSB02F **Haydn, Mozart and Beethoven]**
Course not offered in 1975-76.

MUSB04F **Music of the Renaissance**
A study of the music from the early fifteenth century until 1600. *T.J. McGee.*
Prerequisite: MUSA01 (HUMA51)

MUSB05S **Music of the Baroque Era**
A study of the music from the early seventeenth century until the death of Bach. *T.J. McGee.*
Prerequisite: MUSA01 (HUMA51)

MUSB08Y **Musical Perception**
A study of the elements of musical structure approached from both hearing and reading. No previous musical training is required.

MUSB09H **Supervised Performance I**
Performance of either vocal or instrumental music, supervised by a member of the faculty. Examination by audition and written test. Previous experience necessary for instrumentalists.
Prerequisite or corequisite: MUSA01 (HUMA51)

[MUSB10H **Supervised Performance II]**
Course not offered in 1975-76.
A continuation of MUSB09H.

Natural Science

Students interested in Natural Science should also refer to:

ASTA03Y Astronomy, Its Early Development and Current Significance

NSCA01Y ***Introduction to Natural Science:* Physical Science**
A primarily non-mathematical treatment of the basic and applied physical sciences, designed for students whose major interests lie outside of Science. Basic questions discussed include: the history of physical science; scientific method; pseudo-sciences; dimensional analysis; principles of mechanics; theory of gravitation; oscillating systems; quantum mechanics; symmetry and physical laws; relativity theory; the statistical character of natural phenomena. Applications include; studies of speed and size; magnetic and electric phenomena; the physics of music and the physics of colour; nuclear and other energy sources and some of the philosophic and social implications of modern science. Considerable use is made of films and demonstrations to supplement the lectures and much of the tutorial

time is devoted to discussion. Reading and essay writing are an important part of the course. *H.C. Corben.*
Exclusions: Not open to students who are taking or have taken PHYA01 or PHYA02

NSCA02Y **Introduction to Natural Science: The Biological Sciences**
This course is designed for students with no formal background in Biology, and in particular for those whose main interests are not in the Natural Sciences. It aims to present an integrated view of the biological basis of individuality, social structure and ecological systems. An understanding of problems of environment, resources, population and race is based on a core of biological knowledge. This will be examined in three central categories: Man, inheritance and society; population and resources; the cybernetics of ecosystems. Reading and essay writing will be an integral part of the course, supplemented by lectures and discussion periods.

NSCB02Y **Quaternary Environments and Man**
A multidisciplinary course designed to introduce the study of the events and processes that have shaped the physical, biological and cultural aspects of the world in which we live. Specifically, the course will emphasize the inter-disciplinary nature of the diverse fields investigating the last major period in the earth's history, the Quaternary. Included in the presentation will be the findings and methodologies of such disciplines as Geology and Geomorphology, Historical Ecology and Prehistoric Archaeology. The format will consist of lectures, tutorials, demonstration laboratories and independent assignments.
Coordinator of instruction: H.B. Schroeder
Exclusion: NSCA03
Prerequisites: One of: ANTA01, BIOA03, GGRA07, GLGA01, NSCA02

[NSCB03S **Communications I]**
Course not offered in 1975-76.
Exclusion: SOSB03

Philosophy

Philosophy consists of a critical analysis of the ideas and concepts fundamental to such major areas of human concern as science, society, religion, morality and art. Its aim is to scrutinize the basic notions in these areas, to clarify the principles on which they are founded, to evaluate such beliefs for their soundness, and to explore

their implications for a comprehensive understanding of the world in which we live. Philosophy originates in the desire to know, and its value consists of the systematic development of a questioning attitude and critical awareness.

Course offerings in Philosophy form a two-year cycle: those not offered in 1974-75 will be available in 1975-76, while PHLA01, PHLA02, PHLB01, PHLB20, PHLB50, PHLB60 and PHLB61 are offered every year. It should be noted that in almost all areas Fall/Spring sequences are offered which when combined provide the equivalent of a full year course at the B-level. These sequences are usually scheduled in the same time slot. The B series of courses is arranged in decade units according to areas within Philosophy, not in order of difficulty.

Further information about Philosophy, and more details about these courses, may be obtained in the *Philosophy Handbook*, available either in the office of the Division of Humanities (H525A) or in the office of the Supervisor of Studies for Philosophy (H526).

PHLA01Y **Fundamental Questions of Philosophy**
A discussion of some of the fundamental questions of Philosophy. What is good reasoning? What is morality and can it be justified? Is it reasonable to adhere to a religion? What is knowledge? Are social practices justifiable? Is materialism true? Are humans free?
G.A. Nicholson; J.H. Sobel; R.P. Thompson.

PHLA02Y **Philosophic Classics**
An examination of some of the fundamental issues of philosophy through a study of selected writings of important thinkers such as Plato, Aristotle, Aquinas, Descartes, Hume, Nietzsche, Russell. The philosophers and selections studied will vary from year to year.
P.W. Gooch; W.C. Graham; A. Gombay.

PHLB01F **Morality and Values**
A study of philosophical problems and postures in ethics such as the relativity of values, the justification of morality, moral scepticism, ethical egoism, utilitarianism, deontologism. *P.W. Gooch.*
Exclusion: (PHLB51 from 1973-74 and previous sessions)

[PHLB02S **Contemporary Ethical Theories]**
Course not offered in 1975-76.
Exclusions: (PHLB78); (PHLC60)
Prerequisite: One B-level half-course in Philosophy — PHLB01 is recommended but not required.

PHLB03F **Philosophy and Art**
A study of the nature and purposes of art, considering such questions as the interpretation and evaluation of works of art, the uniqueness

of artistic experiences, artistic creativity, and the importance of art. *R.F. McRae.*
Exclusions: (PHLB22); (PHLB57)

[PHLB04S **Philosophy in Literature]**
Course not offered in 1975-76.
Exclusions: (PHLB26); (PHLB60)

PHLB10F **Society, the State and the Citizen**
A study of philosophical problems of the state and society such as the individual in society, the coerceive state, the stateless society. *W.C. Graham.*
Exclusion: (PHLB52)

PHLB11F **Philosophy of Law**
What is the relation between law and morality and between law and custom? What is justice? How are concepts such as responsibility, intention, negligence treated in the law? What is legal reasoning like? *A. Gombay.*

[PHLB12S **Marx and Marxism]**
Course not offered in 1975-76.
Exclusions: (PHLC55); (PHLB77)
Prerequisite: One course or half-course in Philosophy, Sociology, Political Science or Economics – PHLB10 is recommended but not required.

PHLB14S **Philosophy of Social Science**
A study of philosophical questions related to the social sciences. What is an explanation, and how are theories formed in the social sciences? Can a social science be value free? Is social science bad philosophy, or is philosophy an armchair social science? How does social theory interact with social reality? *R.P. Thompson.*
Exclusion: (PHLB62)
Prerequisite: One course in Philosophy or in the Division of Social Sciences.

PHLB16S **Philosophy of History**
Course offered only in the Winter Evening Session.
The philosophy of history studies general theories about the nature of the human past and basis problems in the methods of historical research and writing. It asks such questions as. Has history any meaning? Can there be general theories of history? Is history deterministic? Must the historian make value judgments?
Exclusion: (PHLB64)
Prerequisite: One course or half-course in History or Philosophy is recommended but not required.

[PHLB17F **Anarchism]**
Course not offered in 1975-76.
Exclusion: (PHLB50)

PHLB20F **Belief, Knowledge and Truth**
An examination of, among other things: certainity, the problem of scepticism, the scope and limits of human knowledge, the subjectivity of perception, rationality, and theories of truth. *R.F. McRae.*
Exclusions: (PHLB33); (PHLB54)

[PHLB30F **Sartre and the Continental Tradition]**
Course not offered in 1975-76.
Exclusions: (PHLB18); (PHLB76); (PHLC54)
Perrequisite: One B-level half-course in Philosophy

[PHLB40F **Plato and his Predecessors I]**
Course not offered in 1975-76.
Exclusions: (PHLB11); (PHLB65)

[PHLB41S **Plato and his Predecessors II]**
Course not offered in 1975-76.
Prerequisite: PHLB40

PHLB42F **Aristotle and Later Greek Philosophy I**
A study of central themes in the philosophy of Aristotle and in post-Aristotelian developments such as Stoicism, Epicureanism, Neoplatonism. *D.L. Mosher.*
Exclusions: (PHLB11); (PHLB66)

PHLB43S **Aristotle and Later Greek Philosophy II**
A continuation of PHLB42F. *D.L. Mosher.*
Prerequisite: PHLB42

PHLB44F **Philosophers of the Middle Ages I**
Course offered only in the Winter Evening Session.
A study of central themes in the philosophy of Christian, Islamic and Jewish thinkers such as Augustine, Boethius, Avicenna, Alfarabi, Maimonides, Anselm, Aquinas, Ockham. *D.L. Mosher.*
Exclusions: (PHLB12); (PHLB67)

PHLB45S **Philosophers of the Middle Ages II**
Course offered only in the Winter Evening Session.
A continuation of PHLB44F. *D.L. Mosher.*
Prerequisite: PHLB44

[PHLB46F **Philosophy in the Early Modern Age I]**
Course not offered in 1975-76.
Exclusion: (PHLB71)

[PHLB47S **Philosophy in the Early Modern Age II]**
Course not offered in 1975-76.
Prerequisite: PHLB46

PHLB48F **Philosophy in the Later Modern Age I**
An examination of selected texts of Kant, Schopenhauer and Nietzsche. Central questions will be the difference between reality and appearance, the nature of knowledge and morality. *G.A. Nicholson.*
Exclusion: (PHLB72)

PHLB49S **Philosophy in the Later Modern Age II**
A study of the "Anglo-Saxon" analytic tradition: Frege, Russell, Wittgenstein, Strawson, Quine. Subject discussed mainly: the nature of what there is; the relation of language and reality. *A. Gombay.*
Exclusions: (PHLB74); (PHLC53)

PHLB50F **Symbolic Logic I**
Same course as MATB80F. An introduction to formal techniques of reasoning: sentential logic, quantification theory, and probability theory. *J. H. Sobel.*
Exclusions: (MATB80); (PHLB53)

PHLB51S **Symbolic Logic II**
Same course as MATB85S. A sequel to Symbolic Logic I in which quantification theory is extended to include identity and definite descriptions, and the metatheory of standard logic is studied. *P.W. Gooch.*
Prerequisite: PHLB50 or MATB80

PHLB60F **Existence and Reality**
In perceiving, categorizing and classifying reality, certain very basic concepts are employed. The course will consider problems in metaphysics arising in connection with one or more of these concepts: existence, being, space, time, identity, casuality, mind, and value. *D. Mosher.*
Exclusions: (PHLB34); (PHLB55)

PHLB61S **Philosophy of Religion**
A study of such topics as the nature and existence of God, immortality, God and morality, and religious language and symbolism. *P.W. Gooch.*
Exclusions: (PHLB21); (PHLB56)

PHLB70S **Philosophy of Science**
Course offered only in the Summer Evening Session, 1975.
A study of philosophical questions raised by the Natural Sciences. What is scientific explanation? In what sense does a Science tell us what the world is really like? What is casuality and does it play a significant role in Science? How are theories justified?
Exclusion: (PHLB63)
Prerequisite: One course or half-course in Philosophy or in the Division of Science.

PHLB80F **Philosophy of Language**
Contemporary theories of meaning, reference, grammar and the nature of language. *W.C. Graham.*
Exclusions: (PHLB35); (PHLC66)
Prerequisite: One B-level course or half-course in Philosophy or Linguistics.

PHLB81S **Theories of Mind**
An examination of the philosophical presuppositions of psychological theories such as those of Freud and Jung, Behaviourism, and Existential Psychology. Problems such as the relation of mind and body, conscious and unconscious, the meaning of mentalistic concepts and the analysis of dreaming will be studied. *G.A. Nicholson.*
Exclusions: (PHLB24); (PHLB79)
Prerequisite: One B-level course or half-course in Philosophy or Psychology.

PHLB87F **Contemporary Philosophic Issues: The Problem of Religious Faith and Knowledge**
Some people claim to have certain knowledge of God, others, to know for certain that he cannot exist. This course assesses these claims by dealing with such questions as the following: Is knowledge of God possible, or are religious beliefs only a matter of personal preference? Is faith fundamentally irrational? Can any facts of human experience make a difference to the truth of religion? *P.W. Gooch.*
Prerequisite: One course or half-course in Philosophy.

[PHLB88-PHLB89 **Contemporary Philosophic Issues]**
Course not offered in 1975-76.
Prerequisite: One course or half-course in Philosophy.

PHLB95F-PHLB99S **Independent Studies**
Prerequisites: Two B-level half-courses in Philosophy, or both one B-level course in any Division and permission of instructor.

PHLC87F **Seminar in Philosophy: Games, Decisions and Social Choice**
Formal investigations of agent-rationality, interacting decisions and the proper bearing of member preferences on group choices. *J.H. Sobel.*
Prerequisites: Two B-level half-courses in Philosophy, or both one B-level course or half-course in any Division and permission of instructor.

[PHLC88-PHLC89 **Seminar in Philosophy]**
Course not offered in 1975-76.
Prerequisite: Two B-level half-courses in Philosophy, or both one B-level course or half-course in any Division and permission of instructor.

Physics

Physics is the study of inanimate matter in action, and of the basic laws which describe how the parts of matter move, and how they influence each other. The effect of a star on the motion of a planet, or the Earth on the motion of a satellite, the effect of a molecule on a neighbouring atom, or of an atomic nucleus on an electron, may be accurately described in terms of the general laws of Physics. Although Newton's laws of motion adequately describe some of these situations, in most cases it is necessary to apply the more recently discovered refinements of these laws – quantum mechanics and the theory of relativity, together with the understanding of electric and magnetic effects to beautifully synthesized in Maxwell's theory of electromagnetism. From these basic principles many of the properties of gases, liquids, solids, plasmas, and nuclear matter may be understood in terms of the interactions between the individual units of which these forms of matter are composed.

Physics allows us to describe the properties of light, sound and heat up to the point where these enter our senses and of X-ray, radio, cosmic and other radiations of which we are not directly aware. The remarkable properties of some materials under extreme conditions of temperature and pressure, and of other materials when an electric current passes through them, form the basis of a wide range of applications of the subject.

It is possible to develop, in mathematical language, theories that run so closely parallel to the development of physical phenomena that they may be used to accurately describe and even predict the results of many carefully controlled experiments. The study of Physics therefore requires some studies both of Mathematics and of the techniques that are needed in the performance of accurate experiments.

Students intending to specialize in Physics are advised to select their courses in accordance with the requirements of the Specialist Programme in Physics, described earlier in this *Calendar.*

Less intensive programmes are available for those whose major interests do not lie in Physics. Specifically, the pair of courses PHYA02 and PHYB06 cover most major topics in Physics and the principles of their application in some areas of modern technology. An intermediate laboratory course (PHYB08) provides a broad spectrum of experiments for students of PHYB01 or PHYB06. Additional more specialized B-level courses are also open to students who have completed A-level Physics and Calculus courses.

The listed pre- and corequisites imply other not explicitly listed; such an explicit listing is available from the Student Services Office (Room S-418C) or from the Physical Sciences Group Office (Room R-4706).

Students interested in Physics should also refer to:

NSCA01Y Introduction to Natural Science: The Physical Sciences

PHYA01Y **Elementary Mechanics**
Motions of single particles and collections of particles, both from the classical and from the relativistic points of view. A laboratory emphasizing mechanics, but also including a variety of other elementary experiments, accompanies the lecture course. This course is intended for students whose major interests are in the Physical Sciences. *M.B. Walker.*
Exclusion: PHYA02
Prerequisites: Grade 13 Physics or NSCA01; Grade 13 Calculus
Corequisite: MATA26 or MATA55

PHYA02Y **Principles of Physics**
This course with its laboratory gives a basic treatment of the principles of Physics. It is complete in itself but also provides a foundation for those wishing to pursue further courses in this discipline. However, it is not intended for those who expect to continue with major studies in Physics. The topics include: mechanics, laws of motion, momentum, energy, special theory of relativity, simple harmonic motion, gravitational forces, thermodynamics, electricity and magnetism, waves, light, quanta, atoms, the solid state, the nucleus. *M.J.G. Lee; J.M. Perz.*
Exclusion: PHYA01
Corequisite: MATA22 or MATA26 or MATA55

PHYB01Y **Electricity and Magnetism**
Classical theory of electromagnetism, using the powerful concept of fields and potentials. Electrostatics; electric field; scalar potential; electric currents; magnetostatics; magnetic field; vector potential;

fields of moving charges; electromagnetic induction; Maxwell's equations; circuits; electric and magnetic fields in matter. This course is essential to a Physics Specialist Programme. *A.E. Jacobs.*
Prerequisite: PHYA01 or PHYA02
Corequisite: MATB41 or MATB50

PHYB04F **Waves**
Topics discussed include wave equations, superposition of waves, emission and absorption of waves, impendance, polorization, interference, and diffraction. Applications are made to sound waves, radio waves, light waves, surface water waves and waves on a string. Programme. *A. Griffin.*
Prerequisites: PHYA01 or PHYA02; MATA26 or MATA55

PHYB05S **Statistical Physics**
Fundamental topics discussed include the concept of entropy, the laws of thermodynamics, and the uses of ensembles in statistical mechanics. Applications include the kinetic theory of gases, paramagnetism, the specific heats of solids, the thermal contraction of rubber, the separation of isotopes, osmosis, and phase transitions. *P.J. O'Donnell.*
Prerequisites: PHYA01 or PHYA02; MATA26 or MATA55

PHYB06Y **Contemporary Physics**
This broad introduction to the principles and some applications of modern Physics is a natural continuation of PHYA02. The core of the course will be the study of the properties of atoms, nuclei, molecules and crystals from the standpoint of quantum theory. Applications will include such topics as lasers, electron microscopes, X-ray scattering, nuclear reactors, properties of radioisotopes, radiation hazards, semiconductors and superconductors. This course is intended for students whose interests are in the Life Sciences or in interdisciplinary studies and who wish to take a second course in Physics. *A. Griffin.*
Prerequisites: PHYA02 or PHYA01; MATA22 or MATA26 or MATA55

PHYB08H **Intermediate Physics Laboratory**
Experiments are provided that deal with basic electricity and magnetism, electronics, solid state physics, and atomic and nuclear physics (illustrating material covered in lecture courses PHYB01 and PHYB06). *M.J.G. Lee; J.M. Perz.*
Prerequisite: PHYA01 or PHYA02
Corequisite: PHYB01 or PHYB06

PHYC01Y **Quantum Physics**
Introduction to the basic ideas of quantum mechanics and to its applications in Modern Physics. *J.D. King.*
Exclusion: (PHYB11)
Prerequisites: PHYB01; MATB50 or both MATB41 and MATB42

PHYC05H **Advanced Physics Laboratory**
A selection is made of a number of advanced and detailed experiments illustrating fundamental principles and techniques in Physics. *M.J.G. Lee; J.M. Perz.*
Prerequisite: PHYB08
Corequisite: PHYC01

PHYC08S **Special Theory of Relativity**
Same course as ASTC08S. Foundations of Relativity Theory. Lorentz transformations. Local reference frames. Relativistic kinematics and relativistic optics. Space-time, four vectors, tensor algebra, relativistic particle mechanics. Relativistic electromagnetism. Stress-energy, and conservation laws.
Exclusion: ASTC08
Prerequisites: PHYA01; PHYB01

PHYC10Y **Relativity and Cosmology**
Same course as ASTC10Y. A special review of the special theory of relativity and of the mathematical background of general relativity theory. General relativistic field equations in free space and in the presence of matter, gravitational radiation, cosmological theories and observations. *R.C. Roeder.*
Exclusion: ASTC10
Prerequisites: MATB46; PHYB01

PHYC42S **Applied Mathematics and Mechanics**
Same course as MATC42S. Rigid body dynamics. Variational principles. Hamilton Jacobi theory. Stability theory for ordinary differential equations.
Exclusion: (PHYB46, MATB46); MATC42
Prerequisite: MATC41 or MATB56; PHYA01 or PHYA02

Political Science

There is no concise and satisfactory definition of "politics". Thus it has been suggested that politics is "the art of the possible", that politics is about the resolution of conflict and the accommodation of diverse interests, that politics is

about power and "Who gets, What, When and How", that politics is about "the Good", and so forth. Indeed, in a sense the study of politics is a continuing exploration of these suggestions. But on the whole, as one writer has proposed, it is wiser "to start with ordinary usage, and to explore its implications, rather than to begin or end with a formal definition."

The academic study of politics ranges from philosophical speculation to the empirical analysis of political behaviour. As a discipline it is loosely constructed, although in recent years a more rigorous method has been employed in several fields. In fact, the scope of the subject reveals the impossibility of clearly separating Political Science from a number of other disciplines. At the same time, within the discipline of Political Science itself it is customary to recognize the existence of several major fields, i.e., Political Theory, International Relations, Comparative Government, Political Behaviour and Public Administration.

POLA01Y **Canadian Government and Politics**
A study of the political process in Canada, including: Canadian political culture; the formation of public opinion; political behaviour; political parties; the constitution; federalism; French Canada; federal-provincial financial relations; and the structure and functioning of political institutions, such as the Cabinet, Parliament, the Judiciary and the public service.
R.S. Blair; J. Esberey.

POLA02Y **Introduction to Political Theory**
This course is designed to acquaint students with the variety of political theory. Consideration will be given both to theories of how political life should be organized and to theories of how politics actually operates. Reading and discussion will be focussed on such issues as participation; equality; identity; revolution; and leadership.
T. Colton; S. Solomon.

POLA03Y **Introduction to Comparative Politics**
An introduction to the analysis of foreign political systems, focussing on the comparative characteristics of selected countries in the western and non-western world. *V. Falkenheim; A. Rubinoff.*

POLB02S **Canadian Political Parties**
The focus of this course is upon the national political parties and the national party system. While "third" parties will be treated in this context, provincial party systems as such will not be considered. Among the subjects dealt with are: – party competition; elections; selection of leaders and candidates; platforms and ideologies; organization; finance. *R. Blair.*
Prerequisites: POLA01

POLB03Y **Political Thought of the Eighteenth and Nineteenth Centuries**
A study of the major political philosophers of the eighteenth and centuries. *S.J. Colman.*

POLB05Y **Public Administration**
An examination of the role of the bureaucracy in the Canadian and other political systems, focussing on the organization, staffing and management of the public service. Special emphasis will be placed on the powers of the bureaucracy and ways and means of controlling it.

POLB06Y **Political Thought from Plato to Locke**
A discussion of the political thought of Plato, Aristotle, Augustine, Aquinas, Machiavelli, Hobbes and Locke. *E.G. Andrew.*

POLB10Y **International Relations**
The nature of the international system; the factors that motivate foreign policies; and the institutions for the conduct of international relations. The purpose of the course is to help the student develop intellectual tools with which to analyse politics at the international level. *A. Rubinoff.*

[POLB12Y **Politics and Society in Independent Africa**
Course offered only in the Summer Day Session, 1975.
Although the focus of this course in independent Africa, it is about the generic problems of underdevelopment in the third world and the possibilities for progressive change. The three major questions with which the course grapples are the following. To what extent is the fate of poor African countries determined by such external factors as the colonial legacy and what is often referred to as "neo-colonialism" or "neo-imperialism"? To what extent are progressive developmental policies blocked by the power of new vested interest groups created by rapid political and economic change in African countires? What are some of the major political institutions and development strategies through which governments seek to direct change, and how effective are their efforts, given the constraints upon their freedom of action? *K.R.J. Sandbrook.*

POLB17Y **The Chinese Political System**
An analysis of Chinese political institutions, behaviour and thought, with primary emphasis on the contemporary political system since 1949. *V. Falkenheim.*

POLB18Y **Comparative Politics of Western Europe**
Course offered in only the Summer Evening Session, 1975
A comparative analysis of political institutions and processes in western European parliamentary systems, with particular emphasis on the politics of Italy, Scandinavia, and the Benelux nations. *J. Esberey.*

POLB19F **Intergovernmental Relations**
An examination of some of the problems of intergovernmental relations which arise in a federal state of the governmental machinery which has been developed to deal with these issues. Emphasis on modern Canada. *J. Esberey.*
Prerequisite: POLA01

[POLB20F **Provincial and Local Government]**
Course not offered in 1975-76.
Prerequisite: POLA01

POLB23Y **Politics and Society in the U.S.S.R.**
The development of Soviet political and social institutions since 1917, with emphasis upon the process of modernization and its effects. *S.G. Solomon.*
Exclusion: (SOSB01)

POLB24Y **Psychology and Politics**
Course offered in only the Winter Evening Session
An introductory workshop in applied psychology. This course explores some of the areas in which our understanding of the political process has benefitted 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 behaviour and political socialization. In the spring term the focus will be on human nature and politics and the influence of personality factors. *J. S. Esberey.*

POLB26Y **U.S. Government and Politics**
This course is designed to acquaint students with the institutions and processes of the U.S. political system with emphasis on political participation, legislative and group behaviour, and executive leadership.

POLB29Y **Twentieth Century Political Thought**
Course offered in only the Winter Evening Session
A study of the major developments in political thought in the twentieth century.

POLB30Y **Political Behaviour**
An introduction to the analysis of elite and mass political behaviour focussing 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.

POLB31F **The Political Philosophy of Nietzsche**
This course will explore the view that Nietzsche was predominantly a political philosopher. Students will be expected to read most of Nietzsche's works in translation. *S.J. Colman.*

POLB32S **Canadian Constitutional Law**
The greater part of the course will be devoted to an examination of the judicial role in interpreting the division of legislative powers contained in the B.N.A. Act. The texts of relevant decisions will be analysed in detail. The remainder of the course will deal with the subjects of constitutional change, civil liberties, and administrative powers. *R. Blair.*
Prerequisite: POLA01

POLB33Y **Politics and Government in India**
An examination of the Indian political system, including analysis of its political culture and a survey of relevant political history. *A.G. Rubinoff.*

POLB34S **Intergovernment Relations in the European Economic Community**
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. *J. Esberey.*

POLB35Y **Public Policies in Canada**
A study of the patterns of growth in federal and provincial policies for economic growth and development, social welfare and education, law and order, and defence and international relations; the relationship between changing public policies and Canadian political development; and the contributions made by instruments of government toward the achievement of basic political goals. *R. Manzer.*

POLB36Y **Urban Politics**
An examination of the politics and government of urban areas: the city as a unit of political analysis and action; urban planning; urban political institutions; problems in providing social services in cities;

patterns of decision-making and political participation. Emphasis will be on urban politics in Canada and the United States. Students will be expected to write a paper on a problem in the politics of Metropolitan Toronto. *T. Colton.*

POLB37F **Government and Politics in Ontario**
The course begins with a study of the provincial constitution and then proceeds to an analysis of elections and the party system. Thereafter the major institutions – executive, legislature, and public service – together with their inter-relationships are examined. Provincial-local and provincial-federal relations will be given only limited treatment.

POLB38Y **Politics of the Third World**
The emphasis in this course will be upon the effects which various Western, especially North American, policies and practices have had upon development in the Third World. The policies and practices to be surveyed include those relating to foreign aid, the multinational corporation, international trade unionism, and Western security. Case material will be drawn from four countries in Latin America and Africa which illustrate a diversity of approaches to development: Cuba, Chile, Tanzania and Kenya. *K.R.J. Sandbrook.*

[POLC03F ***Marxism-Leninism]***
Course not offered in 1975-76.
Prerequisite: POLB03 or POLB06

POLC06Y ***Comparative Communism***
An analysis of society and politics in a variety of countries currently governed by Marxist-Leninist parties. *G. Skilling.*

POLC07Y **Reading Course**
Advanced Reading Programme in Special Topics.
Prerequisite: One B-level course in Political Science; permission of instructor.

POLC08Y **Comparative Foreign Policy**
Course offered in only the Winter Evening Session, Scarborough and Summer Evening Session, Oshawa
A comparative analysis of the varying role of ideology, culture, political institutions, weapons capability etc. as determinants of foreign policy, with emphasis on the foreign policies of Canada, the U.S., the Soviet Union and China.

[POLC09S ***Political Analysis]***
Course not offered in 1975-76.
Prerequisite: One related B-level course in a Social Science.

POLC10Y **Modernization and Revolution**
An assessment of theories of modernization, imperialism, revolution and counterinsurgency and of the relevance of these theories to an understanding of the experience mainly of Cuba, Algeria and the Republic of South Africa. *K.R.J. Sandbrook.*

POLC11F **The Psychology of International Relations**
This course will explore the contribution that psychological knowledge can make to an understanding of international relations. Problems to be considered include problems of war and peace, the influence of perception on foreign policy decisions, the influence of personality on decision making. *J. Esberey.*
Prerequisite: POLB24 or POLB10

POLC12S **Topics in Political Leadership**
This course will involve detailed studies of specific political leaders in the light of a variety of theories of leadership. While the emphasis will be on psychological theories, students who have the necessary background may apply other approaches. It is assumed that the leaders selected for study will come from the areas of Canada, the United States and Western Europe but other political leaders may be studied where the students have the appropriate background. *J. Esberey.*
Prerequisite: POLB24 or POLA01 or POLA03 or POLB18 or POLB26.

Psychology

Psychology is that branch of Science which seeks to understand the behavior of organisms. Why humans and infrahumans act as they do is a puzzle which has always challenged men. Philosophers, artists, novelists, theologians have sought the answer through reason and intuition. But can the methods of scientific inquiry be applied to an understanding of behavior? And, if so, what principles do they reveal?

The areas of interest which Psychology encompasses include; how organisms perceive their environments; how they learn and adapt; how they change over their lifetimes; how they choose among alternate courses of action; how they respond to stress and conflict; and how the presence of other organisms in social settings influences their behavior. The course offerings in Psychology consider how psychologists pursue inquiries in these areas and what knowledge they have gained.

Students should consult the "Programmes of Study" section of this *Calendar* for the requirements for specialization in Psychology.

Students interested in Psychology should also refer to:

[LINB05S	Psycholinguistcs]
NSCA01Y	Introduction to Natural Science: The Physical Sciences
NSCA02Y	Introduction to Natural Science: The Biological Sciences

PSYA01Y **Introduction to Psychology**
The basic principles and methods of contemporary Psychology, emphasizing their contribution to an understanding of how organisms, both human and infrahuman, perceive their environments, how their behavior is modified by experience, and how their activities are instigated, sustained, and directed. Students interested in gaining laboratory experience in association with their introduction to Psychology may choose PSYA02 in lieu of PSYA01 or may take PSYB09 concurrently with the second term of PSYA01. *Members of the faculty.*
Exclusion: PSYA02

PSYA02Y **Psychology: An Introduction**
Covers the same range of topics as PSYA01 but includes a weekly two-hour laboratory period. *Members of the faculty.*
Exclusion: PSYA01

PSYB07F **Data Analysis in Psychology**
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 men. How is the psychologist able to make the leap from the specific data of his experiments to the generalization he may wish to affirm? The course examines the role of statistical decision-making procedures in drawing reasonable inferences from research findings. It assumes no mathematical sophistication beyond elementary algebra; it does assume a willingness to master quantitative techniques. *B. Forrin.*
Exclusions: MATB52; (SOSA01)

PSYB07S **Data Analysis in Psychology**
Course offered in only the Winter Evening Session
Same courses as PSYB07F
Exclusions: MATB52; (SOSA01)

PSYB08S **Experimental Design in Psychology**
The course extends the range of techniques examined in PSYB07. Procedures are considered which permit the analysis and interpretation of data from complex multivariate experiments. The course is highly recommended for all students contemplating supervised individual research in Psychology. *B. Forrin.*
Prerequisite: PSYB07 or MATB52 or (SOSA01)

PSYB09F **General Experimental Psychology**
The experimental techniques of Psychology as applied to problems in learning, motivation and perception in infrahuman and human organisms. This course emphasizes research methods of Psychology and is intended to provide a broad foundation of basic information and research techniques required in specialized laboratory courses and advanced courses. Prior or concurrent enrolment in PSYB07 is recommended. *G.B. Biederman.*
Prerequisite: PSYA01 or PSYA02

PSYB09S **General Experimental Psychology**
Course offered in only the Winter Evening Session
Same course as PSYB09F. *G. Biederman.*
Prerequisites: PSYA01 or PSYA02

PSYB10F **Introduction to Social Psychology**
Course offered in only the Winter Evening Session
Social Psychology focuses on the problem of how human behavior is influenced by others. Among the questions to be considered are: how do we form impressions of other people; how can we change the attitudes of others; what are the effects of competing or co-operating with others on our attitudes towards them; what are causes of prejudice and how can they be eliminated; and, what determines when people will engage in altruistic behavior?
Prerequisite: PSYA01 or PSYA02

PSYB10S **Introduction to Social Psychology**
Same course as PSYB10F. *K.K. Dion.*
Prerequisite: PSYA01 or PSYA02

[PSYB11S **Social Psychology Laboratory]**
Course not offered in 1975-76.
Prerequisites: PSYB07; PSYB10

[PSYB12S **Social Interaction]**
Course not offered in 1975-76.
Exclusion: PSYC12
Prerequisites: PSYB07; PSYB10

PSYB20F **Developmental Psychology**
This course is divided into two parts. The first examines broad frameworks which have been offered to explain human development; e.g., Piaget's cognitive theory, social learning view. The second part focuses on selected research areas which deal with different aspects of social and cognitive development in the infant and child; e.g., social attachment, intelligence, sex-roles and achievement. *K.K. Dion.*
Prerequisite: PSYA01 or PSYA02

PSYB20S **Developmental Psychology**
Same course as PSYB20F. Course offered in only the Winter Evening Session.
Prerequisite: PSYA01 or PSYA02

PSYB30F **Personality**
How psychologists study the individual and his behavior. Examples of both the traditional broad theories of behavior (e.g., Freud's psychoanalytic theory) and the more contemporary research-oriented "miniature theories" will be discussed. The specific research areas which are covered vary somewhat from year to year. Achievement motivation, manifest anxiety, attraction, intelligence, computer models of personality, curiosity and exploratory behavior, personality assessment and non-verbal behavior are some of the topics which may be included in any given year. *A. Kukla.*
Prerequisite: PSYA01 or PSYA02

PSYB30S **Personality**
Same course as PSYB30F
Prerequisite: PSYA01 or PSYA02

PSYB32F **Abnormal Psychology**
A critical examination of psychoanalytic, S-R, cognitive-interpersonal, biological and phenomenological views concerning the cause and treatment of abnormal behaviour. The conceptual problem of defining abnormality and categorizing its varieties will be emphasized.
Prerequisite: PSYA01 or PSYA02

PSYB32S **Abnormal Psychology**
Same course as PSYB32F. Course offered in only the Winter Evening Session.
Prerequisite: PSYA01 or PSYA02

PSYB40F **Learning**
Critical review of basic theories and issues in the psychology of learning, with selected laboratory exercises in animal learning. An introduction to the problems and techniques in the study of the acquisition of behavior. Topics include: reinforcement, motivation, classical and instrumental conditioning principles, theory construction. *G.B. Biederman.*
Exclusion: (PSYB04)
Prerequisites: PSYA01; PSYA02; PSYB07 and PSYB09 are recommended but not required.

PSYB41S **Operant Conditioning**
Review of operant conditioning research with laboratory exercises in operant schedules of reinforcement and stimulus control of behavior. Emphasizes study of the control of steady-state performance and provides opportunity for the observation and control of operant behavior in infrahuman subjects in the laboratory. Topics include: complex schedules of reinforcement, stimulus control, models of operant behavior, discussion of applications of operant techniques in behavior modification. *G.B. Biederman.*
Exclusion: (PSYB04)
Prerequisites: PSYA01 or PSYA02; PSYB07, PSYB09 and PSYB40 are recommended but not required.

PSYB50F **Sensation and Perception**
An investigation into the processes by which we gain information about the world around us, and the laws which govern the way in which that information is used to construct our perceptions. *M.C. Smith.*
Prerequisite: PSYA01 or PSYA02

PSYB51S **Perceiving and Knowing**
In obtaining information about our environment we rely on first-hand contact with real things, and also on second-hand contact, with representations – we have to distinguish between reality and appearance, objects and images, the pictured and pictures. The course examines 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. *J.M. Kennedy.*
Prerequisites: PSYA01 or PSYA02

PSYB52S **Human Information Processing**
Recently Psychologists who study human perception and behavior have begun to lay great emphasis on the way in which the human being actively and constructively processes information rather than merely responding passively to stimulation. The course introduces these ideas in their application to perception, memory, and cognition, with special emphasis on quantitative studies. *M.C. Smith.*
Prerequisite: PSYA01 or PSYA02; PSYB50; PSYB07 or PSYB09 are recommended but not required.

PSYB56F **Man and Machines**
Courses offered in only the Winter Evening Session
Experimental Psychology can be used to match machines to the properties of human beings so that we can achieve "human use of human beings". This course examines machines which learn and adapt themselves to humans; the efficient design of machines to

match human nervous systems; prosthetics; machines as a model of man; quantitative measures of human performance; and philosophical problems about man's nature in a world of intelligent machines.
Prerequisites: PSYA01 or PSYA02; quantitative skills such as are required in PSYB07, or PSYB09 are an advantage.

PSYB60F **Brain Mechanisms and Behaviour: I**
Students with prior credit for PSYB65 may take PSYB60 for credit. This course and PSYB61S deal with the relationship between behaviour and structure and function of the nervous system. Topics covered in PSYB60F include: nueroanatomy, structure and function of neurons, neural mechanisms and movement, and the physiological basis of perception. *N. W. Milgram.*
Prerequisite: PSYA01 or PSYA02

PSYB61S **Brian Mechanisms and Behaviour: II**
Physiology of Motivation and Learning
This is a continuation of PSYB60. Topics covered under the category of Motivation will include physiological basis of eating, drinking and sexual behaviour; sleep; and the neural correlates of reward. Topics covered under Learning include: physiological processes and memory, structural basis of learning and memory, biochemistry and memory.
Prerequisite: PSYB60

PSYB62Y **Research in Physiological Psychology**
During the first term this course will teach basic techniques used in the investigation of brain function. During the second term students will do original supervised research in groups or individually. *N. W. Milgram.*
Prerequisite: PSYA01 or PSYA02; permission of instructor.
Corequisite: PSYB60; PSYB61, PSYB07, PSYB08 and PSYB09 are recommended but not required.

PSYB65S **Biological Foundations of Behaviour**
Course offered in only the Winter Evening Session
Students with prior credit for PSYB60 may not take PSYB65 for credit. Examines the structural and physiological basis of behaviour. It is geared towards non-biologically oriented students. Specific topics include: behavioural genetics, endocrinological factors and behaviour, central nervous systems mechanisms and behaviour. *N. W. Milgram.*
Exclusion: PSYB60

PSYB70F **Comparative Psychology**
Comparison of psychological and ethological approaches to the problems of the structure, causation, ontogeny, and phylogeny of behaviour.
Prerequisite: PSYA01 or PSYA02

PSYC15S **Current Topics in Social Psychology**
Course offered in only the Winter Evening Session
An intensive examination of selected issues and research problems in social psychology.
Prerequisite: PSYB10

PSYC22F **Socialization Processes**
Covers the processes by which an individual becomes a member of a particular social system (or systems). The course examines both the content of socialization (e.g., development of specific social behaviors) and the context in which it occurs (e.g., family, peer group, etc.) Material will be drawn from both Social and Developmental Psychology. Limited enrolment: 25. *K.K. Dion.*
Prerequisites: PSYB10; PSYB20

PSYC33F **Personality and Social Interaction**
An examination of the role of nonverbal behavior and social interaction. Research strategies and data based on both traditional psychological models and the more biologically oriented ethological approach will be considered. Among the topics to be discussed are non-verbal communication and social regulation in main and other animals, personal space and related territorial-like behaviors, selected nonverbal behaviors such as facial expressions and body movements. Limited enrolment: 25.
Prerequisites: (PSYB03) or PSYB30; one other B-level half-course in Psychology.

PSYC34S **Thought and Action**
Course offered in only the Winter Evening Session
Theory and research concerning the relationship between cognition and motivation. Topics will include S-S versus S-R theory. Lewin's field theory, the theory of achievement motivation, cognitive dissonance, interval versus external control attribution theory. Facility with high school algebra will be assumed. Limited enrolment: 50. *A. Kukla.*
Prerequisites: PSYB30; one additional B-level half-course in Psychology.

[PSYC35S **History of Psychology]**
Course not offered in 1975-76.
Prerequisites: PSYA01 or PSYA02; two B-level half-courses in Psychology.

PSYC40S **Current Topics in Animal Learning**
A review of recent developments in animal learning with emphasis on discrimination learning and avoidance conditioning.
G. Biederman.
Prerequisites: PSYB40 or PSYB41

[PSYC41S **Psychobiology of Learning and Motivation]**
Course not offered in 1975-76.
Exclusion: NSCB01
Prerequisite: PSYB40 or PSYB41 or PSYB60

[PSYC50S **Attention and Performance Theory]**
Offered in alternate years; not offered in 1975-76.
Prerequisite: One B-level half-course in Psychology, preferably PSYB07 or PSYB09

PSYC52S **Structures in Psychology**
In a number of areas, there seem to be systems of rules (structures) that characterize physical, logical and psychological phenomena that people employ. The areas and major theorists in each area include: visual perception (Gibson), language (Chomsky), the child's developing grasp of reason (Piaget), and social understanding (Laing). Each of these areas will be considered and possible extensions of the main theories will be outlined. The extensions include hypotheses about sex differences in egocentrism, the structure of conversation (Kukla), perception of representations and understanding of meta-theory. *J.M. Kennedy.*
Prerequisites: PSYB07 or PSYB08 or PSYB09 or PSYB20 or PSYB51; permission of instructor.

PSYC53S **Current Topics in Human Information Processing**
An intensive examination of selected issues and research problems in human information processing.
Prerequisites: PSYB51 or PSYB52 or PSYB56

[PSYC56S **Man and Machines Seminar]**
Course not offered 1975-76.
Prerequisite: PSYB56

PSYC60S **Current Topics in Comparative and Physiological Psychology**
An intensive examination of selected issues and research problems in comparative and physiological psychology.
Prerequisite: PSYB60

PSYC80S **Foundations of Psychology**
An analysis of selected philosophical issues as they concern the discipline of Psychology, and Psychology's relevance to the problems of Philosophy. Discussed will be such topics as: Behaviourism and phenomenology; the mind-body problem; free will and determinism; distinctions, if any, between Psychology and traditional scientific disciplines. Limited enrolment: 20. *A. Kukla.*
Prerequisites: Three B-level half-courses in Psychology; one B-level half-course in Philosophy.

The supervised reading/research course is intended for students wishing to pursue specialized interests which grow out of existing course offerings in psychology. It is the responsibility of the student to locate a member of faculty willing to supervise his work and to develop, in consultation with his supervisor, an acceptable programme of reading/research. Students wishing to enrol in these courses should make arrangements with a supervisor well in advance of the beginning of term:

PSYC90F **Supervised Readings in Psychology**
PSYC91S *Members of the faculty.*
Prerequisites: Three full-course-equivalents in Psychology; permission of instructor.

PSYC92F **Supervised Research in Psychology**
PSYC93S *Members of the faculty.*
Prerequisites: PSYB07; PSYB09; two additional full-course-equivalents in Psychology; permission of instructor.

PSYC98Y **Thesis in Psychology**
This course is intended to offer to qualified students the opportunity to engage in a year-long research project under the supervision of an interested member of the faculty in Psychology. The project will culminate in a written report in the form of a thesis and a defense of that report. During the course of the year, at appropriate times, students will meet to present their own research proposals, to appraise the proposals of others and to discuss the results of their investigations.
Co-ordinator: B. Forrin.
Prerequisites: Satisfactory completion of 15 full-course-equivalents in any discipline but including PSYB07, one laboratory half-course in Psychology and two additional full-course-equivalents in Psychology; consent of a faculty member in Psychology to serve as research supervisor.
Corequisite: PSYB08 is recommended but not required.

Russian

The Russian discipline offers a selection of courses in Russian language and literature. These may be combined in a manner of the student's own choosing, or in a Modern languages and literatures specialization, or in a Russian and Related Studies Programmes (see entry in Specialist Programmes of study section of this *Calendar).* Students who wish to study Russian literature without specialization may undertake their reading in translation.

RUSA01Y **Introduction to Russian Culture and Literature**
A study of aspects of the Russian creative mind, from the eighteenth century to the present.

RUSA10Y **Introductory Russian**
Fundamentals of Russian Grammar, with emphasis on conversation and reading. *S. Whalen.*

RUSB02Y **Intermediate Russian**
Expanded study to increase ability in speaking, writing and reading Russian.
Prerequisite: Grade 13 Russian or RUSA10
Exclusion: (RUSA11)

RUSB10Y **Advanced Russian**
Practical study of syntax, morphology, composition and style. Conversation based on reading materials from Russian literature and culture. *S. Whalen.*
Prerequisite: RUSB02

[RUSB12Y **Russian Drama]**
Course not offered in 1975-76.

[RUSB13Y **A Survey of Russian Poetry from the Seventeenth Century to the Present]**
Course not offered in 1975-76.

RUSB14F **Prophecy in 19th Century Russian Literature**
Study of Pushkin, Goncharov and Dostoevsky.
Exclusion: RUSB11
Prerequisite: RUSA10
Corequisite: RUSB02

RUSB15S **Women in 19th Century Russian Fiction**
Studies in Pushkin, Turgenev and Tolstoy.
Exclusion: RUSB11

Prerequisite: RUSA10
Corequisite: RUSB02

[RUSB21Y **The Twentieth Century Russian Novel]**
Course not offered in 1975-76.
Prerequisite: For generalists NONE; for specialists RUSA10
Corequisite: For generalists NONE; for specialists RUSB02 or RUSB10

[RUSB23S **Soviet-Russian Underground Literature from 1920's to the Present]**
Course not offered in 1975-76.

[RUSC01Y **Twentieth Century Russian Poetry]**
Course not offered in 1975-76.
Prerequisite: RUSB10

[RUSC02F **Supervised Reading]**
Course not offered in 1975-76.
Prerequisite: RUSA11 or RUSB10

RUSC03S **Supervised Reading**
RUSC04H
Prerequisite: (RUSA11) or RUSB10

[RUSC10Y **Structure of Russian Language]**
Course not offered in 1975-76
Prerequisite: RUSB10

Social Science

[SOSB02Y **The Indian Sub-Continent: Contemporary Problems]**
Course not offered in 1975-76.
Prerequisite: On course in Social Science

[SOSB03S **Communications I]**
Course not offered in 1975-76.
Exclusion: NSCB03

Sociology

Sociology is the scientific study of interaction among people, the social relations which they establish, and the social groups which they form and which make up society. Sociology attempts to explain how society is ordered and how it functions, what accounts for social cohesion, social stratification, social mobility and social change, the consequences of co-operation, competition and conflict.

The courses listed below represent some of the major subdivisions of Sociology and several approaches to the scientific study of social phenomena.

SOCA01Y **Introduction to Sociology**
An introduction to the basic concepts, principles and methods of Sociology as a discipline for the study of society. Major topics studied include: the nature of social groups, social processes, culture, socialization, deviant behaviour, population, community, stratification, social institutions and social change. *R.L. James.*
Exclusion: (SOCA03)

SOCA02Y **Contemporary Society**
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.
Exclusions: SOCA01; (SOCA03)

[SOCA04Y **Principles of Sociology: A Fieldwork Approach]**
Course not offered in 1975-76.

SOCB01Y **Methods in Social Research**
A formal study of methodology and a practical introduction to social research design, data collection and analysis. Laboratory sessions include exercises in computer programming, elementary statistics, graphics and library research. Students design and execute suitable projects as an important part of their term work. Limited enrolment: 30. *R.C. Beals.*
Prerequisite: One course in Sociology

SOCB02Y **Structure of Interpersonal Relations**
Course offered in only the Summer Day Session, 1975
The analysis of personal relationships in such social forms as the family, education, work, friendship and love. After ten weeks of lectures and tutorials on basic methods and theory, students conduct research on topics of their own choice, under continuing but informal faculty guidance. The final research report may take any suitable format – essay, voice tape, videotape, film, novel or other. *J.A. Lee.*

SOCB03Y **History of Social Thought**
The development of Sociology and the works of particular sociologists whose concepts not only are of historical interest but also have relevance to contemporary Sociology.
Prerequisite: One course in Sociology

SOCB04Y **Political Sociology**
A study of the interrelationship between society and policy, between social structures and political institutions.
Prerequisite: One previous course in Sociology

SOCB05Y **Urban Sociology**
An examination of cities in general and of Toronto in particular, as a study of large-scale population aggregation and organization. A considerable amount of fieldwork and urban exploration is expected. *N. Howell.*

SOCB07Y **Small Groups**
Analyses of small group behaviour with special reference to the dynamics of structure formation, conflict patterns, maintenance patterns, and patterns of change. The first term will be conducted as an academic self-analytical group; the second term as a seminar. The method in the first term will be participation in group task performance supplemented by regular reading and written reports; and in the second term, class reports, discussions and research reports. Limited enrolment: 20. *W.W. Isajiw.*
Exclusion: (SOCC01)
Prerequisites: Two courses in Sociology, one of which must be a B-level course.

SOCB10Y **Social Class and Social Stratification**
Description and analysis of the nature of social stratification with emphasis on: the basis of stratification; different theoretical views concerning stratification; the structure and function of stratification systems, social classes and associated behaviour; social mobility; and, class conflict. *L.L. Howard.*
Prerequisite: One course in Sociology

SOCB12Y **Sociology of the Family**
The sociological study of the family in contemporary western society, with special emphasis on: its historical development, social forces which have influenced it, interrelationship with other institutional forms, the family as a group, the family life cycle, family disorganization and family change. *R.L. James.*
Prerequisite: One course in Sociology

SOCB13Y **Canadian Society**
A sociological analysis of Canadian society, with emphasis on its changing structure. *J.L. deLannoy.*
Prerequisite: One course in Sociology

SOCB14Y **Comparative Social Structure**
A study of the institutional structure in different societies in order to develop a better understanding of the effects of structural variations on human behaviour. *J.L. deLannoy; L.L. Howard.*
Prerequisite: One course in Sociology

SOCB16Y **Social Change**
A sociological analysis of forms of change, such as industrialization, modernization, urbanization, and their consequences for the structure and function of contemporary society. *J.L. de Lannay.*
Prerequisite: One course in Sociology

SOCB18Y **Sociology of Deviant Behaviour**
The analysis of the social processes by which behaviour becomes defined as deviant; theories of causation and control; and the response of militant deviant subcultures. After ten weeks of lectures and tutorials on basic methods and theory, students conduct research on topics of their own choice, under continuing but informal faculty guidance. The final research report may take any suitable format – essay, voice tape, videotape, film, novel or other. *J.A. Lee.*

SOCB20Y **Ethnic and Race Relations**
The problem of stereotyping and prejudice, social mobility and 'civil rights' movements as processes of change of ethnic status; maintenance of ethnic identity and conflict and continuity between ethnic generations. Societal integration especially as it bears upon the question of Canadian bilingualism and multiculturalism.
Prerequisite: One course in Sociology

SOCB22Y **Sociology of Ideas**
This course examines the works of various "non-sociological" social thinkers from the perspective of the sociology of knowledge, and in terms of their relevance for sociological theory. Among the writers whose social thought will be discussed are: Herbert Marcuse, R.D. Laing, B.F. Skinner, Claude Lévi-Strauss, Raymond Williams, Frantz Fanon, Karl Popper and Thomas Kuhn. The course will involve discussion of the key elements in the sociology of knowledge and in sociological theory, but it is not intended to be a complete course in either of these subjects, and is not considered a "Sociological Theory" course as required by the Specialist Programme in Sociology.
Prerequisite: One course in Sociology

SOCB23Y **Demography of Canadian Society**
The study of human population processes, birth, death and migration, and the effects of these processes on society, especially Canadian society. *N. Howell.*
Exclusion: SOCC15
Prerequisite: One course in Sociology

SOCB27Y **Power and Organization**
Course offered in only Winter Evening Session
Same course as COMB27Y. Examines social factors in administration, the structuring of intra-organizational and inter-organizational relationships, and the distribution of power and dependency in society. Empirical studies used in the first term will focus on single organizations. Those used in the second term will focus on industries and other interdependent organizations. Students may organize their written work as a series of short, independent exercises or as a major project, and should be prepared to share their conclusions in class discussions. *L.L. Howard.*
Exclusions: (SOCC02); COMB27
Prerequisite: One course in Sociology, Commerce, Economics, or Political Science

SOCC02F **Research on Small Groups**
A laboratory course consisting of the design of research for the study of small groups, with applications of research designs in a laboratory situation; the study of various types of groups and problems under laboratory conditions. Limited enrolment: 10.
W. W. Isajiw.
Prerequisites: SOCB01; SOCC01

SOCC03F **Collective Behaviour**
The social conditions that produce collective behaviour and the effect it has on group conflict, morale, consensus and changing patterns of social organization. Limited enrolment: 15.
Prerequisites: Two courses in Sociology, one of which must be a B-level course

SOCC04S **Social Movements**
Course offered in only the Winter Evening Session
Analysis of major social movements, their origins, dynamics, and consequences for contemporary society. Limited enrolment: 15.
Prerequisites: Two courses in Sociology, one of which must be a B-level course

[SOCC05Y **Special Problems of Sociological Theory]**
Course not offered in 1975-76.
Prerequisites: Two courses in Sociology, one of which must be a B-level course

SOCC07S **Sociology of Occupations**
The relation of man to his occupations in contemporary society, including such topics as: occupational choice in a changing society, conceptions of work and leisure, mobility and career patterns, and professionalizaton. Limited enrolment: 15.
Prerequisites: Two courses in Sociology, one of which must be a B-level course

[SOCC08H **Sociology of Education]**
Course not offered in 1975-76.
Prerequisites: Two courses in Sociology, one of which must be a B-level course

SOCC09F **Sociology of Culture**
A theoretical and empirical study of the societal processes by which the belief and cognitive systems, value and normative systems are accepted, established, and changed or modified. Special emphasis on Canada and the problems of development of Canadian culture. Limited enrolment: 15.
Prerequisites: Two courses in Sociology, one of which must be a B-level course

SOCC10S **Sex, Self and Society**
Course offered in only the Winter Evening Session
A sociological approach to the bases, establishment and maintenance of social differentiation based on sex, including a consideration of socialization and sex-typing, the division of labour, patterns of sexual behaviour, changing roles and protest movements. *R.L. James.*
Prerequisites: Two courses in Sociology, one of which must be a B-level course

SOCC12F **Sociology of Revolution**
A theory of revolution which will be applied to examine empirical instances of the phenomenon, e.g., The Mexican Revolution, The Russian Revolution, The American Revolution, including such events as the Winnipeg General Strike, the 1968 Paris Student Revolt and the FLQ crisis. Limited enrolment: 15.
Prerequisites: Two courses in Sociology, one of which must be a B-level course

[SOCC14S **Mass Communication and Canadian Society]**
Course not offered in 1975-76.
Prerequisites: Two courses in Sociology, one of which must be a B-level course

SOCC15F **Problems in Demography**
A seminar organized around investigation of special problems in demography, such as a special area of the world or period of history.
Prerequisite: SOCB23 or permission of instructor

[SOCC16F **Sociology of Conflict]**
Course not offered in 1975-76.
Prerequisites: Two courses in Sociology, one of which must be a B-level course

[SOCC17S **Social Change in Latin America]**
Course not offered in 1975-76.
Prerequisites: Two courses in Sociology, one of which must be a B-level course.

[SOCC18S **Sociology of the Arts]**
Course not offered in 1975-76.
Prerequisites: Two courses in Sociology, one of which must be a B-level course

SOCC20S ***Sociology of Religion***
A sociological analysis of: religion as a social institution, religious behaviour, and contemporary trends. Limited enrolment: 15.
Prerequisites: Two courses in Sociology, one of which must be a B-level course

SOCC21F ***Sociology of Criminal Behaviour***
Specialized study of the etiology and consequences of criminal behaviour, with special reference to Canadian society. Limited enrolment: 20.
Prerequisites: SOCB18; one other course in Sociology

SOCC22S **Sociological Analysis: Qualitative Methods**
Systematic analysis of basically non-statistical or qualitative materials. The craftmanship of research. The problems, limitations and techniques of sociohistorical analysis, content analysis and methodologies for the study of non-academic materials from non-scholarly sources. Limited enrolment 15.
Prerequisites: SOCA01; one B-level course in Sociology

SOCC23S **Juvenile Delinquency**
Sociological study of delinquent behaviour including theories relating to causation, community response and rehabilitation programmes. Limited enrolment: 20.
Prerequisites: SOCB18; one other course in Sociology

SOCC24S **Changing Family Life in Canada**
Examination of the major changes in the structure of the family in Canada, and its consequences for family life. Limited enrolment: 15. *R.L. James.*
Prerequisites: Two courses in Sociology, one of which must be a B-level course

SOCC25S **Comparative Race Relations**
Comparison of race relations in, for example, Europe and North America.
Prerequisites: Two courses in Sociology, one of which must be a B-level course

SOCC26F **Sociology of Urban Growth**
Sociological study of urban growth: basic conditions, patterns of growth, consequences for urban society and planning approaches. Major focus will be on Toronto and area. Limited enrolment: 20.
Prerequisites: Two courses in Sociology

SOCC27S **Social Class in Canadian Society**
Specialized study of social class phenomena in contemporary Canadian society, bringing to bear both current theory and research.
Prerequisites: Two courses in Sociology

SOCC30Y **Independent Studies**
Prerequisites: Any 15 courses; permission of instructor

SOCC40Y **Directed Field Work**
Designed primarily for students taking the last five courses for their twenty-course degrees who wish to specialize in field research. The course includes the observation and reporting of social data. Under the guidance of the instructor, the students will be expected to concentrate on a major research project during the session, terminating with submission of a paper based on the experience. *Members of the faculty.*
Prerequisites: Any ten courses; permission of instructor. (Students anticipating the selection of this course are advised to include SOCB01 early in their programme of studies.)

Spanish

Students enrolling in Spanish, whether as specialists or non-specialists, are offered a wide range of courses in the Spanish language and in Peninsular and Spanish-American literature.

Students who do not intend to specialize in Spanish are free to choose whichever courses they wish, provided that they have satisfied the relevant prerequisites. Specialist students will find the requirements for specialization in Spanish and in Modern Languages and Literatures listed in the Specialist Programmes section of this *Calendar.*

Courses in Fine Art, History, Humanities, Linguistics, Philosophy, and in other languages and literatures, may also prove valuable to the student as adjuncts to his plan of study or as an enrichment of his total programme. Of particular relevance to the student with interdisciplinary interests are the programmes in Drama and in Latin-American Area Studies (for example, HUMB61 or HUMB63), and courses in comparative literature (for example, HUMB15 or HUMC01).

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

SPAA01Y **Introductory Spanish**
A course in basic grammar and syntax, with instruction in spoken and written Spanish in classroom and language laboratory.
Exclusion: (SPA001)

SPAB02F **Intermediate Spanish**
Review of Spanish grammar and syntax; elementary composition. *R.J. Barta; I.J. Chicoy-Dabân.*
Exclusion: (SPA002)
Prerequisite: Grade 13 Spanish or (SPA001) or SPAA01

SPAB03S **Pre-Literary Examination of Texts**
The basic elements of style with rapid reading and comprehension of texts of various periods. *R.J. Barta.*
Exclusion: (SPA003)
Prerequisite: (SPA002) or SPAB02

SPAB04F **Phonetics**
Articulatory phonetics; Spanish speech sounds; intensive practice in their production and transcription. *R. Skyrme.*
Exclusion: (SPA004)
Prerequisite: SPAA01

SPAB05S **Spanish Conversation I**
Intensive practice in the spoken language, through controlled situational oral work and discussion groups, with attention also given to the comprehension of the major regional variants.
J.I. Chicoy-Dabán; P.R. León.
Exclusion: (SPA005) or SPAB15
Prerequisite: SPAA01

SPAB06S **Spanish Conversation II**
A continuation of SPAB05. *J.I. Chicoy-Dabán.*
Exclusion: (SPA006) or SPAB16
Prerequisite: SPAB05

SPAB07S **Intermediate Syntax and Composition**
Practice in the effective writing of Spanish. *J.I. Chicoy-Dabán.*
Exclusion: (SPA007)
Prerequisite: SPAB02

SPAB09F **Cultural Aspects of Spain**
Examination through readings and discussion, in Spanish, of aspects of the culture of Spain. *J.I. Chicoy-Dabán.*
Exclusion: SPAB08
Prerequisite: Grade 13 Spanish or SPAA01

[SPAB10F **Cultural Aspects of Latin America]**
Course not offered in 1975-76.
Exclusion: SPAB08
Prerequisite: Grade 13 Spanish or SPAA01

SPAB12S **History of the Spanish Language**
The languages of Spain, from pre-Roman times to the present. *R. Skyrme.*
Prerequisite: SPAB04

SPAB13F **Romanticism**
The origin and growth of the Romantic movement in Spain; its relationship to Neo-Classicism and the Spanish tradition; a detailed study of the works of its principal exponents. *R. Skyrme.*
Prerequisite: SPAA01 or (SPA001)

SPAB15Y **Conversation I**
Offered in the Summer Language Institute only
Intensive practice in the spoken language, through controlled situational oral work and discussion groups, with attention also given to the comprehension of the major regional variants.
Exclusion: SPAB05

SPAB16Y **Conversation II**
A continuation of SPAB15.
Offered in the Summer Language Institute only
Exclusion: SPAB06
Prerequisite: SPAB15

[SPAB17F **The Nineteenth Century Spanish Novel]**
Course not offered in 1975-76.
Prerequisite: (SPA001) or SPAA01

SPAB18Y **Survey of Spanish Literature I**
Reading, analysis and discussion of Peninsular Spanish literature from the twelfth to the seventeenth centuries, with the object of acquainting the student with the major literary movements of each period, the authors and their works. *R.J. Barta.*
Exclusion: (SPAB11)
Prerequisite: SPAA01

[SPAB19Y **Survey of Spanish Literature II]**
Course not offered in 1975-76.
Prerequisite: SPAA01

SPAB20Y **Advanced Language Practice**
Intensive study of grammar and syntax; translation, composition, and oral practice. *R. Skyrme.*
Prerequisite: SPAB07

SPAB21F **Stylistics and Translation**
The examination of Spanish literature in relation to the resources of the language. Theory and practice of transmission of literary material from one language to another. *R.J. Barta.*
Prerequisite: SPAB03 or (SPA003)

SPAB23Y **Spanish Drama**
A study of Spanish drama from the Middle Ages to the twentieth century. Complete plays of the major dramatists will be read, and discussed. In some cases films of actual theatrical productions in Spanish will be shown. *P.R. León.*
Exclusion: SPAB24
Prerequisite: SPAB02 or (SPA002)
Corequisite: SPAB03 or (SPA003)

[SPAB25F **Golden Age Prose]**
Course not offered in 1975-76.
Prerequisite: SPAB03 or (SPA003)

SPAB26S **Golden Age Poetry**
Study of the major poets of the Golden Age from Garcilaso to Gongora. *I. Chicoy-Dabán.*
Prerequisite: SPAB02 or SOA002
Corequisite: SPAB03 or SPA003

[SPAB27F **The Poetry and Theatre of Garcia Lorca]**
Course not offered in 1975-76.
Prerequisite: SPAB03 or (SPA003)

[SPAB28S **Spanish American Literature: A Survey]**
Course not offered in 1975-76.
Prerequisite: SPAA01 or (SPA001)

[SPAB29F **Spanish American Literature: The Short Story]**
Course not offered in 1975-76.
Prerequisite: SPAA01 or (SPA001)

SPAB30S **The Novel of the Mexican Revolution**
Course offered only in the Evening Session.
A study of the various types of novels written in Mexico from 1910 to the present time. Attention will be paid to the fundamental economic, social and cultural aspects of the Revolution. *P.R. León.*
Prerequisite: SPAA01 or (SPA001)

SPAB33S **Spanish American Poetry 1880-1920**
A study of the Modernist movement, involving an examination of the attitudes, themes, and techniques of some of its major authors. *R. Skyrme.*
Exclusion: HUMB15
Prerequisite: SPAB03

[SPAB34S **Poets of the Vanguardia]**
Course not offered in 1975-76.
Prerequisite: SPAB03

[SPAB35S **Medieval Literature: Prose]**
Course not offered in 1975-76.
Exclusion: SPAB22F/S
Prerequisite: SPAB03

SPAB36S **Medieval Literature: Poetry**
Reading, analysis and discussion of major texts in poetry from the twelfth to the fifteenth centuries in Spain. *R.J. Barta.*
Exclusion: SPAB22F/S
Prerequisite: SPAB03

SPAC01F **Supervised Reading**
SPAC02F *Prerequisites:* SPAB03; one course in Spanish literature –
SPAC03F SPAB13 through SPAB36
SPAC04F
SPAC05F

SPAC06S **Supervised Reading**
SPAC07S *Prerequisites:* SPAB03; one course in Spanish literature –
SPAC08S SPAB13 through SPAB36
SPAC09S
SPAC10S

Evening and Summer Courses

Summer Evening Session, Scarborough, 1975

The Summer Evening Session begins on Monday, 12 May and ends on Friday, 15 August. Courses are given on two evenings each week, Monday and Wednesday or Tuesday and Thursday. For complete information about registration dates, dates for the beginning and conclusion of classes, deadline dates for withdrawal and dates for examinations, please refer to the "Academic Calendar" section of this *Calendar.*

The timetable for the courses listed below will be available in time for pre-registration in March.

Course Code	Course Title and Instructor
ANTB15Y	Introduction to Physical Anthropology
COMA01Y	Financial Accounting
ECOA01Y	Introduction to Economics
ENGB16Y	Fiction 1832 – 1900
GRHB02Y	Greek and Roman History: Alexander to the Gracchi
GGRB08Y	The Geography of Underdevelopment *(A. Tayyeb)*
GGRC01Y	Supervised Research
GGRC07Y	Advanced Readings in Selected Fields of Geography
HISC34F	Revolutionary America (1760-1790)
MATA26Y	Calculus with Linear Algebra *(Y.L.Park)*
PHLB01F	Morality and Values *(A. Gombay)*
PHLB60F	Existence and Reality *(D. Mosher)*
PHLB61S	Philosophy of Religion *(P. Gooch)*
PHLB70S	Philosophy of Science *(A. Gombay)*
POLB18Y	Comparative Politics of Western Europe
SOCA01Y	Introduction to Sociology

Summer Evening Session, Oshawa, 1975

The following courses will be given in the Summer Evening Session at Durham College of Applied Arts and Technology in Oshawa. Students who would like to take these courses must be admitted to the University of Toronto and register in the usual way as Scarborough College students. (The courses are also open to part-time students registered in other Colleges of the University of Toronto.)

Durham College is located on Simcoe Street North at the Fifth Concession, East Whitby Township.

The Summer Evening Session begins on Monday, 12 May and ends on Friday, 15 August. Courses are given on two evenings each week, Monday and Wednesday or Tuesday and Thursday. For complete information about registration dates, dates for the beginning and conclusion of classes, deadline dates for withdrawal and dates for examinations, please refer to the "Academic Calendar" section of this *Calendar.*

The timetable and room numbers for the courses listed below will be available in time for pre-registration in March.

Course Code	Course Title and Instructor
ANTA01Y	Introduction to Anthropology
ECOB05F	National Income and the National Economy
ECOB06S	Macroeconomic Policy
ENGA05Y	Canadian Literature in English: An Introduction
GGRB03Y	Climatology
GGRC01Y	Supervised Research
GGRC07Y	Advanced Readings in Selected Fields of Geography
HISB03Y	History of the United States *(W. Dick)*
PHLB14S	Philosophy of Social Science *(P. Thompson)*
POLA03Y	Introduction to Comparative Politics
POLC08Y	Comparative Foreign Policy *(A. Rubinoff)*
SOCB20Y	Ethnic and Race Relations

Summer Day Session, Scarborough, 1975

The Summer Day Session begins on Wednesday, 2 July and ends on Friday, 15 August. Classes are given two hours per day, five days a week. Final examinations, if required, will be held in the last class period. For complete information about registration dates, dates for the beginning and conclusion of classes, deadline dates for withdrawal and dates for examinations, please refer to the "Academic Calendar" section of this *Calendar.*

The timetable and room numbers for the courses listed below will be available in time for pre-registration in March.

Course Code	Course Title and Instructor
ANTA01Y	Introduction to Anthropology
ANTB14Y	Human Evolution
ANTB27F	Archaeological Field Methods
ANTC04S	Advanced Reading and Research in Anthropology
ECOB05F	National Income and the National Economy
ECOB06S	Macroeconomic Policy
ECOB20F	Literature of Political Economy I

ECOC18S	Workshop in Economics
ENGA05Y	Canadian Literature in English: An Introduction (*Limited enrolment*: 30)
FREB01Y	Language Practice – *(F. Mugnier)*
GGRA08F	Introduction to Geography: Regional Analysis
GGRA09S	Introduction to Geography: Spatial Analysis *(M.Bunce)*
GGRB07Y	Geomorphology: The Pleistocene Epoch
GGRC01Y	Supervised Research
GGRC07Y	Advanced Readings in Selected Fields of Geography
HISB17Y	Germany in the Nineteenth And Twentieth Centuries *(M. Eksteins)*
LINA01Y	General Linguistics *(J.D. Woods)*
PHLA01Y	Fundamental Questions of Philosophy *(P. Thompson)*
POLB06Y	Political Thought from Plato to Locke
POLB12Y	Politics and Society in Independent Africa
PSYA01Y	Introduction to Psychology
PSYB07H	Data Analysis in Psychology
PSYB09S	General Experimental Psychology
SOCB01Y	Methods in Social Research
SOCB03Y	History of Social Thought *(J.Rex)*
SOCC15F	Problems in Demography

Winter Evening Session, Scarborough, 1975-76

The Winter Evening Session begins on Monday, 8 September and ends on Friday, 9 April. Classes are held one evening a week except in the case of courses with laboratories for which there may be a second evening scheduled. *For complete information about registration dates, dates for the beginning* and conclusion of classes, deadline dates for withdrawal and dates for examinations, please refer to the "Academic Calendar" section of this *Calendar.*

The timetable and room numbers for the courses listed below will be available in time for pre-registration in March.

Course Code	Course Title and Instructor
ANTA01Y	Introduction to Anthropology
ANTB02S	Anthropology of Religion
ANTBO8F	Anthropology of Development
ANTB11S	Man in the Pleistocene
ANTB14Y	Human Evolution
ANTB20Y	Introduction to Social Organization
ANTB36Y	Theoretical Frameworks in Physical Anthropology
BIOA03Y	Introductory Biology
CLAB21Y	Greek and Roman Religion *(J. Warden/ J. Corbett)*
COMA01Y	Financial Accounting
COMB01Y	Management Accounting

ECOA01Y	Introduction to Economics
ECOB01F	Price Theory I
ECOB02S	*Price Theory II*
ECOB08S	Money and Banking
ECOB47F	Urban Economics
ECOB81Y	North American Economic History
ECOC16S	Topics in Advanced Economic Theory
ECOC17F	Workshop in Economics
ENGA04Y	English Literature: Forms and Approaches
ENGB02Y	Chaucer *(P. Vicari)*
ENGC08Y	Twentieth Century Literature *(M. Kirkham)*
FARB20Y	Canadian Art
FARB28Y	Art of the Twentieth Century
FREA01Y	Introductory French *(P. Moes)*
FREB35S	Ideas in Twentieth Century French Fiction *(L. Mignault)*
GGRA06S	Introduction to Geography: Environmental Analysis
GGRA07F	Introduction to Geography: The Surface of the Earth
GGRB06Y	The Geography of Economic Activities
GGRB10Y	The Geography of Soils *(R. Bryan)*
GGRB13Y	Introduction to Cultural Geography *(E. Relph)*
GGRC01Y	Supervised Research
GGRC05S	Theory and Method in Modern Quantitative Geomorphology
GGRC07Y	Advanced Readings in Selected Fields of Geography
HISA01Y	The European World: An Introduction to History *(J. Pearl/M. Eksteins)*
HISB05F	Canadian History to 1867 *(J. Moir)*
HISB06S	Canadian History Since Confederation *(I. Robertson)*
HISB07Y	Russia form Thirteenth Century to Present *(E. Dowler)*
HISB21F	Frontier Communities in the British Empire – Commonwealth – the South African Model – *(J. Kenyon)*
HISB22S	British Imperialism in India *(J. Kenyon)*
HISB35Y	The United States since 1870: The Response to Industrialism *(W. Dick)*
HISB43Y	Ontario History, the Nineteenth Century *(W. McKay)*
HISC41F	Old Huronia *(J. Moir)*
HISC17Y	European Society and Culture Between The World Wars *(M Eksteins)*
MATA26Y	Calculus with Linear Algebra *(Y. L. Park)*
PHLA01Y	Fundamental Questions of Philosophy *(H. Sobel)*
PHLA02Y	Philosphical Classics *(P. Gooch)*
PHLB44F	Philosophy of the Middle Ages I *(D. Mosher)*
PHLB45S	Philosophy of the Middle Ages II *(D. Mosher)*
POLB10Y	International Relations
POLB23Y	Politics and Society in the USSR
POLB24Y	Psychology and Politics
POLB29Y	Twentieth Century Political Thought

POLC08Y	Comparative Foreign Policy
POLC10Y	Modernization and Revolution
PSYA01Y	Introduction to Psychology
PSYB07S	Data Analysis in Psychology
PSYB09S	General Experimental Psychology
PSYB32F	Abnormal Psychology
PSYB32S	Abnormal Psychology
PSYB56F	Man and Machines
PSYB65S	Biological Foundations of Behaviour
PSYC15S	Current Topics and Social Psychology
SOCA01Y	Introduction to Sociology
SOCB10Y	Social Class and Social Stratification
SOCB18Y	Sociology of Deviant Behaviour
SOCB20Y	Ethnic and Race Relations *(W.W. Isajiw)*
SOCC10S	Sex, Self and Society *(J.A. Lee)*
SPAB30S	The Novel of the Mexican Revolution *(P. Leon)*

Winter Evening Session, Oshawa, 1975-76

The Winter Evening Session begins on Monday, 8 September and ends on Friday, 9 April. Classes are held one evening a week. For complete information about registration dates, dates for the beginning and conclusion of classes, deadline dates for withdrawal and dates for examinations, please refer to the "Academic Calendar" section of this *Calendar*.

The timetable and room numbers for the courses listed below will be available in time for pre-registration in March.

Course Code	Course Title and Instructor
ANTB15Y	Introduction to Physical Anthropology
CLAB02Y	Greek Roman Tragedy
COMA01Y	Financial Accounting
ECOA01Y	Introduction to Economics
ENGB05Y	Romantic Poetry
GGRA08F	Introduction to Geography: Regional Analysis *(P. Care)*
GGRA09S	Introduction to Geography: Spatial Analysis
GGRC01Y	Supervised Research
GGRC07Y	Advanced Readings in Selected Fields of Geography
HISC45Y	Canadian Intellectual History *(I. Robertson)*
MATA26Y	Calculus with Linear Algebra *(Y. L. Park)*
HISC45Y	Canadian Intellectual History *(I. Robertson)*
PHLB16S	Philosophy of History *(P. Thompson)*
POLA03Y	Introduction to Comparative Politics
SOCA01Y	Introduction to Sociology
SOCB12Y	*Sociology of the Family*
SOCC03F	Collective Behaviour
SOCC04S	Social Movements

Room and Telephone Director 1974-75

		Telephone	Room
General Enquiry		284-3300	
Academic Services Office	or	284-3127	S-416B
General Enquiry			
Security Guard's Desk			
(Buses, College Functions, etc.)		284-3333	Front Door
Divisional Offices			
Humanities		284-3304	S-528
Life Science		284-3291	S-421A
Physical Science		284-3289	R-4044
Social Science		284-3302	H-409
Bookstore		284-3251	S-360 (Portable 5)
Library		284-3246	S-503
Student Services		284-3292	S-418

Abdolell, A.	French	3151	S-221
Allen, M.	Bookstore	3251	S-360
Amenta, S.A.	Fine Art	3370	R-3708A
Andrew, E.	Political Science	3170	R-5225
Anthropology Teaching Laboratory		3137	R-2509A
Archer, B.W.	Teaching Preparaton	3217	S-327
Armstrong, B.	Physical Services Office	3203	S-303C
Athletic Association		3395	R-2263
Audio Learning Laboratory		3159	S-222
Autton, E.	Principal's Secretary	3113	S-409
Babiak, H.	Commerce	3115	H-420
Baker, J.A.	Music	3126	S-356
Ball, J.L.	Library	3245	S-651A
Ball, S.	Photography & Graphics	3328	R-3226
Bancroft, W.J.	French	3315	H-312
Barnett, R.	Library	3240	S-637
Barta, R.J.	Spanish	3185	H-326
Beals, R.C.	Sociology	3193	H-425
Beckstead, R.W.	Greenhouse	3236/3114	S-702

(To reach a Scarborough College number from outside the College, dial 284 followed by the telephone number as listed above)

Benson, J.	Health Service	3253	S-304
Bergerson, J.	Teaching Preparation	3217	S-241
Bergey, L.	Psychology	3353	S-517
Biederman, G.B.	Psychology	3211	S-560
Binnick, R.I.	Linguistics	3186	H-506
Bissember, A.	Supervisor-Computers	3213/3361	S-416A
Bissoon, N.	Teaching Preparation	3283	S-134
Bladen, V.W.	Economics	3153	H-412
Blair, R.S.	Political Science	3170	R-5237
Boddington, A.	Classics	3144	H-511
Bodnar, M.	Technical Services	3282	S-109
Bonacci, R.J.	History	3186	H-507A
Bourguignon, F.	Economics	3153	H-419
Bradshaw, M.	Assistant to the Principal	3243	S-411B
Braid, N.	Bookstore	3251	S-360
Braithwaite, D.	Technical Services	3282	S-109
Brazier, D.	Academic Services	3300	S-418C
Bremner, K.	Academic Services	3127	S-413
	Student Services	3292	S-418C
Breuls, Dr. A.M.	Health Service	3303	S-304A
Brown, I.R.	Zoology	3224	S-540
Browne, L.L.	Drama	3307	R-3233
Brueckner, D.W.	Astronomy	3105	R-2303A
Bryan, I.	Economics	3153	H-412
Bryan, R.	Geography	3130	R-5703
Bucovetsky, M.W.	Leave of Absence		
Bunce, M.F.	Geography	3130	R-5710
Burton, Frances, D.	Anthropology	3252	H-424
Burza, J.	Technical Services	3282	S-109
Bus Drivers		3272	S-200A
Buttrick, J.	Economics	3153	H-419
Cafeteria	T. Pino (Chef Manager)	3110	
Callahan, T.	Mathematics	3378	R-4016
Calvin, K.	Chemistry	3125	S-420A
Campbell, D.	Academic Secretary	3115	H-411
Campbell, D.E.	Leave of Absence		
Campbell, D.R.	Principal	3111	S-409
Campbell, I.M.	Zoology	3210	S-550A
Campbell, J.	Fine Art	3370	R-3708
Carbone, D.	Secretary-Humanities	3151	H-332A
Carmichael, A.P.	Italian	3334	R-3243
Caton, C.	Community Relations	3243	S-407A
Caton, R.B.	Chemistry	3227/3215	S-532
Cave, P.	Geography	3326	R-5708

(To reach a Scarborough College number from outside the College, dial 284 followed by the telephone number as listed above)

Chan, L.L.	Library	3246	S-503
Chemistry Discipline Room		3283	S-162
Cheng, F.	Teaching Preparation	3283	S-140
Chiang, Y.	Chemistry	3336	S-428
Chicoy-Dabân, I.	Spanish	3185	H-328
Cho, K.	Academic Secretary	3237	S-521B
Christie, K.	Mathematics	3378	R-4031
Chwang, W.K.	Chemistry	3227	S-427
Cinescar		3295	S-204
Clemes, R.	Audio Visual Equipment	3152/3350	S-341
Cober, R.J.	Purchasing Agent	3207	1069 (Milit. Tr.)
Cohen, J.	Economics	3153	H-417
Cohen, L.	Mathematics	3378	R-4031
Colman, S.J.	Political Science	3168	R-5227
Colton, T.	Political Science	3170	R-5243
Computer Terminal		3122	S-624
Connery, M.	Library	3317	S-503
Control Room	Physical Education	3392	R-1115
Corben, B.	Director-Writing Laboratory	3369	R-5223
Corben, H.C.	Chairman-Physical Science	3289	R-4044
Corbett, J.	Classics	3171	H-520
Corker, D.	Library	3246	S-503
Cox, S.M.	Biology	3125	S-420B
Creelman, M.	English	3182	R-5207
Cross, S.	Animal Technician	3239	S-609
Cupchik, G.	Psychology	3184	R-4010
Curri, G.	Director, Academic Services	3266	S-416
Curtis, J.A.	French	3186	H-507
Czeczot, J.	Technical Services	3282	S-109
Czerniak, G.	Carpenter	3235	S-105
Davies, J.	Anthropology	3252	H-422
Davis, A.	Political Science	3170	R-5225
Davis, S.S.	History	3175	H-523
Dawson, J.M.	History	3314	H-315A
Dawson, T.	Principal's Office	3140	S-407B
Deavitt, J.	Library	3202	S-649B
Dedominicis, B.	Secty-Admin. Officer Science	3131	S-521B
de Lannoy, J-L	Sociology	3193	H-432
del Junco, A.	Mathematics	3340	R-4032
Dellandrea, Jon	Asst. Dir.-Phys. Ed.	3393	R-2261
Delver, R.	Mathematics	3352	R-4022
Dengler, R.E.	Botany	3218	S-552
Denny, C.	Asst. Sup.-Ath. Services	3392	R-1115

(To reach a Scarborough College number from outside the College, dial 284 followed by the telephone number as listed above)

Dermer, J.D.	Commerce	3115	H-420
Dick, W.M.	History	3197	H-333
Difede, C.	Academic Secretary	3150	H-525A
Dion, K.K.	Psychology	3337	S-538B
Dobbs, N.H.	Student Services	3139	S-418C
Doucette, L.E.	French	3205	H-334
Doucette, M.	Mathematics	3378	R-4031
Dowler, E.W.	History	3186	H-507A
Drama Group		3204	S-257
Dunstall, T.	Botany	3218	S-553
Efran. M.G.	Psychology	3353	S-517
Ekhert, C.	Fine Art	3370	R-3708
Eksteins, M.	History	3314	H-321
El-Ayari, M.	French	3178	H-325
Ellers, E.W.	Mathematics	3352	R-4024
Ellis, G.	Anthropology	3137	R-2509A
Enright, W.H.	Computer Science	3352	R-4026
Esberey, J.	Political Science	3170	R-5229
Everingham, P.	Chemistry	3227/3231	S-532
Fahrun, K.	Tech. Services	3282	S-109
Falkenheim, P.	Political Science	3168	R-5245
Falkenheim, V.	Political Science	3168	R-5235
Farrell, S.D.	Sci. Demonstrator-Zoology	3218	S-570
Farrow, R.	Library	3202	S-647A
Feldhammer, L.	Anthropology	3252	H-426
Fennell, J.	Library	3317	S-504
Filosa, M.F.	Biology	3321	S-557
FitzGerald, G.A.	Mgr.-Physical Services	3201	S-303
FitzPatrick, M.	Health Service	3253	S-304
Fong, K.	Photography & Graphics	3241	R-3226
Forrin, B.	Psychology	3211	S-569
Fowler, D.	Commerce	3115	H-428A
Fox, Dr. T.W.	Health Service	3303	S-304A
Franceschetti, A.	Italian	3315	H-313A
Freeman, P.	Biology	3133	S-427A
Froebel, A.	Library – Searching	3238	S-635C
Fukumoto, K.	Teaching Preparation	3217	S-236
Gambles, R.	Botany	3215	S-423
Gardner, J.	Bookstore	3251	S-360
Gemello, J.	Economics	3115	H-416
Genzinger, K.	Teaching Preparation		S-225
Geography Teaching Laboratory		3301	S-312
Gerrard, M.	Registration Officer	3300	S-416C

(To reach a Scarborough College number from outside the College, dial 284 followed by the telephone number as listed above)

Gilday, K.	English	3182	R-5207
Glace, P.	Electronics	3159	S-109A
Godde-Nijhoune, K.	Spanish	3185	H-324
Goldenberg, Rita	Psychology	3339	S-540E
Gombay, A.	Philosophy	3141	H-526
Gooch, P.W.	Sabbatical Leave		
Goodwin, I.	Library	3202	S-503
Gordon, L.	Admissions Adviser	3359	S-412A
Gornik. M.	Audio/Visual Dept.	3152/3350	S-338D
Gover, B.	Academic Secretary	3279	R-5111A
Govind, C.K.	Zoology	3224	S-558
Gradowski, D.	Photography & Graphics	3241	R-3226
Graham, W.C.	Philosophy	3178	H-322
Grant, J.	Classics	3205	H-331
Greenhouse	3290 Ellesmere Road	3114	
Greenwood, B.	Geography	3301	S-565
Griessen, R.	Physics	3231	S-525
Griffin, P.A.	Physics	3352	R-4239
Grossman, S.	History	3314	H-318
Gunderson, M.	Economics	3153	H-412
Gunther, G.	Mathematics	3340	R-4032
Gurd, J.	Biology	3221	S-542
Hadden, K.	Botany	3215	S-559
Hall, D.	Mathematics	3378	R-4031
Hall, M.	Mathematics	3378	R-4031
Halperin, J.S.	Mathematics	3340	R-4028
Hansen, S.J.	Zoology	3215	S-423
Harford, D.	Photography & Graphics	3241	R-3226
Hargreaves, S.	Computer Terminal	3122	S-624
Harris, R.O.	Chemistry	3227	S-534
Hartwig, H.	Philosophy	3288	H-513
Head, R.W.	Central Stores	3281	S-112
Heighington, G.	Psychology	3211	S-563
Heikkila, J.	Zoology	3224	S-536
Henderson, K.	Chemistry	3133	S-427A
Hendley, S.	Academic Secretary	3237	S-521B
Hill, B.	Secty.-Physical Services	3269	S-303A
Ho, P.	Library	3246	S-503
Hodgetts, J.E.	Political Science	3168	R-5245
Holbrook, L.	Zoology	3224	S-536
Holman, D.	Fine Art	3370	R-3708
Holst, B.	Academic Secretary	3326	R-5111
Honig, E.	Astronomy & Physics	3378	R-4020

(To reach a Scarborough College number from outside the College, dial 284 followed by the telephone number as listed above)

Hopen, C.E.	Anthropology	3252	H-427
Howard, J.J.	English	3182	R-5213
Howard, Leslie, L.	Sociology	3109	H-514
Howard, W.J.	English	3279	R-5005
Howell, N.	Sociology	3193	H-430
Huie, J.	English	3382	R-5007
Hussain, Ather	Library – Binding	3277	S-629
Hux, A.	History	3175	H-524
Hyndman, R.	Economics	3115	H-428A
Idler, Monika	Life Science	3215/3335	S-422
Int'l. Students' Society		3295	S-302D
Irwin, M.E.	Sabbatical Leave		
Isajiw, W.	Sociology	3193	H-428
Isbister, J.	Economics	3153	H-415
Israelstam, G.F.	Botany	3224	S-526
Izzard, B.	Purchasing	3209	
Jackson, E.	Geography	3326	R-5704
Jackson, H.J.	English	3146	R-5215
Jacobs, A.E.	Physics	3340	R-4241
James, D.M.	Linguistics	3315	H-313
James, R.L.	Sociology	3193	H-431
Jennings, C.	Sabbatical Leave		
Jensen, E.	Academic Secretary	3150	H-525A
Jodham, T.	Chemistry	3283	S-132
Johnson, K.	Computer Services	3263	S-412B
Jones, D.M.	History	3314	H-321
Karagianis, D.	Electronics	3159	S-109
Katz, G.	Italian	3307	R-3235
Kay, J.	English	3182	R-5209
Keast, P.	Mathematics	3340	R-4030
Kennedy, J.M.	Psychology	3339	S-540C
Kenney-Wallace, G.A.	Chemistry	3227	S-533
Kenyon, J.P.B.	History	3175	H-523
Kerrigan, B.	Secty.-Academic Services	3359	S-412A
Kershaw, J.	Academic Services	3266	S-416
Kimmerly, M.	Secty.-Soc. Sci. Div.	3302	H-409A
King, J.D.	Assoc. Dean (Academic)	3124	S-414
Kirkham, M.C.	English	3171	H-519
Kirkness, W.J.	French	3197	H-335
Klein, H.	Anthropology	3252	H-422
Kleindienst, M.	Anthropology	3136	S-311
Knight, R.	Leave of Absence		
Knight, V.	Academic Services	3300	S-416B

(To reach a Scarborough College number from outside the College, dial 284 followed by the telephone number as listed above)

Knightley, L.R.	Chief Engineer	3123	
Knowles, R.	English	3182	R-5209
Krashinsky, M.	Economics	3153	H-418
Kresge, A.J.	Chemistry	3336	S-511
Kronberg, P.P.	Astronomy	3171	H-510
Kukla, A.	Leave of Absence		
Kupka, I.	Leave of Absence		
Kwan, Y.M.	Library	3246	S-503
Lainevool, M.	Biology	3125	S-420B
Lakhani, G.	Library	3246	S-503
Langler, R.E.	Chemistry	3210	S-432
Latta, M.	Anthropology	3153	H-428B
Laughlin, K.L.	French	3315	H-312
Lawson, E.	Community Relations	3243	S-411B
Le, L.	Library	3183	S-503
Leah, P.J.	Mathematics	3340	R-4034
Lee, J.A.	Sociology	3109	H-517
Lee, M.J.G.	Physics	3231	S-521
Lee, S.W.	Zoology	3224	S-536
Legge, R.E.	Glassblower	3282	S-109B
Le Herissier, M.	Academic Services	3296	S-410D
Leon, P.	Sabbatical Leave		
Leslie, D.	Library	3246	S-503
Library Storage Houses		3265	
Lin, M.	Chemistry	3125	S-420A
Lindheim, N.	English	3382	R-5007
Lindsay, I.	Geography	3130	R-5706
Logsdon, M.	Postmistress	3271	
Lombardi, R.	Computer Adviser	3173	S-630
Lombardo, P.	Italian	3334	R-3243
Long, T.	English	3146	R-5219
Lord, B.	Fine Art	3307	R-3235
Lopez, E.	Audio/Visual Technician	3152/3350	S-341
Low, K.	Computer Services	3263	S-412B
MacDonnell, N.	Storekeeper-Central Stores	3281	S-112
Maher, R.	Humanities	3186	H-506
Mahoney, J.	Zoology	3224	S-536
Maillard, J.M.	Spanish	3185	H-324
Mann, R.	Supervisor-Bldg. Services	3285	S-212A
Mantuani, M.A.	Zoology	3221	S-543
Manzer, R.A.	Political Science	3168	R-5231
Margeson, J.M.R.	English	3175	H-521
Marin, L.	Biology	3321	S-557

(To reach a Scarborough College number from outside the College, dial 284 followed by the telephone number as listed above)

Marnoch, G.	Locksmith	3235	S-107
Marrocco, M.	English	3182	R-5209
Martin, P.G.	Astronomy	3352	R-4235
Martineau, B.S.	Sabbatical Leave		
Mawson, N.	Admin. Asst. – Residences	3174	S-303I
McCaffery, P.	History	3314	H-321
McConnell, G.	Greenhouse	3236	S-702
McDonald, D.	History	3314	H-315A
McDonald, I.R.	Classics	3205	H-329
McFeat, T.	Anthropology	3252	H-421
McGee, T.	Music	3126	S-356
McKay, W.	History	3175	H-524
McLean, A.	Secty.-Phys. Ed.	3393	R-2255
Meincke, P.P.M.	Economics	3153	H-412
Mendelsohn, E.	Mathematics	3192	R-4036
Mesley, R.J.	Fine Art	3307	R-3237
Mignault, L.	French	3151	H-331A
Milgram, N.W.	Psychology	3353	S-513
Mittler, S.	French	3370	R-5014
Moes, P.C.	French	3178	H-325
Moir, J.S.	History	3175	H-524
Montgomery, B.	Secty.-Asst. to Principal	3243	S-411B
Montgomery, L.A.	Admin. Officer-Sce. Div.	3131	S-521C
Morris, G.	Library – Searching	3238	S-635A
Morrison, J.C.	Philosophy	3144	H-505A
Mosher, D.L.	Philosophy	3144	H-505
Mueller, J.L.	English	3382	R-5007
Mugnier, F.	French	3178	H-327
Muhlberger, S.A.	History	3171	H-520
Mukherjee, A.	English	3182	R-5213
Muldoon, I.	Library	3246	S-503
Mulgrave, N.	Audio Visual Dept.	3152/3350	S-338D
Murrill, E.I.	Admin. Asst.-Accounting	3293	S-410A
Murrill, M.F.	Comptroller	3106	S-408
Namjoshi, Suniti	English	3182	R-5213
Naras, R.	Laboratory Assistant	3130	R-5226A
Ng, C.	Biology	3125	S-420B
Ng, S.	Biology	3184	R-4006
Nicholson, T.	Library	3107	S-633A
Norman, J.	Library	3277	S-627
Nowlan, V.J.	Chemistry	3210	S-432
Oakleaf, D.	English	3279	R-5005
O'Carroll, R.	Academic Services	3127	S-413

(To reach a Scarborough College number from outside the College, dial 284 followed by the telephone number as listed above)

O'Donnell, P.J.	Physics	3192	R-4042
O'Hare, C.	English	3382	R-5007
Ohlendorf, H.	German	3197	H-330
Ooi, V.	Zoology	3215	S-423
O'Toole, R.	Sociology	3109	H-516
Pacquette, P.	History	3258	H-319
Pallandi, T.	Director-Phys.Ed.	3121	R-2251
Park, Y.L.	Mathematics	3340	R-4014
Parker, I.	Economics	3153	H-415
Partridge, D.	Purchasing	3208	
Patenall, A.J.G.	Sabbatical Leave		
Peachman, D.	Principal's Office	3116	S-407
Pearl, J.L.	History	3314	H-315A
Pearson, L.	Secty.-Life Sciences	3291	S-421B
Perrault, C.R.	Computer Science	3378	R-4018
Perz, J.M.	Physics	3231	S-525
Physical Sci. Teaching	Assistants	3378	R-4710
Pickett, C.	Zoology	3133/3217	S-427A
Pickup, L.	Academic Secretary	3151	H-332A
Pilskalnietis, E.	Supervisor-Ath. Services	3392	R-1115
Ponomareff, C.V.	Russian	3258	H-320
Poppleton, T.	Draftsman	3327	S-303D
Potter, J.	Chemistry	3133	S-427A
Poulos, C.X.	Psychology	3184	R-4012
Power, P.	Library	3277	S-627
Power Station		3273	
Prettie, M.A.	Phys.Ed.-Asst. Director	3294	R-2259
Psychology Post Doctorals		3337	S-538A
Psychology Teaching Assistants		3339	S-540B
Radio Scarborough		3356	S-204
Rafferty, S.	Animal Technician	3239	S-609
Ramcharitar, H.	Audio Visual Mtce.	3152/3350	S-259
Rapoport, A.	Mathematics	3192	R-4038
Rayside, D.	Political Science	3168	R-5241
Reception Desk	Main Entrance	3333/3398	
Registration	General Enquiry	3300	
Reid, J.	Library	3240	S-637
Relph, E.	Geography	3326	R-5712
Rex, J.	Sociology	3109	H-518
Rhodius, P.	Academic Secretary	3115	H-411
Richardson, G.P.	Chairman – Humanities Div.	3304	H-528
Riendeau, R.E.	History	3175	H-524
Ritchie, J.C.	Chairman – Life Sciences	3291/3215	S-421A

(To reach a Scarborough College number from outside the College, dial 284 followed by the telephone number as listed above)

Roberts, S.	Accounting	3103	S-411A
Roberts, W.	History	3197	H-333
Robertson, I.R.	History	3258	H-319
Roeder, R.C.	Astronomy	3352	R-4233
Ross, A.S.	Psychology	3353	S-515
Rotman, J.	Psychology	3339	S-540B
Rubinoff, A.	Political Science	3168	R-5233
Salus, P.H.	Sabbatical Leave		
Sandbrook, K.R.J.	Political Science	3168	R-5239
Sanguin, J.	Asst. to Comptroller	3396	S-406
Sarson, J.	Bldg. Services Officer	3285	S-212B
Scavizzi, G.	Fine Art	3334	R-3239
Scholtens, A.	Library	3246	S-503
Schonberg, M.	Drama	3307	R-3233
Schroeder, H.B.	Anthropology	3136	H-423
Schuyffel, P.H.	Electronics	3159	S-109A
Schwimmer, E.G.	Anthropology	3136	H-433
Scott, J.	Student Services	3292	S-418D
Semmler, G.	Library	3246	S-503
Sermer, T.	Chemistry	3125	S-420A
Shank, C.	Printing Department	3108	S-202
Shaw, M.C.	Classics	3370	R-3241
Sheps, A.N.	History	3314	H-318
Shirley, R.W.	Sabbatical Leave		
Siebelhoff, R.	Fine Art	3307	R-3237
Skyrme, R.	Spanish	3258	H-317
Smith, I.	Secty.-Community Relations	3243	S-411B
Smith, I.	Accounting	3206	S-410B
Smith, K.	Electronics	3159	S-109A
Smith, M.	Psychology	3321	S-531
Sobel, J.H.	Philosophy	3288	H-513
Sociology Graphics Area		3137	R-2512A
Solomon, S.	Leave of Absence		
Sordan, C.	Lab. Technician	3283	S-132
Soobrian, I.	Chief Constable	3274	S-300
Sowby, J.	Library	3317	S-504A
Sparling, C.	Botany	3218	S-551A
Sparrow, C.	Assoc. Chairman-Soc. Sci.	3332	H-410
Spencer, G.	Purchasing	3286	
Sreenivasa, M.R.	Biology	3218	S-551A
St. Amant, M.	History	3258	H-319
Statten, Dr. T.	Psychiatrist	3303	S-304A
Stevens, J.	Chemistry	3210	S-538

(To reach a Scarborough College number from outside the College, dial 284 followed by the telephone number as listed above)

Student Council	President's Office	3344	S-302C
Student Council	Administrator's Office	3135/3343/44	S-302B
Student Council	Middle Commissioner	3343	S-302B
Student Services		3292	
Tait, M.	English	3179	R-5211
Tapper, G.	Accounting	3195	S-410B
Tarshis, L.	Chairman-Soc. Sci. Div.	3302	H-409
Taylor, A.	Chemistry	3125	S-420A
Tayyeb, A.	Geography	3301	S-567A
Tepfenhardt, W.	German	3178	H-323
Tepperman, L.	Sociology	3109	H-515
Terrell, B.	Accounting	3206	S-410B
Theil, K.	English	3179	R-5010
Thomas, A.C.	English	3179	R-5012
Thompson, Paul	Drama	3204	S-257
Thompson, P.	Philosophy	3141	H-526
Tidwell, T.T.	Chemistry	3210	S-535
Tigert, D.J.	Commerce	3115	H-428A
Toombs, G.	Printing Department	3108	S-202
Trembley, G.F.R.	French	3178	H-327
Tuck, C.	Academic Secretary	3326	R-5111
Urquhart, F.A.	Zoology	3237	S-549A
Urquhart, N.	Zoology	3237	S-549
Uttley, P.	Principal's Office	3140	S-407B
Van Beveren, C.H.	Physical Services	3180	Res. Trl.
Van Veen, G.H.	Physics	3342/3289	R-2503
Vardy, P.	Library	3165	S-653A
Verner, A.	Chemistry	3133	S-427A
Vicari, E.P.	English	3288	H-512
Vlieks, A.E.	Physics	3378	R-4020
Walker, A.	Associate Dean - Planning & Building	3116/3210	S-405A
Walker, M.B.	Physics	3340	R-4237
Warden, J.R.	Classics	3171	H-522
Wauchop, T.S.	Chemistry	3227	S-534
Wegert, K.H.	History	3314	H-315A
Weinberger, R.D.	Fine Art	3146	R-5111
Weisser, A.	Teaching Preparation	3217	S-331
Weisser, K.	Technical Services	3282	S-109
Welsh, B.	Fine Art	3370	R-3241
Wesley, K.	Electronics	3159	S-109A
West, W.	Library	3202	S-653
Western, P.	Secty.-Humanities Div.	3304	H-528

(To reach a Scarborough College number from outside the College, dial 284 followed by the telephone number as listed above)

Westin, R.	Economics	3115	H-414
Westin, S.	Economics	3115	H-414
Whalen, S.	Russian	3258	H-315
White, L.A.	Mathematics	3378	R-4031
Whitney, S.	Secty.-Physical Sciences	3289	R-4704
Wiederkehr, M.	Library	3202	S-649A
Wilker, J.B.	Mathematics	3192	R-4040
Willadsen, I.	Physical Services Office	3203	S-303C
Willard, J.	Landscape Foreman	3272	S-200B
Wilson, Douglas	Purchasing – Buyer	3247	
Wilson, M.	Accounting	3195	S-410B
Wittmann, H.	German	3315	H-314
Wolanin, L.B.	Electronics	3159	S-109A
Wood, M.	Secty-Assoc. Dean (Academic)	3124	S-414A
Woods, J.D.	Linguistics	3288	H-508
Woollatt, G.	Physics	3342/3289	R-2503
Workshops	Electrician/Plumber Locksmith/Carpenter	3235	
Wright, G.	Zoology	3215	S-423
Wright, R.L.	Asst. Mgr. Physical Services	3200	S-303E
Writing Laboratory		3369	R-5223
Yakimov, P.	Library	3183	S-503
Yamamoto, P.	Library	3238	S-635B
Yamazaki, J.	Secty.-Physical Sci. Div.	3289	R-4706
Yap Chung, E.	Teaching Preparation	3283/3217	S-132A
Young, D.A.	Russian	3258	H-315
Youson, J.H.	Zoology	3321	S-566
Zaks, S.	Teaching Preparation	3217	S-228

(To reach a Scarborough College number from outside the College, dial 284 followed by the telephone number as listed above)

1975

JANUARY

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FEBRUARY

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JUNE

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AUGUST

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SEPTEMBER

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OCTOBER

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NOVEMBER

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DECEMBER

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1976

JANUARY

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MARCH

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APRIL

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JUNE

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JULY

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AUGUST

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SEPTEMBER

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NOVEMBER

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DECEMBER

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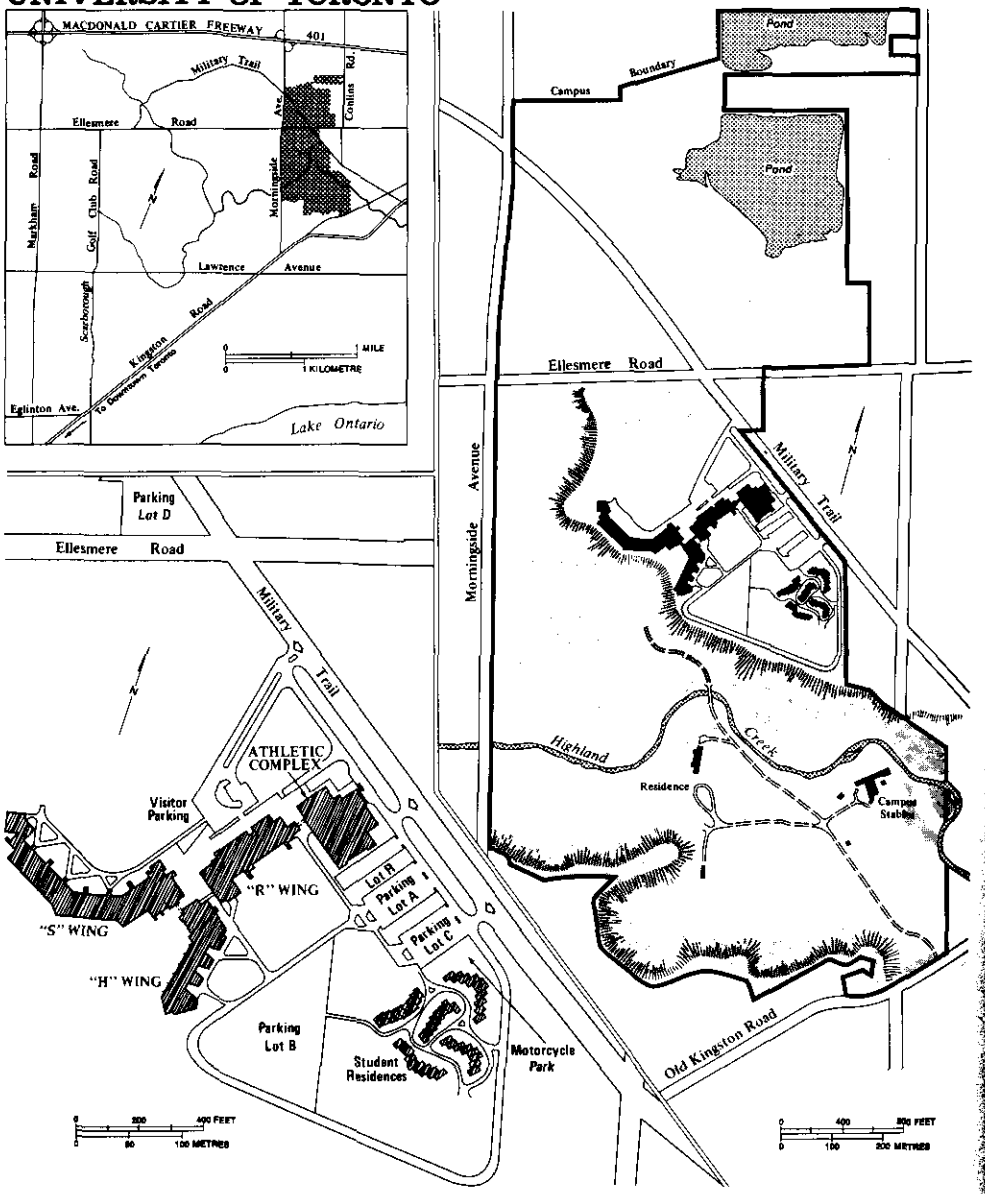
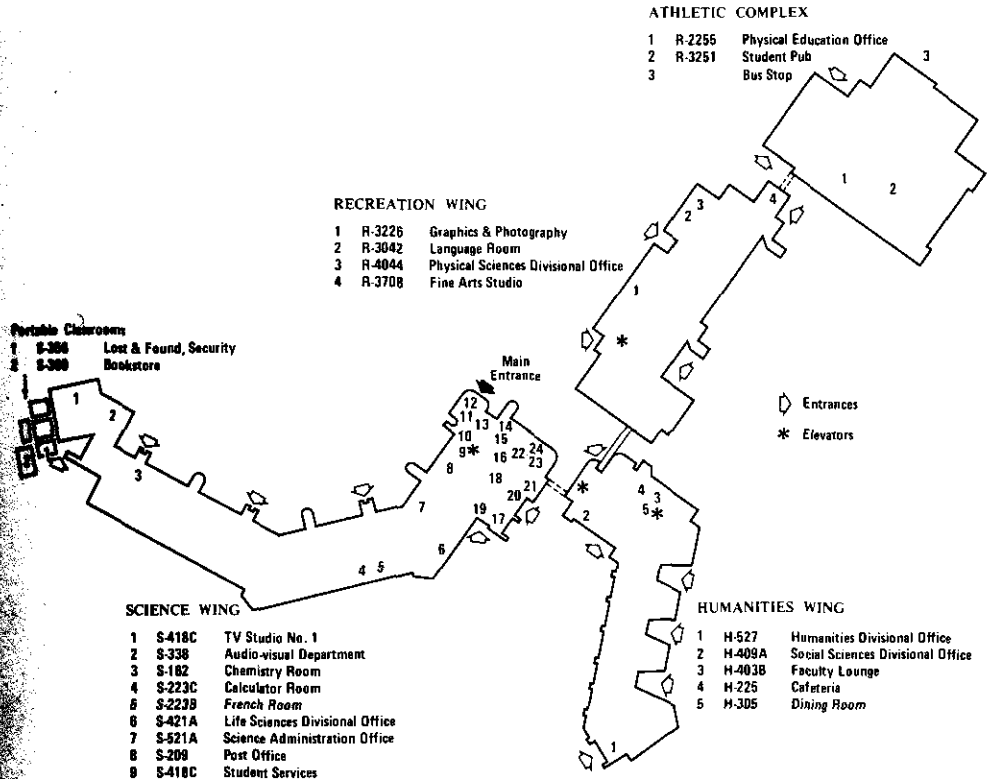
SCARBOROUGH CAMPUS

UNIVERSITY OF TORONTO





1975 - 1976
UTSC Supplementary

RETURN TO: S415A
Convocation and
Student Records

SUPPLEMENTARY CALENDAR

UNIVERSITY OF TORONTO SCARBOROUGH COLLEGE

Course Descriptions
1975-76

1975-1976
Sup. Calendar (Scar.)

Scarborough College University of Toronto West Hill, Ontario

3 March 1975

Dear Students,

This Supplementary Calendar is a beginning attempt to provide you with more information about the courses being offered in 1975-76 at Scarborough College. Unfortunately it is not complete. However, we hope that its incompleteness will not reduce unduly its usefulness to you. Many of the gaps are due to the uncertainty about new staff hirings, as a result of the difficult financial situation the University faces. In some disciplines with particularly acute staffing problems no decisions have yet been possible about allocations of teaching responsibilities.

These descriptions should give you a much clearer idea of the content and style of courses in which you may be interested. This should help you to make better decisions about your programme at pre-registration which, in turn, should allow the College to make more accurate plans for room allocations and staffing schedules. In addition it is hoped that, with this new information at your disposal, you will not need to make so many course changes at the beginning of the year.

Along with this booklet, the time-table of all courses will also be available. You should consult it to ensure that you do not have any conflicts in your schedule. For those courses not described in the Supplementary Calendar you will need to consult the regular College Calendar, where you will also find the degree regulations and programme descriptions.

The details are as accurate as they can be for this time of year. Some changes may be made in the organization of the courses between now and September. However, this is the best information available now.

We hope it will be of some help to you. Since this is a trial run, we welcome your comments on the usefulness, format, and scope of the Supplementary Calendar.

Yours sincerely,

Peter Richardson

Peter Richardson
Co-ordinator of Supplementary Calendar

Scarborough College University of Toronto West Hill, Ontario

OFFICE OF THE PRINCIPAL

February 14, 1975

Dear Students:

This calendar is an unconventional one, designed to supplement the regular official calendar by providing students with more information on which to base their selection of courses. If it plays the role that we think it can play, we might be able to reduce the size of the official calendar and/or print it biennially in future years. Such possibilities have to be considered later when we are able to judge the degree of success of this "throwaway" calendar.

We thank Professor Richardson not only for putting forward the proposal that there be such a calendar, but for organizing its production. Thanks too, to the instructors for providing the necessary information.

D R Campbell

D. R. Campbell,
Principal.

ANTHROPOLOGY

ANTB02S ANTHROPOLOGICAL STUDY OF RELIGION

SESSION: Winter Day Scarborough

C. E. Hopen

TYPE OF COURSE

For specialist programme on for all interested students.

PREREQUISITES

ANTA01.

OBJECTIVES & CONTENT

The course is concerned with the anthropological study of supernatural beliefs in small scale non-Western societies. Subject to the stricture of time the following topics should receive attention: the origin and function of religion, symbolism, myth, ritual, shamanism, magic, witchcraft, divination, death ghosts, ancestor cults, and dynamics in religion.

If at all possible, the course will have a seminar format. Students who are not prepared to attend all sessions should not register. Strong emphasis will be given to the development of the highest standards of oral and writing skills, Strenuous attempts will be made to divest students of their unfortunate heritage of ethnocentricism regarding exotic religions. Those who cannot live with suspended judgement, who have a low tolerance for ambiguity, or who yearn for tidy structures are invited to go elsewhere.

BIBLIOGRAPHY

One textbook will be assigned -- Reader in Comparative Religion by William Tessa and Evon Vogt.

EVALUATION

Evaluation will be made on the basis of oral presentation and discussion and on one essay on analysis and theory which will be expected to be of high literary and scholarly calibre. In lieu of tutorials the instructor will be readily accessable to the students.

ANTB06Y SOCIAL ... OF AFRICA (SOUTH ... SAHARA)

C. E. Hopen

TYPE OF COURSE & OBJECTIVES

This course does not have a tightly structured format. It is designed for a wide range of students -- those with general interests will be assigned special reading and students with specialized interests will be supervised. A limited number of selected films will be shown.

Students will be required to offer class room presentations and to participate actively in discussion. An important element in the course evaluation will be made on the bases of a length, learned and well researched papers -- two for the year's work. Every effort will be made to have the participants work in the area of their main interests: traditional politics, marriage and family, religion, folklore, values, modern fiction, art, ecology, witchcraft, sorcery, magic, myth and legend.

In undertaking such wide coverage, it is hoped that students of diverse interests will be attracted to the course, even, hopefully, some Africans.

PREREQUISITES

ANTA01.

BIBLIOGRAPHY

Students may be assigned a standard text book or directed to source material more specifically in line with their interests.

ANTB14Y HUMAN EVOLUTION

SESSION:
Summer Day Scarborough

L. Williams

TYPE OF COURSE

A survey course also part of a core program in physical anthropology. Available to all interested students.

PREREQUISITES

ANTA01Y or an Introductory Biology course or permission of the instructor. ANTB15Y is suggested.

EXCLUSIONS

None.

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 meaningful understanding of the selective pressures which culminated in the phenomenon of modern linguistic, culture bearing Homo sapiens.

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 evolutionary development of vertabrates, a survey of primate fossils and presumed evolutionary directions. Finally, the major portion of the course deals with a survey of the discovery of hominid fossils and attempts to synthasize a meaningful interpretation out of what is presently known concerning human origins.

TEACHING METHOD

Lecture with discussion and labs.

BIBLIOGRAPHY

Pilbeam, D.R. The Ascent of Man, 1972.
Simons, E.L. Primate Evolution, 1972.

EVALUATION

The final grade will be assessed on the basis of two tests (midterm and final) worth 25% each and one major research project which may be either a library research paper or a computer simulation project worth 50%.

ANTB15Y INTRODUCTION TO PHYSICAL ANTHROPOLOGY

SESSION:
Summer Evening Scarborough
Winter Day Scarborough

George Ellis

TYPE OF COURSE

An introductory course that should be considered by any student in a core programme in Anthropology. It is open to all interested students.

PREREQUISITES

Interested students who lack the prerequisite Introductory Anthropology course may contact and obtain the permission of the instructor.

EXCLUSIONS

None.

OBJECTIVES

The course objectives are: to introduce the major subfields of Physical Anthropology; to provide background material necessary for participation in more specialized courses in Physical Anthropology and; to foster a critical approach to current literature (specifically lay and journalistic literature) pertinent to man's evolution both past and present. The major subfields of Physical Anthropology include skeletal biology, primatology, palaeoanthropology, human growth and development, human variation, and the genetics of human populations. Specific course objectives are defined by both instructor and student.

CONTENT

In the past course content has had a thematic basis. Man's place in nature is presented in an evolutionary perspective. The emphasis is placed on acquiring the background necessary for an understanding and critical analysis of man's evolutionary story. Lectures cover such topics as: development of evolutionary theory; palaeontological principles; taxonomy and classification; human origins; and the ongoing processes of human adaptation. Lab time is reserved for examination of human and primate osteology, the functional anatomy of primate locomotion and mastication, fossil cast identification, anthropometry, and simple human genetics.

TEACHING METHOD

The course is divided in lecture and lab hours. This distinction is not rigorous, as student participation and interest may alter the course schedule. Group discussion and critical evaluation of material is a prime objective of the course.

BIBLIOGRAPHY

Consult instructor.

ANTB15Y INTRODUCTION TO PHYSICAL ANTHROPOLOGY

SESSION:
Summer Evening Scarborough
Winter Day Scarborough

George Ellis

EVALUATION

Labs and lectures are usually evaluated by short tests offered at least twice per term. A short critical review paper is also a standard requirement.

ADDITIONAL COMMENTS

In the past this course has attracted students with widely varying backgrounds. For this reason course objectives are kept open.

ANTB18F CULTURAL EVOLUTION

SESSION:
Winter Day Scarborough

Tom McFeat

TYPE OF COURSE

This half course will attempt to say few things with some depth (see content). Since the principle topics in seminars or lectures will concern the process of evolution, students interested in the biology of evolution, the philosophy and history of science, nineteenth century humanism, ecology and geography, social philosophy and sociology, may find relevance here. Also, a view of "the third world situation" in relation to fundamental changes in groups will enter toward the end of the course.

PREREQUISITES

Considering the breadth of scope, it is doubtful that one could single out special prerequisites or co-requisites, for there is no field that has not touched upon this subject, anticipated it, reflected it or been affected by it.

EXCLUSIONS

In anthropology, Primate Ethology, Archaeology, Complex Societies and Theory should remain free of time conflict.

OBJECTIVES

Evolution normally gains its credentials as a concept by dealing with massive time spans. By standards of the natural and biological sciences, the scope of the subject offered in anthropology is short-term and restricted; the scope of evolution in cultural anthropology has to deal with the subject as micro-evolution. The questions central to this course, then, refer to the utility of such a short-term view.

CONTENT

First, a review of nineteenth century evolutions; an evaluation of the present state of biosocial evolution; finally a concern with mechanisms presumed to be instrumental in bringing about change. Second, a detailed consideration of innovation in technology, science, art and design, finally in social movements. Third, we should devise some reasonably concise model of the shifts in small but strategically placed groups in nonliterate societies based essentially on reciprocity; others based on redistribution; others based upon larger exchange and administrative systems whose pattern one finds in both preindustrial towns and in contemporary bureaucracies. The interactions of nonliterate peoples with administrators, missionaries and the like, also will describe the clash between peoples organized around the primary-group ethic and those central administrators who understand discreetness of function, hierarchy of authority and impersonality of relationship.

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ANTB18F CULTURAL EVOLUTION

SESSION:
Winter Day Scarborough

Tom McFeat

TEACHING METHOD

This should be based upon seminar organization and the presentation of papers in which, preferrably, members cooperate in presenting aspects of complex subjects.

BIBLIOGRAPHY

Adams, 1966, The Evolution of Urban Society.
Barnett, Homer, 1953, Innovation.
Bee, Robert, 1974, Patterns and Processes.
Eiseley, Loren, 1949, Darwin's Century.
Mead, Margaret, 1967, Continuities in Cultural Evolution.
Koestler, Arthur, 1967, The Ghost in the Machine.

EVALUATION

One major essay is required, this should be based upon (a) specific data, (b) a history of argument relative to change affecting these kinds of data, (c) a concept of change alternating for or representing cultural evolution.

ANTB20Y INTRODUCTION TO SOCIAL ORGANIZATION

SESSION:
Winter Evening Scarborough

C. E. Hoper

TYPE OF COURSE

For all students interested in the subject matter.

PREREQUISITES

ANTA01.

OBJECTIVES

The main object of the course is to broaden students understanding of the great range of social structure to be found, particularly in the Third World.

Since we find out that we are by studying what we are not registrants will get emersed in the comparative method. For example a student might write a paper on polygymous marriage in three societies -- analyzing and theorizing as to why they might be different.

At the outset students will be urged to read a text quickly (Lucy Man, An Introduction to Social Anthropology) to gain an overview of the field and categories of research. This will provide the basic structure. They will then begin research required for two essays in their special field of interest; politics, economics, sex, marriage and family, social differentiation, kinship and descent, religion, law, etc.

Special attention will be given to the development of skills in research, writing, oral presentation and debates.

It is important that participants decide their topical interest as early as they can and begin research in the area (marriage, politics, religion, etc.). They will always be welcomed privately by their instructor whether they suffer, triumph, tragedy or simple confusion. He has had much personal experience in the latter two.

Details of the course are subject to alteration according to the size of the class.

TYPE OF COURSE

This course is designed to provide both a new view of anthropology for anthropologists and a significant application of anthropology to related fields. Students interested in ethology, primatology, social psychology, sociology as well as various fields of anthropology might find the subject matter pertinent. Those particularly working toward areas involving group decision seeking and information process within tribal societies, peasantries, operational groupings and some bureaucratic settings could benefit.

PREREQUISITES

At least one introductory course among the following subjects would be desirable: anthropology, economics, political science, geography and sociology. Co-requisites could also lie in these fields as well as in other fields of group information processing.

EXCLUSIONS

Since courses of the above description are desirable co-requisites, it is suggested that conflicts not appear with them, nor with the anthropology of social organization, humour, primates; or with complex societies or urban anthropology.

OBJECTIVES

This course will attempt to show the utility in ethnographic case study methods. The data of such cases should, however, be understood in terms of the content, as described below. Principle among other objectives are insights into the properties of groups as culture-bearing, therefore, educational, decision seeking and information processing parts of human environments. Skill-training arises through encouraging students to bring together personal experiences, observations, some experimentation.

CONTENT

To take the micro-view of human affairs is to see small-groups at the center of all organized activity. Such groups are known to anthropologists by the information they control; when combined with particular kinds of groups, they form group-cultures. These group-cultures, in all their variety and kinds, form the basis of study and interest in this course.

Group cultures are known to carry out major processing activities: they diffuse information by receiving it and passing it on; they structure information in the forms of task definitions by which groups organize communal activities; they carry information as models by which persons find identity and meaning; they regroup in crises, long-term disasters and into new utopian experiments.

In the course of these activities group-cultures take on specific forms. First: in the scanning of activities in communities, as conversation, discussion, gossip, information-reporting groups; second: in administering activities in communities, as committees, councils, assemblies, arenas and courts; third: in working with

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ANTB24Y THE COMPARATIVE STUDY OF GROUP CULTURES SESSION: Winter Day Scarborough

T. McFeat

environments, one, as task-forces, crews and parties (for warfare and other purposes); finally, teams of game-players, ritual groupings, myth-telling and other expressive model creating groups provide perspective on the world.

Group-cultures in highly mobile communities (such as fishermen and herders) will be contrasted with those that are settled; and loosely bounded hunters will be contrasted with strongly bounded agriculturalists.

Finally, the group-associated activities of utopian communities of Hutterites and others will be contrasted with the new formation of intentional organizations commonly known as cooperative and communal societies.

TEACHING METHOD

Three sources of data are available in a course of this kind: established literature in the forms of monographs and special studies; personal observations and consultation with existing group-culture participants; experimentation with the organization and growth of small-group cultures. The method of teaching follows from the nature of these sources, but is governed as well by class size: if under 15 there will be seminar discussion; if under 35, the class will subdivide for purposes of special investigations, bringing the information together as a whole; if over 35, the course will be organized as sets of lectures with related discussion groups, motion pictures and guest lecturers.

BIBLIOGRAPHY

Barth, Frederik, Ethnic Groups and Boundaries, 1972.
Chapple, E.B., Culture and Biological Man, 1972.
Kincade, Kathleen, A Walden Two Experiment, 1973.
Klein, Josephine, Study of Groups, 1967.
McFeat, Tom, Small-Group Cultures, 1974.

EVALUATION

Since much of the basic work will be performed during the first term, this period will be concluded with a test. The second term will be concluded with a major paper which should (a) summarize the field briefly (b) develop a point of view special to the student in question. The assignment of "weighting" between these will be determined by agreement within the class.

ADDITIONAL COMMENTS

This course will call for consistent work during the year, frequent consultations, and will endeavour to avoid any point where last-minute preparations are called for.

ANTB26Y INTRODUCTION TO PREHISTORIC ARCHEOLOGY — SESSION: Winter Day Scarborough

Bruce Schroeder

TYPE OF COURSE

A B-level course introducing the subdiscipline of Anthropology, Prehistoric Archeology.

PREREQUISITES

ANTA01, or at least some knowledge of Introductory Anthropology.

EXCLUSIONS

None.

OBJECTIVES

The fundamental course objective is to introduce the practice and results of the study of human cultural development. Specifically the course aims:

a) to describe the goals, methodology and practice of modern (Anthropological) archeology;
b) to present briefly the major substantive results of prehistoric archeology; and
c) to provide background for understanding the rapidly changing perspectives and orientation of the discipline.

CONTENT

After briefly setting out the aims of prehistoric archeology and its relationship to other disciplines, including Anthropology, the course reviews the development of man's concern for his past and the various approaches to understanding it. This is followed by a short description of basic concepts, terms, etc. The course then turns to the data of prehistoric archeology and considers in turn, its nature, where it is collected, how it is acquired (surveys, excavation), and the methods of its analysis. The final section is devoted to an outline of the substantive results of archeological investigation during the past 100 years. This takes the form of an evolutionary outline of the major stages in human prehistoric cultural development: nomadic hunting and gathering, agriculture and village life, urbanism and civilization.

METHOD

Two hours of lectures per week with occasional tutorials and field trips.

BIBLIOGRAPHY

Hole, F. and R.F. Heizer, An Introduction to Prehistoric Archeology (3rd edition), 1973.
Fagan, B.M., Men of the Earth, 1974.
Watson, R.A. and P.J. Watson, Man and Nature, 1969.
Woodall, J.N., An Introduction to Modern Archeology, 1972.

EVALUATION

Two tests - 30%, one major essay/project - 50%, two small exercises - 20%.

ANTB27F FIELD METHODS IN ARCHAEOLOGY — SESSION: Winter Day Scarborough

M. Latta

TYPE OF COURSE

This course is a fairly rigorous introduction to archaeological field techniques. While all qualified students are welcome, it will probably be primarily of interest to persons who plan to continue in archaeology and physical anthropology.

PREREQUISITES

ANTA01Y - Introduction to Anthropology. ANTB26Y - Introduction to Prehistoric Archaeology.

EXCLUSIONS

Comparable courses on other campuses.

OBJECTIVES

To gain first-hand knowledge of archaeological field work and to acquire and extend useful skills in this area.

CONTENT

The course includes practice in evaluation, excavation and mapping of an archaeological site, preparation and preservation of finds, and interpretation of the cultural significance of the site. There will be an emphasis on the problems of archaeological salvage work in Canada and methods of handling a salvage situation to yield maximal useful information.

TEACHING METHOD

There are two hours per week of lecture and/or lab work. The field work will be carried out in the week preceding the beginning of formal classes, and students planning on participating should meet at 9:00 a.m. in Room R-2509 on Tuesday, September 2. The field work will be carried out close to the College so that students will be able to enroll. Individuals will be responsible for the complete excavation and evaluation of a defined area, with field notes and an analysis report. Finally, the entire class will contribute to a complete site report. If the class wishes, we may take one or two field trips to prehistoric sites in southern Ontario during the semester.

BIBLIOGRAPHY

Deetz, James. An Introduction to Archaeology, Natural History Press, 1967.

This one is very readable, but rather brief. It should be followed by one of the following:

Fagan, Brian. In the Beginning, Little, Brown & Co., 1972.

Green, Ernestine. In Search of Man, Little, Brown & Co., 1972.

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ANTB27F FIELD METHODS IN ARCHAEOLOGY SESSION:
Winter Day Scarborough

M. Latta

BIBLIOGRAPHY (cont'd)

Hole, Frank and Robert Heizer. An Introduction to Prehistoric Archaeology, Third Edition, Holt, Rinehart & Winston, 1974.

Trigger, Bruce G. Beyond History: The Methods of Prehistory, Holt, Rinehart & Winston, 1968.

EVALUATION

Students will be marked on their skills in excavating, mapping, recording, evaluating and presenting archaeological data. Besides the field work, there will be a field report, an analysis report, and contribution to the general site report. These areas will make up about 75% of the final mark. The remainder will come from tests and short assignments during the semester. Class participation is important, and participation in field activities is essential.

COMMENTS

A field course is necessary for any person planning to continue in archaeology, since it teaches the methods whereby prehistory is traced and defined. One of the goals of this course is to provide sufficient training for the undergraduate archaeology student to qualify him or her to participate in more extensive field work. In view of the summer programs in site survey and salvage which are currently being planned by both provincial and federal branches of the government, such skills are of practical as well as theoretical value. Each student completing the course in a satisfactory manner should be capable of passing a provincial licensing examination for archaeological field work in Canada.

ANTB29Y ARCHEOLOGICAL ANALYSIS SESSION:
Winter Day Scarborough

M. R. Kleindienst
M. Latta

TYPE OF COURSE

Course for advanced students in anthropology and archeology; may interest other advanced students in, geography, Quaternary studies, history, etc.

PREREQUISITES

ANTA01, ANTB26 or ANTB27.

EXCLUSIONS

None.

OBJECTIVES

The aim of the course is to acquaint students with both theory and method relating to the analysis of artifacts.

CONTENT

The course includes detailed study of two categories of artifactual evidence, emphasizing technological processes and their relationships to cultural-behavioral interpretations. In the winter term, M. Latta presents an analytic approach to ceramic evidence; in the spring term, M. Kleindienst presents approaches to stone-working and stone artifacts.

METHOD

Three hours per week, including lectures, discussion and laboratory work. A number of laboratory projects, and student reports on these, are required. Brief examinations are given at the end of each term.

BIBLIOGRAPHY

Dunnell, R.C. 1971. Systematics in Prehistory.
Watson, P.J., S. Le Blanc, and C. Redman 1971. Explanation in Archeology.
Matson, F.R. 1965. Ceramics and Man.
Shepherd A.O. 1968. Ceramics for the Archeologist.
Crabtree, D.E. 1972. An Introduction to Flintworking.
Pye, D. 1969. Nature of Design.
Pye, D. 1971. The Nature and Art of Workmanship.

EVALUATION

Course marks depend on successful completion of laboratory projects, and to a lesser extent on exams.

ANTB33S PRIMATE ANATOMY SESSION: Winter Day Scarborough

Frances D. Burton

TYPE OF COURSE

A basic course for advanced students.

PREREQUISITES

ANTB15; ANTB14, ANTB22 are recommended but not required.

EXCLUSIONS

None

OBJECTIVES

The course is suited for students of human evolution who wish to gain some information on aspects of functional anatomy basic to questions of hominisation and primate adaptation:

- to know thoroughly the myology and osteology of selected representatives of Cercopithecoidea
- to be able to evaluate the literature in functional anatomy.

CONTENT

The course includes description of the structure and function of the locomotor, masticatory, visual and reproductive systems. The dissection of representatives of species within the Order Primates, permits a comparison of the differences and some evaluation of differential adaptation.

Major issues in functional anatomy of Primates (e.g. brachiation, tribuberculy, field theory, estrus etc.) will be reviewed through presentation and discussion of pertinent articles.

METHOD

Two hours of labs and one hour of discussion per week. There will also be trips to the zoo and films.

BIBLIOGRAPHY

Articles on reserve in the library.

Anatomy texts available in the laboratory.

Swinder, D.R. and C. D. Wood, An Atlas of Primate Gross Anatomy: Baboon, Chimpanzee and Man. 1973.

Szebenyi, E.S., Atlas of Macaca mulatta. 1969.

ANTB34S THE AFRICAN STONE AGE SESSION: Winter Day Scarborough

M. R. Kleindienst

TYPE OF COURSE

Course is designed as a specialized area course in the paleo-anthropology (paleo-archeology) of the African continent, which may also interest non-anthropology specialists (for instance, students in geography or Quaternary studies).

PREREQUISITES

One of ANTB14, ANTB26 or NSCA03.

EXCLUSIONS

None.

OBJECTIVES

The goal of the course is to increase students' knowledge of the human place in nature through detailed study of the cultural evidence from Africa, beginning with historically-recorded hunter-gatherer lifeways and extending some 3 million years into the past. A second goal is to increase appreciation of archeology as an interdisciplinary effort.

CONTENT

The course will emphasize specific primary evidence from specific regions of Africa, and will involve analysis of contextual as well as cultural evidence as reported in the literature. Students will be expected to acquire knowledge of the geological, and biological history of Africa, as well as of changing cultural adaptations.

METHOD

Two hours of lecture per week (including discussion). Tentatively, students will be asked to investigate various facets of paleo-anthropological evidence from specific regions and time ranges, and to present reports on these areas as members of interdisciplinary teams.

BIBLIOGRAPHY

Clark, J.D. 1970. The Prehistory of Africa.
Sampson, C.G. 1974. The Stone Age Archaeology of Southern Africa.
Butzer, K.W. 1971. Environment and Archeology.
Bishop, W.W. and J.A. Miller, eds. 1972. Calibration of Hominoid Evolution.

EVALUATION

Course marks will depend on the quality of the term research project.

REMARKS

New course, therefore this outline is somewhat tentative.

ANTB35F PREHISTORY OF THE NEAR EAST

SESSION: Winter Day Scarborough

Bruce Schroeder

TYPE OF COURSE

An advanced B-level course in Prehistoric Archeology.

PREREQUISITES

Some background in prehistoric archeology will be expected.

EXCLUSIONS

None.

OBJECTIVES

The aim of this course is to provide the interested student an opportunity to examine in detail the problem of sociocultural change at two crucial periods in human prehistory: the transition from nomadic hunting and gathering to village farming, and from the latter to complex, stratified societies concentrated in urban settings. The course will focus on the locale of the initial occurance of these phenomena, the Near East, and consider the technological, environmental, and demographic factors *involved*.

CONTENT

The course will be divided into two sections. The first will consist of a series of lectures setting out the cultural and environmental background as well as the problems to be investigated. A brief outline of the sequence of human occupations in the Near East will be presented. During this period students will be holding discussions with the instructor on the research topics which they shall be investigating. The second half of the course will consist of a series of seminar presentations of the student's research.

METHOD

Lectures and seminar presentations.

BIBLIOGRAPHY

Adams, R.M. The Evolution of Urban Society, 1966.

Struever, S. (ed.) Prehistoric Agriculture, 1971.

Ucko, P. and G. W. Dimbleby (eds.) The Domestication and Exploitation of Plants and Animals, 1969.

Ucko, P., R. Tringham, and G. W. Dimbleby (eds.) Man, Settlement, and Urbanism, 1972.

EVALUATION

Based upon the student's research paper.

ANTB36Y THEORETICAL FRAMEWORKS IN PHYSICAL ANTHROPOLOGY

SESSION: Winter Evening Scarborough 1975-76 Session Only

George Ellis

TYPE OF COURSE

This is a specialized study course open to students with a background in Physical Anthropology. Because course content touches on important issues of contemporary society, highly interested *students lacking the proper course background may obtain* the permission of the instructor.

PREREQUISITES

ANTB14 and ANTB15.

EXCLUSIONS

None.

OBJECTIVES

The major goals are to review important theories and models of *hominisation* and to evaluate the relative roles of culture, biology, and environment in hominid evolution during the Pliocene and early Pleistocene epochs. Specifically, the course is designed: to survey, in historical perspective, the works of major scholars concerning their theories and models of hominisation; to extract from these models the important conceptual parameters applied to this evolutionary process; to evaluate the relative explanatory power and theoretical contribution of these models in light of these parameters and; to assess the merit of contemporary works written in a popular vein on this subject.

CONTENT

Consideration will be given to theories that emphasize the structural 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; possible hominid behavioral propensities by biology, such as, aggression, territoriality, and altruism; palaeoecology and the development of diagnostic hominid masticatory and locomotor complexes and; the relative roles of the various evolutionary forces of genetic drift, gene flow, non random mating and natural selection. The final section of the course will synthesize 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. Ardery, D. Morris, K. Lorenz, L. Tiger, E. Morgan and others.

METHOD

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

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ANTB36Y THEORETICAL FRAMEWORKS IN PHYSICAL ANTHROPOLOGY

SESSION: Winter Evening Scarborough 1975-76 Session only

George Ellis

BIBLIOGRAPHY

Montagu, M.F.A. (ed.) Culture and the Evolution of Man. Oxford University Press. 1962.
Montagu, M.F.A. (ed.) Culture: Man's Adaptive Dimension. Oxford University Press. 1968.
Montagu, M.F.A. (ed.) The Origin and Evolution of Man. Thomas Y. Crowell Co. 1973.
Washburn, S.L. (ed.) Social Life of Early Man. Aldine Publishing Co. 1961.
Washburn, S.L. (ed.) Classification and Human Evolution. Methuen and Co. Ltd. 1964.

ANTB37F PREHISTORY OF MEXICO AND MESOAMERICA

SESSION: Winter Day Scarborough

M. Latta

TYPE OF COURSE

A survey course designed for students of Anthropology, but interested students from other disciplines are welcome.

PREREQUISITES

ANTA01Y - Introduction to Anthropology. ANTB26Y - Introduction to Prehistoric Archaeology is recommended as well.

EXCLUSIONS

ANTB25Y, taught two years ago: Prehistory of North America.

OBJECTIVES

Gaining a broad understanding of the development of Mesoamerican culture from the first arrival of humans to the historic high civilization. Also, evaluating the cultural processes reflected in this prehistoric tradition.

CONTENT

The development of Mesoamerican culture. We will focus on three specific problems: the nature of the earliest occupations in the New World; the origins of agriculture and its effect on other aspects of prehistoric life; and the factors contributing to the rise and decline of urbanized cultures in Mesoamerica.

TEACHING METHOD

Two hours per week lecture; 1 hour per week tutorial-seminar in which students can discuss and clarify concepts presented in the lectures. Each student will be expected to prepare a research paper on some aspect of Mesoamerican prehistoric culture.

BIBLIOGRAPHY

Meggers, Betty J. Prehistoric America, Aldine Press, 1972.

Sanders, William T. and B.J. Price. Mesoamerica: the Evolution of a Civilization, Random House, 1968.

Trigger, Bruce G. Beyond History: the Methods of Prehistory, Holt, Rinehart and Winston, 1968.

Weaver, Muriel P. The Aztecs, the Maya and their Predecessors, Seminar Press, 1972.

For further information on archaeological methods of analysis, see bibliography listed for ANTB27F.

EVALUATION

There will be one or two tests, several small assignments, and one major essay. Students will also be evaluated on their participation in tutorial discussions.

COMMENTS

This course is essentially the same as the first half of ANTB25Y, North American Prehistory. It is intended to complement course ANTB38S, the Prehistory of North America North of Mexico. However, students may profitably take either course seperately, or in reverse order.

ANTB385 PREHISTORY OF NORTH AMERICA, NORTH OF MEXICO — SESSION: Winter Day Scarborough

M. Latta

TYPE OF COURSE

A survey course designed for students of Anthropology, but interested students from other disciplines are welcome.

PREREQUISITES

ANTA01Y - Introduction to Anthropology. ANTB26Y - Introduction to Prehistoric Archaeology is recommended as well.

EXCLUSIONS

None.

OBJECTIVES

Acquiring familiarity with the variety of traditions which make up North American prehistory.

CONTENT

Special emphasis on culture as a component in an ecosystem, in which it interacts with its natural and cultural environment. We will consider the processes of culture change from an ecological standpoint, and seek evidence of common factors influencing different prehistoric cultures together with reasons for similar or different cultural responses.

TEACHING METHOD

Two hours per week lecture, one hour per week tutorial-seminar. There will be a major essay on a selected aspect of prehistoric culture.

BIBLIOGRAPHY

Jennings, Jesse. Prehistory of North America, Second edition, McGraw-Hill, 1974.

Jennings, Jesse and Edward Norbeck. Prehistoric Man in the New World, University of Chicago Press, 1964.

Patterson, Thomas C. America's Past: A New World Archaeology, Scott Foresman & Co., 1973.

Sanders, William T. and J. Marino. New World Prehistory, Prentice-Hall, 1970.

Trigger, Bruce G. Beyond History: the Methods of Prehistory, Holt, Rinehart, Winston, 1968.

*Willey, Gordon R. An Introduction to American Archaeology: North and Middle America, Prentice-Hall.

* Somewhat out of date, but generally sound with good bibliographies.

See also titles listed under ANTB37F and ANTB27F.

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EVALUATION

There will be one or two tests, several small assignments and one major essay. Students will also be evaluated on their contribution to tutorial discussions.

COMMENTS

This course is essentially the same as second half of ANTB25Y, North American Prehistory. It is intended to complement course ANTB37F, Prehistory of Mexico and Mesoamerica. However, students may profitably take either course separarely or in reverse order.

ANTC06S PROBLEMS IN HUMAN EVOLUTION: WOMEN IN EVOLUTION

SESSION: Winter Day Scarborough

F. D. Burton
M. Latta
N. Howell
H. Kleindienst

TYPE OF COURSE

Seminar for all interested students.

PREREQUISITES

Introductory courses in either Anthropology, Psychology, Sociology, History, Biology, Geography or permission of instructor.

EXCLUSIONS

None.

OBJECTIVES

The course goal is to examine the problem of the status of women from an evolutionary perspective. To this end, each faculty member and several guest lecturers lead a discussion from the vantage point of their expertise: physical anthropology; archaeology; demography; prehistory. The purpose of these discussions is to focus on a particular aspect of the problem in order that the student may choose a research area for further analysis and ultimately seminar presentation.

CONTENT

Burton: Reproductive hormones; non-human primate sex roles.
Latta: 'Neolithic' culture and the role of women; Huronia and the question of matriarchy.
Kleindienst: Myth and model in human evolution; evidence of female occupations.
Howell: Sociology and demography of the division of labour; sex roles among the San, a hunting and gathering people of the Kalahari Desert, Botswana.
Student papers.

METHOD

Two lecture hours per week. Student reports begin after reading week. Five precis of works (books/articles) for inclusion in annotated bibliography.

BIBLIOGRAPHY

Hinde, R., The Biosocial Bases of Human Behaviour. 1974, and others to be announced.

ANTC09Y THE ANTHROPOLOGY OF HUMOUR

SESSION: Winter Day Scarborough

C. P. Hopen

PREREQUISITES

Any two courses in social anthropology.

OBJECTIVES

This is a new course and as such it will be of an experimental format. While examples and illustrations of humour may be drawn from the Western World most of the research will be confined to the THIRD World.

While it is believed that there are ample data for an exciting course they are so scattered that the students are warned that the search for material may be tedious. Information will be sought in, fiction, proverbs, fables, myths, plays and many other miscellaneous sources.

It is believed that it is intellectually healthful for students to become familiar with literature from unfamiliar areas. Students at home with foreign languages will be especially welcome, particularly speakers of Chinese, Japanese, Hindi, Arabic and Spanish.

The object of the course is to make a beginning in building a general theory of humour, a classification of humour, and the search for universals. Collected data should yield information on comparative value systems.

Seminars will be held; instructor will work privately with registrants and peer group learning will be encouraged. Students who develop a deep interest in the subject will be encouraged to take reading courses in the subsequent year.

ASTRONOMY

ASTA02Y EXPLORING THE UNIVERSE — SESSION: Winter Day Scarborough

Peter Martin

TYPE OF COURSE

A survey course for students with a high school background in physics; current enrolment in science courses is not a pre-requisite.

EXCLUSIONS

ASTA03Y

OBJECTIVES

To take a modern look at the universe, trying to understand the available factual information in terms of familiar physical concepts. To provide a background for those who might be thinking of specializing in astronomy, but primarily to introduce astronomy to interested students of all the sciences, so that they can appreciate new developments in astronomy as they are reported. To provide an opportunity for learning and applying some techniques of astronomical observations, particularly photography with the College telescopes.

CONTENT

Review of electromagnetic radiation, the sun as a typical star, stellar distances and luminosities, binary stars, stellar sizes and masses, spectral classification, structure of the Milky Way, stellar structure, origin and evolution of stars, pulsars, supernovae, black-holes, X-ray sources, the interstellar medium, galaxies, quasars, structure and origin of the universe, cosmological models, and finally the place of the solar system, and life on other worlds.

TEACHING METHOD

Two hours of lectures and one hour tutorial per week. Practical observations are introduced in the tutorials, and evenings by arrangement.

BIBLIOGRAPHY

Text: Smith and Jacobs - "Introductory Astronomy and Astrophysics"
Former text: Abell - "Exploration of the Universe". Current literature: the journals Astronomy, Sky and Telescope, Scientific American, National Geographic have articles of interest (all available in the library).

EVALUATION

In the second term a term project is required, either an observing project or an essay on a topic of particular interest to the student. In the first term there are a few problem assignments to illustrate course material. Two fifty-minute term tests and a final examination complete the evaluation process.

ADDITIONAL COMMENTS

Visits to the David Dunlap Observatory and the McLaughlin planetarium are important events during the year.

ASTA03Y ASTRONOMY, ITS HISTORY AND SIGNIFICANCE — SESSION Winter Day, Scarborough

P.P. Kronberg (J.F. Heard in 1975-76)

TYPE OF COURSE

Survey course for students in humanities and social sciences.

PREREQUISITE

None

EXCLUSION

ASTA02Y

CONTENT

Astronomy A03Y will contain a description of all aspects of the extra-terrestrial universe and the methods used, past and present, to explore it. The first portion of the course will emphasize the historical context in which our knowledge of the universe has developed, and the latter part of the course would deal with present and future investigations of the universe, some of its possible economic and even "philosophical" implications. Together with these two aspects, call them past and present, will be a survey of astronomy using a minimum of mathematical jargon. About 80% of the course material will consist of a survey of astronomy describing the principal constituents of the physical universe. Approximately 20% of the course material will be devoted to an historical account of man's understanding of the cosmos (see e.g. Grant: "History of Physical Astronomy"). Emphasis will be given to the connections between the Renaissance and the Copernican Revolution, and the subsequent influence of technology from the time of Galileo to the present, on astronomical discoveries. This historical discussion will come at the beginning of the course and will be interwoven with the explanation of Galileo's discoveries, Kepler's and Newton's laws, and subsequent developments such as that of astronomical spectroscopy in the late 19th century and extra-galactic studies in the early 20th century.

At the end of the course some lecture time will be devoted to exploring the various interrelations between current technology and both space and ground based experiments. Some of the likely effects of the current space programmes on our knowledge of the universe will be discussed. Finally, some possible economic and political consequences of the space effort will be mentioned. This is a topic of relatively recent interest on which a number of journal articles have been written, and to which new university faculties in some western countries have addressed their efforts.

In view of the enhanced public interest in astronomy, and the relevance of space science to the 20th century scene, Astronomy A03 ought to interest a number of students in the humanities and social sciences.

TEACHING METHOD

2 lecture hours per week, and one tutorial or laboratory. Some essay work.

EVALUATION

~50% from examination and term test
~50% from essay and tutorial exercises

ASTB01Y TOPICS IN ASTROPHYSICS: ORIGIN AND EVOLUTION

SESSION: Winter Day Scarborough

R. C. Roeder

TYPE OF COURSE

A course for second or third year science students.

PREREQUISITES

Physics A01 or A02, Mathematics A22, A26 or A55.

EXCLUSIONS

None

OBJECTIVES

The course is devoted to presenting the theories and observational evidence relating to the origin and evolution of astronomical objects and the development of intelligent life in the universe.

CONTENT

The course consists of five topics, viz.: The Origin and Evolution of (a) Stars, (b) The Solar System, (c) The Universe, (d) Galaxies, (e) Life in the Galaxy. Students are given a comprehensive introduction, using elementary mathematics and physics, to the first four topics above. Recent developments in these areas are noted and results of numerical computations are presented. On the basis of knowledge thus gained the possibility of extrasolar planetary systems is discussed and the question of the origin of life is considered in the context of recent discoveries of complex molecules in the interstellar medium.

TEACHING METHOD

Two lectures and one tutorial hour per week.

BIBLIOGRAPHY

Bondi, H., Cosmology, Cambridge, University Press, 1960.

Peebles, P.J.E., Physical Cosmology, Princeton, University Press, 1971.

Rose, W.K., Astrophysics, Holt, Rinehart and Winston, Toronto, 1973.

Shklovskii, I.S. and Sagan, C., Intelligent Life in the Universe, Dell, New York, 1966.

EVALUATION

Biweekly assignments	35%
First term test	15%
Second term paper	15%
Final Exam	35%

ASTC01H READINGS IN ASTROPHYSICS

SESSION Winter Day Scarborough

P.P. Kronberg and R.C. Roeder

PREREQUISITE

ASTB01

EXCLUSION

None

CONTENT AND TEACHING METHOD

B3H is a new "all year" half-course in which the student will do research on some topic of current interest in astrophysics, and write a report ("mini-thesis") on his work. The topic will be selected by the professor in consultation with student. No formal lectures will be held but replaced by regular consultation between the student and professor. A mini-thesis will be submitted at the end of the winter term.

For a more detailed information see Dr. Kronberg (Office H510), or Dr. R.C. Roeder, who will also be happy to discuss them further.

EVALUATION

Mainly on the mini-thesis.

ASTC10Y GENERAL RELATIVITY AND COSMOLOGY

SESSION: Winter Day Scarborough

R. C. Roeder

TYPE OF COURSE

This is a course for advanced undergraduates, preferably in their fourth year, who have previously taken several mathematics and physics at the B and/or C level.

PREREQUISITES

PHYB01Y and MATB46S.
(MATB51F and MATB56S would be very helpful.)

EXCLUSIONS

PHYC10Y

OBJECTIVES

The course aims to introduce the student to Einstein's General Theory of Relativity, with stress upon its astrophysical and cosmological applications.

CONTENT

1. Brief Review of Special Relativity: Lorentz transformation, optical consequences, space-time.
2. Mathematical Background: types of tensors, tensor operations, Riemannian space, connections, geodesics, types of differentiation, the Riemann, Ricci, conformal curvature (Weyl) and Einstein tensors, Geodesic Deviation, spinors, Killing Vectors.
3. Field Equations in Free Space: derivation, Schwarzschild exterior solution, solar system tests of relativity, the Kerr metric.
4. Field Equations in the Presence of Matter: derivation, Schwarzschild interior solution, work of Oppenheimer and Volkoff, Chandrasekhar, Wheeler, etc., stability of gaseous masses, gravitational collapse, neutron stars and black holes, the pulsars.
5. Gravitational Radiation: weak field approximation, calculation of radiated power, detection of waves, classification of metrics.
6. Cosmological Theory: the Robertson-Walker metric, classification of R-W models, horizons, anisotropic models, inhomogeneous (Swiss Cheese) models, the geometry of a congruence of null geodesics (Ehlers-Sachs Theorem), galaxy formation.
7. Observational Cosmology: distance versus redshift, number counts, the mean density, angular diameters, background radiation (microwave, visible, X and γ ray), element synthesis, the quasars.

TEACHING METHOD

2 lectures per week.

BIBLIOGRAPHY

Adler, R., Bazin, M., and Schiffer, M., Introduction to General Relativity, McGraw Hill, Toronto, 1965.

Misner, C., Thorne, K., and Wheeler, J., Gravitation, W.H. Freeman, San Francisco, 1973.

Peebles, P.J.E., Physical Cosmology, Princeton, University Press, 1971.

Weinberg, S., Gravitation and Cosmology, John Wiley and Sons, Toronto, 1972.

EVALUATION

Assignments	50%
Exam	50%

Expanded description for the above course is not available. For information about these courses please consult the Scarborough College Calendar 1975-76.

ASTC08S Special Theory of Relativity Winter day

BIOLOGY

BIOB03S ECOLOGY AND PHYSIOLOGY OF ALGAE Session: Winter Day Scarborough

C. SPARLING

TYPE OF COURSE

Third year level (or equivalent) course, for students with an interest in plant physiology and in ecology of aquatic systems.

PREREQUISITES

Introductory biology B10A03. In the future, Aquatic Systems BIOB15Y will be required as a prerequisite.

EXCLUSIONS

BOT 324S; 1028X

OBJECTIVES

To become familiar with the principles of algal taxonomy and with common types of algae. Using information on the physiology of algae, to gain an insight into the ecology of major species in their habitats.

CONTENT

(1) Principles of algal taxonomy. (2) Growth of algae in batch cultures. Phases of growth. Growth rate; doubling time; maximum specific growth rate. Growth in continuous culture systems: Chemostats and turbidistats. Mass cultures of algae. Algae as a food source. (3) Factors affecting photosynthesis and growth. Light: pigments and the quality and intensity of light. Chromatic adaptation in seaweeds. Temperature: Temperature tolerances: snow and thermophilic algae. Ecology of rocky coasts: adaptations in seaweeds to adverse conditions. (4) Inorganic nutrients. Major nutrients and trace elements. Culture media. Nutrient uptake kinetics. Nutrient limitation. (5) Phosphorus. Orthophosphate and organic phosphates as sources of phosphorus. Luxury consumption. (6) Nitrogen requirements and metabolism. Gaseous nitrogen fixation. (7) Carbon sources for photosynthesis. Carbon dioxide and bicarbonate utilization. (8) Extracellular release. 9. Nutritional types among the algae. External organic carbon compounds as sources of carbon and energy. Growth factors and growth substances. Kinetics of uptake in algae and bacteria: significance under natural conditions. Interactions between organisms: symbiosis, competition. (10) Rhythmic phenomena in algae. Circadian and other rhythms. Synchronous growth.

METHOD

2 hours per week of formal lectures and seminars. 3 hours of practical laboratory work per week, involving six research-style experiments.

BIBLIOGRAPHY

The course does not follow a single text but the following is a list of useful texts:

Algal cultures and phytoplankton ecology. G.E. Fogg University of Wisconsin Press

An introduction to the algae. I. Morris, Hutchinson & Co.

The algae. V. J. and D. J. Chapman.

The biology of the algae. F. Round. Arnold.

Photosynthesis. G. E. Fogg. English Univ. Press

The metabolism of algae. G. E. Fogg. Methuen.

In addition, a number of reference texts and papers from journals are placed on reserve in the library.

EVALUATION

	% towards final grade
Laboratory work	40%
Test 1 (1 hr.)	15%
Test 2 (final) 2 hrs.	30%
Seminar	15%

BIOB06Y PLANT PHYSIOLOGY

Session:
Winter day, Scarborough

G. F. ISRAELSTAM

TYPE OF COURSE

Introductory course, required for specialization in Physiology and Biochemistry. Recommended for non-specialist biology programme, the programme in developmental biology and the programme in ecology.

PREREQUISITES

BIOA03Y - Introductory biology

OBJECTIVES:

The object of this course is to provide a basic understanding of the principles of plant physiology. An understanding of these principles should lead to a better understanding of the plant world and its enormous significance for the well-being of man. The laboratory exercises have been planned so as to develop technical skills in handling modern and not-so-modern research instruments. In addition, to develop techniques in the critical appraisal of data and the ability to record and explain the data.

CONTENT:

A brief description of cell structure is followed by 3 or 4 lectures on basic biophysics. Permeability of the cell membrane and the problems of absorption, ascent of sap, translocation and gas exchange follows. The latter includes stomatal structure and the mechanism of opening and closing thereof. Related to this transpiration is discussed together with the environmental factors relating to it. The first term concludes with a study of mineral nutrition.

Second term: Metabolism - Photosynthesis, respiration and the environmental factors affecting these processes. Some metabolic control mechanisms, in particular enzymic control. Enzymology. Lipid and protein metabolism. Finally the physiology and biochemistry of plant growth and development which includes hormone action on growth, tropic responses and development.

TEACHING METHOD:

2 1-hour lecturs per week. 1 3-hour lab per week.

BIBLIOGRAPHY

Plant physiology - Bidwell (McMillan & Co.)
OR Plant physiology - Salisbury and Ross (Wadsworth)
Introduction to the biochemistry and physiology of plant growth substances - Phillips (McGraw-Hill).
Translocation in plants - Richardson.

EVALUATION

1 test - 5%, Final examination - 40%, Laboratory Reports - 55%.

BIOB13Y PLANT STRUCTURE AND DEVELOPMENT

SESSION:
Winter Evening Scarborough

Ron Dengler

TYPE OF COURSE

A basic botany offering which is recommended in the non-specialized programme in Biology and in the Development Biology programme.

PREREQUISITES

No formal prerequisite, but some general knowledge of biology would be helpful.

EXCLUSIONS

None.

OBJECTIVES

This course is designed to acquaint students with the cell types, tissue organization and organ structure of higher plants. Only the vegetative plant body will be examined, i.e., leaf, stem and root. Students will be required to recognize the various cell and tissue types and to know something of their development, function and evolution. At the completion of the course, students should have a clear understanding of how cells, tissues and organs are integrated into a whole plant. During the course, students will learn the basic skills of microtechnique and will use those skills in a research project of their own choice.

CONTENT

The course begins with a consideration of embryogenesis, the development of a mature embryo from a fertilized egg cell, as this is the first complete plant body produced by the organism. At germination, the embryo gives rise to a seedling, and seedling vascularization is examined as an example of tissue differentiation involving the entire plant. A study of plant cell walls and protoplasmic constituents is followed by a consideration of the cell types which make up the following tissues: epidermis, collenchyma, sclerenchyma, xylem and phloem. Secondary growth, or the formation of a vascular cambium and cork cambium and their derivatives, is studied along with tissue structure and development. The remaining topics deal with the initiation and development of root, stem and leaf.

METHOD

Two hours of lecture and three hours of laboratory per week.

BIBLIOGRAPHY

Cutler, E.G., 1969. Plant Anatomy, Part 1. Cells and Tissues
Edward Arnold, London.

Cutler, E.G., 1971. Plant Anatomy, Part 2. Organs
Edward Arnold, London.

Esau, K., 1960. Anatomy of Seed Plants.
John Wiley, New York (text).

BIOB15Y AQUATIC SYSTEMS

Session:
Winter Day Scarborough

M. MANTUANI
C. SPARLING

TYPE OF COURSE

Second year level (or equivalent) course for students interested in the ecology of aquatic systems.

PREREQUISITES AND COREQUISITES

Prerequisite: Introductory BIOA03.
Corequisite: Fundamentals of ecology BIOB12.

OBJECTIVES

To become familiar with physical, chemical and biological characteristics of aquatic systems.

COURSE CONTENT

Geological background: origin of oceans and lakes. Energy balance: light and heat. Properties of water. Circulation and wave motion. Material cycling. Chemistry of fresh and salt waters. Nutrient cycling. Primary production: phytoplankton population dynamics. Natural and cultural (man-made) eutrophication. Secondary production. Fisheries and applied topics.

METHOD

Two hours of lectures per week; one 3-hour seminar per week.

BIBLIOGRAPHY

Fogg, G. E. 1965. Algal cultures and phytoplankton ecology. Univ. of Wisconsin Press.

Reid, G. K. 1961. Ecology of Inland Waters and Estuaries. Reinhold Pub. Corp.

Russell-Hunter, W. D. 1970. Aquatic Productivity. MacMillan.

Ruttner, F. 1960. Fundamentals of Limnology. Univer of Toronto Press.

EVALUATION

	% of final grade
Term test	20%
Final exam	40%
Seminars (4)	40%

BIOB17Y GENERAL AND COMPARATIVE PHYSIOLOGY

Session:
Winter, Day, Scarborough

C. K. GOVIND

TYPE OF COURSE

One of the "core" courses in the Biology programme, providing a background in animal physiology.

PREREQUISITES

(BIOA01) or (BIOA02) or BIOA03

EXCLUSIONS

None

OBJECTIVES

To acquaint the student with general physiological principles related to nutrition, respiration, excretion, osmoregulation, neural and muscular mechanisms. Where possible an evolutionary (comparative) approach will be taken to illustrate physiological phenomena.

CONTENT

1st Term: Approximately 4 lectures will be devoted to each of the following topics: nutrition; gas exchange; gas transport; circulation and heart; excretion; osmoregulation.

2nd Term: Approximately 6 lectures will be devoted to each of the following topics: nerves and bioelectricity; synapses and integration; muscle and neuromuscular systems; sense receptors and C.N.S.

METHOD

Two hours of lectures and one 3-hour laboratory class per week.

BIBLIOGRAPHY

Any recent textbook on animal physiology will suffice. Textbook recommended for previous years was:

Florey, E. 19 An introduction to general and comparative animal physiology.

Students found this text most suitable for topics in the 2nd term.

EVALUATION

The student is assessed for his final grade out of 100 marks according to the following method:

a. Three term tests each worth 12 marks; each scheduled at the end of 12 lectures.
b. Eight laboratory reports each worth 5 marks. These are the best eight selected from ten to twelve reports to be completed during the course.
c. Final examination worth 24 marks.

BIOB19S Biology of Macromolecules Session:
Spring Day Scarborough

Ian Brown

TYPE OF COURSE

An upper level course, one of the recommended options for the programme in Developmental Biology. Suitable for third and fourth year students.

PREREQUISITES

BIOA03Y, Recommended but not required are BIOB05Y and BIOB23Y.

EXCLUSIONS

None

OBJECTIVES

This course deals with basic concepts of the molecular biology of the gene in lower and higher organisms through discussions on key experimental observations. The main topics are mechanisms of gene replication and regulation of gene activity.

CONTENT

The course is divided into two sections. The first deals with the structure and replication of DNA. The enzymatic synthesis of DNA by DNA polymerase is discussed, mechanisms of DNA chain growth reviewed and the analysis of gene frequency by DNA reassociation kinetics described. The second half of the course concentrates on RNA and protein synthesis. The function of the various types of RNA molecules are outlined and the role of RNA polymerase discussed. Control of differential gene activity is analyzed. Students receive laboratory experience in the use of a range of molecular biology techniques. The following exercises are undertaken. 1) Purification of DNA and RNA and determination of concentration by colorimetric assay. 2) Isolation of DNA polymerase and assay of enzymetric activity by a radioisotope technique. 3) Chromatographic determination of molecular weight. 4) Isolation of nuclei, purification of nuclear protein (histones) and gel electrophoresis.

TEACHING METHOD

Two hours of lecture per week. Eight hour laboratory period once every three weeks.

BIBLIOGRAPHY

Selected journal articles and reference texts on reserve in the library.

EVALUATION

Test on DNA section (35%). Test on RNA/protein section (35%). Lab reports (30%).

BIOB23Y Developmental Biology SESSION:
Winter Day Scarborough

Ian Brown, R. Dengler, M. Filosa

TYPE OF COURSE

A second year course, one of the recommended options for the programme in Biology (non-specialized) and the programme in Developmental Biology.

PREREQUISITES

BIOA03Y

EXCLUSION

BIOB07Y

OBJECTIVES

Developmental Biology is the study of the morphological change and underlying molecular and cellular processes which occur during the life history of an organism. In this course an analysis is made of development in a wide variety of organisms ranging from the unicellular to the multicellular.

CONTENT

The course is divided into two sections. The fall term given by I. Brown examines the principles of animal development with particular reference to the concept that differential gene activity is fundamental to development. Several model developing systems are analyzed in lectures and the laboratory at a morphological and molecular level i.e. erythropoiesis, lens development, spermatogenesis, myogenesis, frog metamorphosis and cancinogenesis. The spring term given by R.Dengler and M. Filosa deals with various aspects of the development of plants and lower organisms.

TEACHING METHOD

Two hours of lecture and three hours of laboratory per week.

BIOBLIOGRAPHY

Reference texts on reserve in the library.

EVALUATION

Tests (75%)
Labs (25%)

BIOB26F FIELD COURSE IN AQUATIC BIOLOGY Session:
2 weeks in Aug.-Sept.

M. MANTUANI
C. SPARLING

TYPE OF COURSE

An advanced field-course for students with a theoretical background in aquatic systems.

PREREQUISITES

Aquatic systems BIOB15Y. By special arrangement, students with BIOB12Y, taking BIOB15Y as a corequisite may be admitted to the course.

OBJECTIVES

To gain practical, research level experience in a whole ecosystem study of a lake. Physical, chemical and biological parameters will be investigated. The organismal approach will be de-emphasized.

CONTENT, METHOD, AND EVALUATION

During a 14-day period (end of August-beginning of September) students will study a lake in the vicinity of Toronto. An intensive sampling programme will include measurements of: Morphometry; physical parameters (light penetration, temperature stratification); chemical analyses (major ions; nutrients); primary production: phytoplankton and macrophytes; zooplankton: grazing rates; secondary production. The above will be a group effort. In addition, students will carry out individual projects. Field work will be supplemented by lectures and discussion groups. Evaluation will be based on participation (15% of final grade) and on written reports of the class (60%) and individual projects (25%).

BIBLIOGRAPHY

Vollenweider, R.A. (ed.) 1969 Primary production in aquatic environments. IBP Handbook No. 12. Blackwell Sci. Publ.

Edmondson, W. T. and Winberg, G. G. 1971. A manual of methods for the assessment of secondary productivity in fresh waters. IBP Handbook No. 17. Blackwell Sci. Publ.

Gotterman, H. L. Methods for chemical analysis of fresh waters. IBP. Handbook No. 8. Blackwell Sci. Publ.

ADDITIONAL COMMENTS

The course has a limited enrolment of 20, to ensure that each student receives individual attention and can participate fully in field work which involves sophisticated limnological instruments.

BIOB03S is a useful half-course to combine with this course.

BIOB27Y COMPARATIVE VERTEBRATE HISTOLOGY Session:
Winter, Day, Scarborough

J. H. YOUSON

TYPE OF COURSE

A specialist course open to all interested students. Presently popular with students considering careers in Dentistry and Medicine, and is one of the options in the Developmental Biology programme.

PREREQUISITES

None, but students should have a strong interest in Biology. Recommended that first-year students considering this course, should have had Grade 13 Biology.

EXCLUSIONS

BIOB16Y

OBJECTIVES

1. To introduce the major types of tissue in the vertebrate body.
2. To explain how these tissues become associated to produce body organs.
3. To explain how the particular arrangement of these tissues is essential to the function of the organs.
4. To demonstrate how the arrangement of and appearance of the tissues in organs varies in vertebrates and how these differences reflect development, evolution, and functional adaptation.

CONTENT

The course begins with lectures and laboratories on the methods used in the preparation of tissue for examination in the light microscope. Each student is required to prepare slides and to submit a report on this subject at the end of the academic year. The first term deals with a discussion of the specialization of various tissues of the body (epithelium, connective tissue, muscle, nerves, etc.) and culminates with a description of their association in integument (skin) and the nervous system. The second term concentrates on the structure of the sense organs (eye, ear), the digestive system including the alimentary canal and digestive glands, respiratory system, excretory system, male and female reproductive systems, and endocrine glands. The structure of these organ systems as related to their function and development is stressed.

METHOD

Two 1-hour lectures and three hours of laboratories per week. Lecture and laboratory material is co-ordinated. Review sessions before laboratory examinations are scheduled in lecture time.

EVALUATION

Four laboratory exams (2 per term) for a total of 40 marks. Two lecture exams, one at the end of each term for 50 marks. The remaining 10 marks for the single laboratory report. Once a student has been examined in a given amount of material he(she) will not be re-examined on that material again in subsequent laboratory or lecture examinations.

BIOB30F PHYTOPLANKTON METHODS AND TECHNIQUES Session: Winter Day Scarborough

C. SPARLING

TYPE OF COURSE

An advanced and graduate level course, for students with a background in physiology and ecology of algae.

PREREQUISITES AND COREQUISITES

Aquatic systems BIOB15Y (or equivalent) is a prerequisite. Ecology and physiology of algae BIOB03S is a required corequisite.

OBJECTIVES

To gain practical experience in the identification, enumeration and culturing of planktonic algae (phytoplankton).

CONTENT

Principles of phytoplankton taxonomy. Isolation of unialgal and axenic cultures of algae. Parameters for estimation of phytoplankton populations. Spatial heterogeneity and seasonal succession of phytoplankton in (a) The Great Lakes; (b) A Precambrian Shield Lake in Southern Ontario.

METHOD

One 5-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

	% of final grade
Individual Seminars (2)	25%
Group Experiments (2)	35%
Class project (1)	40%

ADDITIONAL COMMENTS

A guest lecturer, Dr. M. Munawar, research scientist at the Canada Centre for Inland Waters, Burlington, participates in this course.

BIOB35Y INTRODUCTORY BIOCHEMISTRY Session: Winter day, Scarborough

JAMES W. GURD

TYPE OF COURSE

An introductory course for students interested in the bio-medical sciences

PREREQUISITES

(BIOA01) or (BIDA02) or BIOA03; CHMB05

EXCLUSIONS

(BIOC06); CHMB35; (CHMC05)

OBJECTIVES:

The course is planned to introduce students to a broad range of biochemical topics. It will lay the groundwork for students interested in continuing in biochemistry and will provide a knowledge of biochemical language and problems for the general student. Students will be expected to be familiar with the basic aspects of cellular metabolism and the properties of macromolecules.

CONTENT:

Topics covered in the course include: metabolism of sugars, amino acids and lipids and the relationship of these to the energy metabolism of the cell. The effect of hormones on cellular metabolism; structure and function of enzymes; structure and biosynthesis of nucleic acids; biosynthesis of proteins. Regulation and integration of metabolic pathways will be discussed.

METHOD:

Two 1-hour lectures per week

BIBLIOGRAPHY:

The text used is: Biochemistry: the Molecular Basis of Cell Structure and Function - by A. L. Lehninger, Worth Publishers Inc.

BIOB36H LABORATORY IN BIOCHEMISTRY

Session:
Winter day, Scarborough

JAMES W. GURD

TYPE OF COURSE

An introductory laboratory course designed to introduce students to basic experimental techniques used in biochemical research.

PREREQUISITES

(BIOA01) or (BIOA02) or BIOA03; CHMB05

COREQUISITE:

BIOB35 or CHMB35

EXCLUSION

CHMB36H

OBJECTIVES:

The course is designed to introduce students to the practical and theoretical aspects of techniques used in biochemical research. The student will be expected to be able to critically evaluate data obtained in the laboratory and to discuss its significance.

CONTENT:

Experiments performed will include the use of a wide range of experimental procedures, including: spectrophotometry; chromatography; the use of radioisotopes in biochemical research; electrophoresis; protein fractionation; isolation of glycogen and nucleic acids; etc.

METHOD

3 hours of laboratory work plus 1 hour of lecture each week

BIBLIOGRAPHY

No text is required but it is suggested that students obtain a copy of Biochemistry by A. L. Lehninger.

EVALUATION

Students will be evaluated on their performance in the laboratory, on their understanding of the specific experiments performed as indicated in lab reports and on their understanding of the general principles underlying the various techniques employed - as assessed by examination.

BIOB38F ARTHROPODS

SESSION:
Winter Day Scarborough

Fred Urquhart

PREREQUISITES

No formal prerequisites.

EXCLUSIONS

BIOB08Y

CONTENT

Arthropods are those invertebrates which are defined as having jointed legs and an exoskelton. They include the following familiar forms: Insects, crabs, millipedes, centipeds, horseshoe crabs, scorpions, spiders, barnacles, mites and ticks.

Two field trips to collect speciments in order to acquaint the student with living species, their identification and ecology.

Lecturer will deal mostly with the life cycles, ecology, taxonomy and evolution of the group.

Laboratory exercises will deal mostly with the life cycles, ecology, taxonomy and evolution of the group.

EVALUATION

Laboratory assignments throughout the term together with short laboratory tests will constitute a laboratory grade.

A final laboratory-lecture examination (multiple choice).

Laboratory grade will count fifty percent; final examination 50 per cent.

BIOCO3Y ADVANCED CELL METABOLISM Session:
Winter Day Scarborough

G.F. Israelstam

TYPE OF COURSE

An advanced independent study course, required for specialization in Physiology and Biochemistry

PREREQUISITES:

Satisfactory completion of 15 full course equivalents including BIOB18F or BIOB36H or BIOBO6Y

OBJECTIVES

The object of this course is to provide an introduction to research techniques - both in the laboratory and in the library. The student, in consultation with the instructor of this course will be expected to carry out an investigation of a project in cell metabolism.

CONTENT

To be decided between the student and instructor. Broadly speaking the project will centre around control mechanisms operating at the cellular level, preferably in autotrophic organisms.

TEACHING METHOD

Consultation with the instructor - about 1 hour per week. The equivalent of 4 hours per week to be spent at the laboratory bench.

BIBLIOGRAPHY

Original journal articles.

EVALUATION

Evaluation will be based on observations of laboratory technique and a written report on the laboratory work. The written report is to include a "mini" review which will contribute to the over-all evaluation.

The above applies to BIOCO1Y - supervised study in biology, should the student wish to undertake this course under the supervision of Dr. G.F. Israelstam. The content however will relate to aspects of plant physiology - specifically Plant growth and development and the prerequisite of 15 course equivalents must include BIOBO6Y.

BIOCO7F INSECT STRUCTURE AND FUNCTION Session:
Winter, Day, Scarborough

I. CAMPBELL
C. K. GOVIND

TYPE OF COURSE

An advanced course for a specialist programme or graduate programme in Biology.

PREREQUISITES

Satisfactory completion of 15 full course equivalents including BIOBO8; BIOB17; or permission of instructor.

EXCLUSION

BIOB31F

OBJECTIVES

To develop a critical approach to the current literature on selected physiological topics amongst the insects.

CONTENT

Topics for study include: neuromuscular analysis and central control of flight in locusts; flight orientation: a survey of the different methods used. Escape response in cockroaches. Hearing mechanism in nocturnal moths. Insect respiration; *diapause*; diet and growth.

METHOD

Two hours of lectures and a laboratory project to be arranged with instructors.

BIBLIOGRAPHY

Chapman, R. F. 1971. The Insects: structure and Function. American Elsevier Publishing Co., New York.

A list of selected papers placed on reserve in library.

EVALUATION

This will be decided at the beginning of the term in consultation with students. In the one previous year this course was run the final exam was worth 60% and the laboratory exercise 40%.

Expanded description for the above course is not available. For information about these courses please consult the Scarborough College Calendar 1975-76.

		Session:
BIOA03Y	Introductory Biology	Winter Day Scarborough
BIOA03YN	" "	Winter Evening Scarborough
BIOB02Y	Basic Microbiology	Winter Day Scarborough
BIOB05Y	Genetics	Winter Day Scarborough
BIOB11Y	Animal Populations and Evolution	Winter Day Scarborough
BIOB12Y	Fundamentals of Ecology	Winter Day Scarborough
BIOB20F	Cell Ultrastructure	Fall Day Scarborough
BIOB21Y	Marine Biology	Winter Day Scarborough
BIOB22Y	Comparative Vertebrate Morphogenesis	Winter Day Scarborough
BIOB33F	Physiological Plant Ecology	Fall day Scarborough
BIOB34S	Comparative Terrestrial Ecosystems	Spring Day Scarborough
BIOB37Y	Plant Taxonomy Principles and Methods	Winter Day Scarborough
BIOC01Y	Supervised Study in Biology	Winter Day Scarborough
BIOC05S	Advances in Developmental Biology	Spring Day Scarborough

CHEMISTRY

CHEMISTRY A01Y PRINCIPLES OF CHEMISTRY — SESSION: Winter Day Scarborough

Members of the Chemistry Faculty

TYPE OF COURSE:

Introductory chemistry. Part of core programme. Suitable also, for students who intend to specialize in another science discipline.

EXCLUSION: CHM A02Y

OBJECTIVES:

To introduce the main areas of the subject, especially organic, inorganic and physical chemistry. Emphasis is placed upon unifying laws, theories and concepts, and the presentation is at a fundamental level.

CONTENT:

The course starts with nuclear chemistry and builds from there to atomic and molecular structure. Types of bonding, both ionic and covalent are discussed. An introduction to organic chemistry, mainly that of functional groups leads to treatment of some biological interesting molecules. Finally the properties and behaviour of molecular systems will be explored through their thermodynamic relationships, thermochemistry, chemical equilibria and reaction kinetics.

BIBLIOGRAPHY:

The text for the course is "Chemical Principles and Properties" 2nd Ed., by Sienko and Plane.

CHEMISTRY A02Y GENERAL CHEMISTRY SESSION: WINTER DAY SCARBOROUGH

Members of the Chemistry Faculty

TYPE OF COURSE:

Introductory chemistry. Part of core programme suitable for students who plan to take two or three years of chemistry on a non-specialist programme or as part of a pre-professional programme.

EXCLUSIONS:

CHMA01Y

OBJECTIVES:

To introduce the main areas of the subject, especially organic, *inorganic and physical chemistry.* Emphasis is placed upon unifying laws, theories, and concepts, but the presentation is at a more qualitative and less mathematical level than CHMA01Y.

CONTENT:

Starting with the atom, the course develops ideas of structure and bonding to include most covalent and ionic structures. *The* discussion of organic compounds covers the types of compounds that occur with particular emphasis on the three-dimensional structure of molecules and types of isomerism. A brief introduction to biologically important compounds is included. Finally the reactions and equilibria of chemical systems will be explored through their thermodynamic properties and chemical kinetics.

BIBLIOGRAPHY:

The text for the course is "Chemical Principles and Properties", 2nd Ed., by Sienko and Plane.

CHEMISTRY B01Y INORGANIC CHEMISTRY I Session *Winter Day* Scarborough

INSTRUCTOR R.O. Harris

TYPE OF COURSE

Part of core/specialist programme but of interest to students in other Science disciplines

PREREQUISITES

CHEM A01Y or CHEM A02Y

EXCLUSIONS

None

OBJECTIVES

To extend ideas of structure and bonding introduced in CHEM A01Y, CHEM A02Y. Valence bond and molecular orbital treatment of covalent compounds; Lattice energy calculations to ionic structures. Descriptive chemistry of Main Group elements using concepts introduced in first part of course. Introduction to modern methods and techniques of structure *determination.*

TEACHING METHOD

Two hours of lectures and one tutorial per week

CHEM B02Y ANALYTICAL CHEMISTRY SESSION: Winter Day Scarborough

Type of Course: An Introductory Course

Prerequisites: CHEM A01Y or CHEM A02Y

Exclusions: None

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 analysis, quantitative analysis, and instrumental methods. The qualitative section involves the separation and identification of ions using wet chemical methods. The quantitative section involves volumetric, gravimetric and separatory methods of analysis. The instrumental section will introduce the techniques of chromatographic, spectrophotometric and electrochemical methods of analysis.

Teaching Method: One hour of lectures and six hours of laboratory per week

CHEM B03Y PHYSICAL CHEMISTRY I SESSION: Winter Day Scarborough

To be announced

TYPE OF COURSE

For students in the specialist Chemistry programme and those interested in courses in the physical sciences.

PREREQUISITES

CHEMA01 or CHEM A02; MATA26 or MATA55

EXCLUSIONS

None

OBJECTIVES

The goal of this course is to provide the student with a general understanding of the principles of physical chemistry. While a descriptive treatment of the material is emphasized, some mathematical treatment is included. Applications of these concepts in Chemistry and Biology will be discussed.

CONTENT

The first half of the course developes an understanding of thermodynamics in treating the physical and chemical processes occurring in gases and liquids. This includes the study of equilibria in one component and multicomponent systems, of electrochemistry, and of the properties of macromolecules. The viewpoint is changed from macroscopic to microscopic with an introduction to the quantum mechanical treatment of atoms and molecules. The results from quantum mechanics are applied to the study of atomic and molecular spectroscopy. Some consideration will be given to the application of spectroscopy to thermodynamics. Finally this background will be applied to an understanding of chemical kinetics.

METHOD

Two hours of lectures (with discussion) and one hour of tutorial per week.

BIBLIOGRAPHY

CASTELLAN, G.W. Physical Chemistry, Addison-Wesley Publishing Co., 2nd ed., 1971.

Text may change 1975-76.

CHMB35Y INTRODUCTORY BIOCHEMISTRY

Session:
Winter day, Scarborough

JAMES W. GURD

TYPE OF COURSE

An introductory course for students interested in the bio-medical sciences

PREREQUISITES

(BIOA01) or (BIOA02) or BIOA03; CHMB05

EXCLUSIONS

(BIOC06); CHMB35; (CHMC06)

OBJECTIVES:

The course is planned to introduce students to a broad range of biochemical topics. It will lay the groundwork for students interested in continuing in biochemistry and will provide a knowledge of biochemical language and problems for the general student. Students will be expected to be familiar with the basic aspects of cellular metabolism and the properties of macromolecules.

CONTENT:

Topics covered in the course include: metabolism of sugars, amino acids and lipids and the relationship of these to the energy metabolism of the cell. The effect of hormones on cellular metabolism; structure and function of enzymes; structure and biosynthesis of nucleic acids; biosynthesis of proteins. Regulation and integration of metabolic pathways will be discussed.

METHOD:

Two 1-hour lectures per week

BIBLIOGRAPHY:

The text used is: Biochemistry: the Molecular Basis of Cell Structure and Function - by A. L. Lehninger, Worth Publishers Inc.

CHMB36H LABORATORY IN BIOCHEMISTRY

Winter day, Scarboro...

JAMES W. GURD

TYPE OF COURSE

An introductory laboratory course designed to introduce students to basic experimental techniques used in biochemical research.

PREREQUISITES

(BIOA01) or (BIOA02) or BIOA03; CHMB05

COREQUISITE:

BIOB35 or CHMB35

EXCLUSION

CHMB36H

OBJECTIVES:

The course is designed to introduce students to the practical and theoretical aspects of techniques used in biochemical research. The student will be expected to be able to critically evaluate data obtained in the laboratory and to discuss its significance.

CONTENT:

Experiments performed will include the use of a wide range of experimental procedures, including: spectrophotometry; chromatography; the use of radioisotopes in biochemical research; electrophoresis; protein fractionation; isolation of glycogen and nucleic acids; etc.

METHOD

3 hours of laboratory work plus 1 hour of lecture each week

BIBLIOGRAPHY

No text is required but it is suggested that students obtain a copy of Biochemistry by A. L. Lehninger.

EVALUATION

Students will be evaluated on their performance in the laboratory, on their understanding of the specific experiments performed as indicated in lab reports and on their understanding of the general principles underlying the various techniques employed - as assessed by examination.

CHM C02Y: PHYSICAL CHEMISTRY II

G. A. Kenney-Wallace SESSION: Winter Day Scarborough

TYPE OF COURSE

For students in the specialist Chemistry programme and those interested in advanced courses in the physical sciences.

PREREQUISITES

CHM B03; corequisites: MAT B41 or MAT B50; MAT B55

EXCLUSIONS

None

OBJECTIVES

Physical Chemistry attempts to explain the fundamental basis of atomic and molecular behaviour from which ultimately macroscopic chemical phenomena can be interpreted. The goal of this advanced course is to explore a range of interrelated topics in physical chemistry and chemical physics, whose basic themes are already familiar to the student, but whose rigorous development and application to contemporary physical problems are probably not.

CONTENT

The first half of the course will focus on the properties and behaviour of individual atoms and small molecules set in the framework of quantum mechanics and studied through (optical and spin resonance) spectroscopy. This will lead naturally into an extended discussion of intermolecular forces and modes of energy transfer. In the second half of the course we will turn our attention to the properties and behaviour of large numbers of molecules and develope the ideas of quantum statistical mechanics and thermodynamics that are crucial to the interpretation of macroscopic measurements. Finally, we will study theories and experiments in chemical kinetics, in which all of our previous understanding and intuition will be required to predict the pathways of chemical reactions. Throughout the year, particular emphasis will be placed on modern experimental developments that permit us to directly evaluate the assumptions and predictions of current physical theories.

METHOD

Two hours of lectures per week and occasionally a one hour group seminar.

BIBLIOGRAPHY

Normally several books and review articles will be used for general reference, and a course text will be announced later. Atoms and Molecules by Karplus and Porter (Benjamin, 1971) was used as a text for the first term this year.

CHMC03Y ORGANIC CHEMISTRY II

T. T. Tidwell SESSION: Winter Day Scarborough

TYPE OF COURSE

An advanced course in organic chemistry

Prerequisites

CHMB05Y

EXCLUSIONS

This course is equivalent to CHM 340 (St. George) but also combines some elements of CHM 347 (St. George) "The Organic Chemistry of Biologically Important Molecules" so both of these courses are excluded.

OBJECTIVES

To provide further experience in organic chemistry to those who have completed one course in this subject. The course is particularly slanted to chemistry specialists, and those with an interest in biochemistry, biology, and medical science.

CONTENT

The course includes advanced principles of organic chemistry, including systems of biological interest. Topics covered may inclode an in-depth treatment of stereochemistry, conformational analysis, reaction mechanisms, acids and bases, heterocycles, and free radicals; and an introcuction to polymers, photochemistry, carbohydrates, proteins, terpenes, nucleic acids, and enzyme catalysis.

The laboratory consists of a four-hour period each week in the fall term. The experiments are designed to complement the topics covered in lecture, although the timetables for experiments are not closely correlated with the lecture material. There is an emphasis on more advanced techniques such as vacuum distillation and the use of spectrometers.

METHOD

Two hours of lecture per week, probably consecutively with a 10 minute break in between. A one hour tutorial is given at a time arranged after the course begins, but is not required. This will probably be at 5:00 p.m.

BIBLIOGRAPHY

"Organic Chemistry" 3rd Ed by Morrison and Boyd. Students should have this text from CHMB05Y. "Organic Chemistry of Biological Molecules" by Barker and "Organic Reaction Mechanisms", 2nd Ed., by Breslow are required (both are available in paperback). The lab notes are provided in the lab for a modest fee.

Expanded description for the above course is not available. For information about these courses please consult the Scarborough College Calendar 1975-76.

CHMB02Y	Analytical Chemistry	Winter Day
CHMB05Y	Organic Chemistry I, A. J. Kresge	Winter Day
CHMB35Y	Introductory Biochemistry	"
CHMB36H	Laboratory in Biochemistry	"
CHMC01Y	Inorganic Chemistry II, A. Walker	"
CHMC40F	Kinetics and Mechanism of Chemical Reactions	"
CHMC41S	Structure and Synthesis of Chemical Compounds	"
CHMC45Y	Library Thesis	"
CHMC46Y	Introduction to Research	"
CHMC47H	Library Thesis	"

CLASSICS

CLA B01Y GREEK AND ROMAN EPIC

SESSION: Scarborough Winter Day

Ian McDonald

TYPE OF COURSE

An introduction to classical literature, focussing on the development of a single important genre. *Option in Core Programmes in Greek, Roman, and Greek and Roman Studies*, and in the Programme in Classics and English. Of interest particularly to students of literature, but complementary also to many other types of programme, as specialized knowledge is not presumed.

PREREQUISITES

None

EXCLUSIONS

None

OBJECTIVES

To provide a close acquaintance with the masterpieces of a literary genre which reached its zenith in classical times and has played a major role in the growth of ideas and the development of European literature;
to develop an awareness of literature's cultural and artistic determinants;
to foster an appreciation of the literary imagination and its reflection in language and style.

CONTENT

Reading (in English translation), study, and criticism of major classical epics, beginning with the primitive oral tradition of Archaic Greece and concluding with the imitative preciosity of Flavian Rome. 'Mythological', 'historical', and 'didactic' epics; the role of myth and history; form and function in epic poetry. Major attention to Homer, Iliad and Odyssey; and Vergil, Aeneid; other works to be drawn from the following: Hesiod, Works and Days; Apollonius Rhodius, Argonautica; Lucretius, On the Nature of Things; Vergil, Georgics; Ovid, Metamorphoses; Lucan, Pharsalia; Valerius Flaccus, Argonautica; Statius, Thebaid; Silius Italicus, Punica.

METHOD

Two hours weekly of lectures, with much opportunity for discussion.

EVALUATION

Two class tests, one major essay, one shorter written assignment.

BIBLIOGRAPHY

Homer, Iliad (tr. R. Lattimore). University of Chicago Press paperback P63
Homer, Odyssey (tr. R. Lattimore). Harper Torchbook TB 1389
Vergil, Aeneid (tr. A. Mandelbaum). Bantam paperback SP 7410
Others to be announced.

CLAB02Y: GREEK AND ROMAN TRAGEDY Winter Evening Oshawa

J.N. Grant

TYPE OF COURSE

A survey course that will be of value to students whose main interests lie in drama and/or literature.

EXCLUSIONS

None

PREREQUISITES

None. All texts are read in translation. No knowledge of Ancient Greek or of Latin or of the Classical world is assumed.

OBJECTIVES:

(1) To gain knowledge of the nature of tragedy in the ancient world (primarily Athens of the 5th century B.C.), the themes it deals with, and its relationship to the cultureal, political and intellectual developments of the period.

(2) To examine how the dramatists of the ancient world treated inherited myths for their own, sometimes quite different, purposes.

CONTENT

After a brief introduction to the history of the period and to the staging of the plays and their conventions,a selection of the works of Aeschylus, Euripides and Sophocles from the Greek world and of Seneca from the Roman will be studied. The sequence of plays to be read will be for the most part by author, but plays by different authors on the same theme will be studied together. One or two modern adaptations (e.g. Anouilh's Antigone, in translation) will also be read.

TEACHING METHOD

The class will meet one evening per week for two hours. The first few meetings will be lectures after which the two hours will be part lecture, part discussion on individual plays. Students will be expected to have read and thought about the plays before they are dealt with in class. To initiate discussion some students will be asked to give reports of modern criticism on the plays.

ADDITIONAL COMMENTS

The written work load and the grading criteria will be arranged at the opening class. At the moment I favour one short essay (maximum 1000) early in the Fall term, one major essay and one class test at the end of the Winter Term.

BIBLIOGRAPHY

D. Grene and R. Lattimore: Greek Tragedies, vols. I-III (Chicago. 1960)

E.F. Watling, Seneca. Four Tragedies and Octavia (Penguin).

CLAB02Y: GREEK AND ROMAN TRAGEDY Summer Day (Language Institute)

J.N. Grant.

TYPE OF COURSE

A survey course, that will be of value to students interested in drama or literature as well as to those who have a special interest in the Classical World.

PREREQUISITES

Corequisite is GRKA01Y. The plays will be studied in translation but small portions of some plays will be read in the original Greek in GRKA01Y. No prerequisites. No knowledge of the ancient world will be assumed.

OBJECTIVES

To gain knowledge of the nature of drama in 5th century Athens, the themes it deals with and its relationship to the cultural, political and intellectual developments of the period.

CONTENT

After an introduction on thehistory of the 5th century and on the staging of the plays a selection of the works of Aeschylus, Sophocles and Euripides will be studied. For comparative purposes, one or two modern adaptations will be read (e.g. Anouilh's Antigone). Because the course is being given in the Summer Language Institute in conjunction with GRKA01Y the Roman component of the course (Seneca) will be replaced by a study of some comedies of Aristophanes.

Each student will be involved in the staging of a scene from one of the plays.

Some films will be shown.

TEACHING METHOD

The class will meet formally for six hours each week in three two-hour sessions. These meetings will consist of part lecture, part discussion. Short oral presentations will be given by students (e.g. a report, with comment, of modern criticism on a play).

BIBLIOGRAPHY

D. Grene and R. Lattimore, Greek Tragedy, Vols. I-III (Chicago, 1961)

D. Fitts, Aristophanes. Four Comedies (Harvest Book)

CLAB21Y: GREEK AND ROMAN RELIGION Winter Evening Scarborough

John Warden, John Corbett.

TYPE OF COURSE

The course should be of interest especially to students of Classics, Religion, Anthropology, History, Literature and Philosophy. It is part of the Programme in Myth and Religion, and one of the *options available for Combined Specialist Programmes in English and* Classics, and Greek and Philosophy.

REQUISITES

None

OBJECTIVES

To understand the way in which the Greeks and Romans looked at the gods, the world and themselves, not as a *study of an alien culture*, but of a very important stratum of our own.

CONTENT

An examination of some of the most important aspects of *Greek religious* belief (especially in the period from Homer to Plato C8-C4 B.C.) with an attempt to describe the world from which they came, and the way in which they developed. Topics will include: The religions of Crete and Mycenae; the gods of Homer; the Olympians; Mystery Religions (Eleusinianism, Orphism); Dionysus the Mad God; Prophets and Oracles; What is myth?; Myth and Philosophy; the 5th Century Enlightenment; Plato and Religious philosophy.

The section of this course dealing with Roman religion will examine the earliest origins and development of the Roman belief system, comparing and contrasting it with Greek religious views and then concentrating on the more important aspects of religious activity in the Roman empire. Topics will include: "primitive" Roman religion, the influence of Greece, the religion of the hearth and the tomb, mystery religions in the Roman Empire (especially the Cult of Attis and the Great Mother).

TEACHING METHOD

The emphasis is not so much on a description of religious phenomena, rituals, buildings, etc., from the viewpoint of an outside observer. It is an attempt to approach religion from the inside 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 instructors. 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 five major literary works: Homer, The Iliad *Hesiod, The Theogony, Sophocles, Oedipus at Colonus*, Euripides, Bacchae, Plato, The Last Days of Socrates. Similarly the study of Roman beliefs will involve an examination of passages drawn from Livy's History, the Aeneid of Virgil and other major Latin authors.

Classes will be a combination of oral *presentations (by instructor or* student), and discussions. A willingness to get involved in discussion is important to the success of the course.

BIBLIOGRAPHY

W.K.C. Guthrie, The Greeks and their Gods.

E.R. Dodds, The Greeks and the Irrational.

W.F. Otto. The Homeric Gods

R.M. Ogilvie, The Romans and their Gods.

F. Cumont, The Oriental Religions in Roman Paganism.

EVALUATION

By essays (say two major and two short) - details to be discussed with students.

GRH B01Y GREEK HISTORY FROM THE BRONZE AGE TO THE DEATH OF ALEXANDER. Winter Day Scarborough

Instructor: A.Boddington

TYPE OF COURSE

An introduction to the main issues, problems and trends in 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 is therefore listed as a B course, in spite of being introductory. It should be of interest to students of Classics, History and Anthropology. Students of Sociology would also benefit; and to those interested in Political Science, it offers some political background presented by an instructor who knows some classical Greek.

PREREQUISITES

None.

OBJECTIVES

To try to understand the nature and development of Greek society and Greek culture: above all, to pay the Greeks the compliment of trying to see them as they were, not as we should like to imagine them. The emphasis will therefore be on the controlled use of the imagination, on respect for evidence, clarity of thought and language, and balanced critical judgment.

CONTENT

Topics for study will include: the Bronze Age of Greece and Minoan Crete, with some consideration of why and how these cultures rose and fell: the many-sided cultural and artistic "renaissance" of the Greek world, and an attempt to estimate their debt to the Near East: political developments, with special reference to the nature and development of Athenian Democracy, and to the strange society of Sparta: the Athenian Empire, and its relationship to Athenian Democracy: the rise of Macedonia and the conquests of Alexander. Since it is important to consider how the Greeks viewed their own history, we shall study the Persian Wars, as seen through the eyes of Herodotus, and the Peloponnesian War, as interpreted by Thucydides. Greek source material will be read in translation, and attention will be given to the discoveries and methods of archaeology.

METHOD

3 lectures a week and no tutorial hours. There is no other way of adequately covering the ground, and it is not easy to split the period into two. I always encourage questions in class, and welcome further discussion in private.

BIBLIOGRAPHY.

The required reading is relatively light, selected with a view to quality rather than quantity. Students will not be judged on the amount that they read, but on the care and intelligence with which they master and evaluate the arguments. A General Reading List, useful for this course and GRH B25, will be available.

EVALUATION

There will be a Final Examination, worth 35% of the Course. The Term Work will include two major papers, and some minor items, to be decided with the class.

GRHB02Y: GREEK AND ROMAN HISTORY FROM THE DEATH OF ALEXANDER — Winter Day Scarborough

Instructor: John Corbett - H-520 - Phone 284-3171 (Office) 482-6171 (Home)

TYPE OF COURSE

An introductory course; this course should be of interest not only to History or Classics specialists, but also to non-specialist students in related areas (e.g. Art History, Philosophy).

PREREQUISITES

No formal prerequisites, but some background in historical method will be helpful. Some knowledge of Latin, Greek or a Modern European language, though not necessary, would be most helpful.

EXCLUSIONS

None

OBJECTIVES

The course goals are: to introduce the student to a crucial but neglected period of Classical History, examining the transition of the Ancient Mediterranean from a world of individual city states to the single "world empire", which was the cradle of so many systems characteristic of the western world especially Christianity. To introduce the student to a selection of the more significant source material and modern scholarship relating to this subject area. My particular bias leads me to stress the underlying unity of structure which associates ideas with political social and economic life. More specifically students will be expected:

- to acquire a general familiarity with the literature on this subject (outlined in detail on my bibliography - see below).
- to choose one topic area each term for more concentrated research (the results of which are to be presented in a seminar and in a written essay).
- to develop a personal view of this subject on the basis of his/her reading and research and to be able to explain how this view contributes to the work of modern scholarship.

CONTENT

This course includes a study of the Empire of Alexander the Great and of the Great Kingdoms into which his Empire was divided after his death; it considers the development of the sophisticated organization, characteristic of the Hellenistic world in the areas of economics (especially agriculture and trade), diplomacy, warfare and culture. The early development of Rome is also examined as is the emergence of Rome as a "world power", conqueror of and successor to the Hellenistic kingdoms. Topics of special concern will be the destruction of the world of the Greek City State and the development of the "World Empire";life in Egypt under the Ptolemies as we can see it from the papyrus evidence; the Jewish experience in this period and its importance for Christian origins; the origins of Rome and the Roman world view; the Roman conquest of the Mediterranean.

METHOD

Two hours of lecture (with discussion) and one hour of tutorial per week.

BIBLIOGRAPHY

I shall have available by the end of term for interested students (i) a Bibliography (ii) a Course Outline and Study Guide. Please contact me for copies or begin by reading: C.B. Wells Alexander and the Hellenistic World (Toronto 1970), H.H. Scullard A History of the Roman World from 753-146 B.C. ed.3 (London 1961).

GRH B24F ANCIENT HISTORIOGRAPHY — Winter Day Scarborough

Instructor: A. Boddington

TYPE OF COURSE

A study of the four major Classical historians: Herodotus, Thucydides, Livy and Tacitus, to be read in translation. The course is concerned not primarily with history, but with how the Greeks and Romans thought about their own history. The authors will therefore be studied each against his political and cultural background, in an attempt to understand what issues they regarded as significant, and what beliefs and outlook shaped their interpretations. The changing nature of Historiography as an art will also be considered.

PREREQUISITES

None

OBJECTIVES

To offer students the enlightenment and discipline of contact with four outstanding personalities. Their main objective will be to read the texts, and obtain what insight they can into the authors' mind. Little other reading will be prescribed, except for historical background, and a few outstanding pieces of modern scholarship.

CONTENT

See under Type of Course and Objectives

METHOD

3 classes a week. Procedure will be determined by size of enrolment.

BIBLIOGRAPHY

See under objectives.

EVALUATION

To be worked out with the students.

GRH B25Y PROBLEMS IN GREEK HISTORY Winter Day Scarborough

Instructor: *A.Boddington*

TYPE OF COURSE

More advanced study of issues and problems considered in GRH B01Y. It is not listed as a C Course, because the sources will be studied in translation. The choice of topics to be studied will depend on the interests and qualifications of the students.

PREREQUISITE

GRH B01Y, or a good mark in GRH B24F, or an equivalent qualification from the St George Campus. The prerequisites will be waived for students with expert knowledge who have taken no formal instruction in Greek History. I am not the only turnstyle to the Elysium of advanced study.

OBJECTIVES

To move beyond the simplifications of a survey course and ask more penetrating questions about the Greek world. The merit of this course depends almost entirely on the effort of the students. It is not designed as a field for my expertise and enthusiasm, but for the students' intellectual growth. This can best be attained if I play a neutral role with advice and suggestions.

CONTENT.

See Type of Course, above.

METHOD

3 seminar meetings a week.

BIBLIOGRAPHY

The General Reading List will serve as background. I shall suggest reading for each student individually, as they choose their topics.

EVALUATION

Will include two major papers, but there will be no Final Examination.

GRHB27Y: STUDIES IN ROMAN HISTORY: POMPEII Winter Day Scarborough

3 of 3

Instructor: John Corbett ~ H-520 - Phone 284-3171 (Office)
482-6171 (Home)

TYPE OF COURSE

This course is neither a basic, introductory nor an advanced one; it is intended for students who have some background (not necessarily formal) in urban studies; it does not require a knowledge of Ancient History.

PREREQUISITE

No formal prerequisites; some experience in a discipline related to urban studies will be useful (e.g. Georgraphy, History, Art History). A knowledge of Latin, Italian and/or German is desirable but not required.

EXCLUSIONS

None

OBJECTIVES

This course has two main objectives(i) to introduce the student to a neglected topic - city life in the Greco-Roman World; While Pompeii, thanks to its unique state of preservation, is the main focus of the course, it is hoped that students will acquire valuable insights into nature of pre-industrial cities the world over, ancient and modern. (ii) to introduce the student to a new form of research, direct examination of material evidence at first hand (particularly architecture, paintings and inscriptions) and reconstruction of the living community from this evidence using, where necessary, the methodologies of related disciplines rather than the conventional generalizations about the ancient city.More specifically students will be expected to acquire a general familiarity with the site of Pompeii through systematic study of slides, maps and plans, general descriptions and excavation reports etc., to choose a specific subject for research (working either individually or with others) in consultation with the instructor or other members of the course; to prepare and present for mutual criticism a major paper on the subject of his/her research.

CONTENT

The course includes a study of the site and development of Pompeii, its major public buildings and services as well as characteristic types of private residences and businesses by means of the evidence mentioned above. Apart from this general common background, the structure and contents of the course will be determined by the students. A considerable degree of personal initiative will be expected.

METHOD

One three hour seminar session per week.

BIBLIOGRAPHY

For background and basic introduction begin with the following:
L. Mumford The City in History, Paperback Harbinger H067,
A. Maiuri Pompeii -English Guide Book. For further reading, please contact me directly.

GRKA01Y: INTRODUCTORY GREEK Summer Day Scarborough

J.R. Warden.

TYPE OF COURSE

Part of a two credit programme in Ancient Greek Language and Drama within the Summer Language Institute.

COREQUISITE

CLAB02Y. If the student has already taken this course (or another equivalent course in Greek Drama), he may take the language course on its own for one credit.

OBJECTIVE

To acquire a basic reading knowledge of Ancient Greek

TEACHING METHOD

Basically the method is to learn through reading. Classwork will consist of an intensive examination of texts in Greek, and of exercises in conversion and translation based on them, to acquire a knowledge of grammatical forms, syntax, vocabulary, etc. The class will meet for three hours each day (two in the morning, one in the afternoon), over a seven-week period. The instructor will be available at other times of day to offer assistance to individual students working on their own. The linguistic diet will be varied by discussions arising out of the texts: the Greek attitude to the gods, to women, to the state, etc. Materials will also be taken, where possible from the plays being studied in CLAB02. For a description of the rest of the programme, see CLAB02, and the pamphlet on the Summer Language Institute.

GRKA01Y: INTRODUCTORY GREEK Winter Day Scarborough

Instructor: M.E. Irwin

TYPE OF COURSE

An introductory course required for students who wish to study Ancient Greek and do not have Grade 13. No prior knowledge expected. Part of Combined Specialist Programme in Philosophy and Greek, and optional for Combined Specialist Programme in English and Classics.

PREREQUISITE

None

EXCLUSIONS

GRK001

OBJECTIVES

To acquire a basic reading knowledge of Ancient Greek.

CONTENT AND METHOD

Four hours a week intensive class work, examining authentic Greek texts and doing exercises in conversion and translation based on them, to acquire a knowledge of the basic grammatical forms, syntax, vocabulary, etc. The texts will introduce students to various aspects of Greek life, their attitudes to the gods, to women, to the state, etc.

BIBLIOGRAPHY

B.R. Rees and M.E. Jervis, Lampas: A New Approach to Greek, Blackwell, 1972.

EVALUATION

Tests plus a final exam.

Winter Day Scarborough

GRK B12S HERODOTUS

Instructor: A.Boddington

TYPE OF COURSE

Requires some competence in Classical Greek

PREREQUISITE

GRK B01F

OBJECTIVE

See content

CONTENT

Readings from the first major Greek historian, with some consideration of his political and cultural background, and with enjoyment of his artistry and wit.

METHOD

3 classes a week. Procedure to be determined by size of enrolment.

BIBLIOGRAPHY

The text will be A.J.Barbour "Selections from Herodotus" which has notes and guide to syntax and dialect. Other reading will be suggested as we go along.

EVALUATION

To be decided. At least one test, to be written under examination conditions.

Winter Day Scarborough

GRKB30-34F: DIRECTED READING
B35-39S

CO-ORDINATOR: M.F. Irwin.

TYPE OF COURSE

Part of the core programme in the Greek Language.
Part of the Combined Programme in Philosophy and Greek and an optional part of the Combined Programme in English and Classics.

PREREQUISITES

GRKB11 or GRKB12.

NATURE OF THE PROGRAMME

Students who wish to enter on the Greek Directed Reading Programme should enrol in any of the above courses (F or S as appropriate). They should then contact the co-ordinator and discuss with him what they want to read and with whom (this will depend to some extent on time available). The student will be expected to read much of the material on his own, and to meet with his tutor once a week, normally for a two hour period (the exact arrangements will depend on the nature of the text and the level of ability of the students). The purpose of these sessions will be to sort out any problems of comprehension, and to discuss the literary qualities and the cultural context of the work being studied. All students and faculty involved in the Directed Reading Programme will meet together from time to time for a seminar on some matter of common interest.

LAT A01Y INTRODUCTORY LATIN

Ian McDonald

SESSION:
Winter Day Scarborough

TYPE OF COURSE

An intensive, basic course in language learning. Option in the Core Programmes in Roman and Greek and Roman Studies and the Programme in Classics and English. Of particular interest to students of Roman history, the Romance languages, and linguistics, but open without restriction to all.

PREREQUISITES

None

EXCLUSIONS

Grade 13 Latin; LAT 001

OBJECTIVES

To bring the student with no previous knowledge of Latin to a level of proficiency which will allow him to read in their original form basic prose and verse texts of the classical period, and to provide him with the tools of vocabulary, grammar, and syntax necessary to that end. On completion of the course, the student will be equipped to enter LAT 331 or LAT 332.

CONTENT

The course will follow the "Nature Method", which emphasizes from the beginning reading and comprehension of connected passages of prose and verse of gradually increasing complexity and difficulty, with a minimum of formal translation, together with explanation of the fundamentals of the language. Towards the end of the course, Cicero's Dream of Scipio is read. Some attention also then to the historical impact of the Latin language on English.

METHOD

Four one-hour classes per week will enable the student to work through the four volumes of Lingua Latina, giving him practice in reading and responding (often in Latin) to what he has read. Lectures will supplement and explain the matter introduced through the text.

BIBLIOGRAPHY

Cerberg and Jensen, Lingua Latina. (4 vols.) Nature Method Language Institutes, Amsterdam

EVALUATION

Two-hour exam at the end of each term, occasional small exercises and/or short quizzes.

ADDITIONAL COMMENTS

Depending on class size, some variation both in content and method may be possible to meet the needs and interests of class members. This may accomodate students with some previous knowledge of Latin but who have not completed Grade 13 level, or students who are interested in learning Latin for reasons other than the study of classical literature (e.g. for reading historical or philosophical documents pertinent to courses in those disciplines). Such students are urged to discuss their needs with the instructor as far in advance of September as possible.

LAT801F: CATULLUS

John Grant

Winter Day Scarborough

TYPE OF COURSE

An introductory course to the study of Latin literature. Part of the core programme in Classical Studies and an option in the Combined Specialist Programme in English and Classics.

PREREQUISITES

Grade 13 Latin or LATA01Y or equivalent.

OBJECTIVES

(1) To try to convey, through a study of Catullus, why poetry is written and to sharpen the student's response to the techniques used by the poet.

(2) To show the contribution made by Catullus to Roman literature.

(3) To improve the student's fluency in the Latin language.

CONTENT

A study of a selection of the poems of Catullus, mostly love poems or poems of invective.

TEACHING METHOD

The class will meet three hours a week. There will be some lectures but most of the classes will be devoted to discussion of the poems. Hopefully, the emphasis will be on the literary study of the poetry but attention will be given to improving the students' skill in comprehension of the Latin language.

EVALUATION

The final grade will be determined on the basis of two class texts (translation and comment), one essay and proficiency in translation at sight.

BIBLIOGRAPHY

K. Quinn, Catullus (Macmillan)

LATB02S: CATILINE Winter Day Scarborough

John Grant

TYPE OF COURSE

An introductory course to the study of Latin literature (history and oratory).

PREREQUISITES

Grade 13 Latin or LATA01Y or equivalent

OBJECTIVES

To discover, through a study of the Catilinarian conspiracy and of the persons involved in it, the political and social factors that lead to the breakdown of the Roman Republic.

To learn of the difficulties in reconstructing what actually happened from the accounts given in ancient sources.

To improve skill in comprehension of the Latin language.

CONTENT

A study of selections of Sallust's Bellum Catilinae and of Cicero's Orationes in Catilinam. Students will also be expected to gain some knowledge of the history of the last century of the Roman Republic and of the political institutions of the period.

TEACHING METHOD

The class will meet three hours a week. Close attention will be given to accurate comprehension of the texts. Students will give a brief oral report on some aspect of the subject (e.g. Sallust's concept of virtus and its relationship to the aristocratic ideal).

LATB22F HORACE Winter Day Scarborough

Instructor: J. Warden.

TYPE OF COURSE

Part of the core programme in Latin, for the student who has done some work beyond Grade 13 or LATA01Y. *It is advisable to take* this course before entering on Directed Reading (B30-39).

PREREQUISITE

LATB01F (Catullus), or equivalent.

EXCLUSIONS

None.

OBJECTIVES

To enjoy the poetry; to learn something of its forms and structures; to learn something of the cultural world from which it came; to improve language skills.

CONTENT

A reading and discussion of a selection of the Odes of Horace.

METHOD

Three one-hour classes a week, involving *active participation by the* student in translating and discussing the texts. Reasonably regular attendance at class is essential.

BIBLIOGRAPHY

Horace, Odes (ed. T.E. Page) MacMillan 1959.Steele Commager, The Odes of Horace, New Haven, 1961.

EVALUATION

Two tests (translation and comment), and one essay on a literary topic - 33.1/3% each.

LATB30-34F: DIRECTED READING Winter Day Scarborough
B35-39S

CO-ORDINATOR: John Grant

TYPE OF COURSE

Part of the core programme in the Latin language. Can be taken as part of the Combined Specialist Programme in English and Classics.

PREREQUISITES

LATB01 or LATB02. Students are advised to take LATB22F (Horace) either before or at the same time as they enter the Directed Reading Programme.

NATURE OF THE PROGRAMME

Students who wish to enter on the Latin Directed Reading Programme should enrol in any of the above courses (F or S as appropriate). They should then contact the co-ordinator and discuss with him what they want to read and with whom, (this will depend to some extent on time available). The student will be expected to read much of the material on his own, and to meet with his tutor once a week, normally for a two hour period (the exact arrangements will depend on the nature of the text and the level of ability of the students). The purpose of these sessions will be to sort out any problems of comprehension, and to discuss the literary qualities and the cultural context of the work being studied. All students and faculty involved in the Directed Reading Programme will meet together from time to time for a seminar on some matter of common interest.

Expanded description for the above course is not available. For information about these courses please consult the Scarborough College Calendar 1975-76.

CLAB23S	Christianity in the Greco-Roman World. M.F. Irwin	Winter Day Scarborough
GRKB01F	Plato: Apology. M.F. Irwin	Winter Day Scarborough
GRKB11S	Homer: Odyssey. M.F. Irwin	Winter Day Scarborough
LATC01F LATC02S	Independent Study. J.R. Warden	

COMMERCE

COMA01Y FINANCIAL ACCOUNTING

SESSION:
Summer Evening Scarborough
Winter Day Scarborough
Winter Evening Scarborough

TYPE OF COURSE

An introductory course that forms part of the Commerce and Economics Specialist Programme. Also of interest to anyone who wants to understand how financial statements are constructed and used.

OBJECTIVES

By the end of the course students should (a) have a firm understanding of how financial events are recorded, classified and summarized in the form of periodic financial statements, and (b) have a broad knowledge of the major problems of preparing and interpreting financial statements.

CONTENT

The course begins with an examination of the "accounting model" and then looks at the methods of measuring revenues and expenses and valuing assets and equities. The course stresses both accounting techniques and the principles or concepts underlying those techniques.

TEACHING METHOD

Evening classes meet one night a week for two hours. Day classes meet for two hours a week with the possibility of an extra problem-solving session (tutorial) each week. Weekly homework assignments are required of each student.

BIBLIOGRAPHY

The choice of textbook for 1975-76 has not yet been made. In 1974-75, Fundamental Accounting Principles by Pyle, White and Zin was used.

EVALUATION

Evaluation is likely to be similar to that for 1974-75 which was:

Three term tests	40%
Final examination	50%
Homework assignments	10%

ADDITIONAL COMMENTS

In view of the weekly assignments, the number of class tests and the cumulative nature of the knowledge imparted in the course, students should expect a fairly constant workload throughout the year.

COMB01Y MANAGEMENT ACCOUNTING

SESSION:
Winter Day Scarborough
Winter Evening, Scarborough

TYPE OF COURSE

The second course in accounting and one of the required courses in the Commerce and Economics Specialist Programme. The course should also interest anyone who wishes to learn how accountants measure and control costs and how cost data are used in decision-making.

PREREQUISITE

COMA01 or equivalent.

EXCLUSIONS

COMB21 and COMB22.

OBJECTIVES

To provide the student with an understanding of (a) cost accounting methods for different types of economic activities, (b) the use of cost data for evaluating and controlling management performance, and (c) the role of cost analysis in managerial decision-making.

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.

METHOD

Normally two hours of lecture-discussions per week.

BIBLIOGRAPHY

The textbook is still to be determined.

EVALUATION

Evaluation is still to be determined. However there will be a number of class tests, a final examination and regular homework assignments, all of which will count towards the final course mark.

ADDITIONAL COMMENTS

This course is an expanded version of COMB21 offered in previous years, and also incorporates some of the material previously taught in COMB22. It is hoped that a new C-level course will be developed in future years to replace and expand on the remaining material previously covered in COMB22.

COMB26Y ANALYSIS FOR DECISION-MAKING

SESSION:
Winter Day Scarborough

No further details other than those in the calendar are available.

COMB27Y POWER AND ORGANIZATION

SESSION:
Winter Day Scarborough

No further details to those in the Calendar are currently available.

COMB54F INDUSTRIAL RELATIONS SESSION: Winter Day Scarborough

No further details to those in the Calendar are currently available.

COMC01Y ACCOUNTING THEORY SESSION: Winter Day Scarborough

TYPE OF COURSE

An advanced course in accounting primarily for those who will pursue a career in accounting or one involving financial analysis.

PREREQUISITES

At least two years of accounting, i.e. COMA01 and COMB21/22 or equivalent.

EXCLUSIONS

COM320 in the St. George Commerce and Finance Programme.

OBJECTIVE

To gain a broader understanding of the theoretical and practical problems involved in accounting measurements and a detailed knowledge of some of the unresolved issues of current interest.

CONTENT

To be determined.

TEACHING METHOD

The course will largely consist of seminar-type discussion sessions. Students will be required to make class presentations and to submit one or more essays.

BIBLIOGRAPHY

To be determined.

EVALUATION

To be determined but class participation will be evaluated.

ADDITIONAL COMMENTS

Class enrolment will be limited to 35 students.

DRAMA

DRAB01Y DRAMA WORKSHOP AND SEMINAR — SESSION: Winter Day Scarborough

L.L. Browne

TYPE OF COURSE

This is an Introductory course open to any interested student. It is a required course for students wishing to take part in the Specialist Program in Drama. The emphasis in this course is on practical work and full participation in all of the sessions will be expected.

PREREQUISITES

None.

EXCLUSIONS

None.

OBJECTIVES

To give the student an introduction to the practical elements of theatre.

CONTENT

In seminars, students will analyze a variety of play texts relating to the problems of both historical and contemporary stage practices. In workshops, students will be taught the basics of acting (voice, movements etc.), and Technical aspects of theatre (lighting, sound, set construction, etc.). Extensive use of audio-visual equipment is made throughout the course.

TEACHING METHOD

Two 2-hour practical workshops and one 1-hour seminar weekly. Theatrical productions are usually mounted by students in this course, and participation in these is expected (students either act or work backstage).

BIBLIOGRAPHY

Gassner, John. Producing the Play, (published by Rinehart).
Selected play texts to be announced.

DRAB02Y THE DIRECTOR'S THEATRE — SESSION: Winter Day Scarborough

M. Schonberg

TYPE OF COURSE

This is a course open to any interested student. It may be taken as one of the optional courses in the Drama Specialist Program.

PREREQUISITES

None.

EXCLUSIONS

None.

OBJECTIVES

To give the student a greater insight into the work of the most prominent directors and companies of the modern theatre. The student should gain, through knowledge of their work, a greater understanding of modern theatre practices in their historical and social context.

CONTENT

The study of the theoretical statements and practical work of directors from 1860-1960, including such personalities as the Duke of Saxe-Meiningen, Andre Antoine, Constantin Stanislavsky, Gordon Craig, David Belasco, Jacques Copeau, Max Reinhardt, Bertolt Brecht, Jean-Louis Barrault, Peter Brook, and Jerzy Grotowski.

TEACHING METHOD

There will be two 1-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.

BIBLIOGRAPHY

Cole, Tobey and Chinoy, Helen Krich, ed. Directors or Directing.
Jerzy, Grotowski. Towards a Poor Theatre, (published Simon and Schuster).
Brook, Peter. The Empty Space, (published by Avon).
Coulik, Mordecai. New Theatre for Old.
Othe texts T.B.A.

DRAB03Y THE HISTORY OF THEATRE I SESSION: Winter Day Scarborough

M. Schonberg

TYPE OF COURSE

This is a course open to any interested student. It is a required course for students wishing to specialize in Drama.

PREREQUISITES

None.

EXCLUSIONS

None.

OBJECTIVES

To acquaint the student with the non-literary aspects of theatre from the Pre-Hellinistic period to the end of the eighteenth Century, and to follow the development of different theatrical styles and practices in their proper historical context.

CONTENT

Areas of concentration will include classical Greek and Roman Theatre, with special emphasis on the Hellinistic period; Western European Medieval dramatic traditions; the impact of the Commedia del' Arte on European Theatre; the Elizabethan and Jacobean traditions; the theatre of the Baroque; Restovation theatre; neo-classicism. Acquaintance with 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 Making.
Freedley and Reeves. A History of the Theatre.
Representative plays T.B.A.

DRAB05Y THE ART AND NATURE OF COMEDY SESSION: Winter Day Scarborough

J.N. Grant; M. Schonberg

TYPE OF COURSE

An intermediate course open to any student.

PREREQUISITES

None.

EXCLUSIONS

None.

OBJECTIVES

To enable the student in-depth study of the theory and practice of the comic genre.

CONTENT

Major areas of dramatic comic writing and practice will be examined. These will include Greek and Roman comedy, the commedia del'arte, Elizabethan and Restoration comedy, as well as modern comic genres, (including burlesque and farce).

TEACHING METHOD

The course will be taught in lectures and seminars - 2 hours weekly.

BIBLIOGRAPHY

Will be announced.

DRAC01Y THE ADVANCED PRACTICAL WORKSHOP AND ELEMENTS OF DIRECTING — SESSION: Winter Day Scarborough

To Be Announced

TYPE OF COURSE

An advanced course with strong emphasis on practical work in a studio situation. Open to all interested students. This course is also one of the optional courses in the Specialist Programm in Drama.

PREREQUISITES

DRAB01Y or special permission of instructor.

EXCLUSIONS

None.

OBJECTIVES

To enable the student to further develop his acting and/or technical skills, and to concentrate on problems related to the staging and direction of plays in a studio situation. To give to the student a more intimate knowledge of work with actors from a director's point of view.

CONTENT

Advanced exercises in acting skills, scenework, and productions.

TEACHING METHOD

A minimum of two hours weekly in formal groups as well as participation in rehearsals.

BIBLIOGRAPHY

Curtis, Canfield. The Craft of Play Directing, (published by Holt, Rinehart and Winston).
Further readings will be announced.

DRAC10Y (FRENCH) DRAC11Y (GERMAN) DRAC12Y (ITALIAN) INDIVIDUAL STUDIES IN FRENCH, GERMAN AND ITALIAN THEATRE AND DRAMA IN TRANSLATION — SESSION: Winter Day Scarborough

A member of the French, German and Italian staff

TYPE OF COURSE

These advanced courses are intended for students who are Drama Specialists and who are not sufficiently fluent in French, German and Italian.

PREREQUISITES

At least 10 full course equivalents, two of which must be DRAB03Y and DRAB04Y; Permission of drama co-ordinator required. DRAB04Y may be taken concurrently with the individual studies courses. Only one of these may be taken in any one academic year.

OBJECTIVES

The student should become familiar in considerable detail with the Drama Literature and Theoretical works of the French, German and Italian speaking theatre.

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.

DRAC20Y- C24Y SUPERVISED READING COURSES

SESSION: Winter Day Scarborough

TYPE OF COURSE

This is an advanced reading course for drama students. The student wishing to take this couse whould consult with Mr. M. Schonberg, co-ordinator of drama program.

ECONOMICS

ECOA01YN INTRODUCTION TO ECONOMICS Winter Evening - Scarborough

Instructor

D. R. Campbell

Type of Course

An introductory course prerequisite for all other courses in Economics but of sufficiently broad and general interest to be valuable to students who do not intend to take further courses in Economics.

Prerequisities

No formal prerequisites, but some competence with Algebra and Geometry is desirable.

Exclusions

None

Objectives

The goals are to develop sufficient background in Economic Theory and knowledge of institutions in order to use these tools in an examination of specific policy problems. Policies to be examined include labour legislation, price controls, agricultural price supports, combines legislation, monetary and fiscal policies, and a number of similar current problems and policies. Students will be expected to write two essays and these will be judged not only on content but on the ability to formulate problems and to identify data and analyses which will have a bearing on their solution.

Content

As a general introduction to Economics the course presents micro-and macro-economic theory and a limited amount of international trade theory primarily with a Canadian orientation. A broader application of these theories to both less developed and industrialized countries will be examined. By the end of the course a student should have a reasonably good picture of a number of Canadian institutions and should be able to bring some element of systematic economic analysis to consideration of current policies and institutions.

Method

Two hourse of lectures per week and at least one hour of tutorials and questions per week. A further hour of special lectures on special topics will be arranged if possible.

Bibliography

(1) Lipsey, Sparks, and Steiner "Economics", published by Harper and Row 1973.

(2) Officer and Smith, Canadian Economic Problems and Policies, McGraw-Hill, 1970.

Regular reading of the London Economist, The Toronto Financial Post, and The Globe and Mail Report on Business is strongly recommended.

ECOB20F LITERATURE OF POLITICAL
ECOB21S ECONOMY I & II

SESSION:
Winter Day Scarborough

V. W. Bladen

TYPE OF COURSE

These two term courses are two parts of what was a whole year course on the "Literature of Political Economy". Part I (ECOB20F) deals with Adam Smith, Malthus, Thornton, Ricardo and John Stuart Mill. Part II (ECOB21S) deals with Karl Marx, W. S. Jevons, Alfred Marshall and J. M. Keynes.

PREREQUISITES

ECOA01 or (ECOA23).

EXCLUSIONS

None.

OBJECTIVES

I have stated in the Foreward to my book the objectives of the book and these are the objectives of the courses. I will here restate summarily these objectives:

It is not a history of political economy in the usual sense, but a study of the works of nine great economists.

The interest is not "antiquarian", knowledge for its own sake, but intended to increase the student's understanding of modern economics and of the modern economic world.

The courses are concerned with political economy rather than with economics: and being concerned with policy they are necessarily concerned with "values", with judgment about ends as well as about means to attain selected ends.

Attention is directed to problems of method: particularly to the vital yet limited role of pure theory.

I suppose my hope is that I contribute through these courses to an integrated program for the development of economists, with analytical skill, historical and political sense, humane judgment, and, not least, imagination.

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 on a grade of less than B+.

METHOD

There are two informal lecture periods a week.

BIBLIOGRAPHY

The text book for the course is my recently published book Adam Smith to Maynard Keynes: The Heritage of Political Economy, published by the University of Toronto Press, hardback $[illegible], softback student edition $9.50. Students are also expected to read substantial amounts of the original texts.

ECOB20F LITERATURE OF POLITICAL
ECOB21S ECONOMY I & II

SESSION:
Winter Day Scarborough

V. W. Bladen

EVALUATION

Two short essays (1200 words) will be required and there is a final examination for each course. The mark is based on the final examination, modified by reference to the essays. I do not give a formal term mark with a prescribed weight because I am concerned to assess the effect of the course on the attitude to and understanding of economics. I think of the essays as part of the educational process not the examination process. A student may learn much from the criticism of two poor 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. Let me add that 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 and to assess the degree of his progress in understanding.

ECOB54F INDUSTRIAL RELATIONS SESSION: Winter Day Scarborough

No further details to those in the Calendar are currently available.

ECOB71Y ANALYSIS FOR DECISION-MAKING SESSION: Winter Day Scarborough

No further details other than those in the calendar are available.

ENGLISH

ENGA05Y: two sections. CANADIAN LITERATURE IN ENGLISH: AN INTRODUCTION

J. Huie SESSION: Winter Day Scarborough

TYPE OF COURSE

An introductory study of fiction, other prose, poetry and drama suitable for students with a general interest in Canadian Literature and for those wishing to acquire background for further study. A wide variety of texts will be used.

PREREQUISITES

None.

EXCLUSIONS

None.

OBJECTIVES

The course focuses on developing students' critical appreciation of the works studied. Emphasis is therefore laid on a careful study of the texts through an examination of themes and techniques. This will also provide basic training for literary discussions.

CONTENT

A selection of fiction, other prose, poetry and plays by twentieth century writers with a few by nineteenth century ones.

METHOD

Three hours of informal lectures/discussions or seminars depending on the size of the class.

BIBLIOGRAPHY

While the full list will be finalized later depending on availability of texts, the following partial list of writers to be studied includes:

E. Birney
M. Callaghan
L. Cohen
R. Davies
A. Lampman
M. Laurence
S. Leacock
H. MacLennan
W. Mitchell
M. Richler
G. Ryga
D.C. Scott

ENGA06Y AMERICAN LITERATURE: AN INTRODUCTION SESSION: Winter Day Scarborough

John Kay

OBJECTIVES

This course aims to do two things: First, to give students a broad perspective of American literature from Plymouth Plantation to contemporary integration and disintegration. I use an anthology of selections to provide some sense of period and development as well as a number of "classic" works in separate editions for more detailed study. There's a fair amount of reading, but if you do it conscientiously, you should come out with a good sense of the development of American literature. Lectures are always based on assigned texts and therefore, usually meaningless to those who haven't read them. The second aim of the course is to introduce students to the terminology and methods of literary discussion. You should emerge with a full quiver of literary shafts, enabling you to talk intelligently about allegory and symbol, realism and naturalism; to distinguish bathos from pathos, sympathy from empathy, and so on. The following works are recommended for background study:

Marcus Cunliffe, The Literature of the United States
R.W.B. Lewis, The American Adam
R. Spiller, The Cycle of American Literature

EXCLUSIONS

None.

METHOD

Three hours of lecture/discussions. Tutorials may be arranged in the course of the year.

ENGA08Y INTRODUCTION TO MODERN LITERATURE SESSION: Winter Day Scarborough

A.C. Thomas

TYPE OF COURSE

Introductory.

PREREQUISITES

None.

EXCLUSIONS

None.

OBJECTIVES

This course is designed to introduce students to the modern movement in English literature (roughly speaking "advanced" literature from the First World War onward) and to familiarize them with the work of leading British and American participants. Critical and theoretical concepts accompanying this Anglo-American movement will be discussed.

CONTENT

The main weight of the course will be on poets presented in Maynard Mack's Modern Poetry (chiefly W.B. Yeats, T.S. Eliot, Ezra Pound, Robert Frost, and W.H. Auden). A small group of novels from the 1920's and 30's will read (Djuna Barnes Nightwood, Fitzgerald The Great Gatsby, Steinbeck The Grapes of Wrath, Nathaniel West Miss Lonelyhearts and a selection of modern plays will be studied as they reveal new dramatic ideas and forms (O'Neill, The Hairy Ape, Thornton Wilder, Our Town, Tennessee Williams, The Glass Menagerie, Edward Albee The Zoo Story, Harold Pinter, The Caretaker).

METHOD

Lecture-discussion meetings twice a week and one hour tutorial. Two or three short papers and one longer essay will be assigned each term.

BIBLIOGRAPHY

F.R. Leavis, New Bearings in English Poetry
I.A. Richards, Practical Criticism
Cleanth Brooks and Robert Warren, Understanding Poetry.
John Gassner, Directions in Modern Theatre and Drama

ENGLISH A08Y FORMS OF TWENTIETH CENTURY LITERATURE SESSION: Winter Day Scarborough

S. Namjoshi

TYPE OF COURSE

Introductory.

CONTENT

Discussion of such concepts as "context", "convention", "originality" and their application to literature. Problems of "structure", "value" and "relevance". In other words an introductory course, but worked out entirely in terms of twentieth century literature and the problems peculiar to it.

BIBLIOGRAPHY

Joyce, Portrait of the Artist as a Young Man (Viking)
Woolf, To the Lighthouse (Harcourt Brace)
Lawrence, Four Short Novels (Viking)
Huxley, Island (Bantam)
Eliot, Selected Poems (Faber)
Pound, Selected Poems (Faber)
Yeats, Selected Poems (Macmillan)
L. Dudek (ed.) Poetry of Our Time (Macmillan)
Shaw, Bernard Shaw's Plays (ed. W.S. Smith, Norton)
Brecht, Galileo (Grove)
Ionesco, Four Plays (Grove)
Beckett, Waiting for Godot (Grove)

EVALUATION

2 term papers - 20% each, 2 tests - 20% each, 2 oral reports - 10% each.

ENGB04Y ENGLISH LITERATURE, 1660-1800 Winter Day, Scarborough

Instructor: Patricia Vicari

TYPE OF COURSE
Intermediate level for all interested students. Part of the English Specialist Programme. Also for students in other disciplines.

PREREQUISITES
None, but an A-level course in English is recommended.

OBJECTIVES
To read the prescribed texts in the light of the historical period and culture. To understand these works as a contribution to civilization and art. To develop the student's skills as reader and critic. To improve the student's ability to express himself in written and spoken English.

CONTENT
Works from all genres are studied from the period stretching from 1660 to the end of the eighteenth century. This was the so-called Age of Reason, the age of elegance, wit, style and Taste, and we shall attempt to understand the criteria by which men of that time judged men, manners and art, as well as subject these works to our own modern standards of judgment. Four major writers, Dryden, Swift, Pope and Johnson (or Boswell, or Addison) will be chosen for special concentrated study.

TEACHING METHOD
Classes will combine lecture and discussion techniques. Students will also take turns in preparing reports for discussion.

EQUIPMENT
Pepys, The Diary (selections); Savile, The Character of a Trimmer, The Lady's New Year's Gift; Dryden, Essay of Dramatic Poesy, All for Love (with Preface), Preface to the Fables, Original and Progress of Satire, "Upon the Death of Lord Hastings," "Heroic Stanzas in Memory of Oliver Cromwell," "Astraea Redux," "To his Sacred Majesty: A Panegyrick on his Coronation," "To ... Lord Chancellor," "Annus Mirabilis," "Absalom and Achitophel," "The Medal," "MacFlecknoe," "Religio Laici," "The Hind and the Panther," "To the Pious Memory of . . . Mrs. Anne Killigrew," "Song for St. Cecilia's Day," "Alexander's Feast," "On the Death of Mr. Purcell"; Defoe, Journal of the Plague Year; Swift, Battle of the Books, Tale of a Tub, Gulliver's Travels; Pope, Essay on Criticism, "Windsor Forest," The Rape of the Lock, "Eloisa to Abelard," The Dunciad (esp. I, IV), Moral Essays, Essay on Man (esp. I, IV), selected satires, "Epistle to Augustus," "Epistle to Dr. Arbuthnot"; Addison, The Spectator (Everyman's Library, Vol. I); Chesterfield, Letters; Walpole, Letters; Boswell, Life of Johnson; Johnson, Preface to Shakespeare, Lives of the Poets (Cowley, Dryden, Pope, Milton); Congreve, The Way of the World; Goldsmith, She Stoops to Conquer; Sheridan, The School for Scandal; selected poetry of Gray, Thomson, Goldsmith, Chatterton, Burns, Collins, Cowper.

EVALUATION
Normally, three written essays of about 3500 words each and two oral reports of about 15 minutes each. Three-quarters of the final mark is for the written work. There is no final examination.

COMMENTS
Since the reading list is quite long, the student will be responsible for making his own selection from among these texts of those which he will study in some detail and those of which he will attempt to attain only a reading knowledge. The instructor will supervise his choice of texts. The four major authors will be studied closely by everyone in class, but not all of the rest will be covered in class.

ENGB05Y: ROMANTIC POETRY SESSION
Winter Day Scarborough
John Kay Winter Evg. Oshawa

"How do you know but ev'ry Bird that cuts the airy way,
Is an immense world of delight, clos'd by your senses five?" (Blake).

"Romanticism is disease." (Goethe)

In this course I shall examine the delights and disease of the Romantic imagination in the poetry of Blake, Wordsworth, Coleridge, Shelley, Keats and Byron. Infection is more likely than cure. For those students of literature who "don't like poetry," this is a good course to miss. Students should know my biases: I don't like vague, "emotional" discussions of poetry: "Reading Blake is like dropping acid, man." I do go in for close reading of texts; I am interested in what I might call the psychology of Romanticism, which, I believe, reveals a great deal about the modern mind, or lack of it; I am also interested in the history of ideas. These three biases will shape the course. The traditional and exploratory nature of the course is reflected in the following bibliography which I recommend (as summer reading) to those who might want to have some idea of what they are getting into. (None of these books is required for the course):

Milton, Paradise Lost.
Bellow, Herzog.
The Memoirs of Hector Berlioz, (trans. John Cairns).
Lilian Furst, Romanticism.

EXCLUSIONS

None.

METHOD

Two hours of lecture/discussion.

ENG B06Y VICTORIAN POETRY SESSION: Winter Day Scarborough

Melba Creelman

TYPE OF COURSE

One of the 19th Century Poetry options in the specialist programme. (Category 5). Intended for students with a major interest in English and/or the 19th Century.

PREREQUISITES

One previous course in English.

OBJECTIVES

The primary objective will be to read, understand, and enjoy poetry of the 19th Century. A secondary concern will be to explore aspects of philosophy, science, religion and art with a view to seeing how 19th-Century controversies in these areas anticipate some of our 20th century dilemmas. The goals are to develop a more perceptive and responsive reading of poetry, to encourage an understanding of the relationship between the philosophy of an era and its poetic expression, and to provide some knowledge of the 19th Century as a background and context for 20th Century studies.

CONTENT

The course involves a study of the mid-Victorians commitment to intellectual conflicts (such as the widening gap between scientific and poetic truth) and then the reaction against commitment and the retreat into Aestheticism and Decadence in the 80's and 90's. It examines the changing role of the poet, and the corresponding changes in the modes of his poetic expression. The major areas of study will be the poetry of Tennyson, Browning and Arnold; some consideration will be given to minor poets such as D.G. Rosetti, Swinburne, and Oscar Wilde. Background material will include prose writings of Huxley and Arnold, and paintings and drawings by Rosetti, Millais, Holman Hunt, Whistler and Beardsley.

TEACHING METHOD

A two-hour seminar once a week, with a mixture of lecture and discussion.

EVALUATION

Approximately 6 written assignments of about 1000 words in length, concentrating on individual poems. One essay of about 2500-3000 words, involving a broader study of one poet or of a major issue in the 19th Century.

BIBLIOGRAPHY

Consult Bookstore.

ENGB1V VARIETIES OF DRAMA SESSION. Winter Day Scarborough

Michael Tait

TYPE OF COURSE

For all interested students. A survey course.

PREREQUISITES

Grade XIII.

EXCLUSIONS

None.

OBJECTIVES

This course is designed to: a) investigate the meaning of certain basic categories of theatre, i.e.: tragedy; farce, comedy; melodrama; b) demonstrate how such definitions are useful (or not) in the understanding of specific plays; c) introduce the student to a wide range of drama from Sophocles' Oedipus Rex to Synge's The Playboy of the Western World; from Chekhov's The Cherry Orchard to Beckett's Endgame.

METHOD

Two hours per week. Lecture, group discussion.

EVALUATION

Two essays, two end of term tests.

ENGB14Y VARIETIES OF FICTION
(Fall term only) Winter Day Scarborough

Tanya Long

TYPE OF COURSE, PREREQUISITES, EXCLUSIONS, OBJECTIVES, see Professor Thomas's entry for ENGB14Y.

CONTENT

I have chosen to organize my portion of the course around the idea "Madness as Theme, Metaphor and Point of View in English Fiction." Many writers of fiction, particularly of the twentieth century, seem to view the world as a mad place and out of that perspective to raise questions as to what is real, what is normal and how does one live in an insane world. I am interested in exploring some of these questions and the techniques whereby writers of fiction raise them.

METHOD

The class will meet two hours a week; it will be conducted as a seminar and will rely heavily on seminar presentations and class discussion. Occasional lectures will be given to introduce concepts and to provide background information.

BIBLIOGRAPHY

Kesey, One flew over the Cuckoo's Nest
Plath, The Bell Jar
Atwood, Surfacing
Lessing, Briefing for a Descent into Hell
James "The Turn of the Screw"
Bronte: Jane Eyre (Rhys Wide Sargasso Sea)
Shelley, Frankenstein
Faulkner, The Sound and the Fury

ENGB14Y VARIETIES OF FICTION
(Spring) Winter Day Scarborough
A.C. Thomas

TYPE OF COURSE

Introductory.

PREREQUISITES

None.

EXCLUSIONS

None.

OBJECTIVES

The object in this second half of the course will be to make the student aware of a reasonably wide range of genres of prose narrative. Novels to be studied will exemplify the following conventional kinds: social realism, the "poetic" novel, the modern fable, satire and the odyssey; the works studied will also reveal a variety of techniques of narration (omniscient, participating, celebratory etc.)

CONTENT

The following eight works:
George Moore; Esther Waters
Herman Melville Billy Budd
Djuna Barnes, Nightwood
D.H. Lawrence Sons and Lovers
Nathaniel West Miss Lonelyhearts
George Orwell Animal Farm
Joyce Cary Mister Johnson
Richard Adams Watership Down

METHOD

Lecture-discussion meetings twice a week and one hour of tutorial; three or four short papers will be required during the term, and one longer final essay.

BIBLIOGRAPHY

Wayne, C. Booth, The Rhetoric of Fiction, Chicago: University Press, 1961.
Philip Stewick, The Theory of the Novel, New York, Collier-Macmillan; 1967.
Robert Scholes & Robert Kellogg, The Nature of Narrative, New York, Oxford University Press; 1966.

ENGB15Y ENGLISH POETRY SESSION: Winter Day Scarborough

Michael Tait

TYPE OF COURSE

A survey for all interested students.

PREREQUISITES

Grade XIII.

EXCLUSIONS

None.

OBJECTIVES

A close analysis of various forms of poetry as they occur in different historical periods. For example: the ballad; mediaeval ("Sir Patrick Spens"); romantic ("The Rime of the Ancient Mariner"); and modern ("Oh what is that sound which so thrills the ear"); the dramatic monologue in Browning and T.S. Eliot; sonnets from Shakespeare and Gerard Manly Hopkins; love lyrics from John Donne and W.B. Yeats; the poetry of wit and satire in a selection of poems by Pope and W.H. Auden, etc.

METHOD

Two hours per week, seminar discussion.

EVALUATION

Class participation, three or four short essays, two end of term take-home tests.

ENGB16Y: One section. FICTION 1832-1900 SESSION: Winter Day Scarborough

J. Huie

TYPE OF COURSE

The course is designed for students interested in studying English fiction of the Victorian period.

PREREQUISITES

One course in English.

EXCLUSIONS

None.

OBJECTIVES

The course aims at cultivating students' understanding of Victorian life and society as reflected in its novels as well as an appreciation of the literary techniques through which this is portrayed. Consideration will also be given to the social, political and intellectual background of the times.

CONTENT

A selection of novels.

METHOD

Two hours of informal lectures/discussions or seminars depending on the size of the class.

BIBLIOGRAPHY

Novelists to be studied include:

Charlotte Bronte
Emily Bronte
Charles Dickens
William Makepeace Thackeray
George Eliot
George Meredith
Thomas Hardy
Joseph Conrad

ENGB24Y MAJOR AMERICAN AUTHORS SESSION:
Winter Day Scarborough

Melba Creelman

TYPE OF COURSE

One of the options in the Canadian/American category of the Specialist programme. Suitable for students not specializing in English, but the concentration on individual authors places the emphasis on literary, rather than nationalist qualities. Students interested in American studies should also consult the description for A06Y.

PREREQUISITES

One previous course in English.

OBJECTIVES

The main objective will be to develop a knowledge and understanding of a few of America's most significant writers, to learn something about their distinctive contribution to their culture, and to explore some aspects of their development as artists. By a close study of individual texts, the course also attempts to develop skills in literary analysis and to examine the close relationship between literary form and meaning. While the focus is primarily on an understanding of the writings, the aim is also to develop an awareness of certain common features which have particular significance in the American context, i.e. the obsession with guilt, the critical examination of the myth of individualism, the dillusion which accompanies the loss of Romantic hope, the concern with the ambiguity and relativity of truth.

CONTENT

Works of four and possibly five authors will be considered. Students should consult the Bookstore for a final reading list, but it is likely to include novels and short stories by Hawthorne, Melville and Faulkner.

TEACHING METHOD

Two one-hour lectures per week (with discussion).

EVALUATION

Three short essays to be written in class (1 hour each) on previously assigned topics. One individually scheduled oral discussion of specific works. Two essays of approximately 2500 words, on comparative topics.

ENGB25S THE CANADIAN SHORT STORY SESSION:
Winter Day Scarborough

Tanya Long Half Course Spring Term

TYPE OF COURSE

For students interested in the short story and Canadian literature, with some competence in the reading of literature.

PREREQUISITES

None.

EXCLUSIONS

None.

OBJECTIVES & CONTENT

This course will attempt an overview of the historical development of the short story in Canada, an examination of recurrent themes, and a study of the short story as a literary genre. The course is a new one, to be offered in the spring of 1976, and is therefore far from being finalized.

METHOD

The course will meet two hours a week, will be conducted as a seminar and will rely heavily on seminar presentations and class discussion.

BIBLIOGRAPHY

The reading list will include stories by Roberts, Ross, Callaghan, Garner, Laurence, Munro, Gallant and others. Stories from French Canada in translation may be considered.

ENGB27Y CANADIAN FICTION IN ENGLISH SESSION: Winter Day Scarborough

Tanya Long

TYPE OF COURSE

This course may be used to fill one of the categories in the specialist program although it is not specifically designed for English specialists. It presupposes some critical competence, but will serve the purpose of students from many *disciplines* interested in Canadian Fiction.

PREREQUISITES

One previous course in English.

EXCLUSIONS

None.

OBJECTIVES & CONTENT

This course aims at a study of the historical development of *English* fiction in Canada and of recurrent themes and images therein, such as the garrison mentality, nature the monster and the fool saint. The approach of the course is conditioned to some extent by the writings of *Frye, Jones, Atwood et al.*

METHOD

The class will meet two hours a week, will be conducted as a seminar, and will rely heavily on seminar *presentations and* class discussion. This year I have asked students to keep a journal *which records their work* for the year: primary and secondary source readings, personal and critical responses to these, anything else of use and relevance. These journals are evaluated by myself and the student and a final mark is arrived at through an oral interview between myself and the individual student. Whether or not I retain *this system for next year* depends on the results from this.

BIBLIOGRAPHY

Atwood Surfacing
Laurence The Fire Dwellers
Munro Lives of Girls and Women
Grove Fruits of the Earth
Ross As for Me and My House
Watson The Double Hook
Buckler The Mountain and the Valley
Elliott The Kissing Man
Richardson Wacousta
de Mille Strange Ms. found in a Copper Cylinder
MacLennan The Watch that Ends the Night
Callaghan The Loved and the Lost
Davies Fifth Business
Cohen Beautiful Losers
Richler St. Urbain's Horseman
Lucas Great Canadian Short Stories

ENGB29Y: AFRICAN LITERATURE SESSION: Winter Day Scarborough

Wm. J. Howard

TYPE OF COURSE

An intermediate course introducing those familiar with English *Literature* to a study of African Literature. The course is designed for all interested students.

PREREQUISITES

A previous knowledge of the critical methods and techniques necessary for the serious study of English poetry, fiction, drama, and criticism.

EXCLUSIONS

None.

OBJECTIVES

The course will attempt to familiarize students with the various histories, religions and special features of the various cultures from which the indiginous literatures were produced. It will then study individual authors and works within these contexts in an effort to appreciate which aspects of Africa's literature is unique and to what extent it stands up to *the "single standard* of excellence" which identifies all great literature. Students may expect the emphasis to be on detailed critical study of texts and the investigation of critical questions which arise from such a study. They should be able to relate the accomplishments of Africa's literatures to those of other *cultures, (for example)* American, Canadian or English literatures as well as be able *critically to articulate* how Africa's literatures differ.

CONTENT

A selection of the prose, poetry, drama, and criticism of Africa *written by Africans.*

METHOD

Two hours of lecture/discussion.

BIBLIOGRAPHY

The final bibliography will be determined later when the availability of texts is more fully determined. A partial list will most certainly include the works of:

Chinua Achebe
Wole Soyinka
James Ngugi (Ngugi Wa Thiong'o)
Christopher Okibo
Cyprian Ekwensi
Peter Abramahams
Ayi Kwei Armah
Gabriel Okara
Okot p'Betek

ENGB31Y MODERN DRAMA
Winter Day Scarborough

Michael Tait

TYPE OF COURSE

For specialist programme, and all committed students.

PREREQUISITES

One course in English

EXCLUSIONS

None.

OBJECTIVES

This course offers a concentrated study of the principal modes of modern theatre from Ibsen to Pinter. A central objective of the course is a clarification of such terms as realism, expressionism, theatre of the absurd, epic theatre, as these terms may be usefully applied to the work of major modern playwrights. In addition to European, English and American dramatists, a number of Canadian playwrights will be discussed.

METHOD

Three hours per week. Combined lecture and seminar.

EVALUATION

Two essays, two end of term tests, 1 class seminar, 1 short dramatic dialogue composed in the style of one of the playwrights studied.

ENGB31Y: MODERN DRAMA SESSION:
Winter Day Scarborough

Alan Thomas

TYPE OF COURSE

(as above, Professor Tait)

PREREQUISITES

As above

EXCLUSIONS

None.

OBJECTIVES

As Above

CONTENT

As Above

METHOD

Lecture-discussion twice a week and one hour tutorial. Assignments: Students will be expected to write two or three short papers and one longer essay in each term.

BIBLIOGRAPHY

Bentley, E.R, The Playwright as Thinker, New York: Meridian Books; 1966.

Brustein, R.S, The Theatre of Revolt. Boston, Toronto: Little,Brown;1962.

Esslim, Martin The Theatre of the Absurd. London: Eyre & Spottiswoode; 1962.

Ferguson, Francis. The Idea of a Theatre. Princeton: University Press;1949.

Cassner, John. Directionsin Modern Theatre and Drama. New York:Holt, Rinehart & Winston; 1966.

Valency, M.J. The Flower and the Castle. New York: Macmillan; 1963.

Wellwarth, C.E. The Theatre of Protest and Paradox. New York: University Press; 1964.

ENGB32Y MODERN POETRY SESSION: Winter Day Scarborough

Michael Kirkham

TYPE OF COURSE

Aimed at second, third and fourth year students.

PREREQUISITES

One course in English.

EXCLUSIONS

None.

OBJECTIVES

Generally to examine how poetry works; specifically to examine the techniques and assess the value of a number of twentieth century English and American poets.

CONTENT

Selected poems of Yeats, Eliot, Frost, Stevens, Edward Thomas, Ted Hughes, Lowell, will be studied.

METHOD

Two hours of discussion intermingled with what lecturing proves to be necessary (judged accordingly to the needs of the class).

ENGB33Y FICTION 1900-1950 SESSION: Winter Day Scarborough

Melba Creelman

TYPE OF COURSE

One of the options in the Modern category of the specialist programme. Intended for students interested in intensive study of the Novel.

PREREQUISITES: One of: ENGA04, ENGB14, ENGB16, ENGB17, ENGB27.

The suggested prerequisites all devote a major portion of time to the study of the Novel. Permission of the instructor will be given if the student has read a fair number of novels, and shows some familiarity with novelistic techniques.

OBJECTIVES

The 20th Century gave rise to new ways of thinking about man, and the purpose of this course is to explore the parallels between the new concepts in philosophy and psychology and new ways of writing novels. The course focuses on developments in novelistic technique in the early part of the 20th Century. The analysis of specific novels is directed towards a consideration of various trends: the disappearance of plot, chronological time, the omniscient narrator, and character conceived at the level of consciousness; the emergence of stream-of-consciousness and imagistic structures, subjective time, limited and multiple narrators, and character conceived in terms of unconscious impulses. The study of these specific techniques is aimed at an exploration of the close relationship between how we see our world and what we see, and the close relationship between how the novelist sees his world and how he constructs his fictions.

CONTENT

The course will focus on a study of 12 novels. In addition, some consideration will be given to debates between the major novelists about what a novel should be. The course will begin with lectures on the art and critical theory of Henry James, and a consideration of why he is regarded by some as the founder of the modern novel. Students are urged to read his novel The Ambassadors before the beginning of term. Previous reading of other novels is also highly recommended.

TEACHING METHOD

One 2-hour seminar per week. After introductory lectures, students will be asked to lead the seminar discussion in groups of approximately four students per novel. The seminar leaders will be asked not to read papers, but to be guides and catalysts for the discussion. Each group will meet briefly sometime before class to discuss their approach and organization.

EVALUATION

Two essays of 2500-3000 words. Class participation is important and will be graded accordingly. A few short written assignments will be given, however, and grades from these assignments may be included in cases where participation, in spite of an honest effort has been weak.

ENGB36Y LITERATURE OF THE UTOPIAS SESSION
Winter Day Scarborough

S. Namjoshi

TYPE OF COURSE

Of interest chiefly to specialists in Literature.

CONTENT

The application of Frye's The Anatomy of Criticism to a study of various utopian works. The object is not to prove Frye either right or wrong, but simply to amuse oneself by applying his ideas to a subject particularly suited to their working out.

BIBLIOGRAPHY

Frye - The Anatomy of Criticism (basic)
Will also include F.R. White (ed.) Famous Utopias of the Renaissance
Swift - Gulliver's Travels
S. Butler - Erewhon
W. Norris - News from Nowhere
Wells - Men Like Gods
Shaw - Back to Methuselah
Bellamy - Looking Backward
Zamiatin - We
Huxley - Ape and Essence
Brave New World
Island
Orwell - 1984

EVALUATION

2 term papers - 20% each, 2 tests - 20% each, and 2 oral reports - 10% each.

ENGC04Y Studies in the Renaissance Winter Day, Scarborough

INSTRUCTOR: Patricia Vicari

TYPE OF COURSE

Advanced seminar. Part of English Specialist Programme.

PREREQUISITES

Three previous courses in English, including ENGH09Y, or a course in another Renaissance literature or art.

OBJECTIVES

To study in depth the works of four major authors in such a way as to perceive how each of these authors developed over the course of his lifetime. To study how each of these absorbed and used the culture of his time and extended it and modified it. To consider individual works as works of literary art and develop the student's understanding of the criteria of excellence in that art. To develop the student's skills in oral and written expression.

CONTENT

A fairly extensive selection from the entire oeuvre in verse, prose and drama of Spenser, Donne, Jonson and Milton. More time will be spent on Spenser and Milton than on Donne and Jonson, and more stress will be given to those works of each which have not been covered in other English courses, notably H09Y.

TEACHING METHOD

Seminar discussion. Students will be asked to prepare from two to four oral reports and to participate actively in all discussions. Attendance at seminars is essential. In addition, two major written papers are required. At the beginning of the year a series of topics or questions is proposed for each of the authors on the course and the students are asked to try to answer these questions as they read the texts.

EVALUATION

There is normally a short oral exam at the end of the year, and this, together with the oral presentations and contributions to seminar discussion counts for half the final mark. The other half is assigned for the written work.

BIBLIOGRAPHY

Spenser: The Shepheardes Calender, Amoretti, Epithalamion, Prothalamion, Fowre Hymnes, The Faerie Queene
Donne: Songs and Sonets, Holy Sonnets, The Anniversaries, hymns, satires, elegies, verse epistles, epigrams, Paradoxes and Problems, Devotions Upon Emergent Occasions, selections from the sermons (as in the text, ed. Coffin)
Jonson: Poetry, Timber, selected masques, including The Masque of Beauty and The Masque of Blackness, Every Man in Humour, Volpone, The Alchemist, Bartholomew Fair.
Milton: Poems to 1642, with emphasis upon the "Nativity Ode," "Lycidas," "L'Allegro," "Il Penseroso," "Arcades," Comus, Prolusion VII, and the Latin elegies V, VI and VII. The divorce tracts, "Of Education," "Areopagitica," "The Tenure of Kings and Magistrates," "The Second Defense of the English People," "The Christian Doctrine," Paradise Lost, Paradise Regained, Samson Agonistes

ENGC08Y STUDIES IN TWENTIETH CENTURY LITERATURE

SESSION:
Winter Evening Scarborough

Michael Kirkham

TYPE OF COURSE

Advanced, primarily for third and fourth year students.

PREREQUISITES

Normally "B" standing in three English courses.

EXCLUSIONS

None.

OBJECTIVES

Close study of works by four important twentieth century writers, two poets and two writers of fiction.

CONTENT

The works to be studied will be James's Portrait of a Lady, Spoils of Poynton , and some short stories; Lawrence's The Rainbow, England My England, some short works, and Fantasia of the Unconscious ; Eliot's Selected Poems; Yeats's Selected Poems.

METHOD

Two hours of seminar-discussion.

ENGLISH C22F: THE CONTEMPORARY PRESS

Session:
Fall, Day, Scarborough

Alan Thomas

TYPE OF COURSE

An advanced course for all interested students.

PREREQUISITES

Normally "B" standing in one English course.

OBJECTIVES

The daily newspaper is examined as an artifact: in particular the conventions of structure, layout, subject-matter and writing are studied as they are found day by day in newspapers available in Toronto. Standard news sources, editing and reporting practice are also discussed. The course is designed to make students aware of the creative processes of the daily press and to encourage analysis of this ephemeral form of literature.

CONTENT

The three local newspapers, plus newspapers of particular interest published elsewhere (e.g. The Times (London); The Village Voice (New York).

METHOD

There will be two separate seminar hours. The first will be used for a lecture (and discussion) on an aspect of newspaper form, style or content (the editorial page, perhaps, or financial reporting); the second hour will be devoted to a study and discussion of the presentation of particular news stories that week.

ASSIGNMENTS

The principal responsibility for each student will be the preparation of material for the weekly discussion of news stories. This material is to be worked up into a final paper, due at the end of the term. There will also probably be a couple of short written assignments during the term. For the continuing week by week coverage of the press the student will be expected to choose an area (for instance, Parliament) or a continuing news story.

ENGC26Y EZRA POUND SESSION
Winter Day Scarborough

S. Namjoshi

TYPE OF COURSE

Advanced. Of interest to specialists in English Literature. interested in modern poetry.

PREREQUISITES

B standings in 3 English courses.

CONTENT

Poems from Personae, Preparation for the Cantos. The Cantos.

OBJECTIVE

To enable one to read the Pisan Cantos at least as poetry. To gain some understanding of how poetry works by studying a major poet. To understand some of the problems peculiar to 20th century poetry by studying a major 20th century poet.

BIBLIOGRAPHY

Ezra Pound, Personae
" " Cantos
" " Guide to Kulchur
Literary Essays
Make It New
The Spirit of Romance
Confucius The Analects
(trans. Ezra Pound)
" The Unwobbling Pivot & the Great Digest
(trans. Ezra Pound)
(All New York: New Directions)

EVALUATION

2 term papers, 2 seminars, 2 tests. All carry equal weight.

ADDITIONAL COMMENTS

Pound can be thoroughly exasperating. There is no easy way to study the Cantos. Everything has to be looked up. It takes hours, and even then, not everything coheres.

ENGC13Y: SEMINAR IN LITERARY THEORY AND CRITICISM SESSION:
Winter Day Scarborough

Patricia Vicari, John Warden

TYPE OF COURSE

This is an advanced, specialized course for students with considerable experience in literature. It is part of the English Specialist Certificate core programme and of the English and Classics Specialist programme. It is interdisciplinary (English and Classical literature, with some attention paid to other literatures as well).

PREREQUISITES

At least three other courses in literature (or English, for an intending English specialist), one at the B level. A knowledge of philosophy is useful.

OBJECTIVES

The student is expected to become familiar with the literature of literary criticism and theory extensively and intensively with the writings of selected critics who have made most important contributions to the development of the art. He is expected to learn the answers to various questions, such as What is a work of literary art? What language and concepts are necessary in order to be able to describe a work of literary art? How does one evaluate a work of literary art? What is art and how does it differ from statement and propaganda? What have been the major attempts to answer these questions? How does one evaluate critical writing? What is criticism? The student is also expected to be able to express his ideas clearly, and, if possible, elegantly, in written or spoken English.

CONTENT AND BIBLIOGRAPHY

The first half of the course consists of a more or less historical survey of the great critics and the great critical questions. In the second half of the course, more difficult or involved questions are discussed in relation mostly to twentieth-century criticism, but with reference also to historical answers to those questions. We read Plato, Ion and The Republic (Book X), Phaedrus; Aristotle, Poetics; Longinus, On the Sublime; Horace, Epistle to the Pisos; Sidney, The Apologie for Poetrie; Bacon, remarks on poetry from The Advancement of Learning; Hobbes on wit, imagination and poetry from sundry sources; Dryden, Essay of Dramatic Poesy; Johnson, selections from the Preface to Shakespeare and Lives of the Poets; Addison, from the Spectator; Wordsworth, Preface to the Lyrical Ballads; Coleridge, Biographia Literaria XIV; Arnold, The Function of Criticism, The Study of Poetry; T.S. Eliot, "Tradition and the Individual Talent," Religion and Poetry, The Use of Criticism and the Use of Poetry; I. A. Richards, Science and Poetry, A. C. Bradley, Shakespearean Tragedy, J. Livingstone Lowes, The Road to Xanadu in the first half of the course. These are mostly fairly short selections. In the second half, depending on student interests, we read a selection from William Empson, Seven Types of Ambiguity, Kenneth Burke, A Grammar of Motives, Counterstatement; Wimsatt, The Verbal Icon, Cleanth Brooks and Robert Penn Warren, Understanding Poetry; Rene Wellek and Austin Warren, Theory of Literature; Collingwood, The Principles of Art; Suzanne K. Langer, Form and Feeling; Croce, Defence of Poetry; Eric Auerbach, Mimesis; J. Huizinga, Homo ludens; N. Frye, The Anatomy of Criticism; S. Sontag, "Against Interpretation," "On Style;" Eric Mirsh, Validity in Interpretation. Students are also asked to suggest titles and topics for discussion. Last year, for instance, one student did a report on women as poets and critics (the student was male).

TEACHING METHOD

The course is taught as a seminar. Students are expected to do most of the work. Both instructors are present at each two-hour session, and the instructors not only discuss with the students, but frequently argue points of view between themselves. The students organize some group projects.

EVALUATION

Upon agreement with the class, the usual method of evaluation is by class participation in discussion and two major essays. Each student writes two major papers and prepares at least one oral presentation (he can do as many oral projects as he wants, time permitting). He also writes another rather short paper (or else gives a second oral presentation) and sometimes one or two other very short papers. There is normally no final examination. Two-thirds of the marks are for the written work and one-third for the oral, or combination of oral and short written report.

COMMENTS

The course is limited to 30. Students are expected to attend regularly and participate in discussion.

EXCLUSIONS

HUMC07 and either HUMC13Y or ENGC13Y.

Expanded description for the above course is not available. For information about these courses please consult the Scarborough College Calendar 1975-76.

ENGA04Y	English Literature: Forms & Approaches. A. Patenall	Winter Day Scarborough Winter Evening Scarborough
ENGB01Y	Old English Language & Literature. A. Patenall	Winter Day Scarborough
ENGB02Y	Chaucer. P. Vicari	Winter Evening Scarborough
ENGB09Y	Prose & Poetry of the English Renaissance, 1500-1660	Winter Day Scarborough
ENGB10Y	Shakespeare. A. Patenall	Winter Day Scarborough
ENGB17Y	Fiction before 1832. J.Kay	Winter Day Scarborough
ENGC14Y	Senior Essay. S. Namjoshi	Winter Day Scarborough
ENGC15Y	Comprehensive Examinations. W.J. Howard	
ENGB16Y	Fiction 1832-1900. W.J. Howard	Summer Evening Scarborough
ENGA05Y	Canadian Literature in English: An Introduction	Summer Evening Oshawa
ENGA05Y	Canadian Literature in English: An Introduction. C.O'Hare	Summer Day Scarborough

FINE ART

FARA04Y: ART HISTORY: AN INTRODUCTION SESSION: Winter Day Scarborough

First Term: R. Mesley
Second Term: R. Siebelhoff

TYPE OF COURSE

An introductory course, basic course for all other Fine Art History courses.

PREREQUISITES

No formal prerequisites.

EXCLUSIONS:

None.

OBJECTIVES

To introduce the student to the scope, aims and methods of Fine Art History as an academic discipline:
To acquaint the student with the major periods, artists and monuments from Greek times until the present.
To apply the methodologies of (1) to selected problems in the content area of (2).

CONTENT

An introductory unit will consider different modes of writing about art; different theories and methodologies of art history; and basic terminology of art historical discourse. Specific case instances will be used to illustrate these topics.
Approximately 2/3's of the first term will consist of lectures on the art of Greece, Rome, Medieval Christianity and the Early Renaissance. Emphasis will vary between stylistic analysis and the consideration of the art in its social and intellectual context.
The second term will deal with the period from ca. 1400 to ca. 1900. Important art historical issues will be selected to highlight the main developments (Renaissance, Baroque, etc.) and will be viewed from different angles e.g. the social, the intellectual and the purely artistic aspects.

METHOD

Three hours of lectures with discussion.

BIBLIOGRAPHY

Janson, H.W. History of Art, New York, Abrams, 1963, etc.

FARA70F TWO AND THREE-DIMENSIONAL DESIGN SESSION: Winter Day Scarborough

S.A. Amenta

TYPE OF COURSE

An introductory studio course for students interested in the visual arts, and a prerequisite for all subsequent studio courses at Scarborough College. (N.B.: Limited Enrolment).

PREREQUISITES

An interest in the visual arts and a desire to develop one's critical understanding of design. No formal background is necessary.

EXCLUSIONS

FARB10Y.

OBJECTIVES

The basic aims of this course are: (1) to help the student develop an intelligent subjectivity and, through it, the confidence to verbally and creatively articulate his appreciation of design, and (2) to help the student understand the nature of design by concentrating on basic concepts through application in composition and criticism. The objectives of the course are the development of critical skills in discrimination, and of competence in describing, analyzing, and assessing the formal aspects of composition.

CONTENT

The course includes a series of lectures on the nature and importance of design, beginning with a discussion of early man's interest in the nature and structure of the universe. By considering the contribution of Greek thought to this human preoccupation, the course centres on fundamental questions concerning the essence of harmony, unity, balance and integrity. The practical aspect of the course is concerned with well-defined formal problems in which the student seeks to achieve a resolution in accordance with predetermined criteria. With problems and criteria for evaluation carefully and consensually defined, the class will take part in group critiques of student work. In this way the student is challenged to describe, analyse, and make formal judgments to the best of his ability. His role in the evaluation of student work is very important.

METHOD

Six regularly-spaced lectures will be given on the nature of design and composition. Four projects will be assigned at regular intervals, and students are encouraged to work in the studio, as well as at home, in order to allow for personal dialogue and critique with the instructor. Students are urged to carry on mutual critiques among themselves for further enrichment.

EVALUATION

Final mark reflects cumulative result of project results. Students participate in evaluations and may resubmit work if time allows.

ADDITIONAL COMMENTS

Students should expect considerable formality in projects, though within the confines of specific problems there is room for personal expression. However, the student must not expect largely open-ended, 'artistic creativity' situations. This is not a course for 'artists' who are not prepared to be critical, analytic, and disciplined; it is a demanding course in time and effort. Students should expect to spend about $50.00 on supplies.

FARA71S COLOUR SESSION: Winter Day Scarborough

S.A. Amenta

TYPE OF COURSE

An introductory studio course, usually taken along with FARA70F, for students interested in the visual arts, and a prerequisite for all subsequent studio courses at the College. (N.B.: Limited Enrolment.)

PREREQUISITES

None.

EXCLUSIONS

FARB10Y.

OBJECTIVES

The aims of the course are: (1) to help the student develop an appreciation for the interaction of colour and an understanding of colour perception phenomena; (2) to cultivate an ability to articulate, verbally and practically, the qualities of colour interaction; (3) to explore the various colour perception phenomena both theoretically and in problem-solving contexts. The development of discriminatory skills, of skills in describing, analyzing, and assessing colour properties are practical objectives of this course.

CONTENT

The course includes a series of lectures on the physics of light and vision, the physiology and psychology of colour perception, and the history of pigments and their uses. The practical aspect of the course is concerned with well-defined problems in which students seek resolutions in accordance with predetermined criteria. The problems are adapted from the colour theories of Josef Albers and Johannes Itten. Solutions to problems are discussed and evaluated by the entire class and students are urged to participate in all evaluation.

METHOD

Four regularly-spaced lectures as described under 'Content,' and four projects assigned at regular intervals. Projects involve the use of coloured papers and pigment mixtures. Students are encouraged to work in the studio, as well as at home, in order to allow for personal dialogue and critique with the instructor. Students are urged to carry on mutual critiques among themselves for further enrichment.

BIBLIOGRAPHY

Itten, J. The Art of Colour, Toronto: Van Nostrand, Reinhold, 1973.
_____. The Elements of Colour, Toronto: " " " , 1961.
Albers, J. The Interaction of Colour, Yale: U.P., 1971. (Textbook)
Munsell, A.H. A Grammar of Colour, New York: Van Nostrand, Reinhold, 1971. (Textbook).
Mayer, R.W. The Artist's Handbook, New York: Doubleday, 1972.
Gregory, E.L. Eye and Brain, Toronto: McGraw-Hill, 1966.

EVALUATION

[as for A70F]

ADDITIONAL COMMENTS

[as for A70F]

FARB21F: ARCHAIC SCULPTURE SESSION: Fall Day Scarborough

M.C. Shaw

TYPE OF COURSE

An intermediate, optional course in the Art History section of the Fine Art Curriculum.

PREREQUISITES

An A-level or half-course in Fine Art.

EXCLUSIONS

None.

OBJECTIVES

To follow the technical and aesthetic development of Greek monumental sculpture from its early phases in the late 7th century B.C. through its maturation in the Archaic phase (600-480 B.C.)

CONTENT

The sculptural production of this period consists of statues of youths and maidens, usually dedicated to sanctuaries; low relief in stone and architectural sculpture which adorned the exteriors of temples and other important buildings. Paradoxically, even though early, due to circumstances of preservation, this phase is well represented by original works, in contrast to later Greek Sculpture known largely through Roman copies.

METHOD

A two-hour weekly session during which representative, significant sculptures are analysed technically and stylistically by means of lectures illustrated by slides. Review slides become available for students about 10 days prior to each examination.

BIBLIOGRAPHY

Adam, S. The Technique of Greek Sculpture, London, 1966.
Carpenter, R. Greek Sculpture, Chicago, 1960.
Richter, G. Korai: Archaic Greek Maidens, London, 1968.
_____. Kouroi: Archaic Greek Youths, London, 1960.

EVALUATION

A one-hour examination (1/3 of total grade) and a two-hour end-of-term or Final Examination (2/3 of total grade). Term papers are optional, but students who do poorly in the first examination are urged to write one as an effort to improve their grade.

FARB26Y THE ARTS IN NORTHERN EUROPE CA. 1400-1500 SESSION: Winter Day Scarborough

R. Siebelhoff

TYPE OF COURSE

An introductory course, one of the options for the programme in Fine Art History as well as studio.

PREREQUISITES

FARA04Y or any equivalent Fine Art History Introductory Course.

EXCLUSIONS

None.

OBJECTIVES

The goals of the course are: To introduce the artistic achievements of the Burgundian Netherlands, specifically painting, between ca.1400 and ca. 1500. These will be assessed in the context of the developments elsewhere in Western Europe. At the same time the patronage of the church, the court and the bourgeoisie will be investigated. More specifically students will be expected to know thoroughly the problems surrounding the work of the major artistic personalities the MASTER OF FLÉMALLE, HUBERT and JAN VAN EYCK, ROGER VAN DERWEYDEN and HUGO VAN DER GOES as well as the impact they had on the so-called second generation among which BOUTS and BOSCH.

To be able to describe the attitude of the artist towards colour and light; towards space in architecture and landscape and towards the human figure.

To be able to understand the iconographic interpretation of the subject.

CONTENT

Much of the content of the course can already be obtained from the above objectives. The first few lectures will deal with the geographical and topographical situation of the Burgundian lands around 1400 and will proceed with a historical survey of the area during the 15th century including aspects of the interaction between Flanders and Northern France.

Then the origins of Netherlandish painting will be explored by looking at some of the major manuscript workshops preparing the stage for the panel painters.

The attitude towards the material will be problem oriented evaluating attributions on documentary, stylistic and iconographic grounds while attempting to present the works of art of the different artists in an acceptable chronological order.

Finally an evaluation will be attempted of the Netherlandish contribution to the arts of the 15th century in regard to the Italian Renaissance ideals entering the area towards 1500.

METHOD

Two hours of lectures with discussions per week.

BIBLIOGRAPHY

BENESCH, OTTO, The Art of the Renaissance in Northern Europe, Cambridge, Mass., 1947.

FRIEDLANDER, MAX J. Early Netherlandish Painting, New York, Praeger, 1967-

HUIZINGA, JORAN, The Waning of the Middle Ages, New York, Doubleday, 1954.

PANOFSKY, E. Early Netherlandish Painting: its Origin and Character, Cambridge, Mass., 1953.

STECHOW, W. Northern Renaissance Art 1400-1600, Englewood Cliffs, N.Y., 1966.

FARB31S: CLASSICAL GREEK SCULPTURE SESSION: Winter Day Scarborough

M.C. Shaw

TYPE OF COURSE

An intermediate, optional course in the Art History section of the Fine Art curriculum.

PREREQUISITES

An A-level or half-course in Fine Art.

EXCLUSIONS

None.

OBJECTIVES

To follow the technical and aesthetic developments of Greek Sculpture during its Classical phase (480-300 B.C.). Sculptural activity will be viewed as far as possible within its cultural context. Thus such matters as the socio-political situation in Greece, and the role of religion, myth and legend in the artistic expression of the period, will receive special consideration.

CONTENT

Thematically and chronologically, this course is a sequel to FARB21F: Archaic Sculpture, but can still be taken independently. The sculptures examined consist of statues in marble and bronze, funerary reliefs, as well as architectural sculpture which decorated the exterior of most Greek temples and some other important buildings.

METHOD

A two-hour weekly session during which representative, significant sculptures are analysed technically and stylistically by means of lectures illustrated by slides. Review slides become available for students about 10 days prior to each examination.

BIBLIOGRAPHY

Carpenter, R. Greek Sculpture, Chicago, 1960.

Pollitt, J.J. Art and Experience in Classical Greece, Cambridge, 1972.

Richter, G. The Sculpture and Sculptors of the Greeks, London, 1970.

EVALUATION

A one-hour examination (1/3 of total grade) and a two-hour end-of-term or Final examination (2/3 of total grade). Term papers are optional, but students who do poorly in the first examination are urged to write one as an effort to improve their grade.

FARB38S THE ARTS OF FRENCH CANADA SESSION: Winter Day Scarborough

R. Siebelhoff

TYPE OF COURSE

An Introductory Course, one of the options for the programme in Fine Art History as well as studio.

PREREQUISITES

Since most of the written source material which will be consulted is in French, a reading knowledge of this language is essential.

A basic knowledge of the history of French Canada will be assumed, preferably the social and the economic aspects during the 17th and throughout the 19th centuries.

A general knowledge of Western art (styles) during the same period is recommended but not required.

OBJECTIVES AND CONTENT:

The course goals are: to introduce the origins and sources of the historical (in disjunction to the present day) culture of French Canada. This includes a study of among others the establishment of the religious orders and the foundations of Quebec City and Montreal.

The religious architecture of the Sulpicians, the Jesuits and the Ursalines will be investigated, as well as the secular architecture of the Seigneuries and the town and country houses.

Studies will be made of painting (devotional, portraiture, landscape), sculpture (altars) and the applied arts (furniture and silver). Extensive use will be made of slides.

The student will be required to write a paper on a specific subject. At the end of the course his general knowledge of the material will be tested.

METHOD

Two hours of lectures with discussion.

BIBLIOGRAPHY

Much of the literature exists in the form of articles rather than as books and the student will be provided with an extensive bibliography.

GOWANS, ALAN. Church Architecture in New France, Toronto, University of Toronto Press, 1955.

HARPER, JOHN RUSSELL, Painting in Canada; a History, Toronto, University of Toronto Press, 1966.

LESSARD, MICHEL AND MARQUIS, HUGUETTE, Encyclopédie de la Maison Québecoise, 3 Siècles d'Habitations, Montreal, 1972.

PALARDY, JEAN. The Early Furniture of French Canada, Toronto, MacMillan, 1963.

TRAQUAIR, RAMSAY. The Old Architecture of Quebec, Toronto, MacMillan, 1947.

FARB39Y BAROQUE IN ITALY AND FRANCE SESSION: Winter Day Scarborough

G. Scavizzi

TYPE OF COURSE

A survey course, designed for both those taking the Fine Art specialist program and the general student interested in the art of the period.

PREREQUISITES OR COREQUISITES

Any A level course in Art History. Some knowledge of Art History, and especially of Renaissance art, will be presupposed.

EXCLUSIONS

Not open to those who have already taken FARB27F.

OBJECTIVES

The aim of the course is to provide a general understanding of the visual arts mainly in the south of Europe between ca 1600 and 1750. The relationship of artistic production to patronage and to social environment and mode of thinking will be focused upon. Also, the course will deal with the relationship between the three major arts (Architecture, Sculpture and Painting) and significant expressions of XVII and XVIII century culture such as town-planning and stage design.

CONTENT

The course will be divided in a number of separate sections: a) birth and development of Realism, Classicism and Baroque until the middle of the XVII century (artists considered: Caravaggio, Rubens, Bernini, Borromini, Poussin, Velazquez; b) Classicism in France from ca 1650 to 1700; c) the Rococo style in France (Watteau, Fragonard); d) Rococo architecture and painting in Southern Germany and Austria (Fischer, Maulbertsch); e) Rococo Venetian painting (Tiepolo, Canaletto).

METHOD

Two hours of lectures (with discussion) per week.

BIBLIOGRAPHY

G. Bazin, Baroque and Rococo art, New York 1964.

J.S. Held-D. Posner, 17th and 18th century art, New York 1965.

M. Kitson, The Age of Baroque, New York 1966.

V.L. Tapié, The Age of Grandeur. Baroque Art and Architecture, New York 1966.

FARB70F INTRODUCTION TO DRAWING SESSION: Winter Day Scarborough

S.A. Amenta

TYPE OF COURSE

An introductory course for fine arts students wishing to acquire a familiarity and experience with various drawing media, techniques, and approaches. (N.B. Limited Enrolment)

PREREQUISITES

FARA70F and FARA71S

OBJECTIVES

The aims of this course are 1. to expose students to various drawing possibilities by way of instructoral example, 2. to cultivate a sensitivity to line and graphic qualities, 3. to develop a familiarity with the various historical attitudes to drawing, and 4. to cultivate the ability to describe, analyze and appreciate graphic qualities. More specifically, students are expected to experiment widely in the uses of media and techniques and in attitudes toward drawing; they are expected to think graphically on paper.

CONTENT

A series of demonstrations in pure and mixed graphic media by the instructor during studio hours. Students work along with the instructor, experimenting with him if possible, and on their own as well as in class. They are responsible for keeping a sketchbook and submitting a number of finished drawings at the end of the course.

METHOD

Students observe demonstrations and work on their own. Regular group critiques in which students must actively participate. Sketchbooks regularly marked, and final drawings undergo group critique before marking by instructor.

BIBLIOGRAPHY

Hill, E. The Language of Drawing, Englewood Cliffs, N.J.: Prentice-Hall, 1966.
Chaet, B. The Art of Drawing, Holt, Rinehart & Winston, 1970.
Klee, P. Pedagogical Sketchbook, New York: Praeger, 1969.
Goldstein, N. The Art of Responsive Drawing, Englewood Cliffs: Prentice-Hall, 1973.

EVALUATION

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

ADDITIONAL COMMENTS

Students must be willing to draw as much as possible and to experiment constantly. A great deal of self-discipline is necessary since much of the work must be done independently and out of class.

FARB72F PRINTMAKING 1 SESSION: Winter Day Scarborough

D. Holman

TYPE OF COURSE

Introductory Studio Course

PREREQUISITES

FARA70 and FARA71

EXCLUSION

None.

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 different printmaking media.

CONTENT

The course will include lectures and demonstrations on the technical problems of Screen process printing and lectures on the processes of Etching and Lithography. The students will be expected to conceive and print several serigraphs 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, Critiques will be at appropriate intervals throughout the course.

EVALUATION

Based on 1. work attitudes
2. finished work
3. written analysis of prints viewed at private and public galleries.

ADDITIONAL COMMENTS

$30.00 Class Fee.

FARB74S INTERMEDIATE DRAWING SESSION: Winter Day Scarborough

D. Holman

TYPE OF COURSE

An Intermediate course for the Fine Arts student.

PREREQUISITES

FARB70F

OBJECTIVES

To investigate the creative act of Drawing and its use in the development of the artist's personal visual perception.

CONTENT & METHOD

3 hours per week of studio work, with group and personal criticism of the student's work. The student will be responsible for attending every class, keeping a definitive sketch book and submitting a number of finished drawings at the end of the course.

EVALUATION

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

FARB75Y INTRODUCTION TO PAINTING SESSION: Winter Day Scarborough

S.A. Amenta

TYPE OF COURSE

An introductory course for fine arts students wishing to acquire a familiarity with the historical and contempor v painting media and techniques.

PREREQUISITES

FARA70F and FARA71S

EXCLUSIONS

FARB71

COREQUISITE

Permission of Instructor. (N.B. Limited Enrolment)

OBJECTIVES

The aims of the course are 1. to introduce the student to a few important painting media and techniques; 2. to acquire familiarity with the historical development of painting; and 3. to develop an appreciation for the intrinsic qualities and expressive potentials of the various media. Some specific objectives are 1. a knowledge of evolutionary developments in techniques, styles, and pigment uses; 2. a knowledge of key figures in the history of painting; 3. a familiarity with literary sources of historico-technical information; 4. knowledge of appropriate aesthetic criteria for the various media; 5. exposure to technical problems in the various media through experience.

CONTENT

Students will 1. take part in seminar-presentations on the subject of historical methods and materials of the artist, 2. engage in group research in a chosen medium, 3. experiment with a chosen medium under the guidance of the instructor, 4. present a number of works for critique and evaluation, and 5. present a final report in co-operation with others in a group.

METHOD

Students will form groups around each of the five media: watercolour, gouache, acrylic, oil and tempera. Together they will delegate responsibilities regarding the group presentation of a report on historical, technical, critical, and bibliographic aspects of a painting medium. Presentations and seminars are given by each group, with each member contributing to the project. Individually students will work on an appropriate number of works in a given medium, under guidance of instructor, to be presented for critique at a date to be decided.

BIBLIOGRAPHY

Mayer, R.W. The Artist's Handbook, N.Y.: Doubleday, 1972.

Doerner, M. The Materials of the Artist and Their Use in Painting, N.Y.: Harcourt Brace, 1962.

Haftmann, W. Painting in the Twentieth Century, Vols. 1 & 2, Munich: Prestel Verlag, 1965.

Herbert, R.L. Modern Artists on Art, Englewood Cliffs: Prentice-Hall, 1964.

Reid, D. A Concise History of Canadian Painting, Toronto: Oxford Univ. Press, 1973.

Williams, H. Notes for a Young Painter, Englewood Cliffs: Prentice-Hall, 1963.

Lucie-Smith, E. Late Modern, New York: Praeger, 1969.

Withrow, W. Contemporary Canadian Painting, Toronto: McClelland & Stewart, 1972.

EVALUATION

An analytic project in composition, seminar participation, seminar report, and individual painting will receive approximately equal emphasis. Students are encouraged to participate in evaluation when possible.

FARB82F INTRODUCTION TO LITHOGRAPHY SESSION: Winter Day Scarborough

D. Holman

TYPE OF COURSE

Introductory Studio Course.

PREREQUISITES

FARB72F

EXCLUSION

FARB81Y

OBJECTIVES

To introduce the student to the Art of Stone Lithography.

CONTENT

The course will include several lectures explaining the technique and artistic nature of Stone Lithography, along with working demonstrations of the processes involved. The students will be expected to draw and execute several lithographs and take part in Group Seminars to critically analyze the technical and artistic merits of their work.

METHOD

3 hours per week, Studio work, lectures, working demonstrations. Critiques will be at appropriate intervals throughout the course.

EVALUATION

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

ADDITIONAL COMMENTS

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

Required Reading - Tamarind Book of Lithography, Aurresian & Adams.

FARB83S INTERMEDIATE LITHOGRAPHY SESSION:
Winter Day Scarborough

D. Holman

TYPE OF COURSE

An intermediate study of Lithography.

PREREQUISITES

Formally a B level standing in FARB82F.

EXCLUSION

FARB81Y

OBJECTIVES

To further explore the Art of Stone Lithography.

CONTENT

The same as FARB82F with additional exploration of the use of colour.

METHOD

3 hr. per week, Studio Work, lectures, working demonstrations, Critiques will be at appropriate intervals throughout the course.

EVALUATION

based upon work attitudes and actual work done in class.

ADDITIONAL COMMENTS

Required Reading - "Tamarind Book of Lithography" G. Antresian & C. Adams, New York: Abrams, 1971.

FARC09F LEONARDO SESSION:
Winter Day Scarborough

G. Scavizzi

TYPE OF COURSE

Designed primarily for students following the specialist program in Fine Art.

PREREQUISITES

FARB04Y

EXCLUSIONS

None.

OBJECTIVES

The course intends to provide an understanding of Leonardo's personality through relating his various activities to a phase of Renaissance history in which artistic creativity is strictly *related to the development of a 'scientific' attitude.* Primary emphasis will therefore lie in the study of Florentine culture ca 1450-1500, with its ambivalent and contradictory elements: The humanistic tradition and its concrete sense of man and invironment; the mysticism of *the Neoplatonists; the increasing sense of* secularism in life and, the birth of Utopia.

CONTENT

The complexity of Leonardo's thinking will be stressed, so that equal emphasis will be put on the diverse products of his mind: artistic practice (Painting, Sculpture, Architecture) and artistic Theory (treatise on Painting); engineering projects; the varied fields of his investigations (human anatomy; movement of waters; *flight of birds;* formation of rocks, etc.) which could all be described as pioneering works in "descriptive science"; and finally his philosophical thought. Primary sources for the study will be his drawings and notebooks.

METHOD

Two hours of lectures (with discussion) per week.

BIBLIOGRAPHY

G. De Santillana, The Age of Adventure; the Renaissance Philosophers, New York (1956)

J.P. Richter, The literary works of *Leonardo da Vinci, London* 1970 (3d ed.)

K. Clark, Leonardo da Vinci. An account of his development as an artist, Harmondsworth, 1967.

A.E. Popham, The drawings of Leonardo da Vinci, London 1972 (2d ed.)

C. Pedretti, Leonardo; a study in chronology and style, London 1973.

FARC14F ART AROUND 1900 SESSION: Winter Day Scarborough

R. Siebelhoff

TYPE OF COURSE

For specialist programme in Fine Art History. Students in other disciplines e.g. English, French, or German literature of the 19th century who are interested in this subject could discuss their participation in the course with the instructor.

PREREQUISITES

FARB13F and FARB14S. These courses together cover the general development of the 19th century art. A knowledge of French or German is recommended but not required.

EXCLUSIONS

None.

OBJECTIVES AND CONTENT

To explore the iconographic and stylistic origins of two major late 19th century artistic tendencies generally known as SYMBOLISM and ART-NOUVEAU. Special emphasis will be placed on the developments in several Western European centres, e.g. Paris, London, Vienna, Munich and other German cities, Holland and Belgium. The coincidence of the developments in these different centres and their interaction will be researched, while the contribution of individual artists will be evaluated.

Not only the major arts as painting, sculpture and architecture will be analysed but the applied arts as well will be taken into consideration. Since literary prototypes of the visual images are of major importance they will be carefully looked at.

METHOD

The field of exploration is large and the material is very extensive and still very much in the process of being researched and evaluated. Therefore a seminar method will be followed.

After several lectures in which problems are stated and boundary lines are drawn, each student, after consultation with the lecturer, will present and defend a paper in class (20-30 minutes.) Discussions will follow and all students will be evaluated on their participation in these discussions for which they are expected to be prepared.

The paper itself will be worked out into a major research paper.

BIBLIOGRAPHY

Students are advised to be familiar with the two following books at the beginning of the course.

PRAZ, Mario. The Romantic Agony. London-New York, Oxford University Press, 1970.
There exist several editions.
SCHMUTZLER, Robert. ART NOUVEAU, New York, Abrahams, 1962.
Is now available in soft cover.

FARC16S: MICHELANGELO SESSION: Winter Day Scarborough

G. Scavizzi

TYPE OF COURSE

Designed primarily for students following the specialist program in Fine Art.

PREREQUISITES

FARB04Y

EXCLUSIONS

None

OBJECTIVES

The course doesn't intend to survey Michelangelo's work; but instead will provide a background for the understanding of his culture and ideas. The important sources for this study therefore will be the Neoplatonis school in Lorenzo de'Medici's Florence, in particular Ficino; Savonarola and the crisis of the Renissance ideals; the diffusion of Reformation ideas and the counter-reformatory movements inside the Church at the time of the Council of Trent. In summation almost a century of philosophical and religious history in Florence and Rome.

CONTENT

In order to achieve an understanding of Michelangelo's conception of the world and his idea of artistic creation, three major cycles will be studied: the projects for the tomb of Julius II, the Sistine ceiling and the Medici tombs. Recurring attitudes, motives and iconographic elements will be studied, together with the evolution of his ideas. XVI century sources on Michelangelo will also be considered, and some time will be spent on Michelangelo's own poetic production, which is a declaration, which is a declaration of his religious as well as artistic principles.

METHOD

Two hours of lectures (with discussion) per week.

BIBLIOGRAPHY

Ch. De Tolnay, The Art and Thought of Michelangelo, New York 1964.
F. Hartt, Michelangelo, New York 1964.
M. Weinberger, Michelangelo the sculptor, London-New York, 2vols.
Ch. De Tolnay, Michelangelo, Princeton 1969-71 (2d ed.), 5 vols. (parts from 2d, 3d, 4th, vol.)

FARC21Y ADVANCED STUDIO: INDIVIDUAL STUDIES IN PAINTING SESSION: Winter Day Scarb.

S.A. Amenta & D.Holman

TYPE OF COURSE

This course is only for students who would like the opportunity to develop an already maturing painting ability. Students must convince the instructors that they are able and willing to assume the responsibility to carry this course independently of guidance. (very limited Enrolment).

PREREQUISITES

FARB75Y or B71F and independent study.

EXCLUSIONS

None.

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 arrived at in consultation with instructors, to be presented for periodic critique.

METHOD

Students may recieve suggestions and some guidance in planning year's activities or in conceiving projects, but must work independently otherwise (except for periodic critiques).

BIBLIOGRAPHY

To be arranged in consultation with instructors.

EVALUATION

Made 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.

FARC22Y ADVANCED STUDIO: INDIVIDUAL STUDY IN PRINTMAKING. SESSION: Winter Day Scarborough

D. Holman & S. Amenta

TYPE OF COURSE

An advanced study in Printmaking.

PREREQUISITES

FARB72F, FARB83S, FARB82F.

OBJECTIVES

To give the promising student the opportunity to work independently while receiving advanced criticism.

CONTENT

Look at C21Y

METHOD

Look at C21Y

BIBLIOGRAPHY

Look at C21Y

EVALUATION

Look at C21Y

ADDITIONAL COMMENTS

Look at C21Y.

Expanded description for the above course is not available. For information about these courses please consult the Scarborough College Calendar 1975-76.

FARB20Y	The Arts in Canada: 1670 to Present	Winter Evening Scarborough
FARB24Y	Medieval Art from IV to XIV Century	Winter Day Scarborough
FARB28Y	Art of the Twentieth Century	Winter Evening Scarborough
FARC02F FARC03S	Supervised Reading	

FRENCH

?REA00Y INTRODUCTORY FRENCH

Louis Mignault (co-ordinator)

SESSION:
Summer Day Scarborough
(Summer Language Institute)

TYPE OF COURSE

For all interested students with little (less than Grade 12 French) or no previous training in French. Does not count toward specialization in French.

PREREQUISITES

None

EXCLUSIONS

Any other French course at the University level.

OBJECTIVES

To provide intensive practice in spoken French and to develop a basic mastery of writing skills. Students with a final grade of at least 70% will have the possibility of entering FREA01Y.

CONTENT

The basic vocabulary, grammatical structures and syntax necessary for effective communication in ordinary circumstances of life.

METHOD

The method adopted for instructor is based on a unique approach to teaching developed by Dr. G. Lozanov, Director of the Institute of Suggestology in Sofia, Bulgaria. The main characteristics of this approach are that it accelerates the learning process, greatly improves and facilitates short and long-term memorization, and frees students of a number of inhibitions which are inherent in language learning.

In order to achieve these results, the method requires the following conditions: a totally different classroom environment; a particular type of rapport between the instructor and the students as well as among the students themselves, calling for imagination and creativity; use of techniques which have the ability to act on the subconscious factors involved in the learning process.

BIBLIOGRAPHY

Material provided by the Institute.

EVALUATION

Regular controls will enable evaluators to assess each student's progress.

ADDITIONAL COMMENTS

This course is also available on a credit-free basis. In order to be allowed to take this course, students will have to be registered in the total immersion programme of the Summer Language Institute.

FREA0Y:3 INTRODUCTORY FRENCH

SESSION:
Winter Day Scarborough

Peter Moes

TYPE OF COURSE

A course for beginners, and for those who did not complete Ontario Grade 13 French, or equivalent.

EXCLUSIONS

None

OBJECTIVES

To teach students the oral and written skills necessary for the mastery of basic French. At the end of the course students should have an adequate reading-knowledge of French, as well as the ability to communicate *with a fair degree of fluency* in the written and spoken language. Thus, the course is not only a preparation *for* FREA0Y, the introduction to French studies at the University level, but an end in itself as well.

CONTENT

Although the course permits the systematic *exposition of the* fundamentals of grammar (an absolute necessity where time is at a *premium*), *the emphasis* is basically practical: the question is not how well the student knows the rules, but how well he can express himself in French. All aspects of the language, pronunciation, conversation, spelling, composition and *translation*, are presented in a completely integrated programme governed by a single text, so *that nothing* will be taught in isolation.

METHOD

Four hours of classes and one hour of laboratory practice per week. Students are encouraged to work together in small groups, in as well as out of the class room, in order to facilitate the greatest possible participation.

BIBLIOGRAPHY

Required texts: Ostyn, Paul and Le Texier, Bernard: Fluent spoken French. New York: Harper and Row, 1974.

----------: Laboratory Manual and Workbook for Fluent Spoken French. New York: Harper and Row, 1974.

EVALUATION

The Final Mark in this course is a combination of the Term Mark and the Final Examination Mark in the proportion of 2/3 (Term), 1/3 (Final Exam). The Term Mark is based on frequent, but short written assignments, oral *exercises*, *short tests* at the discretion of the instructor, and a one-hour Mid-Term Test in December (worth 30% of the Mid-Term Mark). Because a good attendance record is essential to success, it makes up 10% of the Term Mark.

The Final Examination is a three-hour written exam held at the end of April, beginning of May.

N.B.: Both the Mid-Term Test and the Final Examination have a separately administered oral component.

COMMENTS

This is a highly intensive course. Do not take it unless you are prepared to work for it. But if you are determined, *be assured* that the satisfaction from mastering another language to the point where you can use it is second to none.

FREA0Y INTRODUCTION TO UNIVERSITY FRENCH STUDIES

SESSION:
Summer Day Scarborough
(Summer Language Institute)

Louis Mignault (co-ordinator)

TYPE OF COURSE

A language course counting towards specialization in French.

PREREQUISITES

Grade XIII French or at least 70% in FREA0Y.

EXCLUSIONS

None.

OBJECTIVES

To provide the student with a solid working knowledge of the language by developing the various skills, mainly reading and writing, so as to enable *him to undertake more advanced* studies in the language such as literature, translation or linguistics.

CONTENT

Study of grammar, written compositions, reading of complete texts in French.

METHOD

In conducting this course, a great deal of attention will be given *to factors of a psychological* nature which will make learning more effective: attention is given to creative abilities, cooperative and peer learning, better use of human resources, class atmosphere.

Three hours of instruction per day.

EVALUATION

Class participation, compositions, control tests.

FREA01Y PREPARATION FOR UNIVERSITY FRENCH STUDIES

SESSION:
Winter Day Scarborough

Members of the Faculty
(convenor 1975-6: Prof. G. Tremblay)

TYPE OF COURSE

Language practice course, prerequisite for all B- and C-level French courses except the B 11-12 series, and corequisite for A02Y. Not open to native speakers of French.

PREREQUISITES

Grade 13 French, or at least 70% in FREA00, or equivalent.

EXCLUSIONS

None

OBJECTIVES

Students come to university-level work in French from a variety of backgrounds and with many different goals. The aim of the course is to permit the student to consolidate the knowledge and skills he already has while improving his ability to read, write, speak and understand the language, thus preparing him for further work in any area of French studies.

(A01 students who plan to specialize in French are advised to consider A02Y as well).

CONTENT

The course includes a review of grammar, reading and classroom discussion of texts representing various styles and French-speaking cultures, oral practice in the laboratory, and any other exercises that class and instructor may choose to devise.

METHOD

Three class hours and at least one laboratory hour per week are scheduled. Since this is a language practice course, regular attendance is important. Composition in French and participation in discussion are emphasized. Sectioning of the course into classes of moderate size means that methods and dosage can vary according to the needs of each group.

BIBLIOGRAPHY

These texts were studied in 1974-75 (list subject to change):

G.E. Dietiker- En Bonne Forme (Révision de grammaire française) (Heath)
Camara Laye- L'Enfant noir (Cambridge)
Karch and Karch- Options (Oxford)
Vian, Boris- Les Bâtisseurs d'empire (in Deux Pièces sur la fin d'un monde, ed. Hubert, pub. MacMillan)

EVALUATION

A final examination accounts for about one-third of the final mark. The term mark is based on tests, assignments, class and laboratory participation.

FREA02Y INTRODUCTION TO LITERARY ANALYSIS

J.A. Curtis

SESSION:
Winter Day Scarborough

TYPE OF COURSE

The course is meant to serve as a bridge between such literary studies as the student may have done previously, and B-level literature courses offered in French. Highly recommended for students planning to continue or to specialize in French. It could also be regarded by the non-specialist student as a general introduction to 19th and 20th Century French literature.

PREREQUISITES

Grade 13 French (or equivalent)

COREQUISITES

Students must be enrolled in or have completed FREA01Y (or equivalent)

EXCLUSIONS

None

OBJECTIVES

The course is intended to prepare the student for further study in several ways: by improving his ability to read a variety of full-length French texts with understanding and attention to detail, and to follow and participate in analysis of these texts in French; by acquainting him with or consolidating his knowledge of the essay form; by making him familiar with vocabulary and concepts useful for the study of various genres: poetry, plays, novels, short stories.

CONTENT

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

METHOD

Two hours per week of "lecture expliquée": informal presentation by the instructor and class discussion of assigned portions of the texts. Students may be asked to make class presentations.

BIBLIOGRAPHY

The following texts were studied this year; most may be expected to re-appear in '75-'76, but students are advised that the book-list may be changed, according to availability of texts:

Alain-Fournier, Le Grand Meaulnes
Anouilh, L'Alouette
Balzac, Short Stories
Cocteau, La Machine infernale
Durau & d'Alélio, Découverte du poème
Mauriac, Thérèse Desqueyroux
Musset, Fantasio

EVALUATION

The course has traditionally included at least one written assignment each term (one a formal essay) and two term tests. The weighting of tests, papers and class participation for the final grade is negotiable.

FREA00Y FRENCH CONVERSATION I — SESSION: Summer Day Scarborough (Summer Language Institute)

Louis Mignault (co-ordinator

TYPE OF COURSE

A companion course for students taking FREA00Y and A01Y in the Summer Language Institute.

PREREQUISITES

None.

EXCLUSIONS

None.

OBJECTIVES

Enable students to communicate in French in ordinary circumstances of life.

CONTENT AND METHOD

The assumption underlying the approach of this course is that a second language is most effectively learned when associated with activities for which the language is only a vehicule rather than the central focus of preoccupation. Students taking this course will be asked to choose among a number of diversified recreational, creative or cultural activities which will be aimed at developing certain abilities and at increasing awareness of Francophone cultures while using French. For more details concerning these activities, see the Summer Language Institute brochure (available in H-332).

ADDITIONAL COMMENTS

To satisfy requirements for this course, students will have to be available all day long in order to be able to take advantage of activities schedule afternoons and evenings.

FREA11F and A12S MAN AND SOCIETY IN FRENCH CANADIAN FICTION — SESSION: Winter Day, Scarborough

Len Doucette

TYPE OF COURSE

This course is primarily intended for non-specialists in French.

PREREQUISITES

The only prerequisite is a reading knowledge of French sufficient to handle about 100 to 150 pages of prose text a week. Students without Grade 13 French may be asked to demonstrate their reading and comprehension skills before being formally admitted.

OBJECTIVES AND CONTENT

The objective of FREA11F is to acquaint the student with major social and political developments in France between 1930 and 1955, as reflected in works of selected novelists of that period.

There are two major factors which distinguish A11F and A12S from other courses offered in the French Discipline at Scarborough:

1. Although texts must be read in French, discussion of these texts is carried out in English. Assignments and written work (see below) should be presented in the language the student controls best: English, French, German, Spanish, Italian, Latin or Classical Greek will be accepted. No Frisian,, please.

2. Whereas traditional courses in Francophone literatures concentrate primarily on literary and aesthetic problems, A11F and A12S do not. Here, the approach is thematic: social factors, their reflection in (and interaction with) prose fiction. The word "social" is meant broadly here: it may encompass philosophy, political philosophies, political developments, social movements.

METHOD

These courses do not normally follow the lecture format. Class meetings are, rather, discussion sessions led by the instructor, or by volunteer students.

EVALUATION

Students enrolled in these courses are almost entirely responsible for deciding how they wish to be evaluated. Among the various options: essay(s) or research topic(s); seminar-style oral presentation(s); a final written exam; an oral exam. Or any combination of the above. Or something else, provided you and I agree in advance. The instructor admits to a bias in favour of an optional written exam at semester's end. Student attendance at class meetings is optional; but those who are absent for, say, 50% or more of classes would lose their "option" as to the exam.

No essays, research papers or the like will be accepted without previous consultation with me as to subject, content, background reading.

BIBLIOGRAPHY

For A11F texts for fall semester 1975 will most probably be:

A. de Saint-Exupéry, Vol de nuit
A. Malraux, La Voie royale
J.-P. Sartre, Le Mur
A. Camus, L'Etranger
G. Chevalier, Clochemerle
G. Arnaud, Le Salaire de la peur

Some useful background reading (Ally)

A. Social history

E.M. Acomb and M.L. Brown, French Society and Culture since the Old Regime

A. Cobban, A History of Modern France, esp. vo. III: France of the Republics

M. Decaudin, XXe siècle français

R.L. Graeme Ritchie, France: A Companion to French Studies

F.R. Tannenbaum, The New France

F.R. Willis, France, Germany and the New Europe

B. Literary history and criticism

P. de Boisdeffre, Histoire vivante de la littérature d'aujourd'hui

V. Brombert, The Intellectual Hero, esp. Part II: "The Tragic Impasse"

G. Brée and M. Guiton, The French Novel from Gide to Camus

P.É. Charvet, A Literary History of France: The Twentieth Century

J. Cruickshank, The Novelist as Philosopher

W. Fowlie, A Guide to Contemporary French Literature

A. Goldberger, Visions of a New Hero, esp. Part II

J. O'Brien, The French Literary Horizon

P.-H. Simon, L'Homme en procès: Malraux, Sartre, Camus St-Exupéry

FREA12S

OBJECTIVES AND CONTENT

The object of this course is to acquaint the student with the major social and cultural developments underlying and affecting selected works of prose fiction in Quebec in the period 1918-1968. Particular attention is given to the genesis, flourishing and decline of the myth of the "terroir"; and to the problems of rapid urbanisation and industrialisation of French Canada.

All the statements made above concerning course structure, organisation and evaluation of FREA11F are applicable as well to FREA12S.

BIBLIOGRAPHY

Required texts for A12S, 1975-6

A. Laberge, La Scouine

F.-A. Savard, Menaud, maître-draveur

G. Roy, Alexandre Chenevert

A. Langevin, Poussière sur la ville

G. Bessette, Le Libraire

R. Carrier, La Guerre, yes sir!

Some useful background reading (A12S)

A. Social history

R. Cook, Canada and the French-Canadian Question

P. Desbarats, The State of Quebec

M. Rioux, La Question du Québec/Quebec in Question

M. Rioux and Y. Martin, French-Canadian Society

M. Wade, The French-Canadians, esp. vol. II

B. Literary history and criticism

Archives des lettres canadiennes, esp. vol. III, "Le Roman canadien-français"

F. de Grandpré (ed.), Histoire de la littérature française du Québec, esp. vols. II (1900-45) and IV (Prose, 1945-)

R. Charbonneau, Romanciers canadiens

J.-C. Falardeau, L'Evolution du héros dans le roman québécois

R. Robidoux and A. Renaud, Le Roman canadien-français du vingtième siècle

J. Ménard, La Vie littéraire au Canada français

G. Tougas, Histoire de la littérature canadienne-française

COMMENTS

FOR BOTH FREA11F and A12S students are not required to sing, dance scherzos or swallow swords. Paraesthesia, in any of its classic forms, is considered no hindrance to candidacy. No Green Stamps.

FRE B01Y Language Practice SESSION

Winter Day Scarborough

S. Mittler

TYPE OF COURSE : A French language practice course designed to consolidate skills acquired previously in FRE A01, part of the core program in French studies.

PREREQUISITES : FRE A01

EXCLUSIONS : (FRE B21)

OBJECTIVES : FRE B01Y is intended as a continuation of work done in FRE A01 and a preparation for FRE C01. It aims to improve the student's general skills in reading, grammar, composition and oral proficiency.

CONTENT : FRE B01Y is geared to problems of fluency and pronunciation in speaking and reading, grammar and general composition in writing. Class work will involve oral practice, readings, vocabulary-building, composition and basic stylistic analysis.

METHOD : Three hours per week, arranged to cover several aspects of language consolidation.

BIBLIOGRAPHY : DARBELNET, John, Pensée et Structure, Scribner, N.Y.
BESNARD,M. & COURSODON, J.P., Ecritures, MacMillan
SIMENON, Georges, Maigret et les braves gens, ed. Daudon, Harcourt Brace
ed. Cotnam, Blais, Dickson, Vivre au Québec, McClelland & Stewart

EVALUATION : One Christmas exam, one final exam, two mid-term tests, one oral assignment, compositions, grammar exercises to be handed in throughout the year.

COMMENTS : Class participation is strongly encouraged for this type of class.

FREB04Y FRENCH CONVERSATION II SESSION:
Summer Day Scarborough
(Summer Language Institute)

Louis Mignault (co-ordinator)

TYPE OF COURSE

To be taken as part of the intermediate level courses in the Summer Language Institute programme.

PREREQUISITES

FREA01Y (or demonstrated equivalent ability).

EXCLUSIONS

FREB04F or FREB05S offered in the winter session.

OBJECTIVES

To enable students to communicate in French effectively in ordinary circumstances of life as well as in discussing topics of concern to contemporary society or pertinent to an understanding of Francophone cultures.

CONTENT AND METHOD

The assumption underlying the approach of this course is that a second language is most effectively learned when associated with activities for which the language is only a vehicule rather than the central focus of preoccupation. Students taking this course will be asked to choose among a number of diversified recreational, creative or cultural activities which will be aimed at developing certain abilities and at increasing awareness of Francophone cultures while using French. For more details concerning these activities and the programme, see the Summer Language Institute brochure (available in H-332).

ADDITIONAL COMMENTS

To satisfy requirements for this course, students will have to be available all day long in order to be able to choose from the various activities scheduled afternoons and evenings.

FREB04F and FREB05S CONVERSATION SESSION: Winter Day Scarborough

Louis Mignault

TYPE OF COURSE

This course is open to all interested students who wish to have an opportunity to develop their ability to comprehend oral French and speak it with more confidence and competence in the normal circumstances of life.

PREREQUISITES

FREA01Y (and willingness to speak!)

EXCLUSIONS

None

OBJECTIVES

This course has three basic objectives:
1. To help students to speak French without being self-conscious or inhibited;
2. To develop the range of their vocabulary so that they are equipped with the tools of communication in concrete situations of life and in conversations on topics related to contemporary society;
3. To develop their comprehension of French when spoken with characteristics pertaining to Franco-Canadians so that they become able to communicate effectively with them.

CONTENT

The basic content of the course is a textbook which presents vocabulary pertaining to various situations of life. Students are regularly tested for memorization of such vocabulary. Furthermore, students are expected to contribute to the class by sharing with the group anything that they have been exposed to: books, articles, films, TV programmes, etc... The richer the contribution of each student, the more enriching is the content of the course.

METHOD

The methodology of this course is based on the following assumption: given the type of students who take it and the number of years that they have been exposed to French studies, the key to meeting the course objectives is of a psychological nature rather than of a strictly linguistic nature. In order to surmount his natural inhibitions, the student is placed in a situation where he feels at ease and genuinely interested in communicating with the other individuals of his group; to promote his motivation, the student is given the opportunity to choose between various activities those which interest him most (free conversations, discussions on "burning topics", singing, participation to cultural manifestations taking place in French at the College or in town, etc...); to make communication more genuine, students are given the opportunity to get to know each others by participating to social games and social gatherings held outside the classroom; performance is given priority over competence and the instructor seeks to reduce his role to that of a resource person rather than being the focus of attention who is there to remind the students of their shortcomings. One hour of lecture and two to three hours of tutorial per week.

EVALUATION

Attendance, participation, bi-weekly vocabulary tests: 40%
Major project of an oral nature (such as performance of a play, sociological research in the francophone community, participation to French workshops, singing or literary recitation, oratory performance, etc...): 30%
Final oral exam with attention paid to fluency, quality of vocabulary and grammar, pronunciation: 30%

BIBLIOGRAPHY

Lenard, Y. et Hester, R. L'Art de la conversation. Harper & Row

FREB24Y FRENCH THOUGHT AND LITERATURE IN THE AGE OF ENLIGHTENMENT (1715-1789) SESSION: Winter Day Scarboroug

Peter Moes

TYPE OF COURSE

A survey course primarily intended for students interested in French literature. However, because of the importance of the Enlightenment in the development of Western civilization, and the contribution of French thought and literature to it, students whose primary interest is in philosophy, history, or modern languages (particularly English and German) will find that it provides a valuable background to their own field of study. Excellent preparation for FREC24H.

PREREQUISITES

FREA01Y

EXCLUSIONS

FREB44F, FREB45S

OBJECTIVES

To develop a better understanding of the changes that took place in eighteenth-century thought and attitudes which would ultimately lead to the end of the feudal system (known as the Ancien Régime in France) and the beginning of the modern state; to provide an opportunity to read and discuss the major literary works that reflect these changes; and to gain an appreciation of the evolution of the traditional literary genres (novel, poetry, drama) as they are adepted to the needs and tastes of the age.

CONTENT

Because this course deals with "a literature of ideas", it will include a study of the philosophical pre-occupations of the Enlightenment as illustrated by works that range from the primarily discursive (e.g. Rousseau's Discours sur l'inégalité), to the primarily literary (e.g. Voltaire's Candide). The influence and vital importance of the natural sciences and their discoveries form a special subject of study.

METHOD

Two hours of lectures per week. Part of this time is reserved for discussion, questions, and oral reports.

BIBLIOGRAPHY

Required texts:

Fellows & Torrey. The Age of Enlightenment. 2d ed. New York: Appleton-Century-Crofts, 1971.
Voltaire. Lettres philosophiques. Paris: Garnier-Flammarion, 1964.
--------. Candide, ed. by O.R. Taylor. Oxford: Blackwell, 1963.
Rousseau. Discours sur l'origine et les fondements de l'inégalité parmi les hommes. Paris: Gallimard, 1965.
Prévost. Manon Lescaut. Paris: Nouveaux Classiques Larousse.
Beaumarchais. Le Barbier de Séville. Paris: Petits Classiques Bordas.
Chénier. Poésies choisies. Paris: Classiques Larousse.

EVALUATION

There is no Final Examination. The final mark is based on two essays of about 2000 words each (50%), an oral and a written report (20%), and two one-hour tests, one each term (30%).

FREB26Y THE ROMANTIC CURRENT IN FRENCH LITERATURE

George Trembley

TYPE OF COURSE

A course counting toward the specialist degree but open to other students as well.

PREREQUISITE

FREA03

EXCLUSION

(FREB06)

OBJECTIVES

To acquaint students with the main writers of the French Romantic period (roughly 1820-1850) as well as with the society and times in which they lived, which are inseparable from their works. Romanticism will be studied from various points of view, as a reflection of man on himself and the world, as a social and historical phenomenon, as well as a literary "school" with its aesthetic rules and precepts, these various and sometimes conflicting aspects all contributing to shape the complex notion of what is known as the "Romantic" movement. In this general context, students will at all times be called upon to relate French Romanticism to the European Romantic movement of the early 19th century, of which it is a part.

CONTENT

After a brief introduction to such forerunners of Romanticism as Rousseau and Bernardin de Saint-Pierre and a glimpse at the impact of the French Revolution and Napoleonic era on European consciousness, the student will move to the specific study of some of the works of the major writers, playwrights and poets of the period. The aesthetic and literary theories of Romanticism will be studied mainly in Stendhal's Racine et Shakespeare and Hugo's Préface de Cromwell. The drama will be represented by a few major plays of Vigny, Hugo, Musset and possibly Dumas. Among the main poets studied will be Lamartine, Vigny, Hugo, Musset and Nerval. Prose will be represented by Chateaubriand, Benjamin Constant, Hugo and George Sand. Stendhal's and Balzac's novels, although closely related to Romanticism, are deliberately left aside since they are being studied in another course.

METHOD

Two hours per week. All lectures and discussions will be conducted in French. At least two out of the four essays normally assigned during the year will be written in French. Students will occasionally be asked to make oral reports in class. In addition, there will be two one-hour tests at the end of each term.

BIBLIOGRAPHY

The bibliography of French Romanticism is extremely rich. A few studies of a general interest which can be suggested are:

BRAY, Chronologie du romantisme

GIRAUD, L'Ecole romantique française

MARTINO, L'Epoque romantique en France

VAN TIEGHEM, Le Romantisme français

FREB34F READINGS IN 20TH CENTURY FRENCH FICTION

SESSION: Winter Day Scarborough

W.J. Bancroft

TYPE OF COURSE

For all students interested in French literature who have the necessary prerequisite.

PREREQUISITES

FREA01; FREA02 is recommended, but not required.

EXCLUSIONS

None.

OBJECTIVES

To gain a broader understanding and a more profound appreciation of the 20th century French Novel.

CONTENT

This course will study those 20th century French writers whose primary concern is with aesthetic and psychological problems. After a general outline, both sociological and historical, of the French novel and a discussion of the various ways in which a novel may be analyzed, attention will focus on specific texts by writers such as Proust, Gide, Colette and Butor. Novels will not necessarily be studied in chronological order, although some historical background will be provided.

METHOD

Two hours per week; the proportion of lectures to tutorials will depend, in part, on the size of the class and will be decided at the beginning of the term. The general method followed will be lectures, plus class discussion.

BIBLIOGRAPHY

A detailed bibliography for this course will be provided on the first day of class. Students interested in taking FREB34F might wish to consult a general account of the 20th century French novel. For example: An Age of Fiction by Germaine Brée and Margaret Guiton.

EVALUATION

There will be one major essay and possibly an additional classroom assignment. There will also be one term examination or take-home test. Students will be graded on the essay (the most important element), the test (second most important element), classroom assignment(s) (if any), and class participation.

FREB35S IDEAS IN CONTEMPORARY FRENCH NOVEL

SESSION: Winter Evening Scarborough

Louis Mignault

TYPE OF COURSE

A literature course counting toward specialization in French but also opened to any student who can read French novels and attend lectures given in French.

PREREQUISITES

FREA01Y or demonstrated equivalent ability.

Although not a prerequisite, students with some training in philosophy will find it very helpful.

EXCLUSIONS

FREB12 and the old FREB34.

OBJECTIVES

1. To develop an understanding of French existentialist thought as exposed in some novels of André Malraux, Albert Camus and Jean-Paul Sartre, and
2. To attempt to relate such thought to prominent trends of modern Western philosophy and literature as well as to historical events and sociological transformations.

CONTENT

The course includes the study of five novels which have in common the treatment of themes pertaining to existentialist thought and written by Malraux, Sartre and Camus. Numerous references will be made to Pascal, Kierkegaard, Nietzsche, Dostoievsky, Kafka and Heidegger. Previous knowledge of some of these writers will prove very helpful to students as well as familiarity with historical events of 19th and 20th Century Europe.

METHOD

Two hours of lecture per week mixed with participation of the students and text commentaries.

EVALUATION

One major essay showing the student's ability to make a personal analysis of one of the themes discussed in the works read or some other related works. Topic of essay to be discussed with instructor prior to composition: 50%
One final exam administered in writing or orally at the choice of the student: 50%

BIBLIOGRAPHY

André Malraux, La Voie Royale, Folio, Gallimard.

_____, La Condition humaine, Folio, Gallimard.

Jean-Paul Sartre, La Nausée, Livre de Poche.

Albert Camus, La Peste, Livre de Poche.

_____, La Chute, Livre de Poche.

FREB36F FRENCH-CANADIAN LITERATURE TO 1945 SESSION:
FREB37S FRENCH-CANADIAN ------SINCE 1945 Winter Day, Scarborough

L. Doucette

TYPE OF COURSE

This course is intended for the general student of French, as well as for specialists. Students interested in B37S are strongly urged to take B36S as well, as necessary background for understanding the evolution of French-Canadian prose fiction since 1945.

PREREQUISITES

FREA01Y, or equivalent proof of francophonisability.

OBJECTIVES AND CONTENT

The objective of FREB36F is to familiarize the student with major developments in prose fiction in French Canada in the period 1837-1945. Much more than its companion course(B37S), FREB36F deals, of necessity, with historical, cultural and social developments in French Canada. Some knowledge of Canadian history in the period in question would, therefore, be useful.

The objective of FREB37S is, through detailed analysis and discussion of representative texts, to illustrate major thematic and stylistic developments in the French-Canadian novel since the Second World War.

Apart from introductory lectures during the first week or two of classes, these courses are organised along discussion/seminar lines.

French is the normal language of communication in class.

EVALUATION

Methods of evaluating student performance will be established by mutual agreement within the first few weeks of each semester. Any combination of the following would be acceptable: Final written exam; oral exam; essay(s) or research paper(s); seminar-type oral presentation(s). Other proposals also considered.

The instructor favours an optional, written final exam, of a value to be determined by mutual agreement. Since attendance at class meetings is not obligatory, the instructor proposes to remove the "optional" aspect of this exam for students absent from 50% or more of class meetings.

No essays, research papers or the like will be accepted without previous consultation with the instructor as to subject, content, reference reading.

No loyalty test is required. Sado-masochistic practices are generally shunned. Destructive self-critical proclivities may be catered to in intimate glossolalia sessions.

The instructor has not recently been a member of the Parti Québécois to his knowledge.

BIBLIOGRAPHY

For 1975-76 texts will most probably be:

FREB36F: L. Conan, Angéline de Montbrun
L. Hémon, Maria Chapdelaine
A. Laberge, La Scouine
F.-A. Savard, Menaud, maître-draveur
Ph. Panneton, Trente arpents
G. Roy, Bonheur d'occasion

FREB37S: Y. Thériault, Aaron
A. Langevin, Le Temps des hommes
J. Simard, Mon Fils pourtant heureux
M.-C. Blais, Une Saison dans la vie d'Emmanuel
J. Godbout, Salut, Galarneau!
R. Carrier, Floralie, où es-tu?

And a concise list of useful background reading:

Archives les lettres canadiennes, vol. III (le roman)

Ecrits du Canada français

G. Bessette, L. Geslin and Ch. Parent, Histoire de la littérature canadienne-française

P. de Grandpré (ed.), Histoire de la littérature française du Québec

M. Rioux and Y. Martin, French-Canadian Society

G. Sylvestre, Panorama des lettres canadiennes-françaises

R. Robidoux and A. Renaud, Le Roman canadien-français

M. Wade, The French-Canadians

FREB40F THE POETRY AND PROSE OF THE GOLDEN AGE

George Trembley

TYPE OF COURSE

A term course counting toward the specialist degree but open to other students as well. A companion course to FREB41S.

PREREQUISITE

FREA01

EXCLUSIONS

(FREB22); FREB41S (1972-73)

OBJECTIVES

To acquaint students with some of the main representatives of non-dramatic literature under the reigns of Louis XIII and Louis XIV, showing the multiple facets of a period covering a full century but which has been labelled variously, albeit simplistically, "Le Grand Siècle", "Le Siècle de Louis XIV" or "The Classical Age". The course will attempt to show the profound impact 17th century French thinkers and writers had in shaping the thought, language and aesthetic values of the two following centuries through the emergence and eventual triumph of Cartesian rationalism and the definition of "clarté" as the ideal of literary expression.

CONTENT

Early 17th century poetry will be represented by the contrasting works of Régnier and Malherbe, both typical, although in different ways, of the transition between "post-Renaissance" or "pre-Classical" or "baroque" and the truly "classical" poetry of Boileau and La Fontaine. A number of the latter's Fables will be studied, and Boileau will be considered both as the satirical poet of Satires and Epîtres and as the best known theoretician of classical poetry. Descartes, Pascal, La Rochefoucauld and La Bruyère will represent the philosophers and "moralists" of the century, and Madame de Lafayette's La Princesse de Clèves will be studied as the masterpiece of 17th century French novel and the forerunner of modern psychological novels.

METHOD

Two hours per week. All lectures and discussions will be conducted in French. At least one out of the two essays normally assigned during the term will be written in French. Students will occasionally be asked to make oral reports in class. In addition, there will be a one-hour test at the end of the term.

BIBLIOGRAPHY

A few titles among the hundreds of studies devoted to 17th century French literature:

BENAC, Le Classicisme

BRAY, Formation de la doctrine classique

FIDAO-JUSTIANI, Discours sur la raison classique

PEYRE, Qu'est-ce que le classicisme?

TAPIE, Baroque et classicisme

FREB41S THE PLAYWRIGHTS OF THE GOLDEN AGE: CORNEILLE, MOLIERE, RACINE

George Trembley

TYPE OF COURSE

A term course counting toward the specialist degree but open to other students as well. Students who have not taken FREB40F will be expected to have a good general knowledge of the material covered in that course.

PREREQUISITE

FREA01

EXCLUSIONS

(FREB22); FREB40F (1972-73)

OBJECTIVES

If any "genre" has illustrated 17th century French literature, it is the theatre, with the towering figures of Corneille, Molière and Racine. This course will attempt to find, through the main works of these playwrights, the answers to both theoretical and technical questions, such as:

1.- Theoretical: the definition of "tragedy" and "comedy"; is there any basic distinction between these two modes of representing an action in which man is involved? Are the "tragical" and "comical" incompatible?

2.- Technical: given a certain plot, how does a play become a comedy, a tragedy, or something else (a drama)?

CONTENT

The main plays of Corneille, Molière and Racine will be studied from the diverse points of view of themes, structures and language. The students will be required to read two plays from each author, taken in the following list, although one play only from each author ma be analysed in class:

Corneille: Le Cid, Horace, Cinna, Polyeucte, Nicomède.
Molière: Le Tartuffe, Dom Juan, L'Ecole des femmes, Le Misanthrope, Le Malade imaginaire, Les Femmes savantes.
Racine: Andromaque, Britannicus, Phèdre, Iphigénie, Athalie.

METHOD

Two hours per week. All lectures and discussions will be conducted in French. At least one out of the two essays normally assigned during the term will be written in French. Students will occasionally be asked to make oral reports in class. In addition, there will be a one-hour test at the end of the term.

BIBLIOGRAPHY

ARISTOTLE, Poetics

AUBIGNAC, Pratique du théâtre

BOILEAU, Art poétique III

HUGO, Préface de "Cromwell"

STENDHAL, Racine et Shakespeare

FREB42F GENERAL HISTORY OF THE FRENCH LANGUAGE

SESSION: Winter Day Scarborough

John Kirkness

TYPE OF COURSE

An introductory course on the subject, part of our specialist program.

PREREQUISITES

FREA01, and an interest in language and historical change.

EXCLUSIONS

None

OBJECTIVES

The instructor will attempt to provide opportunities for the students to demonstrate (1) that they, as far as the "subject matter" of the course is concerned:

1. know, understand and apply common facts, concepts and principles.
2. organise a study project, essay and/or seminar.
3. evaluate the relevancy of data and judge the adequacy of conclusions based on it.

(2) that, with reference to their participation in the class learning process, they:

1. participate in discussion.
2. appreciate the role of language and history in life.
3. are self reliant in independent research and cooperate in the class group.

CONTENT

Topics in the general history of the language, from Latin to Contemporary French, will be discussed, with primary emphasis on changes in the vocabulary, and secondary focus on phonological and grammatical developments.

METHOD

The class will normally meet twice a week for discussion of the topics... Students will be invited to assume responsibility for some of these meetings.

BIBLIOGRAPHY

Prescribed text:
J. Chaurand, Histoire de la langue française

Background reading:
M. Cohen, Histoire d'une langue, le français
J. Fox & R. Wood, A Concise History of the French Language
G. Price, The French Language, present and past
W. von Wartburg, Evolution et structure de la langue française

EVALUATION

Evaluation procedures, to be related to the objectives suggested above, will be discussed at the first class meeting. In the past assessment has been based both on the student's contribution to the group's understanding of the topics reviewed and on a research paper treating an issue or question formulated by the student. Evaluation of the instructor is encouraged.

FREB43S THE FRENCH LANGUAGE IN CANADA

SESSION: Winter Day Scarborough

John Kirkness

TYPE OF COURSE

An introduction to the subject, part of our specialist program

PREREQUISITES

FREA01, an interest in language and historical change, and a concern about the "bilingualism" issue in Canada.

EXCLUSIONS

None

OBJECTIVES

As for FREB42 above

CONTENT

Topics in the history of French in North America will be discussed, with particular reference to the origins and current characteristics of varieties of French on this continent, especially Eastern Canada. *Attention will also be given to the influence of English* on the vocabulary, as well as the legal, educational and cultural situation of French Canadian.

METHOD

As for FREB42 above

BIBLIOGRAPHY

Prescribed text:
M. Orkin, Speaking Canadian French

Background reading:
R. Darnell (ed.) Linguistic in Canada
Etudes de linguistique franco-canadienne
Etudes sur le français parlé au Canada
Report of the Bilingualism, Biculturalism Commission.... vol. I: The Official Languages.

EVALUATION

As for FREB42 above.

FREC01Y LANGUAGE PRACTICE

SESSION: Winter Day Scarborough

Chantal Jennings

TYPE OF COURSE

A language course normally taken in third year, as a continuation of FREA01 and FREB01. It is highly recommended for students who plan to specialize in French.

PREREQUISITE

FREB01 (previously B21) is normally a prerequisite to this course, except for francophone students.

EXCLUSIONS

None.

OBJECTIVES

To make students proficient enough in standard written and oral French to communicate competently in this language.

CONTENT

Achieving this goal involves work in grammar and composition, as well as oral discussions in the classroom. The formal aspects of grammar (theoretical and practical) will be reviewd in DArbelnet's Pensée et structure and Limouzy & Bourgeacq's Manuel de composition française. Contes modernes, a collection of modern French short stories by leading 20th century writers such as Gide, Proust, Sartre, Camus and Malraux,will be used for discussion of content, analysis of language structures, and enrichment of vocabulary.

METHOD

3 hours per week. Lab optional. All course work will be done entirely in French. *Students may be asked to make oral reports* on specific topics, followed by a general discussion. Oral and written performance will be checked by the means of written essays *as well as written and oral examinations.* Conflicts with other courses should be avoided and regular attendance will be a factor in the instructor's evaluation of the students, since participation is *important in a course* entitled "Language Practice".

BIBLIOGRAPHY

1. Basic Dictionaries
   "Micro-Robert"
   or
   "Nouveau petit Larousse illustré"
   Mansion's Shorter English and French Dictionary

2. Other works to be consulted
   Bailly / or / Bénac } Dictionnaire des synonymes (Larousse)
   Bescherelle, L'Art de conjuguer (Hatier)
   Gaillard, Les Clés de l'orthographe (Delagrave)
   Grevisse, Le Bon usage (Geuthner)
   Lasserre, De l'emploi des prépositions en français: est-ce A ou De? (Payot)
   Maquet, *Dictionnaire analogique (Larousse)*
   Martinon, Comment on parle en français (Larousse)
   Orcel, Le verbe français (albin Michel)
   Pradez, Dictionnaire des gallicismes (Payot)
   Rat, Le Participe et ses règles d'accord (Garnier)
   " Parlez français (Garnier)
   " Pour écrire correctement (Garnier)
   Thomas, Dictionnaire des difficultés de la langue française (Larousse.

Note: The above description was prepared by Prof. G.Trembley and is not binding for Prof. Jennings.

FREC09Y PROBLEMS IN TRANSLATION

J.A. Curtis

SESSION:
Winter Day Scarborough

TYPE OF COURSE

Language practice of an advanced and specific kind, including some study of theory.

PREREQUISITES

FREB21Y or B01Y

EXCLUSIONS

FREC08F, C08S

OBJECTIVES

The major aim of the course is to broaden the student's knowledge of French through a comparative study of English and French vocabulary, syntax, idiom and through practice in translating both from and into French. The student will become familiar with some of the terminology and concepts of comparative stylistics at the same time as he learns techniques to use and pitfalls to avoid when translating.

CONTENT

FREC08 is being expanded from a half-course to a full course, which will be roughly the equivalent of FRE37S as offered on the downtown campus. Part of the course will be devoted to study of a text, with exercises, on comparative stylistics. We will also prepare, for class discussion, translations of selected passages representing different styles and levels of language: formal, colloquial, technical, literary, journalistic, and so on.

METHOD

Two hours a week in which assigned work will be analyzed and corrected in informal class discussion.

BIBLIOGRAPHY

J. Darbelnet and J.-P. Vinay, La Stylistique comparée du français et de l'anglais (Beauchemin), text and workbook.

Good French-French and Fr.-Eng./Eng.-Fr. dictionaries (Larousse, Harrap's, Hachette).

other texts/materials may be added.

EVALUATION

Students will be evaluated on class preparation, some hand-in assignments, probably a test or tests. Number and weighting of tests and assignments to be discussed by the class.

FREC32Y INTRODUCTION TO MEDIEVAL FRENCH LANGUAGE & LITERATURE

L. Doucette

SESSION:
Winter Day Scarborough

TYPE OF COURSE

This course is primarily intended for students specializing in French.

PREREQUISITES

A B-level French course, other than B11 or B12. Highly recommended: FREB42F (General History of the French Language); S01/C01

OBJECTIVES

To provide for advanced students the opportunity to study the evolution of the French language from its earliest documents (Serments de Strasbourg; Cantilène de Ste-Eulalie) to the dawn of the Northern Renaissance; to do so through close study of representative literary production: the epic; courtly literature; bourgeois literature.

ORGANISATION

Since this will be the first time this course is offered at Scarborough, the instructor remains unusually malleable as regards course conduct and organisation. It is expected that the first six weeks or so will concentrate heavily on the language aspect; and that, therefore, the course will be lecture-oriented initially, proceeding (with unconstrained and qualitative mercy) towards a more open, participatory format.

EVALUATION

Methods of evaluation will be determined, in pseudo-democratic fashion, within the first few weeks of the course's inception. The instructor claims no unreasonable bias as to the "best" way of evaluating the individual student's performance and progress. Honni soit qui mal y pense.

TEXTS

Sorry about that, but I'm still playing the field. Most probably one of the standard anthologies, fleshed out with individual texts. I remain open to friendly persuasion until May or so.

A brief list of useful preparatory reading (to enable one to learn in advance how the middle-aged middle ager felt about racks, runes, Buridan's ass, esurience and entropy):

P. Castex & P. Surer, Le Moyen âge (Manuel des études littéraires françaises, vol. I) Highly recommended

J. Evans, La Civilisation en France au moyen âge

L. Kukenheim, H. Roussel, Guide de la littérature française du moyen âge

C.V. Langlois, La Vie en France au moyen âge

H. Pirenne, G. Cohen, La Civilisation occidentale au moyen âge

H. Focillon, L'Art du moyen âge

L. Réau, G. Cohen, La Pensée au moyen au moyen âge

P. Vignaux,

FREC24H THE FRENCH NOVEL IN THE EIGHTEENTH CENTURY — SESSION: Winter Day Scarborough

Peter Moes

TYPE OF COURSE

For senior students only. A genre course for the specialist in French literature and/or the novel in particular, and/or eighteenth century studies in general. Also of interest to students of English literature in view of the close relationship between English and French in this genre. Good training for graduate work.

PREREQUISITES

Any B-level course in French, excluding FREB11 and FREB12.
(N.B.: Although FREB24Y is a logical and useful preparation for FREC24H, it is not a prerequisite.)

EXCLUSIONS

None.

OBJECTIVES

To study the eighteenth-century novel in depth; to gain an appreciation of the transformation of a literary genre from "trivial, yet dangerous amusement" to "respected art form" and a preparation for the flowering of the novel in the nineteenth century.

CONTENT

Since the novel is not yet a very clearly established genre, the emphasis will fall on the variety and evolution of its form and subject matter with reference to the major novels of the period from Gil Blas to Paul et Virginie.

METHOD

One hour of lectures per week throughout the year. This includes time for discussion, questions, and the presentation of oral reports.

BIBLIOGRAPHY

Required texts:

Le Sage. Gil Blas de Santillane. 2 v. Classiques Larousse.
Voltaire. Contes. v.1 (Zadig, Micromégas) Classiques Larousse.
-------. Candide, ed. by O.R. Taylor. Oxford: Blackwell, 1963.
Montesquieu. Lettres persanes. Paris: Garnier-Flammarion, 1964.
Prévost. Manon Lescaut, ed. by Deloffre & Picard. Paris: Garnier, 1965.
Diderot. Jacques le fataliste. Le Livre de Poche, 1962.
Rousseau. La Nouvelle Héloïse. 2v. Nouveaux Classiques Larousse.
Choderlos de Laclos. Les Liaisons dangereuses. Paris: Garnier, 1961.
Saint-Pierre, Bernardin de. Paul et Virginie, ed. by Pierre Trahard. Paris: Garnier, 1958.

EVALUATION

There is no Final Examination. The final mark is based on one major essay (50%), two or more oral reports (30%), and a one-hour test at the end of the year.(20%).

COMMENTS

This is a new C-level half-course designed to give students a great deal of independence and initiative in an intensive reading programme. Hence the decision to spread out the time allotted over the whole academic year, rather than a single term. The emphasis is not primarily on history or criticism: if you don't like reading novels, don't take the course!

FREC04Y MODERN FRENCH POETRY FROM BAUDELAIRE TO VALERY — SESSION: Winter Day Scarborough

W.J. Bancroft

TYPE OF COURSE

Mainly for specialists in French.

PREREQUISITES

At least one B-level course in French, excluding FREB11 and FREB12.

EXCLUSIONS

None.

OBJECTIVES

To gain a broader understanding and a greater appreciation of Modern French Poetry.

CONTENT

A study of such major 19th Century post-Romantic poets as Baudelaire, Gautier, Nerval, Verlaine, Mallarmé and Rimbaud. 20th Century poets studied will include such major literary figures as Apollinaire, Péguy, Claudel and Valéry. Emphasis in this course will be placed on the characteristic aspects of French poetry and on a detailed analysis of selected poems rather than on historical development, although a general history of French poetry will be provided in the introduction to the course.

TEACHING METHOD

Two hours per week; the proportion of lectures to tutorials will depend, in part, on the size of the class and will be decided at the beginning of the first term. The general method followed will be lectures, plus class discussion.

BIBLIOGRAPHY

A detailed bibliography for this course will be provided on the first day of class. Students interested in taking FREC04Y might wish 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 class participation.

Expanded description for the above course is not available. For information about these courses please consult the Scarborough College Calendar 1975-76.

FREC02F to FREC07S Supervised Readings

FREC40Y Modern French Poetry from Baudelaire to Valery. J.Bancroft Winter Day Scarborough

GEOGRAPHY

GGR A03S CARTOGRAPHY SESSION: Winter Day Scarborough

Christopher J. Sparrow

TYPE OF COURSE

Introduction to cartography and cartographic skills with a strong practical emphasis.

PREREQUISITES AND EXCLUSIONS

None

OBJECTIVES

Students are made aware of the great importance of the construction and use of maps and field techniques in Geography and indeed in everyday life. Practical work helps students develop basic cartographic skills - map design, map construction and the interpretation and uses of maps. Some field work is carried out if the weather permits!

CONTENT IN 1974-75

Introduction to maps, aerial photographs and field work.

Cartographic Equipment

The local area through maps and field work. Advantages and disadvantages of air photos.

Map design and compilation. Map appreciation.

The properties of aerial photographs.

Maps - topographical and other.

Simple field methods.

Map interpretation.

Land use mapping and inventories.

Maps and mapping in Canada.

Data collection and presentation. Statistical maps and diagrams.

The use of maps, air photos and field work - conclusion.

Laboratory Exercises: These will form an integral part of the course and will, where possible, 'fit in' with the material covered in the lectures.

TEACHING METHODS

Two hours of lectures are supplemented by one hour of formal laboratory-tutorial work each week. In lecture sessions there are opportunities for discussion and some practical aspects of the course are considered on these occasions. Films and outside speakers are integrated in the schedule.

BIBLIOGRAPHY AND EQUIPMENT

Suggested Texts in 1974-75:

LAWRENCE G.R.P., (1971), Cartographic Methods, Methuen.

R. VAN DER LINDE (1973), Elementary Map Making a Student Manual;

Topographical Map of Highland Creek
Canadian Map Makers.

Draughting equipment will be required - alternatives will be discussed in class. The most important (and cheapest!) items will be available from the Bookstore. Cost in 1975 for this equipment varied from about $5 - $12.

A selected reading and reference list is available. Of the items listed the following are perhaps those to which you will refer most frequently.

DICKINSON, G.C. (1969), Maps and Air Photographs, Arnold

DICKINSON, G.C. (1967), Statistical Mapping and the Presentation of Statistics, Arnold

MONKHOUSE F.J. & H.R. WILKINSON (1971), Maps and Diagrams, 3rd ed., Methuen.

SEBERT, L.M. (1970), Every Square Inch: The Story of Canadian Topographic Mapping, Queen's Printer.

For those students with no background at all to this area of knowledge the small book by J. TYNER (1973) The World of Maps and Mapping, McGraw-Hill would be worth purchasing.

EVALUATION

There will be one term project or essay (30%), a number of laboratory exercises (35%) and a final examination (35%). Marks for 1975 are given in parentheses.

Geography BOIY
Geography of Resources

SESSION:
Winter Day Scarborough

A. Tayyeb

TYPE OF COURSE

Survey and introduction, for all interested students, but particularly those concentrating on geography.

PREREQUISTES

(GGRA01) or (GGRA02), or GGRA06, A07, A08, A09

EXCLUSIONS

None

OBJECTIVES AND CONTACT

This is a critically oriented survey course suitable for those students who have had a basic introductory course in geography and who are either interested or concerned about the nature, and consequences of our use and abuse of resources.

The course as a whole is designed to examine resources in their environmental setting not merely as things and commodities but as concrete products of Man's utilization of the material base of his environment. The emphasis throughout, will be on demonstrating not only the interdependence of Man and Nature but of the multiple factors that make resources the essential bond between the two. In other words resources are both the consequences and the indices of Man-Environment equations which are defined primarily by distinctive needs, capacities, methods, and goals of given peoples in given areas.

The main themes likely to be discussed are: Relationships between Resource Growth and Population Pressures - and between Resources and Natural Systems, the process of resource formulation involving selection, substitution and multiplication techniques and whether these options weaken or reinforce the systems of which resources are merely a part. Students have justifiably accused the course as one dominated by a cynical approach which has reinforced the teacher's belief that cynicism is at least one if not the first step towards sanity.

METHOD

Lectures two hours per week and tutorials if possible.

BIBLIOGRAPHY

Recommended Basic Readings

Wagner P., The Human Use of the Earth

Zimmerman E.W., Introduction to Worl Resources

Meadows, D. et al Limits to Growth

Any one book on the Concept of the Ecosystem and of course Lewis Carrol's Alice in Wonderland, to develop a healthy and critical attitude towards reality.

Students are encouraged to select issues or problems for study relating to the interests and anxieties as they develop and shift over the year. They should be prepared to do a considerable amount reading and either possess or develop efficiency in critical examination of the issues. The teacher has a distaste for examination and tests and demands work on a regular, fortnightly basis in the form of critiques, short essays, critical book reviews etc. Two major written projects at the end of each semester and participation in a field trip - usually Pittsburg or similarly horrific place constitute the main items of work.

GGR B03Y CLIMATOLOGY

SESSION:
Winter Day Scarborough
Summer Evening Oshawa

Christopher J. Sparrow
Instructor to be Announced for Oshawa Course.

TYPE OF COURSE

An introduction to climatology which counts as a science credit in Geography.

PREREQUISITES

Geography A06 and A07 are normally required.

EXCLUSIONS

None

OBJECTIVES

The course introduces students to aspects of both physical climatology and applied climatology. It attempts to lay the foundation for further studies in climate and related areas. A good deal of factual knowledge is presented together with many of the fundamental principles pertaining to the atmosphere. Practical work and field use of instruments forms an important segment of the course.

CONTENT IN 1974-75 WAS AS FOLLOWS

First Term: Topics to be Discussed - Introduction to Physical Climatology

Introduction - Climatology, meteorology and scale of study. Collection of data.
Composition of the atmosphere
The energy of the atmosphere; energy budgets. Vertical and horizontal temperature distributions.
Lapse rates
Temperature anomalies and ocean currents
Atmospheric moisture. Evaporation, condensation, precipitation; clouds. The water balance, evapotranspiration
Pressure, winds; the general circulation of the atmosphere
Air masses, fronts, cyclones, anticyclones
Storm systems
The classification of climates. 'Problem' climates

Second Term: Seminars - Selected Topics in Applied Climatology

Each student will be responsible for selecting a topic and having it approved. Possible fields from within which topics can be selected are:-

Applied Climatology
Climate and economic activities
Climate and man
Extreme climates and adaptation to them
Weather forecasting and weather satellites

The modification of climates and weather
Urban climates
Air pollution
Bioclimatology.

TEACHING METHOD

The course consists of three segments: lectures in the first term (2 hours per week) and possibly for part of the second term; seminars (2 hours per week) in part or all of the second term and the tutorials-laboratories (1 hour per week). Some field work will form an integral part of the course. Each student will be required to take the readings at the Climatology Station for a set period to be determined after the term starts. Films and slides are used in the course from time to time and there will probably be one or more lectures by visiting climatologists.

In the lecture part of the course a project will be set involving the analysis of published or unpublished data. Students have to submit a detailed outline of the project for discussion and approval by a specified date. During the second term each student will prepare and present orally a seminar on a topic in the general field of Applied Climatology and will be expected to participate actively in all of the seminars.

BIBLIOGRAPHY

During 1974-75 the following required texts were used.

NEIBURGER, M., EDINGER, J.G. AND BONNER, W.D., Understanding our Atmospheric Environment, Freeman, 1973

METEOROLOGICAL BRANCH, Department of Transport, Canada, Weather Ways, 3rd ed., Queen's Printer, 1971.

Reading and Reference Lists:

A general reading and reference list is available. Additions will be made to this from time to time and students should build up their own bibliography of additional references. Material on the list which is in great demand will be placed in the reserve room in the Library. There are many other books, articles, pamphlets, etc., dealing with weather and climate which have not been included on the reading list. For example, there are several dozen small but extremely valuable pamphlets published by the Atmospheric Environment Service dealing with a variety of Canadian climatic topics.

EVALUATION

There will be a final examination to the course. In the laboratory-tutorials there will be exercises, discussions, short tests and other assignments to complete. The weighting of marks will be: Project 25%, Seminar 25%, Laboratories 15% and Final Exam 35%.

GGR B08Y THE GEOGRAPHY OF UNDERDEVELOPMENT

SESSION: Winter Day Scarborough

Ali Tayyeb

TYPE OF COURSE

Survey and introduction, for all interested students, but particularly those concentrating on geography.

PREREQUISITES

(GGRA01) or GGRA08; GGRA09

EXCLUSIONS

None

OBJECTIVES AND CONTENT

This is a critical examination of the phenomenon of Underdevelopment which directly affects two-third's of the World's population mainly in areas outside North America and Western Europe. It is designed primarily for senior students with basic knowledge through introductory courses in geography and/or economics.

It is not a very pleasant course mainly because it deals with a depressing subject matter, e.g. poverty, inefficiency, starvation, backwardness and the overall spiral of misery that prevails in underdeveloped areas. Even more depressing is the prevalent misunderstanding of these issues in the developed world.

The main themes involved are the examination of the definition, concept, theories and models of under-development, the territorial and sectoral aspects of the phenomenon and the historical and political implications and complications of the deposition of developed and underdeveloped areas. Depending upon the developed areas. This leads to discussion of more specific issues e.g. foreign aid, international trade, capital formulation and the overall problems related to modernization of traditional systems.

Depending upon the attitudes that develop in the class over the year the course ends either on a dismal or an optimistic note. Students taking the course must at least feel that they are mature and be prepared to prove it on a regular basis through constant work in the form of frequent critiques and reviews of the views of the teacher as expressed in his lectures and of the many authors whose books they will have to read regularly and continuously. This is the only way they can earn a decent or respectable mark simply because there is no examination at the year's end. They must also assume full responsibility for the last half of the course which consists mainly of the well researched (and more important) well presented seminars by them on various topics covering both the theory and facts of underdevelopment.

METHOD

4 hours per week. Lectures: Fall Term, Seminars: Spring Term.

Myrdal, G. Any of his many books. Select your own.

Rostow, W.W., Stages of Economic Growth.

Galbraith, F., The Underdeveloped country.

Bhagwati, J. Economics of Underdeveloped Countries.

Ginsberg, N., An Atlas of Development.

Shannon, I.W., Underdeveloped Areas - a book of readings and research.

Almond, G.A., The Politics of Developing Areas. and numerous more as the course develops.

GGR B17Y THEMES IN RURAL GEOGRAPHY

SESSION: Winter Day Scarborough

Michael Bunce

TYPE OF COURSE

A survey course for all interested students, but particularly relevant for those concentrating in economic and cultural geography.

PREREQUISITES

(GGR A01)or GGR A08; GGR A09.

EXCLUSIONS

GGR C02

OBJECTIVES

In a thematic context, the course aims to examine major approaches to the study of rural geography. Students will be expected to acquire a knowledge of selected literature, to evaluate various approaches and conepts, and to study selected themes through individual projects.

CONTENT

Major themes to be examined include, i) concepts of rurality, with special emphasis upon its treatment in classical and contemporary literature; ii) rural settlement - evolution, patterns, villages and communities; iii) agricultural landuse-peasant agricultural systems; land tenure, environmental factors, commerical agricultural patterns and problems; iv) contemporary issues in rural areas - urbanisation, depopulation, poverty; v) rural planning and development. The first part of the course will examine these themes in various cultural contexts, while in the second part, the emphasis will be upon rural Ontario; with occassional field trips.

TEACHING METHOD

2 hours of lectures (with discussion) per week in first part of course; 1 hour per week in second part with small project-oriented groups in tutorial format.

BIBLIOGRAPHY

Valuable background text:

Clout, H.D., Rural Geography, Pergamon, 1972

EVALUATION

By assignments and projects: four short assignments or projects in first term, one longer project in the second.

GGR C06F BIOGEOGRAPHY SESSION: Winter Day Scarborough

To Be Announced

TYPE OF COURSE

An advanced undergraduate course designed primarily for fourth year students.

OBJECTIVES

To present students with an overview of Biogeography and some of the material, processes and problems which it studies.

TEACHING METHOD

This varies from year to year but may well include a number of introductory lectures followed by student seminars.

BIBLIOGRAPHY

Text used in 1973-1974

Watts, D, Principles of Biogeography, McGraw Hill, London.

EVALUATION

In the past students have been evaluated on the basis of performance in one seminar (oral and written report), an annotated bibliography and on participation in seminar discussions.

Expanded description for the above course is not available. For information about these courses please consult the Scarborough College Calendar 1975-76.

GGRA06S	Introduction to Geography: Environmental Analysis	Winter Evening Scarborough
GGRA09S	Introduction to Geography: Spatial Analysis	Summer Day Scarborough Winter Evening Durham
GGRB02Y	Geographic Methods II: Analytical & Quantitative Methods	Winter Evening Scarborough
GGRB06Y	Geography of Economic Activity	Winter Evening Scarborough
GGRB07Y	Geomorphology: The Pleistocene Epic	Winter Day Scarborough
GGRB11Y	Remote Sensing of Environment	Winter Day Scarborough
GGRB12Y	Introduction to Historical Geography	Winter Day Scarborough
GGRB16Y	Local Area Studies	Winter Day Scarborough
GGRC03S	Regional Industrial Analysis and Development	Winter Day Scarborough
GGRC06F	Biogeography	Winter Day Scarborough
GGRC10S	Location Theory	Winter Day Scarborough
GGRC12F	Contemporary Issues in the Philosophy of Geography	Winter Day Scarborough
GGRC14F	Settlement of Upper Canada	Winter Day Scarborough
GGRC18F	Transportation Systems and Spatial Development	Winter Day Scarborough
GGRC20S	Rural Settlement	Winter Day Scarborough

GERMAN

GERA10: INTRODUCTORY GERMAN. Summer Day Scarborough

H. Ohlendorf

PREREQUISITES

OBJECTIVES

To introduce the student to the basic skills of the German language by listening, speaking, reading and writing. At the end of the session the student should be able to converse on simple topics, have a grasp of the structural features of the language and be in control of a good vocabulary.

CONTENT

Emphasis will be on the mastering of elementary structural patterns so that the student will be able to freely converse in, and write contemporary idiomatic German.

TEACHING METHOD

Three hours (two 1½ hour sessions) per day, five days a week in class with a native speaker.

BIBLIOGRAPHY

W. Lohnes and F.W. Strothmann. German, A Structural Approach. W.W. Norton & Co., New York.

EVALUATION

In class tests of varying lengths and a final examination.

ADDITIONAL COMMENTS

The course is offered in this format for the first time and thus to some degree experimental in that it approaches a full immersion programme.

GERA10Y: ELEMENTARY GERMAN Winter Day Scarborough

Instructor: W. Tepfenhardt

TYPE OF COURSE

An introductory language course for students without previous formal instruction in German.

PREREQUISITES

Enthusiasm and willingness to learn.

OBJECTIVES

The goals of the course are to enable the students:

a) to learn the fundamental principles of German Grammar and syntax.

b) to acquire a basic vocabulary.

c) to acquaint the student with a variety of reading materials and initiate conversation.

CONTENT

A basic textbook covering the fundamental principles of German grammar and syntax will be used throughout the year.

The students are being exposed to the four language skills (listening, speaking, reading and writing) from the very beginning of the course and are constantly encouraged to use previously learned material in a new context.

Early in the first term, graded reading materials are being introduced to enlarge the students' vocabulary and provide a starting point for conversation.

Throughout the course, emphasis is placed on the constant practice of the four language skills in a variety of combinations.

METHOD

Four hours of lectures and two hours of supervised practice in the language laboratory.

The students are expected to attend class and actively participate in all class procedures. Individual assistance outside of class is available whenever necessary.

BIBLIOGRAPHY (subject to change)

V.H. Vail/K. Sparks. Modern German. New York: Harcourt, Brace, Jovanovich, Inc. 1971.
K. Sparks/E. Reichmann. So Ist Es! A Contemporary Reader, New York: Harcourt, Brace, Jovanovich, Inc. 1972.
A. Wishard/E. Diller, ed. Spiel und Sprache. A First-year Motivational Reader, New York: W.W. Norton & Co. Inc. 1971.

GERB02F: 20th Century Prose Winter Day Scarborough

M. Swales.

TYPE OF COURSE

Part of specialist programme, but open to anyone meeting the prerequisites

PREREQUISITES

(German A11Y) German B20Y or equivalent.

COREQUISITE

German B04 Y. An advanced language course should be taken simultaneously.

EXCLUSIONS:
None

OBJECTIVES

The course intends to show the genesis of modern prose as it emerges from the conflict between the consciousness of the writer and an increasingly complex reality shaped by the revolution of science and technology. Its main goals are to explore the resulting attitude of the writers toward language, toward the structure of society and toward the concept of individuality. The course is to provide the student with the historical perspective as well as an appreciation of the literary principles necessary for the understanding of the prose fiction of our time.

CONTENT

The course is divided into 3 parts with the following themes:

1. Crisis of consciousness and language (Hofmannsthal, Rilke, Musil, Kafka);
2. The conflict of art and life (Mann, Hesse);
3. art and morality (Grass, Böll).

Careful attention will be given to the patterns of the subject -object relationship manifesting themselves in all three parts.

TEACHING METHOD

Three hours of a mixture of lectures and discussion sessions per week. I will begin each session with a more or less formal presentation which will subsequently serve as the basis for discussion. Lectures and discussions will be conducted in both English and German.

EVALUATION

There will be a number of short quizzes and a paper. Class participation will play a major role in the final evaluation.

BIBLIOGRAPHY (Primary sources only)

Hofmannsthal,H.v.: Ein Brief (mimeographed)

Rilke,R.: Die Aufzeichnungen des Malte Laurids Brigge, Frankfurt, Insel 1968

Musil,R.: Die Verwirrungen des Zöglings Torless, Hamburg, RoRoRo 300

Kafka,F.: Das Urteil, Frankfurt, Fischerb. 19

Mann,Th.: Tod in Venedig, Frankfurt, Fischerb. 54

Hesse,H.: Der Steppenwolf, Frankfurt, Suhrkamp,1971

Grass,G.: Katz und Maus, Hamburg, RoRoRo, 572

Böll,H.: Ansichten eines Clowns, Munchen,dtv.400

GERB03S: 20TH CENTURY DRAMA Winter Day Scarborough

H. Ohlendorf

TYPE OF COURSE

Intermediate course for both specialists and non-specialists.

PREREQUISITE

GERA11 (GERB20)

COREQUISITE

GERB04

OBJECTIVES

The course has several aims. It is intended

(1) to familiarize the student with major playwrights of our century;

(2) to derive from a close reading of modern plays an understanding of dramatic structures, as they emerge in an increasingly experimental fashion;

(3) to view these changes along with the themes and the plots against the broad background of the social and political developments in Germany since 1900.

CONTENT

The devastation and despair caused by the First World War and the hopes linked to the Russian Revolution are the background for the humanism and the social activism, which characterizes German expressionist drama. The search for new values lead to innovations in form and language (G. Kaiser, E. Toller). The stark intensity of the Expressionists is muted in the early plays of Brecht, who develops in order to convey his social analysis his form of Epic Theatre. The exciting beginnings of these trends in German drama were interrupted by the rise of Nazism and the Second World War to such an extent that even when German drama re-emerged it was with works by writers who had lived through the war outside of Germany. Brecht and P. Weiss were exiles, Frisch and Dürrenmatt are Swiss. Only in the last 10 to 15 years has German drama found new beginnings within Germany (Kipphardt, Dorst, Handke, et.al.).

TEACHING METHOD

Three hours of seminars per week.

BIBLIOGRAPHY

Will be available at the end of the Spring term.

EVALUATION

This being a seminar course, great emphasis will be placed on the preparation of and participation in discussions. There will be one major paper.

GERMAN B05 F: LITERATURE OF THE BAROQUE AND ENLIGHTENMENT

SESSION: Winter Day Scarborough

M. Swales

TYPE OF COURSE

Part of specialist programme, but open to anyone meeting the prerequisites

PREREQUISITES

(German A11Y) German B 20Y or equivalent

COREQUISITES

German B04Y. An advanced language course should be taken simultaneously.

EXCLUSIONS
NONE

OBJECTIVES

The course has the following goals:

1. to introduce major works of the 17th and early 18th century in the fields of poetry, prose, drama and literary theory,
2. to assess their intrinsic significance as well as their impact on the subsequent literary development,
3. to define their relationship to architecture, painting and music of their time,
4. to investigate the roots of the humanistic tradition of German idealism,
5. to pinpoint the early beginnings of modern poetry as well as of the "Bildungsroman",
6. to assess the relationship between war and the literary imagination.

CONTENT

The course includes detailed discussion of the theory and practice of Baroque poetry, centering on Martin Opitz, Andreas Gryphius, Paul Fleming and J. Chr. Gunter. An analysis of Grimmelshausens' novel Simplicius Simplicissimus is followed by a close reading of some of Klopstock's poetry. The last part of the course will deal with Kant's essays on history and philosophy and with Lessing as a playwright and the author of treatises on literature and poetry.

TEACHING METHOD
Three hours of a mixture of lectures and discussion sessions per week. I will begin each session with a more or less formal presentation which will subsequently serve as the basis for discussions. Lectures and discussions will be conducted in both English and German.

EVALUATION:

There will be a number of short quizzes and a paper. Class participation will play a major role in the final evaluation.

BIBLIOGRAPHY (Primary sources only)

Gryphius, A.:	Dichtungen	Rowohlts Klassiker RK 500/01
	Deutsche Barock Lyrik	Reclam 7804/05
Günther, J.Chr.:	Gedichte	Reclam 1295
Grimmelshausen, H.J.C.:	Abenteuerlicher Simplicius Simplicissimus	Goldmann 422/23
Klopstock, F.G.:	Messias, Gedichte, ABH.	Rowohlts Klassiker RK 512/13
Kant, E.:	Was ist Aufklärung	Vandenhoeck 258/60
Lessing, G.:	Nathan der Weise	Reclam 3
Lessing, G.:	Emilia Galotti	Reclam 45
Lessing, G.:	Laokoon	Reclam 271/71 a/b

GERB04Y: ADVANCED CONVERSATION AND COMPOSITION

Winter Day Scarborough

W. Tepfenhardt.

TYPE OF COURSE

Part of specialist programme, but open to anyone meeting the prerequisites and interested in developing his language skills on an advanced level of fluency.

PREREQUISITES

(German A11Y) German B20Y or equivalent.

COREQUISITES

Any one of the upper level literature courses.

EXCLUSIONS

None

OBJECTIVES

The course is designed for the students to reach objective standards of proficiency, as well as to enhance their fluency of oral and written expression, to the extent that their participation in literature courses conducted in German will be facilitated. On an advanced level the course intends to foster the students mastery of grammar and to develop their ability to converse in German with ease and clarity on any subject both of a general and a literary nature. All four language skills will be developed (reading, writing, speaking, translating).

CONTENT

There will be three major kinds of language exercise, each one centered around a different text book: 1. The grammar review will be done with the aid of Erna Kritsch's "Modernes Deutsch". 2. Translation exercises (English to German) will be taken from C.H. Moore: "Advanced Composition in German:. 3 Short pieces of prose and poems to be discussed will be taken from Heller and Ehrlich, "German fiction and poetry." In addition mimeographed material on current events will be introduced to spark class discussion and to encourage oral and written analysis in German.

TEACHING METHOD

Three hours of informal, yet structured discussion per week. With the exception of the grammar review, German will be the exclusive language of instructions.

EVALUATION

Evaluation is based on brief written assignments which will be given for every class. The degree and the level of class participation, however, will carry the greatest weight in the determination of the final grade. There will also be a number of short quizzes.

BIBLIOGRAPHY

Heller, P. und Ehrlich, E. (Ed.) German Fiction and Poetry, New York: Macmillan, 1967.

Kritsch, E.: Modernes Deutsch, New York: Appleton-C. -Cr. 1966.

Moore, H.C.: Advanced German Composition, London: Methuen, 1965.

GERB06S: HISTORY OF GERMAN — Winter Day Scarborough

J.D. Woods

TYPE OF COURSE

Introduction to The History of The German Language, for all interested students.

PREREQUISITES

Grade 13 German or GERA10.

EXCLUSIONS

None

OBJECTIVES

To gain a factual knowledge of the history of The German Language, as well as some appreciation of the principles which underlie historical language change, in general.

CONTENT

The course will cover:

1) location of German in time and space, as a member of the Indo-European language family.

2) The development of The Germanic languages, as a distinct entity within the Indo-European languages.

3) The demarcation of German as a cluster of High German dialects, during the early Middle Ages.

4) The changes which separate The Early- from The High Medieval form of the language.

5) The changes from medieval to early Modern German; The time of Luther.

6) The Modern German language, as seen in writings from the Baroque to Storm and Stress.

7) Modern German from Classicism to 1976.

TEACHING METHOD

Three hours per week; conversations about the assigned readings, and introduction of material to augment the readings.

BIBLIOGRAPHY

Text: Waterman, John T. (1972). A History of The German Language. Seattle: University of Washington Press.

Suggested: Bach, Adolf. (1965) Geschichte der deutschen Sprache. Heidelberg: Quelle und Meyer.

Sperber, Hans, and Pever von Polenz. (1968). Geschichte der deutschen Sprache. Berlin: de Gruyter.

EVALUATION

At the wish of the group, tests, essays or projects may be used. I will set up a test timetable, in the event that any students prefer tests. I feel that the sharing of thoughts and ideas among all members of the course is of paramount importance.

GERB07F: MODERN GERMAN POETRY — Winter Day Scarborough

R. Ohlendorf

TYPE OF COURSE

Intermediate course for both specialists and non-specialists.

PREREQUISITES

GERA11 (GERB20)

COREQUISITES

GERB04

OBJECTIVES

At the end of the course the student, I hope, will have an understanding of the historical development of German poetry, its forms, language and themes; and he will be aware of the poetic theories as put forth by the poets and their critics.

CONTENT

The course is new and the content has not been finalized. The material for the course will be selected from the works of Heine, Rilke, George, the Expressionists, Brecht, Benn, Enzensberger, Celan and others.

TEACHING METHOD

Three hours of seminars per week.

BIBLIOGRAPHY

Available at the end of the Spring term from the instructor.

EVALUATION

Emphasis will be on the preparation of and the participation in discussions. There will be a few minor papers.

GERB09F: INTRODUCTION TO MIDDLE HIGH GERMAN — Winter Day Scarborough

J.D. Woods

TYPE OF COURSE

Although the course is theoretically open to any interested student, we will work with the assumption that all members of the course have a clear reading command of Modern German. As such, the course is most likely to be of interest to specialists in German.

PREREQUISITE

GERB20Y

COREQUISITE

GERB04Y

EXCLUSIONS

None

OBJECTIVES

To gain a knowledge of the grammatical workings of Middle High German (MHG), in order to be able to read the language.

CONTENT

The course will consist of alternating reading/practice in Paul/Mitzka with reading in Schwarz (see Bibliography below). The workings of the language will be illustrated through readings in Hartmann's Gregorius and Der arme Heinrich.

TEACHING METHOD

Three hours per week of group discussion of both the language and the literature.

BIBLIOGRAPHY

Paul, Hermann, and Walther Mitzka. (1966). Mittelhochdeutsche Grammatik. Tubingen: Niemeyer.

Schwarz, Ernst, ed. (1967). Hartmann von Aue/Gregorius. Der Arme Heinrich. Darmstadt: Wissenschaftliche Buchgesellschaft.

EVALUATION

At the request of those involved in the course, tests and/or essays and/or other projects will be acceptable for the purposes of evaluation. Because class discussion is the forum in which the course-members' ideas are brought out and shared, the instructor places great emphasis on this mode of participation.

GERMAN B10 S: INTRODUCTORY SEMINAR ON GERMAN LITERATURE — Winter Day Scarborough

H. Ohlendorf.

TYPE OF COURSE

Introductory course for students of literature with previous knowledge of German (see prerequisites). Recommended for students interested in specialising in German.

PREREQUISITES

Grade 13, or German A10 or equivalent

COREQUISITES

German B 20Y

EXCLUSIONS
None

OBJECTIVES

The course intends to familiarize the student with the complexities of the literary work of art. It has 3 major goals:

1. To introduce the literary work of art as an intricately structured and coherent unit,
2. To familiarize the student with the fundamental criteria and techniques required for the analysis of the literary work,
3. to enable the student to make effective use of the basic skills of literary interpretation the course is designed to develop.

CONTENT

Poems and short pieces of prose from the Baroque to the present will be analysed in close reading. While in the first part of the course prosody 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 of the course patterns of rhetoric, syntax, and style will be investigated in the analysis of prose texts.

TEACHING METHOD
All sessions are informal tutorials. The objectives of the course will be reached in free flowing 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 also plays a major part in the final evaluation.

BIBLIOGRAPHY
All primary material will be handed out in mimeographed form.
As a theoretical foundation of the course the ollowing works are recommended reading:

Kayser, W. : Das Sprachliche Kunstwerk, Bern,1956

Friedrich,H.: Die Struktur Der Modernen Lyrik, Hamburg,1956

Bebrmann, A.: Einführung in die Analyse von Prosatexten,Stuttgart,1968

Wellek,R./ Warren,A.: Theory Of Literature, New York,1956

GERB11Y: CLASSICISM Winter Day Scarborough

H. Ohlendorf

TYPE OF COURSE

Advanced intermediate course.

PREREQUISITES

GERA11 (GERB20)

COREQUISITE

GERB04

OBJECTIVES

At the end of the course the student should

(1) have a clear understanding of the meaning and the critical limitations of the term "Classicism";

(2) be familiar with Schiller's late works and the works of Goethe's middle period;

(3) have an understanding of the philosophic and aesthetic principles of both writers as they manifest themselves in their creative and theoretical writings.

CONTENT

The creative integration of the idealized image of Greek and Roman antiquity and of the Renaissance into literature characterizes this period in large measure. The work of the archaeologist Winckelmann and critical writings by Lessing formatively influenced these trends in their beginning. The more specific experiences out of which the literary works grow are Goethe's journey to Italy and his scientific investigations, and Schiller's philosophic studies. Definitely on the reading list are:

Goethe: Römische Elegien; Iphigenie; Tasso; Die Wahlverwandtschaften.

Schiller: Über naive und sentimentalische Dichtung;Wallenstein, Maria Stuart.

TEACHING METHOD

Three hours of seminars per week.

BIBLIOGRAPHY

Will be available at the end of the Spring term.

EVALUATION

This being a seminar course, great emphasis will be placed on the preparation of and participation in discussions. There will be two major papers, one before and one after Christmas.

GERB15S: 19th CENTURY PROSE Winter Day Scarborough

M. Swales

TYPE OF COURSE

Part of specialist programme, but open to anyone meeting the prerequisites.

PREREQUISITES

(GERA11Y) GERB20Y or equivalent.

COREQUISITES

GERB04Y. An advanced language course should be taken simultaneously.

EXCLUSIVES

None.

OBJECTIVES

The course has three major goals:

1. to introduce the student to the history and the theory of the novella,
2. to relate the history of ideas to the character of a literary work of art,
3. to demonstrate the evolution of the short prose form in the 19th century.

CONTENT

The method of the course is both historical and systematic. This accounts for the sequence of texts which is not chronological. Works from three major periods of the 19th century will be discussed: Romanticism ([Kleist]), Brentano, Eichendorff), Biedermeier (Grillparzer, Stifter, Gotthelf) and Poetic Realism (Droste-Hülshoff, Meyer, Storm. Georg Büchner's role as the most innovative writer of his time and as the precurser of 20th century man will be assessed. Special attention will be given the analysis of the role of the creative and ingenious individual in society experiencing the clash between ideal and reality. Another focal point will be narrative technique.

TEACHING METHOD

Three hours of a mixture of lectures and discussion sessions per week. I will begin each session with a more or less formal presentation which will subsequently serve as the base for discussion. Lectures and discussions will be conducted in both English and German.

EVALUATION

There will be a number of short quizzes and a paper. Class participation will play a major role in the final evaluation.

BIBLIOGRAPHY (primary sources only)

Brentano: Die Geschichte vom braven Kasperl und dem schonen Annerl,

Storm: Der Schimmelreiter

both in: KURTZ, Drei Meisternovellen,Englewood Cliffs, Prentice Hall, 1966.

Eichendorff: Aus dem Leben eines Taugenichts , Reclam 2354

Grillparzer: Der Arme Spielmann, Reclam 4430

Droste-Hulshoff: Die Judenbuche, Reclam 1858

Gotthelf: Die Schwarze Spinne, Reclam 648 9/90

Kleist: Das Erdbeben in Chili, Reclam 7670

Büchner: Lenz, Goldmann

Stifter: Abdias,Manchester University Press, 1966

Meyer: Der Heilige, Reclam 6948/49

GERB16F: NINETEENTH CENTURY DRAMA Winter Day Scarborough

H. Oblendorf

TYPE OF COURSE

Intermediate course for both specialists and non-specialists.

PREREQUISITES

GERA11 (GERB20)

COREQUISITES

GERB04

OBJECTIVES

At the end of the course students should be knowledgeable about the plays and their authors; they should have an understanding of the dramatic structures on the basis of close readings of the texts; they should be able to relate plots, themes, characters and structures to the socio-political developments in Germany at that time.

CONTENT

We find in the 19th century plays which are highly innovative and experimental, daring in both subject matter and structure. Yet we also have more conservative authors, whose works reflect concern with enlivening traditional forms. If in the early part of the century we find still the urge to portray the struggle of the great historical hero against his fate (Grabbe, Büchner), there is an increasing tendency to focus on the plight of the oppressed and under-privileged. This tendency is accompanied by a growing sophistication on the part of the playwrights in the analysis of the psychology of the individual as well as in the criticism of social norms and conditions (Büchner, Hauptmann, Wedekind).

TEACHING METHOD

Three hours of seminars per week.

BIBLIOGRAPHY

Will be available at the end of the spring term.

EVALUATION

This being a seminar course, great emphasis will be placed on the preparation of and participation in discussion. There will be one major paper.

GERB18F: STRUCTURE OF GERMAN Winter Day Scarborough

J.D. Woods

TYPE OF COURSE

Theoretically open to any interested student, but we will work with the assumption that the student already has a good command of German. Therefore the course is most likely to interest specialists in German.

PREREQUISITE

GERB20Y

COREQUISITE

GERB04Y

EXCLUSIONS

None

OBJECTIVES

To gain an introductory knowledge of the workings of Modern German. Whatever linguistic terminology and methodology may be necessary will be introduced at the beginning of the course.

CONTENT

The course will survey the sound system (phonology), syntactic system (syntax), and semantic system (semantics) of Modern German. Examples will be drawn from any and all grammar texts which students used in their introduction to German course (these may be different, depending on the year and/or university in which this course was taken).

TEACHING METHOD

Three hours per week of group discussions on topics assigned for the week. As so many grammars could conceivably be used, it is difficult to predict exactly what will be read each week.

BIBLIOGRAPHY

(See above)

EVALUATION

Tests and/or essays and/or projects may be used, based on the wishes of the members of the course. Because so much of the value of a course is in class discussion, the instructor weights this mode of participation in the course very heavily.

GERB20Y: INTERMEDIATE GERMAN Winter Day Scarborough

Instructor: W. Tepfenhardt

TYPE OF COURSE

An intermediate language course for students with previous formal instruction in German.

PREREQUISITES

Grade 13 German or GERA10Y

OBJECTIVES

The goals of the course are to enable the students:

(a) to expand their active and passive vocabulary considerably through a variety of reading materials.

(b) to review the principles of German grammar and to focus on finer points of the language structure.

(c) to improve their oral and written command of the language *through conversation and composition.*

(d) to accomplish the transition from an elementary level of language proficiency to reading and discussing literary texts.

CONTENT

The reading material for the course consists of selections of modern short stories by contemporary German writers, graded *in difficulty*. For greater variety and a change in pace, articles from contemporary newspapers or magazines are introduced at intervals, throughout the year. In the second term, a major German play is being studied.

A thorough grammar review accompanies the reading selections, with frequent reference to the text at hand. As the course progresses, the emphasis on grammar decreases in favour of literary discussions.

One class hour per week, the students have the opportunity to discuss a variety of topics of their choice in free conversation, under the *supervision of* the instructor.

METHOD

Three hours *of lectures, one hour of supervised conversation* for each group (at the beginning of the year, the class was divided into two groups).

The students are expected to prepare regular homework assignments and participate actively in class discussions.

Several announced quizzes, three one-hour exams, compositions and written homework assignments will inform the students of their progress before the two-hour final examination.

BIBLIOGRAPHY (subject to changes)

K. Sparks/V.H. Vail. German in Review New York: Harcourt/Brace and World, Inc., 1967.

E.K. Ritsch/A. Schlimbach. Moderne Erzählungen. Prentice Hall. 1964.

H.W. Kelling.M.H. Folsom. *Wie Man's Sagt und Schreibt. Toronto,* Holt Rinehart and Winston, 1973.

L. Klier/U. Martin. Deutsche Erzählungen. München, Max Hueber, 1964.

F. Dürrenmatt. Der Besuch der Alten Dame. Houghton and Mifflin.

GERB21Y: THE DEVELOPMENT OF GERMAN DRAMA (IN TRANSLATION) Winter Day Scarborough

H. OHLENDORF

TYPE OF COURSE

Introductory course of intermediate difficulty for students, who are interested in German drama, but who are not specializing in *German. (This course* does not count towards a specialist certificate).

PREREQUISITES

None

OBJECTIVES

At the end of the course the student should

(1) be familiar with the major plays and playwrights in Germany from about 1750 to the present;

(2) have an understanding of the dramatic structures as they unfold in the 18th century and are expanded and varied in the 19th and 20th centuries.

(3) have some understanding of the plays, their structures, *themes and plots,* as they emerge from the broad background of the social and political milieu in Germany during that time.

CONTENT

This is a new course. Content and bibliography will be finalized towards the end of Spring.

TEACHING METHOD

One seminar of two hours once a week.

EVALUATION

Great emphasis will be placed on the preparation of and participation in the discussion. These will be two major papers.

GERC04H: STYLISTICS Winter Day Scarborough

P. Ohlendorf.

TYPE OF COURSE

Advanced course for specialists and non-specialists.

PREREQUISITE

GERB04

COREQUISITE

One B-level literature course.

OBJECTIVES

At the end of this course, which builds directly GERA11Y and GERB04Y 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.

CONTENT

The content of the course is determined by the objectives stated above and in large measure by the needs and desires of the students. Themes for discussion and composition will be chosen from a wide variety of areas. The same applies to the texts chosen for translation. The language spoken in class is German.

TEACHING METHOD

Two hours per week.

EVALUATION

Equal emphasis will be placed on the written work and on class discussion.

HISTORY

HISA01Y THE EUROPEAN WORLD: AN INTRODUCTION TO HISTORY

SESSION:
Winter Day Scarborough
Winter Evening Scarborough

M. Eksteins and J. Pearl

TYPE OF COURSE

An introductory course, open to all but required by those who wish to specialise in history. The course is also a prerequisite for further, more specialised, work in European history.

PREREQUISITES

None.

EXCLUSIONS

None.

OBJECTIVES AND CONTENT

This course is designed to serve as an introduction both to the study of history in general at the university level and to the study of European history. The student, it is hoped, will gain a broad perspective of the modern human experience and, at the same time, familiarise himself with some of the basic techniques of historical analysis. As a survey course, HISA01Y is concerned with establishing and tracing major trends in European society, politics, and culture. Always the emphasis is on the continuum of history. In the autumn term the period from the early middle ages to the French Revolution is examined, and in the spring term the subsequent period from Napoleon to approximately the end of the cold war.

METHOD

The course is based on two lectures and one tutorial per week. A number of readings in both primary and secondary sources are prescribed, but extensive further reading, on the student's own initiative and on the recommendation of the instructor, is essential. Two term papers, a written final examination, and active participation in tutorials are also required.

SUGGESTED INTRODUCTORY READING

Felix Gilbert et al., The Norton History of Modern Europe

HISB01Y NINETEENTH CENTURY BRITAIN SESSION: Winter Day Scarborough

J. Kenyon

TYPE OF COURSE

This is the basic course in British history, being the prerequisite for the more advanced courses in this field.

PREREQUISITES

None.

EXCLUSIONS

None.

OBJECTIVES

In conjunction with HISB02S and HISB04F will provide a comprehensive coverage of modern British history. It will examine in some detail the period between 1785 and 1918.

CONTENTS

The course will be concerned in particular with the problems caused by the transformation of an agarian into a highly industrialized economy, of an aristocratic into a liberal, democratic society and of a society based on the ideals of the enlightenment into one committed to those of evangelical humanitarism. It will examine both the social benefits and the social costs of these changes. 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.

METHOD

Two hours of lectures and one hour of tutorial each week.

EVALUATION

Students will be expected to take part in tutorial discussions, write one paper of about 2000 words each term and complete a final examination.

HISB02S FROM EMPIRE TO WELFARE STATE SESSION: Winter Day Scarborough

J. Kenyon

TYPE OF COURSE

This is an introductory course which is suitable for all interested students.

PREREQUISITES

None.

EXCLUSIONS

None.

OBJECTIVES

In conjunction with HISB01Y and HISB04F will provide a comprehensive coverage of modern British history. It will examine in some detail the period between 1906 and 1970.

CONTENT

At the start of the twentieth century Britain was the centre of the most extensive empire the world had ever known. By 1970 she had abandoned her imperial role and replaced it with the purpose of establishing "a just society". The purpose of this 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 has lost all sense of purpose in the modern world.

METHOD

There will be two lectures each week but no formal tutorials. Voluntary tutorials will be arranged for those who would like the opportunity to discuss these problems in greater detail.

EVALUATION

Students will be required to write one paper of between 3000-3500 words and a take-home exam at the end of the term.

HISB03Y HISTORY OF THE UNITED STATES

SESSION:
Summer Evening Oshawa
Winter Day Scarborough

William M. Dick

TYPE OF COURSE

Introduction to United States History; pre-requisite for all other courses in American history.

PREREQUISITES

None.

OBJECTIVES

No history is conceivable without factual knowledge, but this course also intends to introduce students to the main debates with which most American historical literature is concerned. It will be self-contained but should also provide a historical background for other courses in politics and literature. It is also hoped that some students will identify particular interests in American history for study in more advanced courses.

CONTENT

Major themes from the Revolution to the present, including independence, political reorganization, political parties, territorial expansion, nationalism and sectionalism, slavery and civil rights questions, the response to industrialism, reform movements, and the United States as a world power.

METHOD

Two hours of lectures per week in which there will be ample time for questions. One tutorial per week, usually devoted to exploring some particular article taken from the set readings.

BIBLIOGRAPHY

Current, Williams, Freidel, American History, A Survey

Katz and Kutler, New Perspectives on the American Past 2nd ed., 2 vols.

De Tocqueville, Democracy in America (selections)

Sinclair Lewis, Babbitt

HISB04F TUDOR AND STUART BRITAIN

SESSION:
Winter Day Scarborough

J. Kenyon

TYPE OF COURSE

This is an introductory course which is suitable for all interested students.

PREREQUISITES

None.

EXCLUSIONS

None.

OBJECTIVES

In conjunction with HISB01Y and HISB02S will provide a comprehensive coverage of modern British history. It will examine in some detail the period between 1485 and 1714.

CONTENT

The purpose of the course is to explain the process of change in a pre-industrial society. We shall examine the various forces, political, social, economic, intellectual and especially religious which brought about a state of crisis in sixteenth and seventeenth century Britain from the time of the Reformation through the period of the Civil War until the final revolution in the Glorious Revolution of 1688 and the new stability of eighteenth century Britain.

METHOD

There will be two lectures each week, but no formal tutorials. Voluntary tutorials will be arranged for those who would like the opportunity to discuss these problems in greater detail.

EVALUATION

Students will be required to write one paper of between 3000-3500 words and a take-home exam at the end of the term.

HISB05F CANADA BEFORE CONFEDERATION

SESSION:
Winter Day Scarborough
Winter Evening Scarborough

J. Moir

TYPE OF COURSE

HISB05 is intended as an introductory, rather than a survey, course on pre-Confederation Canada.

PREREQUISITES

None, although prior successful completion of HISA01 is strongly recommended.

OBJECTIVES

Because of the length of the period being examined and because of the wide variety of themes, this course is selective rather than comprehensive in its approach. Major topics with continuing relevance to Canada's development are examined in lectures, and students are expected to acquire a general overview of the whole period by reading from a text book, and from a full bibliography distributed to class members.

CONTENT

The themes examined in lectures stress a regional approach to Canadian history and do not concentrate on any one particular aspect, such as constitutional or economic factors. The purpose of the lectures is to consider in depth all features of national development by highlighting specific problems in particular periods, with students being responsible for acquiring a general knowledge of the subject.

METHOD

In addition to lectures, discussion groups examine selected problems from the book, MacKirdy, Changing Perspectives in Canadian History, with students participating in discussion and giving oral presentations as a starting point for such discussions. Attendance and participation in discussion groups is mandatory and assignments are distributed by the discussion group leaders.

EVALUATION

A final examination is held and the balance of the grade is awarded for two essays (approximate length 3000 words) and for participation in discussion groups.

HISB05 (and in some cases HISB06 as well) is a prerequisite for further work in Canadian history.

HISB06S CANADIAN HISTORY BEFORE CONFEDERATION

SESSION:
Winter Day Scarborough
Winter Evening Scarborough

I.R. Robertson

TYPE OF COURSE

Introductory

PREREQUISITES

None

EXCLUSIONS

None

OBJECTIVES

To provide students with an understanding of basic developments in Canadian history, which, hopefully, will (a) establish a framework into which those who will be doing further study in Canadian history will be able to fit more specialized courses, and (b) serve the needs of those who will be taking the course simply for the purpose of extending their general knowledge of enhancing their self-awareness as Canadians.

Beyond the objectives just mentioned, which emphasize the content of the course and its transmission to students, it is hoped that the tutorials in particular, by providing the opportunity for intensive study of specific themes, will increase the ability of students to think historically, and hence critically.

CONTENT

A survey of the political, economic, social, and cultural history of Canada since 1867, with emphasis upon the first 50 years.

METHOD

Two hours of lectures and one tutorial per week.

BIBLIOGRAPHY

There is no textbook; if a comprehensive study is required, W.L. Morton, The Kingdom of Canada, 2nd ed. is as good as any. Books required for the tutorials will be announced at the first class.

EVALUATION

Usually the proportion is something like the following: 1/3 for an essay, 1/3 for an examination, and 1/3 for the quality and regularity of participation in tutorials.

ADDITIONAL COMMENTS

Students are expected to read between 50 and 100 pages per week in addition to preparation for tutorials. Regular attendance at tutorials is required.

HISB07Y RUSSIAN HISTORY FROM THE THIRTEENTH CENTURY TO THE PRESENT

SESSION:
Winter Day Scarborough
Winter Evening Scarborough

Wayne Dowler

TYPE OF COURSE

Introductory.

PREREQUISITES

None.

OBJECTIVES

The purpose of this course is to familiarize the student with the complex and fascinating course of Russian history from the thirteenth century to the present. Special attention will be paid to the major institutional, social and ideological changes which characterized Russian life during these centuries. Whenever possible readings have been selected from primary source materials so that the students will become acquainted not only with the facts but with the flavour of Russian cultural development.

METHOD

Two hours of lectures and one hour of tutorial per week.

EVALUATION

There will be an examination at the end of each term. The first will cover material from the thirteenth century to 1800 and the second from 1800 to the present. There will also be one long (3000-4000 words) essay or two short (1500-2000 words) essay in each term. Participation in tutorials plays an important role in determining the final grade.

BIBLIOGRAPHY

Jerome Blum, Lord & Peasant in Russia from the Ninth to the Nineteenth Century.

Basil Dmytryshyn, ed., Medieval Russia: A Source Book, 900-1700.

_____, Imperial Russia: A Source Book, 1700-1917.

Jay Oliva, Russia in the Era of Peter the Great.

T. Anderson, ed., Masters of Russian Marxism.

HISB15Y ASPECTS OF EUROPEAN SOCIAL HISTORY 1789-1918

SESSION:
Winter Day Scarborough

William M. Dick

TYPE OF COURSE

While not a highly specialized course, it does assume a general knowledge of Modern European history.

PREREQUISITES

HISA01. Knowledge gained in other courses in 19th century British and European History will be useful.

OBJECTIVES

The aim of the course is to survey the main developments in a society emerging from an agrarian base and undergoing industrialization. It focusses on Europe as a whole and is thus a course in international history. Yet at the same time it constantly weighs the importance of different national experiences on developments.

Social ideas that were apparently influential in channeling mass action will also be studied, but the student will be constantly called upon to assess the real importance of these ideas and to consider to what extent they had the effect their authors intended. This aspect of the course will mean exploring some of the recent writing by social historians on mass behaviour.

CONTENT

The course begins by considering the social impact of the French Revolution and the survival of the Jacobin ideal among later thinkers who sought to influence mass opinion. There follows a consideration of population growth, industrialization and urbanization, and the initial response to these developments on the part of both social thinkers and the masses. The first section ends with a consideration of the social aspects of the revolutions of 1848.

In the second half, the course surveys the main political and social institutions by which mass activities were channelled. This involves the study of socialist parties, their internal dissention, and their relations with labour movements. Within this framework, students will then examine some periodical literature on mass behaviour, in particular strike patterns. The course ends with a consideration of the impact of the first world war on European society.

METHOD

Two consecutive hours per week, for informal lectures. In addition there will be a tutorial hour for discussion of some particular texts.

BIBLIOGRAPHY

Stearns, P., European Society in Upheaval.

Rude, G., The Crowd in History.

HISB17Y GERMANY IN THE NINETEENTH AND TWENTIETH CENTURY

SESSION:
Summer Day Scarborough
Winter Day Scarborough

M. Eksteins

TYPE OF COURSE

Necessarily a survey course, but one which assumes that students are acquainted with the basic contours of modern European history and are aware of the variety of historical method.

PREREQUISITES

HISA01Y. A knowledge of German, though useful, is not required.

EXCLUSIONS

None.

OBJECTIVES

Modern German history, owing to its often sensational nature, presents the historian with particularly challenging problems of analysis and interpretation. Questions about the continuity of history, about causality in history, about the primary motivating forces in history are singularly striking in the study of Germany's development. Hence, this course is intended not only to familiarize the student with Germany's recent past but also to encourage him or her to grapple with the prominent methodological problems which confront the historian.

CONTENT

The course involves a thematic treatment of Germany from the decline of the Holy Roman Empire to the present day; it attempts to interpret Germany's political experience through an analysis of society, economics, and culture. 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 postwar Germanies, east and west, the course focuses largely on imperial Germany and the Weimar and Nazi experiments. The nature and social impact of industrialization, the strains accompanying the modernization of a 'belated' society, the domestic roots of foreign policy, and the relationship between humanism and barbarism, are some of the important broader issues dealt with in this course.

METHOD

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.

SUGGESTED INTRODUCTORY READINGS

K. S. Pinson, Modern Germany

O. von Bismarck, Reflections and Reminiscences

A. Bullock, Hitler: A Study in Tyranny

R. Dahrendorf, Society and Democracy in Germany

HISB21F FRONTIER COMMUNITIES IN THE BRITISH EMPIRE-COMMONWEALTH: THE SOUTH AFRICAN MODEL

SESSION:
Winter Evening Scarborough

J. Kenyon

TYPE OF COURSE

This is a course dealing with a particular historical problem and is therefore best suited for inclusion in a specialist programme.

PREREQUISITES

HISB01Y

EXCLUSIONS

HISB19

OBJECTIVES

To examine the development of frontier societies in the light of the theories of, on the one hand, F. J. Turner, The Frontier in American History and, on the other, L. Hartz (ed.) The Founding of New Societies.

CONTENTS

While Australian, Canadian and New Zealand history will provide illustrative material, the major emphasis will be on developments in South Africa. In this country the problems have been compounded by the existence of three races, African, Afrikaaner and British. What we have to explain is the success of the Afrikaaners in establishing in the twentieth century an independent republic based on their traditional ideal of apartheid, which is very different from the democratic community Turner believed would be created under these circumstances. Moreover this was achieved in the face of major challenges from an alien British administration more concerned with Imperial than South African interests, from missionaries and colonial reformers who believed it possible to plan the development of a South African Society with very different value standards and finally from the force of economic imperialism set alive by the discovery of diamond and gold mines.

METHOD

There will be two lectures each week but no formal tutorials. Voluntary tutorials will be arranged for those who would like the opportunity to discuss these problems in greater detail.

BIBLIOGRAPHY

A. Keppel-Jones, South Africa

L. Hartz, (ed.) The Founding of New Societies

F. J. Turner, The Frontier in American History

EVALUATION

Students will be required to write one paper of between 3500-4000 words and a take-home exam at the end of the term.

HISB22S BRITISH IMPERIALISM IN INDIA

SESSION: Winter Evening Scarborough

J. Kenyon

TYPE OF COURSE

This is a course dealing with a particular historical problem and is therefore best suited for inclusion in a specialist programme.

PREREQUISITES

HISB01Y

EXCLUSIONS

HISB19

OBJECTIVES

Imperialism in one form or another remains one of the major international forces in the world today and one of the great potential causes of conflict. The purpose of the course is to add to our understanding of its complex character by an account of the British model.

CONTENTS

Although some comparison will be made with developments in Africa and the rest of Asia, the main emphasis will be placed on the relationship between Britain and India, a country which, when the first contact was made, had by far the longer history of civilized life. Britain was to exercise authoritarian power in India for two hundred years from the middle of the eighteenth century until the transfer of power in 1947, and during this period British society was to be transformed just as extensively as was Indian Society. The problem for the historian is to measure the influence on India for good or for evil of a Britain whose own character was being changed in such a fundamental way. It is also necessary to understand the Indian reaction to these developments and to examine in particular the controversy between those who believed that the struggle for freedom from imperial rule would mean the restoration of traditional Indian society and those who were fighting this struggle in order to achieve self-government in terms of the British system of parliamentary democracy. In 1947, indeed, the British administration's major problem was to decide not whether to transfer power but who in India had the legitimate authority to claim it.

METHOD

There will be two lectures each week, but no formal tutorials. Voluntary tutorials will be arranged for those who would like the opportunity to discuss these problems in greater detail.

BIBLIOGRAPHY

P. Spear, A History of India, v.2. (Pelican Original Paperback).

EVALUATION

Students will be required to write one paper of between 3500-4000 words and a take-home exam at the end of the term.

HISB27Y: EUROPE 400-1100 Winter Day Scarborough

Instructor: John Corbett - H-520 Phone 284-3171 (Office)
482-6171 (Home)

TYPE OF COURSE

A survey course, for students who have not previously studied this period in depth. This course should be part of the programme of History Specialists, but it will also interest non-specialist students in related areas (e.g. Art History Language and Literature, Philosophy).

PREREQUISITES

No formal prerequisites, but some background in historical method will be helpful. A knowledge of some modern European language (apart from English) is desirable but not required.

EXCLUSIONS

None

OBJECTIVES

The course goals are: to introduce the student to European History in the early Middle Ages, criticizing conventional conceptions of medieval society and acquainting the student with the wide scope of the European experience in this period. To introduce the student to a selection of the more significant source material and modern scholarship relating to this subject area. My particular bias leads me to stress the underlying unity of structure which associates ideas with political, social and economic life. More specifically, students will be expected:

- to acquire a general familiarity with the literature in this subject (outlined in detail in my bibliography - see below)
- to choose a topic area each term for more concentrated research (the results of which are to be presented in a seminar and in a written essay).
- to develop a personal view of this subject on the basi of his/her reading and research and to be able to explain how this view contributes to the work of modern schodarship.

CONTENT

The subject of this course is a vast one, fascinating but somewhat daunting to any beginner. Any attempt to indicate briefly some of the themes which such a course must consider is bound to be inaccurate. I have chosen, for convenience, to break the material down into "cultural units centered on specific periods; without ignoring the "institutional" approach to Medieval History or denying the overall unity of European history in this period, I am concerned to present in a vivid manner the diversity of the historical experience of Europe in the Middle Ages. The following are the topic areas which I have chosen to emphasize:

(i) The Background in the later Roman Empire
(ii) The Western ('Barbarian') Kingdoms
(iii) The Empire in the East
(iv) The Arabs and Europe
(v) The Carolingian Renaissance
(vi) The Vikings
(vii) The Medieval Worlds
(viii) The Crusades - A Christian Ideal?

METHOD

Two hours of lectures (with discussion) and one hour of tutorial per week.

BIBIOGRAPHY

I have available to interested students (i) a Bibliography (ii) A Course Outline and Study Guide. Please contact me for copies or begin by reading: H. Pirenne Mohammed and Charlemagne (Methuen 1968), or F. Lot The End of the Ancient World and the Beginning of the Middle Ages (Harper TB 1044).

HISB28Y EUROPE UNDER THE ENLIGHTENED DESPOTS

SESSION: Winter Day Scarborough

Wayne Dowler

TYPE OF COURSE

A second-level course.

PREREQUISITES

HISA01Y or equivalent.

OBJECTIVES

This course does not pretend to be a detailed survey of eighteenth-century European history. Instead it is an examination of the conflict between the social and political theories of the enlightenment and the *practices* of eighteenth-century rulers, of the discrepancies between ideal and real. The orientation of this course is intellectual history: not an examination of ideas in the abstract but of ideas in their historical content, in a dialectical relationship with the reality from which they grew and which they sought to alter.

CONTENT

In the first part of the course the ideas of selected enlightenment theorists will be examined. The influence of these ideas on the social and political perceptions of European rulers will then be explored. And finally the validity of these perceptions will be tested against the realities of eighteenth-century life and the necessities of practical politics.

METHOD

Two hours of lectures (with discussion) and one hour of tutorial per week.

EVALUATION

Students will be expected to write one essay of from 3000-4000 words in each term. Participation in tutorial discussions will be particularly important in this course. There will be a final examination.

BIBLIOGRAPHY

Readings will include selections *from* Montesquieu, Beccaria, Voltaire, Kant and other representatives of enlightenment thought and available memoirs and letters of European monarchs and influential statesmen.

HISB35Y THE AMERICAN RESPONSE TO INDUSTRIALIZATION

SESSION: Winter Day Scarborough Winter Evening Scarborough

William M. Dick

TYPE OF COURSE

Concentrates on particular themes in American history. It is not particularly specialized, but students will find the approach different from that taken in HISB03, which provides the base for this course.

PREREQUISITES

HISB03.

OBJECTIVES

To consider the different ways in which American society with its long tradition of individualism and equality has responded over the past century to the problems which inevitably come with heavy industrialization. In particular the course studies: the organization of business and its relations with government; the struggle over government responsibility for regulation of working conditions and relief of poverty; the response of the working classes, both organized and unorganized.

Students are also expected to read some of the literature on dissenting movements, and on the relationship between foreign policy and domestic questions.

CONTENT

The course begins with general considerations of American Society in the Gilded Era: the place of immigration, social mobility, social attitudes. Following this, two main periods are studied, following the themes listed above:

1. From the 19th Century to the New Deal.
2. From the New Deal to the present.

METHOD

Two consecutive hours per week for informal lectures, plus one hour for discussion of particular texts.

HISB43Y ONTARIO HISTORY OF THE 19TH CENTURY

SESSION: Winter Evening Scarborough

W. A. McKay

TYPE OF COURSE

A mid-level course which may form part of a specialist programme.

PREREQUISITES

HISB05, HISB06 or equivalent.

EXCLUSIONS

None.

OBJECTIVES

To gain a broader understanding of the historical development of 19th century Ontario and its relationship to its neighboring colonies, the empire and the United States.

CONTENT

A study of the development of the province from the coming of the Loyalists to the establishment of the modern provincial government under Oliver Mowat.

The lectures will attempt to provide on a broad canvas the picture of Ontario as it emerged from the pioneer society of early 19th century and moved toward maturity. Seminars will deal with special highlights within the broad spectrum. Students will also be required to become familiar with a number of 19th century Ontario publications and to evaluate them in the light of modern historical research.

METHOD

One lecture and one seminar each week which includes a weekly research subject. One essay and one book review.

BIBLIOGRAPHY

Upton, L.F.S., United Empire Loyalists: Men and Myths.

Dunham, A., Political Unrest in Upper Canada.

Head, F.B., A Narrative.

Gates, L.F., Land Policies of Upper Canada.

Moir, J.S., Church and State in Canada West.

Sissons, C.B., Egerton Ryerson: His Life and Letters.

Dent, J.C., The Past Forty Years: Canada Since the Union of 1841.

Berger, C., The Sense of Power.

Smith, G., Canada and the Canadian Question.

Swainson (ed.) Oliver Mowat's Ontario.

EVALUATION

The course evaluation will be based on the following formula: Book Review, 15%, Essay, 20%, Tutorial contribution, 25%, Examination, 40%.

COMMENTS

Students should be prepared to purchase some of the books required for this course.

HISB44F CANADIAN RELIGIOUS TRADITIONS

SESSION: Winter Day Scarborough

J. Moir

TYPE OF COURSE

A lecture course designed to introduce students who possess a general background in Canadian history to the role of religion in national development.

PREREQUISITES

HISB05, HISB06. It is intended that HISB44 shall be a prerequisite for HISC41 and HISC42 after 1975-76.

CONTENT

The range of topics to be examined is wide and includes such themes as institutional growth, regionalism, relation to pacifism, nationalism, and internationalism, social attitudes and customs, church-state relations, education, ethnic and minority groups, home and foreign mission objectives, religious phenomena and organizations, denominational tensions; views on wealth, poverty, industrialization and urbanization, theological and philosophical trends.

METHOD

Three lecture hours per week are provided, (occasionally lecture hours may be used for other forms of instruction). During the term students will submit book review projects (each 1000-1500 words) on comparisons of assigned titles, and one formal essay (3000 words) on a topic chosen in consultation with the instructor. A written examination will be held at the end of term.

SUGGESTED READINGS

No text book is assigned but extensive reading from designated books is required. Marks will be assigned on the basis of both oral and written presentations.

HISB46Y ATLANTIC CANADA

SESSION: Winter Day Scarborough

I. R. Robertson

TYPE OF COURSE

An introduction to regional history.

PREREQUISITES

HISB05, HISB06.

EXCLUSION

HISB46F

OBJECTIVES

1) to promote the study of a region whose history has been largely ignored by Canadian historians, and hence inaccessible to students. The emphasis will be on the distinctive features of Nova Scotia, New Brunswick, Prince Edward Island, and Newfoundland both individually and as a region.

2) to provide the opportunity, through intensive study of limited subject-matter, to examine such historical phenomena as regional underdevelopment in some depth.

CONTENT

This course will examine the Maritime provinces and Newfoundland from the first European contacts to the present. It includes the material in the former HISB46F ("The Maritime Region Before Confederation"), with the addition of (A) the post-Confederation period of decline in the Maritimes, and (B) the history of Newfoundland. The Newfoundland material should prove particularly interesting since it is generally considered that Newfoundland's 20th-century history has been better served by historians than that of any other province.

Subjects to be covered will include the following: international fisheries; French régime; British settlement; responses to the American Revolution; the Loyalist impact; colonial economies and social structures; struggles for responsible government, and its eventual loss in Newfoundland; religious and ethnic tensions; adjustment of the Maritimes to Confederation; prolonged resistance of Newfoundland; farmer, labour, and fishermen's movements; the persistence of regional underdevelopment; literary and intellectual developments.

Because of the limitations in the material available, emphasis will be on the pre-Confederation period in each province.

METHOD

The course will consist of one two-hour lecture and one one-hour tutorial per week.

BIBLIOGRAPHY

There is no textbook. Preparatory reading for the course might include the following: S.J.R. Noel, Politics in Newfoundland;

A.H. Clark, Acadia; T.C. Haliburton, The Clockmaker; W.S. MacNutt, New Brunswick; and D.Weale and H.Baglole, The Island and Confederation.

EVALUATION

Approximately equal weight will be given to formal written work, an examination, and tutorial performance.

HISC12F THE WITCHCRAFT CRISIS IN EARLY MODERN EUROPE 1500-1700

SESSION: Winter Day Scarborough

Jonathan L. Pearl

TYPE OF COURSE

An advanced history seminar course emphasizing student participation, and research.

PREREQUISITES

HISA01Y and at least one B-level course in History.

EXCLUSIONS

None.

OBJECTIVES

To attempt to understand the intellectual world of Early Modern Europe and the place of witchcraft beliefs and persecutions in that world, and to understand the social setting of these beliefs. Further, students will through the preparation of a research project become acquainted with the problems of the use of primary source materials.

METHOD

One meeting of two hours per week. Students are expected to read in order to be prepared to participate in discussion.

REQUIRED READINGS

E.W. Monter, European Witchcraft

J. Caro Baroja, The World of Witches

A. Macfarlane, Witchcraft in Tudor and Stuart England

K. Thomas, Religion and the Decline of Magic

H. Trevor Roper, The European Witch Craze

HISC13F THE SCIENTIFIC REVOLUTION 1550-1700 — Winter Day Scarborough

Jonathan L. Pearl

TYPE OF COURSE

An advanced history seminar emphasizing student participation and research.

PREREQUISITES

HISA01Y and at least one B-level course in History.

EXCLUSIONS

None.

OBJECTIVES

To gain an appreciation of the growth of scientific thought in European intellectual history, and its effect on society. To learn of the contributions of individual scientists, as well as the social setting which conditioned them. Students will also do a research project which will further train them in research techniques, as well as giving them an opportunity to delve deeply into a specific problem.

METHOD

One meeting of two hours per week, with emphasis on student papers.

REQUIRED READING

A. Koestler, The Sleepwalkers

T. Kuhn, The Copernican Revolution

HISC17Y EUROPEAN SOCIETY AND CULTURE BETWEEN THE WORLD WARS — SESSION: Winter Day Scarborough, Winter Evening Scarborough

M. Eksteins

TYPE OF COURSE

An advanced seminar course, which assumes a solid acquaintance with modern European history.

PREREQUISITES

HISA01Y and one B-level course in history, preferably in the European area.

EXCLUSIONS

None.

OBJECTIVES AND CONTENT

This seminar course investigates the impact of war, technology, economics, and totalitarianism on the social condition and mind of modern European man. The particular is not ignored but the emphasis is on the uniform rather than the unique.

In the first term certain broad issues, including the problem of methodology, are discussed for the purpose of establishing an overview of the subject and delineating the most significant questions and approaches. Such concepts as 'the age of the masses', 'the atomisation of society', 'the dehumanisation of man', are analysed, and the applicability of these concepts to the modern European situation is tested. A brief book review is the written assignment in the autumn term.

In the second term students pursue the general questions and approaches discussed earlier in greater detail by means of research projects. They present their preliminary findings to the seminar for discussion and then submit a written paper of 8-10,000 words at the end of the year.

There is no final examination usually, but a significant portion of the final mark is allotted to participation in the seminar. A reading knowledge of one or more foreign languages is not indispensable but certainly helpful, particularly for the research paper.

METHOD

A two-hour seminar per week.

SUGGESTED INTRODUCTORY READING

Raymond J. Sontag, A Broken World 1919-1939

G. Lichtheim, Europe in the Twentieth Century

Fritz Stern (ed.), The Varieties of History

HISC18Y THE RUSSIAN INTELLIGENTSIA SESSION: Winter Day Scarborough

Wayne Dowler

TYPE OF COURSE

A senior seminar.

PREREQUISITES

HISA01Y

OBJECTIVES

In the history of no other country has the intelligentsia played so significant a role as in nineteenth- and twentieth-century Russia. The Russian intelligentsia was not a class; its members were drawn from all classes. But if the intelligentsia lacked a common class experience, its members, nevertheless, shared a mood, a feeling of dissatisfaction with the status quo and of discontent with state and society as they were presently constituted. They regarded themselves as the intelligence of the nation, the guardians of its spiritual and moral integrity, and all were determined to remould the nation in conformity to some ideological preconception. These preconceptions were widely divergent, ranging from the conservatism of the Slavophil Ivan Aksakov to the revolutionary anarchism of Bakunin. The Russian intelligentsia, therefore, embraced most of the leading intellectual figures of Russian life, from Chernyshevsky to Lenin, from Dostoevsky to the religious existentialist Berdaev. The aim of the course is to discover the underlying nature and goals of the intelligentsia in Russia.

CONTENT

In the first part of the course the nature of the intelligentsia will be discussed and a working definition of the term will be established. The bulk of the course will consist of a detailed examination through the writing of some of the leading itelligenty of intelligentsia ideas and personalities. In concluding sessions, the fate of the intelligentsia in the Soviet Union and the new, twentieth-century connotations of the word will be explored.

METHOD

Two seminar hours per week.

EVALUATION

Students will be expected to write one essay of from 4000-5000 words in each term. They will also be required to present an oral preliminary report in the seminar on the subject of their term essay. There will be no final examination.

BIBLIOGRAPHY

Since sufficient material has now been translated from Russian, students will be expected to work for the most part from primary source materials. Readings will probably include novels by Chernyshevsky, Turgenev, Dostoevsky and Pasternak and short theoretical essays by Chaadaev, Pisarev, Tolstoy, Trotsky and Lenin.

HISC21Y URBANIZATION AND SOCIAL CHANGE IN 19TH CENTURY ENGLAND SESSION: WINTER DAY SCARBOROUGH

J. Kenyon

TYPE OF COURSE

This is an advanced research course for senior students who will be expected to write one major paper based on primary material.

PREREQUISITES

HISB01Y

EXCLUSIONS

None.

OBJECTIVES

To provide an opportunity to complete a piece of original research and to present their findings both in oral discussion and in written form.

CONTENTS

The aim of the course is to recreate the way of life which developed in the new cities of nineteenth century England and, in doing so, add 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 povery, 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.

METHOD

A two hour seminar each week.

EVALUATION

In the first term students will be expected to take part in a discussion of the general problems of city life based on a reading of A. Briggs, Victorian Cities. The major work of the second term will be the preparation and writing of a research paper for which you will need to use the resources of the university as well as the College Library. Seminar discussions during this term will relate to the topics of these papers, and will be based as far as possible on contemporary material. During the year films on various aspects of Victorian social life will be shown.

BIBLIOGRAPHY

A. Briggs, Victorian Cities

E. Jones, Towns and Cities

O. Handlin (ed.), The Historian and the City

H. Dyos (ed.), The Study of Urban History

HISC34F REVOLUTIONARY AMERICA 1760-1790

SESSION: Summer Evening Scarborough

A. N. Sheps

TYPE OF COURSE

A senior seminar course. Can be part of a history specialist programme (note: this course can be used in satisfying the History Specialist Programme's requirement of at least one course dealing entirely with a period before 1815). Should be of interest to students interested in political theory, American and British literature and culture, the eighteenth century, and the history of revolutions as well as those whose primary interest is North American history.

PREREQUISITES

Some experience with history courses is necessary but the course is not designed exclusively either for History Specialists or students of American history. Therefore, any one of HISB01Y OR HISB03Y OR HISB05F is required.

EXCLUSIONS

None.

OBJECTIVES

To give students the opportunity of intensive investigation of a particular and crucial period in history in the widest possible context, to familiarize themselves with the use of some primary source material, to learn something about the writing of history by studying the debate about the nature of the American Revolution, and to enable them to apply a number of techniques and interpretations of historical investigation to a particular event and body of evidence.

Thus, discussion in class and writing about the significance of the evidence examined, and not just the assimilation of factual information, is an important goal of this course.

CONTENT

HISC34F will examine the origins, course and effect of the American Revolution. Attention will be paid to the social, economic and political organization of America, the political ideas of the Revolution and their relationship to Western political thought, the role of propaganda and techniques of agitation and resistance, the relative importance of elite and popular participation, "revolutionary" changes in the new states, the formation and significance of the Constitution, the impact of the Revolution on Canada and Great Britain, and the importance of the Revolution for subsequent United States history.

METHOD

A bi-weekly two-hour seminar, based on required and suggested readings. General discussion of defined topics will be an important feature of each class (and of the course). Also, there will be a brief report from a member of the class about a particular problem related to the general topic. Three written pieces of work will be asked for, one the report read in class (750-1000 words), one short biographical essay about a participant in the Revolution (2000 words), and one essay on an aspect of the period to be selected by the student (3500 words). There will be tests or examinations. Evaluation will be based on the written and oral work.

BIBLIOGRAPHY

Dan Lacy, The Meaning of the American Revolution. N.Y. and Toronto: New American Library, 1966.

J.P. Greene (ed.), The Reinterpretation of the American Revolution, 1763-1789. N.Y.: Harper & Row, 1968.

D.L. Jacobson (ed.), Essays on the American Revolution, N.Y.: Holt, Reinhart and Winston, Inc., 1970.

HISC41F OLD HURONIA — SESSION: Winter Evening Scarborough

J. Moir

TYPE OF COURSE

The story of Huronia, covering less than half a century, provides a "test-tube" study of cultural interaction between Europeans and native North Americans.

PREREQUISITES

HISB05 or permission of the Instructor.

OBJECTIVES

HISC41 has two different objectives: The first is to examine the cultural interaction when a stone-age people encounter the world of Shakespeare, gun powder and the printing press. The second is to introduce students to the critical use of different kinds of primary sources of history -- archeological remains, place-names, contemporary maps and manuscript records -- and to consider the varying ways these materials are used by different disciplines, such as history, geography, archeology, sociology and ethnology.

CONTENT

Historically Europeans have tried to cope with the "Indian fact" by one or other of two policies -- assimilation to European culture, or segregation -- neither of which has satisfied either group. In the case of the Hurons, the French aims of Frenchification and Christianization failed for a variety of reasons, but particularly because of intertribal struggles to control the lucerative fur trade. The fur trade which made the Huron mission possible eventually destroyed that experiment in Europeanization.

METHOD

The course begins with background lectures and a day-long field trip to Huronia (mandatory co-requisite) to visit various sites which exemplify methodological problems. The remainder of the course consists of seminars on selected topics, such as the Huron religion, social structure, trade patterns, life-style etc., with students providing oral reports as a starting point for discussion. Each student will prepare an essay of 3000 to 4000 words, based as far as possible on the utilization of primary source material, on a theme chosen in consultation with the instructor. Marks will be assigned for class participation and written work. Enrollment is limited to 15 and prospective students should obtain approval of the Instructor before registration.

N.B. It is intended that after 1975-76, this course will require HISB44 as a prerequisite.

BIBLIOGRAPHY

Text book for the course is Heidenreich, Huronia, (McClelland and Stewart)

HISC43S TOPICS IN CANADIAN RELIGIOUS HISTORY — SESSION: Winter Day Scarborough

J. Moir

TYPE OF COURSE

The purpose of this course is to permit a limited number of students who have proven their interest and competence in HISB44 to pursue selected themes from this area of history in greater depth.

PREREQUISITES

HISB44 and permission of the Instructor.

METHOD

The format of the class will be a weekly seminar to discuss topics from assigned readings. Each student, in addition to classroom contribution, will prepare under direction a term paper of 3000 to 4000 words on a subject arranged in consultation with the instructor and based wherever possible on the extensive primary sources available in the various religious and governmental archival repositories in the Toronto area. An orientation visit to one of these repositories will be arranged as a co-requisite for the class. Enrollment is limited to 15 and requires permission of the Instructor before registration.

HISC44Y THE PRAIRIES 1850-1950 SESSION:
Winter Day Scarborough

W. A. McKay

TYPE OF COURSE

May form part of Specialist Program.

PREREQUISITES

This course presupposes a good knowledge of Canadian history and some skill in historical method. HISB05; HISB06.

EXCLUSIONS

None.

OBJECTIVES

To gain a broader knowledge of the historical development of the Canadian West from the pre-settlement to the maturing mid-twentieth century period.

CONTENT

This is an attempt to uncover the roots of Western Canadian alienation. We will examine the colonial status of the West under the Hudson's Bay Co. Charter; attempts to overthrow the Company monopoly; the position of native people under the Imperial rule of England and Canada; the development of agricultural settlement with its associated problems of transportation, responsible government and the integration of people of dissimilar backgrounds into a new community; the problems encountered by an economy based on a staple export; relations between the Canadian governments in the area of resource control and management. How Cinderella escaped from the belly of the wolf and almost got caught by the hungry eagle.

Students will be expected to do extensive reading of people like Grant, McKenzie, Lawrence, Kane, Salvarson and Stead to come to some understanding of the background and will also be expected to familiarize themselves with the Hudson's Bay Company's methods of administration; the problems connected with the transfer of Jurisdiction from London to Ottawa; the basis of education in the Manitoba Act of 1870 and the subsequent changes made in the philosophy of education; the composition of the population in 1870 and the subsequent changes due to immigration; the difficulties of assimilation; the origin and aims of agrarian protest movements; the depression as it affected individuals, municipalities and provincial governments; the rise of new political parties; the War and the West; and attempts to resolve sectional differences.

Students should be prepared to contribute two essays on selected topics and to lead discussion on two or more other seminar subjects.

METHOD

Two hour seminar per week, two essays, book evaluation.

BIBLIOGRAPHY

Morton, A.S. A History of the Canadian West to 1870-71.
Wright, J.F.C. Saskatchewan: A History of the Province.
Stanley, G.F.G. The Birth of Western Canada.
Hill, D. The Opening of the Canadian West.
Morton, W.L. The Progressive Party in Canada.
Irving, J.A. The Social Credit Movement in Alberta.
McNaught & Bercuson Winnipeg General Strike.

EVALUATION

There will be no examination. There will be one major, one minor essay, also book evaluations. The course requires each member of the class to participate in the weekly meeting. Members must be prepared to contribute and will be evaluated on the total effort.

ADDITIONAL COMMENTS

This course requires much reading on a broad range of subjects. Students contemplating enrolment should consult the instructor for a comprehensive reading list and course outline. An interview is suggested before registration for the course.

HISC45Y CANADIAN INTELLECTUAL HISTORY

SESSION:
Winter Day Scarborough
Winter Evening Oshawa

I. R. Robertson

TYPE OF COURSE

This is an advanced course with a maximum enrolment of 15.

PREREQUISITES

HISB05, HISB06.

EXCLUSIONS

HISB45Y

OBJECTIVES

1) to introduce students to Canadian political and social thought since Confederation, which, hopefully, will also reveal important aspects of the non-intellectual reality.
2) to develop the student's capacity for critical thought and skill in oral expression.

CONTENT

The following will be central themes: the intellectual assumptions apparent in contemporary discussions of Confederation; speculation on the destiny of the new nationality; the development of historical consciousness; the varieties of nationalism and regionalism in Canada, and their historical roots; the social role of religion; rural myths; responses to industrialization and urbanization; the role of the intellectual in society; the teaching of history in Canada; and conservative and socialist thought. A basic concern will be the recurrent search for a Canadian identity, and for an historical basis for Canada. Although the emphasis throughout will be on the development of specifically Canadian sensibilities, Canadian contributions to a broader international culture will also be considered.

METHOD

Three hours per week of seminars, divided into two sessions of one and one-half hours each. With the exception of a few sessions, which will take the form of general discussions, each session will commence with two oral presentations on specific readings. Depending on the enrolment, each student will be required to make between six and nine reports over the year. These reports should be between five and ten minutes in length.

BIBLIOGRAPHY

There is no one textbook. Required books will include the following: Carl Berger, The Sense of Power; Alan Bowker, ed., The Social Criticism of Stephen Leacock; G. Ramsay Cook, ed., French-Canadian Nationalism; Joseph Levitt, Henri Bourassa and the Golden Calf; Joseph Levitt, ed., Henri Bourassa on Imperialism and Biculturalism; Goldwin Smith, Canada and the Canadian Question; Susan Mann Trofimenkoff, ed., Abbé Groulx: Variations on a Nationalist Theme; and Peter B. Waite, ed., Confederation Debates in the Province of Canada, 1865. All are available in paperback.

EVALUATION (approximately)

Seminar work: 40%, three written book reports: 15%, one research paper: 25%, final examination: 20%.

ADDITIONAL COMMENTS

The emphasis throughout is upon active participation by the student members of the class. The reading required is heavier than for most courses.

HUMANITIES

HUMB08: ORPHEUS: THE QUEST FOR BEAUTY — Winter Day Scarborough

Instructor: J. Warden with help from other members of faculty.

TYPE OF COURSE

An interdisciplinary seminar involving members of faculty from a number of different disciplines (Anthropology, Fine Art, Drama, Music etc.). It should be of interest to students of Classics, English, Modern Languages, Fine Art, Music and Anthropology. It is part of the English and Classics Combined Specialist programme, and of the Myth and Religion programme.

PREREQUISITES

None.

OBJECTIVES

To try to understand the nature of myth in art through a study of a single myth, and of its changes and developments.

CONTENT

A study of the early form of the myth in the Classical world, in poetry, vase-painting and sculpture; of the religion (Orphism) that sprang from it, and its influence on early Christianity: Christian allegory at work on the myth in the Middle Ages; the myth in early English poetry (Sir Orfeo and Robert Henryson); the rediscovery of the Classical world in the Renaissance: Poliziano's Orfeo, Orpheus in opera (Monteverdi to Gluck); a brief glance at the romantic Orpheus, and at Orpheus in our times (Cocteau, Anouilh; Rilke; Black Orpheus).

METHOD

One two-hour session each week consisting of an oral presentation (by me, a student or a visitor) with following discussion. There will be considerable use of slides, records and, hopefully, films.

BIBLIOGRAPHY

Most of the basic texts will be provided in a roneoed booklet (for which there will be a small charge). Two important secondary sources are W.K.C. Guthrie, Orpheus and Greek Religion, London, Methuen and Co., 1950, J.B. Friedman, Orpheus in the Middle Ages, Harvard, 1970.

EVALUATION

Details will be worked out with students, but the year's work will include one or more oral presentations (informal class participation will not be graded), and at least one major essay. Perhaps the odd quizz.

HUMB10F UTOPIA, FROM MORE TO HUXLEY — SESSION: Winter Day Scarborough

Bill Graham

TYPE OF COURSE

An introduction to utopian thinking and writing.

PREREQUISITES

None

EXCLUSIONS

None

OBJECTIVES

The goals of the course are to study the meaning and significance of utopian thought and writing. What is a utopia? Why do people construct concepts of utopia? Is utopian thinking an escape from reality, or a critical attitude to the real world? To what extent are we all utopians? Anti-utopians? How does utopian thinking relate to or differ from standard literary, social, political, religious, mythological, philosophical forms of expression?

CONTENT AND METHOD

The course is interdisciplinary. Students should bring their interests, questions and experience from sociology, anthropology, economics, political science, psychology, literature, and philosophy to bear on the cross-disciplinary concept of utopia. Material is chosen from fiction and non-fiction. Imaginary and real attempts at utopias are studied, largely from the renaissance to the present. Students are asked to write 2 kinds of material: one analytical and critical study of a utopian theme or concept and one creative and exploratory, an original utopia or aspect of utopia, or anti-utopia. Other forms of expression than writing are also possible. Two hours per week.

HUMB20Y:12 PRIMITIVE CHRISTIAN LITERATURE AND MYTH

SESSION: Winter Evening Scarborough

Peter Richardson

TYPE OF COURSE

An introductory course, one of the options for the programme in Myth and Religion.

PREREQUISITES

No formal prerequisites, but some knowledge of the biblical literature will be presupposed. Greek is desirable but not required.

EXCLUSIONS

None

OBJECTIVES

The course goals are: to introduce the New Testamentliterature and to set it in the context of primitive Christianity (A.D.30 - 100), to describe the early church against its environment in the Jewish and Hellenistic world; to assence the presence of myth in, and its impact upon, early Christian thinking. More specifically students will be expected:

- to know thoroughly a selection from the early Christial literature, and be familiar with the whole New Testament;
- to be able to describe the developments in the early church;
- to be able to relate primitive Christian literature mythical thinking in Judaism, the mystery religions, apocalyptic, incipient Gnosticism, the early Roman Principate.

CONTENT

The course includes a description of the inter-testamental period (ca 175 B.C. to A.D.30)and its literature (especially Daniel and 2 Esdras) concentrating on the religious, social and political factors. From that point on the method is problem-centred: by dealing with specific pieces of early Christian literature the issues, developments and conflicts will emerge. Specifically, Paul's letters to the Galatians, Thessalonians and Philippians,Luke's Gospel and Acts, John's Gospel, and Revelations will be analyzed. From time to time special consideration will be given to topics such as apocalyptic, emperor worship, gnosticism, oral tradition etc. Some of these issues will be projected into the period of the early church fathers. The final section of the course will deal with the general problem of myth and the problem of interpreting the New Testament today.

METHOD

Two hours of lecturs (with discussion) and one hour of tutorial per week.

BIBLIOGRAPHY

Bible - with Apocrypha (Revised Standard Version, New English Bible, Jerusalem Bible or Common Bible).

Barrett, C.K. The New Testament Background: Selected Documents, New York: Harper, 1961

Kummel, W.G. Introduction to the New Testament, London: S.C.M. 1966.

Kummel, W.G., Theology of the New Testament, Nashville: Abingdon,1973

Bultmann,R., et al., Kerygma and Myth, New York: Harper, 1961.

EVALUATION

Final exam for 30%; essats for 70%, the number and scope and definition to be determined by the student in consultation with the professor.

HUM B23S THE AGE OF AUGUSTUS

SESSION: Scarborough Winter Day

Ian McDonald

TYPE OF COURSE

An introduction to the central concerns of the Humanities from the perspective of Rome's 'Golden Age.' Option in the Core Programmes in Roman and Greek and Roman Studies, of particular interest to students of Roman history. Complementary to programmes in literature and art; open to students from other Divisions who wish to take a Humanities course which does not demand specialized knowledge.

PREREQUISITES

None

EXCLUSIONS

HUM B08S (1971/72 only)

OBJECTIVES

To present an integrated picture of Augustan Rome and her response to questions of power, social organization, national idealism, and the quality of life as they are reflected in literature, art, and architecture; providing a 'vertical dimension' to consideration of contemporary problems by examination of Rome's influence on European thought and literature.

CONTENT

Study in English translation of selections from Vergil, Horace, Ovid, Propertius, and Livy; the Res Gestae of Augustus; Augustus' building programme, with particular attention to the Augustan Forum and the Ara Pacis; the "Prima Porta" statue and minor 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 three other Humanities courses organized on the theme, "The Age of..." : HUM B24, "The Age of Nero"; HUM B22 "The Age of Pericles"; HUM B25, "The Age of Homer".

HUMB25F: THE AGE OF HOMER

SESSION: Fall Day Scarborough

M.C. Shaw

TYPE OF COURSE

An intermediate level, optional course in the Humanities Programme. Should be particularly useful for Classics and Fine Art students.

PREREQUISITES

None.

EXCLUSIONS

None.

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. 1500-1000 B.C.)

2) To appreciate the poetic qualities of the poems and to understand the particular circumstances under which they were composed.

CONTENT

Ever since H. Schliemann, the "Father" of Greek Prehistoric Archaeology, demonstrated through his excavation of the cities of Troy and Mycenae that the world described in the Homeric epic poems (the Iliad and the Odyssey) may well have existed, a trend was set in academic circles to test and, where possible, prove Homer's historicity. Much information has since been revealed through archaeological exploration and literary studies. The present course surveys such information. It aims at a knowledge of the cultures described by Homer and known through excavation (eg. Mycenae of Agamemnon, Troy or Priam, etc.) and an understanding of the particular circumstances and processes involved in the composition of the two epic poems.

METHOD

One 2-hour session per week. Lectures dealing with the Mycenaean culture are richly illustrated by slides. The analysis by the Instructor of the poems from the literary point of view will be based on the assumption that the students will have read the poems early in the term (in translation) so that they will be familiar with their story, form and most outstanding characteristics.

BIBLIOGRAPHY

Homer, Iliad and Odyssey: in translation.
Selective readings in books dealing with the archaeological content and literary qualities of the Homeric poems.

EVALUATION

One term paper either on an archaeological or a literary aspect (1/3 of total grade); one end-of-term or Final examination of 2 hrs. (2/3 of total grade).

HUMC13Y: SEMINAR IN LITERARY THEORY AND CRITICISM

SESSION: Winter Day Scarborough

Patricia Vicari, John Warden

TYPE OF COURSE

This is an advanced, specialized course for students with considerable experience in literature. It is part of the English Specialist Certificate core programme and of the English and Classics Specialist programme. It is interdisciplinary (English and Classical literature, with some attention paid to other literatures as well).

PREREQUISITES

At least three other courses in literature (or English, for an intending English specialist), one at the B level. A knowledge of philosophy is useful.

OBJECTIVES

The student is expected to become familiar with the literature of literary criticism and theory extensively and intensively with the writings of selected critics who have made most important contributions to the development of the art. He is expected to learn the answers to various questions, such as What is a work of literary art? What language and concepts are necessary in order to be able to describe a work of literary art? How does one evaluate a work of literary art? What is art and how does it differ from statement and propaganda? What have been the major attempts to answer these questions? How does one evaluate critical writing? What is criticism? The student is also expected to be able to express his ideas clearly, and, if possible, elegantly, in written or spoken English.

CONTENT AND BIBLIOGRAPHY

The first half of the course consists of a more or less historical survey of the great critics and the great critical questions. In the second half of the course, more difficult or involved questions are discussed in relation mostly to twentieth-century criticism, but with reference also to historical answers to those questions. We read Plato, Ion and The Republic (Book X), Phaedrus; Aristotle, Poetics; Longinus, On the Sublime; Horace, Epistle to the Pisos; Sidney, The Apologie for Poetrie; Bacon, remarks on poetry from The Advancement of Learning; Hobbes on wit, imagination and poetry from sundry sources; Dryden, Essay of Dramatic Poesy; Johnson, selections from the Preface to Shakespeare and Lives of the Poets; Addison, from the Spectator; Wordsworth, Preface to the Lyrical Ballads; Coleridge, Biographia Literaria XIV; Arnold, The Function of Criticism, The Study of Poetry; T.S. Eliot, "Tradition and the Individual Talent," Religion and Poetry, The Use of Criticism and the Use of Poetry; I. A. Richards, Science and Poetry, A. C. Bradley, Shakespearean Tragedy, J. Livingstone Lowes, The Road to Xanadu in the first half of the course. These are mostly fairly short selections. In the second half, depending on student interests, we read a selection from William Empson, Seven Types of Ambiguity, Kenneth Burke, A Grammar of Motives, Counterstatement; Wimsatt, The Verbal Icon, Cleanth Brooks and Robert Penn Warren, Understanding Poetry; Rene Wellek and Austin Warren, Theory of Literature; Collingwood, The Principles of Art; Suzanne K. Langer, Form and Feeling; Croce, Defence of Poetry; Eric Auerbach, Mimesis; J. Huizinga, Homo ludens; N. Frye, The Anatomy of Criticism; S. Sontag, "Against Interpretation," "On Style;" Eric Mirsh, Validity in Interpretation. Students are also asked to suggest titles and topics for discussion. Last year, for instance, one student did a report on women as poets and critics (the student was male).

TEACHING METHOD

The course is taught as a seminar. Students are expected to do most of the work. Both instructors are present at each two-hour session, and the instructors not only discuss with the students, but frequently argue points of view between themselves. The students organize some group projects.

EVALUATION

Upon agreement with the class, the usual method of evaluation is by class participation in discussion and two major essays. Each student writes two major papers and prepares at least one oral presentation (he can do as many oral projects as he wants, time permitting). He also writes another rather short paper (or else gives a second oral presentation) and sometimes one or two other very short papers. There is normally no final examination. Two-thirds of the marks are for the written work and one-third for the oral, or combination of oral and short written report.

COMMENTS

The course is limited to 30. Students are expected to attend regularly and participate in discussion.

EXCLUSIONS

HUMC02 and either HUMC13Y or ENGC13Y.

HUM C19Y — Contemporary Fiction & its Backgrounds — SESSION: Winter Day Scarborough

S. Mittler

TYPE OF COURSE : An interliterary course drawing upon fiction from several languages, one of the options in the Humanities B.A. program, and open to generalists and students of one literature alike.

PREREQUISITES : One B-level course in either a Romance Literature or English Literature.

EXCLUSIONS : None.

OBJECTIVES : The main purpose of the course is to develop the aesthetic sensibilities and practical analytical tools of the reader. In order to accomplish this it involves systematic literary analysis and interpretation. Bearing in mind the joint concepts of immediacy of subject matter and historical inheritance, the course examines narrative tradition and the innovations achieved in it by a number of major authors of the first part of this century, with a view to gaining a basis for understanding several principal authors of contemporary fiction. For this reason the arrangement of the course is not wholly chronological but discursive, following the intellectual development of the problems undertaken.

CONTENT : The course involves the study of various twentieth-century works of English, European and Latin American fiction. It is divided into several sections. Following an introduction, the student will be familiarized with such methods of literary analysis as involve distancing, time and space, the technique of Doinhony and reader-narrative voice relationship via readings of specific authors. Several aesthetic approaches to the novel will then be examined on the basis of historical traditions of the epic mode, innovations in narrative technique and the changing literary framework of "reality". The last part of the course will deal with the Reader's creative participation in the novel, and the New Novel in France and South America.

METHOD : Two hours of lectures (with discussion) and one hour of tutorial per week.

BIBLIOGRAPHY :

BORGES, Jorge Luis, Labyrinths
BULGAKOV, Mikhail, The Master and Margarita
BUTOR, Michel, A Change of Heart
CALVINO, Italo, The Non-existent Knight
FOWLES, John, The French Lieutenant's Woman
GARCIA MARQUEZ, Gabriel, One Hundred Years of Solitude
GIDE, André, The Immoralist
GRASS, Günter, Cat and Mouse
JOYCE, James, The Dead
KAZANTZAKIS, Nikos, Freedom or Death
LAWRENCE, D.H., The Man who Died
QUENEAU, Raymond, Zazie in the Métro

+ Students capable of doing so will be encouraged to read authors in the original language.

EVALUATION : One Christmas exam, one Spring exam, one essay, class participation.

HUMC20Y: JESUS IN EARLY CHRISTIANITY AND JUDAISM Winter Day Scarborough

Peter Richardson

TYPE OF COURSE

An intensive examination of one facet of the early Christian perid, presupposing an introduction to New Testament Literature.

PREREQUISITES

HUMB20Y or equivalent. Greek is desirable but not required.

EXCLUSIONS

None

OBJECTIVES

At the conclusion of the course, students will be expected to demonstrate a firm grasp of the christological and messianic questions that animated early Christianity and Judaism from AD 30-150.

CONTENT

- Jewish messianic beliefs before the time of Jesus.
- John the Baptist.
- Jesus' view of himself.
- Select New Testament views of Jesus.
- Developments in the period of the early church fathers.
- Reflections in Talmud and Midrash of Jewish attitudes to Jesus.
- Controversies between Jews and Christians over the Messiaship of Jesus.

TEACHING METHOD

A seminar method will be used throughout the year, combining class contributions and group work with selected texts. This will not be a lecture course. Considerable effort will be expected from students on a regular basis.

BIBLIOGRAPHY

Synopsis of the Gospels - in Greek: Synopsis Quattuor Evangeliorum K. Aland (ed. Stuttgart, 1964. or in English, A Synopsis of the Gospels, H.F.D. Sparks (ed), 1964.

R.H. Fuller - Foundations of New Testament Christology, Fontana p.b.,

Selection of periodical articles will be available from bookstore.

EVALUATION

No final exam. Students will be evaluated on the basis of at least three seminar reports,one major paper, and contributions to the progress of the seminar. There may be an oral exam.

HUM B26S Fantasy Literature II Winter Day Scarborough

Instructor R. L. Bierick

Type of Course For all interested students.

Prerequisites HUM B05.

Exclusions None

Objectives To introduce students to a perhaps unfamiliar type of literature and increase their enjoyment of Fantasy.

Content Readings and discussions in various subgenres of Fantasy literature, notably utopian, anti-utopian, Gothic Romance, and psychological horror literature.

Teaching method Lectures with discussion seminars.

Bibliography While no list has yet been prepared for 1976, books similar to Bellamy's Looking Backward, Huxley's Brave New World, Shelley's Frankenstein, and Pynchon's V. will be read. There will be 12 or 13 books read during the term.

Evaluation There will be several short papers, no exams, and participation in the discussions will form a portion of the basis for the grade as well.

Additional Comments This course has proven in the past to be especially of interest to science students who appreciate the esoteric in their reading but otherwise would never take a course in the Humanities division.

Expanded description for the above course is not available. For information about these courses please consult the Scarborough College Calendar 1975-76.

HUMA01Y	Prologue. W.C.Graham	Winter Day Scarborough
HUMB05F	Fantasy in Narnia & Middle Earth. P. Salus	Winter Day Scarborough
HUMB21F	Love & Friendship: The Views of the Greeks & Romans. E. Irwin	Winter Day Scarborough
HUMB42F	Images of Women in French Literature. C. Jennings	Winter Day Scarborough
HUMB43S	Women's Consciousness in French Literature. C. Jennings	Winter Day Scarborough
HUMB71Y	Introduction to Cinema B. Martineau	Winter Day Scarborough
HUMC10H	Humanities Seminar	
HUMC95Y to HUMC99Y	Individual Study Year	

ITALIAN

ITA A01Y INTRODUCTORY ITALIAN SESSION: Winter Day Scarborough

Giuliana Katz

TYPE OF COURSE

An introductory Course, necessary to everyone who wants to specialize in Italian.

PREREQUISITES

None.

EXCLUSIONS

Students who have taken grade 13 Italian, or who possess an equivalent knowledge of Italian.

OBJECTIVES

The course aims at giving a basic knowledge of written Italian both in colloquial and literary form. The student at the end of the course should be able to read and write simple texts in Italian with the help of the dictionary, and be aware of the structure of the language so as to be able to express himself correctly.

CONTENT

The course concentrates on the thorough explanation and assimilation of the grammatical structures of the Italian language, both through class work and exercise at home. As soon as possible easy readings from modern authors are introduced to be read and discussed in class. Students are then asked to write in Italian their own summaries of or comments on these readings. Whatever time remains is spent on Italian conversation, to practice simple sentences and idioms, and on slides and films of Italy.

TEACHING METHOD

Five hours of lectures per week.

EVALUATION

The final mark will be based mainly on the results of six tests in class (one per month). A certain percentage of the mark will be determined by class participation and work done at home.

BIBLIOGRAPHY

G. Speroni, C., Golino, C. Basic Italian Holt Rinehart Winston.
Cantarella, M. Prosatori del novecento. " " "

ITAA02F ELEMENTARY CONVERSATION I SESSION: Winter Day Scarborough

A.P. Carmichael

TYPE OF COURSE

An elementary course in conversation for all interested students.

PREREQUISITES

None.

EXCLUSIONS

None.

ITAA03S ELEMENTARY CONVERSATION II SESSION: Winter Day Scarborough

A. Franceschetti

TYPE OF COURSE

A continuation of ITAA02F.

PREREQUISITES

ITA A02F.

EXCLUSIONS

None.

OBJECTIVES

To provide an opportunity for the practical implementation of the rudiments of Italian grammar and to improve the student's facility with and mastery of the language.

CONTENT

Relevant current topics and areas of intgest of the students will be discussed. Some typical subjects might be facets of Italian and Canadian culture, aspects of politics and various social problems: alcoholism, drugs, pollution etc.

METHOD

Three hours per week. Two hours will focus on discussions of topics suggested by both students and instructors. The remaining hour will include an oral report by a student on a subject of his or her choice.

EVALUATION

The student will be required to prepare one or two reports duringthe semester. Such reports will count 25% of the total mark. Class participation will amount to 50% and one final oral exam will have the value of an additional 25%.

BIBLIOGRAPHY

Mastronie, Greco, Caliendo,
Conversational Italian for Beginners, University of Pittsburgh Press, 1963, and other additional mimeographed material.

ITAB02F INTERMEDIATE ITALIAN SESSION
Winter Day Scarborough

Giuliana Katz

TYPE OF COURSE

A language course for students who possess already some knowledge of Italian, a basic course for the specialized programme of Italian.

PREREQUISITES

ITAA01 or Grade 13 Italian or equivalent.

EXCLUSIONS

None.

OBJECTIVES

This course will improve the basic knowledge of Italian acquired in course ITAA01Y.

CONTENT

The course concentrates on explaining and practicing the more 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 on 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.

BIBLIOGRAPHY

Speroni, C; Golino, C.L. Leggendo e ripassando Holt, Rinehart and Winston.

ITAB03F INTERMEDIATE CONVERSATION SESSION:
Winter Day Scarborough

A.P. Carmichael

TYPE OF COURSE

An advanced course in conversation for those students with a knowledge of Italian.

PREREQUISITES

(ITAA02) or ITAB02

EXCLUSION

ITAA03

OBJECTIVES

The aim of the course is to allow the student further opportunity to converse in Italian with the goal of increasing his or her fluency in the language.

CONTENT

Topics of interest to both students and instructor will be discussed. Emphasis will be placed on aspects of Italian culture and civilization.

METHOD

Three hours per week. Two hours will focus on discussions of relevant current topics and areas of interest. The third hour will include an oral report by a student on a chosen subject.
Class reports: 25%
Class participation: 50%
Final oral exam: 25%

BIBLIOGRAPHY

Mimeographed material.

ITAB04S ADVANCED COMPOSITION

SESSION:
Winter Day Scarborough

Giuliana Katz

TYPE OF COURSE

An advanced language course, an option for the specialized programme in Italian.

OBJECTIVES

The purpose of this course is to enable the student to acquire a degree of fluency in expressing himself in written Italian, both in free compositions and in comments on and summaries of passages read in class.

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 that will have emerged from the compositions. Short passages of modern Italian prose or poetry will be read and discussed in class, and students may be asked to write a brief summary or comment on them in Italian. The course will be conducted in Italian whenever possible.

PREREQUISITES

ITAA02 or equivalent.

EXCLUSIONS

None.

TEACHING METHOD

Three hours of lectures per week.

ITAB21Y INTRODUCTION TO ITALIAN LITERATURE

SESSION:
Winter Day Scarborough

A. P. Carmichael

TYPE OF COURSE

A synopsis of Italian literature from its origins to the present. This course is recommended as part of the core program in Italian.

PREREQUISITES

(ITAA002) or ITAB02.

EXCLUSIONS

None.

OBJECTIVES

This course is designed to provide the student with a general background in Italian literature so that when he or she proceeds to more advanced work, some knowledge of the periods and literary movements will have been imparted.

CONTENT

Major representative figures of Italian literature will be studied: Dante, Petrarca, Boccaccio etc. Special attention will be given to major literary movements: "Dolce Stil Novo", the Renaissance, Romanticism etc.

METHOD

Three hours of lectures with opportunity of class discussion of the works studied.

EVALUATION

Class participation, 30%; class reports, 30%, final exam or term paper, 40%.

BIBLIOGRAPHY

Penguin Book of Italian Verse (George Kay ed., Middlesex, Penguin Books, 1960.

Contini, G. Letteratura dell 'Italia Unita, Firenze, Sansoni 1968.

ITAB31Y DANTE & MEDIAEVAL CULTURE SESSION: Winter Day Scarborough

Antonio Franceschetti

TYPE OF COURSE

This course is open to all students and is one possible corequisite to all Supervised Reading courses in Italian.

PREREQUISITES

ITAB02 or permission of instructor

OBJECTIVES

This course aims to introduce to the student the problems, mentality, social and cultural patterns of man in the Middle Ages with specific reference to literary phenomena such as Provençal lyrics and old French poetry and epics. The origins and development of mediaeval literature will be examined, leading up to Dante and the masterpiece of the Middle Ages, The Divine Comedy. The course will include a brief survey of Dante's minor works and their significance in terms of the life and culture of the times.

CONTENT

Selections from the poets of the Sicilian school and the Dolce Stil Nuovo; passages from other writers and minor works of Dante (La Vita Nuova, De Vulgari Eloquentia, Monarchia, Convivio); approximately forty cantos of The Divine Comedy will be read and discussed in class.

TEACHING METHOD

Two hours of lectures (with discussion) and one hour of tutorial per week.

BIBLIOGRAPHY

Mimeographed material
Dante, La Divina commedia, ed. N. Sapegno, Firenze, La Nuova Italia, last edition.

Dante, La Vita nuova, ed. G. Pietrobono, Firenze, Sansoni, last edition.

The instructor will suggest other reading materials to the student according to his/her interests.

EVALUATION

One final exam (33, 3%), one paper (33,3%), one oral report (33,3%)

ADDITIONAL COMMENTS

The instructor recommends class attendance and strongly encourages class participation and student's comments.

ITAB32F PETRARCH AND BOCCACCIO SESSION: Winter Day Scarborough

Giuliana Katz

TYPE OF COURSE

This is an advanced course which requires a good knowledge of Italian, an option for the specialized programme in Italian.

PREREQUISITES

(ITAA02) or ITAB02 or an equivalent knowledge of Italian.

EXCLUSIONS

None.

OBJECTIVES

The aim of this course is to provide an insight into two writers, who were representative of their times and influenced deeply by contemporary and subsequent literatures not only in Italy, but throughout Europe.

CONTENT

This course will cover parts of the Decameron by Boccaccio, a selection from the Canzoniere by Petrarca, Il Segreto and the Trionfi by Petrarca. The works of both writers will be looked at in the context of their own times (14th and 15th century) as well as of the present. Boccaccio's multicoloured human comedy and Petrarca's exploration of his own soul will be examined not only as the product, one of the Middle Ages and the other of the Umanesimo, but also as two ways of looking at life, love and religion which can still be appreciated and understood by contemporary writers.

TEACHING METHOD

Three hours of lectures per week.

BIBLIOGRAPHY

Canzoniere by Petrarca,
Trionfi by Petrarca
Il mio segreto by Petrarca
Decameron by Boccaccio.

ITAB34S THE RENAISSANCE EPIC

SESSION:
Winter Day Scarborough

Antonio Francesconetti

TYPE OF COURSE

Open to all students

PREREQUISITES

ITAB02 or permission of instructor

OBJECTIVES

This course aims to give the student an adequate knowledge of the artistic and cultural significance of the masterpieces of Italian Renaissance chivalric literature. A brief survey of the origins of epic poetry in the Middle Ages will precede the study of Pulci's Morgante, Boiardo's Orlando Innamorato, Ariosto's Orlando Furioso.

CONTENT

Selected passages of the three above mentioned poems will be read and discussed in class. The lectures will stress Pulci's comical and humoresque attitudes towards chivalric institutions, Boiardo's idealistic vision of man and Ariosto's role as "inventor of the modern novel".

TEACHING METHOD

Two hours of lectures (with discussion) and one hour of tutorial per week.

BIBLIOGRAPHY

Mimeographed selections from Morgante and Orlando Innamorato.

L. Ariosto, Orlando Furioso, ed. M. Apollonio and P. Fontana Brescia, La Scuola, last edition.

The instructor will suggest other reading materials to the student according to his/her interests.

EVALUATION

One final exam (33,3%), one paper (33,3%), one oral report (33,3%)

ADDITIONAL COMMENTS

The instructor recommends class attendance and strongly encourages class participation and student's comments.

ITAB35F SIXTEENTH CENTURY ITALIAN THEATRE

A.P. Carmichael

Winter Day Scarborough

TYPE OF COURSE

A study of the origin and development of the Italian theatre.

PREREQUISITES

(ITA A002) or ITAB02.

EXCLUSIONS

None.

OBJECTIVES

To give the student a knowledge of the beginnings of the major genres of the Italian theatre in their historical context.

METHOD

A lecture course in Italian with opportunity for class discussion of texts. Three hours per week.

EVALUATION

Class participation: 30%
Class reports: 35%
Final exam or Term Paper 35%.

BIBLIOGRAPHY

Commedie del Cinquecento, Nino Barsellino, ed. Milano: Feltrinelli, 1962.

Machiavelli, N. La Mandragola, Milano: Rizzoli, 1959.

ITAB36S LYRIC POETRY OF THE RENAISSANCE
Winter Day Scarborough

A.P. Carmichael

TYPE OF COURSE

An introduction to the poetry of the Italian Renaissance.

PREREQUISITE

(ITA A002) or ITA B02.

EXCLUSIONS

None.

OBJECTIVES

To acquaint the student with the development of lyric poetry in the Italian Renaissance and with the culture which gave rise to this poetry.

CONTENT

The works of poets from Poliziano to Michelangelo will be studied in the context of their life and times.

METHOD

Three hours of lectures per week with ample opportunity for student participation in the analysis of works. The lectures are to be conducted entirely in Italian.

EVALUATION

Class participation: 30%
Class Reports: 30%
Final exam or
Term paper 40%

BIBLIOGRAPHY

Buonarroti, Michelangelo. Rime, Milano: Rizzoli, 1954.

ITA B43S FOSCOLO AND LEOPARDI SESSION:
Winter Day Scarborough

Giuliana Katz

TYPE OF COURSE

An advanced course in Italian, one of the options for the specialized programme in Italian.

PREREQUISITES

(ITA002) or ITAB02 or an equivalent knowledge of Italian.

EXCLUSION

None.

OBJECTIVES

The student should aquire a certain knowledge of the work of Foscolo and Leopardi, two Italian poets of the 19th century, and be able to relate it both to the society of their times and to his perception of present society.

CONTENT

This course will cover the novel "Le ultime lettere di Iacopo Ortis" by Foscolo, the poems I Sepolcri, Sonetti and Le Grazie by Foscolo, some of the Canti by Leopardi and some of his Operette Morali. The works of these two writers will be examined in the light of contemporary history and literary movements: that is they will be related to the Romantic movement in Italy and to the struggle for the unification of Italy in the Risorgimento. More generally the course will center on what those two writers thought about such concepts as "nature" "woman" "country" "Classical Tradition", and whether their views were typical of their times.

METHOD

Three hours of lectures per week.

BIBLIOGRAPHY

Prose e Poesie, by Ugo Foscolo
Canti e Operette Morali, by Giacomo Leopardi.

ITA B44F | Manzoni | SESSION: Winter Day Scarborough

S. Mittler

TYPE OF COURSE : A literature course, part of the core program in Italian studies.

PREREQUISITES : ITA B02

EXCLUSIONS : None

OBJECTIVES : The course aims to study the work of Alessandro Manzoni in some depth, both individually and in relation to the literary and politico-cultural manifestations of the period.

CONTENT : The course will begin with an examination of several examples of Manzoni's critical, theatrical and poetic output, in particular Adelchi, Il Conte di Carmagnola and Lettera a M. Chauvet, the Inni Sacri and the Odi storiche; the latter part of the course will be devoted to analysis and appraisal of Manzoni's master novel, I promessi sposi.

TEACHING METHOD : Three hours a week, 2 lectures and 1 seminar.

BIBLIOGRAPHY : Except for I promessi sposi, all material will be provided by the instructor.

EVALUATION : Based on one essay, one exam and class participation.

Expanded description for the above course is not available. For information about these courses please consult the Scarborough College Calendar 1975-76.

ITAB05S | Practical Translation | Winter Day Scarborough
S. Mittler

ITAB50F to ITAB59S | Supervised Reading

LINGUISTICS

LINA01Y: INTRODUCTION TO LINGUISTICS Winter Day Scarborough

Deborah James

TYPE OF COURSE

An introductory course, prerequisite to further courses in linguistics.

PREREQUISITE

None. Some knowledge of at least one other language is useful.

EXCLUSIONS

None

OBJECTIVES

The main objective of the course is for students to develop an awareness and appreciation of the complex principles by which languages are organized. It will be a fairly technical course, and will be oriented towards providing the student with the basic knowledge which he would need if he were to take further linguistics courses.

CONTENT

The course will examine language from the point of view of how it is structured at any one particular point in time (emphasising modern English) and from the point of view of how language changes through time. The main subareas here will be articulatory phonetics (the study of how speech sounds are produced), phonology (the study of how speech sounds form systems and patterns in a language), morphology (the study of words), syntax (the study of how words are organized into sentences), and semantics (the study of meaning); the last will be approached through morphology and syntax, from which it is inseparable. There will be an emphasis on solving problems.

The course will also examine the relationships between languages and show how they can be grouped into families; it will examine the nature of dialects, and will include a survey of writing systems of the world; and it will look at the relation between human language and animal systems of communication, the question of how children acquire language, and the relation of language to the brain.

TEACHING METHOD

There will be three hours of lectures(with discussion) per week.

BIBLIOGRAPHY

The text will be: Fromkin, V., and Rodman, R., An Introduction to Language, New York: Holt, Rinehart, and Winston, 1974.

EVALUATION

There will be four examinations during the year, plus occasional quizzes. Students will also be expected to hand in homework regularly. The bulk of the final grade will be based on the examinations.

LINA04F: INTRODUCTION TO LANGUAGE Winter Day Scarborough

Instructor: R.I. Binnick

TYPE OF COURSE

Each section of this course will operate separately, but the overall conception is a non-technical introduction to Language useful to the student not interested in Linguistics, but who wants to know something about languages.

PREREQUISITES

None

EXCLUSIONS

None

OBJECTIVES

In my section the following areas will be covered: How did language start and when? How old is speech and writing? How many languages are there in the world? How do children learn to speak? Can animals ever 'talk'? What alternatives to speaking and writing are there? Are some languages better than others? Why are some languages hard to learn? What is the problem with French in Canada?

CONTENT

See Objectives above.

METHOD

The course will basically be a lecture course, three hours a week. There will be occasional written assignments, and at least one test.

ADDITIONAL COMMENTS

As this is a new course no more details have been arranged at this time. The course is not a prerequisite for any Linguistics course but LIN[illegible]B08S.

LINA04S: INTRODUCTION TO LANGUAGE Winter Day Scarborough

J.D. Woods

TYPE OF COURSE

This course is open to any interested student (but note that it does not count toward a specialist degree in Linguistics).

PREREQUISITES

None

COREQUISITES

None

EXCLUSIONS

None

OBJECTIVE

To introduce the non-specialist to Language.

CONTENT

The course is designed to give the non-specialist a survey of human language, without requiring (1) a large commitment of time (one term versus one year in LINA01Y) or (2) the learning of the rather detailed terminology and methodology of modern linguistics.

TEACHING METHOD

Three hours per week of class discussion of the reading material and related topics.

BIBLIOGRAPHY

(Not yet decided).

EVALUATION

According to the wishes of the group, tests and/or essays and/or other projects may be used. The instructor feels that the sharing of ideas through class discussion is of extreme importance, and thus such participation is weighted heavily in evaluation.

LINB07Y SOCIOLINGUISTICS SESSION:
Winter Day Scarborough

Suzanne Whalen

TYPE OF COURSE

An introductory course, one of the options for the linguistics programme.

PREREQUISITES

A previous course in linguistics or sociology, or permission of instructor after determining equivalent experience.

EXCLUSIONS

None

OBJECTIVES

The course goals are: to acquaint the students with the available literature on the subject and to introduce them to the field aspect of sociolinguistic research. More specifically: students will be expected to present a series of short talks, on the different aspects of available sociolinguistics inquiry, outline independent research projects and participate in actual research: gather sociolinguistic data, transcribe and process taped interviews, quantify and statistically analyse the collected data and write a report of their findings.

CONTENT

The course is divided in two main parts, theoretical and practical.

It starts with an examination of sociolinguistics in relation to other social sciences, discusses the social implications of speech varieties, multilingualism, role of language in shaping national identity and political planning. The impact of these larger issues (macrolinguistics) on the users of language and language itself is examined. Analysis of speech acts (microlinguistics) set within given social norms, considered as part of the communication code.

The fundamentals of statistical and speech analysis and analytical methodology are learned in actual practice.

METHOD

Two hours of seminar typeclasses and independent field work in small groups.

BIBLIOGRAPHY

Gumperz, J.J. and Dell Hymes (ed.) - Directions in Sociolinguistics
Holt Rinehard Winston (1972)

Language in Society - Cambridge University Press, vol. I (1972)
vol. II (1973)
vol. III (1974)

Complete bibliography and Syllabus can be obtained from the instructor in H-315

LINB08S: SCRIPTS Winter Day Scarborough

Instructor: R.I. Binnick

TYPE OF COURSE

For all interested students.

An introductory course.

PREREQUISITE

LINA04

OBJECTIVES

A general survey of written languages and writing systems, including a history of the Latin alphabet and its antecedents. Relationship of writing and alphabets to language and to society.

CONTENT

See objectives above.

METHOD

Basically a lecture course, 3 hours per week.

BIBLIOGRAPHY

The basic text will be I.J. Gelb, A Study of Writing.

EVALUATION

There will be written assignments and at least one test.

LINB11Y: SYNTAX AND SEMANTICS Winter Day Scarborough

Deborah James

TYPE OF COURSE

A second year course for interested students or specialists.

PREREQUISITES:

LINA03

EXCLUSIONS:

None

OBJECTIVES

The main goal of the course is to give students an understanding of the basic principles of syntactic-semantic structure, and an appreciation of their complexity. Moreover, the course aims to train students to solve problems and analyze linguistic data on their own.

CONTENT

The course will deal with the basic principles governing how meaning is expressed through the organization of words into sentences. The English language will be emphasized. The difference between surface structures and underlying structures will be discussed; phrase structure rules and transformational rules will be studied. In particular, a number of rules governing simple sentences, such as those involved in questions, orders, etc., will be discussed, and then complex sentences will be examined, with emphasis on different types of embedded sentences and their functions and the rules involved. The following also will be studied in some depth: the meanings of words, including the semantic decomposition of words; the meanings of syntactic relations such as "subject" and "object"; the connotations and presuppositions of words and of syntactic constructions, as these are opposed to assertions, the question of how context and social situation affect what one says; and the topic of how language is used in conversation. There will throughout be problems given, and there will be discussion of what makes up a valid argument for a particular solution to a problem.

TEACHING METHOD

There will be three hours of lectures (with discussion) per week.

BIBLIOGRAPHY

The text (if any) and other works have not yet been selected.

EVALUATION

There will tentatively be three examinations and one term paper, with an option of doing another term paper instead of one examination. These will have approximately equal status in the final evaluation. Students will also be expected to hand in homework regularly, and this will also count towards the final grade, although it will be significantly less important than the examinations and paper.

LINB12Y: PHONOLOGY AND HISTORICAL COMPARATIVE LINGUISTICS — Winter Day Scarborough

J.D. Woods

TYPE OF COURSE

Theoretically open to any interested student who fulfils the prerequisite; part of the core programme (also required of specialists).

PREREQUISITE

LINA01Y or LINA03S

EXCLUSIONS

(contact instructor).

OBJECTIVES

To introduce the student to the areas of phonology and historical linguistics. These areas are treated in the same year course because each is firmly rooted in the other.

CONTENT

The first several weeks will be devoted to the fundamentals of phonetics. Following this, we will turn to the workings of synchronic phonology proper; students will each prepare an essay on the phonology of some language. Work will continue into the area of historical and comparative study of language; diachronic essays will link the languages (and language stages) which were previously treated synchronically. The remainder of the course will be taken up with readings (and discussion) of works which illustrate the interplay between phonology and historical-comparative linguistics.

TEACHING METHOD

Three hours of class discussion per week (topics to be taken from the readings and other sources (to be announced]).

BIBLIOGRAPHY

Antilla, Raimo. (1972). An Introduction to Historical and Comparative Linguistics. Toronto: Collier-MacMillan.

Kaye, Jonathan D. (1974). "Opacity and Recoverability in Phonology," in Canadian Journal of Linguistics 19:134-149.

King, Robert D. (1973). "Rule Insertion," in Language 49:551-578

Kiparsky, Paul (1968). "Linguistic Universals and Linguistic Change," in Bach, Emmon, and Robert T. Harms, eds.(1968). Universals in Linguistic Theory. Toronto: Holt, Rinehart, and Winston.

———————— (1971). "Historical Linguistics," in Dingwall, William O. ed. (1971), A Survey of Linguistic Science. College Park: University of Maryland Linguistics Program.

Ladefoged, Peter. (1962). Elements of Acoustic Phonetics. Chicago. University of Chicago Press.

Schane, Sanford. (1973). Generative Phonology. Toronto: Prentice-Hall.

EVALUATION

As this course is rooted in the practice of linguistics, heavy emphasis is placed on the two essays (see above) and class participation (the major forum for the exchange of ideas within the course). Tests will not be given unless there is major enthusiasm for such a means of evaluation.

LINC12F DIALECTOLOGY — SESSION: Fall Day Scarborough

Suzanne Whalen

TYPE OF COURSE

Advance course one of the options for the linguistics programme

PREREQUISITES

Level B linguistic course

EXCLUSIONS

None

OBJECTIVES

The course goals are twofold: to familiarize the students with existing work on dialectology dealing with regional and social Canadian dialects, and to engage them in dialect research.

CONTENT

Review of work done on English, French, immigrant and enclave languages in Canada. Maping of isoglosses, and dialect charts. A joint research project, of their choice, of Toronto and area dialects will be undertaken after consultation with students.

METHOD

One lecture hour and one practical study hour, in addition to which students will have to carry on linguistic investigation in the dialect area they have chosen.

BIBLIOGRAPHY

Weinreich, U. - "Is a structural Dialectology Possible?" Word 1954

As the course is still in planning stage, relevant bibliography has not been chosen yet. It will be obtainable from the instructor after March in H-315.

Expanded description for the above course is not available. For information about these courses please consult the Scarborough College Calendar 1975-76.

LINB05F	Psycholinguistics. P.Salus	Winter Day Scarborough
LINB15S	Developmental Psycholinguistics P. Salus	Winter Day Scarborough
LINC01F to LINC04S	Supervised Readings	

MATHEMATICS

MATA22Y FIRST YEAR CALCULUS.

PREREQUISITES

One Grade 13 course in mathematics.

EXCLUSIONS

MATA55, MATA26.

OBJECTIVES

To provide a good knowledge of the basic techniques of one variable calculus.

CONTENT

As in the calendar.

TEACHING METHOD AND EVALUATION

As in MATA26.

COMPARISON

MATA55 is a theory course. The emphasis is on why theorems are true (hence on rigorous proofs) and students are expected to learn how to prove theorems. This course together with MATA40F-MATA45S is essential for students who wish to specialize in mathematics or theoretical physics.

MATA26 is a practical course, taught at a high level. There is no attempt to provide rigorous proofs. On the other hand, students are expected to learn to solve difficult and sophisticated problems, and to master the necessary techniques. There is an emphasis on applications. MATA26 is advisable for students who wish to take some courses in physical science or mathematics in higher years. Students enrolling in MATA26 will be expected to be familiar with the material of Grade 13 calculus.

MATA22 is a technique of calculus course for students who have had no previous experience with the subject. It covers less material than MATA26, and at a less intensive level. It is intended for students who do not intend to take further mathematics or physical science courses.

A student who completes MATA55 and MATA40-A45 may take any of the second year mathematics courses. A student with MATA26 may take the sequel course MATB41-42 in second year, and its sequel in third year. He/she is however barred from certain advanced second and third year courses. A student should enrol in MATA22 only if he/she does not wish to take further mathematics courses.

MATA40F-A45S Linear Algebra Winter Day Scarborough

T. Callahan

PREREQUISITES

Any Grade 13 Mathematics course.

OBJECTIVES

To provide an understanding of the ideas of linear algebra as well as an ability to do computational problems.

CONTENT

As in calendar.

EVALUATION

Each course will have two term tests a final exam and weekly problem sets. There will be a 2 hour tutorial each week.

COMMENTS

This is a high level course intended for serious students who plan to continue with mathematics and/or science. Most students find it to be a highly abstract course which demands a great deal of time and effort to master. However, if you are prepared to work hard, then this is a very rewarding subject and well worth the effort.

SECOND YEAR CALCULUS COURSES

MATB50F-B55S Analysis I,II Winter Day Scarborough
MATB41F-B42S Techniques of the calculus of several variables Winter Day Scarborough

MATB50F-B55S P.J. Leah

PREREQUISITES

MATA45, MATA55

EXCLUSIONS

MATB41, MATB42.

EVALUATION AND TEACHING METHOD

3 hours a week lectures. Frequent assignments and final test or exam, to determine credit.

CONTENT

As in the calendar except that the course begins with series and uniform convergence.

MATB41-B42S

PREREQUISITES

MATA26 or (MATA55 and MATA45)

EXCLUSIONS

MATB50-B55

CONTENT

As in calendar.

EVALUATION AND TEACHING METHOD

As in MATA26.

COMPARISON

MATB50-B55 is taught as a rigorous theory course in exactly the same spirit as MATA55; students are expected to learn to prove theorems, but this time about functions of several variables. It is a prerequisite for the third year courses in real and complex analysis, and a corequisite for the second year course in differential equations. It also is needed for some physics courses.

MATB41-B42 is taught in the same spirit as MATA26. It is a practical, techniques-oriented course dealing with functions of several variables. It is a useful complement to some second year science courses. Although rigorous proofs are not a part of MATB41-B42, the course is more abstract than MATA26. Students receiving less than 70% in MATA26 should consult with the instructor before enrolling. MATB41-B42 has a third year course in differential equations and applications as a sequel.

FIRST YEAR CALCULUS COURSES

MATA55Y	Calculus	Winter Day Scarborough
MATA26Y	Calculus with linear algebra	Winter Day Scarborough
MATA22Y	Techniques of calculus	Winter Day Scarborough

MATA55Y

PREREQUISITES

Grade 13 Functions and Relations, Grade 13 Calculus.

EXCLUSIONS

MATA22, MATA26.

OBJECTIVE

To provide an understanding of the theory of the calculus of functions of one variable.

CONTENT

The theory of continuous, differentiable and integrable functions. See calendar or table of contents of the text, B. Mitchell, Calculus without analytic geometry.

TEACHING METHOD

Two hours of lectures and two hours of tutorial each week. A weekly set of homework problems and a tutorial quiz keep pace with the lectures.

EVALUATION

Based on tutorial quiz and graded homework, four term tests and a final examination.

MATA26Y

PREREQUISITES

Grade 13 Calculus

EXCLUSIONS

MATA55, MATA22.

OBJECTIVES

To provide a mastery of the techniques of the calculus of functions of one variable, and some practice with matrices and systems of linear algebra.

CONTENT

As in calendar.

TEACHING METHOD

Two hours of lectures and two hours of tutorial each week. There is a weekly problem set for homework, with which students may get help during their tutorial. There is also a math discipline room for extra help.

EVALUATION

Based on a final examination, a Christmas examination, term tests, and graded homework.

MATA58F	INTRODUCTION TO COMPUTING	SESSION Winter Day Scarborough

C.R. Perrault

TYPE OF COURSE

An introductory course required by all second year Computer Science courses.

PREREQUISITES

Grade 13 Functions and Relations, or Grade 13 Calculus.

EXCLUSION

MATA56. The course is more intensive than MATA56 and somewhat more mathematical in orientation.

OBJECTIVES

To introduce students to the design of correct, lucid, and efficient algorithms, and to their implementation on a digital computer.

CONTENT

The PL/1 programming language is used as a vehicle for the formulation and implementation of algorithms. The organization of computer systems is surveyed and several applications of programming techniques are considered.

TEACHING METHOD

2 hours of lectures and 2 hours of tutorials per week.

BIBLIOGRAPHY

R. Conway and D. Gries, An Introduction to Programming, 2nd ed., Winthrop.

EVALUATION

Mid-term and final examinations	50%
and about 6 programming assignments	50%

MATA68S PROGRAMMING APPLICATION — SESSION: Spring Day Scarborough

C. R. Perrault

TYPE OF COURSE

A continuation of MATA56 for general students.

PREREQUISITES

MATA56.

EXCLUSIONS

MATA68

OBJECTIVES

The presentation of programming techniques for the solution of problems in data management, simulation, game-playing, and other non-numerical applications.

CONTENTS

Basic data structures: lists, stacks, queues, trees, graphs. Recursive programs. Data processing. Simulation programs. Computer graphics. All programming is in PL/C.

TEACHING METHOD

2 hour lecture and 2 hour tutorial per week.

EVALUATION

Mid-term and final	50%
About 4 programming exercises	50%

MATB68F PROGRAMMING LANGUAGES & THEIR APPLICATIONS — SESSION: Spring Day Scarborough

C.R. Perrault

TYPE OF COURSE

For computer science specialist program, and required by all 3rd year computer science courses.

PREREQUISITES

MATA58, MATA68

EXCLUSION

None

OBJECTIVES

To introduce students to a wide range of programming languages, their formal description, and their applications.

CONTENT

The programming languages ALGOL, SNOBOL and APL are discussed in detail, with emphasis on comparing their features. The relation of these languages to PL/1, FORTRAN, LISP and COBOL will be examined, as well as their applicability to particular problems.

TEACHING METHOD

3 hours of lecture/tutorial per week.

BIBLIOGRAPHY

R.L. Sites, ALGOL-W Reference Manual, Stanford University,
Griswold, Poage & Polonsky, The SNOBOL4 Programming Language, Prentice-Hall.
Gilman and Rose, APL/360, Prentice-Hall.

EVALUATION

Mid-term and final examinations	60%
and about 4 programming assignments	40%

MATB70S Number Theory Winter Day Scarborough

T. Callahan

PREREQUISITES

MATA45S

OBJECTIVES

To explore the properties of the integers.

CONTENT

As in the calendar.

COMMENTS

MATB70S will be an exploratory course. The material to be studied will be chosen on its own merit not for its future usefulness. The goal of the course is to reveal some of the beautiful and satisfying properties of the integers. It is not intended to be a difficult course, but keeness will be essential.

MATB73F COMPUTER ORGANISATION SESSION
Winter Day Scarborough

C.R. Perrault

TYPE OF COURSE

For computer science specialist program, and other interested souls.

PREREQUISITES

MATA58

EXCLUSION

None

OBJECTIVE

An introduction to the hardware organisation of a digital computer.

CONTENT

Number systems, data encoding, design of simple sequential circuits, memory organisation, machine language, the instruction execution cycle, the design of a simple microprogrammed computer, and a survey of the organisation of a few computers.

TEACHING METHOD

3 hours of lecture/tutorial

EVALUATION

Mid-term and final examinations	60%
Problem sets	40%

MATB80F: SYMBOLIC LOGIC I Winter Day Scarborough

J.H. Sobel.

TYPE OF COURSE

An introduction to formal techniques of reasoning, deductive and inductive, the course covers sentential logic, quantification theory or predicate logic and elementary parts of probability theory. The emphasis is on appreciation of 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).

MATB81S: SYMBOLIC LOGIC II Winter Day Scarborough

J.H. Sobel

TYPE OF COURSE

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 restriction of the identity calculus to '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 the meta-theory of standard elementary logic with emphasis on completeness proofs for sentential and predicate logic and on the 'limitative' theorems due to Skolem, Godel 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.

PREREQUISITE

PHLB50F Symbolic Logic I (MATB80F)

BIBLIOGRAPHY (principal texts)

Donald Kalish and Richard Montague. Logic: Techniques of Formal Reasoning.

Geoffrey Hunter. Metalogic: An Introduction to the Metatheory of Standard First Order Logic.

MATC50F REAL ANALYSIS I
MATC55S REAL ANALYSIS II

SESSION: Winter Day Scarborough

P. J. Leah

TYPE OF COURSE

These courses are for mathematics specialists.

PREREQUISITES

MATB55 is a pre-req. for MATC50F, and MATC50 is a pre-req. for MATC55S

CONTENT

MATC50F Real Analysis I

Algebra of sets. Mappings. Schroder-Bernstein theorem. Axiom of choice. Metric spaces. Compactness. Completeness. Separability. Baire's theorem. Arzela-Ascoli theorem. Hausdorff spaces. Local compactness. Tychonov's theorem.

MATC55S Real Analysis II

Lebesque integral in R and R^k. Borel sets. Measurable sets. Lebesque bounded convergence theorem. Fubini theorem. Hilbert and Banach spaces. Dual spaces. Linear mappings. Hahn-Banach theorem. Closed graph theorem. Applications to L^2 and L^p. Compact operators. Fredholm operators. Fredholm alternative. Spectral theory of compact operators. Applications to integral equations and to the Dirichlet problem.

TEACHING METHOD

Three hours of lectures per week.

EVALUATION

By assignments and examination.

MATC60F, C65S Complex Analysis I, II Winter Day Scarborough

J.B. Wilker

PREREQUISITES

MATB50F, B55S

EXCLUSIONS

None

CONTENT

Let $\mathbb{C}$ denote the set of complex numbers $z=x+iy$. These numbers can be added and multiplied just the way real numbers can. The real polynomial x^2+1 has no real roots. But it does have the two complex roots, $\pm i$. In fact any polynomial of degree n has exactly n complex roots. This uniformity makes the theory of polynomials simpler when it is viewed from the complex point of view.

One may consider arbitrary functions $f:\mathbb{C}\to\mathbb{C}$ and discuss whether they are continuous or differentiable or analytic. Just as polynomials are easier to deal with from the complex point of view so too are differentiable functions. The main point of the course is to discuss the theory of differentiable functions of a complex variable. This will shed light on the real variable case as well. For example it will provide an effective means of computing integrals such as $\int_0^\infty \frac{\sin x}{x}\,dx$ and it will explain why the series expansion $\frac{1}{1+x^2} = 1-x^2+x^4-x^6\ldots$ fails for $|x|>1$ even though there is nothing peculiar about $\frac{1}{1+x^2}$ at $x=\pm 1$.

TEACHING METHOD AND EVALUATION

3 hours of lectures per week, frequent assignments, two term tests each term.

Expanded description for the above course is not available. For information about these courses please consult the Scarborough College Calendar 1975-76.

MATA56F	Computer Programming, W. Enright	Winter Day
MATA68S	Problem Solving with Computers, W. Enright	"
MATB25Y	Geometry, E. Mendelsohn	"
MATB28S	Programming Techniques for Data Processing	"
MATB40F	Linear Algebra II, R. Delver	"
MATB45S	Linear Algebra III, E. W. Ellers	"
MATB51F	Differential Equations I	"
MATB52F	Probability and Statistics I, A. Rapoport	"
MATB53S	Numerical Methods, W. Enright	"
MATB56S	Differential Equations II	"
MATB57S	Probability and Statistics II, A. Rapoport	"
MATB80F	Symbolic Logic I, J. H. Sobel	"
MATB85S	Symbolic Ligic II, J. H. Sobel	"
MATC32S	Advanced Topics in Mathematics	"
MATC34F	Data Structures	"
MATC41F	Applied Differential Equations, P. Keast	"
MATC42S	Applied Mathematics and Mechanics	"
MATC44F	Algebraic Structures I	"
MATC48S	Applied Algebra, W. Enright	"
MATC49S	Algebraic Structures II	"

MUSIC

MUSA01Y INTRODUCTION TO MUSIC SESSION: Winter Day Scarborough

Timothy McGee

TYPE OF COURSE

For all interested students.

PREREQUISITES

None. Previous formal musical training provides only a slight advantage. The instructor assumes no prior knowledge on the part of the students.

EXCLUSION

HUMA51Y.

OBJECTIVES

Students will be expected to develop a vocabulary and technique for analyzing music, an ability to recognize period style both by sight and by ear, and an ability to associate the music of any given period to cultural and social changes in the society.

CONTENT

A survey of the style changes in Western music from the middle ages to the present. The music is approached in terms of technical construction, style characteristics, and its relationship to trends in art and society. The evolutionary aspects of the various period styles is emphasized as well as the individual characteristics of selected works.

METHOD

2 hours of lecture, 1 hour tutorial per week.

BIBLIOGRAPHY

Machlis, J. The Enjoyment of Music. Norton.
Kamien, J. Norton Scores. 2 vols. Norton.
Lerner, E. Study Scores. McGraw-Hill.

EVALUATION

1/3 tests (2 per term).
1/3 tutorial grade (participation, term papers, tests).
1/3 Final exam.

MUSB04F: MUSIC OF THE RENAISSANCE SESSION
Winter Day Scarborough

Timothy McGee

TYPE OF COURSE

Second level. For interested students.

PREREQUISITES

MUSA01Y (HUMA51Y)

EXCLUSIONS

None

OBJECTIVES

To recognize the many trends and styles of music in the Renaissance To reconcile the various attitudes of the Renaissance with the various types of musical expression. An acquaintance with specific repertoire.

CONTENT

Music of Western Europe from the early 15th. century until 1600. A broad look at the many composers and styles of the renaissance but concentrating on a small number of key works and composers. The music will be looked at in terms of change in compositional techniques and association with other fields, especially painting, will be emphasized.

METHOD

2 hrs. per week - lecture, discussion, individual reports.

BIBLIOGRAPHY

TBA

EVALUATION

Two term tests
1 term paper
Discussion and presentations during class.

MUSB05S MUSIC OF THE BAROQUE ERA SESSION:
Winter Day Scarborough

Timothy McGee

TYPE OF COURSE

Second level. For interested students.

PREREQUISITES

MUSA01Y (HUMA51Y)

EXCLUSIONS

None

OBJECTIVES

To follow the separate national styles of the Baroque era through to various combinations of styles by the end of the period. A knowledge of significant pieces in the repertoire as well as an acquaintance with the variety of styles.

CONTENT

Music from 1600 to the middle of the 18th. century. Both instrumental and vocal forms (Concerto, opera, etc.) considered from their gradual growth through the period. Concentration on a small number of significant works from the period as well as a general survey of the variety of music. Association with other fields, especially painting and literature.

METHOD

2 hrs. per week - lecture, discussion, individual reports.

BIBLIOGRAPHY

TBA

EVALUATION

2 tests
1 term paper
discussion and presentations during class.

MUSB08Y: MUSICAL PERCEPTION SESSION: Winter Day Scarborough

Timothy McGee

TBA

TYPE OF COURSE

For all interested students

PREREQUISITES

None

EXCLUSIONS

None

OBJECTIVES

A non-historical look at music. Students will invent and learn a variety of ways to approach a musical composition. An ability to deal with each piece of music on its own terms.

CONTENT

Various approaches to analysis and understanding of music: aesthetic, technical, etc. A course intended for students interested in the mechanics and understanding of music (as opposed to the style study of A01Y).

METHOD

2 hrs. per week - lecture,discussion, individual reports.

BIBLIOGRAPHY

TBA

EVALUATION

2 tests per term, papers, reports, discussion.

MUSB09H SUPERVISED PERFORMANCE I AND II SESSION:
MUSB10H: Winter Day Scarborough

Timothy McGee

TYPE OF COURSE

For all interested students.

PREREQUISITES

Previous experience necessary for instrumentalists. No experience for vocal. MUSA01Y (HUMA51Y)

EXCLUSIONS

None

OBJECTIVES

Performance of a variety of music literature and possible public performance for the college. Students to learn about the variety of literature from actual performance.

CONTENT

Wide variety of music.

METHOD

2 hrs. rehearsal per week.

EVALUATION

Audition and written test.

ADDITIONAL COMMENTS

½ credit per year, limited to one full credit per student.

NATURAL SCIENCE

NSCA01Y INTRODUCTION TO NATURAL SCIENCES - PHYSICAL SCIENCE

SESSION: Winter Day Scarborough

H.C. Corben

TYPE OF COURSE

For all interested students except those who have studied or are currently studying physics at the university level.

PREREQUISITES

None

EXCLUSIONS

None. (Physics A01 or A02 may be taken after taking this course).

OBJECTIVES

The purpose of this course is to describe the basic ideas of physics, astronomy, chemistry and geology in the historical order in which these ideas formed and became clarified in the minds of men. Instead of presenting them as finished products for students to learn, the course will trace ideas of physical science through the successes and failures, the incorrect hypotheses, the brilliant insights often obstinately opposed or ignored, the lucky guesses and the personal dangers that were the rewards of many scientists who struggled to understand them.

Detailed mathematical arguments are avoided, but a knowledge of simple algebra is required in order that the student may understand technical details well enough to answer sets of relevant problems.

TEACHING METHOD

Two lectures and one tutorial per week. Extensive use of films, slides and demonstrations.

EVALUATION

Two mid-term tests	10% each
Test, end of first term	15%
Final examination	20%
Two essays, one each term	15% each
Problems, tutorial tests, short essay	15%

ADDITIONAL COMMENTS

In 1975-6 the course will be more directed towards students of the Humanities, Social Sciences and Life Sciences, in that students studying physics will not be permitted to take the course. As a result the material will be less technical, and will be presented with more historical perspective.

REQUIRED BOOKS

V.L. Parsegian, A.S. Meltzer, A.S. Luchins and K.S. Kinerson, Natural Science, Part I, The Physical Sciences, Academic Press (1971).

REQUIRED BOOKS - Paperbacks

Physics (Rapport & Wright, Eds.) Washington Square Press, N.Y.U. Library of Science.

Science -- Method & Meaning (Rapport & Wright, Eds.) Washington Square Press, N.Y.U. Library of Science.

R.P. Feynman, The character of Physical Law, M.I.T. Press (1965).

Expanded description for the above course is not available. For information about these courses please consult the Scarborough College Calendar 1975-76.

NSCA02Y	Introduction to Natural Science: The Biological Sciences	Winter Day Scarborough
NSCB02Y	Quaternary Environments and Man	Winter Day Scarborough

PHILOSOPHY

PHLA01Y,1 FUNDAMENTAL QUESTIONS OF PHILOSOPHY

SESSION:
Winter Day Scarborough
Summer Day Scarborough

R. P. Thompson

TYPE OF COURSE

Introductory

PREREQUISITES

None

EXCLUSIONS

None

OBJECTIVES

The objectives of the course will be:

1. the development of an awareness of the ways various philosophers have dealt with philosophic problems,
2. the stimulation of critical thinking, and
3. the development of logical skills.

CONTENT

The course will consist of a discussion of the following philosophic issues: The possiblity and nature of scientific knowledge; problems in space, time, and causality; free will and determinism; the existence of God; the existence of self and others; the constitution of moral codes. Because some of these issues overlap with others (e.g. the possibility and nature of scientific knowledge with problems in space time and causality) the division of issues is somewhat artificial.

In order to obtain a perspective on these issues we will study the views of philosophers both past and present. However, a study of the views of others should always be undertaken with the objective of thinking through the issue for ones self. The latter involves doing philosophy, the former involves studying philosophy.

In order to facilitate the doing of philosophy we will spend a few weeks, at the beginning of the course, examining the principles of logic and argument.

METHOD

Lectures with discussion

BIBLIOGRAPHY

Selections from the following will be studied:

Descartes, R. Philosophical Writings ed. Anscombe & Geach (London: Thomas Nelson and Sons Limited, 1970)

Hempel, C. G. The Philosophy of Natural Science, (Englewood Cliffs: Prentice- Hall, Inc., 1966)

Hume, D. A Treatise of Human Understanding Book 1, ed. D.G.C. MacNabb, (London: Fontana, 1970)

Quinton, A. Utilitarian Ethics. (Toronto: The MacMillan Company of Canada Ltd., 1973).

PHLA01YN: FUNDAMENTAL QUESTIONS OF PHILOSOPHY — Winter Evening Scarborough

J.H. Sobel

TYPE OF COURSE

An introduction to philosophy consisting in consideration of topics drawn from the major divisions of the subject: metaphysics, theory of knowledge, philosophy of religion, ethics and logic. Questions taken up include: What can I know? Can I know I exist? Can you know I exist? Can either of us know anything other than our present state of mind? Is there a God? Are we free? Ought I concern myself with the interests of others? Can I? Is life ultimately without meaning? If it is, what should I do? Rail against it? Cry? Smile? Forget it? (Or none of the above).

PREREQUISITES

None

OBJECTIVES

The aim of the course is to convey an idea of philosophy, its nature and variety, by doing some and by seeing some done by great philosophers.

BIBLIOGRAPHY

Reading material for the course is about evenly divided between works of great philosophers of the past, including Anselm, Aquinas, Descartes, Berkeley, Hume and Leibniz, and works of recent and contemporary philosophers. The emphasis throughout is on analysis, clarification of ideas, and most of all on the examination and criticism of arguments and reasons for taking up various philosophic positions. One section of the course, occupying several weeks, is an introductory examination of principles of logic and argument, an introduction to some of the tools that in other parts of the course are informally and often only implicitly in use.

PHLA02Y: PHILOSOPHIC CLASSICS — Winter Day Scarborough

André Gombay

TYPE OF COURSE

Introductory

PREREQUISITE

None

EXCLUSIONS

None

OBJECTIVES AND CONTENT

The course will be basically devoted to the question "what is man?", and to connected problems in social philosophy such as: should all immorality be punished? why should wrongdoing be punished at all? under what conditions can persons be held responsible for what they do? could universal determinism be true?

In the first term these problems will be discussed with reference to two works by classical thinkers, Plato and Descartes; in the second term, with reference to more contemporary thought on the subject.

TEACHING METHOD

There will be two lectures a week; the third hour will be given over to discussion, or to talks by visiting lecturers.

BIBLIOGRAPHY

Plato: Gorgias, Penguin Books

Descartes,: Meditations, Nelson

Wasserstrom, R. (ed): Morality and the Law, Wadsworth

Dworkin, G. (ed): Responsibility, Free Will and Determinism, Prentice-Hall

PHLA02Y INTRODUCTION TO PHILOSOPHICAL CLASSICS — SESSION: Winter Evening Scarborough

P.W. Gooch

TYPE OF COURSE

An introductory course for all interested students; particularly those in literature and history.

PREREQUISITES

None.

EXCLUSIONS

None.

OBJECTIVES

Though the course is not a survey of the history of philosophy, it will provide opportunity for students to meet six or more important philosophers from Plato on. The prime object will be to find a way into philosophical issues of present concern to all of us through these thinkers. This will involve learning critical skills: especially the ability to read a text, and to discern, follow and assess arguments.

CONTENT

The content of the course is found in the books listed below. These books deal with such matters as ethics (what is the good life? How does pleasure fit into it? Can we be taught to be good?); metaphysics (Are we free agents? Does God exist? What sorts of things are persons--minds? Bodies? What's really real?); religion (What kind of God can exist if there is evil?); theories about human knowledge (What can I know for certain? How can I be sure about that? Can I know anything or anybody apart from the senses?)

TEACHING METHOD

There are three hours per week; lectures are fairly informal with ample time for discussion. Questioning is provoked and encouraged. Depending on class size there may be small group discussions and presentations.

BIBLIOGRAPHY

Plato: Meno and Protagoras.
Aristotle: Nicomachean Ethics.
Augustine: On Free Choice of the Will.
Descartes: Meditations.
Berkeley: Three Dialogues between Hylas and Philonous.
Buber: I and Thou.

EVALUATION

There are three components: small papers which are mainly analyses of texts; two longer essays; and term tests. The exact number and nature of these, and their relative weighting, are decided in consultation with members of the class.

PHLB01F: MORALITY AND VALUES — Summer Evening Scarborough

André Gombay

TYPE OF COURSE

Introductory

PREREQUISITES

None

EXCLUSIONS

PHLB51 (from 1973-74 and previous sessions)

OBJECTIVES AND CONTENT

The course has two parts. The first is general and discusses questions such as these: is all morality relative to time and society? Is moral egoism a tenable position? Can utilitarianism account for justice and fairness? Can an atheist justify his moral beliefs? In the second part a more specific question will be considered: to what extent should morality be enforced by law? To what extent is society entitled to prohibit behaviour which is morally offensive to a majority of its members (e.g. prostitution, drug-taking), yet not directly a cause of harm to others?

TEACHING METHOD

Two evening sessions per week, devoted to lectures and discussion.

BIBLIOGRAPHY

Williams, B., : Morality, Harper

Wasserstrom R. (ed.): Morality and the Law, Wadsworth.

PHLB01F MORALITY AND VALUES

SESSION:
Winter Day Scarborough

P.W. Gooch

TYPE OF COURSE

An introductory course for all interested students.

PREREQUISITES

None.

EXCLUSIONS

PHLB51 (from 1973-74 and previous sessions).

OBJECTIVES

To introduce students to the business of reflecting on the moral aspects of life. The course does not set out to decide whether certain specific actions or practices are right or wrong; rather, it examines ways in which we go about making these kinds of decisions, and tried to develop a critical awareness about this.

CONTENT

The course deals with some basic problems in the area of ethics; whether all values are relative; whether man is inescapably self-centred in his morality; whether we can be held responsible for any actions; whether punishment is justifiable; whether pleasure is the ultimate criterion of goodness; whether an action is right because it leads to the greatest happiness of the greatest number, or because it is commanded by God, and so on.

TEACHING METHOD

There are three hours per week; lectures are fairly informal with ample time for discussion. Questioning is provoked and encouraged. Depending on class size there may be small group discussions and presentations.

BIBLIOGRAPHY

Frankena, W.K. Ethics (2nd ed.).
Taylor, P.W. Principles of Ethics.
Taylor, P.W. Problems of Moral Philosophy (2nd ed.).

EVALUATION

There are three components: small papers which are mainly analyses of texts; two longer essays; and term tests. The exact number and nature of these, and their relative weighting, are decided in consultation with members of the class.

PHLB03F PHILOSOPHY AND ART

SESSION:
Winter Day Scarborough

R.F. McRae

TYPE OF COURSE

For all interested students.

PREREQUISITES

None.

EXCLUSIONS

PHLB22; PHLB57.

OBJECTIVES

To become conscious of philosophical problems which arise in considering the nature of art, to learn how to deal with them and to appraise critically the attempts of others to deal with them.

CONTENT

An examination of some basic concepts in aesthetics such as art, beauty, expression, creating and evaluating, as well as a consideration of problems concerned with the particular arts of painting, sculpture, architecture, music, drama, etc.

TEACHING METHOD

Tow hours lecture with discussion, and one hour tutorial.

BIBLIOGRAPHY

To be announced.

PHLB10F SOCIETY, THE STATE AND THE CITIZEN

SESSION:
Winter Day Scarborough

Bill Graham

TYPE OF COURSE

An introductory course in political philosophy.

PREREQUISITES

None.

EXCLUSIONS

PHLB52.

OBJECTIVES AND CONTENT

The goal is to introduce political philosophy in a historical and ideological context. The focus is from the point of view of the state, its history, development, purposes, consequences, what is a state? What is government? Are states necessary? Is government necessary? What is the nature of politics? Is man a political animal, or is politics a cancer in man? Various answers and types of answers will be investigated, (e.g. liberal, marxist, anarchist, authoritarian and libertarian, political philosophies will be studied). Specific attention will be directed to principles of non-government or anti-state philosophies (i.e. anarchism).

METHOD

Three hours per week, lecture, discussion, and (if possible) opportunities for seminar, if desired. Reading and discussion of significant texts concerning the theory of the state and government as well as of anti-state and non government. Work load to be determined largely between student and lecturer, on individual basis.

BIBLIOGRAPHY

Jacques Ellul. The Political Illusion.

D. Roussopolous (ed.). The Case for Participatory Democracy.

PHLB14S PHILOSOPHY OF SOCIAL SCIENCE

SESSION:
Winter day Scarborough
Summer night Durham

R. P. Thompson

TYPE OF COURSE

This will be an introduction to the Philosophy of Social Science and is designed for any interested student who fulfills the prerequisites.

PREREQUISITES

One course in Philosophy or one course in the Division of Social Science.

EXCLUSIONS

PHLB62

OBJECTIVES

The objectives of the course will be:

1. to understand the logic of social enquiry,
2. to investigate the nature of laws and theories,
3. to become familiar with arguments for and against functional and teleological explanations.

CONTENT

The course will begin with an examination of the relevance of the Hypothetical Deductive Method to social enquiry, looking specifically at hypothesis formation, hypothesis confirmation, and subjectivity in research. Following this, a discussion of necessary connection and uniformity with regard to laws, combined with a discussion of the relation of law to theory, will lead us into a discussion of explanation. In this latter area we will be focusing our attention on functional and teleological explanations, with discussion centering around the following questions:

1. Can function explanations be reduced to deductive nomological explanations?
2. Of what heuristic value are functional explanations?
3. Does teleology involve an intelligent agent?

TEACHING METHOD

Two hours of lectures (with discussion) and one hour of discussion per week.

BIBLIOGRAPHY

Summer night Durham

Michalos, Alex C. Philosophical Problems of Science and Technology, (Boston: Allyn & Bacon, Inc., 1974).
Rudner, Richard. Philosophy of Social Science, (Englewood Cliffs: Prentice-Hall Inc., 1966).

Winter day Scarborough

Krimerman, Leonard I. The Nature and Scope of Social Science, (New York: Appleton Century Crofts, 1969).
Rudner, Richard. Philosophy of Social Science, (Englewood Cliffs: Prentice-Hall, Inc., 1966)

PHLB16S PHILOSOPHY OF HISTORY

SESSION
Winter evening - Oshawa

R. P. Thompson

TYPE OF COURSE

The course will be an introduction to the Philosophy of History and will presuppose no previous knowledge of the field.

PREREQUISITES

One course or half course in History or Philosophy is recommended.

EXCLUSIONS

PHLB64

OBJECTIVES

The objectives of the course are:

1. to come to an understanding of various interpretations of the Historical process,
2. to examine the nature of Historical knowledge,
3. to examine the nature and role of explanation and law in History.

CONTENT

The course will begin with a study of various interpretations of the Historical Process. Selections from Vico, Kant, Hegel, Marx, Tolstoy and Toynbee will form the basis of this study. This will be followed by an examination of the nature of Historical Knowledge. This, in turn, will gives rise to an examination of the logic of Historical explanation. In this latter area we will be concerned with three questions: (1) Are there Historical Laws? (2) Is it necessary for an explanation in History to contain Laws? (3) What, if any, is the logical connection between the event being explained and the purported explanation of it in a Historical explanation?

METHOD

Lectures and discussion.

BIBLIOGRAPHY

Gardiner, Patrick. (ed.) Theories of History, (New York: The Free Press, 1959)

Dray, William H. Philosophy of History, (Englewood Cliffs: Prentice-Hall, Inc., 1964)

PHLB20F BELIEF, KNOWLEDGE AND TRUTH

SESSION:
Winter Day Scarborough

R.F. McRae

TYPE OF COURSE

For those with a special interest in philosophy, but all interested students are invited to attend.

PREREQUISITES

One A-level course in philosophy or one B-level course.

EXCLUSIONS

PHLB33; PHLB54.

OBJECTIVES

Some of the most central problems in philosophy concerning belief, knowledge and truth. One of the main objectives of the course is that participants should become as clearly aware of these as possible.

CONTENT

An examination of questions about scepticism and certainly, about the limits of knowledge, about perception, self-awareness and the knowledge of other minds.

TEACHING METHOD

Two hours lecture with discussion, and one hour tutorial.

BIBLIOGRAPHY

Ayer, A.J. The Problem of Knowledge, Penguin.

PHLB42F: ARISTOTLE AND LATER GREEK PHILOSOPHY I — Winter Day Scarborough

D.L. Mosher

TYPE OF COURSE

The course is directed primarily toward those students with a serious interest in philosophy and/or Greek. Nonetheless, the course is open to all interested and qualified students.

PREREQUISITES

One A-level course in philosophy or one B-level half-course in philosophy.

EXCLUSIONS

PHLB11: PHLB66

CONTENT

We shall examine Aristotle's logic and physics. We shall do so through a study of pertinent sections of the Organon (the collection of Aristotle's logical treatises), his Physics, On the Heavens and On Generation and Corruption.

TEXT

Richard McKeon, ed. The Basic Works of Aristotle. New York: Random House, [1941].

PHLB43S: ARISTOTLE AND LATER GREEK PHILOSOPHY II — Winter Day Scarborough

D.L. Mosher.

The course is directed primarily toward those students with a serious interest in philosophy and/or Greek. Nonetheless, the course is open to all interested and qualified students.

PREREQUISITES

PHLB42F Aristotle and Later Greek Philosophy I.

EXCLUSIONS

PHLB11; PHLB66

CONTENT

We shall examine Aristotle's psychology and metaphysics. We shall do so through a study of relevant portions of his work On the Soul and Metaphysics.

TEXT

Richard McKeon, ed. The Basic Works of Aristotle. New York: Random House, [1941].

PHLB44F: PHILOSOPHERS OF THE MIDDLE AGES I — Winter Evening Scarborough

D.L. Mosher.

TYPE OF COURSE

The course is a survey course directed primarily toward those students with a serious interest in philosophy. Nonetheless, the course is open to all interested and qualified students.

PREREQUISITES

One A-level course in philosophy or one B-level half-course in philosopy. (A course in Greek philosophy would be a big help).

EXCLUSIONS

PHLB12: PHLB67.

CONTENT

We shall examine the principal metaphysical and epistemological views of the following medieval thinkers: Augustine, Boethius, Anselm, Abaelard, al-Farabi (Alfarabi), Ibn Sina (Avicenna), al-Ghazali (Algazali) and Ibn Rushd (Averroes). The period covered runs from the late fourth century A.D. to the late twelfth century.

TEXT

Arthur Hyman and James J. Walsh, eds. Philosophy in the Middle Ages. Indianapolis: Hackett Publishing Company, [1973].

PHLB45S: PHILOSOPHERS OF THE MIDDLE AGES II — Winter Evening Scarborough

D.L. Mosher.

TYPE OF COURSE

The course is a survey course directed primarily toward those students with a serious interest in philosophy. Nonetheless, the course is open to all interested and qualified students.

PREREQUISITES

PHLB44F Philosophers of the Middle Ages I.

EXCLUSIONS

PHLB12; PHLB67.

CONTENT

We shall examine the principal metaphysical and epistemological views of the following medieval thinkers: Moses Maimonides, Thomas Aquinas, Duns Scotus and William of Ockham. The period covered runs from the twelfth through the fourteenth centuries.

TEXT

Arthur Hyman and James J. Walsh, eds. Philosophy in the Middle Ages. Indianapolis: Hacket Publishing Company [1973].

PHLB49S: PHILOSOPHY IN THE LATER MODERN AGE II — Winter Day Scarborough

André Gombay

TYPE OF COURSE

Advanced

PREREQUISITES

At least two B-level courses

EXCLUSIONS

None

OBJECTIVES & CONTENT

The course aims to give students some acquaintance with 20th century "analytic" philosophy. Philosophers in this tradition - which runs from Frege, through Russell and Wittgenstein, to Strawson and Quine - seek to achieve a description of the world by reflecting on the nature of the propositions of language and of logic. Questions discussed are the following: are there individual substances? exactly what is the difference between asserting and denying? what is the nature of logical truths? can ways of speaking commit to the existence of kinds of entities? exactly how are language and logic related to the world? Such questions are inter-connected.

TEACHING METHOD

There will be each week a two-hour period of lecture and discussion; occasionally a third hour will given over to a visiting lecturer.

BIBLIOGRAPHY

Frege, G. : Philosophical Writings, Blackwell's

Wittgenstein, L.: Tractatus Logico-Philosophicus, Routledge

Quine, W.V.O.: From a logical point of view, Harper.

PHLB50F: SYMBOLIC LOGIC I — Winter Day Scarborough

J H. Sobel.

TYPE OF COURSE

An introduction to formal techniques of reasoning, deductive and inductive, the course covers sentential logic, quantification theory or predicate logic and elementary parts of probability theory. The emphasis is on appreciation of 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).

PHL315: SYMBOLIC LOGIC II — Winter Day Scarborough

J.H. Sobel

TYPE OF COURSE

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 restriction of the identity calculus to '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 the meta-theory of standard elementary logic with emphasis on completeness proofs for sentential and predicate logic and on the 'limitative' theorems due to Skolem, Godel 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.

PREREQUISITE

PHLB50F *Symbolic Logic I* (MATB80F)

BIBLIOGRAPHY (principal texts)

Donald Kalish and Richard Montague. Logic: Techniques of Formal Reasoning.

Geoffrey Hunter. Metalogic: An Introduction to the Metatheory of Standard First Order Logic.

PHLB60F: EXISTENCE AND REALITY — Summer Evening Scarborough, Winter Day Scarborough

D.L. Mosher.

TYPE OF COURSE

This course is part of the core programme in philosophy. Nonetheless, all interested and qualified students are invited to attend.

PREREQUISITES

One A-level course in philosophy or one B-level half-course in philosophy.

EXCLUSIONS

PHLB34; PHLB55.

CONTENT

We shall examine in some detail, by way of lecture, reading material and discussion, the following problems of metaphysics:

(1) the nature and function of metaphysical thought,

(2) the nature of reality,

(3) being and substance and

(4) mind, body and the person.

TEXT

Richard T. DeGeorge, ed. Classical and Contemporary Metaphysics. New York: Holt, Rinehart and Winston, [1962].

PHLB61S PHILOSOPHY OF RELIGION SESSION: Summer Evening Scarborough

P.W. Gooch

TYPE OF COURSE

This course introduces all students interested in religion to the philosophy of religion. It is a possible part of the program in Myth and Religion.

PREREQUISITES

None.

EXCLUSIONS

PHLB21; PHLB56.

OBJECTIVES

To examine carefully some common assumptions about the truth or falsity of some religious claims. The course does not attempt to prove religious beliefs true or false; instead, it encourages a critical awareness of the nature and grounds for such beliefs or disbeliefs.

CONTENT

For practical purposes the course deals with claims within or about the Judeo-Christian tradition. It asks about the nature of God; whether it can be proved that God exists; whether his existence is compatible with evil; whether miracles can occur; whether language about God makes any sense or can be verified in any way.

TEACHING METHOD

There are three hours per week; lectures are fairly informal with ample time for discussion. Questioning is provoked and encouraged. Depending on class size there may be small group discussions and presentations.

BIBLIOGRAPHY

Hick, John. The Philosophy of Religion (2nd ed.).
Penelhum, T. Religion and Rationality.
Pike, N. God and Evil.

EVALUATION

There are three components: small papers which are mainly analyses of texts; two longer essays; and term tests. The exact number and nature of these, and their relative weighting, are decided in consultation with members of the class.

PHLB70S: PHILOSOPHY OF SCIENCE Summer Evening Scarborough

André Gombay

PREREQUISITE

One course in philosophy or in science.

EXCLUSION

PHLB63

OBJECTIVE & CONTENT

The course combines a study of one crucial period of the history of one science - astronomy, 1540-1690 - with a study of philosophical questions raised by science itself. What is scientific explanation? What is the nature of a scientific theory? In what sense does science tell us what the world is realy like? Many of these questions were first raised in this form in the XVIth and XVIIth century; hence the interest of studying them in a historical setting. The thinkers discussed will be Copernicus, Kepler, Galileo, Descartes, Newton.

TEACHING METHOD

Two evening sessions a week, devoted to lectures and discussion.

BIBLIOGRAPHY

Hempel, C.G.: The Philosophy of Natural Science

Kuhn, T.S. : The Copernican Revolution

PHLB80F PHILOSOPHY OF LANGUAGE — SESSION: Winter Day Scarborough

Bill Graham

TYPE OF COURSE

An introductory course in philosophy of language. Some knowledge of or interest in linguistics is helpful, but not required.

OBJECTIVES

There are 3 points of view from which language will be considered and studied (depending on the interest and preparation of students in the course): philosophical, linguistic, and political and social. It is contended that these three aspects of the study of language are complementary and inter-related.

METHOD

The course is interdisciplianry. It selects material from philosophy, linguistics, literature (including the popular literature of comedy, sport, film, television), politics and society, problems of referring, semantics, syntax, meaning, communication, will be considered. Three hours a week for lecture, discussion, seminar. Work should develop out of a students interest and background in philosophy, linguistics, psychology, politics, social issues.

PHLB87F CONTEMPORARY PHILOSOPHICAL ISSUES: THE PROBLEM OF RELIGIOUS FAITH AND KNOWLEDGE — SESSION: Winter Day Scarborough

P.W. Gooch

TYPE OF COURSE

A specialized study for students with some knowledge of philosophy.

PREREQUISITES

One course or half-course in philosophy.

EXCLUSIONS

None.

OBJECTIVES

To explore in detail a central issue in philosophy and religion; to develop the student's ability to assess critically positions and arguments, and to communicate this to others in seminars and discussions.

CONTENT

The course will study the claim of some philosophers that religious statements have no meaning, so th t we cannot be said to know anything in religion. It will examine the nature of religious faith in its relation to trust, belief, and knowledge. (Is religious commitment basically irrational? Can it be founded on any beliefs for which there is good evidence?) The possibility of verifying religious beliefs will also be considered, especially John Hick's notion of verification in the life to come.

TEACHING METHOD

Seminars with class participation; some lectures.

BIBLIOGRPAHY

Hick, John. Faith and Knowledge (2nd ed.).
Nielsen, K. Contemporary Critiques of Religion.
Penelhum, T. Problems of Religious Knowledge.

EVALUATION

Seminars and papers: the exact nature of evaluation will be decided in consultation with members of the class.

PHLC87F: SEMINAR IN PHILOSOPHY: GAMES DECISIONS, AND SOCIAL CHOICE — Winter Day Scarborough

J.H. Sobel

TYPE OF COURSE

A survey of formal, sometimes mathematical, theories of individual rational decisions, the interaction of rational agents, the proper bearing of individual preferences on social policy, and the characteristics of rational cooperation.

Special topics taken up should include: Problems for neo-classical utility theory set by Allais, Ellsberg, and Newcomb through Nozick; apparent breakdowns of individual rationality under game conditions; impossibility theorems for kinds of social choice, for example, Arrow's Theorem. Connections with traditional utilitarian ethical and political theories will sometimes be developed.

PREREQUISITES

The course has no specific prerequisites and presupposes only high school mathematics (no calculus). Some background in logic, ethics, economics, or political theory would be useful but is not essential.

BIBLIOGRAPHY (principal texts)

Robert Luce and Howard Raiffa. Games and Decisions.

Amartya Sen. Collective Choice and Social Welfare.

These texts will be supplemented by numerous articles, some of which will be distributed, all of which will be on reserve in the College library.

Expanded description for the above course is not available. For information about these courses please consult the Scarborough College Calendar 1975-76.

PHLB48F — Philosophy in the Later Modern Age I. G.A.Nicholson — Winter Day Scarborough

PHLB95F to PHLB99S — Independent Study

PHLB01F — Morality & Values. A.Gombay — Summer Evening Scarborough

PHYSICS

PHYA01Y ELEMENTARY MECHANICS — SESSION: Winter Day Scarborough

M. B. Walker

TYPE OF COURSE

An introductory course for students whose major interests are in the physical sciences and who intend to follow this course with several more physics courses in succeeding years.

PREREQUISITES

Grade 13 Physics; Grade 13 Calculus.

EXCLUSIONS

PHYA02Y

OBJECTIVES

To introduce the basic ideas of Newtonian and relativistic mechanics in a logical manner, and to give a thorough exposition of the methods of solving problems in these areas of physics.

CONTENT

The subjects treated include Newtons laws of motion; the dynamics of particles; the ideas of work and kinetic energy; the laws of conservation of energy, linear momentum and angular momentum; collisions between particles; rotational dynamics; oscillations; and gravitation. The lectures on special relativity will discuss the significance of the speed of light, the relation $E=mc^2$, famous experiments in relativity, space-time diagrams, Lorentz transformations, time dilation, the Lorentz contraction, and various other relativistic phenomena such as the fact that the astronaut travelling through space can come back to earth younger than his twin brother.

METHOD

Two lecture hours per week; one tutorial hour per week; one laboratory session every two weeks.

PHY A02Y PRINCIPLES OF PHYSICS — SESSION Winter Day Scarborough

John Perz
Martin J.G. Lee

TYPE OF COURSE

Survey course designed for science students who do not plan to take more than one year of Physics. Students are, however, eligible to enter higher level Physics courses provided that they achieve satisfactory standing. A background in calculus is helpful, but very little calculus will be used.

COREQUISITE

MAT A22 or MAT A26 or MAT A55

EXCLUSION

PHYA01

OBJECTIVES

To explain the fundamental principles of physics, emphasizing their empirical bases and illustrating them with a wide variety of practical applications. Students will be expected to use graphical, numerical and simple algebraic methods in the solution of problems,to understand the fundamental principles of physics as developed in the course, and to be able to apply them to the solution of simple problems.

CONTENT

The course begins with an introduction to Newtonian mechanics. If the forces acting on a body are known, Newtonian mechanics allows one to predict with great precision its subsequent motion. Relativistic mechanics is then introduced to describe the dynamics of particles whose velocities approach the velocity of electromagnetic waves. A section on thermodynamics is included, because of its fundamental importance in areas as diverse as biology, medicine, physiology, and physical chemistry. Thermodynamics describes the bulk properties of gases, liquids and solids, and attempts to explain them in terms of the atomic structure of matter. The classical theory of electricity and magnetism is developed, to relate electric and magnetic fields to the motion of electric charge. The theory leads to the prediction of electromagnetic waves, and establishes the link between electricity, magnetism, and the properties of light. The course concludes with a description of the revolution in an understanding of the structure of matter that has taken place since the beginning of the twentieth century. The duality between wave-like and particle-like properties of matter and radiation is reconciled by quantum mechanics, which explains the structures of atoms and nuclei, and describes the interactions of fundamental particles.

METHOD

Two hours of lectures (with discussion and demonstrations), one hour of tutorial per week, three hours laboratory every second week. A drop-in centre is open for an additional four hours tutorial assistance per week.

BIBLIOGRAPHY

Not yet available

PHYB01Y ELECTRICITY AND MAGNETISM

SESSION:
Winter Day Scarborough

A. E. Jacobs

TYPE OF COURSE

This course is intended for those students desiring to specialize in Physics and should be taken in the second year of studies by such students. It is open, however, to all students who have completed the prerequisite courses.

PREREQUISITES

PHYA01Y (recommended) or PHYA02Y
MATA55Y (recommended) or MATA26Y

In addition, it is strongly recommended that students complete MATA40F and MATA45S before registering in PHYB01Y.

COREQUISITES

There are no corequisites, but completion of, or concurrent registration in, MATB41F and MATB42S, or MATB50F and MATB55S, is strongly recommended.

EXCLUSIONS

None

OBJECTIVE

The objective is the learning and understanding of the material in the text.

CONTENT

The content of the course will be that of the text, please consult the Calendar or the text for details.

TEACHING METHOD

- two one-hour lectures per week.
- one one-hour tutorial per week.
- one problem set per week.

BIBLIOGRAPHY

Text: Electricity and Magnetism by E. M. Purcell, McGraw-Hill (1965).

EVALUATION

- two term tests, the better mark to count 50% and the poorer 30%.
- 20% for the problems (based on the best 15 problem sets).

PHYC01Y Quantum Physics

SESSION:
Winter Day Scarborough

J.D. King

TYPE OF COURSE

A first course in quantum physics intended for specialists in physics or a programme in physics combined with another science.

PREREQUISITES

PHYB01; MATB50 or both MATB41 and MATB42.

OBJECTIVES

To introduce the student to the basic concepts of quantum physics by first of all setting up a simple mathematical formulation and then applying this formulation to solve simple problems in atomic, molecular, nuclear and particle physics.

CONTENT

The course begins with a discussion of the structure of atoms, nuclei and particles. Special attention is paid to the stability of nuclei. Next, the basic quantum concepts are introduced and Schrödinger's equation is developed. Some experience with Schrödinger's equation is gained by solving simple problems, such as a particle confined to a box. This leads to solving the problem of a particle undergoing simple harmonic motion. The general problem of single particle motion under a central force is set up and solutions found for 1) hydrogen and hydrogen-like atoms 2) nuclei. Similarities and differences between the single particle model for atoms and nuclei are discussed. Atoms join together to form molecules which can rotate and vibrate. Nuclei can also rotate and vibrate. Similarities and differences in the behaviour of molecules and nuclei are pointed out. Finally, there is a discussion of the means for exciting atoms, molecules, nuclei and particles to excited states and of the processes governing the decay of these states back to the ground state.

METHOD

Two hours of lecture per week with tutorial sessions as required.

BOOKS

The course does not follow any given textbook. The text which most closely approximates the course is:
Perspectives of Modern Physics by Arthur Beiser - McGraw-Hill (1969).

EVALUATION

In 1974/75 the following scheme was used -

Term test (Nov.)	15%
Problems (Dec. and Feb.)	30%
Term test (Mar.)	15%
Final exam	40%

The procedures for evaluation are discussed with the students at the beginning of the term.

Expanded description for the above course is not available. For information about these courses please consult the Scarborough College Calendar 1975-76.

PHYB04F	Waves, A. Griffin	Winter, Day
PHYB05S	Statistical Physics, P. J. O'Donnell	"
PHYB06Y	Contemporary Physics, A. Griffin	"
PHYB08H	Intermediate Physics, M. J. G. Lee; J. M. Perz	"
PHYC05H	Advanced Physics Laboratory, M. J. G. Lee; J. M. Perz	"
PHYC08S	Special Theory of Relativity	"
PHYC10Y	Relativity and Cosmology, R. C. Roeder	"
PHYC42S	Applied Mathematics and Mechanics	"

POLITICAL SCIENCE

POL A02Y INTRODUCTION TO POLITICAL THEORY — SESSION: Winter Day Scarborough

Susan G. Solomon and Timothy J. Colton

TYPE OF COURSE

Introductory

PREREQUISITES AND COREQUISITES

None

EXCLUSIONS

None

OBJECTIVES

The course aims to introduce students to the varieties of political theory.

CONTENT

Lecture and readings explore the range of theorizing on political goals and on the political process. Five themes serve as a focus: equality, participation, leadership, revolution, and identity.

METHOD

Two hours of lectures (with discussion) per week.

BIBLIOGRAPHY

Students will read both from primary texts in the field of political theory (Jean-Jacques Rousseau's The Social Contract, John Stuart Mill's Representative Government, Alexis de Tocqueville's Democracy in America, Niccolo Machiavelli's The Prince, Edmund Burke's Reflections on the Revolution in France, and Karl Marx and Friedrich Engels' Communist Manifesto) and from the writing of contemporary political theorists (such as Robert Dahl and Samuel Huntington).

EVALUATION

Four short papers and a final examination. Weighting of these in final grade not yet determined.

POL A03Y COMPARATIVE POLITICS

SESSION:
Winter Day Scarborough
Winter Night Oshawa
Summer Night Scarborough

Victor C. Falkenheim and Arthur G. Rubinoff

TYPE OF COURSE

An introductory course. Counts toward either comparative developing or developed requirements.

PREREQUISITES

None

EXCLUSIONS

None

OBJECTIVES

The course is designed to survey the political systems of diverse countries and introduce the student to political analysis.

CONTENT

This course will analyse the political institutions and political processes of selected developed and developing nations, with particular emphasis on party systems and state structure. It will also attempt to relate the structure of party organization and competition to the stability and performance of the political systems under study. In specific, the course will include discussion of the political systems of Great Britain (disciplined two-party democracy); 4th Republic France (unstable dominant democracy); India (one-party dominant developing democracy); pre-war Japan (multi-party fascist system); post-war Japan (one-party dominant democracy); USSR (developed one-party totalitarian system); China (Developing one-party totalitarian state); and the Ivory Coast (one-party dominant developing system).

METHOD

Two hours of lectures and one hour of tutorials per week.

BIBLIOGRAPHY

Beer, S. British Political System

Berger, S., The French Political System, Random House

Ulam, A., The Russian Political System, Random House

Fairbank, J., The United States and China, Harvard

Hardgrave, R., India, Harcourt Brace

Zolberg, A., One Party Government in the Ivory Coast, Princeton

Ike, N., Japanese Politics, Knopf

Easton, D., "Approach to the Analysis of Pol. Systems", Bobbs-Merrill Reprint PS 68

Pye, L., "The Non-Western Political Process", Bobbs-Merrill Reprint PS 351

POL B03Y: 18th & 19th CENTURY POLITICAL PHILOSOPHY

SESSION: Winter Day Scarborough

S.J. Colman

TYPE OF COURSE

For specialist programme and for all interested students.

PREREQUISITES AND EXCLUSIONS

None.

OBJECTIVES

To explore the main issues in political philosophy of the period.

CONTENT

Students will be expected to study the principal relevant works of the most influential philosophers of the period - Rosseau, Hegel, J.S. Mill and Marx - in order to discuss, for example, the questions of legitimate authority; freedom; responsibility; disobedience; the nature of man and the ends of society; justice; equality; property; punishment; revolution; education. These writers will be dealt with thoroughly in lectures and tutorials. In addition, less extensive attention will be paid to some other important figures (e.g., Montesquieu, Hume, Kant, Burke, Bentham, de Tocqueville, T.H. Green) as well as to the theories of socialism, conservatism and anarchism.

TEACHING METHOD

Two hours of lectures (with discussion) and one hour of tutorial per week.

BIBLIOGRAPHY

Required:

Jean-Jacques Rosseau: The Social Contract and Discourses, trans. G.D.H. Cole, revised by J.H. Brumfitt and J.C. Hall (Dent, London, 1973) Paper, $3.50.

G.W.F. Hegel: Philosophy of Right, trans. T.M. Knox (Oxford, since 1942) Paper

Robert C. Tucker ed: The Marx-Engles Reader (Norton, 1972) Paper, $3.25

John Stuart Mill: Utilitarianism, Liberty, Representative Government (Dent) Hardcover

Principles of Political Economy (Penguin)

Recommended:

John Plamenatz: Man and Society, 2 vols (Longmans, 1963) Paper

John C. Hall: Rousseau: an Introduction to his Political Philosophy (Macmillan, 1973) Paper

Raymond Plant: Hegel (Allen & Unwin, 1973) Paper

H.J. McCloskey: John Stuart Mill - A Critical Study (Macmillan, 1971) Paper

Further reading lists will be distributed during the course.

EVALUATION

Final examination (40%) and either two long (30% each) or four short (15% each) papers. No mid-term examination. No work for class participation.

ADDITIONAL COMMENTS

Students are expected to attend the lectures. The tutorials are voluntary.

Political Science B10Y
INTERNATIONAL RELATIONS

Session
Winter Day and
Evening Scarborough

Arthur G. Rubinoff

TYPE OF COURSE

An introductory course, also fulfills one of the requirements for political science specialization.

PREREQUISITES

None

EXCLUSIONS

None

OBJECTIVES

The purpose of the course is to help the student develop intellectual tools with which to analyze politics at the international level. The course deals with the nature of the international system, the factors that motivate foreign policies, and the institutions for the conduct of international relations.

CONTENT

Specifically the course is divided into six parts:

Part one attempts to acquaint the student with some of the theoretical approaches in the literature. Hopefully a consideration of important concepts such as power and various interpretations of such factors as geography, ecology, and demography should provide the student with an operational vocabulary for the remainder of the course.

Building on this background, section two considers the systemic nature of international politics. The focus will be on the balance of power and bipolar systems, but other models will also be examined.

The third section of the course is devoted to such contemporary issues as sovereignty, nationalism, neutralism, alliance politics, and an analysis of the cold war and detente.

Part four examines the role of war in modern society. Topics for discussion are aggression, total war, nuclear politics, deterrence theory, arms control, proliferation, and guerilla warfare.

The next section of the course concerns itself with international limitations on power. Basically it focuses on diplomacy. Not only are matters such as strategy and negotiation discussed, but an attempt is made to trace the history of diplomacy and probe its domestic sources. A special feature of this part of the course will be readings that compare the diplomacy that led to the outbreak of World War I with the prevention of nuclear holocaust during the Cuban Missile Crisis. The cold war will also be examined. The remainder of the course deals with other limitations on power such as morality, international law, judicial settlement, collective security, and an analysis of international organizations such as the United Nations.

An epilogue will consider the issues raised by Robert Heilbroners controversial book, An Inquiry Into The Human Prospect. Among the items it considers are the population crisis and the world wide shortage of resources.

METHOD

Two hours of lectures (with discussion) per week. Films will also be shown in conjunction with the course.

BIBLIOGRAPHY

Allison, Graham, Essence of Decision

Ardrey, Robert, The Territorial Imperative

Claude, Inis, The Changing UN

Fisher, Roger, International Conflict for Beginners

Herz, John, International Politics In the Atomic Age

Lafeber, Walter America, Russia, and the Cold War

Stoessinger, John, Nations in Darkness

Tuchman, Barbara, The Guns of August

Also readings by Hans Morgenthau, Karl Deutsch, Henry Kissinger, Morton Kaplan, Arnold Wolfers, Kant, Machiavelli and others.

EVALUATION

One short essay and one exam each term.

POLITICS B17Y THE CHINESE POLITICAL SYSTEM SESSION: Winter Day Scarborough

V. Faulkenheim

TYPE OF COURSE

An introductory course fulfilling requirements for the sub-field of politics of developing areas.

PREREQUISITES

None

EXCLUSIONS

None

OBJECTIVES

To introduce to students the study of modern China and to broader issues of development and revolution.

CONTENT

This course will focus primarily on the efforts of a revolutionary political elite to reshape Chinese society. It will juxtapose the goals and programs of this elite to the social and economic realities of China, stressing the tensions that are generated by the conflict between resilient social and cultural traditions and the pressures for forced draft change. A subordinate theme of the course will deal with efforts of Mao Tse-tung and his associates to discover a distinctively Chinese path towards modernization in which the contradictions between the twin goals of modernization and social revolution are resolved.

METHOD

The course will be organized into one two hour lecture.

BIBLIOGRAPHY

Richard Baum, editor, China in Ferment

Lucien Bianco, The Origins of the Chinese Revolution

John K. Fairbank, The U.S. and China

Harold Hinton, An Introduction to Chinese Politics

Arthur Huck, The Security of China

W.F. Jenner, editor, Modern Chinese Stories

Montaperto and Bennet, Red Guard

Jan Myrdal, Report from a Chinese Village

Mao Tse-tung, Selected Readings

Edgar Snow, Red Star over China

POL B23Y POLITICS AND SOCIETY IN THE U.S.S.R. SESSION: Winter Evening Scarborough

Timothy J. Colton

TYPE OF COURSE

An introduction to the subject.

PREREQUISITES

No formal prerequisites. No knowledge of Russian history of of other background information will be presupposed.

EXCLUSIONS

None.

OBJECTIVES

The main purpose of the course is to provide the student with an understanding of the political process in the Soviet Union, and to introduce him to tools for analyzing and assessing Soviet politics.

CONTENT

The course falls into four main parts. The first, taking up the bulk of the fall term, is devoted to an analysis of Soviet political history. Essays and discussion will focus on several major themes: revolution and deradicalization; formal political structure; development of the Communist Party; and the political system and the individual. The second part of the course, of several weeks, considers various analytic approaches and models which have been applied to Soviet and Communist politics. The third part of the course will examine Soviet politics in specific issue areas (such as nationality policy and economic policy). The final month of the course will deal with Soviet foreign policy.

METHOD

Two hours of lecture, with discussion. A third hour will be reserved, but will not normally be required.

BIBLIOGRAPHY

Articles and sections from books and collections will be required reading, and will be on library reserve. Students will be expected to buy one book on foreign policy for the last section of the course (from a list of several books), and also will be expected to purchase the following works for general use:

Merle Fainsod, How Russia is Ruled, rev. ed. (Cambridge, Mass.: Harvard University Press, 1963).

Alexander Solzhenitsyn, The Gulag Archipelago (New York: Harper and Row, 1974.)

Richard Cornell, ed., The Soviet Political System: A Book of Readings (Englewood Cliffs, N.J.: Prentice-Hall, 1968).

H. Gordon Skilling and Franklyn Griffiths, ed., Interest Groups in Soviet Politics (Princeton: Princeton University Press, 1971).

Andrei Amalrik, Will the Soviet Union Survive Until 1984? (New York: Harper and Row, 1970.)

EVALUATION

Book report and hour test in the fall term, worth 20 percent of the grade each; spring essay and final exam of two hours, worth 30 percent each.

POL B31F: THE POLITICAL PHILOSOPHY OF NIETZSCHE — SESSION: Winter Day Scarborough

S.J. Colman

TYPE OF COURSE

For specialist programme and for all interested students, but is likely to prove more rewarding for students in their third or fourth years.

PREREQUISITES

None.

EXCLUSIONS

None.

OBJECTIVES

Gaining a first-hand knowledge of Nietzsche's work.

CONTENT

Nietzsche as predominantly a political philosopher, not only in the sense that all the remarkable range of his writings was in the service of his analysis and criticism of past and existing societies, with their systems of order, thought, belief, conduct and value, but also in that he intended to prepare for a new, superior order of life. Students will be expected to read several of Nietzsche's works in translation, Lectures will deal with these works in sequence, in order to analyze each and, if possible, connect them by making clear the development of their central concerns. In the latter part of the course Neitzsche's main concepts, those of the Übermensch, the Will to Power and Eternal Recurrence will be thoroughly discussed at their various levels of meaning. The main strands of his social criticism will be summarized and evaluated. His technique and style will be considered, as will the question of his responsibility for misuse of his work by the Nazis, by anti-democratic writers in democratic countries, and by vulgarizers.

TEACHING METHOD

One two-hour seminar per week.

BIBLIOGRAPHY

Basic Writings of Nietzsche (trans. Kaufmann) Modern Library Giant $2.95.

The Portable Nietzsche (trans. Kaufmann) Viking $2.85

F.W. Nietzsche: The Gay Science (trans. Kaufmann)

_____ Will to Power (trans. Kaufmann and Hollingdale) Random $2.95

Walter Kaufmann: Nietzsche - Philosopher, Psychologist, Antichrist (Third Edition) Random $2.95 OR

R.W. Hollingdale. Nietzsche

Additional reading lists will be supplied during the course.

EVALUATION

One major or two short papers. No examination. No mark for class participation.

ADDITIONAL COMMENTS

Students are expected to attend the seminars.

Political Science B33Y
Government and Politics in India

Session:
Winter Scarborough

Arthur G. Rubinoff

TYPE OF COURSE

An examination of the Indian political system, including an analysis of its political culture and a survey of relevant political history.

PREREQUISITES

None

EXCLUSIONS

None

OBJECTIVES

The course is designed to meet the general needs of students interested in the Indian sub-continent as well provide an option in the field of comparative politics (developing areas) for the political science specialist.

CONTENT

The course considers such problems as colonialism, nationalism, communalism, corruption, and regionalism in India. It also analyzes caste, untouchability, governmental institutions, political parties and state and local politics in the country.

METHOD

Lectures, discussion, and reports. (also films)

BIBLIOGRAPHY

Nehru, J.	Discovery of India
Brecher, M.,	Nehru
Singh, K.,	Train to Pakistan
Brown, W.N.,	The United States, India, Pakistan and Bangladesh
Moore, Barrington,	Social Origins of Dictatorship and Democracy
Hardgrave, R.,	India
Morris-Jones W.H.,	Government and Politics of India
Cohn, Bernard,	India: The Social Anthropology of a Civilization
Rudolph and Rudolph,	The Modernity of Tradition
Wisers,	Behind Mud Walls

POL835Y: PUBLIC POLICIES IN CANADA

Winter Day Scarborough

Ronald Manzer

TYPE OF COURSE

An introductory survey of the changing content of public policies in Canada, open to all interested students.

PREREQUISITES

No formal prerequisites. Some knowledge of Canadian political institutions and/or history is useful but not required.

EXCLUSIONS

Political Science 209 (Faculty of Arts and Science).

OBJECTIVES

Students of politics properly concentrate on understanding relationships of power but often fail to give sufficient attention to their consequences. The objective of this course is to complement studies of Canadian political institutions and behaviour by an analysis of the modern expansion of federal and provincial public policies. The subject is the changing content of public policies, what governments in Canada have done with respect to various political issues and what the consequences of governmental activity have been for satisfying the needs of citizens, rather than the policy-making process.

CONTENT

The main work in the course is a review of the development of public policies, both provincial and federal, with respect to four broad policy areas: in the first term, (i) economic growth and development and (ii) social welfare and education; in the second term, (iii) law and order and (iv) defence and international relations. The historical evolution of policies in each of these areas and comparison with developments in other Western democracies are considered in the lectures, but students' reading and analysis are concerned primarily with recent policy developments and problems in Canada. Within each broad policy area, we shall find three or four orientations or principles of policy - in effect, theories of political and administrative action - which seem to have provided both broad justifications for governmental intervention and general guidelines for specific policy-making. When inter-relationships among the policy areas are considered, the policy orientations prevailing in different areas tend to be complementary, not only with each other but also with concurrent policies for political organization. The underlying dynamic seems to be the development of the Canadian national community from an agricultural, colonial settlement into an advanced, industrial society. From such a developmental perspective, we are drawn into evaluation of the contributions made by government towards the achievement of basic political goals and speculation, in the face of problems requiring fresh orientations to public policy, on the possible principles of policy for future development.

TEACHING METHOD

Two hours of lectures (with discussion) each week.

BIBLIOGRAPHY

No textbook is assigned for this course. Among the assigned readings are the following:

Kari Levitt., Silent Surrender;

Canada, Prices and Incomes Commission, Inflation, Unemployment and Incomes Policy;

Kenneth Bryden, Old Age Pensions and Policy-Making in Canada;

Senate, Special Committee on Poverty, Poverty in Canada;

W.T. McGrath (ed.), Crime and Its Treatment in Canada;

J.L. Granatstein (ed.), Canadian Foreign Policy Since 1945;

Bruce Thordarson, Trudeau and Foreign Policy: A Study in Decision-Making;

Ronald Manzer, Canada: A Socio-Political Report.

A copy of the reading list used in 1974-75 is available on request.

EVALUATION

Term marks in the course will be based on the result of either two term tests or a term test and an essay, depending on whether a student chooses to write an essay, or not. A final examination will be held in the course, with the term work weighted two-thirds and the examination one-third of the final mark. For both the tests and the examination a list of eight questions will be handed out several weeks beforehand; and on the day of the test/examination four questions will be chosen and students will be asked to write on two of the four questions.

POL B36Y URBAN POLITICS SESSION: Winter Evening Scarborough

Timothy J. Colton

TYPE OF COURSE

A course of intermediate complexity and difficulty.

PREREQUISITES OR EXCLUSIONS

None.

OBJECTIVES

The course should introduce the student to the politics of cities in Canada and other societies.

CONTENT

The course begins with an examination of the social context of urban politics in modern society--the city. There will then be brief consideration of the political structures and forms of cities--formal political institutions (councils, mayors, etc.), fiscal and statutory powers, relations among city governments (including metropolitan arrangements), relations between city governments and higher levels of government. The core of the course, however--about half--will be devoted to the political process in urban areas. Examples will be drawn wherever possible from Canada and the United States, with an attempt to draw on the experience of Metropolitan Toronto. Attention will be given to political actors (economic elites, individuals, pressure groups, political parties, reform movements, government officials and agencies) and to the political strategies open to these actors (voting, corruption, pressure, protest, coercion, etc.) Finally, there will be specific consideration of policy problems and alternatives in several issue areas that bear directly on city life--urban poverty, planning and aesthetics, housing, and transport.

METHOD

Two hours of lectures (with discussion) per week.

BIBLIOGRAPHY

Edward C. Banfield and James Q. Wilson, City Politics (New York: Random House, 1963).

Thomas L. Blair, The International Urban Crisis (London: Paladin, 1974)

Jon Caulfield, The Tiny Perfect Mayor (Toronto: Hakkert, 1974).

Lionel D. Feldman and Michael D. Goldrich, ed., Politics and Government of Urban Canada: Selected Readings, 2nd ed. (Toronto: Methuen, 1972).

Graham Fraser, Fighting Back: Renewal in Trefann Court (Toronto: Hakkert, 1972).

Nelson W. Polsby, Community Power and Political Theory (New Haven: Yale University Press, 1966).

Report of the National Advisory Commission on Civil Disorders. (New York: Bantam, 1968)

EVALUATION

Book report in fall term (25 percent of final grade); essay in spring (40 percent); final examination (35 percent).

POL B38Y POLITICS OF THE THIRD WORLD SESSION: Winter Day Scarborough

Richard Sandbrook

TYPE OF COURSE

An introductory course for all interested students

PREREQUISITES

None

EXCLUSIONS

None. But students who have taken POL B12Y are advised to take POL C10Y rather than this course.

OBJECTIVES

This course aims to introduce students:

(i) to the politics and the development policies and problems of four modal countries in Africa and Latin America;

(ii) and to the impact of certain Western institutions and policies (e.g., foreign aid agencies; the multinational corporation) upon change in the poor countries.

CONTENT

Since this is a new course, its precise scope and content has not yet been decided. My intention, however, is to devote the first term to familiarizing students with the politics, social structure and development problems of four key third-world countries (Kenya, Ghana, Cuba and Chile), and the second term to assessing the impact upon third-world development (as exemplified by the four cases) of certain major Western institutions and practices (e.g., foreign aid agencies, multinational corporations and the counterinsurgency establishment).

TEACHING METHOD

Two hours of lecture and one hour of tutorial per week.

SHORT BOOK LIST (all are paperbacks)

Roger Genoud, Nationalism and Economic Development in Ghana.

Colin Leys, Underdevelopment in Kenya, 1960-1972.

Edward Gonzalez, Cuba Under Castro.

James Petras, Politics and Social Forces in Chilean Development.

POL C08Y COMPARATIVE FOREIGN POLICIES

SESSION:
Summer Night Oshawa
Winter Night Scarborough

Victor C. Falkenheim and Arthur G. Rubinoff*

TYPE OF COURSE

a Seminar

PREREQUISITES

One course in International Relations or the Government and Politics of one of the countries under discussion.

EXCLUSIONS

Can be waived if the permission of the instructor is gained.

OBJECTIVES

To familiarize the student with problems in the comparison of foreign relations and to acquaint him with the particular foreign policies of selected countries.

CONTENT

The course will examine the foreign policies of the United States, the Soviet Union, China, and India. Among the topics to be considered are the Cold War, the Sino-Indian border war, and the Sino-Soviet dispute.

BIBLIOGRAPHY

Maxwell, Neville, India's China War

Palmer, N. The US and South Asia.

Hoopes, Townsend, The Limits of Intervention

Hoopes, Townsend, Dulles

Kalbs, Kissinger

Van Ness, S.P., Revolution and Chinese Foreign Policy.

Ulam Adam, Expansion and Coexistence: Soviet Foreign Policy: 1917-73 (Rev. ed.)

LaFeber, Walter, American, Russia and the Cold War

Stoessinger, John, Nations in Darkness

REQUIREMENTS

Three short essays.

* Winter Staff to be arranged.

POL C10Y MODERNIZATION AND REVOLUTION

SESSION:
Winter Day and
Evening Scarborough

Richard Sandbrook

TYPE OF COURSE

This is a seminar course designed for students in the Social Sciences interested in some of the main political-economic dimensions of modernization.

PREREQUISITES

At least one B-level course in Political Science, Economics or Sociology relating either to theory or to a part of the "third world".

EXCLUSIONS

POL C04S

OBJECTIVES

The aims of the course are:

(i) to introduce students to various theories of modernization, imperialism, and revolution;
(ii) to provide factual information about three third-world countries as this relates to the theories mentioned above; and
(iii) to develop skill in oral and written expression.

CONTENT

Of the three main sections into which this course is divided, two - on modernization and imperialism - are discussed in the first term, and one - on revolutionary change - is dealt with in the second term. Not only are these three topics interrelated at the theoretical level, but the relevant experience of three third-world countries - Cuba, Algeria and South Africa - is referred to throughout the year. The second term, for instance, is devoted to the development of revolutionary thought and the way in which the various conceptions emerged from and influenced revolutionary practice, with particular reference to the three cases mentioned above. In addition, the question of whether revolution, as claimed, does clear away institutional obstacles to development is raised in the cases of Cuba and Algeria.

TEACHING METHOD

This course involves a two-hour seminar each week. Primary responsibility for the sessions is shared between the instructor and the other participants, such that each student is responsible for one individual or joint presentation. Student participation in discussions is encouraged, though not coerced.

A SHORT BOOK LIST (all are paperbacks)

Edward Gonzales, Cuba Under Castro.

Thomas Blair, The Land to Those who Work It.

Heribert Adams, Modernizing Racial Domination.

Gunnar Myrdal, The Challenge of World Poverty.

James Connors (ed.), Lenin on Politics and Revolution.

M. Rejai (ed.), Mao Tse-tung on Revolution and War.

Frantz Fanon, The Wretched of the Earth.

Ernesto Guevara, Guerrilla Warfare.

Regis Debray, Revolution in the Revolution?

PSYCHOLOGY

PSYA01 INTRODUCTORY PSYCHOLOGY Session:

Summer, Day, Scarborough
Winter, Day Scarborough
Winter, Evening, Scarborough

MEMBERS OF THE FACULTY

TYPE OF COURSE

An introductory survey course for all interested students, a prerequisite for most B-level courses in psychology.

PREREQUISITES

None

EXCLUSIONS

None

OBJECTIVES

Psychology is the scientific study of the behaviour of organisms. It is learning what makes people tick and finding out how the mind works. Psychology is a way of thinking about how living creatures cope with their environment and interact with each other: as such, it is at the intersection of philosophy, biology, sociology, physiology, and anthropology. Whereas common-sense psychology may be adequate for many tasks, it can also at times lead to false conclusions and ineffective actions. This may be because of faulty assumptions about human nature, cultural and personal biases and prejudices, poorly controlled observations, or an uncritical acceptance of information provided by your senses, by so-called authorities, or by the mass media. The objective of this course is not only to provide factual information about human behaviour, but to teach you to check your assumptions, observe accurately, weigh evidence objectively, and draw valid conclusions.

CONTENT

This course will investigate human behaviour from a variety of approaches. How behaviour can be explained in terms of the functioning of the brain and nervous system; the effect of learning and past experience on behaviour; how language is acquired; studies on thinking, reasoning and creativity; how the world is perceived; the bases of human motivation and emotion; the investigation of personality, mental illness, and psychotherapy.

TEACHING METHOD

There are 3 lecture hours per week.

BIBLIOGRAPHY

A text for 1975 has not yet been selected. Sample texts which have been used in the past are:

Ruch, F. L. & Zimbardo, P. G. Psychology and Life. Scott Foresman & Co., Glenview, Illinois.

Kimble, G. Garmezy, N. & Zigler, E. Principles of General Psychology. The Ronald Press Co., New York.

In addition, a book of readings to supplement the text is typically employed, such as Coopersmith, Frontiers of Psychological Research, which is a selection of Scientific American articles.

EVALUATION

Examinations are typically of the objective type. There are three term tests during the year and a final exam at the end of the year.

PSYB07 DATA ANALYSIS IN PSYCHOLOGY

Session:

Summer, Day, Scarborough
Fall, Day, Scarborough
Spring, Evening, Scarborough

BERT FORRIN

TYPE OF COURSE

A required course in the Specialist Programme in Psychology. Prior (or concurrent) enrolment in PSYB07 is recommended as preparation for most laboratory courses in Psychology.

PREREQUISITES

No formal prerequisites. A working knowledge of elementary algebra (to the solution of simple linear equations in one unknown) is assumed. Students concerned about the sufficiency of their background in mathematics should consult H. M. Walker's Mathematics Essential for Elementary Statistics (available at the College library) for a detailed list of skills required.

EXCLUSIONS

MATB52; (SOSA01)

OBJECTIVES

The course is intended: (a) to enhance understanding of research literature by de-mystifying the statistical procedures used in the interpretation of data; (b) to foster the development of skills basic to the design of psychological experiments and to the analysis of the results they yield.

CONTENT

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 men. How is the psychologist able to make the leap from the specific data of his experiments to the generalization he may wish to affirm? The course examines the role of statistical decision-making procedures in drawing reasonable inferences from research findings. It details the mechanics of a variety of commonly used data analysis procedures and explores their underlying logic. For a more specific indication of topics covered the interested student is referred to the text used in 1974-75, Horowitz' Elements of Statistics for Psychology and Education.

TEACHING METHOD

Three hours of lecture (with discussion) per week; one hour of tutorial per week at which attendance is voluntary.

BIBLIOGRAPHY

The text for 1975-76 has not yet been selected.

EVALUATION

The final course grade has commonly been based on 10 problem sets (20%), 2 term tests (40%), and a final examination (40%).

PSYB08S EXPERIMENTAL DESIGN IN PSYCHOLOGY

Spring, Day, Scarborough

BERT FORRIN

TYPE OF COURSE

Highly recommended for all students contemplating graduate studies in Psychology; also recommended as preparation for PSYC92, PSYC93, PSYC98.

PREREQUISITES

PSYB07 or MATB52

EXCLUSIONS

None

OBJECTIVES

The course is intended to extend the range of research problems which the student may successfully investigate. It seeks to develop a command of both the logic and mechanics of statistical procedures designed for the interpretation of data from complex experiments involving the simultaneous manipulation of several independent variables.

CONTENT

The course focuses on analysis of variance techniques as tools for the interpretation of research data. A more specific indication of course content may be had by referring to a recent text, Ferguson's Statistical Analysis in Psychology and Education (particularly pp. 197-300).

TEACHING METHOD

Three hours of lecture per week; one tutorial hour per week (attendance voluntary).

BIBLIOGRAPHY

The text for 1975-76 has yet to be chosen

EVALUATION

The final course grade has characteristically been based on problem sets and short quizzes (20%), two term tests (40%), and a final examination (40%).

PSYB50F SENSATION AND PERCEPTION Session: Winter, Day, Scarborough

MARILYN SMITH

TYPE OF COURSE

PREREQUISITES

PSYA01 or PSYA02

EXCLUSIONS

None

OBJECTIVES

This course is designed to establish the fundamental principles underlying the processing of stimuli, in order to explain why we perceive the world as we do.

CONTENT

Because all stimuli must cause activation in the nervous system for us to be aware of them, the course begins with a discussion of how a neuron is stimulated, and the way in which sensory quality and sensory intensity are encoded in the nervous system. Selected topics in visual perception are then examined. These include colour vision, depth perception. perceptual constancies and illusions. Visual perception is then compared with auditory perception and pain perception. Having thus discussed the way in which a stimulus is encoded, we consider the extent to which this encoding is due to innate factors on the one hand, and to learning experience on the other. To answer this question we look at studies done either with infants, at studies in which animals are raised in sensory isolation, at studies which re-arrange the visual input, and at recent neurophysiological experiments. Finally, the role played by social and motivational factors in our perception is explored.

TEACHING METHOD

Three lectures per week. Extensive classroom demonstrations of the various phenomena under discussion.

BIBLIOGRAPHY

Text: Murch, G. Visual and Auditory Perception Bobbs-Merrill.

To supplement the text, a considerable number of Scientific American articles are assigned.

EVALUATION

Two examinations, one-mid-term and one at the end of the term. These are each worth 50% of the grade. Exams contain a mix of objective, short-answer, and essay-type questions.

PSYB52S HUMAN INFORMATION PROCESSING Session: Winter, Day, Scarborough

MARILYN SMITH

PREREQUISITE

PSYA01Y or A02Y, PSYB50F

OBJECTIVES

This course is designed to acquaint students with an approach to the study of human behaviour which emphasizes the processes by which the sensory input is transformed, reduced, elaborated, stored, recovered and used. In addition, there are laboratory experiments which permit the students to gain some familiarity with studying cognitive events.

CONTENT

Cognitive processes are continuous events, although for purposes of analysis they can be separated into successive phases that intervene between stimulus input and response output. These phases arbitrarily abstracted from the ongoing process by researchers include: detection of stimulus features; selection of features to attend to; recognition of the stimulus as novel or familiar; transformation or encoding of selected features; storage in memory; access to and retrieval of stored cognitions; verbal representation of ideas; specification of alternatives, consequences, and plans for action; and testing of actual outcomes against expectations.

TEACHING METHOD

There are 3 lecture hours per week in this course. On alternative weeks, two of these lecture hours are replaced by a two-hour lab. Students are required to hand in lab reports for these labs.

BIBLIOGRAPHY

Keele, S.W.
Attention and Human Performance - Goodyear Publishing Co., 1973.

EVALUATION

One term exam, lab reports, and a final exam. Term work is worth 60% and the final exam is worth 40%.

PSYC90, C91 SUPERVISED READINGS IN PSYCHOLOGY
PSYC92, C93 SUPERVISED RESEARCH IN PSYCHOLOGY

Session:
Summer, Day, Scarborough
Summer, Evening, Scarborough

Winter, Day, Scarborough
Winter, Evening, Scarborough

STAFF

TYPE OF COURSE

Designed primarily for specialists in Psychology.

OBJECTIVES

These half-courses permit interested students to obtain credit for intensive independent study, through reading or research, of self-selected topics. They are intended to supplement formal course work, not to substitute for it. Supervised study should be attempted only where some background of course experience in related areas already exists. The student is responsible both for proposing an area of study and for arranging for faculty supervision of his project. Consent of a faculty member in Psychology to serve as supervisor must be obtained prior to registration in these courses.

PREREQUISITES

PSYC90, C91: three full-course equivalents in Psychology; permission of supervisor.

PSYC92, C93: PSYB07; PSYB09; two additional full-course equivalents in Psychology; permission of supervisor. (Another laboratory course in Psychology may be accepted in lieu of PSYB09).

PSYC98 Y THESIS IN PSYCHOLOGY

Winter, Day, Scarborough
Winter, Evening, Scarborough

BERT FORRIN (Coordinator)

TYPE OF COURSE

Highly recommended for students enrolled in the Specialist Programme in Psychology, particularly for those contemplating graduate studies.

PREREQUISITES

Satisfactory completion of 15 full-course equivalents in any discipline but including PSYB07, one laboratory half-course in Psychology, and two additional full-course equivalents in Psychology; consent of a faculty member in Psychology to serve as research supervisor. PSYB08 is recommended but not required.

OBJECTIVES

This course is intended to offer to qualified students the opportunity to engage in a year-long research project under the supervision of an interested member of the faculty in Psychology. The project will culminate in a written report in the form of a thesis and a defence of that report. During the course of the year, at appropriate times, students will meet to present their own research proposals, to appraise the proposals of others, and to discuss the results of their investigations.

Expanded description for the above course is not available. For information about these courses please consult the Scarborough College Calendar 1975-76.

PSYA01YN	Introduction to Psychology	Winter Night Scarborough
PSYA02Y	Psychology: An Introduction	Winter Day Scarborough
PSYB09F&S	General Experimental Psychology	Fall Day Scarborough Spring Night Scarborough
PSYB10F & S	Introduction to Social Psychology	Fall Day Scarborough Spring Day Scarborough
PSYB20F & S	Developmental Psychology	Fall Day Scarborough Spring Day Scarborough
PSYB30F & S	Personality	Fall Day Scarborough Spring Day Scarborough
PSYB32F,FN,SN	Abnormal Psychology	Fall Day Scarborough Fall Night Scarborough Spring Night Scarborough
PSYB40F	Learning	Fall Day Scarborough
PSYB41S	Operant Conditioning	Spring Day Scarborough
PSYB51S	Perceiving and Knowing	Spring Day Scarborough
PSYB56FN	Man and Machines	Fall Night Scarborough
PSYB60F	Brain Mechanisms and Behavior: I	Fall Day Scarborough
PSYB61S	Brain Mechanisms and Behavior: II Physiology of Motivation and Learning	Spring Day Scarborough
PSYB65SN	Biological Foundations of Behavior	Spring Night Scarborough
PSYB70F	Comparative Psychology	Fall Day Scarborough
PSYC15FN	Current Topics in Social Psychology	Fall Night Scarborough
PSYC22F	Socialization Processes	Fall Day Scarborough
PSYC33F	Personality and Social Interaction	Fall Day Scarborough
PSYC34SN	Thought and Action	Spring Night Scarborough
PSYC40S	Current Topics in Animal Learning	Spring Day Scarborough
PSYC52F	Structures in Psychology	Fall Day Scarborough
PSYC53S	Current Topics in Human Information Processing	Spring Day Scarborough
PSYC60S	Current Topics in Comparative and Physiological PSYCHOLOGY	Spring Day Scarborough
PSYC80S	Foundations of Psychology	Spring Day Scarborough

RUSSIAN

RUSA0ly INTRODUCTION TO RUSSIAN CULTURE AND LITERATURE — Winter Day Scarborough

TYPE OF COURSE

An introductory course may be taken as an option in the Russian co-specialist programme in Modern Languages and Literatures, or as one of the options for the programme in Russian and Related Studies.

PREREQUISITES

No formal prerequisites. Some knowledge of Russian desirable but not required.

EXCLUSIONS

None

OBJECTIVES

The course is designed to introduce students to aspects of the Russian creative mind from the 18th century to the present. Beginning with medieval Russia and its religious Renaissance (11th-16th centuries) attention is focussed on:

the rise of the Russian intelligentsia in the 18th century under the political impact of absolutism at home and the cultural and ideological influences coming from the West. The course follows the evolution of segments of the Russian intelligentsia through the 19th century to the Revolution of 1917 and after. An attempt is made to find amid differences the spiritual and cultural continuity between past and present, to begin to understand contemporary Soviet Russia in terms of its cultural links to a European and Russian past

the opposition between the historical and spiritual dimensions of being, the cultural revolutions through which Russia has passed

Culture as a study in sensibility, mind in process, focussing on the religious, socio-moral, poetic, philosophical, musical, literary, political and "mythical" aspects of the Russian imagination.

Content

The course looks at the development of the Russian icon and church architecture in medieval Russia. In the 18th century the focus falls on the reigns of Peter and Catherine the Great, on poetic and linguistic developments, on social protest and satire in literature, on autocracy, serfdom and the Russian intelligentsia. In the 19th century special attention is paid to the problem of Russian national identity and cultural dilemma (Slavophiles and Westernizers), and

RUSA01

the rise of Marxism in Russia, Russian poetry, literature and music are discussed. The 20th century is studied in the light of the Russian Symbolist Age, the Bolshevik revolution of 1917 and its cultural aftermath: Soviet Marxism in theory and practice and the cultural rebirth in the post-Stalin period.

Method

Three hours (one lecture, two tutorials) per week.

Bibliography

Billington, J.H. — The Icon and the Axe. An Interpretative History of Russian Culture. New York, 1967.

Fedotov, G.P. (ed.) — A Treasury of Russian Spirituality. New York, 1948.

Keller, W. — Are the Russians Ten Feet Tall? London, 1961.

Kohn, H. (ed.) — The Mind of Modern Russia. Historical and Political Thought of Russia's Great Age. New York, 1955.

Rice, T. T. — A Concise History of Russian Art. New York, 1963

Zenkovsky, S. A. — Medieval Russia's Epics, Chronicles and Tales. New York, 1963.

Changes in this outline might be made by the visiting lecturer.

RUSA10Y INTRODUCTORY RUSSIAN — SESSION: Winter Day Scarborough

Suzanne Whalen

TYPE OF COURSE

An introductory course, can be taken either by itself, by anyone wanting to learn Russian or as a core course in the Co-specialist programme in Modern Languages and Literatures or The Russian and Related Studies programme.

PREREQUISITES

None.

EXCLUSIONS

None.

OBJECTIVES

The course goals are to introduce the student to the Russian *languages: reading, writing,* elementary grammar and basic conversation. At the end of the year students should have an active vocabulary and knowledge of grammar to enable them to take part in simple conversation, and a passive vocabulary large enough to permit them to read and retell (orally and in writing) easy texts.

CONTENT

Starting with the Cyrilic alphabet and familiarization 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.

METHOD

Four class hours, in addition to which the student is expected to spend one hour in the Language Laboratory. Tests and class performance considered for grading; no final examination required.

BIBLIOGRAPHY

Stilman, G., Stilman L., W.E. Harkins, Introductory Russian Grammar Xerox: 1972

Smiles, Jokes, Anecdotes, Short Stories, Progress Publishers, Moscow.

Fables, Tales, Stories after L. Tolstoi, Foreign Lang. Publishing, Moscow.

RUSB02Y INTERMEDIATE RUSSIAN SESSION: Winter Day Scarborough

SUZANNE WHALEN

TYPE OF COURSE

An intermediate course continuation of A10Y. Can be taken by students interested in learning Russian or as a core course in the Co-specialist programme in Modern Languages and Literature or The Russian and Related Studies Programme.

PREREQUISITES

RUSA10Y or completion of Grade 13 Russian.

EXCLUSIONS

None.

OBJECTIVES

To enlarge the students knowledge of the basics of Russian language with emphasis on vocabulary building. Students will be expected to achieve the ability to write free compositions in Russian and to read Russian authors (contemporary and classical). Students are expected to progress towards conversational efficiency in the language.

CONTENT

The course includes extensive study of Russian morphology both theoretical and practical. Translations from English into Russian and compositions will enable the students to apply the acquired grammar and enlarge their active vocabulary, while selected reading material will build up their passive vocabulary. Colloquial Russian texts provide material for conversation classes.

METHOD

Three hours of classes divided into grammar, conversation and translation plus additional language laboratory work. Tests and class performance used for grading - no final examination required.

BIBLIOGRAPHY

Tschebotarioff, Bill V., Intermediate Russian: Introduction to Russian Syntax, Holt Rinehart & Winston, 1972.

Henry, P., Modern Russian Prose Composition, London Press, 1969.

Praktinceskoe Posobie po Sintaksisu Russkogo Iazyka, Moskva, 1966.

Scripnik, L.Z. et al., My govorim po-russki, Kiev, 1973.

Harper, K., et al. New Voices, Harcourt Brace, 1966.

The students may select their own reading material for written and oral reports.

RUSB10Y ADVANCED RUSSIAN SESSION: Winter Day Scarborough

Suzanne Whalen

TYPE OF COURSE

Advanced Course continuation of second year Russian.

PREREQUISITES

RUSB02Y (RUSA11Y).

EXCLUSIONS

None.

OBJECTIVES

To give each student a well balanced knowledge of the language including morphology, phonology and syntax. The student should be able to comprehend conversational Russian spoken at normal speed such as lectures, broadcasts etc., and to speak Russian with a pronunciation acceptable to native speakers. Students should have a command of vocabulary and syntax sufficient to express their thoughts in conversation and in writing.

CONTENT

Overall survey of the general pattern of Russian language. Russian will be used as language of instruction in all classes. Continue intensive study of difficult areas of Russian morphology, and the principles of word formation. Detailed study of syntax. The reading programme begun in the second year expanded to include poetry and a wide variety of literary styles. There will be continued work in the area of Russian prose composition, mainly English to Russian translations with considerable free composition as well. Conversation classes will include summaries of selected texts, and topical and situational conversation in colloquial idiomatic Russian.

METHOD

Three hours of classes. Attendance in the language laboratory is expected. Grading is done on the basis of tests and class performance; no final examination required.

BIBLIOGRAPHY

Davis, P.A. & Oprendek, D.V., Making Progress in Russian Xerox, 1973.

Muravyova, L.S., Verbs of Motion in Russian, Progress, Moscow.

Khavronina, S., Ahiroshenskaya, A., Russian in Exercises, Progress, Moscow.

Short Stories by A. Chekhov, Nikita's Childhood by A.Tolstoi

Selections from Maksim Gorky, Alyonka Short Stories by Soviet Writers, all Progress, Moscow.

Selection of reading texts changes according to the particular interest of students.

RUSB14F: PROPHECY IN 19TH CENTURY RUSSIAN LITERATURE

SESSION: Winter Day Scarborough

TYPE OF COURSE

A core course for the Russian co-specialist programme in Modern Languages and Literatures or the programme in Russian and Related Studies.

PREREQUISITES : RUSA10

COREQUISITES : RUSB02

EXCLUSIONS : RUSB11

OBJECTIVES

To explore literature as a prophetic genre; poetic and spiritual intuition as introspective, cultural, social and political insight and foresight in the works of Alexander Pushkin, Ivan Goncharov and Fedor Dostoevsky.

CONTENT

A study of the prophetic self in some of Pushkin's poems and of his Eugene Onegin as a cultural prognosis of the Russian intelligent or intellectual; of Goncharov's Oblomov as social anatomy of 19th century Russian man and society; and of Dostoevsky's The Demons and "The Legend of the Grand Inquisitor" as political forecasts of 20th century totalitarianism.

METHOD

Two hours per week (one lecture, one tutorial)

BIBLIOGRAPHY

Since this course will be taught by a visiting lecturer, his/her choice of bibliography will be available at the beginning of classes.

RUSB15S : WOMEN IN 19TH CENTURY RUSSIAN FICTION

SESSION: Winter Day Scarborough

TYPE OF COURSE

A core course for the Russian co-specialist programme in Modern Languages and Literatures or the programme in Russian and Related Studies.

PREREQUISITES : RUSA10

COREQUISITES : RUSB02

EXCLUSIONS : RUSB11

OBJECTIVES

To examine the image of Women in the works of Alexander Pushkin, Ivan Turgenev and Leo Tolstoy; and to juxtapose the gallery of literary characters to their contemporery ccunterparts in Russian society.

CONTENT

A study of the women in Pushkin's Eugene Onegin, The Captain's Daughter and "The Queen of Spades"; in Turgenev's A Nest of Gentlefolk, On the Eve, and in his novellas Asya, First Love and The Torrents of Spring; and in Tolstoy's Anna Karenina and "The Death of Ivan Ilych".

METHOD

Two hours per week (one lecture, one tutorial).

BIBLIOGRAPHY

Since this course will be taught by a visiting lecturer, his/her choice of bibliography will be available at the beginning of classes.

SOCIOLOGY

SOCB01Y METHODS OF SOCIAL RESEARCH

SESSION:
Winter Day Scarborough

R. Beals

TYPE OF COURSE

An introduction to research methods. Required course for specialist programme.

PREREQUISITES

One sociology course.

EXCLUSIONS

None.

OBJECTIVES

Primary purpose is to give students specific skills and a sense of the research process as a whole through practical experience in the design, execution and analysis of research projects.

CONTENT

Students learn the various methods of collecting data: observation, interviewing, library research, etc. Also how studies originate, the principles of measurement, sampling, data processing, how to construct and interpret qualitative tables. The class will design, and execute a project that will involve interviewing and the analysis of results by computer.

The instructor reserves the right to alter the objectives or content of this course at his whim (however, always within the context of the pursuit of learning).

METHOD

Up to two hours of lecture (with discussion) and two hours of lab (practical work and discussion related to it) per week. An effort will be made to minimize lecturing in favor of more practical experience.

BIBLIOGRAPHY

Cole, Stephan. The Sociological Method. Chicago: Markham Publishing Co., 1972.

EVALUATION

Grade based on research activity (e.g., interviewing, coding, etc.) exercises, research report(s), tests.

SOC B02Y The structure of Interpersonal Relations

Winter day, 1975-76

John Alan Lee

Type of course: A research course for students sincerely interested and able to frame their own problem topic in the area of interpersonal relations and carry out research under their own motivation, following an initial lecture-seminar training period.

Prerequisites: None, but a knowledge of basic sociological concepts taught in introductory sociology will be assumed.

Objectives: 1. To provide an alternative to regular lecture/text/test/essay/exam format of teaching sociology, for those students willing and able to conduct their own independent research program after a basic training period, but short of the special skill demands and problems of a completely self-administered "independent reading course."
2. To provide a systematic introduction to sociological explanation of the structure of interpersonal relations (particularly in contrast to psychological approaches)
3. To encourage the development of sociological imagination and insight into the unobvious and ordinarily subjectively experienced structure of relationships in the family, at work and school, in friendship, and even in love.
4. To demonstrate the possibility and methods of systematically measuring and analyzing the subjective experience in 3.
5. To provide an educational experience in framing one's own problem, rather than responding to faculty-defined problems, designing the methods for studying the problem topic, and disciplining one's own work with a minimum of supervision.

Content: 1. Basic concepts (about 100) in the sociology of interpersonal relations. 2. Theoretical approaches: role, role-identity, kinesic, dramaturgical, personal space, small groups, social networks, sociometry, social exchange, and ideal typology of love. 3. Basic methods: questionnaire, interview, participant and unobtrusive observation, content analysis. 4. Basic analysis: data assembly, 2 x 2 tables, cross tabulation, differences of percentage, frequencies. Assigned books vary from year to year and are topical rather than text books. Goffman, O'Neill, Olmsted, Lee are among recent assigned authors. 5. Guest lectures, films, etc.

Method: September to December inclusive: Two lectures a week on concepts and theory. Problem team assignments in lieu of tutorials. Voluntary seminars on basic methods - student attends those useful for his problem topic. Project proposal to be framed by November 1 for faculty approval, supported by relevant initial readings on topic. Two diagnostic tests on concepts to indicate preparedness of student to proceed in second term. January to March 31: No lectures. Voluntary seminars continue on methods of analysis - student chooses those relevant. Major emphasis on student-initiated personal consultation with faculty during ample office hours (16/week)

Evaluation: Two diagnostic tests, 10% each. Research project: 80%

FAIR WARNING! This course is not suitable to students who rely on regular lectures/essays/tests throughout the year, to keep themselves working. You will fall behind in the second term and inevitably fail.

SOCB05Y URBAN SOCIOLOGY SESSION: Winter Day Scarborough

Nancy Howell

TYPE OF COURSE

For all interested students, including those doing a specialist degree program in sociology and those specializing in inter-disciplinary urban studies.

PREREQUISITE

None.

EXCLUSION

None.

OBJECTIVES & CONTENT

To gain an overview of urban sociology as a field of study; to learn about the workings of the City of Toronto and cities in general in a comparative and historical perspective; to gain research skills and learn and teach about some one aspect of the city.

TEACHING METHOD

In the first semester, there will be 2 hour-long lectures per week, plus required reading and field work. In the second semester there will be at least 2 hours of seminar meetings per week, during which each student will present a research project report to the class.

BIBLIOGRAPHY

The text is Charles Tilly, An Urban World, McClelland Stewart, 1974. Specific reading assignments will be announced and available on reserve at the library.

EVALUATION

There will be a formal examination at the end of the first semester, worth 1/3 of the final grade. Supervised research projects will be due in April, and worth 1/3 of the final grade. The field work reports, class participation and seminar presentation will make up the remaining 1/3 of the grade.

ADDITIONAL COMMENTS

This course requires approximately 10 hours of work per week, including class time, assigned readings, field-work, etc.

SOC B18Y "Deviant Behaviour" Winter day, 1975-6

John Alan Lee

Type of course, prerequisites and objectives:

Turn to description of SOC B02Y (Structure of Interpersonal Relations) and read the type of course, prerequisites and objectives, but inserting "deviant and non-conforming behaviour" where the description reads "interpersonal relations." The pedagogical format of B02 and B18 is identical. Objective 3, of course, will differ in its examples, for which, see content immediately below on this page:

Content: Basic concepts (about 100) in the sociology of "deviant" and non-conforming behaviour.
2. Theoretical approaches: social pathology, social disorganization, sociology of deviance, differential association, perceived threat and organized deviance, labelling, neutralization, disavowal, militant deviance, conflict and political theories. 3. Basic methods: questionnaire, interview, content analysis, participant and unobtrusive observation. 4. Basic analysis: data assembly, 2 x 2 tables, cross tabulation, difference of percentage, frequencies, case history, etc. Assigned books vary from year to year. Last year we used Haas, (Canadian content), Cohen and Schur.

Guest lectures are an important content in this course - last year we had lectures by: Cabbagetown cop, mental hospital worker, militant in Gay Liberation, etc. Also films, TV tapes.

Method: Identical to that in SOC B02Y

Evaluation: Two diagnostic tests, 10% each. Research project: 80%

FAIR WARNING! This course is not suitable to students who rely on regular lectures/essays/tests throughout the year to keep themselves working. You will fall behind in the second term and inevitably fail.

SOCB23Y DEMOGRAPHY OF CANADIAN SOCIETY SESSION: Winter Day Scarborough

Nancy Howell

TYPE OF COURSE

For all interested students.

PREREQUISITES

One course in Sociology. No mathematical sophistication is assumed.

EXCLUSIONS

None.

OBJECTIVES & CONTENT

An introduction to demographic theory and substantive work; gaining an understanding of the bio-social processes of birth, death and migration; the study of Canadian population in historical and comparative perspective.

TEACHING METHOD

2 hours per week of lecture and discussion; 1 hour per week of tutorial.

BIBLIOGRAPHY

George Barclay, Techniques of Population Analysis, Wiley, 1960.
Lorna Marsden, Population Probe-Canada, 1973.
D. Kubat and D. Thorton, A Statistical Profile of Canadian Society, McGraw Hill Ryerson, 1974.
Jacques Henripin, Trends and Factors of Fertility in Canada, Statistics Canada, 1961, Census Monograph, 1972.
Warren Kalbach, The Impact of Immigration on Canada's Population, Statistics Canada, 1961, Census Monograph, 1970.
M. V. George, Internal Migration in Canada: Demographic Analyses, Statistics Canada, 1961, Census Monograph, 1970.
R. Freedman, Population, the Vital Revolution, Doubleday Anchor, Garden City, N.Y., 1964.

EVALUATION

Regular short assignments and problem-sets; an examination at the end of the 1st and 2nd semester.

SOCB27Y POWER AND ORGANIZATION SESSION: Winter Day Scarborough

No further details to those in the Calendar are currently available.

SOC C03F Sociology of Culture Winter day session

John Alan Lee

Type of course: Half-credit, fall term course for students already familiar with sociological concepts and approaches (not necessarily specializing in sociology, however).

Prerequisites - Two previous courses in Sociology,(one at B level).

Objectives: 1. To provide a systematic sociological approach to the structure and processes of culture within the western tradition and Canada in particular.
2. Review some of the major historical origins and influences on western civilization which have produced our culture
3. Consider the problems of developing and maintaining a distinctive Canadian culture in the face of American cultural expansionism, especially the question of sociological contributions to Canadian culture.
4. Develop sociological insight and imagination in the personal experience of cultural processes, particularly those of interest to individual students in the course.

Content: 1. The world-views of Greek, Roman, Judaic and early Christian cultures. 2. The cultural impact of medieval feudalism. 3. The new perspective of the Renaissance. 4. Courtly love to modern romantic love. 5. Human rationality and the optimism of the Enlightenment. 6. Social Darwinism and the idea of evolution 7. Industrial expansion, colonial imperialism and the idea of growth. 8. Impressionism and modern art. 9. French, English and European roots of Canadian culture. 10. The cultural assumptions of a patriarchal social order. 11. Religion in the secular city. 12. The mass culture and mass media.

Specific topics and course content may be altered somewhat depending on the special interests of participating students. Readings will be drawn from a wide range of sources; there will be no single text. Authors will include Kenneth Clark, Pitirim Sorokin, P. Francastel, Harvey Cox, S.D. Clark, E.G. Davis, Barry Lord, Wilbur Schramm, John Huizinga etc.

Method: A two hour seminar each week. The first hour will consist of a faculty presentation and discussion; the second hour a discussion paper by a student (choice of topics according to students' interest areas). In addition, each student will be required to complete by end of term, a short research report on a topic of the student's choice.

Evaluation: Final mark will be based on the student's discussion paper in seminar, participation in discussion of other papers in seminar, and research report. Weights will be agreed during the course.

NOTE: Enrolment in this course is limited to 15 students.

SPAA01Y INTRODUCTORY SPANISH

J.I. Chicoy-Dabán

SESSION:
Summer Day Scarborough
(Summer Language Institute)

TYPE OF COURSE

Introductory course open to all students.

PREREQUISITES

None.

EXCLUSIONS

None.

OBJECTIVES

To develop oral and written skill.

CONTENT

This course covers the basic aspects of Spanish grammar through oral and written exercises.

METHOD

The methodology adopted for instruction is based on a novel approach to teaching developed by Dr. G. Lozanov, Director of the Institute of Suggestology in Sofia, Bulgaria. This method has been adapted to the Canadian context by the Bureau of Languages of the Canadian Government Public Services Commission in Ottawa.

The main characteristics of this approach are that it accelerates the learning process, greatly improves and facilitates short and long-term memorization, and frees students of a number of inhibitions which are inherent in language learning.

In order to achieve these objectives, the method requires the following conditions: a totally different classroom environment; a particular type of rapport established between the instructor and the students as well as among the students themselves, calling for imagination and creativity; the use of techniques which have the ability of acting on the subconscious factors involved in the learning process.

The course consist of three hours of instruction every morning in groups of no more than 12 students. The first part of the course will concentrate on oral skills and will quickly provide the necessary tools for effective communication. Written work will be introduced progressively and will become strongly emphasized in the last two weeks.

BIBLIOGRAPHY

Textbook to be selected.

EVALUATION

Regular controls will enable evaluators to assess each student's progress.

SPANISH

SPAA01Y INTRODUCTORY SPANISH — SESSION: Winter Day Scarborough

K. Godde-Nijhoune

TYPE OF COURSE

An introductory course, open to all interested students.

PREREQUISITES

None.

EXCLUSIONS

None.

OBJECTIVES

Developing written and oral skill in Spanish.

CONTENT

The course covers the basic aspects of Spanish grammar with some reference to geography and culture. Audio-visual and audio-lingual material is used to expand vocabulary and increase oral skills. Stress is placed on written exercises, basic composition, reading and conversation. Regular class attendance and participation is essential.

METHOD

Five hours per week. Three lecture hours of exercises and drills based on the grammar textbook. One tutorial for supplementary grammar drills and short reading selections. One conversation hour for the use of audio-visual and audio-lingual material.

BIBLIOGRAPHY

Mandatory texts

Laurel H. Turk - Aurelio M. Espinosa. Foundation Course in Spanish. 3rd ed. D.C. Heath and Co., 1974.

Heywood Wald - Manuel Deren. Aventuras en la ciudad. Houghton Mifflin Co., Boston, 1974.

EVALUATION

Bi-monthly written tests: 50%

Written and oral class assignments: 50%

SPAB02F INTERMEDIATE SPANISH — SESSION: Winter Day Scarborough

R. Barta and J. I. Chicoy-Dabán

TYPE OF COURSE

Second year language course required for specialists but open for all qualified students.

PREREQUISITES

Grade 13 Spanish or (SPA001) or SPAA01 or equivalent.

EXCLUSIONS

(SPA002)

OBJECTIVES

This course reviews in detail the basic structure of the Spanish language with the goal of developing a competence sufficient to (1) continue into advanced language courses, (2) begin the study of literary texts.

CONTENT

Classwork concentrates on grammar review and problems of syntax, elementary composition, and specific areas of vocabulary enlargement, stressing the idiomatic composition of the language.

METHOD

Three periods of practice and drill weekly. Discussion of problem areas. Class participation is essential.

BIBLIOGRAPHY

On With Spanish; Da Silva, 1970. All other material will be supplied by the instructor.

EVALUATION

Daily preparation of class material; regular written assignments; quizzes at the discretion of the instructor and students; in-term written test. Final mark based on quizzes, in-term test and assignments.

SPAB02F: INTERMEDIATE SPANISH

J.M. Maillard

Summer Day
(Summer Language Institute)

TYPE OF COURSE

Second year language course required for specialists but open for all qualified students.

PREREQUISITES

Grade 13 Spanish or (SPA001) or SPAA01 or equivalent.

EXCLUSIONS

(SPA002)

OBJECTIVES

This course reviews in detail the basic structure of the Spanish language with the goal of developing a competence sufficient to (1) continue into advanced language courses, (2) begin the study of literary texts.

CONTENT

Classwork concentrates on grammar review and problems of syntax, elementary composition, and specific areas of vocabulary enlargement, stressing the idiomatic composition of the language.

METHOD

Three periods of practice and drill weekly. Discussion of problem areas. Class participation is essential.

BIBLIOGRAPHY

On with Spanish; Da Silva, 1970. All other material will be supplied by the instructor.

EVALUATION

Daily preparation of class material; regular written assignments; quizzes at the discretion of the instructor and students; in-term written test. Final mark based on quizzes, in-term test and assignments.

SPAB03S PRE-LITERARY EXAMINATION OF TEXTS

SESSION:
Winter Day Scarborough

R.J. Barta

TYPE OF COURSE

An introductory course, required for specialists but open to all qualified students.

PREREQUISITES

(SPA002) or SPAB02

EXCLUSIONS

SPA003

OBJECTIVES

To train in observation and methodical analysis of literature for potential students of the literature of Spain and Latin America. Students who plan to take courses in literature in later years are strongly advised to include SPAB03S in the same year as B02F.

It should be noted that this is not a literature course "per se".

CONTENT

A review of the basic elements of style, with emphasis on methods of critical analysis and comprehension of literary texts, both prose and poetry, of various periods.

METHOD

Three lecture/discussion hours weekly. Class participation is essential.

BIBLIOGRAPHY

E. Correa Calderón, F. Lázaro Carreter. Como se comenta un texto literario. Anaya, Madrid, 1969

All other material will be supplied by the instructor.

EVALUATION

Regular oral and written commentaries on assigned texts. Quizzes at the discretion of instructor and students. In course final examination.

SPAB0xF PHONETICS

Raymond Skyrme — Winter Day Scarborough

TYPE OF COURSE

An introductory course, required for specialists but open to all qualified students.

PREREQUISITES

Pre- or Corequisite: SPAA01Y or equivalent.

EXCLUSIONS

None.

OBJECTIVES

To develop good pronunciation of Castilian (with attention to significant variations in other dialects); to serve as a basic introduction to further linguistic work.

CONTENT

Lectures concentrate on the description and distribution of the speech sounds of Castilian within the sound system, and emphasize basic intonation patterns.

METHOD

One lecture hour per week on the above; one class-hour in which students practise with the instructor exercises in articulation and transcription based on lecture material; one laboratory hour of intensive oral practice.

BIBLIOGRAPHY

Navarro Tomás, T.
Manual de pronunciación española. Madrid, 1965.

EVALUATION

Weekly preparation of lecture material; regular dictation exercises and assignments in transcription; two laboratory review sessions during term; student tape based on final transcription passage; in-term written test covering lecture and reading material. Written and oral work are each worth 50% of final mark.

SPAB05S SECTION I - II
SPANISH CONVERSATION — SESSION: Winter Day Scarborough

J.I. Chicoy-Dabán

TYPE OF COURSE

Introductory course, required for specialists, but open to all qualified students.

PREREQUISITES

SPAA01Y or equivalent.

EXCLUSIONS

SPA005 or SPAB15.

OBJECTIVES

Developing skill in oral expression.

CONTENT

Intensive practice in the spoken language, through controlled situational oral work and discussion groups.

METHOD

Three hours per week. About half of each period will be spent in conversation based on a textbook, and the other half on other supplementary materials supplied by the instructor. Each student will be required to make at least two oral presentations (of about fifteen minutes) on topics assigned by the instructor. These presentations should lead to a subsequent discussion by all students in the class.

BIBLIOGRAPHY Mandatory books:

1. Carlos García-Prada-William E. Wilson. Entendâmonos: Manual de Conversación. 2nd ed. Boston: Houghton Mifflin Co., 1959.
2. To be selected.

EVALUATION

One final oral examination (one hour and a half), which will consist in answering several types of questions (questions from the textbook, questions of a general character, questions related to a text which will be read to the student, and questions taken from a dictation). At least two oral presentations (of about fifteen minutes) by each student on topics assigned by the instructor. Class attendance is essential. The final examination will constitute a 50% of the final mark. Oral presentations will be given the value of 10% of the final mark. Class participation will make the remaining 40% of the final mark. Attendance will be restricted to a maximum of eight students per section.

SPAB06S SPANISH CONVERSATION SESSION:
Winter Day Scarborough

J. I. Chicoy-Dabán

TYPE OF COURSE

A continuation of SPAB05. Intermediate level, with much richer vocabulary and a considerable number of idiomatic expressions. Required for specialists, but open to all qualified students.

PREREQUISITES

SPAB05 or SPAB15

EXCLUSIONS

SPA006 or SPAB16.

OBJECTIVES

Developing skill in oral expression at a more advanced level than in SPAB05, and at the same time gaining an understanding of Spanish cultural activities. This course will constitute a very good preparation for SPAB09.

CONTENT

The dialogues and discussions center on cultural aspects of Spain and Latin America. Passages from important works of literature are examined, and some attention is also given to writing.

TEACHING METHOD

Three hours per week. In two of the three periods the textbook is followed; in the third period the conversation moves more freely on a topic previously assigned by the instructor, or presented by one of the students. This presentation could consist of a summary of a book read by the student, or of an article from a newspaper, a personal experience, a movie, etc. At the beginning of the course the instructor will gladly entertain suggestions from the students as to other possible alternatives to the treatment of the materials to be covered in this course.

BIBLIOGRAPHY

Mandatory Books:

1. Aurelio M. Espinosa et al. Cultura Hispánica: Temas para hablar y escribir. Lexington, Mass: D.C. Heath and Company, 1972.

2. (The student does not have to buy this book). Ponce de León. El Arte de la Conversation. (Several copies are available in the library).

EVALUATION

One final examination (one and one-half hours), recorded on tape. This examination will consist in answers to general questions, to all kinds of questions relating to the materials included in the two textbooks, and a dictation (for testing the comprehension of the language).

Each student will give at least two oral presentations on the topics described above (about fifteen minutes each). Each student should do the written exercises assigned in Espinosa's textbook. Class attendance is essential.

The final mark will be composed of:

50% for final examination; 40% for class participation and written assignments; 10% for oral presentations.

SPAB07S INTERMEDIATE SYNTAX AND COMPOSITION

SESSION: Winter Day Scarborough

J. I. Chicoy-Dabán

TYPE OF COURSE

A continuation of SPAB02. Required for specialists, but open to *all qualified students.*

PREREQUISITES

SPAB02.

EXCLUSIONS

SPA007.

OBJECTIVES

To increase in the student the knowledge of Spanish grammar, and to develop skill in written expression.

CONTENT

Examination of certain points of Spanish grammar of a more advanced level than that of SPAB02; regular assignments in translation and composition; special emphasis will be put on effective writing of Spanish.

TEACHING METHOD

Three hours per week. Each period will be (almost entirely) spent in correcting and discussing the translations and compositions written by the students. Some of the exercises of the textbook on more difficult grammar points will also be examined.

BIBLIOGRAPHY

Mandatory Book:

Cándido Ayllón-Paul Smith. Spanish Composition Through Literature. Prentice-Hall, Inc., Englewood Cliffs, N.J., 1966.

EVALUATION

One final written in-course examination. An essay of about 2,000 words on one of the topics suggested by the instructor.

The final mark will be comprised of: 50% for final examination; 15% for essay; 35% for class participation.

SPAB09H CULTURAL ASPECTS OF SPAIN

J.I. Chicoy-Dabán

Summer Day Scarborough (Summer Language Institute)

TYPE OF COURSE

Required for specialists, but open to all qualified students.

PREREQUISITES

Grade 13 Spanish or SPAA01.

EXCLUSIONS

SPAB08

OBJECTIVES

Gaining insights into why Spain has a unique civilization. At the same time to improve the ability to understand and speak the Spanish language.

CONTENT

Social, intellectual and artistic components of the culture of Spain from pre-Roman times to the present will be studied with illustration by slides and other reference materials.

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, correct possible misinterpretations of the text, give supplementary information and opportunity for discussion. The study and discussion of each chapter will be followed by illustrative slides or other reference materials. The class will be conducted in Spanish. The students will be required to give the instructor the answers (in writing) to all the questions in the questionnaire at the end of the book.

BIBLIOGRAPHY Mandatory book:

Diego Marín. La Civilización Española. Ed. revisada. Holt, Rinehart and Winston, Inc., New York, 1969. There exists an English version, available at the Department of Hispanic Studies, University of Toronto. The abundant bibliography given in the textbook will be commented on.

EVALUATION

One final examination. One essay of about 2,000 words on any of the topics suggested by the instructor. The essay and final examination could be written in English. The final mark will be comprised of: 50% for the final examination; 15% for the essay; and 35% for class participation. For those not taking the course for credit the final examination will not be necessary.

SPAB09F CULTURAL ASPECTS OF SPAIN

SESSION:
Winter Day Scarborough

J.I. Chicoy-Dabán

TYPE OF COURSE

Required for specialists, but open to all qualified students.

PREREQUISITES

Grade 13 Spanish or SPAA01. It will be desirable that the student has also taken SPAB06

EXCLUSIONS

SPAB08

OBJECTIVES

Gaining insights into why Spain has a unique civilization. At the same time to improve the ability to understand and speak the Spanish language.

CONTENT

Social, intellectual and artistic components of the culture of Spain from pre-Roman times to the present will be studied with illustration by slides and other reference materials.

METHOD

Three hours per week. Each chapter of the textbook will be presented in summary form to the class by a student. The instructor will comment on the presentation, correct possible misinterpretations of the text, give supplementary information and opportunity for discussion. The study and discussion of each chapter will be followed by illustrative slides or other reference materials. The class will be conducted in Spanish. The students will be required to give the instructor the answers (in writing) to all the questions in the questionnaire at the end of the book.

BIBLIOGRAPHY Mandatory book:

Diego Marín. La Civilización Española. Ed. revisada. Holt, Rinehart and Winston, Inc., New York, 1969. There exists an English version, available at the Department of Hispanic Studies, University of Toronto.

The abundant bibliography give in the textbook will be commented on.

EVALUATION

One final examination (three hours)

One essay of about 2,000 words on any of the topics suggested by the instructor. The essay and final examination could be written in English.

The final mark will be comprised of:
50% for the final examination; 15% for the essay; and 35% for class participation.

SPAB12S HISTORY OF THE SPANISH LANGUAGE

Winter Day Scarborough

Raymond Skyrme

TYPE OF COURSE

Required for specialists, but open to all qualified students. Knowledge of Latin desirable but not essential.

PREREQUISITES

SPAB04

EXCLUSIONS

None.

OBJECTIVES

To develop a basic understanding of how the Spanish language evolved from Latin, within the context of other Romance languages. Emphasis is focussed on the evolution of Castilian.

CONTENT

Survey of the Pre-Roman, Roman, Visigothic, and Moorish civilisations in the Peninsula; analysis of the characteristics of spoken Latin as evidenced in non-Classical texts (inscriptions, glosses etc.,). The main segment of the course deals with the evolution of the sound- and form-systems of Latin into Peninsular Romance, focussing on the growth of the Castilian dialect. Illustrative texts will be analysed and discussed.

METHOD

Three lectures per week. Class participation and discussion are encouraged.

BIBLIOGRAPHY

Spaulding, R.K. How Spanish Grew. U. of Calif. Press, 1965.

Lapesa, R. Historia de la lengua española. Madrid, 1968.

Menéndez Pidal, R. Gramática histórica española. Madrid, 1966.

EVALUATION

Weekly reading assignments; four one-hour written tests during term; one written research assignment. Term tests are worth 80%, written work and class participation 20% of final mark.

SPAB13 ROMANTICISM

SESSION:
Winter Day Scarborough

Raymond Skyrme

TYPE OF COURSE

Option for the specialist programme; open to all qualified students.

PREREQUISITES

SPAA01 or equivalent.

EXCLUSIONS

None.

OBJECTIVES

To allow students beginning the study of Spanish literature to develop a broad understanding of the principal writers of the first half of the nineteenth century - - and a body of literature which is relatively easily accessible from the linguistic point of view. More advanced students will have the opportunity to explore the writers of this period in greater depth.

CONTENT

A sampling of late Neo-Classical writers serves as an introduction to the poetry, prose and drama of the Romantic period, concentrating on the major exponents of these genres, from Rivas, Larra and Espronceda to Zorrilla and Bécquer. The relationship of the Romantic Movement to the Spanish literary tradition and, where appropriate to the Romantic literature of other countries, will also be emphasized.

METHOD

Three hours per week (lecture and tutorial). Class participation and discussion are encouraged.

BIBLIOGRAPHY

Peers, E.A. A History of the Romantic Movement in Spain. Cambridge, 1940.

EVALUATION

Regular oral and/or written commentaries on assigned texts; term paper; in-course final examination. Examination is worth 50%, paper and term work 50% of final mark.

SPAB15v SPANISH CONVERSATION

Summer Language Institute

Mrs. K. Gödde-Nijhoune

TYPE OF COURSE

Introductory course, required for specialists, but open to all qualified students.

PREREQUISITES

SPAA01Y or equivalent.

EXCLUSIONS

SPA005.

OBJECTIVES

Developing skill in oral expression.

CONTENT

Intensive practice in the spoken language, through controlled situational oral work and discussion groups.

METHOD

This course will place the students in a total *immersion environment* thereby enabling them to participate in various activities of a recreational and cultural nature conducted in Spanish. These activities will be in the afternoons and evenings.

BIBLIOGRAPHY

Mandatory books:

Carlos García-Prada-William E. Wilson. Entendámonos: Manual de Conversación. 2nd ed. Boston: Houghton Mifflin Company, 1959. (1)

To be selected. (2)

EVALUATION

One final oral examination (one hour and a half), which will consist in answering several types of questions (questions from the textbook, questions of a general character, question related to a text which will be read to the student, and questions taken from a dictation). At least two oral presentations (of about fifteen minutes) by each student on topics assigned by the instructor. Class attendance is essential. The final examination will constitute a 50% of the final mark. Oral presentations will be given the value of 10% of the final mark. *Class participation will make* the remaining 40%. For those taking the course for no credit the final examination and evaluation will not be necessary.

SPAB16Y SPANISH CONVERSATION

Summer Language Institute

J. M. Maillard

TYPE OF COURSE

A continuation of SPAB05. Intermediate level, with much richer vocabulary and a considerable number of idiomatic expressions. Required for specialists, but open to all qualified students.

PREREQUISITES

SPAB05 or SPAB15.

EXCLUSIONS

SPA006.

OBJECTIVES

Developing skill in oral expression at a more advanced level than in SPAB05, and at the same time gaining an understanding of Spanish cultural activities.

CONTENT

The dialogues and discussions center on cultural aspects of Spain and Latin America. Passages from important works of literature are examined, and some attention is also given to writing.

METHOD

The material in the textbook will be alternated with conversations based on topics assigned by the instructor, or presented by one of the students. This presentation could consist of a summary of a book read by the student, or of an article from a newspaper, a personal experience, a movie, etc. This course will place the students in a total immersion environment thereby enabling them to participate in various activities of a recreational and cultural nature conducted in Spanish. These activities will take place in the afternoons and evenings.

BIBLIOGRAPHY

Mandatory books:

1. Aurelio M. Espinosa et al. Cultura Hispánica: Temas para hablar y escribir. Lexington, Mass: D.C. Heath and Company, 1972.

2. (The student does not have to buy this book). Ponce de León. El Arte de la Conversación. (Several copies are available in the library).

EVALUATION

For those taking the course for credit there will be an oral examination (one and a half hours), recorded on tape. This examination will consist in answers to general questions, to all kinds of questions relating to the materials included in the two textbooks, and a dictation. Each student will give at least two oral presentations on the topics described above (about fifteen minutes each). Each student should do the written exercises assigned in Espinosa's textbook.

Class attendance is essential. The final mark will be composed of: 50% for final examination; 40% for class participation and written assignments; 10% for oral presentations.

SPAB18Y SURVEY OF SPANISH LITERATURE I

SESSION: Winter Day Scarborough

R.J. Barta

TYPE OF COURSE

Option for specialist programme; open to all qualified students.

PREREQUISITES

SPAA01

EXCLUSIONS

SPAB11

OBJECTIVES

To give students who are beginning the study of literature an integrated understanding and appreciation of the literature of Spain.

CONTENT

Reading, analysis and discussion of Peninsular Spanish literature (prose, poetry and drama) from the 11th through the 17th centuries will be combined with lectures on background material. Areas of study will include the Medieval lyric, epic and clerical poetry; Medieval prose and drama; Renaissance poetry, prose and drama; Humanism; Mysticism; Literature of the Baroque period.

METHOD

Three lecture/discussion hours weekly. Class participation is essential.

BIBLIOGRAPHY

Peñuelas, Wilson. Introducción a la literatura española. McGraw-Hill, 1969

EVALUATION

Regular oral assignments; one paper; two term tests and an in-course final examination.

SPAB20Y ADVANCED LANGUAGE PRACTICE

Raymond Skyrme — Winter Day Scarborough

TYPE OF COURSE

Required for specialists in third or fourth year, but open to all *qualified students.*

PREREQUISITES

SPAB07

EXCLUSIONS

None.

OBJECTIVES

To consolidate and enhance skills in oral and written expression of the language at an advanced level.

CONTENT

Detailed exploration of the subtleties of Spanish grammar through intensive practice in translation from and into Spanish, and in composition.

METHOD

Three hours per week in tutorial form. Active class participation is essential.

BIBLIOGRAPHY

Neale-Silva and Nelson. *Lengua Hispánica Moderna*. New York, 1967.

Olsted and Barrow. Creative Spanish. 2nd ed. New York, 1972.

EVALUATION

Regular oral and written assignments in grammar, translation, and composition. Four one-hour term tests throughout year. 60% of final mark is based on term work and class participation, 40% on term tests.

SPAB21F STYLISTICS AND TRANSLATION — SESSION: Winter Day Scarborough

R. Barta

TYPE OF COURSE

Option for specialist programme; open to all qualified students.

PREREQUISITES

SPAB03 or (SPA003)

EXCLUSIONS

None.

OBJECTIVES

To investigate Spanish literature in relation to the resources of the language as well as to examine, in theory and practice, the transmission of literary material from one language to another.

CONTENT

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 inevestigation 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.

METHOD

Three lecture/practice hours weekly.

BIBLIOGRAPHY

Textbooks and texts will be supplied by the instructor.

EVALUATION

Regular Class assignments. One final in-term examination.

SPAB26S GOLDEN AGE POETRY SESSION: Winter Day Scarborough

J. I. Chicoy-Dabán

TYPE OF COURSE

One of the possible choices for specialists, but open to all qualified students.

PREREQUISITES

SPAB02 or SPA002

COREQUISITES

SPAB03 or SPA003

OBJECTIVES

Gaining an understanding and appreciation of Spanish poetry of the 16th and 17th centuries through the study of the most representative poets of the period.

CONTENT

The course concentrates on the following main figures: Garcilaso de la Vega, Fernando de Herrera, Fray Luis de León, San Juan de la Cruz, Lope de Vega, Góngora, and Quevedo.

TEACHING METHOD

Three hours per week. Using the textbook and 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 poet, some information on the poet's work in general, and a more detailed study of at least one of the poet's works contained in the textbook. The instructor will then comment on the student's presentation, and add more pertinent information. Once this is done for each author, the rest of his poems included in the textbook will be analyzed by the class as a whole. The analysis will be of content and literary form. Class will be conducted in Spanish. The emphasis is on analysis of the texts themselves rather than of factual knowledge about the poet's life and his work in general.

BIBLIOGRAPHY

Mandatory Book:

Arthur Terry. An Anthology of Spanish Poetry. 2 vols. Pergamon Press, Oxford, 1965, 1968.

English translations of most of the poems studied are available.

Bibliography for each one of the authors studied will be given to the student as the course progresses.

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 poems or parts of them.

One essay of about 2,000 words on any of the topics suggested by the instructor. Comparative studies between the poets will be very much recommended.

The final mark will be comprised of: 50% for final examination; 15% for essay; 35% for class participation.

SPAB35: SPANISH AMERICAN POETRY
1880-1920 Winter Day Scarborough

Raymond Skyrme

TYPE OF COURSE

Option for specialist programme: open to all qualified students, particularly those interested in 19th Century French Poetry.

PREREQUISITES

SPAB03

EXCLUSIONS

HUMB15

OBJECTIVES

To develop a broad understanding of the Modernist movement as a whole, how it fits into the Hispanic tradition and how it is related to other European literatures in the Nineteenth Century, particularly French; and to generate an appreciation, through detailed attention to individual authors, of the variety of styles and approaches within the apparent homogeneity of the movement.

CONTENT

The course begins with a study of the initiators of the Modernism, outlining the principal characteristics of the movement as a whole, how it diverged from earlier Spanish American literature and drew inspiration from poetic developments in France in the nineteenth century. From here the course goes on to examine in detail the poetic evolution of Darío, using his poetry as the framework for comparison with similar themes, attitudes, and techniques in other mature exponents of Modernism. Finally, an attempt is made to assess the importance of the movement for later poetic developments in the Hispanic world.

METHOD

Three hours per week (lecture and tutorial). Class participation and discussion are encouraged.

BIBLIOGRAPHY

Davison, Ned J. The Concept of Modernism in Hispanic Literature. Boulder, Colorado, 1966.

Franco, Jean An Introduction to Spanish American Literature. Cambridge, 1969, pp. 119-57.

Henríquez Ureña, M. Breve historia del Modernismo. Mexico, 1962.

Schulman, I.A. Génesis del Modernismo. Mexico, 1966.

EVALUATION

Regular oral and/or written commentaries on assigned texts; reports on reading assignments; term paper and in-course final examination. Examination and term work are each worth 50% of final grade.

SPAB36S MEDIEVAL POETRY SESSION:
Winter Day Scarborough

R. Barta

TYPE OF COURSE

Option for specialist programme; open to all qualified students.

PREREQUISITES

SPAB03 or (SPA003)

EXCLUSIONS

None.

OBJECTIVES

To examine the poetry of Spain from the 11th through the 15th centuries.

CONTENT

This course includes an investigation of the problems of the development of epic poetry from the Cid to the romances; the jarchas and the development of lyric love poetry both courtly and traditional; the mester de clerecía; the Libro de buen amor; satiric and "protest" poetry; 15th century allegorical lyric and narrative poetry.

METHOD

Three lecture/discussion hours weekly.

BIBLIOGRAPHY

Texts to be announced.

EVALUATION

One term paper. One in-course final. Class particiption is essential.

Expanded description for the above course is not available. For information about these courses please consult the Scarborough College Calendar 1975-76.

SPAB23Y	Spanish Drama. P. Leon	Winter Day Scarborough
SPAB30S	The Novel of the Mexican Revolution. P. Leon	Winter Evening Scarborough
SPAC01F to SPAC10S	Supervised Readings	