

Tom Matzen - The Sunflower



### Comic capades

"Louie Lucas (Tom Frye) backs away from the overly-friendly Hal (Michael Sechrest) in

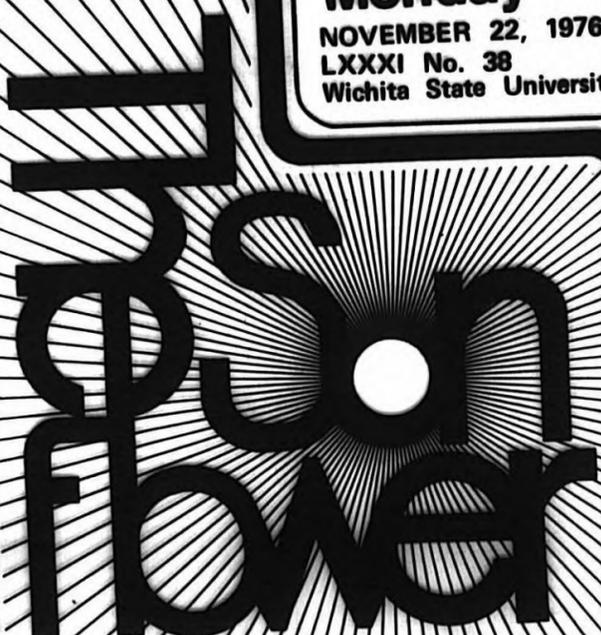
comedy farce 'All Over Town'. See related story on page 5.

Monday

NOVEMBER 22, 1976

LXXXI No. 38

Wichita State University



## Musicologist resounds early music chords

By CARRIE BOGNER  
STAFF WRITER

Old music is not dead, it's just hiding behind the scores of pre-Baroque music.

Sharon Girard, assistant professor of music history and literature, will be teaching a class involving the performance, study and editing of early music.

Collegium Musicum will explore—through instruments, song and dance—the authentic world of Renaissance music.

The class will utilize recorders (an early wooden flute), sackbut (the predecessor of the trombone), krumphorns (an early double reed instrument), percussion instruments and harpsichords.

"The Collegium is open to students and faculty as well as to

people in the community—beginners and advanced," said Girard. "Many have already shown interest and have offered use of their instruments to us."

Nov. 16, 49 people from the University population as well as from the community attended the first informal planning meeting of the Collegium, which will actually begin Jan. 25 from 5:40-7:20 p.m. for one hour of credit.

"I'M REALLY encouraged by the support and the interest of the University and community people on this project," Girard said. "This will give us a chance to hear how early music originally sounded." She added the group will perform the musical scores as "authentically as possible."

Eventually Girard hopes to acquire instruments for the University to assure continuity from year to year within the Collegium.

Girard, who earned a doctorate from the University of California at Los Angeles in historical musicology, spent several summers in Mexico City researching early music.

One summer session included an international course centering on the Aztec Indian culture and Mexican Folk music. Folk dance, manufacturing of instruments and the language of the Aztec people were taught.

GIRARD ALSO traveled and studied in parts of South America. In Venezuela, she visited several native tribes in order to study their music. She also worked in the Archives of Historical Colonial Music.

"Much of the early music written there was surprisingly influenced by Austrian composers," Girard said. She added a legendary story about Friar Pedro Sojo who probably traveled from Venezuela to Europe while Mozart and Hayden were still alive. Sojo supposedly brought back the music manuscripts for the Venezuelans.

"The Venezuelans copied these manuscripts for their own use and eventually began to compose in pre-classical style.

This music has some adventurous characteristics, such as a sudden change of key, instead of the classical changes of key."

Girard published 13 articles about Mexican and South American music. Eight of them were published in *Groves Dictionary of Music and Musicians*.

Girard spent one year studying and playing Mozart's music in his Salzburg, Austria, home. She received a certificate from the Mozarteum there.

"A vital part of being a musicologist is not only teaching but also participating in and keeping up with current research," Girard said.

She has taught in six different universities centered in California and is involved in the tri-university grant for Latin American Studies for the University of Kansas, Kansas State University and Wichita State University.

## Free U needs new classes

By DAVID SOURS

Wichita Free University (WFU) is gearing up for spring semester, and WFU officials say new classes are "needed badly."

Robin Salem, a program coordinator, emphasized community involvement supports the Free U. "We hope to provide the community with an alternative educational program and this can only be done if the people of the community are involved."

Salem indicated WFU's spring catalog of courses may be available by Dec. 21. That means persons who wish to have a course description included in the guide must provide Free U. with all information by Dec. 8. She said all submissions are welcome, including graphics, photographs and poetry.

Anyone may enroll in the Free U., Salem said. Courses offered this semester include one for "Star Trek," fans and others about macrame, law and the courts, meditation, and various religion and crafts topics.

Generally, courses get started in one of three ways according to Salem. An instructor with expertise in a particular area can organize the course himself. Or a "coordinator" with some knowledge about a subject can help to arrange a course of study. Finally, a "convenor" who is interested in a subject may organize a group of people with similar topic interests. "Any class is possible," she added.

WFU Director Jeff Jenkins estimated there were 98 courses offered in all this past semester, with about 600 registered participants and 400 non-registered participants.

Free U. is designed to provide "knowledge and expanded insight—without the grades, tests, formalities, credits, requirements or censorship" of conventional education.

The Student Government Association (SGA) started the Free U., which is similar to programs at other colleges and universities. WFU spokesmen plan eventually for Free U. to be self-supporting. But that will take time, according to Salem.

"It would be nice if Free U. would stand alone financially, however one cannot just eat the bread without being well aware of how it is made," she added. Currently, SGA provides office space, supplies and salaries for one director and three coordinators. Other resources come from a \$1 registration fee charged to all participants.

Salem noted some courses require additional fees. But, she said, "We hope they will be kept as low as possible to encourage participation."

Free U. has offices in the northwest corner, second floor of the Campus Activities Center. Interested persons may visit the office, or phone 689-3464.

## '78 budget cuts appealed by state college presidents

TOPEKA (AP) — The state budget division has recommended cutting about \$44.9 million from 1978 fiscal year budget requests by the state Board of Regents and colleges and universities in Kansas.

Regents Director Glee Smith and heads of various institutions administered under the board appealed Thursday from budget cut recommendations at hearings before Gov. Robert Bennett and Budget Director James Bibb.

The cuts were recommended primarily to provoke discussion and to encourage administrators to defend their requests.

The regents and state college and universities have requested a fiscal year 1978 budget of \$389.7 million; the budget division recommended \$344.7 million.

President Clark Ahlberg appealed Thursday for restoration of \$761,487 which was cut from the school's budget re-

quest. The restoration would permit a seven per cent pay hike for faculty members while the budget division's recommendation would allow only a 3.5 per cent pay increase.

Ahlberg appealed from \$3.5 million in fiscal 1978 budget cuts from general revenue. Of that amount, \$2.6 million would be for capital improvements, a category eliminated in the budget division's recommendation to the governor.

The key capital improvement item was remodeling of Grace Wilkie Hall and dormitory food facility, a project that Ahlberg said would cost \$1.1 million during fiscal 1978. That amount and funding for several other capital improvement projects on campus was deleted in the budget division recommendation.

The appeal also included a

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# College budgets defended

★ From page 1

request for restoration of \$141,826 for health-related profession programs and \$101,920 for the library, both items cut completely.

Ahlberg explained that space shortages due to capital limitations have prevented state schools of medical technology from expanding student enrollment. Due to inflation, he added, the university library has been unable to purchase books to alleviate "serious deficiencies" in library holdings.

Archie Dykes, chancellor of Kansas University, also appealed to the governor Thursday to approve a 7 percent faculty pay raise for fiscal year 1978, saying excellence in the classroom was the administration's No. 1 priority.

The university requested \$2.09 million for faculty salaries during fiscal 1978, an amount which would allow a 7 percent pay hike. The budget division cut the request in half to \$1.04 million.

Dykes appeared Thursday to appeal from cuts totaling \$88.7 million for 1978 as recommended by the budget division for total expenditures at the Lawrence campus and \$83.6 million in cuts recommended for the university medical centers at Wichita and Kansas City, Kan.

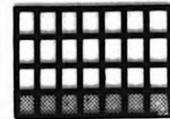
The university had requested \$101.7 million in total expenditures for the Lawrence campus and \$92.5 million for the medical centers.

Dykes reiterated a statement made earlier Thursday by Glee Smith, chairman of the Kansas Board of Regents, that allocation of funding for a 7 percent pay raise next fiscal year in effect would complete a three-year program to upgrade faculty salaries by 10 percent each year.

In other areas, Dykes appealed for restoration of funding for the Robinson Gym addition and Malott Hall addition on the Lawrence campus. The 1978 price tag for the gym addition would be \$3.5 million and for Malott Hall, \$4.5 million.

Here are the institution's fiscal year 1978 budget requests and the portion from state general revenue funds, followed by the budget director's recommendation for total expenditures and recommended portion from general revenue:

(In millions of dollars)	Budget Requests	Portion Revenue	Director's Rec.	Revenue Rec.
Wichita State University:	\$37.4	\$22.6	\$33.3	\$18.8
University of Kansas:	\$101.7	\$47.9	\$83.7	\$43.5
University of Kansas Medical Center:	\$92.5	\$36.9	\$83.6	\$28.2
Kansas State College of Pittsburg:	\$15.9	\$10.0	\$14.8	\$9.1
Kansas Technical Institute:	\$1.2	\$ .98	\$1.2	\$ .91
Fort Hays Kansas State College:	\$18.8	\$9.0	\$14.3	\$7.8
Kansas State University:	\$95.1	\$49.1	\$83.6	\$41.6
State Board of Regents:	\$7.3	\$6.4	\$6.6	\$5.8
Emporia Kansas State College:	\$19.6	\$11.5	\$18.4	\$10.4



## This Week

### Monday

The piano master class featuring Gyorgy Sandor will be at 10 a.m. in Miller Concert Hall.

The Guest Artist Series presents Gyorgy Sandor, pianist, in concert at 7:30 p.m. in Miller Concert Hall.

The WSU women's basketball team plays Tabor at 7:30 p.m. in Henry Levitt Arena.

The WSU Concert Committee will meet Monday at 3 p.m. in the CAC Activities Office.

### Tuesday

The Geology Club will meet at 4 p.m. in 210 McKinley Hall. Susan Erlenwein will discuss geological oceanographic techniques and show related slides. All members planning to attend the Arbuckle Mountains Field Trip should attend this meeting for details.

The German film, *Peter Voss, der Millionendieb*, will be shown at 2:30 and 8 p.m. in 07 Ablah library.

The Faculty Artist Series presents Donald Hummel on trombone at 7:30 p.m. in Grace Memorial Chapel.

### Wednesday

Thanksgiving recess. No classes. University closed through Nov. 28.

An art exhibition entitled "Preparatory Studies for Masterpieces of American Painting, 1800-1900," will be on display at Ulrich Museum of Art through Jan. 2.

### Thursday

HAPPY THANKSGIVING! University closed.

### Friday

University closed.

### Saturday

The Shocker men's basketball team plays Augustana at 8 p.m. in Henry Levitt Arena.

### Monday

Classes resume.

General faculty meeting at 3:30 p.m. in 208 Life Science Building.

The Shocker men's basketball team plays Montana State at 8 p.m. in Henry Levitt Arena.

## ACTION-Peace Corps/VISTA

Representatives will be on campus interviewing ALL interested seniors and graduate students at the placement office on DEC. 2.

**SIGN UP FOR AN INTERVIEW TODAY**

# News Budget . . .

From the wires of the Associated Press



**BEIRUT, Lebanon** — Massive Syrian armored forces swept into Sidon and Tripoli Sunday to complete their occupation of Lebanon on the eve of its independence day. They were greeted by shouts of joy and wild shooting into the air. "It's great," shouted a bearded Lebanese civilian riding down Tripoli's main avenue on a Syrian tank. "It's over, it's been bang, bang and death for almost two years."

**RIO DE JANEIRO, Brazil** — Brazilian democracy, interrupted 12 years ago by a military coup, took a small step forward in last week's nationwide elections for mayors and city councilmen.

Although the military-led government's party emerged on top, the fact that the election was held at all was being viewed as a good sign more direct voting is in store for Brazilians.



**TARRYTOWN, N.Y.** — President and Mrs. Ford wrapped up a secluded weekend Sunday as guests of the vice president at the Rockefeller family's estate overlooking the Hudson valley.

The President's sole public appearance came as he and his host, Nelson A. Rockefeller, and brothers David and Laurance Rockefeller, attended a worship service at a small church whose minister saluted the chief executive for "bringing personal integrity, honesty, humanity and good will to America."

**NEW YORK** — An explosion and fire ripped through four floors of the Chiclet gum factory Sunday, injuring 55 workers and throwing some of them into the street four floors below.

Several victims were covered with hot gum and many were sent for treatment to burn centers in three states.

"It was really horrible. I saw men with their clothing and skin burned off," said Chris Boggio, 19, a process helper in the block-wide, six-story building. "The blast threw me clean across the room."

**PLAINS, Ga.** — On Jan. 19 a passenger train will pull into the 19th century railroad station here for the first time in decades and 396 residents of Plains and Sumpter County will climb aboard.

Destination: Washington, D.C., and the inauguration the next day of Jimmy Carter, their neighbor and friend, as the 39th president of the United States.

"I've created a monster," said Maxine Reese, the Carter staff member and Plains resident who thought up the idea of the train.

**NEW ORLEANS** — The last two racially segregated statewide teacher organizations in the United States, one mostly white and the other mostly black, vote this week on whether to join forces.

At separate but simultaneous state conventions, the overwhelmingly white Louisiana Teachers Association and the smaller, predominantly black Louisiana Education Association consider a merger plan that has been in the works for a year.

Both groups are under strong pressure to approve the plan from the 1.8 million member National Education Association.

# Shockerman dismantled by Engineering Council

By CARRIE BOGNER  
STAFF WRITER

The largest Wichita State University Athletic supporter will fade into a Shocker sunset Friday.

"Shockerman" or "WU-Shock", constructed for fall semester Homecoming activities by the Engineering Council, will be dismantled the Friday after Thanksgiving. The 35 feet structure, located at the north end of Cessna Stadium, watched over the final two home football games for WSU.

"We originally planned to take down the Shockerman after Homecoming," Mike Harris, vice-president of Engineering Council said, "But, because of public interest, we were asked to leave it up."

Constructed with two by four and two by six boards, Shockerman was covered by painted army surplus parachutes and bolted to two 40 foot telephone poles. The poles, borrowed from KG&E, the electric company, were sunk eight feet into the ground to support the structure. Harris noted the Shockerman's head alone weighed 400 pounds.

**SHOCKERMAN**, designed by Mark Hanson and Mike Paddock—WSU engineering students, was built in two parts so the structure could be easily assembled or dismantled and stored for future use. However, once this structure is dismantled, it will not be reconstructed.

"The fact of it is, we spent a tremendous amount of time on this project," Harris said. "I doubt if we'll try anything like this again. We're not going to try to save it." He added the council

was disappointed because its project was not entered in Student Government Association's Homecoming competition.

Shockerman was declared unfair competition because of its stationary location and the nature of the project, said Harris.

"We spent more than \$200 on this project, and found out two days before Homecoming that Shockerman was not entered," Harris said. "We didn't protest because there wasn't enough time."

Shockerman was a source of entertainment to fans during the football season. Two people manned the structure so smoke blew from its nose, its eyes blinked and its tongue moved. The use of strobe lights, CO<sub>2</sub> gas, a moose horn and firecrackers aided the nighttime production.

"ENGINEERING Council," said Harris, "is a small SGA for engineers." Representatives from each engineering department are

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## Staff stickers expire soon

WSU faculty staff may obtain 1977 parking stickers at the security office at 17th and Harvard beginning Dec. 1. WSU faculty and staff parking stickers for 1976 will expire Dec. 31.

Parking fees for faculty and staff have been increased to \$10 per year for faculty and staff members whose annual income is less than \$10,000 and \$20 per year for those whose annual income is \$10,000 or more.

The security office is open from 8 a.m. to 9 p.m. Monday through Friday.

## Recital set for trombone, organ music

A recital of Music for Trombone and Organ will be presented as part of the Wichita State University Faculty Artist Series Tuesday.

Donald Hummel, trombone, and Robert Town, organ, will perform the program at 7:30 p.m. in Grace Memorial Chapel on the WSU campus. Assisting in the program will be members of the Wichita Symphony Orchestra trombone section Richard Gardner and Quentin Wallace.

The concert is open to the public free of charge.

elected to serve on the council, while the president is elected in a general election. Other officers are appointed from council members by the representatives.

"The engineering department is very involved and enthusiastic about activities," Harris said.

The council provides free tutoring for science and math related classes for the University. SGA funds the council for the project. The tutoring does not include upper division courses.

Other activities Engineering Council sponsors are a St. Patrick's Day celebration, an annual open house and intramural basketball.

The council raises additional funds for the activities by ushering at WSU football and basketball games during the year.

"We're an organization that takes care of the engineering department," Harris said.

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Upper Level - TOWNE EAST

# Oil rich countries preserve petrodollar value

By JACK ANDERSON  
With JOE SPEAR

WASHINGTON—An event is coming up that will affect every American citizen. The story has been relegated to the financial pages. But it could determine whether we will have another round of price rises.

This important event will take place next month. The Organization of Petroleum Exporting Countries, known informally as OPEC, will meet on Dec. 15 in the Arab sheikdom of Qatar. Thirteen nations belong to OPEC. Together, they rig the price of oil.

In Saudi Arabia, for example, unscrupulous businessmen, it costs 12 cents to produce a barrel of oil. But thanks to OPEC, the Saudis are able to sell the same oil for \$12 a barrel. Now the OPEC nations are calling for still higher prices.

Nigeria has been talking about a 40 percent increase. The shah of Iran has suggested at least a 15 percent increase.

What would this mean to the average American? A 15 percent increase would cost consumers an additional \$6 billion for overseas oil. Of course, oil is our lifeblood. We need it to heat our homes, run our factories and fuel our automobiles. Petroleum is also the base for hundreds of products, ranging from fertilizers to medicines.

This means the price of most products would go up. Many

judge from the past, would take advantage of the cost increase to jack up their prices more than necessary. So the American people would probably wind up paying more than \$6 billion in price increases.

It seems to us, therefore, that the coming OPEC meeting is more important than a dry story on the financial pages. We have gone to sources high in the White House, State Dept. and diplomatic community to find out what the OPEC nations are likely to do.

Surprisingly, our sources are optimistic. U.S. diplomats and economists have been busy behind the scenes educating the OPEC leaders on global interdependence. Our sources believe the OPEC leaders now under-

stand that higher oil prices will cause inflation in the West. The OPEC nations, of course, can't eat their petrodollars. They must invest their huge profits.

They don't trust Communist governments. So they have invested most of their petrodollars in the West. Inflation in the West, therefore, will cheapen their petrodollars. Our economists have just about convinced the OPEC leaders that they now have a huge stake in the financial stability of the West.

Our sources, therefore, believe the OPEC nations will go to their conference next month with a clearer understanding of global interdependence. The Saudis have always understood this. They are expected to be a moderating influence at the meeting. But even the shah of Iran, according to our sources, has been taking a more moderate stand in private.

In fact, the most radical of the OPEC nations, Algeria, is expected to be reasonable about oil prices. Our sources say Algeria doesn't want to isolate itself from its Arab neighbors.

So insiders now predict that the oil price increase won't be

40 percent or even 15 percent. They are convinced it will be about 10 percent. Of course, that still means over \$4 billion in price increases for Americans.

## Drug Probe

U.S. congressmen have been doing some dramatic undercover work in the netherworld of narcotics dealing.

On Sept. 19, six legislators, accompanied by New York City officials, piled into three police "surveillance vans." They drove through some of the city's worst heroin-infested neighborhoods.

The incredulous congressmen watched the street transactions, as pushers peddled drugs to their customers. It was a bright sunny day. The illegal drug trade was conducted in the open. Some transactions took place in full view of uniformed policemen. A pusher even approached one of the van drivers and tried to sell him some drugs.

The marketplaces were pointed out to the congressmen. Certain street corners were reserved for heroin dealers, others for cocaine connections, others for amphetamine and barbiturate dealers.

On the night of Nov. 1, meanwhile, Rep. Charles Rangel, D-N.Y., took a tour of the narcotics neighborhoods. He was shadowed by undercover detectives. He walked along Eighth Avenue. He strolled down 7th, 26th, 41st, 117th and 118th Streets. He told us that these streets no longer belong to the people of New York. They belong to the pushers.

Rangel also saw drug transactions take place in front of uniformed policemen and patrol cars. The police intervened only when a pusher became too rowdy. Then a police car would blow its siren, and the pusher would amble off.

The congressman saw 9-year-old and 10-year-old children acting as middlemen. They would run through the streets, hawking narcotics for pushers, to earn a small commission. Some of the street people recognized the congressman. Yet pushers actually tried to sell him heroin. One pusher was so insistent that he had to be pulled away from the congressman by the undercover cops.

## Clean Campaign

The 1976 election campaign was probably the cleanest in modern times. We can thank Watergate. One of the Watergate reforms was the creation of a Federal Election Commission. The commission monitored campaign contributions and spending. This helped to prevent any candidate from gaining an unfair advantage.

But in politics, the hand is often quicker than the eye. The commission will spend the next year, therefore, investigating the 1976 campaign. It will take that long to do a thorough job.

We have had access to the commission's confidential memos. According to these memos, the commission will focus on campaign committee expenditures. Its investigators suspect that some campaign committees covered up questionable expenditures.

Several committees reported large lump sums for general purposes. The commission intends to find out whether the money was actually spent for those purposes.

It will be a painstaking investigation. The commission has 2,346 campaign committees to check.



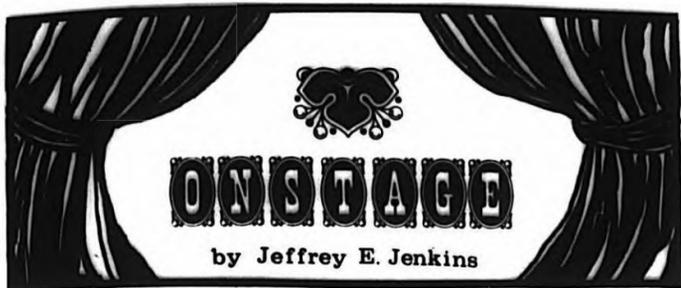
# The Sunflower

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**Risque comedy**

**Holiday offering hilarious**



By Jeffrey Jenkins

Wichita's Community Theatre is serving up some risqué comedy for your Thanksgiving holiday. "All Over Town" by Murray Schisgal will be the second presentation of the season for the community-based troupe.

The story involves a case of mistaken identity when the promiscuous Louie Lucas (played by Tom Frye) is to see a psychiatrist about his extraordinary libido. Louie believes that men shouldn't work and women should be kept pregnant. Lewis Franklin, a deliveryman, (played by Jon Neal) takes a pair of shoes to the psychiatrist and is then mistaken for Lucas. Franklin is a businessman on his way up the financial ladder, at least that is his wish.

Lucas has impregnated five women with nine babies and all of the women are on welfare. The welfare people want Louie out of the bedroom so they constantly run a set of psychological tests to keep him busy. Franklin uses the mistaken identity to make gains in the world of finance. He wants, "to

get blacks off the streets and tap-dancing again."

If you are still following the plot, get ready because there are many counter-plots and intricacies that can boggle the mind. The characters are a zany group that complicate the plot at many turns. Included are: a psychiatrist who meditates and remains rather detached (played by John (Hooter) Myers), and a variety of other farcial characters.

Several other members of the cast are WSU students, including Michael Sechrest, Edie Pfannenstiel, Charlie King, and

recent graduate Lisa Perry.

Mary Jane Teall, director of Community Theatre, said, "This play is a slightly risqué, extremely farcial comedy and I think the audience will have great fun."

What I have seen in rehearsal was quite funny. But I only saw a couple of bits and I intend to see the production in its entirety. You may see it at the Century II Theatre nightly, at 8 p.m. Tuesday through Saturday. Students receive discount tickets all nights. For more information call 686-1282.

"ALL OVER TOWN" by Murray Schisgal is the big news "Onstage" in the theatre this week. A risqué, farcial comedy directed by Mary Jane Teall, the play will show nightly, at 8 p.m. Tuesday through Saturday (including Thanksgiving). Student discount tickets are available.

GYORGY SANDOR, pianist, will appear at 7:30 p.m. Monday in Miller Concert Hall. Sandor is reknowned as a great virtuoso of piano and studied under Bartok and Kodaly in Budapest at the Liszt Conservatory of Music. This performance is a must for lovers of the keyboard instrument. Admission is free with a current WSU registration card.

IF YOU LIKE TROMBONE AND ORGAN, Donald Hummel and Robert Town will present a recital just for you at 7:30 p.m. Tuesday in Grace Memorial Chapel. Richard Gardner and Quentin Wallace of the Wichita Symphony Orchestra's trombone section will assist in the program. The program is quite diversified to provide enjoyment for the whole family. There is no admission charge.

FOR THOSE WHO CRY, "There is nothing different to do in Doodah", the Omnisphere Earth-Space Center, 220 S. Main, presents "Fantastic Voyage of Spaceship Earth". So, if you want a cosmic experience call 268-4558 for more information.

SPEAKING OF COSMIC EXPERIENCE, the newly-remodeled Cellar, in the basement of the CAC, has been presenting some talented musicians on the weekends. Friday night's show, however, caused your correspondent to suffer culture-shock when a well-known journalist took the stage to perform "Pinhead Blues" on his blues-harp. Supported by the main attraction, "Watermelon", this local yokel caused a great commotion with his talented rendition. Check out the Cellar sometime soon.

ATTENTION POETS and other lovers of original thought: the Forum, 2148 N. Broadway, presents its Monthly Poetry Festival at 9 p.m. Friday. Everyone is welcome.



Tom Matzen - The Sunflower

**Great escape**

"A jewel thief makes his difficult getaway while Jon Neal (R) and Charlie King hold on in the zany production of 'All Over Town'."

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# Winter brings singing harmony

The Wichita State University Singers will present their winter concert Nov. 30 under the direction of Harrison Boughton, associate professor and coordinator of the vocal area. The concert will begin at 7:30 p.m. in Miller Concert Hall in Duerksen Fine Arts Center.

Special Guest Honor Choir for the program will be the Marion High School Choir, directed by Jeff Brewer, a 1975 WSU graduate.

The Marion High School Choir will open the program. They will sing "A Mexican Psalm" by Eugene Butler, "Honor and Glory" by J.S. Bach, "Once in Royal David's City" by John Ness Beck and

"You will Be My Music" arranged by Elliot Shay.

Piano accompanists for the ensemble will be Paula Vinduska and Ann Christensen.

The University Singers will begin their portion of the program with two choruses from the "Magnificat" by J.S. Bach and a renaissance motet by Palestrina, "Alma Redemptoris Mater."

Romantic and post-romantic selections will include "Zigeunerleben" by Schumann, "E'en So Lord Jesus Quickly Come" by Paul O. Manz and "Prayer to Jesus" by George Oldroyd.

"Ca' the yowes," a Schottish folk song arranged by R. Vaughn

Williams, will feature tenor soloist Karl Wolff.

Martha Maxwell, mezzo-soprano, and Randy Horn, piano, will be featured in the performance of "For the Mountains Shall Depart" by Hank Beebe.

The 74-member ensemble will also sing "Hallelujah!" by William David Brown, "The Path of the Just" by Knut Nystedt, "Said A Sheet of Snow White Paper" by Joe Nelson, and "Ain't a That Good News" by William L. Dawson.

Caroline Gilstrap will be piano accompanist for the program.

The concert is free of charge to the public.

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## Festival featured in concert

The Wichita State University Symphonic Band will present its winter concert Dec. 2.

The band, under the direction of David Catron, WSU associate professor, will perform at 7:30 p.m. in Miller Concert Hall in

Duerksen Fine Arts Center.

The program will open with "Damnation of Faust" by Berlioz and an arrangement of five tunes for "Facade" by William Walton.

The 75-member ensemble also will play "Fiesta Del Pacifico" by Roger Nixon. The Fiesta Del Pacifico is one of several festivals held annually in various communities in California which celebrate the old Spanish days of the state.

This particular festival is held in San Diego for 12 days in the summer and features a play on the history of the area with a cast of more than 1,000, a parade, a rodeo and street dances.

Works to be performed on the second half of the program include "Saturn V" by Robert Washburn, "Concertante" by Norman Dello Joio, "Over the Hills and Far Away" by Grainger and "Incantation and Dance" by Chance.

The concert is free of charge to the public.

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## FOCUS on campus

MARIE MOTOWYLAK, CAMPUS EDITOR

**THE SUNFLOWER** will not be published Wednesday or Friday due to the Thanksgiving holiday. Publication will resume Nov. 29.

**THE WHEATLAND DOLL DRILL TEAM** will be selling Mary Kay Cosmetics in the CAC Booth from 8 a.m. to 5 p.m. Money raised will be used for future trips for the drill team.

**THE GERONTOLOGY TRAINING PROGRAM** announces a Dec. 1 deadline for financial aid applications from Gerontology majors or minors for the spring semester. For further information call 689-3713.

**THE CAC RECREATION CENTER** is sponsoring an Air Hockey Tournament at 3 p.m. Nov. 30. The winner of this competition will go to the regional competition. For more information contact CAC recreation.

**THE WICHITA CHORAL SOCIETY AND THE WICHITA SYMPHONY** will present Handel's oratorio, *The Messiah*, at 3 p.m. Nov. 28 in Century II Concert Hall. Tickets are available at Central Ticket Agency or from any society member. Tickets are \$2 for adults and \$1 for students and senior citizens.

**HIPPODROME** organizational chairpersons will meet at 7:30 p.m. Dec. 2 in 249 CAC.

**SGA** has announced the following openings: commencement committee-one representative per college, election commissioner-one, consumer relations board-eight, College of Health Related Professions representative-one, University Senate-one, and Graduate Representative-one. Applications for these positions are available in the SGA office, 212 CAC.

**THE DEPARTMENT OF HISTORY** is sponsoring the Charlie Chaplin 1940 anti-Hitler film, *The Great Dictator* at 7 and 10 p.m. Nov. 29 in the CAC Theatre. No admission will be charged and all students and faculty may attend.

## Master pianist performs

Pianist Gyorgy Sandor will present the second concert of Wichita State University's 1976-77 Guest Artist Series at 7:30 p.m. Monday in Miller Concert Hall of Duerksen Fine Arts Center.

Sandor is acknowledged today as one of the world's leading masters of great virtuoso piano playing, and unrivaled interpreter of the music of Bartok, Kodaly and Prokofieff, as well as the established 19th century works.

## Pogo's

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21st & AMIDON OPEN 7 - 12 p.m.

## Music

In addition to performing the concert, Sandor will serve as guest artist clinician for the Kansas Music Teachers Association 65th Convention held at WSU Saturday through Tuesday. He will conduct a master class at 10 a.m. Monday with winners of the KMTA High School and Collegiate Piano Auditions in Miller Concert Hall. It is open to the public free of charge.

Admission to the Monday evening concert is \$2 for adults and \$1 for students. WSU students may obtain free tickets with a current registration card. Season tickets for the Guest Artist Series are still available for \$8 for the five remaining concerts.

A reception sponsored by Mu Phi Epsilon music sorority will follow the Sandor concert in the Duerksen Fine Arts Center Foyer.

## Shocks victimize Tulsa, Adkins, Blazek honored

By GREG CISKOWSKI

It's a cliché as old as the sport itself, but the old adage "on any given Saturday," appropriately describes inter-collegiate football 1976 style.

Take this past Saturday as a prime example. Injury riddled Kansas pummels favored Missouri, undefeated and fifth ranked Texas Tech falls victim to Houston and WAC champion and 19th rated Wyoming was ripped by Air Force 34-21.

Not to be outdone, the Valley also got into the act Saturday as Wichita State humiliated perennial conference champion and 15th ranked Tulsa 30-13 before 12,245 incredulous Golden Hurricane fans in Skelly Stadium and a regional television audience.

Besides snapping its 22 game road jinx, the Shockers evened its conference mark at 2-2 and finished the season at 4-7. The four wins represent a high water mark for Wright and his staff.

The victory over Tulsa was WSU's first since 1973 when they knocked off Tulsa 28-19 in the season finale to finish the year at 4-7. Incidentally, coach Bob Seaman was fired after the victory.

**THE LOSS** dropped Tulsa's Valley mark to 2-1, but more importantly it all but ended the Golden Hurricane's fervent desire for a post-season bowl appearance.

The two clubs battled through a scoreless first quarter, but Tulsa put 10 points on the board in the first seven minutes of the second quarter and it began to sound like the same old song, eighth verse, for Wichita State.

Following the Tulsa kickoff, the winds of change swept into Skelly Stadium. Over the next two and one-half quarters, WSU would outscore coach F.A. Dry's troops 30-3.

Sam Adkins hit Leon Dobbs on an eight yard pass play, giving the visitors a first and ten at the 31 yard line, but a personal foul on the black and gold moved the ball back to the 16. Oh woe on woe!

On the next snap, Shocker signal-caller Adkins stepped back, fired a strike to Wichita Southeast product Brian Hanning on a slant over the middle, who then shed one tackler and raced 84 yards for the touchdown, cutting the TU lead to 10-7.

WSU QUICKLY tied the score early in the third quarter when Kent Van Vleet kicked the first of his three field goals, a 24 yarder, to knot the score at 10-10 with 12:18 remaining. The drive was aided by two personal fouls against an overly aggressive Tulsa defense.

With 1:21 left in the third stanza, Sam Adkins scored what proved to be the winning points on a five yard run. Van Vleet kicked the extra point to make it 17-10.

The 34 yard drive was set up by WSU defensive end Forest Wise's block of a TV Eddie Hare punt.

Steve Cox booted a 44 yard

field goal as the third period ended to give the Hurricanes its last points of the day.

In addition to Van Vleet's two fourth quarter field goals of 37 and 48 yards, linebacker John Blazek picked off a pass and scampered 34 yards for his first touchdown in a WSU uniform.

Blazek, a 6 foot 2, 218 pound senior from Des Moines, was also in on nine tackles and was named the defensive player of the game.

Sam Adkins finished his brilliant career with a superb effort, connecting on 18 or 37 passes for 237 yards and one touchdown.



**Adkins**



**Blazek**

*WSU quarterback Sam Adkins and linebacker John Blazek were dubbed Chevrolet offensive and defensive players, respectively, for their performances in WSU win over Tulsa, 30-13, Saturday. A \$1,000 scholarship will be presented to the Wichita State fund in each player's name.*

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# Fort Hays dumps women's basketball squad

By HUBERT HUNT

As the Tulsa University football players left the field in a daze Saturday, Wichita State's women's basketball team also ran into the same kind of disheartenment a few hundred miles northwest.

In a tournament WSU coach Larry Thye said the team should win, Fort Hays State used powerful scoring up front to dump the Shocks, 70-61. Fort Hays earlier defeated Panhandle State 63-51 for a two-game sweep and the title.

The Shockers topped Washburn in the first round 76-53 to gain a berth in the winners bracket. Pairings for both rounds were determined before the tournament.

Behind the runner-up Wichita State team, Panhandle beat Washburn 59-44 for third place.

The Shockers used a potent fast break and Marguerite Keeley's 25 points to beat the Ichabods. Senior guard Marcy Wiebe said the team was able to beat the opposition up and down the court.

"THEY PUT a lot of pressure on us, but we were able to break their man-to-man defense," Wiebe said, "We really didn't set

## Football

up our offense much." The Newton native also contributed 16 points, mostly on the outside.

In the finale, the Shockers were down by as much as 20 and

came back to within a basket with 3:30 left in the game. Keeley committed her fifth foul and sprained an ankle in the process. The 6-foot-1 center is expected to play in the WSU home opener at 7:30 p.m. tonight against Tabor.

Fort Hays drew the Wichita State 2-1-2 zone defense out

away from the basket with consistent shooting and then forwards Brenda Cahoj and Deb Robinson hit stride scoring 18 apiece.

Offensively for the Shockers, Keeley paced the output with 20, while Wiebe added 15. Freshman Beth Epp chipped in 12 as half of WSU's points were scored inside.

"Fort Hays brought out our zone and hit their shots. They just had a real good night," said Wiebe.

## Spikers lose tourney berth

The Wichita State women's volleyball team ended their season this weekend at the Region VI play-offs, posting a 1-4 record in round robin play, which failed to get them into the final round of the tourney.

The women lost to the University of Nebraska at Omaha, 1-15, 4-15; St. Cloud University, 1-15, 12-15; the University of North Dakota, 1-15, 15-9, 9-15; and Southwest Missouri State, 15-10, 11-15, 4-15. The team's only win was against the University of Iowa, 15-11, 15-11.

Most of the teams the women faced had been to the play-offs before, but this was the Shocks first time. Inexperience and lack of confidence were the keys to the spikers' poor play. However, the women were the only team to defeat S.M.S.U., the eventual tourney leader.

Coach Sharon Rauh said, "We've come a long way this season." The first year coach will lose only two players from this year's 28-20 team, and is already looking forward to next year.

## Job Corner

Information on these and other job opportunities is available at the Career Planning and Placement Center, 004 Morrison Hall. Refer to the job number when you inquire.

### STUDENT EMPLOYMENT OPPORTUNITIES

920 - Telephone Recruiters. Need seven people. Positions are temporary lasting from Nov. 29 to Dec. 10 and Jan. 3 to Jan. 28. Must be able to work well over the phone. PT & FT, MWF: 9 to 5 p.m., TT: 1 to 9 p.m. \$2.20/hr.

135 - Telephone Appointment File Clerk. Would be typing and filing. PT, M-F, 5-9 p.m. \$2.92/hr.

140 - Laborer. Would be moving dirt from around buildings. Position will start Tues. Nov. 23. PT or FT, M-Sat., 8 a.m. until dark or part-time hours arranged. \$3.25/hr.

141 - Custodian: general clean-up of floors, etc. PT, seven days per week, 9:30 p.m. to 11:30 p.m. \$7.50 per night.

### CAREER EMPLOYMENT OPPORTUNITIES

977 - Management Trainee. Position would be for the Wichita area and would involve calling on retail and wholesale grocery outlets. Requires college degree with interest in starting in sales position. Salary: open (salary, plus company car and all expenses plus several benefits.)

979 - Design and Manufacturing Engineers (several openings). Requires BS or MS in mechanical, electrical, or industrial engineering. (Note: Will be interviewing at the Placement Center here on campus Dec. 2, 1976) Salary negotiable.

984 - Assistant Purchasing Agent: Work involves purchasing for large enterprise. Requires college degree with all majors considered. Considerable experience as a buyer is highly desirable. Salary: negotiable.

989 - Sales Representative (7 openings in Wichita and Hutchinson area). Person would be trained to sell mini-computers and office machines to business firms and other users of equipment. Requires bachelor's or master's degree. Will consider all majors and company will train. Requires 2.8 GPA or better. Salary: \$800 per month plus commission to start. Scheduled raises to \$18,000 by end of third year.

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**Publication Friday** **Tuesday 5 p.m.**

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### Employment

MANAGING EDITOR - The Wichita Times, a Black-oriented newspaper is seeking a career journalist to take over sales and operation. A partnership will be offered to the right individual. Send resumes to: Jack Hudson, PO Box 8087, Wichita 67208. The newspaper is for sale or lease.

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# Fairmount College of Liberal Arts and Sciences

Wichita State University/Wichita, Kansas 67208

## Course Description Guide

Spring Semester, 1977

Supplement to *The Sunflower*  
Wichita State University

### A Letter from the Editor:

This special *Sunflower* Supplement provides descriptions of most of the courses offered by Fairmount College of Liberal Arts and Sciences in the spring, 1977, semester. Liberal Arts hopes thus to provide a genuine help to the student who has heretofore relied solely upon the *Schedule of Courses*.

Several departments offer readings, special topics, thesis and thesis research—offerings which do not lend themselves to general course descriptions because of the highly individualized nature. For these offerings students should consult the *Schedule of Courses* and confer with the appropriate department. Information from one department and several courses are not listed because individuals, or departments, chose not to cooperate—or simply forgot.

Check with your advisor, check with your *Schedule of Courses* and happy hunting. We sincerely hope that this helps lay the foundation for a rewarding semester.

Prof. Donald M. Douglas

### Admin. of Justice

**Administration of Justice 100;** Introduction to the Administration of Justice; (3), M.J. Hageman, 8:30 - 9:20 MWF.

Theoretical and actual legal procedures of an adult processed from police through courts and corrections; and juveniles through their juvenile justice system. The effectiveness and efficiency of the criminal justice system handling such specific problems as mental illness, using lectures, films, slides. Quizzes at the end of each chapter. Two one hour multiple choice exams and one essay final examination.

**Administration of Justice 100;** Introduction to the Administration of Justice; (3) Dr. Blazicek, 10:30 MWF.

An introduction to the discipline of the Administration of Justice. A general overview of the operation, problems and issues in the Criminal Justice System. Will have lecture and student discussion. Four equally weighted examinations over lecture and reading material will be given.

**Administration of Justice 201;** Agency Administration I; (3), M.J. Hageman, 9:30-10:20 MWF, 8:30-10:20, TT.

A survey of patterns of organization structures and management models applicable to agencies in the criminal justice system. Will be lectures, films, slides, guest speakers. One position paper with an organizational perspective and the second position paper on management of psycho therapy techniques or strategies, and one class report are required.

**Administration of Justice 320;** Criminal Procedure; (3), Fred W. Benson, J.D., 9:30-10:20 MWF.

Criminal procedure in the Administration of Justice System—including rights of accused persons—initiation of prosecution—rules of arrest—search and seizure and the exclusionary rule. Use of case decisions relevant to criminal procedure. Law lectures, class discussion and case study will be used. Tests (mid-term and final), quizzes (occasional), attendance, and class participation are used for evaluation.

**Administration of Justice 340;** Investigative Technology; (3), A.J. Stone, 7:05-9:45 TN.

An analysis of technology and systems utilized in both criminal and traffic investigation using crime scene investigating pro-

cedures, various methods of personal identification, investigative photography, and traffic accident and safety investigative systems. Emphasis is placed on field research and evidentiary aspects of investigative technology. All instructional techniques will be used to avail the students of knowledge needed to pass course or at least give them a good chance. Evaluation will be by spot tests, oral quizzes and written tests. Attendance to course will also be used.

**Administration of Justice 344;** Criminalistics and Scientific Crime Detection; (3) W.W. Dunning, 10:30 MWF, 7:05 Wed N.

Introduction of the scientific methods, services and techniques of the forensic laboratory. Examination, identification, and utilization of physical evidence. Evaluation will be primarily by lecture, demonstrations, and examinations by students when possible. There will be three one hour exams (80%), attendance and special assignments (20%). Prerequisite: AJ 100.

**Administration of Justice 382;** Women in the Administration of Justice; (3), Joanna M. Kruckenberg, 5:35-6:50 TT.

Examines the role of women within the criminal justice system from two perspectives: 1) those women employed by the criminal justice system, and 2) those women sought after or incarcerated by the criminal justice system. Lecture will cover the history of women in the administration of justice and current information. The students will be expected to turn in 3 notebooks and do a group project. Grades will be based on the exams, notebooks and on a group project.

**Administration of Justice 403;** Senior Seminar; (3), Dr. Blazicek, 12:30 MWF.

An intensive examination and evaluation of problems and issues within the total criminal justice system, with lecture emphasizing student discussion. Examinations and a final term project will be required.

**Administration of Justice 422;** Internship, G.M. Janeksela, (3/semester 6 total), Arranged.

The internship program in the Administration of Justice is designed to supplement and compliment knowledge attained in the classroom. Internship placements are available in governmental or private law enforcement, courts, correctional, juvenile justice or security agencies. Students must apply for the internship by November 24, 1976. Student interns are

required to serve eight hours per calendar week for two semesters (3 credit hours per semester) at the agency in which they have been accepted. Grades will be determined by agency supervisor and faculty sponsor evaluating the student's successful fulfillment of a negotiated learning contract. Prerequisites: Junfor or senior standing, completion of 15 hours of AJ courses, and departmental and agency consent.

**Administration of Justice 445;** Special Topics-UYA; Bobby F. Stout, (3), Arranged.

Group project and inquiry through student investigation under faculty and police department personnel supervision. Administration of Justice topics include law enforcement, corrections and judicial process. Repeatable for credit, not to exceed a total of 6 hours. The class will involve lecture, selected readings, and case studies (with which the student is directly involved). Exams are over reading material, case studies.

**Administration of Justice 510;** ADP in Administration of Justice; Ronald G. Iacovetta, (3), 11:30-1:20 T, 12:30-1:20 Th.

A survey of use and potential of electronic data processing in police courts, and correctional agencies. The ethical and legal problems confronting society and the agencies of the justice system occasioned by the use of computers as information gathering and storage instruments will be examined. There will be lectures and discussions. Evaluations will be based on exams, papers, class reports, and class participation.

**Administration of Justice 512;** Research Methods, Joanna M. Kruckenberg, (3), 1:30-2:20 MWF.

Introduces the student to the use of descriptive statistics and research methods in Administration of Justice. Emphasis is placed on evaluating published research and learning basic computational and design procedures. A lecture format will be used. Evaluation will be based on three exams, a written research proposal, plus two other assignments. Extra credit points will be earned on quizzes to be given frequently during that time period focused on statistics. Prerequisites: AJ 100 or departmental consent.

**Administration of Justice 521;** Law and the Administration of Justice; Fred W. Benson, (3), 11:30-12:20 MWF, 4:00-6:40 TN.

Case study of individual from

time of-arrest through corrections. Includes procedures and rules followed through the entire process. An indepth look at the adversary procedure. Law lectures, class discussion and case study will be included. Evaluation will be based on tests (mid-term and final), quizzes (occasional), attendance and class participation.

**Administration of Justice 560;** Community Prevention Programs; Joanna M. Kruckenberg, (3), 11:30-12:20 MWF.

An analysis of the typologies, philosophies and operations of existing and projected community-based crime prevention programs. The aim of this class is to examine in depth, various prevention typologies and existing prevention programs with the goal of selecting an area of preventions which most interests the student as an individual. Lecture concerns the causes of crime as well as prevention techniques. The students will be expected to write a report and present an in-class presentation. Students will be expected to visit existing prevention programs and prepare reports on them. Grades will be based on two exams and agency report. Prerequisites: AJ 100 or departmental consent.

**Administration of Justice 606;** Conflict Resolution in the Administration of Justice; Galan M. Janeksela, (3), 10:30 MWF.

Focuses on conflict and conflict management in criminal justice. A criminological perspective is employed to examine societal conflict, and an interactionist perspective is utilized to analyze intra-organizational conflicts (e.g., police departments, courts, and prisons). The students will learn the principles of conflict and conflict resolution. The following conflicts will be emphasized: police-citizen conflicts, family conflicts, citizen disputes, civil disorders, school disturbances, and prison riots. Instructional techniques will be lecture, group discussions, video-tapes, films, role plays, and scenarios. Grades will be based on class participation, exams, and an optional learning contract. This course is an honors option. Prerequisites: AJ 100, or departmental consent.

**Administration of Justice 610;** The Victim and the Administration of Justice; Donald L. Blazicek, (3), 1:30-2:45 TT.

An examination of the relationship of criminal victims to the criminal justice system. Consideration will be given to the role of the victim in crime occurrences, as well as theoretical developments in the field. Lecture, discussion with an emphasis on student involvement in the educational process will be used. Evaluation is based upon examinations, a term paper, and participation in class discussion.

**Administration of Justice 656;** Institutional Corrections Techniques; A.J. Crowns, Jr., (3), 10:30-11:20 T, 10:30-12:20 Th.

An analysis of the techniques of institutional correctional practice, including diagnostic centers, halfway houses and other related treatment models. Special emphasis is placed on institutional corrections techniques as they relate to other segments of the Administration of Justice system. Lectures, discussion, and hand outs will be used. Evaluation; tests and attendance.

**Administration of Justice 800;** General Seminar in the Administration of Justice; Fred W.

Benson, (3), 7:05-9:45 TN.

An indepth view of the processes of law enforcement, courts, and corrections. Includes historical background, philosophy, and case decisions pertaining to the Administration of Justice system. Law lectures, class discussion and case study will be used. Evaluation; tests (mid-term and final), quizzes (occasional), attendance, and class participation.

**Administration of Justice 801;** Judicial Process and the Administration of Justice; A.J. Crowns, Jr., (3), 7:05-9:45 Th N.

The review and discussion of local, state and federal criminal justice statutes and court decisions as they apply to the Administration of Justice process. Lecture, discussions, and handouts will be used. Evaluation; tests and attendance.

**Administration of Justice 804;** Seminar on the Techniques of Criminal Investigation; W.W. Dunning, (3), 7:05-9:45 Th N.

Study of some famous American crimes, with regard to the investigative and criminalistic techniques used, their accomplishments and failures. Current and developing techniques are also studied, including the NCIC system, computer fingerprint classification, radar sniper detection and location, and the ballistic scanning stylus. Will use primarily lecture, with student participation. Prerequisite: Graduate standing.

**Administration of Justice 805;** Seminar on Principles of Evidence and Proof; Stanley A. Issinghoff, (3), 7:05-9:45 W N.

An in-depth examination of different types of legal proof which are presented at court trials. Included in the examination are the mediums of witnesses, records, documents, concrete objects, etc. Lectures, discussion and research of case studies will be used. Evaluation; testing, outside assignments, and attendance.

**Administration of Justice 806;** Seminar on Agency Administration; M.J. Hageman, (3), 8:30-9:20 MWF.

Deals with the specific administrative problems and procedures of selection and staffing of criminal justice agencies, i.e., police. Lectures, class reports, and (hopefully) collection of a sample to test for job elements will be used. Evaluation; class participation and written papers.

**Administration of Justice 811;** Research Methods in the Administration of Justice; (3), Galan M. Janeksela, 2:30-5:10 W.

Focuses on current research efforts in criminal justice. Students learn the basic steps on conducting research, e.g.: (1) research problems (2) theoretical and exploratory framework (3) measurement and data collection techniques (4) types of research designs (5) sampling (6) statistical analysis (7) computer usage (8) interpretation of data. Criminal justice research strategies will be stressed, e.g.: operations research, systems analysis, cost-benefit analysis, quasi-experimental and designs. Instructional techniques include lecture-form, group projects, demonstrations, individual projects. Grades are based on class participation, exams, group projects, and a learning contract option. Prerequisite: AJ 512 or its equivalent.

**Administration of Justice 812;** Application of Criminological Theory; Dae H. Chang, (3), 7:05-9:45 M N.

Traditional and contemporary

criminological theory will be discussed. Emphasis is on the concepts and hypotheses of each theory and how each theory applies in law enforcement, court administration, and corrections. This course will also consider the application of criminological theory in criminal justice systems throughout the world. Lecture, discussion, student presentations, films, etc. will be used. Grades are based on classroom participation and a major paper on the application of criminological theory in criminal justice.

**Administration of Justice 814; Seminar on Critical Issues in Criminal Justice;** Ronald G. Iacovetta, (3), 7:05-9:45 T N.

Emergent phenomena in the overall system of criminal justice are investigated to demonstrate the pertinence of theory to practice. Examples of issues covered include organized crime, role conflicts in law enforcement and corrections, police professionalism, and correctional and judicial problems and issues. Uses seminar-discussion format. Evaluation; exams, papers, class reports, and class participation.

## American Studies

**American Studies 100; Business History of the U.S.,** J.M. Skaggs, (3), 9:30 MWF.

A detailed examination of America's businesses and business leaders, from colonial times to the present. The course looks at major trends, leading industries, and innovations in the nation's economic development. The role of the public sector as an aid to and regulator of business and the evolving relationship of business and labor will also be discussed. (Same as Econ. 100).

**American Studies 299; The American Hero,** J.H. Thomas, (3), 8:30-9:20, 9:30-10:20 TTh, 9-12 S.

Defines historical, cultural and environmental conditions that fostered the growth of the many genres of American folk heroes. In any civilization, myth and legend provide symbols which allow the population to live vicariously. Each generation of Americans has identifiable heroes: Daniel Boone, Kit Carson, Belle Starr, Jessie James, Clark Gable, O.J. Simpson, etc. The course will identify these representative heroes from colonial times to the present and show how they symbolize the American character.

**American Studies 301; Introduction to American Studies,** R.M. Taylor, (2), 10:30 TTh.

A beginning, professional course in field, and overall study of the impetus for migration from Western Europe and settlement in the Western Hemisphere, emphasis on cause and effect, geopolitical forces, and all factors which have had an impact on the economic and cultural growth and expansion of this country. Lectures, examinations, and a research project. Prerequisite: Departmental consent.

**American Studies 318; Recent British-American Phil.,** D. Soles, (3), 9:30 MWF.

An examination of the works of some of the major twentieth century American and British philosophers, with special attention paid to their views on knowledge and truth. A major

objective of the course is to determine the distinctive contributions of twentieth century English speaking philosophers. Emphasis will be placed on the way these philosophers reflect the impact of science on contemporary thought and activity, and the contributions they have made to fields outside of philosophy. Student progress will be measured by classroom discussion and written assignments. (Same as Phil. 318)

**American Studies 522; The American Southwest,** R.M. Taylor, (3), 6-8:40, T N.

Emphasis on the collision of conflicting cultures—Indian, Spanish, French, Mexican and Anglo-American—in the settlement of the Southwest and the resulting hybrid that was produced by ethnic and cultural commingling. The region is examined through its political and economic institutions, and through its literature. Lectures, essay examinations, and research projects.

**American Studies 599; Women and the Law,** G. Crosby, (3), 10:30-11:20, 10:30-12:20 TTh.

This course is an introduction to legal aspects of women's rights. The course is designed to increase the student's level of awareness of these legal aspects of a woman's life, to induce a questioning attitude toward present practices, to give an indication of the directions in which legal remedies may lie, to encourage assertion of legal rights where appropriate, to increase vocational choices among women in legal fields, and to increase the student's understanding of the process of law as an aid to active citizenship. Lectures reading, discussions, papers on topics of choice, brief oral reports, and outside speakers.

**American Studies 599; Middle Western Experience in Lit.,** D. Quantic, (3), 8:30-10:20, 9:30-10:20 TTh.

The course will focus on six themes—frontiersmen, immigrants, farmers, the small town, growth and depression, and the city. One or two novels will provide a central point each theme. Authors will include: Twain, Cather, Hamlin Garland, Sinclair Lewis, Sherwood Anderson, William Allen White, Theodore Dreiser, and Upton Sinclair. Our main concern will be with how the literature portrays the people's response to the land itself and to the events that shaped its development. Students will be encouraged to pursue literary, historical, political, and economic interests suggested by the literature. Specific class procedures and methods of evaluation will be determined by the class. (Same as Eng. 599)

**American Studies 601-602; Directed Readings,** Staff, (2,3), Ar.

The program consists of reading a required number of books in an area of American Studies, (i.e., the Great Depression, writings of Mark Twain, the Civil War) with a short book critique on each, and a final paper evaluating and comparing the works. Students will meet with the instructor every other week. The course may be taken for either 2 or 3 hours of credit.

**American Studies 611; Romantic Revolution,** J.H. Thomas, (3), 1:30-2:45 TTh.

Traces the main tendencies of American thought as expressed in American literature, from 1785 to 1860. Authors such as Edgar A. Poe, Nathaniel Haw-

thorne, James F. Cooper, William A. Caruthers, Walt Whitman, Longfellow, etc. are analyzed. Regions will be studied in the light of economics, literature, industry, philosophy, and their importance in the romanticization of American thought. Class lectures will be supplemented by textbook and outside readings.

**American Studies 698; Introduction to Research,** R.M. Taylor, (3), Ar.

This course introduces students to interdisciplinary research methods and techniques. Research topics are flexible and designed to complement areas of academic emphasis. In addition to the main emphasis on producing a research paper, attendance at specified meetings and at a one hour Library Methods lecture are required. Prerequisite: Departmental consent.

**American Studies 699; Seminar American Studies,** J. M. Skaggs, (3) Arr.

Advanced research in various areas. Topics are flexible and may fit the student's personal area of interest, and other academic fields. In addition to the main emphasis on producing a research paper, attendance at specified meetings and a one hour Library Methods lecture are required. Prerequisite: Department consent.

## Anthropology

**Anthropology 100G, The Anthropology of Modern Life,** Stephen Soiffer, (3), 11:30 MWF.

Anthropologists have recently discovered a strange and exotic native, the American. This curious tribe has been with us for a long time, but only now are we learning that his culture (and her culture) is just as interesting as that of people in the highlands of Burma and the lowlands of Bora Bora. This course attempts to apply the approach of anthropology to modern America, looking at our politics, religion, kinship, myth, ritual, and magic. The approach is iconoclastic and the results unpredictable. At the very least, students will learn what to call their mother's brother's son and what football has to do with American ritual.

**Anthropology 124, General Anthropology,** Wayne Parris, (3), 8:30 MWF.

Each of the sub areas of anthropology is studied: physical and cultural anthropology, archaeology and linguistics. The biocultural evolution of mankind is reviewed, from the early Paleolithic (Old Stone Age), through the Neolithic (New Stone Age), into the rise of civilizations in the Old and New World. Social institutions of kinship, economics, politics, religion and aesthetics are studied, including the changes in them brought by culture and contact. The role of the anthropologist, both as scientist and agent of change concludes the course.

**Anthropology 202, Cultural Anthropology,** Karl H. Schlesier, (3), 10:30-11:20, T, 10:30-12:20 Th.

Cultures are here described as unique creations in space and time, as social, political, and philosophical systems, each with a specific way of seeing and interpreting the world. The rise and pursuit of anthropology is viewed from a critical perspective.

**Anthropology 202, Cultural Anthropology,** John D. McBride, (3), 5:30-6:45 MW N.

To acquaint the student with the anthropological understanding of man as a culture making and culture bearing animal. After a brief survey of the major divisions of anthropology (Physical, Archaeology, Linguistics, and Ethnology), a comparative approach to such topics as language, kinship, religion, law, government, and art is presented. While the majority of the examples are drawn from pre-literate societies some attention is given to peasant and modern societies.

**Anthropology 203, Introduction to Physical Anthropology,** Paul Lin, (3), 9:30 MWF.

An introduction to the sub-field of physical anthropology, stressing their interrelationships and significance to the comparative and holistic study of man. The topics include the fundamentals of genetics, the theories of evolution, the evolution of higher vertebrates, the fossil and living primates, the fossil evidence of human evolution, the human variability and races, and human adaptability.

**Anthropology 299, Peoples and Cultures of Latin America,** Stephen Soiffer, (3), 9:30 MWF.

In the Northeast of Brazil, peasant farmers scratch a living from land racked by drought every seven years. In highland Peru, modern descendants of the Inca farm the same terraced mountainsides as did their ancestors centuries before Columbus. And in Bogota, Sao Paulo and Buenos Aires, if you blink your eyes you might think you were in New York or Chicago. The lives, cultures, pasts, and presents of the people of Latin America have much to teach us. This class applies the insights of anthropology to the study of Latin America, showing how different and how similar are our Southern neighbors. The class makes extensive use of films and other supplementary materials.

**Anthropology 299, European Prehistory,** Alexandra M.U. Klymyshyn, (3), 8:30 T, 9:30 Th.

The course will cover European prehistory from the Mesolithic to the Iron Age or the beginning of the Roman Empire; emphasis will be placed on the beginning of agriculture, the development of metallurgy, the importance of trade in European culture history, and the interplay between Europe and surrounding areas, e.g., Anatolia and Central Asia; the theoretical problems to be discussed include the question of migration/diffusion versus independent invention as explanation of culture change and the use of archaeological evidence in tracing the origin of present-day ethnic groups (ethnogenesis).

**Anthropology 502, Introduction to Archaeological Laboratory Techniques,** Donald Blakeslee, (1-3), Arranged.

An introduction to the laboratory processing of archaeological materials. Students will obtain direct experience in all phases of preparing excavated materials for analysis including cleaning, restoring, preserving, numbering, and cataloging of ceramic and lithic artifacts and other remains.

**Anthropology 511, The Indians of North America,** Karl H. Schlesier, (3), 5:30-6:45 TT N.

After four centuries Indian

tribes of North America are still viable cultural entities. Their strength remains rooted in world views and philosophical systems different from those of the Europeans. To comprehend them, a non-Indian has to "unlearn" stereotypes, historical misinterpretations, and prejudices. The course is directed towards a more concise and truthful perception of the complexity of North American Indian cultures past and present. Essay exams. Prerequisite: Anthropology 124, or 201, or equivalent.

**Anthropology 522, Primitive Art,** D.K. Billings, (3), 1:30 TT.

The traditional arts of Africa, Oceania, and North America are studied in order to understand their functions and aesthetic qualities within their various cultures.

**Anthropology 528, Medical Anthropology,** Wayne Parris, (3), 12:30 MWF and 7:05 M N, Derby, Kansas.

Contrary to the scientific views held by the Western world for several centuries, much of the world still regards illness as being caused by supernatural forces and beings and by maladjustment to nature and the cosmos. Logically, healing is achieved by controlling the supernatural forces and agents and by restoration of proper relationships between man and nature and the cosmos. How healing does take place and the importance of the social roles of both healer and patient to each other, to families and to others in the society, are studied in the context of the total society.

**Anthropology 542, Women in Other Cultures,** D.K. Billings, 7:05-9:45 M N, Hutchinson.

The lives of women are studied in various cultures: e.g. Moslem countries, France, Oceania, Africa, China, England, Russia, Latin America, etc.

**Anthropology 555; Fossil evidence for Human Evolution,** Paul In, (3), 11:30 MWF.

A detailed examination of man's evolutionary history as evidenced by fossil remains and a survey of various interpretive explanations of the fossil record. Prerequisite: Anthro 201 or 203, or Biol. 233 or equivalent.

**Anthropology 557, Human Osteology,** Paul Lin, (3), 11:30-1:20 T, 12:30-1:20 Th.

A course dealing with human skeletal and dental materials, with applications to both physical anthropology and archaeology. Topics in lecture and extensive laboratory sessions include bone and tooth identifications, measurement and analysis and skeletal preservation and reconstruction. Individual projects are undertaken. Prerequisite: 6 hours of anthropology.

**Anthropology 597, Topics in Anthropology: Development of Urbanism,** Alexandra M.U. Klymyshyn, (3), 7:00-9:30 W N.

The course traces the prehistoric development of urbanism in the Old World before the Iron Age and in the New World before the Spanish conquest. We will begin by examining early farming villages in Mesoamerica and Mesopotamia, so as to be able to distinguish "urban" from "village" sites. We will then proceed to a discussion of the prerequisites of urbanism. Definitions of urbanism will be evaluated on the basis of the

following test cases: Mesopotamia up to the Persian empire of Darius; the Indus and Nile Valleys; Anatolia and the Greek city states; Mesoamerica, Peru, and the Mississippi Valley.

**Anthropology 597, Topics in Anthropology: Symbolism, Stephen Soiffer, (3), Arranged.**

Is there a deep symbolic structure to a Thanksgiving dinner? Are *Jaws* and *Moby Dick* on some level dialectic transformations of some nearly universal themes? Of what complicated interrelated sets of symbolic systems is our social life composed? These are the types of questions that will be explored in this class. Topics will be challenging and reading will be exhaustive. A great deal will be expected of the students. But in exchange for this effort the student will receive exposure to what is one of the most exciting new approaches in anthropology.

**Anthropology 602, Archeological Laboratory Analysis, Donald Blakeslee, (1-3), Arranged.**

Students will analyze archaeological materials including ceramic, lithic, faunal, and vegetal remains according to accepted methods. Students will learn to apply standard methods or identification and modes of interpretation to the materials to produce an acceptable archaeological report.

**Anthropology 612 Indians of the Great Plains, Donald Blakeslee, (3), 1:30-3:20 T, 1:30-2:20 Th.**

An investigation of our understanding of the native populations of the Great Plains for the last 13,000 years. Emphasis will be placed on investigations by the students using Archaeological, Ethnohistoric, and Ethnographic data to test established thinking about the nature of the prehistoric and historic cultures of the plains.

**Anthropology 647, Theories of Culture, D.K. Billings, (3), 1:30 MWF.**

The theories of culture which have been used and invented by anthropologists are studied both historically and analytically. Required for majors.

**Anthropology 651, Language and Culture, John McBride, (3), 10:30 MWF.**

This course surveys a number of topics including linguistic determinism, dialects, pidgins and creoles, non-verbal communication, and ethno-semantics. The primary concern is to deepen our understanding of culture through the study of language. Prerequisite: 6 hours of anthropology.

**Anthropology 699, Prehistory of South America, Alexandra M.U. Klymyshyn, (3), 2:30-5:00 Th.**

The prehistory of South America from the time of first occupation to the coming of the Spanish; emphasis will be placed on environmental factors affecting cultural development, the rise of civilization in Peru, and the nature and effect of the Spanish conquest; some of the theoretical problems to be discussed are the formulation of explanatory models of culture change on the basis of archaeological evidence and the use of ethnohistoric data in cultural reconstructions.

**Anthropology 706, Museum Exhibition, Gordon Davis, (3), 7:05-9:45 W.N.**

The course concentrates on

museum exhibition design and the application of exhibition concepts to the planning and installation of museum exhibits. Students will be introduced to the full range of exhibition processes in the field of museum exhibit design. Class projects will include planning, design and installation of a museum exhibit as well as development of exhibit interpretive.

## Biology

**Biology 100G; Principles of Biology; (4) J.T. Bish, 9:30 T. Students must enroll in one independent study session and one integrated recitation section.**

Biology 100G has two basic and interrelated objectives. First, to acquaint nonscience majors with basic concepts of modern biological science and underlying principles operating in the living world. Second, to present a biological view of humankind. Observations and discussions focus on relationships of the human species to other living things, effects of human populations and societies on the biosphere, and studies of biological mechanisms producing human variations, both racial and individual, as they relate to concepts prevailing in our societies. Instruction is self-paced within an audio-tutorial framework.

**Biology 113; Introduction to Biology I; (5) E. Bubieniec, 8:30 MTWT plus lab.**

The first course of a two-semester sequence, examines biological phenomena from three levels or organization: molecular-cellular, organismic and population-ecosystem. Three fundamental topics are studied from this "levels" approach: the complex organization of living material, the transfer and conversion of energy, and the passage of stored genetic information from one generation to the next. The structure of living material is examined at the atomic-molecular, subcellular, cellular, organismic, community and ecosystem levels. Topics under energy transfer include coupled reactions, photosynthesis, respiration, fermentation and energy flow through an ecosystem; under genetics, patterns of inheritance, structure, function, expression and regulation of a gene.

**Biology 114; Introduction to Biology II, (5) W. Langley, 8:30 MTWT of 12:30 MTWT, plus lab; J. Watertor 5:35-7:35p.m. TTh plus lab.**

The second course of the introductory sequence, emphasizes how various organisms solve their basic problems of existence, such as procurement of nutrients, exchange of gases, reproduction, development, and integration of various other activities within the organism. Even though most of these problems are discussed at the organismic level, a number of topics are examined at the molecular-cellular level, such as digestion, nerve transmission, and muscle contraction. The course begins with a study of the biological classification. The last topic covered is evolution, under which such topics are population-genetics, natural selection, specialization, and evolutionary trends are discussed.

**Biology 120; Introduction to Microbiology; (4) R. Schwarzhoff, 8:30 MWF, plus lab.**

A service course for students

in the health related professions. The importance of microbes in various settings, both health related and topics in the general area of the field, is considered theoretically in lecture and in an applied manner in the laboratory. For example, their role in recycling essential nutrients, food preservation techniques, food borne diseases, drinking water, sewage treatment, disinfection, epidemiology and innate and acquired immunity are all explored. Also, some select microbial diseases of major concern are discussed.

**Biology 225; Human Anatomy; (3) R. Sugerman, 12:30 MW plus lab.**

A detailed introductory course in anatomy. The material covered in lecture and laboratory enable a student to understand the gross and histological structure of human organs. The material is divided into three sections. The first section views the topics of terminology, embryology, epithelial and connective tissues, bone and muscle; the second section, nervous system, sense organs and respiratory systems; and the third section, circulatory, digestive and urogenital systems.

**Biology 226; Elementary Human Physiology; (3) B.W. Craig, 8:30 MWF; B.W. Craig, 5:35-6:25 MW; R. Smith, 10:30 MWF; R. Smith 12:30 MWF.**

A service course designed for students preparing for programs in the College of Health Related Sciences or Diploma Nursing. Biology 226 will not fulfill core requirements nor can it be counted toward a biology major. The course starts with the cellular physiology of humans, proceeds through control systems of the same and eventually explains and evaluates every system within the human organism. The course will provide an understanding of the functional aspects of the human body which the student will need when pursuing courses dealing with the clinical aspects of physiology.

**Biology 416; Biology of Cells; (3), E. W. Bubieniec, 10:30-11:20 T, 10:30-12:20 Th.**

An introduction to the structure and activities of the fundamental unit of life. Emphasis is on the cell as an independent organism rather than as a specialized part of multicellular plants and animals, and on uniformities in structure and molecular processes rather than on diversities. Specific topics include basic chemical constituents, ultrastructure, metabolism, reproduction, and mechanisms of gene expression and regulation. It is assumed the student will have a general acquaintance with elementary biological and chemical terminologies and concepts. Lecture-discussion.

**Biology 417; Biology of Organisms; (3) D.A. Distler, 12:30 MWF.**

Much may be learned through comparison of widely divergent organisms. What does a bacterium have in common with a rodent? In what ways do they differ? Answers to questions of this sort are sought throughout the course. Various processes, such as reproduction, performed by all organisms are presented in a manner intended to clarify resemblances and dissimilarities. Specifically, structure, nutrition, energetics, transport, tropisms, movement, coordination, reproduction, development, life histories, and senescence are considered. It is hoped that the

student will acquire a broad appreciation of the universality of certain features of life, while becoming familiar with some unique properties of specific types of organisms.

**Biology 418; Biology of Ecosystems; (3), D.A. Distler, 10:30 MWF.**

Examines the interdependencies and interrelationships of living organisms and their non-living environment. It might well be called environmental biology. The environment includes the surroundings of an organism, the individual organism, those of its own kind as well as organisms of other kinds. The course begins an investigation of the origin, structure, function and progressive change in the biosphere, the ultimate ecosystem, and continues through energy relationships, mineral cycling, succession, paleoecology of North America, and ends with the study of populations and their dynamics. The approach in this course is from the biosphere to the organism.

**Biology 527; Comparative Anatomy; (5) V.B. Eichler, 10:30 MWF plus lab.**

An intensive study of chordate anatomy, with emphasis on variation in body structures among the vertebrates. In three hours of lecture per week the student is exposed to a system-by-system analysis of evolutionary changes from primitive fishes through the amphibians to highly adapted terrestrial forms—the reptiles, birds and mammals. Two three-hour laboratory periods each week provide the student with practical experience in dissecting and studying the body systems of a variety of vertebrates and their early chordate relatives. Primarily for Biology majors and students in the preprofessional curriculums.

**Biology 535; Mammalian Physiology lab.; (3) B.W. Craig, 8:30-11:20 TT.**

A practical approach to the physiology of mammal. A portion of the course will deal with established experiments using a wide range of mammalian systems such as the nervous system, musculature and cardio vascular relationships. However, the majority of the course will concentrate on student originated research problems. Students will be familiarized with aspect of research and be expected to carry out several independent projects.

**Biology 538, Neurophysiology and Neuroanatomy, (4), R. Sugerman, 1:30-2:20 TT.**

Neurophysiology and Neuroanatomy will study from a comparative point of view the anatomy and physiology of the nervous system with special emphasis on man. This course will explore the functional and structural aspects of the nervous system. During the laboratory periods, students will examine representative vertebrate brains. Students will also become familiar with and perform neurophysiological experiments.

**Biology 544; Histology; (5) V.B. Eichler, 8:30 TT plus lab.**

The study of the microscopic anatomy of animal tissues, with practical experience in laboratory histological techniques. The laboratory work focuses on routine and special procedures for fixing, embedding, sectioning and staining animal tissue for subsequent microscopic examination. Using slides made in

class, as well as others provided, students learn to identify major regions of all the organ systems of vertebrates. Class time and materials are provided to allow each student to pursue a project of interest utilizing skills learned earlier in the semester.

**Biology 550; Bacteriology; (5) G.R. Miller, 9:30 MWF plus lab.**

Microbiology encompasses a broad and heterogeneous range of disciplines, including cell and molecular biology and biochemistry. Principles and approaches developed using microorganisms and viruses as model systems in the study of molecular genetics have proven applicable to human cells. Studies at the molecular level are providing an insight into problems related to infectious disease and the biological basis of cancer, including action of chemotherapeutic drugs, the structure of antibodies and antigens, and the nature viruses. The basic information of classical bacteriology, immunology and virology is presented in terms of recent molecular advances. This is balanced with material describing the biology and diversity of microorganisms and the contribution microbes make to the environment.

**Biology 570; Ecology and Man; (3) A.L. Youngman, 5:35-6:50 p.m. MW.**

This course deals with the relationship of man to the biosphere. The physical, chemical and biological components of the environment are viewed within the framework of an ecosystem. Economic, sociopolitical, and ethical factors affecting man's relationship to the environment are considered. Origins of environmental problems, their present and eventual outcomes and their solutions are critically evaluated. The course draws on films and local resource persons. An independent study is required. The student examines a specific problem in terms of its origin, its interactions within the total environment and its possible solution.

**Biology 578; Limnology; (5) D.A. Distler, 10:30 TTh plus lab.**

The study of aquatic organisms in relationship to their environment and to each other. The physical, chemical and biological characteristics of lakes and ponds as well as smaller bodies of standing water are investigated both in the laboratory and field.

**Biology 584; Genetics; (5) A. Sarachek, 9:30 daily.**

The course deals with the genetic bases of cellular function and organization, organismic development from conception through senescence and evolution of populations. Mendelian and non-mendelian genetics is covered with emphases on the physical bases of inheritance, mechanisms of gene actions and interactions, meanings of genetic determination, genetic determination of sex and genic and chromosomal devices involved in population changes. The final section of the course focuses on the following critical aspects of human genetics: racial differentiation, inborn errors of metabolism and development, genetic counseling, genetic engineering and future human evolution.

**Biology 600; Physiological Plant Ecology; (4) A.L. Youngman, 12:30 MW plus lab 1:30-4:20 W.**

A field and laboratory course dealing with structural and physiological adaptations of

plants to their environments. The course includes a brief introduction to plant physiology covering topics such as energy transformation, heat and gas exchange and mineral nutrition. Prairie, salt marsh, and desert ecosystems are considered in detail in lecture and in the field. Desert and other life zones of Arizona and New Mexico are examined on a field trip during the spring recess. An experimental approach to understanding of the ecological relationships within these communities is emphasized throughout the course.

**Biology 620; Animal Behavior;** (3) H.D. Rounds, 10:30 MWF.

A survey of animal behavior, including human, which will start at the ecological level and gradually work through inter- and intra-specific behaviors, social behaviors, gross individual behaviors, component behaviors, and finally a look at behavior of the biochemical level. Prerequisite: Biology 114 or departmental consent.

**Biology 650; Protozoology;** (4) J. Watertor, 1:30-4:20 MW.

Survey of the free-living and parasitic protozoa, with identification, life cycles, and host-parasite relationships emphasized. Each student does an experiment during the semester involving a protozoan. The experiment may be one chosen by the student or one designed by the instructor. Upon completion of the experiment, the student makes an oral report to the class and a written report for the instructor. Preserved and living material, microscopic and projection slides, and films are used as study aids.

**Biology 645; Pathogenic Microbiology;** (4), R. Schwarzhoff, 1:30 MW plus lab.

The benefits received from the normal microbial flora are presented as well as the various mechanisms operating to result in a microbial disease. The clinical aspects of the isolation and complete identification of the major pathogenic bacteria are emphasized in lecture and in the laboratory. Additionally, some general considerations are given to the Rickettsia, the viruses, the Chlamydia and the mycoplasma with topics such as antibiotics and epidemiology interspersed throughout.

**Biology 659; Microbial Physiology Laboratory;** (3) G.R. Miller, 1:30-4:20 TTh.

An introduction to the basic techniques involved in the study of microbial physiology.

**Biology 780; Biochemical Genetics;** (3) A. Sarachek, 4:30-5:45 p.m. TTh.

Comparative analysis of the mechanisms of gene action in prokaryotic and eukaryotic systems. Topics include gene structure, coding and mutagenesis, DNA replication and repair, regulation of transcription and translation, organization, function and integration of chromosomal components including episomes, extrachromosomal genetic determinants and evolution of biochemical pathways and their genetic determinants. Though there are no formal prerequisites, it is assumed that persons electing the course will have backgrounds equivalent to those provided by Biology 584 or Biology 658.

**Biology 798; Seminar;** (2) Staff, 3:30 F.

Seminar students explore

select topics in Biology. These topics may be related to a general theme for the semester or they may be topics in the student's own research area and include experimental results he or she has obtained. The format requires that students formally present their preparations to the class and interested guests following an in-depth, out-of-class, library or laboratory research study. Each student is required to give two presentations during the semester.

## Chemistry

**Chemistry 103; General Chemistry;** John Johnson and Jean Simons, (5), Lecture, 8:30 T, 9:30 Th, 7:05 MW N, lab several sections, consult schedule of courses.

Does not count towards a chemistry major nor chemistry minor. Covers the basic concepts of inorganic and organic chemistry. The mathematics requirement is minimal in that the applications of the concepts of "ratio and proportion" can be used for most of the problem solving. Some of the specific topics are: Properties of Matter, Atomic Theory, Elements and Compounds, Nomenclature, Chemical Equations, Aqueous Solutions, Acids and Bases, Special Areas of Organic Chemistry, Lipids, Carbohydrates, and Proteins.

**Chemistry 111; General Chemistry;** Gary Simons, (5) Lecture 11:30 MWF, lab several sections, consult schedule of courses.

The first half of a two semester general chemistry sequence (Chem. 112) designed to meet the needs of natural science majors and certain health related professions programs. No prior contact with chemistry is assumed although it would be helpful. Subject studies include review of mathematics, Lewis structure of atoms and molecules, moles and molar weight, chemical arithmetic (stoichiometry), ideal gases, thermochemistry, reactions, phase equilibria, solutions, electrochemistry, titration, organic chemistry, and macromolecules. Much emphasis is placed on quantitative problem solving. Under the direction of a laboratory instructor, a maximum of 24 students perform an experiment (3 hours) each week, and meet for a 1 hour recitation-discussion session. Problem solving help sessions will be arranged outside regular classes 2-3 times per week depending on demand. Prerequisites: 1½ units of high school algebra or Math 101.

**Chemistry 112; General and Inorganic Chemistry;** Melvin Zandler, (5), Lecture 11:30 MWF, lab several sections, consult schedule of courses.

A continuation of Chem. 111, General Chemistry. Formal lectures, a recitation and laboratory. Includes fundamentals of chemical kinetics, equilibria, electrochemistry, organic chemistry. Recitation sections and laboratory sections meet once a week. Examinations are scheduled on Saturday mornings approximately every third Saturday. Best four hourly exams along with laboratory grades, recitation grades and a final examination determine course grades. Prerequisites: Chemistry 111.

**Chemistry 112H; General Chemistry;** Jean Simons, (5), Lecture

11:30 MWF, Lab-Rec 2:30-3:20 T and 2:30-5:20 Th.

The second semester of a two semester sequence. In conjunction with Chemistry 111H, the same basic areas of chemistry will be covered as in Chem. 111-112 sequence, but the ordering of and emphasis given to various topics will be different. The logical nature of the subject will be stressed, and the relation of fundamental topics to modern research areas and the chemical literature will be examined.

**Chemistry 124; General and Analytical Chemistry;** Charles Buess, (5), Lecture 11:30 MWF, Lab 8:30-11:20 TTh.

The second semester of a two semester sequence. The presentation of atomic and molecular structure, thermodynamics, kinetics and nuclear chemistry. Students who successfully complete the Chem 123-124 sequence are not required to take Chem 523. The Chem 123-124 sequence satisfies the requirements of both general chemistry and quantitative course for KU Medical School.

**Chemistry 201; Glass Blowing;** Dale Carter, (1), 7:00-9:00 T.

A laboratory course utilizing the principles and techniques of glass blowing for the production of scientifically useful equipment. Departmental consent must be obtained before enrollment.

**Chemistry 399; Introduction to Biological Chemistry;** Robert Carper, (3), 8:30 MWF.

Provides students in the health related professions with a modern background in introductory biological chemistry.

**Chemistry 523; Analytical Chemistry;** John McCarten, (4), Lecture 9:30 MW, Lab 8:30-11:20 TTh.

A general survey of the classical methods of analysis: application of gravimetric analysis and precipitation, neutralization and oxidation-reduction volumetric analysis. In the introductory analytical course the aim is to teach basic techniques and develop in students a justified confidence in their ability to obtain good results with detailed procedures. Emphasis here turns from procedures to the principles and control of experimental parameters in chemistry. Prerequisites: Chem. 112 with C or better.

**Chemistry 524; Instrumental Methods of Chemical Analysis;** Robert Christian, (4), Lecture 11:30 TTh, Lab 12:30-3:20 MW.

Introduction to electroanalytical chemistry and optical methods of analysis and analysis and separation of complex mixtures, both inorganic and organic.

**Chemistry 531; Organic Chemistry;** John Johnson, (5), Lecture 5:15-6:30 TTh N. Lab several sections, consult schedule of courses.

**Chemistry 532; Organic Chemistry;** Erach Talaty, (5) Lecture: 8:30 MWF; lab: several sections, consult schedule of courses.

The second part of a two-semester sequence which covers the fundamentals of organic chemistry. The knowledge of mechanisms, spectroscopy, stereochemistry, and reactions that were acquired in Chem. 531 will be extended and applied to compounds containing a variety

of functional groups, such as halogen derivatives, alcohols, phenols, carbonyl and carboxylic compounds, and nitrogen-containing substances. A discussion of the chemistry of biologically important compounds, such as amino acids, carbohydrates and hormones, will mark the end of the course.

**Chemistry 545; Physical Chemistry;** Allan Nishimura, (3), 7:05-8:20 MW N.

Deals with subjects related to thermodynamics including first of thermodynamics (conservation of energy), second law of thermodynamics (spontaneous processes have directionality), thermochemistry, criteria for spontaneous processes, and chemical equilibrium. Thermodynamics is important for the chemist in that it provides a theoretical analysis of the important subject of chemical equilibrium. Applications of thermodynamics to chemical equilibrium problems will be considered. The prerequisite of calculus is particularly important. Problem assignments, weekly hour examinations and a final. Prerequisites: Chem. 112, Math 243, Phys. 311.

**Chemistry 546; Physical Chemistry;** Gary Simons, (3), 9:30 MWF.

Second semester physical chemistry deals with kinetic theory, kinetics, transport phenomena, quantum mechanics, spectroscopy and statistical thermodynamics.

**Chemistry 547; Physical Chemistry Laboratory;** Allan Nishimura, (2), 8:30-11:20 or 12:30-3:20 TTh.

Experiments are performed which relate to the theories developed in the lecture courses. Chem 545 and 546. The conception of original ideas, separate from experiments as written in the text, is encouraged. Based upon previously learned physicochemical principles, students are required to design and to initiate experiments of individual interest. The students are finally required to present the results and implications both orally and written. One of these reports is presented orally to the entire class in a seminar type atmosphere. Prerequisite: Chem. 546.

**Chemistry 602; Numerical Methods;** Melvin Zandler, (2), 11:30 TTh.

Presents the applications of numerical methods to problems in chemistry and physics. Roots of equations; curve fitting; interpolation, extrapolation and smoothing of experimental data; numerical differentiation and integration; computer programming are also included. Departmental consent must be obtained before enrollment.

**Chemistry 615; Inorganic Chemistry;** Anneke Allen, (2), 8:30 MW.

This course is a continuation of Chem 614, the theory of chemical bonding. The chemical behavior of the elements will be discussed, as will be the trends in their chemical properties, with respect to the available theoretical information. This includes the search for reactions in the literature. Four hourly tests will be given in addition to the final exam.

**Chemistry 625; Electronics;** Robert Christian, (2), Lecture 4:30 M N, Lab 12:30-3:20 T.

Provides a working knowledge of electronic devices and circuits for the student or research worker who has little or no background in electronics. In-

structor's consent must be obtained before enrollment.

**Chemistry 633; Organic Techniques;** Charles Buess, (3), Lecture 12:30 W, Lab 12:30-3:20 MF.

The theory and practice of organic chemical preparations. The methods of separation and purification by crystallization, distillation, extraction and chromatography are emphasized. Physical methods of characterization of pure compounds are covered.

**Chemistry 642; Chemical Physics;** Staff, (3) 2:30 MWF.

This is a course taught in conjunction with the Physics Department which provides an overview of current research in chemical physics. Several diverse areas of chemical physics are considered. Students read a variety of papers from the recent literature, and attend lectures presented by different chemistry and physics faculty members.

**Chemistry 663; Biochemistry of Cell Metabolism, Biosynthesis, Structure, Function and Regulation of Proteins and Nucleic Acids;** Ram Singhal, (3), 2:30-3:45 TTh.

Designed for students interested in biochemical processes; for example, how the body acquires necessary energy from food stuffs, how solar energy is transformed into biological energy, how the genes are translated into everyday language, the proteins, how environmental insults result in altered body language. The course is independent of Chem. 662 or Chem. 664.

**Chemistry 664; Biochemistry Laboratory;** Ram Singhal, (2), 8:30-12:20 T.

This course is highly recommended to students planning for medical and paramedical studies. The laboratory program provides practical education in biochemical processes, and analytical procedures in biochemistry. The course includes one lecture on theoretical aspects of the experiment and a three-hour laboratory section.

**Chemistry 709; Special Topics in Collision Theory;** Tom Lehman, (2), 3:30-5:00 M.

This is a special topics course dealing with many aspects of collision theory which are of particular interest to chemists. Topics to be covered include classical analyses of collisions, photoionizations, electron capture processes, electron impact induced ionizations and dissociations, and a collision theory of chemical equilibrium. Lectures will stress a physical understanding of the phenomena as opposed to the mathematical formulas.

**Chemistry 711; Theoretical Inorganic Chemistry;** Anneke Allen, (3), 9:30 MWF.

Theories of bonding are discussed on a more or less quantitative basis. Spectroscopic term energies are calculated, and electronic spectra of coordination compounds obtained. Space group symmetries are discussed as far as time allows. Group theory is a must for the course.

**Chemistry 723; Analytical Spectroscopy;** John McCarten, (3), Lecture 4:30 MW, Lab arranged.

Discussions of UV, visible, IR and atomic absorption and emission, nuclear magnetic resonance and mass spectroscopy. Selected laboratory experiments illustrate applications to quanti-

tative and qualitative analysis. Particular emphasis is placed on instrumentation and the acquisition of artifact-free data.

**Chemistry 731; Advanced Organic Chemistry, Erach Talaty, (3), 7:05-8:20 MW N.**

This course deals with a variety of topics that have a bearing on current research work in organic chemistry. A review of nomenclature is followed by a study of systems containing (4n+2) and 4n pi-electrons, and systems having fluxional structures. The second part of this course deals with a variety of reactions of interest in synthetic organic chemistry and their mechanisms, including those that proceed via reactive intermediates.

**Chemistry 745; Chemical Thermodynamics, Phillip Wahlbeck, (3), 8:30 MWF.**

The basic three laws of thermodynamics will be discussed with their implications in science and chemistry. Applications associated with solutions and chemical equilibrium will be made. Statistical thermodynamics using Boltzmann statistics will be discussed and used to treat chemical systems. The course will be oriented toward problem solving and applications.

**Chemistry 761; Enzyme Mechanisms, John Morrison, (3), 4:30-5:45 TTh N.**

The purpose of this course will be to show how information about enzyme reaction mechanisms can be gained by application of the techniques of steady-state enzyme kinetics. Emphasis will be placed on (1) determination of the order in which substrates add to, and products are released from, an enzyme by means of steady-state velocity, product inhibition, dead-end inhibition, substrate inhibition and isotope exchange studies; (2) determination of rate-limiting steps in a reaction mechanism using isotope partition and the changes in velocity, at low and high substrate concentrations, with isotopically labeled substrates, and (3) determination of groups involved in substrate-binding and in catalysis from the variation with pH of the observed values for kinetic parameters. Attention will be paid to the derivation of steady-state rate equations, to least squares analysis of kinetic data and to the use of rate equations to calculate true values for kinetic parameters. The kinetics of tight-binding inhibition will also be discussed.

## English

**English 011; Review of English Grammar; (2) W.F. Woods, 12:30 MW.**

A review of basic English punctuation, grammar, spelling and vocabulary. It surveys fundamental grammatical concepts such as parts of speech, sentence structures and punctuation, and demonstrates how English grammar works as a system. There are no papers or written exams, but the course does include exercises and quizzes designed to improve basic language skills. Students who score below the thirty-ninth percentile on the ACT should take this course at the same time they take English 101. However, the course is recommended for all students who need a good working knowledge of English punctuation, grammar, spelling and vocabulary.

**Eng. 101; College English; (3) Staff, 21 sections.**

First semester English Composition course, designed to show the student how to write clear and precise expository papers required in most college writing. The course will show how to use the library. A proficiency test is required at the end of the course.

**Eng. 101S; College English Special Section; (3) staff, 6 sections.**

For students who score at or below the thirty-ninth percentile on ACT-English. Students should enroll in English 011. Sections of English 101S will be limited to 20 students. Students will learn how to use the library. A proficiency test is required at the end of the course.

**Eng. 101 (ESL); College English for Foreign Students; (3) R. Stiles, 10:30-11:20 T; 10:30-12:20 Th.**

A highly structured learning program for monolingual language students who come from a variety of language backgrounds. Objective: to make native speakers of other language proficient enough in English to complete academic programs in that language. Special clinics will help students with reading comprehension, vocabulary acquisition, pronunciation and composition. If feasible, each student enrolled in this program will be assigned an individual tutor for additional language exposure. Assignments will include weekly writing projects, pattern drills, vocabulary quizzes, and grammatical exercises. Those instructors supervising work in the clinics will also make assignments keyed to specific language areas under study.

**Eng. 102; College English II; (3) staff, 66 sections.**

The second semester English composition course is designed to show the student how to abstract, analyze, and synthesize data from various sources and to present that data in written form for different audiences. A proficiency test is required for all students at the end of the semester. Prerequisite: English 101.

**Eng. 102 (ESL); College English II for Foreign Students; (3) R. Stiles, 8:30-10:20 T; 9:30-10:20 Th.**

(See description of 101 ESL, College English I for Foreign Students).

**Eng. 103; Masterworks of European Literature in Translation I; (3) R.B. Cutler, 9:30 MWF.**

Introductory course with focus on Greek, Hebrew, Roman, and Renaissance literary works which have shaped the Western literary tradition. Lectures, discussions, some written work and three examinations.

**Eng. 230G; Exploring Literature; (3) G.E. Hammond, R.B. Cutler, A.P. Gythiel, 8:30 MWF; 9:30 MWF; 11:30 MWF; 7:05 M N.**

Emphasis is placed on the understanding and appreciation of literature. Works of the most proven universal appeal will be assigned, with the idea of reaching a general audience. Purely technical analysis or narrowly professional matters will be avoided. Terminology of literary study will be restricted to that deemed necessary to a full understanding and appreciation by the student himself—both now and in his future contacts with literary art. The constant aim will be to make available to

the student a personal and rewarding experience in the best and most lasting literature and to inspire him to want to read more on his own. The course will involve open discussion based on the readings, with lectures as necessary. There will be some writing and examinations.

**Eng. 252; Modern American Writers; (3) B.N. Santos, G.B. Hoag, F.S. Kastor, A.C. Skeen, L.M. Grow, 8:30-10:20 T, 9:30-10:20 Th; 10:30-11:20 T, 10:30-12:20Th; 10:30 MWF; 12:30 MWF; 5:35 MW N.**

Introduction to major representative twentieth century American authors (such as Crane, Dreiser, Hemingway, Fitzgerald, Steinbeck, Dos Passos, Faulkner, Salinger, O'Neill, Williams, Albee, and American Poets). The emphasis is on close reading and analysis of the works themselves, with attention to special characteristics of the different literary types—poetry, fiction, and drama—and to major cultural and intellectual developments as reflected in the literature.

**Eng. 285; Introduction to Creative Writing; (3) J.M. Hathaway, B.N. Santos, W.S. Hathaway, 9:30 MWF; 10:30-11:20 T, 10:30-12:20 Th; 7:05 M N.**

For students who are interested in writing poetry and/or fiction and who feel that they would like some experience in creative writing. The course will function as a workshop using as a basis for discussion student manuscripts which have been reproduced and distributed to the class. An aim of the course will be to develop good readers as well as good writers. The texts will, in most instances, be supplementary material, although some of the stories and poems may be analyzed and discussed in class. Each student will be required to submit at least one piece of writing each week and individual conferences with each student will be held at regular intervals. Students will be provided with instruction in basic techniques of poetry and fiction and will begin by working with such specific techniques as description, characterization, dialogue, and move toward the creation of a longer work by the end of the semester. Prerequisite: English 101 & 102.

**Eng. 300; Literary Theory and Critical Writing; (3) B.S. Hay, L.B. Langton, 1:30 MWF; 7:05 T N.**

Designed to develop ability to read literature perceptively, to analyze individual works in close detail and to write intelligent interpretive essays criticizing and evaluating what is read, the course includes the study of poetry, short fiction and some drama, but makes no attempt to cover selected authors in depth or to present a historical survey of work in the various genres. The student is expected to develop and demonstrate ability to write clear, cogent, well-organized critical essays based on reading and analysis. Lecture and discussion on literary works and on student writing. Prerequisites: English 101 & 102.

**Eng. 302; Creative Writing: Prose Fiction; (3) B.N. Santos, 1:30-4:00 Th.**

For students already committed to writing prose fiction, whether at a beginning or an advanced level. Each student will work toward a mastery of modern fictional techniques and toward the development of his or her own literary voice. Stories

in the test will be discussed and analyzed with special attention to technique, but as often as possible, the class sessions will concentrate on the reading and group criticism of mimeographed student work. The instructor will be available for private conferences with individual students on works in progress.

**Eng. 304; Creative Writing: Poetry; (3) A.G. Sobin, 1:30-4:00 T.**

The course meets once weekly for two and one-half hours, and individual students meet with the instructor at other hours by appointment. The weekly session is generally devoted to a discussion of student poems which are reproduced and circulated prior to class session. Members of the course are expected to comment on the poems. Grading will be done on a contract system based upon the amount and quality of work turned in as well as participation in workshop sessions. May not be repeated for credit. Prerequisites: English 101, 102 and 285.

### UNCERTAIN ABOUT YOUR MAJOR?

Special academic counselors are available to assist LAS students who have not decided upon a major, or who wish to change majors and are uncertain as to direction.

Go to the Dean's Office in Jardine Hall for assignment to an LAS advisor.

**Eng. 306; Playwriting II; (see Speech 517).**

**Eng. 315; Introduction to Linguistics; (3) P.J. Wyatt, 8:30 MWF.**

The chief aim is to help the student become aware of the nature of language, and of how to study it and to theorize about it. Topics to be studied include sounds and sounds patterning, dialects and human reactions to them and the modern study of grammar, especially transformational grammar. The class does assigned reading and related homework. The classroom is used to answer questions, present new material, and discuss the meaning of what is being studied.

**Eng. 324; Contemporary Drama; (3) A.G. Sobin, 5:35 TTh N.**

Reading, discussion and coming to an understanding of some twenty plays by Albee, Pinter, Lonesco, Arrabal, Beckett and several others writing since WWII in England, America and Europe. Classes will be 97% discussion. Grading will be done on a contract system which allows the student to elect in advance the grade he/she will work toward depending upon the amount and quality of work turned in. Many options will be available.

**Eng. 333; Contemporary Fiction; (3) F.W. Nelson, 12:30 MWF.**

The course will identify major trends in post World War II fiction. Some selections of texts may be from continental writers. All work will be from the 1960's and deal with Black Humor, French literary existentialism, and a beyond-the-Waste-Land perspective. While the course content is largely prepackaged, student response to it need not be. Students may contract for

their grades and develop their own techniques for validating their work. Papers but no examinations.

**Eng. 340; Major Plays of Shakespeare; (3) G.E. Rowe, 11:30 MWF.**

An introduction to Shakespeare's major works. We will spend most of our time discussing specific plays and Shakespeare's development as a dramatist. Some attention also will be given to the characteristics of the dramatic forms with which Shakespeare worked: comedy, tragedy, history play and romance. Some lecture, mostly discussion. There will be both a midterm and a final examination, and each student will be required to write one short paper.

**Eng. 360; Major British Writers I; (3) W.F. Woods, J.B. McKee, 9:30 MWF; 11:30 MWF.**

Focuses on English literature between the later fourteenth century and the mid-eighteenth century; poetry, drama, and prose fiction as produced by major writers recognized as representative of the best accomplishments in the literary art of their times. At least six of the following writers will be studied in some depth: Chaucer, Spenser, Shakespeare, Donne, Milton, Swift, Pope, Johnson, and possibly a Fielding novel. There will be close reading and analysis of major texts, revealing the complexities of literary art and the fact that works from earlier times still have much to offer us today. Some variance, particularly in classroom methodology, should be expected from section to section.

**Eng. 361; Major British Writers II; (3) R.R. Meyers, L.M. Grow, G.J. Broadhead, 8:30 MWF; 11:30 MWF. 9:00-12:00 Saturday.**

A somewhat detailed study of major British literature of the late eighteenth, the nineteenth and early twentieth centuries. Works of at least eight of these will be included: Wordsworth, Coleridge, Byron, Shelley, Keats, Tennyson, Browning, Arnold, Shaw, Yeats, and possibly a novel. The course attempts to present ways of approaching and studying these literary works with understanding, appreciation, and enjoyment. The literature included deals with human values of vital interest and importance as well as with language and form. Some variance, particularly in classroom methodology, should be expected from section to section.

**Eng. 362; Major American Writers; (3) N.S. Burns, J.B. Erickson, A.A. Berlin, 8:30 MWF; 11:30 MWF; 10:30-11:20 T, 10:30-12:20 Th; 7:05 T N.**

Standard works of major American authors, including at least eight of the following: Poe, Cooper, Hawthorne, Melville, Emerson, Thoreau, Whitman, Dickinson, Twain, and James. Its object is to increase the student's ability to read American literature and perceive it as relevant to themselves, to acquire a sense of what is peculiar to American literature in both style and idea, to locate the roots from which the present has grown, and to become acquainted with works standard in the experience of reasonably well-educated persons. Poetry, fiction, and non-fiction are represented. Lecture and discussion.

Some variance, particularly in classroom methodology, can be expected from section to section.

Eng. 365; Afro-American Literature; (3) V.E. Lewis, 7:05 Th N.

A survey course designed to acquaint the student with the most significant Afro-American writers from the 18th century to the present. Lectures cover early slave narratives, folklore, and early poetry. Student reading, discussion and writing begin with the Harlem Renaissance and ends with the 70's. The aim of the course is to give students an understanding of and an appreciation for the literary heritage of Afro-Americans.

Eng. 501; American Authors; (3) G.B. Hoag, 12:30 MWF.

Close reading and analysis of the works of T.S. Eliot and William Faulkner, with some attention to historical and cultural backgrounds, and stress on the continuing importance of their works in American literary and cultural traditions. Primarily discussion, with occasional background lectures. Grades will be assigned according to the successful completion of a number of cooperatively established projects, including papers, in-class panels and presentations, and essay examinations. The student will exercise a number of options in determining his own grade and the projects he will carry out.

Eng. 510; British Drama I; (3) G.E. Rowe, 9:30 MWF.

A course in Shakespeare's contemporaries. Although we will briefly glance at some of the more important aspects of Medieval drama, almost all of our time will be spent reading and discussing the drama of the English Renaissance. Special attention will be given to Marlowe, Jonson, Webster and Middleton, playwrights whose dramas are second in quality only to those of Shakespeare in the history of English literature. Some lecture, mostly discussion. One long paper, a few short paper assignments, and a final exam.

Eng. 532; Modern British/American Literature, 1946 to Present; (3) R.M. Kidder, 10:30 MWF.

Beginning with four novels (Bellows, *Seize the Day*; Spark, *The Prime of Miss Jean Brodie*; Roth, *The Great American Novel*; Fowles, *The French Lieutenant's Woman*) read and discussed in class, the course will arrive at midterm with a paper on these and one other novel. We will then take up poetry, using two anthologies and writing a final paper on such poets as Lowell, Wilbur, Levertov, Rich, Larkin, Gunn, Tomlinson, and Hughes. The course has several aims: to delineate the cultural, literary, and artistic background against which these works can be read; to indicate the development of major trends in poetry and fiction; and (most importantly) to encourage a close reading and understanding of a few works (rather than a wider and less comprehensive acquaintance with many) as a way of providing students with an approach to modern literature.

Eng. 550; Mythology Ancient and Modern; (3) A.P. Gythiel, 12:30 MWF.

A study of the literary and ethical significance of ancient myths with emphasis on the

plays of Sophocles, Aeschylus, and Euripides. Myths are interpretations of life told with poetic imagination. We will explore mythological contexts, archetypal motifs, people's attitudes toward the supernatural, their dreams of immortality. This course also examines the ways in which modern writers, including Gide, Anouilh, and O'Neill, have remodeled ancient myths to serve as commentaries on the human situation in our time. Lecture. No research papers. Take-home examination.

Eng. 580; Special Studies: The Detective Novel; (3) F.C. Stephens, 9:30 MWF.

The detective novel has proved to be an enduringly popular literary form, though it has seldom been taken as a topic of serious literary study. This course will examine the history and development of the detective novel, its aesthetics, its conventions, its special problems, its sociological aspects, its sub-types, its future, etc. Students will be required to read a relatively large number of detective novels and a limited number of critical essays. Lecture and discussion.

Eng. 580; Special Studies: The Modern Religious Novel, (3) A.P. Gythiel, 10:30 MWF.

Focuses on the thought and sensibility of modern writers who are concerned about spiritual issues and their relation to life. Authors include Georges Bernanos, Francois Mauriac, Andre Gide, Graham Greene, Elie Wiesel, Gertrud von le Fort, and Simone Weil. These novelists deal with the moral dimension of life, man's search for values, the tension between the flesh and the spirit, and the world's redemption. We shall analyze the ways in which these writers give their particular theme universal significance. Lecture-discussion. No research papers. Take-home examination.

Eng. 580; Special Studies: Stage, Script and Reality; (2) J.P. Erickson, 1:30-3:30 TTh.

Scripts and films of *Oedipus Rex*, *Hamlet*, *The Three Sisters*, *Waiting for Godot*, and the Open Theatre's *Frankenstein* in a study of the relationship between drama as reading and drama as theatre, between conventions of theatre and types of scripts, and between differing concepts of "reality" in drama. Students will be required to do one midterm and one-half of the final for Dr. Erickson in English and one midterm and one-half of the final for Dr. Welsbacher in Speech; grades in Speech and English are independent of each other. Prerequisites: concurrent enrollment in Speech 660B.

#### DID WE HELP YOU?

We would like to hear your response as user of the course description guide. Drop a note to Prof. D.M. Douglas, History Department, Box 45.

Eng. 580; Novels and Their Readers; (1) F.C. Stephens, 10:30 T.

Concurrent enrollment in History 358 is required. One of the major social phenomena of nineteenth century England was the permeation of the lower and middle classes with a desire to read, the "democratization" of the English reading public. The impact of a mass public upon English literature has been incalculable. The purpose of this

course is to take a brief look at the English common reader and at some of the influences that readers exerted upon one rapidly developing literary genre, the novel. Lecture and discussion. Prerequisites: Concurrent enrollment in History 358.

Eng. 599; The Middle Western Experience in Literature; (3) D.D. Quantic, 9:30-10:20 T; 9:30-11:20 Th.

(Cross listed as American Studies 599) The course will focus on six themes—frontiersman, immigrants, farmers, the small town, growth and depression, and the city. One or two novels will provide a central point for our discussion of each theme. Authors will include Twain, Cather, Hamlin Garland, Sinclair Lewis, Sherwood Anderson, William Allen White, Theodore Dreiser and Upton Sinclair. Our main concern will be with how the literature portrays the people's response to the land itself and to the events that shaped its development. Students will be encouraged to pursue literary, historical, political and economic interests suggested by the literature. Specific class procedures and methods of evaluation will be determined by the class.

Eng. 602; Milton; (3), R.R. Meyers, 10:30 MWF.

Major emphasis on Milton as poet, beginning with analysis of the early works and making use of his prose primarily to understand his sense of vocation. Intensive reading of *Paradise Lost*, *Paradise Regained*, and *Samson Agonistes*. Combination of lecture and discussion as appropriate to subject matter, moods, needs and abilities of the class. Short, detailed objective tests will augment the student's natural curiosity and will be important in final grading. A short critical paper and/or report is usually required.

Eng. 635; 17th Century English Literature; (3) F.S. Kastor, 7:05 T N.

Eng. 641; 19th Century English Literature II; (3) J.D. Merriman, 11:30 MWF.

An inclusive examination of both major and minor Victorian poets and prose writers including Carlyle, Mill, Tennyson, Browning, Arnold, Ruskin, Pater, Clough, Rossetti, Meredith, Morris, Swinburne, Hopkins, Wilde, Hardy, and early Yeats. Attention will be given to the inter-relationships of Victorian writing with the complex of philosophical, religious, intellectual, scientific, economic, and aesthetic currents of the period. Some effort will be made to explore the Victorian appropriation of the Romantic heritage and later 19th century responses to the issues of Faith and Doubt, Reason and Imagination, Matter and Spirit, Art and Morality. Particular emphasis will be placed on the role of the Victorians as midwives to 20th century life, thought, and art. Brief, announced quizzes, a term paper developed under the instructor's individual guidance, and a final examination contribute heavily to the final grade, which will also be significantly influenced by informed contribution to class discussions.

Eng. 667; Aspects of Linguistic Theory; (3) A.L. Gregg, 5:35 TTh N.

You will learn about recent grammatical theories speculating about the nature of language and of its speakers. From the stand-

point of transformational grammar, you will study some basic rules proposed for English sentences with special attention on the reasoning to support such rules. We will examine some recent trends and developments; look at implications for language learning; explore possible applications in literary analysis, reading, and composition. Special attention will be paid to the work of Chomsky. There will be some practice homework and some graded homework; three tests and a final; and a paper. Prerequisites: An introductory linguistics course or consent.

Eng. 680; Theory and Practice in Composition; (3) H.J. Throckmorton, 7:05 Th N.

The course is designed to give present and future teachers of writing a chance to write in a workshop atmosphere and to explore a variety of approaches and activities for stimulating, improving, and evaluating their own and others' work. Workshops, discussions, and occasional lectures. Students will be expected to write, to read and think and talk about writing, to share their work with the class, and, by the end of the course, to demonstrate knowledge of the subjects of composition and increased writing proficiency. Class attendance and participation are essential. Papers, projects, and reports. Prerequisites: Prospective and practicing teachers.

#### GET HELP!

Unsure about career options with a liberal arts degree? Go to the Dean's Office in Jardine Hall for assignment to an LAS advisor.

Eng. 685; Advanced Composition; (3) G.J. Broadhead, 10:30 MWF.

Designed for advanced students in all fields, this course emphasizes essential writing skills, as well as common patterns of development for longer papers, reports, theses, and publishable articles. Efficient research techniques are also discussed. Students will focus on the formats and stylistic conventions of their own fields of study. Shorter written exercises will prepare students for a longer project on a topic related to their majors.

Eng. 690; Senior Seminar in Literary Criticism; (3) J.D. Merriman, J.B. McKee, 1:30 MWF; 7:05 M N.

A course in literary study in which a small number of works will be read by way of discovering the various kinds of things that can be usefully said about literary works. A survey of various theories of literary analysis and criticism will be conducted. The class will combine seminar and lecture/discussions, the exact proportions of these depending upon the topics of the moment and the size of the class. Students will be expected to give individual, and possibly group, reports on assigned readings in areas of particular interest to the literary critic. Regular attendance is necessary. There will be a term paper and a final exam in addition to oral reports. The final grade will be based on all of the above assignments. Prerequisites: English 300 and 15 hours of English completed.

Eng. 750; Special Studies: Folk-song as a Teaching Tool; (1) Keith and Rusty McNeil, Lec-

turers-Performers; P.J. Wyatt, Coordinator, Saturday and Sunday, April 16 & 17 (WSU campus) 8:00-5:00 each day.

Two-day workshop designed to create an awareness of the continuity and growth of country music from its traditional roots to the country-pop sounds of the mid-1970's, and how country music reflects the social history of America. The workshop will be presented from 8:00-12:00 and 1:00-5:00, Saturday and Sunday, April 16 and 17. The title of this year's presentation is "Country Music: The Rural Voice of Urban America." It is available for either graduate or undergraduate credit. Lectures and performances by the McNeil's. Some group participation. Short papers required of graduate students. Attendance at all sessions is mandatory.

Eng. 780; Theory and Practice of Composition; (3) P.T. Zoller, Monday 3:00-4:00 and arranged.

English 780 is designed specifically for Teaching Assistants. The course will cover such topics as: Usage, Rhetoric, Black English, Reference Materials, etc. All teaching assistants are expected to take English 780 in the first semester unless specifically excused from the course by the Graduate Advisor. Prerequisite: Recommended for teaching assistants; other students admitted at discretion of the teacher.

Eng. 800; Introduction to Graduate Study; (3) B.S. Hay, 4:30 TTh N.

English 800 is prerequisite for graduate seminar work in English, and is designed, therefore, to focus on both practical and theoretical problems that will confront students in graduate literary studies. The emphasis will fall on the nature of academic and scholastic study; technical and historical tools; and the preparation and organization of interpretive and research papers. There will be much reading required stressing various modes of literary criticism. The course will blend lecture and discussion and will require two papers, one a major research project, plus a final exam. Prerequisites: Graduate standing.

Eng. 802; Creative Writing: Fiction; (3) P.H. Schneider, 9:00-12:00 Saturday.

Advanced work in creative writing in fiction. Required of MFA students planning to work in this genre (see MFA catalogue requirements). Will involve class sessions and individual consultation with students, with the goal of improving their skills as writers. Lecture/discussion of student manuscripts as in a workshop. Arranged conferences. Prerequisites: Graduate standing. Consent of coordinator for creative writing.

Eng. 806; Creative Writing: Poetry; (3) R.B. Cutler, 7:05 W N.

Advanced work in creative writing in poetry. Required of English MFA students planning to work in this genre (see catalogue requirements for MFA program). Will involve class sessions and individual conferences with students, with the goal of improving their skills as writers. Lectures/discussions of student manuscripts as in a workshop. Arranged conferences. Prerequisites: Graduate standing. Consent of coordinator for creative writing.

Eng. 816; Graduate Readings in Victorian Literature; (3) J.D. Merriman, 5:30 TTh.

A rapid reading survey of Victorian poets and prose writers designed both to familiarize graduate students with the main contours of the period and to insure acquaintance with some of its less obvious features. Lectures and class discussion will be aimed at mapping the leading themes of the Victorian response to a world in which the rate of change and the poignance of challenge have reached 20th century proportions. Particular attention will be given to formal innovations in the period as well as intellectual developments which constitute the Victorian legacy to our time; an effort will be made to show the continuity of 19th and 20th century literature. The long poem in its highly special Victorian forms will be an object of special focus, and students will be expected to make contributions to the development of a suitable aesthetic for its understanding. No term paper. Final examination. Prerequisites: Graduate standing.

Eng. 817; Graduate Readings in Twentieth Century British Literature; (3) R.M. Kidder, 7:05 T N.

Focusing on careful readings of individual authors, this course will trace the outlines of literary development through the fiction of Hardy (*Jude the Obscure*), Conrad (*Lord Jim*), Joyce (*Dubliners*), Lawrence (*St. Mawr*), and Woolf (*Mrs. Dalloway*), and through a long look at Yeats's poetry and briefer looks at the work of Auden and Thomas and other modern and contemporary poets. Students should expect to read, in addition to the above, several novels out of class, to conduct at least one seminar meeting on the author of their choice, and to write an extended paper. The seminar periods will be largely given over to a detailed examination and discussion of the focal work for the week. Prerequisites: Graduate standing.

Eng. 823 Graduate Readings in American Literature III; (3) G.B. Hoag, 7:05 M N.

Extensive and intensive reading of four major twentieth-century authors, Hemingway, Faulkner, Eliot, and Stevens, against the climate of their age and representative examples from the writings of their contemporaries. The aim is to discover the major patterns of relationship and continuity in the age as well as to face the major critical and scholarly challenges that the authors pose. Discussion, oral reports, very few lectures. A comprehensive final examination over all the readings will be given, and a short paper will be required. Prerequisites: Graduate standing.

Eng. 832; Graduate Studies in Fiction; (3) F.W. Nelson, 4:30 M N.

A "genre" course. The basis for grading student achievement will be in a long paper and in participation in the discussion. We will study the development of fictional techniques and forms with a major emphasis on modern literature and the novel. (Texts: Wayne C. Booth, *The Rhetoric of Fiction*; Erich Auerback, *Mimesis*; Lawrence Sterne, *Tristram Shandy*; Jane Austen, *Emma*; Henry James, *The Aspern Papers*. Pre-seminar format (the instructor will have

an outline of the course and select the materials for investigation; students will be responsible for part of the presentation). Discussion in weekly meetings. Prerequisite: Graduate standing.

Eng. 845; Graduate Studies: Milton; (3) F.S. Kastor, 7:05 ThN.

Prerequisites: Graduate standing.

**DID WE HELP YOU?**

We would like to hear your response as user of the course description guide. Drop a note to Prof. D.M. Douglas, History Department, Box 45.

Eng. 860; Graduate Seminar: Studies in the Short Novel as Experience and as Genre; (3) G.E. Hammond, 4:30 W N.

Offers the graduate student an opportunity for in-depth study and exploration of the short novel as form and as personal and literary experience. We shall discuss what each novel is, what it does, and how it does it. There will be less emphasis on scholarly research than on individual creative thinking. The class format will consist primarily of informal discussion and student projects, including one long paper. Authors to be encountered are Tolstoy, Gogol, Andreyev, Solzhenitsyn, Melville, Conrad, James, Joyce, Kafka, Camus, Mann, Unamuno, Bellow, and others, with modifications according to individual student interest and needs.

**General Studies**

General Studies; Courses carrying the General Studies designation have been specially designed to provide students with the foundations of knowledge necessary to the development of an informed and sympathetic understanding of an area outside their own fields of specialization. These courses do not seek to prepare students for further course work in a field, but rather attempt to provide them with the information and concepts that will promote an awareness of both the achievements and the limits of knowledge in a given area. Courses designated as "G" courses (e.g. History 3305 are General Studies courses.

**Geology**

Geology 101, Science, Environment and Man, Various Times, (4).

Pollution of the air, water and the land is considered from the standpoint of every pollutant and problem. The avoidance of, or minimization of natural hazards, e.g. earthquakes and floods is essential to planning where men may build his cities and other cultural developments. The study of the environment is preceded by, and integrated with sufficient background in physical and chemical principles for an understanding of the problems we face.

Geology 111, General Geology, Various Times, (5).

Offers an introduction to the materials and processes of the earth. In this introduction we will study streams, ground wa-

ter, winds, and glaciers, examine minerals and rocks, see how and why mountains are formed, and briefly look at the history of the earth. In gaining this increased awareness of what is going on around us, it is hoped that everyone will gain a better understanding of the earth that surrounds us.

Geology 300G, Energy, Resources and Environment, John C. Gries, (3), 10:30 TT.

An examination of man's effects on the environment and man's dependence on earth resources. The significance of available and location of energy and mineral resources are examined relative to the protection and improvement of man's environment and man's desires for a high standard of living. Shows the application of general geologic knowledge to specific problems that all people face. Provides an understanding of how seemingly abstract geological knowledge may be used to further man's own understanding of a more general problem within his experience.

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Geology 312, Historical Geology, Tasch, (3), 11:30-12:20, TTh, lab 1:30-4:20 Th.

A journey on a time machine—through billions of years of earth history. Students learn how geologists read the story within rocks of the earth archive as if they were books in a library. The story unfolds in an orderly sequence, revealing the origin and evolution of life forms (the fossil record) as well as the major physical events that have shaped our world. Supervised laboratory and field trips.

Geology 552, Field Stratigraphy, Berg, (3), 11:30 TT and 8:00-3:00 S.

Study of the subsurface rocks in the laboratory with microscope and from surface outcrops in field in Eastern Kansas, supplemented with lectures in stratigraphic principles, environments of deposition, correlation methods etc. Semester report required on a specific field area.

Geology 570, (Biogeology) (Micropaleontology), Tasch, (3), 9:30-10:20 TT.

Students are trained in the processing and identification of microfossils as practiced in oil companies, oceanographic, and geological survey labs. Included are all protists, from foraminifera to dinoflagellates, spores and pollens and such geologically valuable forms as scolecodonts, conodonts, and chitinozoa. Lab, lecture collecting trips required.

Geology 684, Subsurface Geology, Berg, (3), 10:30 TT and Lab arranged.

Subsurface methods as applied principally to oil field exploration, includes principles and study of lithologic logs, geophysical logs and all other

methods used to determine the lithology of the strata encountered at depths in bore holes.

**Geography**

Geography 530, Geography of Latin America, Blythe, (3), 9:30 MWF.

A general survey of Latin America (Mexico, Central America, the Antilles, and South America) in terms of landforms, water bodies, climates, soils, vegetation, mineral resources, agriculture, industries, cities, and cultures; interrelationships of history and geography and the interplay of people, politics, and economic activities.

Geography 695, Special Studies in Geography, Blythe, (3), Arranged.

Systematic study in a selected area of topical interest in geography. Instructor must approve enrollment and topic selected.

Geography 125, Principles of Geography, Blythe, (3), 8:30 MWF.

A study of man and his physical biological, and cultural environment. Earth-sun relationships, the reasons for the season, continents, oceans, maps, cartographic techniques, landforms, streams, groundwater, glaciers, wind, waves and currents, mountains, earthquakes, volcanoes, deserts, principles of weather and climate, soils, vegetation, spatial elements of population distribution, means of livelihood, patterns of agriculture, types of industry, transportation networks, human ecology, and principles of environmental science.

Geography 510, World Geography, Blythe, (3), 11:30 MWF.

A study of each of the major world regions, including Europe, the Soviet Union, the Middle East, the Orient, Australia, the Pacific World, Africa, Latin America, and the United States and Canada. A survey of the natural environments, including landforms, water bodies, soils, weather, climate, faunas and floras, elements of human geography, including spatial distributions of populations, languages, religions, political units, economic activities, transportation systems, and cities. Environmental problems.

**German**

German 110G; Learning Another Language; T. Griffen, (3), 10:30 MWF.

An academic introduction to the study of language from the viewpoint of the language learning situation and a service to students who want to study another language but do not feel prepared to do so. Treats the various areas of language (sound, grammar and meaning), how they are analyzed by the language scholar and how they can best be approached by the student in the study of another language. Examples and problems from other languages contrasted with English help to improve the student's grasp of English as well.

German 111-112; Elementary German; (5-5), Adamson, Cress, Griffen, Lindsley, Ritchie, Saalman, Vargo, 7:30, 8:30, 9:30, 10:30, 12:30 daily.

Designed to be a year-long experience, provides the four basic language skills of under-

standing, speaking, reading, and writing German. Attention is given to points of similarity and contrast in the structures of German and English. Introduction to the culture is an integral part of the language instruction and yields a heightened awareness of the student's own cultural heritage by the same contrastive mechanisms which operate in the learning of the language itself. This course provides the basis for further formal study of the language, or for independent continuation of the language experience in travel, business, or research. Prerequisite: None for 111; 111 or equivalent for 112.

German 220; Continuing German; D. Saalman, (5), 11:30 daily.

Required for transfer students and students with high school German who want to enroll in Intermediate German, also open to students who have completed German 112 and wish to complete the foreign language graduation requirement in a one-semester course. A cultural reading and grammar review course to provide a uniform continuity from elementary language study to intermediate level work.

German 223; Intermediate German I; C. Adamson, A. Vargo, (3), 9:30, 11:30 MWF.

Comprehensive grammar review and introduction to the reading of German prose. One of the goals of the course is to develop the student's oral facility and writing skills in the language through the study of more extensive selections. Special attention is given to word studies and vocabulary building and to German sentence structure as it compares to English. A pre- or co-requisite for German 225 and a prerequisite for German 244. Prerequisite: German 112 with grade of C or better, or dept. recommendation from 220.

German 225; German Conversation; S. Lindsley, G. Ritchie, (2), 9:30, 11:30 TTh.

Model conversations provide the basis for small groups to engage in free discussion of everyday topics. Emphasis is on the development of accent-free pronunciation and natural conversational intonation and speed. Informal atmosphere and carefully controlled conversational topics encourage students to overcome natural adult inhibitions and talk freely. Brief reports on news items and topical matters expand the range of subjects at the students' disposal. Prerequisite: 220 or 223 or concurrently with 223.

German 244; Intermediate German II; G. Ritchie, (3), 11:30 MWF.

To increase the student's proficiency in the German language and to acquaint him with the civilization of Germany, Austria, and Switzerland through an intensive exposure to readings of a general cultural as well as literary nature. Includes topics such as the development of the language, geography, history, political literature. In class, students are expected to make maximum use of the language. Some written work in German is also required. Prerequisite: German 223 or equivalent.

German 301; German Phonetics and Pronunciation; A. Vargo, (1), 9:30 T.

To help the student reduce or eliminate "American accent" in spoken German. Intensive prac-

tion of the individual speech sounds of German as well as of the typical intonation patterns and rhythms of the language. Comparison of the sound systems of German and English with just enough discussion of phonetic theory to serve the practical end of improved pronunciation. Practice with phonetic transcription prepares students to use pronouncing dictionaries. Prerequisite: German 112 or instructor's consent.

**German 324; Intermediate Conversation and Composition; A. Vargo, (2), 11:30 TTh.**

To improve the student's ability to speak German and to develop writing skills. The cultural and literary nature of the text encourages discussion and provides topics for composition practice. While this course enables the student to acquire a more fluent command of the oral and written language, it will also serve as a basis for more advanced work in conversation and composition. Prerequisite: German 225 or instructor's consent.

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**German 441, Culture of the two Germanys; C. Adamson, (3), 10:30-11:20 T, 10:30-12:20 Th.**

Knowledge of German is not required. Introduces the student to life in the German Federal Republic and the German Democratic Republic through a comparative survey of geography, social structures, customs, popular culture and the arts. In addition to lectures and readings, slides, popular music and films from both East and West serve to inform about the two Germanys and develop an awareness of their differing ways of life. Students write short reports and carry out projects for class presentation. Counts toward Humanities distribution and can count toward a minor and major in German. No prerequisite.

**German 521; German in Technical Fields; A. Cress, (3), 12:30 MWF.**

In this course the student learns to read scholarly prose as found in professional journals in the student's major field of interest. It is not restricted to students in the natural sciences, but rather is open to students in the social sciences and the humanities as well. Approximately one-third of the semester will be devoted to individual translation from German to English, or scholarly articles in each student's chosen field. Translations are corrected each week. Final examination consists of the translation of a passage in the student's own field with the aid of a dictionary. Prerequisite: German 223.

**German 577; Introduction to Linguistics; T. Griffen, (3), 9:30 MWF.**

Cross-listed as Linguistics 577 and Anthropology 577. Principles of descriptive and historical linguistics: phonetics and phonology, morphology and syntax. The phonological and grammatical structures of Modern Standard

German and its development from Proto-Germanic. This course is required for a German major. Prerequisite: German 112 or equivalent of any foreign language.

**German 650; The German Novelle; G. Ritchie, (3), 10:30 MWF.**

This course is designed to introduce the student of German to the study of a suspenseful genre of German literature—the Novelle. German, Swiss and Austrian authors give penetrating insights into human behavior, particularly in times of conflict, thus creating stories filled with dramatic action. Correspondingly, the vocabulary of these stories deals with significant aspects of life. Since the *Novellen* range in scope from Romanticism to Naturalism, students also gain insight into the most important periods of German literature. Prerequisite: German 244 or instructor's consent.

**German 650; German Idealism and America; G. Ritchie, (1), 10:30 T.**

This course, conducted in English, is a Satellite course to History 358 and deals with the influence of German Idealism, predominantly the literature of Wolfgang von Goethe and Friedrich Schiller on American writers, such as Ralph Waldo Emerson and Henry David Thoreau. Outstanding plays of Goethe and Schiller will be studied with special regard to ideas recurring in the writings of Emerson and Thoreau. Class discussions and independent study will be encouraged. This course will be interesting to all students of the humanities. Requires concurrent enrollment in History 358.

**German 650; Directed Study; Arranged professor, (3), arranged.**

Six divisions provide flexibility of program for advanced German students and permit them to select work in areas most appropriate to their individual requirements. Consult the department before enrolling and choose a professor with whom the design of the Directed Study semester is discussed. The divisions are: (a) Introduction to the study of German Literature, (b) Survey I. From the medieval period through the Age of Goethe, (c) Survey II. 19th century to 1945, (d) Contemporary Literature. The literature of both Germanies since 1945, (e) Special Topics in Literature, (f) Special Topics in Language.

## Gerontology

**Gerontology 100; Introduction to Gerontology; (3) W.C. Hays, 10:30 MWF.**

Offered only to students who are not majoring or minoring in Gerontology, or students working toward the Associate of Arts in Gerontology. Designed to provide a broad, and comprehensive overview of the social, psychological, physical, and economic aspects of aging. Professors from several departments will make presentation to supplement the course experience provided by the Gerontology staff.

**Gerontology 501; Internship in Gerontology; (3) W.B. Johnston, Arranged.**

Highly recommended for majors in Gerontology. An on-the-job field experience for persons seeking careers working

with the elderly. Students are required to submit a request for the internship during the semester before they intend to participate. Each internship is individually designed to meet the particular experiential needs of the student. The student will work under the supervision of a competent professional in the community and will submit a written report of their experience. The student must register for both sections to obtain 6 hours credit. Prerequisites: Consent, Field Placement Supervisor.

**Gerontology 550; Selected Topics in Gerontology; (2) M.D. Mullikin, 11:30 TT.**

Required for majors in Gerontology. Designed to bring together students with varied career orientation for discussion and sharing. Guest speakers from state and community agencies will be invited to discuss this function and philosophy, as well as present information on career opportunities in aging.

## History

**History 101; Western Civilization to 1648; Richard A. Todd; (4) 9:30 MTWF.**

Fundamental themes in the development of western civilization from prehistory to the 17th century. After an investigation of the rise of man's earliest civilizations in the ancient Near East, the growth of Greek and Roman culture is examined. The decline of the ancient world, the emergence of the middle ages, and the rise of Islam are investigated in order to establish their legacy for modern man. Concludes with a portrayal of the primary characteristics of the high middle ages, the Renaissance, and the Reformation.

**History 102; History of Western Civilization; Donald M. Douglas; (4) 11:30 MTWF.**

A broad survey of the most significant political, economic, and cultural developments in the Western World since the 17th century—including the Enlightenment, the English, French, and Russian revolutions, the advance of liberalism, nationalism, socialism, and imperialism, the world conflicts of the 20th century, 19th and 20th century science and culture, and the contemporary age. Lecture and discussion. Evaluation will be determined from three examinations and from class participation.

**History 106; Western Civilization in Film, 17th Century to the Present; John E. Dreifort; (4) 8:30-10:20 TTh.**

A topical survey utilizing a multimedia approach, with each topic being built around a feature-length motion picture. Each topic will be developed over a two week period during which lecture and slides will provide the background and historical context for viewing the film; the film will then be viewed; discussion based upon the film, lectures, and readings will follow. The films will be both classics and contemporary, including, for example, *Tom Jones*, *Waterloo*, and *All Quiet on the Western Front*. Rather than major examinations, there will be a quiz at the end of each topic.

**History 112; History of Latin America—The National Period; (3) 11:30-12:20 MWF.**

The course, in brief is a

general survey of the political, economic and social development of the twenty states of the region commonly called Latin America. Chief emphasis will be placed on the major states such as Argentina, Mexico, Brazil and Chile, but attention will also be given to those countries prominently in the news recently such as Cuba. An integrated topical approach will be utilized to try to point out the similarities and differences which have characterized the development of these countries. A text and reader will be used. Three exams and a final will be given.

**History 113; English History; (3) Phillip D. Thomas; 10:30 MWF.**

The study of the English people and their institutions from earlier times to 1603. The Anglo-Saxon foundations are carefully considered. Special attention is given to the origin and development of parliament, trial by jury, the court system, common law, and the relationship of church and state. The contribution of leaders in thought and action and the life of the common people are discussed. The importance of the English tradition to American life is emphasized. Lectures, class discussions, individual student tutorials, and audio-visual materials are used.

**History 114; English History; (3) Emory K. Lindquist; 8:30 MWF.**

**History 131; History of the United States to 1865; (3) R. O. Hudson; Derby High School, 7:05-9:45 T.**

An examination of the social, political, economical and cultural phenomena which occur during the formative stages of American society. It begins with the Age of Exploration and Discovery and ends with the events which helped to bring about the Civil War. Lectures and discussion will be emphasized. One text will be required and a critical book review assigned. Three exams will be given.

**History 131; History of the United States to 1865; (4) G. W. Collins; 10:30-12:20 TTh.**

An examination of the social, political, economic, and cultural phenomena which occur during the formative stages of American society. It begins with the age of exploration and discovery and ends with the events which helped to create the American Civil War.

**History 132; (Weekend College) A History of the United States since 1865; (4) J. C. Duram; Saturday, 8:30-noon.**

A survey of the major forces and events which have shaped American society since the Civil War presented in a lecture-discussion format. Required Reading: text and three paperbacks. Grades based on two single hour exams and a final, all of the combination short answer-essay variety.

**History 132; A History of the United States since 1865; (4) H. C. Miner, 9:30 MWF plus one recitation section.**

**History 300; Introduction to Research and Writing; (3) J. L. Harnsberger, 8:30 TTh and Arr; W. E. Unrau, 10:30 TTh and Arr; R. O. Hudson, 8:30 MW and Arr.**

"Nuts and bolts" course, required of all history majors, recommended for anyone in-

terested in developing research skills. Emphasis on the development and application of the research techniques, and means of written presentation utilized by successful historians. The major portion of each student's grade will be determined by the quality of the required research paper due in the latter part of the semester.

**History 321; History of Russia; (3) A. R. Parker, 9:30 MWF.**

**History 323; The Far East; (3) A. R. Parker, 12:30 MWF.**

**History 330G; The Americans; (4) John D. Born, Jr., 8:30-10:30 TTh.**

A general studies course designed primarily for the non-history major to provide a sense of individual and collective American heritage. By the utilization of lecture material, appropriate film, discussion sessions, and library research the student will gain a broad perspective and be able to acquire knowledge of the major trends in American history.

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**History 358; The Age of European Primacy; (2) D. M. Douglas, 9:30 TTh;**

History of Europe in the 19th Century, with emphasis on the development of Europe's political, economic, industrial and military dominance of the world, and the sources of the 20th Century loss of primacy. Students must enroll in one of more of the one-hour satellite courses (listed below) for which the two-hour course provides a matrix and unifying element. Primarily lecture for the first two-thirds of the semester, then heavily discussion oriented.

Satellite Courses offered by the History Department: History 361 A; Contributions of Marx; (1) D. M. Douglas, 1:30 T. Small group reading-discussion study of the foundation of Marxism.

**History 361L; The Dreyfus Affair; (1) John E. Dreifort, 12:30 Th.**

The 19th century French equivalent of Watergate, including the abuse of power and coverup, but spiced with international espionage and anti-semitism. Small group discussion.

**History 361M; The Roots of Russian Revolution; (1) A. R. Parker, Arr.**

**History 361N; Archaeology in the 19th Century; (1) R. Todd, 12:30 T.**

The fascinating story of the discovery of lost civilizations in the 19th century, by travellers and archaeologists who are often as interesting as their discoveries. Napoleon, Champolion and Rossetta Stone; Lord Elgin and the Marbles; Layard and Nineveh; Schliemann, Troy and Mycenae; Evans and the Palace of Minos; Stephens, Catherwood and the discovery of the Mayas, are a few of the subjects to be considered.

Satellite Courses offered by other departments: English 580, the 19th Century Novel and its Reader; French 515B, The French Novel and Society;

German 650, the German Novelle; Mathematics 480, Mathematician as Revolutionary; and Music 690, 19th Century European Music. Consult appropriate department listings for descriptions.

**History 501; The American Colonies;** (3) John D. Born, Jr., 7:05-9:45 p.m. W.

Examination of the ages of exploration, discovery, and settlement of the New World. Emphasis is placed upon the British peoples, their institutions, and the outstanding personalities who were instrumental in creating an American Empire.

**History 503; The Age of Jefferson and Jackson;** (3) W. E. Unrau, 8:30 MWF.

A comprehensive examination of United States history from the election of Jefferson in 1800 to the mid-1850's. Through readings, lectures, and classroom discussions the material will center around the administrations of Jefferson and Jackson, with emphasis on the exertion of political power, the growth of the American economy, intellectual developments, nationalism, territorial expansion, and the diverse character of American society prior to the Civil War.

**History 504; Civil War and Reconstruction;** (3) J. L. Harnsberger, 8:30 MWF.

**History 505; America in the Gilded Age;** (3) J. L. Harnsberger, 10:30 MWF.

**History 506; The United States; The Twentieth Century, 1900-1929;** (3) James Gray, 9:30-10:20 MWF.

A general survey of domestic and foreign policy and social, cultural, and economic developments during the Theodore Roosevelt, Taft, Wilson, Harding, and Coolidge administrations with special attention to early Twentieth Century progressivism and reform; U.S. entry into the First World War; the imprisonment of dissenters under the war-time Espionage and Sedition Acts; the Paris Peace Conference and the League of Nations; nativism and the New Immigration; the first "Red Scare"; the Sacco-Vanzetti case; the Marcus Garvey movement; the anti-evolution crusade; and the revolution in morals, manners, and customs and the alienation of intellectuals during the 1920's. Lecture, discussion, essay exams.

**History 508; The United States, The Twentieth Century Since 1945;** (3) James Gray, 11:30 MWF.

A general survey of domestic and foreign policy and social, cultural, and economic developments during the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations with special attention to McCarthyism, the Cold War, the Korean War, the Black Revolution, the Feminist Movement, the emergence of a counter-culture, the Vietnam War, and Watergate. Lecture, discussion, essay exams.

**History 518; Constitutional History of the United States since 1865;** (3) J. C. Duram, 11:30 MWF.

Evolution of the American constitutional system from Reconstruction to present. Symbiotic relationships between legal developments, growth of judicial power, and other aspects of American culture are

analyzed through the study of significant cases. Evaluation is based on three essay exams and an oral or written research report. Though not designed exclusively for them, prelaw students should find this course valuable. Reading requirement: text and 2 paperbacks.

**History 519; Social and Intellectual History of the United States;** (3) John B. Born, Jr., 8:30-9:20 MWF.

Survey of American thought and society to the time of the Civil War. Topical examination of a variety of subjects which include immigration, Puritanism, labor, architecture, and literary trends.

**History 520; The Molding of American Values;** (3) KMW-FM, 7:00-7:30 T repeated 6:30-7:00 Sun. Discussion and exams 9:00-11:00 every fourth Saturday.

The course will be presented on KMW radio with readings and discussions of topics concerned with the way in which American values and assumptions about the national character can be tested by a people's activities. It examines phases of America at work and at leisure, the nation's self-conceived role in the international scene, and the social institutions which have directed and shaped American character. This course seeks to develop new understandings of the problems and realities of contemporary America and to stimulate the student to think further about his own image of America. Topics considered are: Working in America; The Business of America: Buying and Selling; America in the World; and Growing Up and Pursuing Happiness in America: The Shaping of American Character and Values. Radio discussions, readings, class discussions and exams will be used.

**History 533; The American City;** (3) H. C. Miner, 10:30 MWF.

**History 535; The History of Kansas;** (3) W. E. Unrau, 7:05-9:45 p.m. M.

A survey course in the history of the Kansas region from the mid-sixteenth century to the present, with principal emphasis on the period after 1854. Through readings, lectures, and classroom discussions, the material centers around such topics as environment and topography, Indian culture and problems, natural resources and exploitation, political developments, economic growth, and the changing character of Kansas society in the 19th and 20th centuries.

**GET HELP!**

Unsure about career options with a liberal arts degree? Go to the Dean's Office in Jardine Hall for assignment to an LAS advisor.

**History 560; Greek History: The Fourth Century and the Hellenistic Period;** (3) R. Todd, 11:30 MWF.

Political and cultural aspects of Greece and the Eastern Mediterranean World from the end of the Peloponnesian War (404 B.C.) to the Roman conquest (30 B.C.). Particular attention is given to the struggle for hegemony in Greece in the fourth century which leads to the Macedonian conquest and the expedition of Alexander to the East, and the character of

the Hellenistic kingdoms which emerged after Alexander's death. Art, philosophy, law, and daily life in the period are also considered. History 559 is not a prerequisite.

**History 567; Medieval History;** (3) Phillip Drennon Thomas, 8:30 MWF.

An examination of the fundamental themes in the history of Europe during the high middle ages including the rise of cities, the Crusades, the building of the cathedrals, the growth of medieval monarchies, the Black Death, the Hundred Year's War, and the decline of medieval Europe. Lectures, classroom discussion, and readings on assigned topics. Two written exams and a final exam.

**History 598; History of the Soviet Union;** (3) A.R. Parker, 7:05-9:45 p.m. T.

**History 613; European Diplomatic History;** John E. Dreifort, (3), 11:30 TTh.

An examination of the course of European diplomacy in the 20th century, including the origins of World War I, the Versailles Peace Settlement, the curses of the 1930s, appeasement, the Second World War, the Cold War, and decolonization. Midterm and final examinations will be mainly essay. There will be a textbook, outside readings, and book reviews.

**History 614; Economic History of Europe;** (3) J.M. Skaggs, 11:30 MWF.

**History 616; Germans and Jews;** (3) D.M. Douglas, 8:30 MWF.

A study of the development of anti-Semitism in German-speaking central Europe, from the beginning of the 19th Century through the Nazi death camps. Considerable reading will be required and classes will be conducted as seminar-type discussion sessions.

**History 631; England under the Stuarts;** (3) L. A. Dralle, 10:30-12:20 T & 10:30-11:20 Th.

The Seventeenth Century was the time when the greater part of the constitutional, economic and intellectual structure of modern England was cast in its present form. It has been said by one scholar that since that time we have elaborated upon that form, but not added to it. The eminent historian, Godfrey Davies has maintained that "the keynote of the Seventeenth Century was revolt against authority." This concept is so akin to that of our own times that the course should have a relevance to the student of today. The emerging figures of the century—Charles I, his great opponent, Oliver Cromwell, and the Merry Monarch of the Restoration, Charles II—have about them such life and consequence that we enter into a world in some respects like our own. Lecture and class discussion.

**History 634; 19th Century Great Britain;** (3) L. A. Dralle, 11:30-12:20 MWF.

An examination and evaluation of Great Britain emerging from the holocaust of the Napoleonic Wars with victory and peace, coping with the Industrial Revolution, becoming the embodiment of political reform, entering into the longest reign in her history with Victoria, manufacturing the Vic-

torians Compromise, and becoming the foremost power in the world with the full tide of imperialism. This is the Britain with which most Americans are chiefly familiar, and which has so deeply imprinted its image on our minds that when one says "The Queen" one knows that the Queen of Great Britain is meant. An epoch so full of great personalities and far-reaching decisions that it still affects our own century. Lecture and class discussions.

**History 683; Military History;** (3) G.W. Collins, 7:05-9:45 p.m. T.

**History 699; Historiography;** (3) J.C. Duram, 8:30 TTh and arranged.

A study of the modes of historical thought from ancient times to the present. Grade based on class discussion, oral reports, and two papers. Reading requirement: Four paperbacks. Required for history majors, but interested nonmajors who aren't allergic to reading are also welcome.

**History 699, Historiography,** L.A. Dralle (3) 7:05-9:45 p.m. W.

Examines in some detail schools of historical thought, philosophies of history, and the contributions of various eminent historians with an emphasis on the modern period. Comparison and contrast will be emphasized in these considerations. The class will be conducted as much as possible as a colloquium. There will be several one hour examinations and a two-hour final, all of the essay type.

**History 729, Seminar in American History,** James Gray, (3), 7:05-9:45 M N.

A reading seminar in the social and intellectual history of the United States, the late 19th and the 20th Century. Prerequisite: Graduate Standing or departmental consent.

**History 734, Seminar in Ancient History,** R. Todd 7:05-9:45 Th N.

"The Failure of the Roman Republic." Detailed examination of the political and personal factors which led to the failure of the Roman constitution in the last century of the Republic, ending with Julius Caesar, Antony and Cleopatra, Octavian, and the founding of the Principate. Fascinating study of individuals like Cicero and Caesar, in what is probably the best known period in the history of Rome. Rather than one long research paper, the course will require a variety of short papers, book reviews, and short oral reports. Text: H.H. Scullard, *From the Gracchi to Nero*.

**Honors**

Honors: A delineation of honors sections of regularly-scheduled courses (English 102 H, Sociology 211 H, etc.) may be found at the end of the "Honors" section in the Schedule of Courses. Specific enrollment information for these sections will be found within the listings for the appropriate department. Any student with at least 30 graded semester hours and a cumulative grade-point average of 3.25 or higher is eligible to enroll in an honors course. Further information on this option may be obtained from the Honors Program Office, 305 Jardine Hall.

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**Humanities**

**Humanities 389, Woman in Society,** (3), Charlotte Beahan, 9:00-12:00 S, 7:05-9:45 T N, 7:05-9:45 Th N, Sally Kitch, 10:30 MWF, 11:30 MWF, Marni Vliet, 7:05-9:45 T N, Marion Weiland, 12:15-1:30 TT.

Looks at women in the modern world from various perspectives: historical, psychological, sociological, legal, literary, etc. Primary aim: to ascertain the current role of women in society, to discover why women in the past have been relegated to subordinate or inferior positions, to see what challenges are now being issued to these traditional views, to establish how the changes are taking place throughout the social structure. Lectures by experts from various fields plus frequent open discussion sessions. (Cross-listed as Women's Studies 389).

**Humanities 398, Travel Seminar,** Martin A. Reif, (2-4), Arranged.

Organized to award college credits for persons who intend to travel abroad, individually or as members of a group, and wish to combine the traveling activity with academic work. The details must be worked out in consultation with the supervising professors from various fields. For details and specific instructions students must make appointments with Dr. Reif, Fairmount College of Liberal Arts and Sciences, prior to actual enrollment.

**Humanities 589, Seminar in Women's Issue,** Sally Kitch, (3), Arranged.

This class will give students 1) experiential learning to develop skills in areas related to women's issues, 2) a theoretical basis for the study of women's issues, and 3) independent study and field-work in the student's area of specialization related to women.

**Journalism**

**Journalism 115, Introduction to Mass Communication,** David Wigg, staff, (3), 8:30-9:20 MWF, 5:35-6:50 TT N.

A general, wide-ranging look at all mass communications in America—television, radio, newspapers, magazines, films, books, cartoons, advertising and public relations. Also an examination of how the mass media cover such subjects as government, violence, crime, war, foreign affairs and specialized news. On occasions, the American mass media will be compared with systems in other countries. Professional guest speakers address the class. Grades are based on two tests and an assigned project.

**Journalism 200, Beginning News Writing,** David Wigg and staff, (3), 9:30-10:20 T, lab 1:30-3:20

**TT; 7:05-9:45 W N** (includes lab).

Required of all journalism majors. The emphasis is on clear, precise and interesting writing at a high professional standard. You develop skill in exercising news judgment, finding the right sources, gathering information, checking it for accuracy and balance, organizing it effectively and then writing the story. Write about 20 exercise stories during lab sessions and three to five real, publishable news stories outside class. The night class does the work of one lab during class and the work of the other lab as homework. Grades are based on the written papers. Prerequisite: English 102.

**Journalism 240, Introductory Photojournalism, Steven Harper, (3), 2:30-4:20 M; labs 2:30-5:20 TT, 2:30-5:20 WF; 7:05-9:45 M N, lab 7:05-9:45 TT N.**

Visual communication through the medium of still photography. The first half semester emphasis is on acquiring basic technical skills—using a 35mm, single lens reflex camera, learning exposure/development relationships and controls, understanding types of film and paper and their use, making prints by projection and understanding light in relation to the medium. After midterm, emphasis is on implementing these skills in assignments like those at news organizations. Six to ten hours a week should be devoted to the course. You are graded on your regular progression through the work of the course and on your demonstrated understanding of photography as a journalistic medium. Prerequisite: Journ. 200.

**Journalism 250, Introduction to Advertising, Nathan, (3), 7:05-9:45 T N.**

An overview of the "tools of the trade." Analysis of layout of the newspaper and magazine display ad and the double-page spread; preparation of a point-of-sale single-fold flyer; preparation of a multi-fold self-mailer brochure; basics of the radio spot announcement; basics of the TV spot announcement; (final project) preparation of a coordinated advertising campaign, encompassing the tools used during the course. Concentration is on professional form—the appearance of the page—in connection with submission of work on a free-lance basis, prior to actual involvement as a career. Grades are based on tests and projects done in class.

**Journalism 300, Beat Reporting, Hiley Ward, (3), 3:30-4:20 T and 3:30-5:20 Th.**

Write news and features for eastern Kansas and Wichita newspapers and for the Sunflower. Emphasis is on professionalism and students with ability have a chance to work actual beats in various communities under real editors. The course also produces stories to be sent out by the University's information office. The course, required in the print journalism sequence, helps students accumulate clippings of their work that can be sent along with job resumes. Grading is based on written papers. Prerequisite: Journ. 200.

**Journalism 322, Broadcast News (crosslisted as Speech 322), Patricia Cahill, (3), 9:30-10:20 MWF plus three hours a week at radio station KMWU.**

The theory and technique of broadcast news, with emphasis

on radio journalism. This course focuses on the special demands of broadcast journalism and requires that you already have some background in both news writing and radio production. You learn to use an audio-recorder for radio news coverage and to prepare radio news reports, making effective use of taped actualities. You prepare and deliver regular radio news broadcasts and get some practice editing and producing news programs. Grading is based on tests, news reports and performance in the station. Prerequisite: Journ. 200 and Speech 224.

**Journalism 340, Applied Photojournalism, Steven Harper, (3), Arranged.**

In this new course, you work as a news photographer for the school newspaper, the Sunflower, covering assignments for its three issues each week. The course gives students who have successfully completed Journ. 240 an opportunity to apply their skills. Photo critiques are given weekly. Each student must photograph and lay out at least one picture page during the semester. Grading is based on work done. Prerequisite: Journ. 240. Class limited to six students.

**Journalism 350, Introductory Public Relations, Harry L. Kennedy Jr., (3), 5:35-6:50 TT N, downtown.**

Public relations is discussed more and more but less and less understood. This new course not only teaches you to understand it but also instructs you in some of its skills. You study public opinion and the process by which it is formed. You gain preliminary skill in working with some of the tools public relations practitioners use in reaching specific groups for various purposes, and you get an overview of public relations planning. Grades are determined by two examinations and completion of a project involving a public relations campaign. Prerequisite: Journ. 200.

**Journalism 440, Advanced Photojournalism, Steven Harper, (3), 10:30-12:20 M, lab 10:30-1:20 TT.**

For students willing to devote the time and energy to achieve a comprehensive understanding of visual communication as a journalistic medium and to refine their technical skills to a professional polish. A minimum of 10 to 15 hours a week should be devoted to the course. You study the history of photojournalism and outstanding personalities in it, visual perception in communication, and advanced techniques. You produce four photographic essays, two of which are for possible publication in magazines, business publications or newspapers of the Wichita area. You write a detailed paper on some facet of visual perception. Grades are based on work done throughout the course. Prerequisite: Journ. 240.

**Journalism 500, Advanced Reporting I, Harry L. Kennedy Jr., (3), 9:30-10:20 Th, lab 1:30-3:20 MW.**

The first of a two-semester sequence in advanced reporting and news writing. You practice interviewing and are critiques at it. You learn the basics of covering the police and criminal justice system. You cover sports reporting and then a field that draws on the same kind of talents—business reporting.

Specialists meet with the class to be covered or to help plan coverage. Grades are based on your written reports. Prerequisite: Junior standing, Journ. 200 and either Journ. 300 or 322.

**Journalism 501, Advanced Reporting II, Hiley Ward, (3), 9:30-10:20 Th., lab 8:30-12:20 T.**

The second in the sequence in advanced reporting and news writing, with an emphasis on investigative reporting, dealing with campus and Wichita area topics. Students develop at least one investigative story on their own under supervision and also work on a team investigating larger stories. Emphasis is on thoroughness, dependability, willingness to work, as well as on accuracy and writing skills. Part of the course is devoted to legislative reporting, with an opportunity to work on at least one topical story in Topeka. There is an emphasis on publication, which requires quality work tailored for interested publications. Grading is based on written papers. Prerequisite: Journ. 500.

**Journalism 510, Editing, Cleve Mathews, (3), 7:05-9:45 M N (includes lab).**

Selecting, evaluating and preparing material for publication. Lab period provides practice in editing news agency and other copy, writing headlines, editing photographs and writing picture captions. You study newspaper typography, layout and make-up. But you go beyond copy editing into the techniques of budgeting and allocating news space and running a news desk. You get practice in using the new electronic techniques of editing. Grades are determined by lab work, special projects and examinations. Prerequisite: Junior standing and Journ. 200.

**Journalism 522, Advanced Broadcast News, (crosslisted as Speech 522), Cindy Martin, (3), 8:30-10:20 T, 8:30-10:20 Th.**

Emphasis on television journalism, although some advanced radio techniques are practiced. You learn the special problems of television coverage, from the selection of visually oriented news to the structures of writing news for television. You write and produce at least one complete television news program. Grades are based on work done for the class and on examinations. Prerequisite: Journ/Speech 322.

**Journalism 525, Advertising Copywriting, Staff, (3), 10:30-11:20 MWF.**

A new course aimed at developing your skills in writing various kinds of advertising copy. It covers various forms of printed advertisements as well as broadcast commercials. Emphasis is on terse, precise writing that evokes the kind of response sought by the advertiser. Expect to do a lot of writing, rewriting, polishing and striving for just the right phrasing. Grading is based on the written papers. Prerequisite: Journ. 200 and 250 or departmental permission.

**Journalism 560, Law of the Press, Harry L. Kennedy Jr., (3), 9:30-10:20 MWF.**

You need to know the limits of protection granted to the press. Starting with a thorough study of the First Amendment,

you then survey the development of the law on such press-related topics as libel, privacy, freedom of information, obscenity and broadcast regulation. The course alerts you to the perils inherent in mass communication in a changing world. Grades are based on four tests and the presentation in class of assigned Supreme Court cases. Prerequisite: Junior standing and Journ. 200.

**Journalism 571, Magazine Writing, Hiley Ward, (3), 9-12 Sat.**

A chance for all who dream of writing for magazines but don't know how to go about it. Emphasis is on marketing articles before they are written. Thus the query becomes important, as well as the analysis of markets. Important also are the student's creativity and understanding of areas in his or her own life that can be channeled into magazine topics. Students write two or three short magazine articles for specific publications, mostly in the "how-to-do-it" category. Attention will also be paid to the longer article and to research, writing and organizational and photo procurement techniques. Class is largely a lab, with students learning by doing and evaluation. Grading is based on written papers.

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**Journalism 611, Media Management, Cleve Mathews, (3) 10:30-11:20 T and 10:30-12:20 Th.**

A new course designed for those who fine themselves or soon will find themselves in management positions in the mass media. The course covers the administration of news and other departments, the economics of the mass media and the character of community journalism. Emphasis is on the small newspaper or broadcast operation and the tasks confronting editors or managers of such operations. Grading is based on examinations and student projects. Prerequisite: Senior standing and Journ. 510 or departmental permission.

**Journalism 645, Special Topics in Journalism, Cleve Mathews, Hiley Ward, Harry L. Kennedy Jr., and David Wigg, (1-3), Arranged.**

Directed individual work on research or journalistic projects, worked out with the professor early in the semester. Thereafter, you meet weekly or more often with your professor to confer about your progress. The final project is due before the end of the semester so that evaluation and revision can be carried out, particularly if it is for publication or broadcast. The course is offered in the areas of print journalism, broadcast journalism, and advertising.

**Journalism 690, Journalism Internship, Cleve Mathews, (3-6), Arranged.**

Work at a journalistic enter-

prise under on-the-job conditions. The Department of Journalism places a limited number of interns. In some cases, an internship can be worked out for a student already employed at a journalistic establishment. In all cases, you make reports on the work undertaken and your supervisor provides an evaluation of your work. An educational purpose must be served by the internship. Prerequisite: Departmental permission.

**Journalism 715, World Press, David Wigg, (3), 5:35-6:50 TT N**

An examination of the press in countries other than America. You look at newspaper journalism in, for example, Britain and the rest of Europe, the Middle East, India, Africa and Latin America. You discuss the coverage of international news and such subjects as censorship and the differing philosophies of the freedom of the press. Grades are based on examinations and individual research projects. Prerequisite: Senior standing or departmental permission.

## Linguistics

**Linguistics 150G, The Nature of Language, A.L. Gregg, (3), 11:30 MWF.**

This is a team-taught course about the basic principles of how human languages work with insights from linguistics, English, philosophy, German, logic, pedics, psychology, and anthropology. Topics include the development of writing, English spelling, how words are constructed, how language is learned and taught, dialects, dictionaries, relationships between languages, how languages change, animal language. The coordinator of the course is Dr. Alvin Gregg, English, Coordinator of Linguistics. There will be three objective tests and a final.

## Mathematics

**A NOTE OF CAUTION ABOUT PREREQUISITES.** Almost all courses in the mathematics department require a prerequisite. The student can expect to do poorly if the prerequisite is not satisfied in spirit as well as on paper. Examine the prerequisites closely before enrolling and take a refresher course if necessary.

**Mathematics 011, Algebra, Staff, (5), various times.**

Beginning and intermediate algebra. Credit does not apply toward any degree and does not count toward graduation requirements. Grade: *Credit (CR)* or *No Credit (NCR)*. This course or its equivalent is a prerequisite for most mathematics courses. Mathematics 011 is equivalent to 1½ units of high school algebra. Topics studied: exponents and radicals, addition, subtraction, multiplication and division of algebraic expressions, factorization of certain expressions, and solution of equations and inequalities.

**Mathematics 021, Plane Geometry, Staff, (3).**

For students without credit in high school geometry, may be used in place of one unit of high school geometry in meeting course prerequisites. Credit does not apply toward WSU degree, satisfies no graduation requirements. Graded: *Credit (CR)*

or No Credit (NCR). Topics covered include: Properties of lines, angles, polygons and circles, use of compass and straightedge for geometric constructions, application of deductive proof to certain propositions, calculation of measure of line segments, angles and areas. Prerequisite: one unit of high school algebra, Mathematics 011, or concurrent enrollment in Mathematics 011.

**Mathematics 100G Evolution of Mathematics, W.M. Perel, (3), 10:30-11:30 MWF.**

To show what mathematics is, how mathematics has developed from man's efforts to understand the world around him, what the mathematical approach to real problems can accomplish, and the extent to which mathematics has molded our civilization and culture. The extent to which civilization and culture has affected mathematical development will also be investigated. The intimate relationship of mathematics to science, philosophy, religion, music, painting, and other arts, will not be overlooked. The lives of a selected few mathematicians will be part of the course.

**Mathematics 101, Mathematics Appreciation, Professor Brady, (3), 5:30-6:50 TT.**

A study of elementary topics in mathematics of interest to persons in other fields with the objective of giving students a chance to develop an interest, appreciation and knowledge of mathematical ideas, thinking, history, and methods. Topics may include the nature of inductive and deductive reasoning and mathematical intuition; sequences; functions; large numbers and logarithms; intuitive geometry; methods of counting; the mathematics of chance; and introduction to statistics; the mathematics of distortion and topology. Does not count toward either a major or minor in mathematics.

**DID WE HELP YOU?**

We would like to hear your response as user of the course description guide. Drop a note to Prof. D.M. Douglas, History Department, Box 45.

**Mathematics 110, Technical Algebra and Trigonometry; W.M. Perel, (5), 5:35-6:50 MTT N.**

The course will include introductory material in college algebra and trigonometry with applications to technology. Problems dealing with such applications will be stressed. No credit will be given to students who have completed Math 111, 112, or 123. Prerequisite: One year of high school algebra, one year of high school geometry, and enrollment in the Engineering Technology Program or consent of the mathematics department.

**Mathematics 111, College Algebra, (3), various times.**

Roughly equivalent to the fourth semester of high school algebra. Students who have completed four semesters of high school algebra and who score 30 or higher on the mathematics portion of the ACT will be given credit automatically. Others may apply to the testing center for a credit examination. Required of graduates in the College of Business and in the College of Arts and Sciences. Topics covered include polynomial functions, graphing, exponents and radicals, linear equations, quadratic equations, introduction to matrices and

theory of equations. Prerequisite 1½ units of high school algebra, or Mathematics 011 and one unit of high school geometry or Mathematics 021. Students who do not meet the Prerequisite: may apply to the testing center for an examination. The results will determine eligibility to enroll in Mathematics 111 without stated course prerequisites. CREDIT FOR BOTH MATHEMATICS 111 AND 112 IS NOT ALLOWED.

**Mathematics 112, Algebra and Trigonometry, (3), Various times.**

Covers properties of real numbers, operations with algebraic expressions, equations and inequalities of first and second degrees in one or two variables, exponents and logarithms, systems of linear equations in two or more variables, the algebra of polynomials. Trigonometric functions and identities, trigonometric equations, inverse trigonometric equations, and functions. Applications of elementary algebra and trigonometry. Only two hours credit to students who have completed either Mathematics 111 or Mathematics 123. Students with credit in both Mathematics 111 and 123 will receive no credit. Prerequisite: 1½ units of high school geometry or Mathematics 021. Students who have completed two units of algebra, one unit of geometry and one-half unit of trigonometry in high school should be able to skip this course. If such students score 30 or higher on the mathematics portion of the ACT, they will be given credit for Mathematics 112.

**Mathematics 123, College Trigonometry, (3), 10:30-11:20 T, 10:30-12:20 Th., 5:35-6:50 WN.**

Primarily a study of the circular functions, including trigonometric equations and identities. Properties of periodic functions in general. Some further study of exponential and logarithms. No credit will be granted to students who have credit for Mathematics 112. Prerequisite: Two units of high school algebra, of Mathematics 111, and one unit of high school geometry or Mathematics 021.

**Math 211, Elementary Linear Algebra, John J. Hutchinson, (3), 9:30-10:20 MWF.**

Formerly Math 332, this course is an elementary treatment of matrices and vectors. In particular, enough material on matrices and vectors is introduced to begin the study of linear programming. Then elementary linear programming will be covered along with applications from business economics, engineering, and other fields where optimal allocations of resources are needed. Prerequisite: Math 331.

**Mathematics 242, Introductory Analysis I, (5), various times.**

The first of a three course sequence covering the major topics in analytic geometry and calculus. Begins with some of the elementary topics of plane analytic geometry, the idea of function, limit, and continuity are covered. The remainder of the semester is devoted to derivatives, applications of derivatives, and an introduction to integration. All topics are restricted to functions in the plane. (The remaining two semesters of calculus are described later in these listings.) Prerequisites are of utmost importance. Relies heavily on

skills in algebra, geometry, and trigonometry. Prerequisite: Mathematics 112 with C or better, or Mathematics 111 and 123 with a C or better in each, or two units of high school algebra, one unit of high school geometry, and one-half unit of high school trigonometry.

**Mathematics 243, Introductory Analysis II, (5), various times.**

A continuation of Mathematics 242, it includes a study of inverse trigonometric functions, exponential and logarithmic functions, and their derivatives. Techniques of integration and applications are stressed. Concludes with a study of infinite series, power series, and Taylor series approximations of function values. Prerequisite: Mathematics 242 with C or better.

**Mathematics 243H, Introductory Analysis II, Jeneva J. Brewer, (5), 10:30-11:20 Daily.**

Applies as math credit in both the general education curriculum (Division C) and the core curriculum (Area 1). This is the second course in the calculus sequence for talented students who like mathematics and have demonstrated an above-average ability in the prerequisite courses. Topics include integration techniques, applications of the definite integral, differentiation and applications of transcendental functions, and an introduction to infinite series. The major difference between Math 243 and 243H is in emphasis. The theoretical aspects will be explored more than in the traditional class. Prerequisite: Math 242 with a C or better.

**Mathematics 251, Technical Calculus I, Buddy A. Johns, Jr., (3), 5:35-6:50 TT N.**

Together with Math 110 and 252, Math 251 is designed to provide a sound mathematical background for technical and pre-engineering technology programs. Incorporating numerous applications and exercises, without being unduly vigorous, the course aims at helping the student develop a feeling for mathematical methods. Principal topics: inequalities, progressions, plane analytic geometry, derivatives, tangents, normals, curves, differentials, integrals, areas, volumes, centroids, moments of inertia. Prerequisite: Math 110 or equivalent and enrollment in an engineering technical program. Not open to students with credit in Math 242 or 240.

**Mathematics 331, Discrete Mathematics I, Lucio Arteaga, (3), 10:30 MWF.**

This course provides an introduction to logic set theory, the binomial theorem, and probability. In logic, truth tables are constructed and some of their applications indicated. In set theory, basic notions (e.g., union, intersection) are taken up. Some discussion on permutations and combinations prepares the student for the binomial theorem. In probability theory, examples from everyday life (e.g., on drawing one or more cards from a deck of cards, throwing a die, winning a lottery) are discussed to introduce the various ideas.

**Mathematics 340, Survey of Analysis, (3), various times.**

A brief treatment of calculus of one dimension, with applications to business and economics, as well as to social science. The differentiation and integration of some algebraic functions and

exponential and logarithmic functions are treated. Prerequisite: Mathematics 11 or equivalent.

**Mathematics 344, Introductory Analysis III, (3), various times.**

A continuation of Mathematics 242-243, deals with the theory and methods of the calculus for functions of several variables. The algebra of vectors and three dimensional analytic geometry are studied first. Then functions of several variables are introduced, and the appropriate studies of limits, continuity, and differentiability are made. Partial derivatives, the gradient, directional derivatives, Taylor series, and max-min problems are dealt with. The last of the course deals with problems of integration, involving functions of several variables, in particular with calculation of double and triple integrals. Prerequisite: Mathematics 243 with C or better.

**Math 399, Theory of Games, Lucio Arteaga, (3), 7:05-8:20 MW N.**

This course is designed to give the student an understanding of the theory of games. With the help of some interesting examples the student will be introduced to the concept of strategy. Mixed strategies will also be studied. Prerequisite: 1 unit of high school algebra. Text: *The Compleat Strategist*, by Williams.

**Math 480, Individual Projects Math Revolutionary, W. Perel, (1), 2:30-3:20 M.**

A Satellite course. Prerequisite: Enrollment restricted to students enrolled in History 358.

**Mathematics 480, Individual Projects, (3).**

Intended to allow a student to undertake a project or course of study of his own choosing, with the approval of a faculty member. No student should enroll in this course without first securing the agreement of a faculty member to direct the work. Prerequisite: Consent of Department.

**Mathematics 501, Elementary Mathematics I, S. Brady, (3), 12:30 MWF.**

To prepare prospective elementary school teachers in mathematics and does not count towards either a major or minor in mathematics at either the graduate or undergraduate levels. Intended to reveal that mathematics is interesting, exciting, and aesthetically pleasing through illustrations and procedures used to introduce topics which should prepare the prospective teacher for today's elementary school curriculum as well as for the inevitable future changes. Topics include: logic, sets, binary operations on sets, and relations. Prerequisite: Elementary Education major or consent of department.

**Mathematics 502, Elementary Mathematics II, S. Brady, (3), 9:30 MWF.**

A continuation of Mathematics 501 above and also does not count towards a major or minor in mathematics. Topics studied include our number system, the metric system, elementary number theory, basic principles of probability, motion geometry, and graphing. The metric system study is designed to encourage students to "think metric," as it is expected that the metric system will be the standard measuring system in

the United States within the very near future. Prerequisite: Mathematics 501 and elementary education major or consent of department.

**Mathematics 511, Linear Algebra, A. Elcrat, (3), 11:30 MWF.**

The second semester of course combining linear algebra and calculus of vector functions. A discussion of differential (vector) calculus including the gradient, directional derivative, Taylor series, max-min problems will be integrated with a discussion of orthogonal transformations coordinate systems, and eigenvalues. The course also includes integration of functions of several variables including improper integrals and transformation of multiple integrals. Applications will include the method of least squares, unconstrained minimization of functions of n variables together with computer implementation of known algorithms of solution of these problems. Prerequisite: Math 344 (or corequisite).

**Mathematics 511, Linear Algebra, W. M. Perel, (3), 11:30 MWF.**

This course does not carry graduate credit for a major in mathematics, but does count towards a graduate minor in some programs. The course is a study of vector spaces and linear transformations. The matrices which represent the transformations will be studied with emphasis on relations such as equivalence, row equivalence, and similarity. Applications to linear equations will be studied. Some emphasis will be placed on the eigen value problem. Prerequisite: Math 344 (or corequisite).

**Mathematics 513, Fundamental Concepts of Algebra, M.H. Fenrick, (3), 5:35-6:50 TT N.**

The course begins with a basic introduction to sets, operations, and mappings. However, most of the course involves the study of abstract algebraic structures, with particular emphasis on groups, rings, and fields. This course does not carry major graduate credit. Prerequisite: Mathematics 511 or departmental consent.

**Mathematics 540, Intermediate Analysis I, W.H. Richardson, (3), 12:30 MWF.**

A detailed study of certain basic mathematical processes dependent on the notions of limit and convergence. The following are among the topics studied: set theory, countability, properties of the real numbers, elementary topological properties of Euclidean space, sequences, and integration. Does not carry major graduate credit. Prerequisite: Math 344 with a C or better.

**Mathematics 550, Ordinary Differential Equations, (3), P.N. Bajaj, 11:30 MWF; T P. French, 7:05-8:20 MW N.**

Develops the techniques for solving simple ordinary differential equations. Often a mathematical model of a problem will give rise to a differential equation. While most differential equations must be solved by approximation methods, a large number of commonly occurring equations can be solved directly. These include linear, homogeneous, and exact equations of first order as well as some higher order linear equations. Topics will likely also include infinite series solutions, the Laplace transform, and boundary value

problems. While the specific content will vary with the instructor, the material likely to be included is all or parts of Chapters one through six and part of chapter eleven of the text. This course does not carry major graduate credit. Prerequisite: Math 344 with C or better.

**Math 640, Intermediate Analysis II, Alan MacLean, (3), 10:30 MWF.**

An examination of the calculus of several variables. The course is intended to acquaint the student with the basic notions and theorems concerning differentiation and integration of functions of several real variables. Topics covered varies, but are usually selected from among the following: Differentiation of functions of several variables; partial derivatives; differentials, inverse function theorem; implicit function theorem; multiple integrals; transformations of multiple integrals; improper integrals; extremal properties of functions of several variables; line and surface integrals; differential forms; Stoke's theorem. Prerequisite: Math 511 and 540 with a C or better in each.

**Math 725, Topology I, Esmond DeVun, (3), 8:30 MWF.**

The properties of spaces which remain invariant under homeomorphisms will be studied. Special attention will be given to applications of topology to other areas of mathematics. Topics covered will include: compactness, connectedness, completeness, products, quotients, metrics, separations and countability axioms. Examples such as the Cantor set, long line, and Tychonoff plank will be investigated. Prerequisite: Math 540 or departmental consent.

**Math 745; Complex Analysis I, Gary Crown, (3), 3:30-4:20 MWF.**

Designed for the study of the elements of analytic function theory with stress in the following topics: contour integration, the Cauchy integral theorem, residue calculus, series representation, conformal mapping and analytic continuation. Prerequisite: Math 640 or departmental consent.

**Mathematics 751, Numerical Analysis I, Dean Kural, (3), 9:30 MWF.**

Practical problems in science and engineering require accurate numerical answers. These are often not provided by standard mathematical techniques either because of the complexity of the problem or because the numerical mathematician is limited to computing only with decimal numbers of a finite number of digits. Numerical analysis is concerned with finding the answers as accurately and efficiently as possible. Major topics will be the numerical evaluation of integrals which are impractical (or impossible) to solve by other means, and the solution of non-linear equations such as a sixth degree polynomial equation. Prerequisite: Math 540 or the consent of the department.

**Math 752, Engineering Mathematics II, W.H. Richardson, (3), 5:35-6:50 MW N.**

A continuation of Math 651. The topics to be covered are: Fourier series and integrals, partial differential equations, complex analytic functions, complex integrals, sequences,

Taylor and Laurent series, and integration by the method of residues. If time permits, some topics from numerical analysis will be covered. Grades will be determined by examinations and out of class problem sets. Prerequisite: Math 651.

**Math 813, Abstract Algebra II, Robert C. Wherritt, (3), 2:30-3:30 MWF.**

Continues the study of topics in abstract algebra already in Math 713, namely algebraic and transcendental field extensions and module theory. The former topic leads to Galois theory and yields important results in the theory of equations; the second topic moves to the heart of the linear algebra and leads to results in the theory of systems of linear equations. Using Thomas W. Hungerford's Algebra as the primary resource, the course will be conducted in seminar form. Prerequisite: Math 713 or one year of abstract algebra on the senior-graduate level.

**Math 843, Real Analysis II, Lucio Arteaga, (3) 5:35-6:50 MW N.**

A continuation of Math 743. It is intended that in this course students will be introduced to more abstract mathematics spaces than previously has been encountered by them. The student will have an opportunity to see how some simple mathematical concepts can be abstracted, so in this way learn about how new mathematical theories are created. Almost everything that the student learned in Math 843 will be generalized. Prerequisite: Math 743 or equivalent.

**Mathematics 856, Partial Differential Equations II, Alan Elcrat, (3), 5:35-6:50 TT N.**

A continuation of Math 855. Topics covered will include Eigenvalue problems for second order elliptic equations, variational methods, regular and singular perturbations with applications in fluid mechanics and acoustics. In addition, topics from the theory of distributions will be covered which are appropriate to the equations of mathematical physics. The course will conclude with the theory of minimal and capillary surfaces. Prerequisite: Math 540 or departmental consent.

**Statistics 661, Probability, M. Ulrey, (3), 5:35-6:50 MW N.**

This course is intended to be an introduction to the fundamental concepts of probability. The approach is axiomatic and both discrete and continuous probability distributions will be studied. Topics covered include conditional probability and independence, random variables (both discrete and continuous) expectation, Poisson and normal approximations, weak and strong laws of large numbers, and the central limit theorem. Prerequisite: Math 344 with a C or better.

**Statistics 772, Introduction to the theory of statistics and its applications; Dharam V. Chopra, (3), 10:30-11:20 MWF.**

A brief review of the concepts of statistical inference from Statistics 711, statistical hypotheses which include certain best tests, uniformly most powerful tests, the sequential probability ratio test, likelihood ratio, tests, chi-square and non-central chi-square and non-central F, regression problems, tests of stochastic independence, multiple comparison tests, non-parametric test, analysis of variance.

## Minority Studies

Minority Studies; No course descriptions were furnished by the Department of Minority Studies.

## Philosophy

**Philosophy 100G; Meaning of Philosophy; Professor William Mallory, (3), 8:30 MWF, 10:30 MWF.**

Explores four characteristic and influential answers to the problem of the nature and the worth of philosophical activity—the Socratic view that philosophy is essentially a moral activity, the Platonic view that philosophy is a religious-metaphysical pursuit of attainment with reality, the Kierkegaardian view that philosophy is essentially a pursuit of knowledge which distracts us from fundamental and personal concerns, and the Nietzschean view that philosophy is an attempt to restructure our ways of perceiving and experiencing in order to realize our full power. Three in-class examinations and a comprehensive final. Lecture and discussion.

**Philosophy 121; Introduction to Philosophy, D.E. Soles, (3), 9:30 MWF.**

An introduction to some of the problems and methods of philosophy. Topics covered are ethics, political philosophy, philosophy of religion, and theory of knowledge. Readings are from both figures in the history of philosophy and contemporary philosophers. The course has three aims: to acquaint the student with traditional philosophical issues, to further develop the student's own critical and evaluative abilities, and to examine the role philosophy has in day to day living. Lecture and discussion, short papers on assigned topics.

### GET HELP!

Unsure about career options with a liberal arts degree? Go to the Dean's Office in Jardine Hall for assignment to an LAS advisor.

**Philosophy 121; Introduction to Philosophy; D.H. Soles (3), 11:30 MWF.**

An introduction to some of the problems and methods of philosophy. Problems covered are the nature of right and wrong, the authority of the state, the nationality of religious belief, and the nature of knowledge. Readings are from both figures in the history of philosophy and contemporary philosophers. The course has 3 aims: to acquaint the student with traditional philosophic issues, to further develop the student's own critical and evaluative abilities, and to examine the role philosophy has in day to day living. Lecture and discussion, short papers on assigned topics.

**Philosophy 121; Introduction to Philosophy; A.J. Mandt (3), 1:30 MWF, 7 p.m. T N.**

"Philosophical Themes in Western Culture." An examination of some of the basic philosophical ideas that have shaped the modern world. We will examine the nature of reality, the significance and limits of knowledge, and the

nature of a just society among other topics. Readings will include both classical and contemporary authors whose ideas have become part of our modern world-view.

**Philosophy 127; Medical Ethics; (3) G.H. Paske, 12:30 MWF.**

An examination of the impact of medical technology on the meaning and value of human life, including a study of abortion, mercy-killing, organ transplants, behavior control and genetic engineering. Text: *Ethical Decisions in Medicine*. Two exams and an optional paper.

**Philosophy 199; Feminism; (3) D.H. Soles and P.R. Browning.**

This course will concentrate on central issues raised by feminists which have important philosophical dimensions, such as the contemporary role of women, and the impact of feminism on such fundamental values as fairness, equality, and justice, and what it means to be human (female and/or male). The course draws on past and present writers to examine these issues of feminism. A principle aim of the course is the student's own development of a position on the individual, social and political objectives of feminism. The course is designed for students having no previous exposure to philosophy. Student progress will be measured by classroom discussion and short written assignments.

**Philosophy 225; Logic; Ben Rogers and James Fulton, (3), 8:30 MWF, 10:30 MWF, 10:30-11:20 T and 10:30-12:20 Th, 5:30-6:50 TTh N.**

Three different kinds of reasoning will be studied. First, traditional deductive reasoning will be presented in a format which emphasizes analysis of ordinary language and application of formal techniques. Second, the reasoning used in science will be discussed and contrasted with deductive reasoning. Finally, attention will be paid to informal logic, involving both a discussion of the purposes of language and an investigation of common errors of reasoning. Students will be required to devote time outside of class to the application of the various principles discussed to a variety of problems.

**Philosophy 318; Recent British-American Philosophy; D.H. Soles (3), 9:30 MWF.**

An examination of the works of some of the major twentieth century American and British philosophers, with special attention paid to their views on knowledge and truth. A major objective of the course is to determine the distinctive contributions of twentieth century English-speaking philosophers. Emphasis will be placed on the way these philosophers reflect the impact of science on contemporary thought and activity, and the contributions they have made to fields outside of philosophy. Student progress will be measured by classroom discussion and written assignments.

**Philosophy 513; Social and Political Philosophy; A.J. Mandt (3), 10:30 MWF.**

"The Theory and Practice of Liberty." A fundamental problem in political philosophy is the relation between theory and practice. One solution to this problem argues that political ideas cannot be understood apart from their embodiment in political and social life. We will

examine this thesis in terms of the idea of liberty and its role in shaping and being shaped by American society. Readings will include classical works by Locke, Rousseau, Mill, and Tocqueville, as well as contemporary problems of liberty.

**Philosophy 525; Symbolic Logic; James Fulton (3), 8:30 MWF.**

Emphasis on the development of formal methods of analyzing a kind of reasoning that is important in philosophy, linguistics, and mathematics. Students will be expected to master these techniques and apply them to various kinds of arguments that appear in the natural language. Close attention will be paid to the formal semantic theory underlying those techniques and to philosophical questions about them. The course is designed to provide students with skills they will need for advanced work in philosophy, semantics, and mathematics. The emphasis on analyzing ordinary language will be of value to students with other goals.

**Philosophy 531; Ancient Philosophy; J.W. Mallory (3), 1:30 MWF.**

An examination of the development of greek philosophy in its major phases, including an exploration of the Milesian and Eleatic traditions, Pythagoras, the Atomists, the Pluralists, the Sophists, Socrates, Plato and Aristotle.

**Philosophy 675; Philosophy of the Social Sciences; Ben Rogers, (3), 11:30 MWF.**

Are the social sciences really sciences or are they only the humanities in masquerade? Contemporary answers to this question, are examined critically, with special attention given to what is presupposed in calling a discipline a science. No prior philosophy necessary, but it is helpful if one has completed the general education requirement. Lecture, discussion, several short papers.

**Philosophy 680; Kant; D.E. Soles (3), 8:30-10:20 T and 9:30-10:20 Th.**

An intensive examination of the philosophy of the 18th Century German philosopher Immanuel Kant. course will be conducted on a seminar basis with a high degree of student participation expected. Student progress will be gauged by several short written assignments. Prerequisite: one philosophy course.

**Philosophy 699; Directed Readings; G.H. Paske (3).**

Independent study and Research. Prerequisite: departmental consent.

## Physics

**Physics 101; Contemporary Physics; (1) J.C. Ho, Ar.**

To provide information to the prospective physics or other science oriented student on (1) What is a physicist?; (2) What does the subject of physics include?; (3) How do physicists treat problems in their field of study? Format, generally discussion with most of the information being provided by the instructor and appropriate references. Some of the subjects covered have been the philosophy of physics, the education of a physicist, employment opportunities for physicists, lasers,

holograms, x-ray scanning, the electron microscope, the light microscope, nuclear energy, relativity. Prerequisite: 1 yr. high school algebra.

Physics 111; Introductory Physics; (5) S.M. Taher, 11:30 MWTF.

A one semester course for students who wish or need only 5 hours credit in physics. Students with no high school physics who plan to major in the physical sciences or engineering should take this course before attempting Physics 311 or Physics 313. This course is intended to give a brief introduction to the major areas of physics. Since a vital part of physics is making measurements of the various quantities that one encounters, a laboratory is included as part of this course. Prerequisite: 1 yr. H.S. algebra.

Physics 195G; Introduction to Modern Astronomy; (4) G.D. Loper, 10:30 MWTF.

A general survey course in astronomy for the student with little or no background in the physical sciences or mathematics. Subjects studied include the characteristics and origin of the solar system; the distribution, characteristics and evolution of stars and associated objects; and the nature and evolution of the universe. The material included in the course is intended to do more than merely describe the astronomical universe; the student will additionally learn the physical explanations used to understand the phenomena being described. This combination of a foundation in the physical science and an appreciation of the human side of the development of science should enable the student to evaluate constructively controversial scientific proposals that appear in the media from time to time.

Physics 196; Laboratory in Modern Astronomy; (1) Staff, 8:30-10:20 T, W, or Th N.

Our knowledge of astronomical objects is gained almost entirely from the study of the light we receive from them. In this course, students will be exposed to the techniques astronomers use to observe and analyze celestial objects. Whenever possible students will learn by doing rather than by just hearing about various procedures. Field trips may be required. Prerequisite: 2 semesters H.S. algebra and concurrent enrollment in Physics 195G.

Physics 198; Discovery in Astronomy; (3) D.R. Alexander, 10:30 MWF.

A few recent developments in astronomy will be traced to illustrate the techniques of scientific inquiry. Class discussions will focus around topics selected by the class and will be non-mathematical in nature. Possible topics include extra terrestrial life, the origin of the universe, or black holes in space. Prerequisite: Physics 195G.

Physics 213; General College Physics I; (5) D.L. Foster, P.S. Bartel, 9:30 MTWF, 2:30 MTWF.

Surveys the classical topics of mechanics, wave motion and heat. Students need a working knowledge of algebra and trigonometry for this course, which is required of pre-med students. Applications to the life sciences are introduced where appropriate. Problems are regularly assigned, and concurrent enrollment in a laboratory is required.

In the lab, students perform experiments intended to verify the theory presented in lecture and apply the principles of scientific method to the analysis of the experiments. Prerequisite: High School trig. or Math 112.

Physics 214; General College Physics II; (5) D.R. Alexander, P.S. Bartel, 9:30 MTWF, 5:35 MWTh N.

A continuation of Physics 213, in which electric circuits, optics, and topics in modern physics are discussed. Applications to the life sciences are introduced where appropriate. The required laboratory for this course includes experiments in electrical measurements, use of the oscilloscope, and use of radiation counters. Prerequisite: Physics 213 or 311.

Physics 311; Classical College Physics I; (5) J.L. Strecker, D.L. Foster, 9:30 MTWF, 1:30 MTWF.

Develops the basic ideas of physics from beginning principles. Since the subject matter is developed rapidly with considerable use of vectors and occasional inclusion of calculus, it is necessary for students to have some knowledge of physics and calculus before enrolling. Included in the course is a study of Newton's laws, projectile motion, simple harmonic motion and the conservation laws of energy and momentum. About one-fourth of the course is devoted to temperature and heat transfer problems. Also included is vibratory motion with application to waves and sound. A laboratory which permits considerable independent work is required. Prerequisite: H.S. Physics or Physics 111, concurrent enrollment in Math 243.

Physics 312; Classical College Physics II; (5) J.C. Ho, P.S. Bartel, 8:30 MWTF, 5:35 MWTh N.

A development of the important features of electricity, magnetism and physical optics carried out with the use of calculus. Some of the topics covered are Coulomb's law, Gauss' law, AC and DC circuits, the sources of magnetic fields and induced emfs, the wave nature of light, and lenses and optical systems. Although topics in modern physics are incorporated whenever possible, no time is devoted specifically to a study of post-1900 physics. Students may therefore wish to consider following this course with Physics 551. Laboratory required. Prerequisite: Math 243 and Physics 311 or 213.

Physics 313; Classical College Physics Lectures I; (4) J. Strecker, D. Foster, 9:30 MTWF, 1:30 MTWF.

This course includes exactly the same lecture material as physics 311, but a laboratory is not required. Physics 313 is intended for Engineering majors; LAS students with the proper math and physics prerequisites should enroll in Physics 311.

Physics 314; Classical College Physics Lectures II; (4) J.C. Ho, P.S. Bartel, 8:30 MWTF, 5:35 MWTh N.

This course includes exactly the same lecture material as Physics 312, but a laboratory is not required. Physics 314 is intended for Engineering majors; LAS students with the proper math and physics prerequisites should enroll in Physics 312. Prerequisite: Same as for Physics 312.

### UNCERTAIN ABOUT YOUR MAJOR?

Special academic counselors are available to assist LAS students who have not decided upon a major, or who wish to change majors and are uncertain as to direction.

Go to the Dean's Office in Jardine Hall for assignment to an LAS advisor.

Physics 316; General Physics Laboratory; (1 or 2) P.S. Bartel, Time: Arranged.

Physics 313 and Physics 314 (the lecture portions of Classical College Physics I and II) does not count for credit in the College of Liberal Arts and Sciences. This course is intended for students who have credit for the above named courses in the College of Engineering and now wish to have these courses count for Credit in the College of LAS. Students enrolled in this course will be assigned to one of the laboratory sections for Physics 311 or Physics 312 as is appropriate. Prerequisite: Physics 313.

Physics 407; Seminar; (1) J.C. Ho, Arranged.

Students present reports on topics of general interest in physics. These reports require the student to gain some familiarity with the literature of physics. There is considerable discussion and interaction between the students and the faculty supervisor. Student evaluation is based on effort in preparation of report and participation in discussion. Prerequisite: Instructor's consent.

Physics 516; Advanced Physics Laboratory; (2) S.M. Taher, 1:30-5:20 Th.

Laboratory for students to verify the theory of certain phenomena propounded in lectures, or to learn directly from laboratory experience some other phenomena for which detailed discussion is usually omitted from the lectures. Through open-ended projects chosen mainly by students, experiments in conjunction with various topics of classical and modern physics can be performed with the instructor's supervision. Prerequisite: Physics 551 or concurrent enrollment.

Physics 551; Topics in Modern Physics; (3) D.L. Foster, 11:30 MWF.

The exciting and important discoveries of twentieth-century physics are surveyed in this course. It is considered to have great applicability to the fields of chemistry and engineering, as well as physics. The explanation of physical phenomena by elementary quantum theory is the main feature of the course. Topics in special relativity, atomic, nuclear and solid state physics are presented. Problem assignments which illustrate the principles are made. The material of this course complements that of Physics 311 or 313 and 312 or 314, in that the entire sequence represents an introduction to both classical and modern ideas of physics. Prerequisite: Physics 214 or 312 or 314 and concurrent enrollment in Math 344.

Physics 621; Elementary Mechanics I; (3) J.L. Strecker, 12:30 MWF.

The motions of particles and

bodies under the action of various forces is studied in detail. Required of physics majors, but may also be taken by other science and engineering students with a strong mathematical background. The Lagrangian formulation of mechanics is included in the topics to be covered. Problem assignments will be made, and the class format is lecture mixed with problem solving sessions. Prerequisite: Physics 214 or 312 and Math 344.

Physics 625; Electronics; (2) R.V. Christian, 4:30-5:20 M, 12:30-4:20 T.

For description of course, see Chemistry 625. Prerequisite: Instructor's Consent.

Physics 632; Electricity and Magnetism II; (3) G.D. Loper, 1:30 MWF.

Continues the study of electric and magnetic interactions begun in Physics 631. Topics covered: the origins of magnetic fields, Ampere's law, induced emf, magnetic materials, and electromagnetic radiation. Numerous problems are assigned and graded throughout the semester, and the class format is lecture mixed with problem solving sessions. Prerequisite: Physics 631.

Physics 642; Chemical Physics; (3) Team taught, 2:30 MWF.

Topics in areas of overlapping interests for students of chemistry and physics are covered such as thermodynamics, kinetics, quantum mechanics, solids, and various types of spectroscopy. Standard experimental and theoretical techniques used in research in chemical physics will be discussed by a team of four or five faculty members from the Departments of Chemistry and Physics. Recent publications will be used to illustrate research problems that chemists and physicists share. Prerequisite: Physics 711 or instructor's consent.

Physics 701; Advanced Topics—Astrophysics; (3) D.R. Alexander, 2:30 MWF.

The methods and results of modern astrophysics will be surveyed. Topics will include a review of basic astronomical nomenclature, stellar structure and evolution, galaxies, and cosmology. Prerequisites: Phys. 711 or dept. consent.

Physics 712; Modern Physics II; (3) J.C. Ho, 3:30 MWF.

The schrodinger equation is applied to multi-electron atoms and other systems of identical particles. The quantum mechanical quantity called spin is also introduced. Depending on time available, topics in molecular physics, solid state physics, and nuclear physics will be discussed. Problem assignments are made regularly, and the course has a lecture format. Prerequisite: Physics 711.

Physics 807; Seminar; (1) S.M. Taher, 4:30 Th.

Graduate students and faculty members report on current research in the department or on new developments in the field of physics. Occasionally, visitors from other universities or research institutions are guest speakers. Prerequisite: 20 hours of physics.

Physics 812; Quantum Mechanics II; (3) J.L. Strecker, 3:30 MWF.

Quantum mechanics will be

applied to radiation and multi-particle systems, and Dirac's relativistic equation will be studied thoroughly. A lecture style format is followed. Prerequisite: Physics 811.

Physics 832; Classical Electricity and Magnetism II; (3) S.M. Taher, 5:35-6:50 MW N.

An advanced treatment of the mathematical formulation of electromagnetic theory. Topics to be covered include time varying fields, Maxwell's equations, plane electromagnetic waves, radiation, and multi-pole fields.

## Political Science

Political Science 101G; Politics: Who Gets What, 10:30 MWF, David N. Farnsworth, (3).

Focusing on some of the great political ideas and applying them to modern issues. The course will examine such major ideas as these: the rulers and the ruled, liberty versus order, the right of dissent, political obligation, and issues of conscience. Emphasis will also be given to such contemporary aspects of politics as First Amendment freedoms, ethnic politics, and the politics of oil. Four examinations will be given, including the final.

PS 103G; Games Nations Play, 9:30 MWF, James McKenney, (3).

A study of a number of major problems in international relations, includes the Middle East, the international politics of oil, detente, Southern Africa, the Panama Canal, Cuba, Indo-Pakistani conflict, multinational corporations, and the food and population crisis. The course attempts to discover what international conflicts have in common and the circumstance under which conflicts can be resolved. The course is designed to appeal to the student with an interest in international relations, but does not presuppose previous knowledge about the subject. Both lecture and discussion.

PS 121; American Politics, 8:30 MWF Samuel Yeager, 9:30 MWF John Millett, 10:30 MWF Harry Corbin, 10:30 TTh James McKenney, 11:30 MWF John Stanga, 5:35 TTh N Leonard Robins, 5:30 MW N Harry Corbin, (3).

A first, college-level course on American politics. While different instructors may differ slightly in their approach to the course, most will treat most of the following themes: Who participates in American politics and why? Why do citizens vote the way they do? What are the characteristics of public policy in the American system? And why? How do the Congress and President do their jobs? How representative and responsive are American political institutions? Do American courts really protect civil rights and liberties? And should they? What are the philosophical underpinnings of the American Constitution? (For more information on 121, consult individual instructors.)

PS 226; Comparative Politics, 11:30 MWF, (3), John Millett.

A worldwide survey of political systems, asks: how does a country operate politically? How is it like other countries and how is it different? What do the countries of Europe—Britain, France, Italy, share in common? Wherein is the USSR really different? Are they coming to be more alike? And wherein do

they differ from Asian and African nations, such as India and Ghana? To answer these questions is the main goal of this course. To provide a framework we use John Kautsky's book, *The Political Consequences of Modernization*. To understand particular examples, we will read a novel set in the Punjab, two paperbacks, one on Britain and one on the USSR: and a work entitled *Peasant Wars of the Twentieth Century*.

PS 316; The Congress; 10:30 MWF, (3) Kenneth Ciboski.

Focuses on the Congress and state legislatures. As the Kansas Legislature begins intensive deliberation, students witness floor sessions, lunch with legislators, attend committee meetings, and meet the Governor. An additional feature is a post-legislative meeting in Wichita between legislators and students. Course topics: members of Congress, the emergence of the modern Congress, representation, seniority, legislative decision-making, committees, party leadership, interest groups and legislators, legislative elections, the legislature and the executive, legislatures and the bureaucracy, and others.

PS 319; State Government, 8:30 MWF, (3) James Sheffield.

The political institutions and processes that are characteristic of the fifty American states. Kansas government will be used for purposes of examples. Major topics include environments of state politics; executive, legislative, and judicial processes in the states; policy issues and policy making; and participation in state politics. Class format: lecture and discussion, but the class will also simulate a state legislature in the latter half of the semester. Three examinations will combine subjective and objective questions, and will cover lecture material and assigned reading.

PS 336; International Politics and Institutions, 9:30 MWF, (3) David Farnsworth.

The study of international organizations. While a number of organizations are looked at, the emphasis is on the study of the United Nations. The United Nations is studied both as a political system in its own right and as a sub-system of the international system. Political Science 335 is not a prerequisite for this course nor is it suggested that 335 be taken first. There are three essay examinations and one short paper.

PS 354; Judicial Process and Behavior, 9:30 MWF (3) John Stanga.

Attempts to provide an overview of the American legal system from the perspective of "who gets what." How does the "authoritative" allocation of values function in the legal system? Attention will be given to state and local justice, civil and criminal, and to appellate courts, particularly the United States Supreme court. Several short paperback books will be assigned; lecture-discussion format; one or two semester examinations as well as a final will be given. While no research paper will be required, a take-home examination may be required in lieu of a regular examination.

PS 523; Latin American Government and Politics, 11:30 MWF, (3) James McKenney.

Examination of Latin Ameri-

can government and politics; uses films, video tapes and outside speakers. To obtain academic credit for this experience, you will have to buy a textbook and turn in a written research report.

PS 525; Comparative Democracies, 8:30, (3) John Millett.

An exploration of the mature industrial society in Britain, France, Germany, Italy, the Low Countries, the Scandinavians, the English speaking commonwealths, Japan and the USA. We will read *Futureshock*. We will then examine the nature of party systems and the changes taking place in them; the changing nature of interest conflict; and then, the nature of their policy responses to economic problems and wind up with a study of comparative economic planning in these nations.

PS 544; Modern Political Theory, (3) Kathryn Griffith.

Modern Political Philosophy emerges partly as a reaction to the "failure" of the Classical teaching. Machiavelli dramatically challenged the then dominant tradition. His new political theories were elaborated on by Hobbes and Locke who are largely responsible for many of the ideas found in the American Declaration of Independence—ideas such as the right to rebel and the natural right to life, liberty and pursuit of happiness. We also study Rousseau, known both for his sense of community and radical individualism, and Marx who began the break with the Modern period and the introduction of Contemporary political thought.

PS 547; Contemporary Political Theory, 9:30 MWF, (3) Kathryn Griffith.

An examination of philosophical thought of the last century as it relates to current political life. This is complicated by the fact that there is not a single contemporary philosophy, but many contemporary theories—some of which are contradictory. Our purpose is to understand the variety of concepts of man and political life that exist side by side today. We will study Nietzsche, existentialism and pragmatism, and consider how these philosophies have provided the theoretical foundations for the behavioral social sciences and what implications they have for the American democratic system.

PS 552; Public Law, 10:30 TTh, (3) John Stanga.

Examines problems of civil liberties and civil rights from the perspective of the U.S. Supreme Court. A case book will be used, and cases read and discussed in class. Topics to be covered include (1) rights of the accused, (2) free expression, (3) religion and government, (4) freedom from discrimination. Several in-class examinations will be given as well as one or more take-home examinations; the final will be open book. Emphasis will be on analytical thinking, not on the memorization of legal cases. Political Science 551 is not a prerequisite.

PS 580; Administration and the Policy-making Process, 7:05 p.m. Th, (3) James Kuklinski.

One segment of this course will attempt to identify those factors which help us understand the outputs of government activity. How do we explain the nature of the existing Medicare program? Why do some states spend more on welfare than

others? The other segment of the course will concentrate on the evaluation of existing policies and programs. What is the impact of a particular program? Particular attention will be given to the effects of busing. Although lecture/discussion will be used, we also will utilize simulations and elementary computer projects to analyze problems.

PS 587; Theory of Administration, 5:30-6:50 TTh N, Samuel Yeager, (3).

A systematic analysis of theories of organization, management, and administration. Special consideration will be given to institutional, behavioral, and psychological theories.

PS 655; Urban Government Finance, 7:05 p.m. Th, (3) Glenn Fisher.

The political, economic and administrative aspects of local government revenue. Emphasis will be upon the role of the property tax as a major source of revenue and as a key element in the evaluation of local budgeting and borrowing procedures. Attention will be paid to federal and state aid programs and administrative procedures. There will be a mid term exam and a final. Graduate students will be expected to write a term paper. (Same as Econ. 655)

PS 801; Method and Scope of Political Science, 7-9:30 p.m. W, (3) James Sheffield.

To introduce students to the fundamentals to research design. Topics of study will include the nature of inquiry types of research designs, measurement, reliability, and validity. One unit will focus upon application in the area of program evaluation. Students will write a research design as a final project. There are no prerequisites to this course (including statistics), and the methods taught are generally applicable to all social sciences.

PS 820; Seminar in the Administrative Process, 7-9:30 p.m. T, (3) George Platt.

An integrating seminar intended for students who are in their 2nd or 3rd semester. It will provide an overview of the administrative process and will look in detail at a particular aspect of the administrative process. The latter will be accomplished by selecting a theme to be used for student research and reports. Students will write a research paper and will make two presentations on the contents of the paper.

PS 835; Seminar in International Relations, 7-9:30 p.m. M, (3) David Farnsworth.

Investigates various approaches to the study on international politics, including decision-making, systems theory, simulation, and the use of statistics. The seminar also covers the history of methodology in the field and analyses the usefulness of such concepts as power and national interest. Four short papers are required.

## Psychology

Psychology 111; General Psychology, C.R. Borresen and P.D. Ackerman, (3), 8:30-10:20 T, 9:30-10:20 Th and 5:35-6:50 MW N.

Human behavior studied from the biological, environmental and internal states approach. In the biological section the major topics are genetics, brain centers

and drugs. The environmental approach studies human behavior with regard to learning, social influences and perception. Internal states includes the topics of motivation and emotions, intelligence, personality and abnormal behavior.

Psych. 111, General Psychology, N.H. Pronko, G. Greenberg and C.L. Buel, (3), 9:30 MWF; 1:30-2:45 TT and 5:35-6:50 TT N.

An overview of contemporary psychology via a consideration of the following questions: Can humans be understood scientifically? What methods and units of study does a scientific analysis use? How do heredity and other biological factors fit into behavioral inquiry? What about instincts? How does behavior originate? What are the limits of human development? How do classical and operant conditioning principles explain behavior? What role do social factors play? How are we to understand personality and intelligence? What are attention, perception, feelings and emotions? Voluntary conference sections are provided in some sections.

Psych. 112, General Psychology Laboratory, Lecture, G. Greenberg, (3) 1R; 4L, 12:30-1:20 T and 5:35-6:25 T N. Labs, Teaching Assistants, (0), 8:30-10:20 TT; 1:30-3:20 MW and 7:05-8:55 TT N (students must enroll in one lab section).

Required of psychology majors, but open to all who wish to explore the methods of contemporary scientific psychology. This course is concerned with the nature and requirements of experimental inquiry as applied to scientific psychology. Students will participate in demonstrations and in "hands-on" research in several of the areas of contemporary psychology including learning, motivation, social interactions. Students will be exposed to all aspects of psychological research—design, data collection and analysis, and report preparation. Prerequisites: Psy. 111 or concurrent enrollment.

Psych. 311, Advanced General Psychology, J.O. Powell and D.T. Herman, (3), 10:30-11:20 T, 10:30-12:20 Th and 11:30 MWF.

A more intensive treatment of some of the topics of introductory general psychology; required of all psychology majors but open to all students. Outline: a brief survey of the history of man's concepts of man beginning with the Ancient Greeks; the development of the classical systems of structuralism, functionalism, behaviorism, gestalt and psychoanalysis, contemporary theories in general psychology; contemporary research related to theory development; Psychological processes of sensing, perceiving, learning, thinking, emotion and motivation as described historically, by the classical systems, and in current theoretical formulations with research supports are examined. Lecture, demonstrations and discussion. Objective and/or essay type examinations. Prerequisites: Psy. 111.

Psych. 312, Advanced General Psychology, J.O. Powell and M.J. Klingsporn, (3), 1:30 MWF and 5:35-6:50 MW N.

Examines the salient reasons (or factors) that lead to the uniqueness of each of us and the methods of measurement their study requires. Such factors as heredity, nutrition, family, school, race and church are among the growth and principal

socializing influences considered for their contribution to human variability. Required for majors in psychology, but open to all students. Prerequisites: Psy. 111.

Psych. 315, Industrial Psychology, R.K. Knapp, (3), M N, Hutchinson, Kansas.

A non-traditional cross-disciplinary exploration of the impact of the industrial experience on the worker. Some of the questions broached are: Why are bosses so unloved? What is the "Blue Collar Blues?" Would job enrichment work? Why do workers feel exploited? How did we get this way? The usual topics of industrial psychology are included, such as personnel selection and training, management style and morale, work incentives, employee development, and work environment and safety. Class discussion is common. Tests, at least three, multiple choice. Some time is given to role-playing and other business games. Prerequisites: Psy. 111.

Psych. 347, Social Psychology, M.J. Klingsporn and B.J. Merms, (3), 8:30-10:20 T, 9:30-10:20 Th and 5:35-6:50 TT N.

The introductory course in this area, a general survey of the field which deals with social influence on behavior and interactions between people. Specific topics covered include: leadership, conformity behavior, the dynamics of attitudes, beliefs and opinions, small group interaction, social perception, power relations, etc. Prerequisite: Psy. 111.

Psych. 361, Child Psychology, L. Boll, (3), 9:00-12:00 S.

Designed for parents, teachers and anyone who has occasion to deal with children in any setting. Emphasis is placed on applied behavioral management in practical settings. Behavior management techniques are discussed with emphasis on specific situations that might be relevant to class members. Prerequisite: Psy. 111.

### GET HELP!

Unsure about career options with a liberal arts degree? Go to the Dean's Office in Jardine Hall for assignment to an LAB advisor.

Psych. 361, Child Psychology, J.O. Powell and P.D. Ackerman, (3), 10:30 MWF and 1:30 MWF.

Cuts across many topics in psychology—feelings, perception, thinking, motivation, etc., and their changes over time. Poses the question, "What makes children the way they are?" It aims to convey these concerns to those in the helping agencies: pre-nursing, teacher-education, prospective parents, psychology majors. The course will consider effects of deprivation and neglect, mothering styles and coping with children, heredity and retardation, language development, and the principal theories that enlighten them. Prerequisite: Psy. 111.

Psych. 375, Psychology of Personality, P.D. Ackerman and C.A. Burdsal, (3), 1:30-2:45 TT and 7:05-9:45 M N.

The major contemporary theories of "human nature" are examined and compared. Emphasis is on the normal personality, but abnormalities of personality are given attention. For each of the theories of person-

ality, the basic assumptions regarding the nature of the human organism are examined, the structure, dynamics and development of personality, and the research in support of the development of personality are described. The research in support of the theory is sampled, and its current status evaluated. Among issues considered are the influence of heredity and environment, the importance of early childhood, the conscious and the unconscious, the causes of "breakdown" of personality, whether personality can be changed and methods of psychotherapy. Valuable background for teachers, nurses, social workers and others who work with people, as well as psychology majors. Lecture-discussion. Case studies are used. Short written papers may be required. Objective and/or essay examinations. Prerequisites: Psy. 111.

Psy. 400, Field Work in Psychology, D.T. Herman, (3), Arranged.

Students who are working in or have access to psychological service agencies where approvable supervision is available may enroll after consultation with the instructor and receiving a consent form. In consultation with the instructor, the nature of the field work will be determined, and if appropriate, approved. The student may propose to do observational studies, service work, case studies, research or other special projects. No regular class sessions. Once the project has been approved, and the field work, readings, reports or other activities agreed upon, the students will meet individually or in small groups with the instructor in his office on an agreed upon schedule, e.g. weekly or biweekly. Students will be evaluated and graded on the basis of conferences, written reports and/or oral examination as appropriate. Prerequisites: Psy. 111 and consent of instructor.

Psy. 442, Psychological Statistics, C.R. Borresen, (3), 10:30-11:20 T 10:30-12:20 Th. Basic statistical procedures are presented from an elementary mathematical point of view as possible. Covers descriptive statistics and some probability theory, but the main emphasis is on the rationale of statistical inference; that is, the logic of drawing conclusions about populations from measured samples. Prerequisites: Psy. 112 and Math. 111.

Psy. 443, Experimental Psychology, M.J. Klingsporn, (3), 1:30-3:20 TT.

An advanced research course for upper level students of psychology. Discussion will touch on the philosophy of the experimental approach; the importance of and techniques for control in experimentation; the experimenter effect; the place of ethics in psychological research; models for representing different psychological processes; experimental paradigms and appropriate ways for analyzing the data under that paradigm. Equipment, techniques and procedures will be demonstrated. Three projects are designed and conducted by the class as a whole and written up individually. In addition each student is responsible for designing and conducting an original project. Prerequisites: Psy. 112 and Psy. 442.

Psy. 510, Psychology of Illness, B.J. Mermis, (3), 12:30 MWF.

Deals with the effects of

illnesses on people's lives, also with the effects of their living patterns on the occurrence of physical illness. A wholistic model is emphasized in looking at illnesses, including the need to address social, cultural, physical and psychological variables in understanding illness. Areas covered will include treatment approaches and settings, death and dying, pain, "psychosomatics" and disabilities. Prerequisites: Psy. 111.

Psy. 544, Introduction to Psychopathology, G.Y. Kenyon, (3), 10:30 MWF.

An orientational course, in which attention is directed at individual behaviors ordinarily considered deviant within a social-cultural context. Concerns itself with the arbitrary but sometimes socially necessary process of defining "abnormality" and some of the consequences of being so labeled. Learning principles applicable to social situations are appealed to for an understanding of the development, maintenance, and modification of unusual or unwanted behavior. Consideration is also given to phenomena such as hypnosis, "sick" roles, and placebo responses as well as the behaviors of professionals as sanctioned agents of social control in procedures of assessment, diagnosis, labeling and attempts at modifying deviant behavior. Certain problems of civil rights and tensions between law and applied psychology are discussed. Prerequisite: Psy. 375.

Psy. 560, Psychology Tutorial (Introduction to Behavior Modification), C.L. Buel, (3), 11:30-1:20 T, 12:30-1:20 Th.

This is a general introduction course on the basic principles, assumptions, issues, and historical and current applications and trends of social learning behavior modification. It will cover such topics as ethical issues, assessment and evaluation, modeling and operant conditioning principles, and cognitive influences in behavior modification (e.g., problem solving, verbal and imaginal mediators of behavior). A major part of the course will be devoted to the study of treatment strategies. For example, self-control of anxiety, depression and obesity, social skills training, behavior management in psychiatric, medical and nursing practice and in the classroom, are a few of the topics which will be studied.

Psy. 560, Psychology Tutorial (Widowhood), C.J. Barrett, (3), 5:35-6:50 MW N.

If you are widowed, the relative or friend of a widowed person, a professional who works with the widowed or a student who intends to, this course is designed for you.

Psy. 560, Psychology Tutorial (UYA), D.T. Herman, (3), Arranged.

This course is designed exclusively for students who have been accepted into and are enrolled in the University Year for Action (UYA) program. Concepts of personality and influence of social processes in relationship to problem behaviors and psychological services are examined. Prerequisite: Consent of instructor.

Psy. 565, Psychology of Learning, R.K. Knapp, (3), 8:30 MWF.

A survey of the methods,

models and terminology of the contemporary study of learning, with emphasis on basic rather than applied research findings. The more popular current questions and miniature theories are explored in the field of learning. The course would best be described as having an academic rather than a practical emphasis. Nonetheless, examples from child-rearing and other problematic areas are introduced, as is a brief survey of strategies and methods in behavior modification. Tests, at least three in number, multiple-choice. Near midterm, classroom work is interrupted for a "film festival" of pertinent available films on the psychology of learning. Prerequisite: Psy. 311 and 312.

Psy. 590, Psychology of Women, J.T. Brumaghim, (3), 7:05-9:45 M N.

Course information is drawn from two complementary sources of knowledge: women and men experiencing themselves in their environment and scientific research findings. What it means to be female/feminine and male/masculine is investigated in terms of cultural roles, biological and behavioral sex differences, and theories of sexual and gender identity. Special concerns of women are discussed: identity, self-esteem, assertiveness, achievement-orientation, sexual capacity, reproductive functioning and parenting, role-conflicts, mental health and therapy.

#### DID WE HELP YOU?

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Psy. 610, History of Psychology, D.T. Herman, (3), 9:30 MWF.

The development of concepts of "human nature" as formulated by major thinkers from ancient to contemporary times. Roots of contemporary psychology are to be found in theology, philosophy, biology and other disciplines. The various assumptions regarding the body-mind relationship are analyzed. Conceptualizations of representative individual thinkers are examined and trends of thought of successive thinkers are traced. Contemporary psychological assumptions and concepts are related to historical antecedents. Emphasis is on the evolution of assumptions and investigations toward a scientific psychology. Prerequisite: 10 hours of psychology or consent of instructor.

Psy. 656, Special Investigation, Staff, Time: arranged, (2-3).

Students may enroll only after consultation with an instructor of his choice and receiving a consent form. Course is conducted on an individual "directed-studies" model. Original research in laboratory or field settings or technical analyses of advanced publications may be undertaken. Student must initiate and develop topics subject to consultation, approval and supervision of faculty member. No regular class sessions. Student will meet periodically with faculty member to review progress. Grades are based on quality of research paper and/or oral examination.

Prerequisite: 10 hours of psychology and departmental consent.

Psy. 661, Developmental Psychology, C.J. Barrett, (3), 11:30 MWF.

This course will be taught as a seminar. Students develop individual projects on a contractual basis. Examples of normative life crises studied in previous semesters include birth, death, high school reunions, divorce, menopause, and retirement. Examples of issues studied across the entire life span are creativity, love, moral development, and self-esteem. Prerequisite: Psy. 361 and 365 or instructor's consent.

Psy. 670, Primatology, G. Greenbert, (3), 10:30-11:20 T, 10:30-12:20 Th.

Designed to acquaint the student with the various steps involved in the behavioral evolution of human kind. The early part of the course will treat the behavior of the subhuman primates and concentrate on the evolutionary similarities and differences among the various species discussed. Then the transition to homo-sapiens will be covered by analyzing what, if any, qualitative behavioral differences separate man from the subhuman primates. In this context the course will concern itself with the definition and development of linguistic and cultural processes. The primary aim is for the student to develop an evolutionary perspective of man and his behavior. Prerequisite: Psy. 111.

Psy. 800, Research Design in Psychology, C.A. Burdsal, (3), 10:30 MWF.

Research and methodology in psychology with emphasis on multivariate techniques. Prerequisite: instructor's consent.

Psy. 800, Research Design in Psychology, P. Vahdat, (3), 10:30-11:20 T, 10:30-12:20 Th.

A continuation of material covered in Psychology 842, Statistics, with emphasis on major experimental designs. An effort is also made to relate these to special problems in clinical research. Students will also obtain some experience in using computer programs related to certain designs. Three examinations. Prerequisites: Consent of instructor.

Psy. 815, Clinical Psychology Research and Practice, P. Vahdat and C.L. Buel, (2), 3:30-5:20 Th.

Gives advanced graduate students in the clinical-experimental program an opportunity to do independent research and to obtain further experience in taking responsibility in the treatment of clients with selected problems. Students are closely supervised and their work is discussed during individual appointments with the supervising faculty member. Class time is spent in discussion of the individual presentations of the students' work. Weekly written reports of client treatment are required as well as a summary report at the end of the course. A final written report of the completed research project is also required. Prerequisite: Instructor's consent.

Psy. 820, Graduate Research Seminar, G.Y. Kenyon, (3), 12:30 MWF.

The two major research traditions in psychology are statistical analysis of aggregates and experimental control of indi-

dual behavior. This course emphasizes the latter by examining the contest of discovery as it has appeared in the history of the other sciences with special attention to experimental analysis as it was methodologically presented in opposition to vitalism by Claude Bernard in physiology. The structure of a deterministic as compared with probabilistic analysis as an inference model is examined for the manner in which the tactics of experimental control have been successfully used in psychology in recent years to generate some of the qualitative laws of behavior, examined for their replicability and generality, as building blocks prerequisite to scientific theory. Prerequisite: Instructor's consent

Psy. 826, Techniques of Behavior Modification, P. Vahdat (2), 1:30-3:20 T.

An examination of the theoretical and empirical bases of different techniques used in behavior modification. A critical review of the literature on an assigned topic and its presentation in class are required of each student. Final examination. Class time is used for discussion of assigned readings. Prerequisite: Psy. 565, or equivalent, Psy. 803 and consent of instructor.

Psy. 827, Techniques of Behavior Modification Laboratory, P. Vahdat, (2), 1:30-3:20 Th.

In this course each student is given the opportunity to work with a client in a therapeutic relationship, under close supervision, using behavior modification techniques. Weekly reports as well as a summary report at the end of the semester are required. A review paper based on a selected topic may also be required. Class time is used for discussion. Prerequisite: Psy. 826 or concurrent enrollment in 826 and consent of instructor.

Psy. 831, Research in Community Psychology, B.J. Mermis, (3), 10:30-11:20 T, 10:30-12:20 Th.

A survey of past and current areas of research in Community Psychology. Attention will be paid to research method and design and ethics in human research. Individual and/or group research projects will be carried out during the course. Areas of research emphasis will be on epidemiological, evaluative and ecological approaches. Prerequisite: Instructor's consent.

Psy. 851, Seminar in Physiological Psychology, J.T. Brumaghim, (3), 9:30 MWF.

Topics emphasized are the techniques of study in physiological psychology; the structure and function of the nervous system; physiological processes related to motivation, emotion, learning and memory; and current theory and research in physiological psychology. Students will be expected to carry out a research project. Prerequisite: Psy. 550, or equivalent, and instructor's consent.

Psy. 870, Seminar in Current Developments (Women's Needs, Professional Interventions), C.J. Barrett, (3), 1:30-4:10 T.

This course is designed for graduate students in the mental health fields and related disciplines, e.g. psychology, women's studies, nursing, personnel and guidance, etc. Together we will undertake an intensive learning experience in current professional helping methods responsive to common

developmental and clinical crises for women. Enrollment will be limited to 15 students. Prerequisite: instructor's consent.

Psy. 873, Seminar in Motivation and Emotion, R.K. Knapp, (3), 1:30-2:20 M. and 1:30-3:20 W.

This seminar explores in depth some current issues in emotional or motivated behavior. During the first few meetings an overview is presented in which several primary content areas are introduced. The students then elect a content area or areas they wish to pursue. A reading list is then prepared and circulated, and students select from this list or other resources articles to present in seminar format. Typical content areas have been fear and anxiety, exploration and play, physiological aspects of motivation, and aversive stimulation. Each student is responsible for several articles, and a review paper based on those articles is required. Prerequisites: Psy. 573 or equivalent, and instructor's consent.

#### DID WE HELP YOU?

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## Religion

Religion 120G; The Biblical Heritage, Robert Goldenberg, (3), 9:30 MWF.

The collection of books known as the Bible has been central to several religious traditions for more than 2000 years. This course examines the central religious ideas and motifs of Biblical literature, studies how the Jewish and Christian traditions have interpreted those ideas and molded them in various forms and combinations, and surveys the roles played by the Bible in contemporary America.

Religion 130; Introduction to Religion, Charles Ryerson, (3), 8:30 MWF.

In this course religion is viewed as a persistent dimension of human experience. Major religious traditions are examined along with approaches used in the study of religion. Readings include materials, ancient and modern, from various religious thinkers. Lecture and discussion; some written work is required. An attempt is made to relate the course to the student's own convictions and questions.

Religion 130; Introduction to Religion, David Suter, (3), 10:30 MWF.

This course approaches the question of the nature of religion and the problems raised by the study of religion through discussion of various religious and secular biographies and fiction dealing with character development (e.g. *Black Elk Speaks*, the Gilgamesh Epic, the life of Jahanan ben Zakkai, a biography of Martin Luther, Gandhi's autobiography, Hermann Hesse's *Siddhartha*) chosen from various religious traditions. An important goal of the course is to broaden the student's perception and understanding of the role of religious modes of expression in human culture.

Religion 130; Introduction to Religion, Howard Mickel, (3), 7:05-9:45 T.

After exploring ways religion can be studied (Maslow, *Religions, Values and Peak Experiences*), the student is introduced to changes in religious structure and function under the impact of new social forces. Consideration is given to religions representing a variety of stages: primitive (*Black Elk Speaks*) historic (Zimmer, *Myth and Symbols in Indian Art and Civilization*), early modern (Kierkegaard, *Anthology*), modern (Bultmann, *Kerygma and Myth*). Lecture and discussion.

Religion 131G; Traditional Religion and the modern World, Charles Ryerson, (3), 10:30 MWF.

What place does religion have in the contemporary world? This course provides an analysis of some major religious traditions, Eastern and Western, and considers some of the modern developments in these traditions. It examines important criticisms of religion with a view to confronting the problem of whether traditional religions can be significant in today's world. Discussions and lectures center around assigned readings; some written work is required.

Religion 145; Religion and Contemporary Culture, Judith Plaskow, (3), 1:30 MWF.

What is the relationship between religion and culture? The course focuses on the experience of alienation in modern culture and asks whether religion is part of the problem or the solution.

Religion 150; Life and Teachings of Jesus, Emory Lindquist, (3), 11:30 MWF.

A study of basic elements in the life and teachings of Jesus with special emphasis upon the synoptic gospels. Consideration of the factors in the historical situation before and during the time of Jesus. Discussion of the implications of the ministry and message of Jesus for individuals and for society.

Religion 215; The Meaning of Death, Jerry Irish, (3), 7:05-9:45 Th.

If one finds meaning in death, it is through discovery, not learning. This course explores the portrayal of death in art and literature, the interpretation of death in teachings and beliefs, the response to death in rites and ceremonies. It seeks to clarify the questions we ask of death; it does not answer them.

Religion 220; Introduction to Judaism, Robert Goldenberg, (3), 11:30 MWF.

The central teachings of traditional and modern forms of Judaism. Various theological concepts (e.g. God, revelation, the Jewish people) form the core of the study. The course also includes a survey of the history of Judaism, as well as major Jewish practices and customs.

Religion 250, Eastern Religions, Charles Ryerson, (3), 5:30-6:45 MW.

An introduction to the religions of India and China. Religions studied and contrasted include Hinduism, Buddhism, Jainism, Taoism, and Confucianism. An attempt is made to understand the religious life and texts of these ancient and dynamic cultures from the vantage point of the believers themselves. Students are en-

couraged to relate course material to their own quests for deeper meaning. Classes consist of lectures and discussion; some written work is required.

Religion 320; New Testament Studies, David Suter, (3), 7:05-9:45 M.

An introduction to the literature, history, and religion of the New Testament in the light of modern scholarship. Emphasis is placed upon the development of Christian thought in the context of first century Judaism and in its transformation as it moves into the Hellenistic and Roman world.

Religion 363; Zionism and the Judaic Tradition, Robert Goldenberg, (3), 7:05-9:45 W.

An examination of recent tendencies to understand Jewish identity primarily in national terms. The focus is on the different relationships of these tendencies to elements in the classical Jewish tradition. Modern Zionism is the chief though not the only example studied.

Religion 445; Religion and Human Conflict, Howard Mickel, (3), 8:30-10:20 T, 9:30-10:20 Th.

Humankind finds itself enmeshed in conflict at many levels: interpersonal relations, primary and secondary groups, civil life, international relations. Religious traditions have diagnosed the nature of these conflicts and offered moral and spiritual strategies for their resolution. This course looks at a number of these conflicts and considers how religious traditions from East and West have responded to them. Readings include: Cuber, *Sex and the Significant Americans*; Ghandi, *Autobiography*; Niebuhr, *Moral Man and Immoral Society*; *The Bhagavad Gita*; Sociological literature in conflict resolution.

Religion 480; Spiritual Guidance in America, Howard Mickel, (3), 8:30 MWF.

Examines major forms of spiritual guidance in America since World War II. Students read generally in the area of pastoral counselling and the human potential movement, then focus on one type of spiritual guidance. Clergy who have specialized in spiritual guidance visit the class and explain their ministry and its goals.

Religion 480; Special Studies: Nature, Judith Plaskow, (3), 10:30-11:20 T, 10:30-12:20 Th.

An examination of the religious dimension of our current ecological crisis. The course explores the complex and ambivalent attitudes of Judaism and Christianity toward nature and examines resources for an adequate religious understanding of the human relationship to nature.

Religion 510; Apocalyptic: Ancient and Modern, David Suter, (3), 11:30-1:20 T, 12:30-1:20 Th.

Jewish and Christian apocalyptic seen in relation to religious expression and political protest in the ancient world, studies in historical and phenomenological relationship to religion, literature, and culture of the West up to and including modern times and compared to similar religious movements in other traditions, including the religions of non-literate peoples. Works examined include Daniel, Fourth Ezra, the

Ethiopic Book of Enoch, and Revelation. Students may choose to examine apocalyptic themes in modern culture or millenarian movements (e.g. Plains Indian Ghost Dance religion, contemporary "cargo" cults).

Religion 550; Women and Religion, Judith Plaskow, (3), 7:05-9:45 T.

An examination, in historical perspective, of predominate images of women in the Jewish and Christian traditions and women's own religious lives. The course also explores some modern critiques of traditional religious attitudes toward women and their implications for current religious belief and practice.

## Romance Languages

### French

French 111-112, Beginning French, Staff, (5), Various times.

A two-semester introductory course to teach audio-lingual as well as reading and writing skills. This elementary French program consists of five class hours plus supplementary work in the laboratory. The emphasis in the classroom is placed on dialogues followed by drills and exercises, alternating with selections of prose and poetry adapted to the level of the beginning students. A set of tapes is coordinated to be used with the text in the laboratory. French is to be used actively in the classroom.

French 210, Intermediate French, T. Gates, (5), 12:30 daily.

Primarily for students wishing to fulfill their Liberal Arts language requirement. Attempts to integrate a review of the French language and a basic knowledge of France and its culture. Cultural units composed of slides and recorded material in French and English will illustrate or supplement the textbooks. The cultural units will be presented in class, and will be available to the students for individual study in the Audio-Visual Center. Prerequisite: two units of H.S. French, French 112 or consent.

French 220, Intermediate Grammar and Composition, T. Gates, (3), 5:35-6:50 MW N.

An intensive review of the basic grammar skills and an introduction to many of the finer points of the language. In addition to brief written compositions, the course involves lectures with discussions based on a grammar text and coordinated workbook exercises. There will be occasional tests and a final exam. Prerequisite: French 112 or consent.

French 223, Intermediate French Readings I, M.B. Rogers, (3), 12:30 MWF.

For students with at least one year of college French, introduces texts carefully selected to develop reading skills and to acquaint the student with examples representative of the finest French literary expression, for example, Camus' *L'Etranger* (The Stranger). The class is conducted as much as possible in French, and encourages the student to practice and refine the spoken language. Prerequisite: 112 or equivalent.

French 224, Intermediate French Readings II, R.D. Stabler, (3), 10:30 MWF.

To continue the development of skills emphasized in French 223: vocabulary enlargement, increased reading speed, refinement of expression in both oral and written French, and increased aural comprehension. It further provides an introduction to literary discussion in French. A selection of short stories and poems from all periods of French literature is used, primarily for the variety of vocabulary and style. The class is conducted mostly in French. Written tests and compositions, participation in class discussion, and readings. Prerequisite: French 223 and equivalent.

French 225, Intermediate French Conversation, J.A. Wolfe, (2), 9:30 TT, A.T. Slay, 12:30 TT, Staff, 7:05-8:00 TT N.

To teach the student to express himself correctly in relatively simple French. Regular attendance and active classroom participation required. Students will discuss a variety of subjects of interest to French and American people based on an intermediate textbook. Direct comprehension in French, new vocabulary and correct grammar will be stressed. Repetitions, questions and answers, conversations and short exposes will be utilized. Prerequisite: French 112 or equivalent.

#### GET HELP!

Unsure about career options with a liberal arts degree? Go to the Dean's Office in Jardine Hall for assignment to an LAS advisor.

French 505, French Phonetics, T. Gates, (2), 1:30 TT.

Analysis of French sounds and intonation. Phonetic transcriptions and intensive drills in laboratory or in class. French 505 is a course in corrective phonetics, designed to improve students' speech habits in French. French 505 is also emphasizing the theoretical aspect of phonetics, and preparing for the study of Linguistics in general and Romance Linguistics in particular. Textbooks: Pierre Delattre, *Principes de Phonétique Française*, *Advanced Training in French Pronunciation*.

French 515b, The French Social Novel, J.A. Wolfe, (1), 9:30 M.

The purpose of this course is to acquaint the student with 19th Century French Society as seen by great novelists such as Stendhal, Hugo, Balzac and Zola. Concurrent enrollment in History 358 is required.

French 526, Advanced Composition and Grammar, Lucie M. Bryant, (3), 12:30 MWF.

Provides a logical transition between the initial levels of language learning and the study of literature. Several texts of French literature afford the student the opportunity to study French grammar as used by French writers through the centuries. Comments and questions will guide the students in understanding vocabulary, idioms and syntactical problems. Oral and written exercises will develop an awareness of good composition techniques. A variety of styles and forms will be examined both in prose and in poetry. There will be several compositions through out the semester, a mid term and a final. Prerequisites: French 220.

**French 532, Survey of French Literature II, P.R. Moler, (3), 9:30 MWF.**

Examines major writers and literary movements of French literature of the 19th and 20th centuries. Selections from an anthology will be studied for their intrinsic literary merit, historical relationships, and cultural significance. The aim of this course is to provide students with a substantive background and rewarding personal experience in the best of French literature. The class involves lectures and open discussions in French based on the reading assignments, a term paper, hour exams and a final. Prerequisites: French 224 or equivalent.

**French 541, Black French Literature in English Translation, G. Adamson, (3), 5:35-8:00 M N.**

Seeks to make available to students with or without a knowledge of French an important aspect of literature in that language. This course involves the study of the concept of the "Negritude" movement as a socio-political revolution which manifested itself extensively in African and Caribbean literature in French. The students are exposed to the literary works of African and Caribbean writers from the point of view of their African and Caribbean background. No prerequisite, no knowledge of French is required. However French majors and minors may obtain credit in French if readings and writings are done in French. Books are ordered in both French and English versions.

**French 632, 18th Century Literature, R.D. Stabler, (3), 10:30-11:20 T, 10:30-12:20 Th.**  
Readings and discussion of the major French writers of the 18th Century.

**French/Spanish 635, Romance Linguistics, L. Winget, (3), 5:35-6:50 NMW N.**

The emphasis is on historical linguistics, and the greater part of the course deals with some of the details of how Vulgar Latin turned into the Romance languages, particularly Spanish and French, although some time will be devoted to other languages in the group, such as Romanian, Italian, and Portuguese. Some previous exposure to basic phonetic terminology is desirable but not absolutely essential.

## Greek

**Greek 112, Elementary Greek, P. Kehoe, (5), 12:30 daily.**

A continuation of Greek 111, this course introduces the remainder of the basic grammar and vocabulary of ancient classical Greek. The readings will be drawn from a great variety of authors, and from the New Testament. Since the Greeks founded Western civilization, Greek literature, history, mythology, philosophy, and their influence will be discussed as suggested by the readings. A thorough knowledge of English grammar and English technical words will be an important incidental benefit. Examination will be by short quizzes and a final examination. Prerequisite: Greek 111 or equivalent.

**Greek 224, Intermediate Greek, P. Kehoe, (3), 10:30 MWF.**

We will read Plato's *Apology*, selections from the New Testament, especially the gospels, and several books of Homer's *Illiad*.

We will discuss the readings for the light they shed on Greek ideals, Greek history, mythology, and civilization, but the main emphasis will be on translation. Prerequisite: Greek 223 or equivalent.

## Italian

**Italian 112, Elementary Italian, Laszlo Balint, (5), 9:30 Daily.**  
Continuation of Italian 111.

**Italian 220, Intermediate Grammar, Laszlo Balint, (3), 10:30 MWF.**

The course deals with the review of the grammar, with particular emphasis on the clarification of the more complex points. The attention will be also focused on the expansion of the students' vocabulary. The grade will be based on several exams and class participation. Prerequisite: Italian 112.

## Latin

**Latin 112, Elementary Latin, V.W. Kehoe, (5), 8:30 daily.**

A continuation of Latin 111, this course introduces the remainder of the basic grammar and vocabulary of classical Latin, and emphasizes the reading and understanding of short narratives about Roman mythology, history, and private life. Some selections from Roman authors will also be read. Since as many as 60 percent of our English words are derived from Latin, the course will also include the study of derivatives, and thereby help students increase their English vocabulary. Examination will be by quizzes and a final. Prerequisite: Latin 111 or equivalent (1 year of H.S. Latin).

**Latin 224, Intermediate Latin, P. Kehoe, 10:30-11:20 T, 10:30-12:20 Th.**

We will read selections of Latin prose and poetry drawn from important authors such as Caesar, Cicero, Catullus, Vergil, Ovid, Plautus, and Petronius. Emphasis will be placed on developing the students' ability to read and understand classical Latin, but the readings will also be discussed for the light they shed on Roman ideas, Roman history and mythology, and Roman society. Examination will be by quizzes and a final. Prerequisite, Latin 223 or equivalent (3 years of H.S. Latin).

**Latin 546, Advanced Latin, P. Kehoe, (3), Arranged.**

We will read and discuss selections of prose and poetry from the medieval period. Prerequisite: Latin 224 or equivalent (4 years of H.S. Latin).

## Portuguese

**Portuguese 112, Elementary Portuguese, J. Koppenhaver, (5), 8:30 daily.**

A new course designed to make possible a development of the language skills in their natural order: listening, speaking, reading and writing. As the student learns to understand and speak Brazilian Portuguese, he will be informed of the civilization, culture, customs, and way of life of the people whose language he is studying. Prerequisite: Portuguese 111.

## Spanish

**Spanish 111-112, Beginning Spanish, Staff, (5), daily.**

Learn basic structures of Spanish, practice Spanish pronunciation and intonation, to develop a basic vocabulary, to understand simple spoken Spanish, and to respond in Spanish either orally or in written form. Cultural aspects of Spanish-speaking peoples are an integral part of these courses. The second semester (112) carries on and expands the capabilities begun in the first semester. Laboratory facilities are available.

**Spanish 210, Intermediate Spanish, E. Saviano, A. Tejada, (5), 7:30 daily, 9:30 daily, or 11:30 daily.**

A terminal course for students who are not majors or minors in the language, designed primarily for students wishing to fulfill the Liberal Arts language requirement in conjunction with a basic review of grammar and vocabulary and oral-aural skills, cultural materials are presented through readings, films and modular units composed of correlated slides and narrative tapes recorded in Spanish and in English. These modules present additional information on a given subject (cities, monuments, geography, customs, etc., of a particular Spanish-speaking country) and serve as supplementary material to the cultural readings assigned to the classroom. Prerequisite: Spanish 112, two units H.S. Spanish, or consent.

**Spanish 223, Selected Spanish Readings, I, D.S. Froning, (3), 10:30 MWF.**

A basic reading course intended primarily to increase the student's vocabulary and his ability to read Spanish materials, and secondarily, to increase his ability to comprehend spoken Spanish and to respond in Spanish. In addition to articles and short stories taken from contemporary magazines and newspapers, class texts include a two-act play by a Mexican author and a mystery story by a contemporary Argentine writer. One novel or play is also required as outside reading. These materials are discussed in Spanish and all tests are in Spanish. Prerequisite: Spanish 112 or 2 years of H.S. Spanish.

**Spanish 224, Selected Spanish Readings II, L.A. Wall, (3), 8:30 MWF.**

Bridges the gap between the study of language and the study of literature. The basic elements of literary criticism will be discussed, (plot, character, language, etc.). Each will be followed by intensive reading of Spanish and Latin American authors whose works illustrate the particular point under consideration. Class procedure will include discussion of the readings assigned, several one-hour examinations and a paper. Prerequisite: Spanish 223 or three years of H.S. Spanish.

**Spanish 225, Intermediate Conversation, A. Gerhard, 8:30 TT, K. Pettersen, 9:30 TT, R. Curzydlo, 11:30 TT, (2).**

Class size is limited and every opportunity is provided to the individual to speak and utilize the knowledge gained in the beginning Spanish classes in a relaxed and intimate atmosphere. Practical oral communica-

tion is the goal and the present text consists of a series of lessons, each concentrating on a specific theme and highlighting vocabulary words built around that theme, for example, the telephone, the airport, the ear, tennis, the supermarket, etc. It is suggested that this course be taken concurrently with Spanish 220. Prerequisite: Spanish 112 or 2 years of H.S. Spanish.

**Spanish 515e, Latin American Protest Songs, P.J. Bravo-Elizondo, (2), 9:30 TT.**

This course will study Latin America through its protest songs. Oriented basically toward the poor man in the street, the ignored and forgotten, whether it be in Chile, Bolivia, Mexico, Brazil, Argentina, protest songs are reflexions of social consciousness and anguish over contemporary society. Their objective is to bring awareness to the people—el pueblo—in hope of building a better future for all the community. The Mexican Revolution, the Civil War in Spain, Vietnam, dictatorships in Latin America, self identity, are some of the key words of the themes for protest songs.

**Spanish 536, Contemporary Spanish Novel, L.A. Wall, (3), 10:30 MWF.**

This course deals with the peninsular novel from the Spanish Civil War to the present. The novels to be read reflect the trends of thought over the thirty-odd years from 1942 to the present and are noteworthy for their style and innovative treatment of the structure of the novel as an art form.

**Spanish 543, Contemporary Chicano Literature, A.M. Tejada, (3), 5:35-6:50 TT N.**

Does not count toward a Spanish major or minor but it is a related subject to the study of Spanish and Spanish-American literatures, particularly Mexican literature. It can fulfill the American literature requirement. A knowledge of Spanish is helpful but not required. Most of the materials if not written in English, are accompanied by translations into English. Four texts each by a major Chicano writer (an autobiography, a novel, a collection of anecdotes, and a collection of poems) will be the principal object of study, supplemented by works of other writers, historical, sociological, and political studies, as well as the regional and social characteristics of the language used by Mexican-Americans.

**Spanish 623B, Seminar in Golden Age Theatre, A. Cardenas, (3), 9:00-12:00 S.**

The course, Golden Age Drama, will examine major works by the four main dramatists of the Spanish Golden Age: Lope de Vega, Tirso de Molina, Ruiz de Alarcon, and Calderon. Lesser dramatists will also be studied, principally Cervantes, Mira de Amescua, Castro, Zorrilla, and Moreto. Themes, e.g. *pundonor*, characters, e.g. the *gracioso*, and structure, e.g. verse forms employed will all be examined as well. The general objective of the course is to provide the student with an overview of the drama of this period in as many of its various aspects as possible.

**Spanish 805, Directed Readings, L. Winget (2-4), Arranged.**

Primarily for graduate students in Spanish. However, it could conceivably be taken (and occasionally has been) by graduate students from other departments who have a legiti-

mate reason to do so and an adequate command of Spanish. What each student is to read (as well as how he is to report on it) will be decided on the basis of his particular interests and needs in consultation with the instructor. Prerequisite: Graduate standing and a reading knowledge of Spanish.

## Sociology

**Sociology 211; Introduction to Sociology; Brooks (3), 8:30 MWF.**

Provides experience with sociological information and methods. A background of ideas accumulated by sociologists is presented in readings and lectures. Classroom exercise and field experience provide an introduction to methods. Whenever possible, student participation is elicited for development of each class. Two tests and a short paper are required.

**Soc. 211; Introduction to Sociology; R. Matson, (3) 10:30 MWF.**

Covers a broad range of substantive sociology; basic concepts, population, stratification, deviance, family, religion, and education. Emphasis on a humanistic understanding of sociology, society, and one's role therein. Experiential learning (direct involvement in the subject matter) is a major part of the course, which focuses on contemporary America.

**Soc. 211; Introduction to Sociology; M. Yager, (3) 2 sections—11:30 TThS & 5:30 TTh.**

Presents the important concepts and theories relevant to the field of sociology, including such topics as culture, socialization, deviance, formal organization, social stratification, and family. These are related in turn to social research and to social policy.

**Soc. 211; Introduction to Sociology; C. Heilmann, (3) 9:30 MWF.**

A systematic development of a body of concepts. Theories, and methods of study in understanding human social behavior, predicting the same, and, in certain specific situations, effecting social change. The aim of the course, is to provide the student with a better comprehension of those underlying principles that shape social life, and thus to give insight into each student's particular social world.

**Soc. 212; Introduction to Social Research; (3) 2 sections—10:30-11:20 T, 10:30-12:20 Th; or 7:05-9:45 T.**

An introduction to the variety of research techniques used in sociology and related fields. This course stresses conceptual understanding of all phases in the research process along with the practical problems of doing social research. Students will carry out a variety of research projects as part of the learning experience.

**Soc. 220; Contemporary Social Problems; (3) Allegrucci, 10:30 MWF - R.**

Abstract principles are related to concrete experiences in American Society. Ideas including value conflict, social inequality, deviant behavior, social change, power elites, and social justice are expanded through analyses of social problems. The sociological perspective is applied to some of the major social problems facing America: poverty,

racism, crime, and violence, drug abuse, sexual deviance, mental disorders, and population. Lecture-discussion. Two hour, objective-type exams, followed by a final exam, plus one additional assignment from the following: (1) book reports, (2) a short research essay, or (3) an intellectual journal.

Soc. 310; Sociological Statistics; M.J. Graney, (4) 11:30 MTWF.

Covers organizing and communicating research findings—including tabular, graphic, and statistical techniques; to qualify students to understand research presented in scholarly and popular media; to teach analytic methods useful in term papers and reports; and to qualify students for further study.

Soc. 513; Sociology of Aging; Margaret Mullikin, (3), 7:05-9:45 T.

Examines the aging process, how the image of old age is influenced by society, and the consequences for those who are classified as old. Understanding these influences should provide a new outlook on old age, which in turn should pave the way for change. Discussion, lecture, films, and field experience with older folk. Three written tests and a report.

Soc. 513; Sociology of Aging; M.J. Graney, (3) 9:30 MWF.

An introduction to the sociology of age. This course is designed to help students to develop a perspective on sociological and social-psychological aspects of aging in the United States. Major emphasis is placed on social problems and changes related to aging. Two mid-terms, final, term paper optional.

Soc. 515; Sociology of the Family; M. Yager (3) 8:30-10:20 T; 9:30-11:20 Th.

Study of American family characteristics, composition, attitudes, and behavior including mate selection, marital patterns, sex adjustment, and child-rearing practices. Analyses of family systems are discussed within the historical, cross-cultural, and social class frameworks.

Soc 516; Sociology of Sex Roles; Marion Weiland, (3) 12:30-1:30 MWF.

The study of human sexuality from a sociological perspective and of relationships which include some identification of the participants based upon gender.

Soc. 521; Sociology of Religion; N. Brooks (3) 10:30 MWF.

This course will study religion as a fundamental part of social life which affects thought, behavior, and relationships among people. Special attention will be given to religion as a changing institution in American society.

Soc. 522; Deviant Behavior; J. Riemer (3) 8:30-10:20 T; 9:30-10:20 Th.

Analysis of behavior that violates social norms and the social control mechanisms employed to combat those violations. Competing theories are evaluated within the context of the assumption that man is a social product.

Soc. 531; Population; M. Mullikin (3) 8:30 MWF

This course provides insights on problems that are of increasing concern to people on a world wide basis as well as to those in the United States. Each day we are informed of impending shortages and increasing costs of life-sustaining resources such as energy, fresh water, land, and

others. Only in recent years have we come to realize the relationship between the rapidly growing number of people and the diminishment of these resources. Their recognition has resulted in public policies that national governments hope will reduce population growth. Population change is socially determined and an understanding of their relationship is helpful both for the general public and for decision makers. The course will be conducted in a lecture-discussion format based on text materials that are informative and readable. A simulation that dramatizes some of the problems may be carried out. There will be no more than three tests.

#### UNCERTAIN ABOUT YOUR MAJOR?

Special academic counselors are available to assist LAS students who have not decided upon a major, or who wish to change majors and are uncertain as to direction.

Go to the Dean's Office in Jardine Hall for assignment to an LAS advisor.

Soc. 538; Medical Sociology; M. Mullikin (3) 11:30 MWF.

Examines the social impact of the various types of health care delivery systems in the United States. Some of the problems that both the deliverer and the user identify are studied. Lectures focus on the sociological approach to these; then a reporting system expressing the students' individual interests within the general subject matter field is used.

Soc. 539; Juvenile Delinquency; (3) R. Matson, 9:30 MWF

Using an experiential learning format, the course brings to the student the opportunity for exposure to the police, courts, and corrections as they relate to delinquency. Discussions of and participation in current research strategies and contemporary theory in the field make up another segment of the course. Class discussion, outside assignments, speakers, and tours are common.

Soc. 550; Selected Topics in Gerontology; (2) M. Mullikin. 11:30-1:20 T & 11:30-12:20 Th

This course will examine the social networks of institutionalized older people. The number of older people in institutions in the U.S. is actually only about one million, but these "last home of the aged" as they have come to be labeled have been the focus of attention of researchers, congressional committee investigation, and various private organizations, some of whom have been primarily interested in improving the quality of life for their residents. The course will be based on text materials but in addition it will be possible for students to attend a workshop on the subject, and perhaps have the chance to become involved in one of the projects proposed by a local organization. Method of evaluation has not yet been decided.

### Social Work

Social Work 100, Explorations in the Helping Professions, Elwin Barrett, (3), 10:30-11:20 T, 10:30-12:20 Th.

An introduction to the whole person. This multidisciplinary

course emphasizes the common helping processes of each profession, how they developed and how they differentially relate to human problems.

SW 200, Explorations in Social Welfare, 7:30-9:20 T and 8:30-9:20 Th, C.J. Matthews and B.B.R. Hutcherson, (3).

This entry level course of the social work degree program is designed to focus upon: opportunities society should provide for people, utilizing major social welfare organizations with diverse program formats, major social problems including work-related concerns, income security, racism, housing and health issues, how social workers help individuals, groups and communities, reviewing innovative and traditional social work career options, who does social work, what preparation is required and how outcomes can be measured, examining dilemmas faced by indigenous and minority practitioners. Teaching/learning options include discussion, student projects and community input.

Soc. (SW) 340; Human Sexuality; (3). Cross-listed with Women's Studies.

A course providing a forum for information and discussion on topics relating to physical, psycho-social and cultural components of human sexuality. Selected topics include female and male sexual attributes and roles, sexual problems, alternate life styles, birth control, values and sexuality, and cultural components of sexualities.

SW 500, Social Welfare Policy and Services I, E. H. Tuttle, (3), 11:30 MWF.

This mid-sequence course of the social work degree program is designed to focus upon: an in-depth examination of selected special problems faced by people who can utilize social work services effectively toward resolution of these problems. Target areas include: The child and the family, including the child without an adequate family, persons with emotional problems, people with handicaps, adult and juvenile offenders, the aged. Teaching/learning methods emphasize student experience and participation through a field study project approach. Audio-visual media resources, guest discussants and service-consumer interviews are teaching options.

SW 501, Social Work Practice I, E.W. Barrett, 1:30 MWF.

Focus on social work helping methods including: historical development of the social work profession, identification of basic social work theory and introduction to social work practice methodology. In addition to the didactic component, a 4 hour practicum is required in which practice skills are emphasized. The course includes a six weeks research concentration.

SW 550, Social Welfare Policy and Services II, E.H. Tuttle, (3), 1:30 MWF.

This mid-sequence course of the social work degree program is designed to focus upon an analytical, rather than descriptive, study of selected income maintenance and rehabilitative programs in the American public social welfare system. Teaching/learning methods emphasize individual and/or small group field study projects and reports which help demonstrate the formation and execution of social welfare policy.

SW 560, Personal Human Interaction Within Society, E.W. Barrett, (3), 10:30 MWF.

Primary focus is on understanding and applying social science foundation knowledge and theory to the helping processes. Exploration of personal values and attitudes effecting practice competence will be stressed.

SW 570, Internship in Social Work (UYA), B.R. Hutcherson, (3-6), Arranged.

Cross-listed in Geront. 570. To provide a specially designed field experience for special students who need or desire training that will enhance their professional abilities and for whom academic credit is appropriate. It is also designed to meet experiential learning needs of special designated students for whom academic credit is appropriate. Repeatable for credit not to exceed a total of 6 hours.

SW 601, Social Practice II, B.R. Hutcherson, (3), 5:30-6:50 MW N.

Advanced practice theory, with special emphasis on becoming both knowledgeable and skillful in applying theory to practice. The focus of this class will be on developing a clear understanding of concepts, principles, techniques and processes of social work methods as they relate to individuals, families and groups and to the larger community. This course is to be taken concurrently with SW 602 except by departmental consent.

SW 602, Practicum I, (4), 2 sections, 1:30-2:20 TT & Arranged, D.R. Rutledge or 1:30-2:20 TTh and arranged, M. Jackson.

Placement in community social welfare agencies for supervised periods of observation and direct service assignments, with special emphasis on performance of basic practice skills and understanding of the social welfare agency and its role in the community service network. This course is to be taken concurrently with SW 601 except by departmental consent.

SW 603, Topics in Social Work, A.J. Crowns, (3), 7:05-9:50 T N.

A seminar covering the field of social legislation, the development and changes in social security, workman's compensation, civil rights legislation and other topics are analyzed. Students discuss topics under consideration involving community resources and do library research. Term project tracing the development of an area of social legislation of interest to the students and a comprehensive final examination.

SW 604, Seminar on Practice Issues, B.J. Humphrey, (3), MWF.

A critical look at practice and professional issues, including social work research. The course analyzes current social work practice, as well as its future directions. SW 605 is to be taken concurrently except by departmental consent.

SW 605, Practicum II, (5), 2 sections, 2:30-3:20 TT and arranged, D.R. Rutledge, 2:30-3:20 TT and arranged, E.H. Tuttle.

Placement in community social welfare agencies for supervised direct service assignments, with emphasis on formulation of appropriate goals. The selection of various social work roles and in-depth development of tech-

niques and skills common to practice in the social welfare field are included. SW 504 is to be taken concurrently with this course except by departmental consent.

## Speech Communications

Speech 111; Basic Public Speaking; (3) Staff, various times.

Study and practice basic concepts of public speaking. Course focuses on certain crucial communication skills: articulating one's ideas orally; organizing and clarifying thoughts; and supporting reasoning, and persuading others. To provide these skills, the course gives each student worthwhile experiences designed to improve individual communication proficiencies and gives each student a better understanding and control of techniques used by others to influence him or her.

Sp. 112; Basic Interpersonal Communication; (3) Staff, various times.

To provide a comprehensive and broadly based introduction to the study of interpersonal communication. The course is divided into two parts: elements of interpersonal communication and processes of interpersonal communication. Topics covered include: perception, language, nonverbal communication, listening, understanding, trust, and defensive communication. Although concepts are cognitively anchored, students will participate in exercises designed to provide experiences important to an understanding of those concepts.

Sp. 114; Introduction to Radio and Television; (3) Frank L. Kelly, 8:30-9:20 MWF.

Introduction to the entire Radio-TV field. If you're wondering what goes on behind that tube, how shows are put together, decisions that affect what you see and, in some cases, what you think, this is the course that explored that area! Specific consideration is given to federal government involvement, audience ratings, financial rewards, social influences, citizen involvement, history and functions in our society plus some basic technical aspects. Primarily directed to freshmen and sophomores for consideration as a possible major field but equally helpful in understanding how to use radio-TV in other fields.

Sp. 143G; The Art of the Theatre; (3), Richard C. Welsbacher 10:30-11:20 MWF.

An investigation of the peculiar group art called 'the Theatre,' from the point of view of the audience. The course is specifically designed for the non-specialist, and avoids a narrow critical-historical approach to the stage. After some early discussion of origins, types and styles of theatre, the course moves to the areas of acting, directing, design, and the all-important element of the audience. Film and television are included, as modern extensions of the living theatre. Slides, tapes, films, live demonstrations by a special acting company, and attendance at a minimum of five plays make up a large proportion of the course structure.

Sp. 211; Persuasive Speaking; (3) Mel Moorhouse, Les Blake 9:30-10:20 MWF, 11:30-12:20 MWF.

This course has two primary

objectives: development of students' persuasive abilities to influence, in an ethical manner, the attitudes, beliefs, and actions of others; and to enable the students to evaluate critically persuasive efforts directed at them. Emphasis is placed on the need for persuasion, ethics of persuasion, an understanding of human motivation, and the principles and techniques of oral persuasion. Course requirements: Five brief, written exercises; three persuasive speeches—to convince, to stimulate, and to actuate; four objective examinations based on the text, lectures, and handouts; participation in class discussions.

**Sp. 213; Argumentation and Advocacy; (3) John F. Schunk, 11:30-1:20 T & 12:30-1:20 Th.**  
Tired of losing arguments? Learn how to employ reason and logic to influence others. This course offers instruction in the understanding and practice of public advocacy. It stresses primarily the argumentation skills of analysis, reasoning, evidence, and refutation. Students select a controversial issue of public policy and present arguments both in oral and written assignments, constructing a case and refuting the opponents' case. By the end of the course, students will engage in class debates, drawing upon argumentative briefs which they have prepared. Excellent training for law, government, business, or simply responsible citizenship.

**Sp. 215; Radio Practicum; (2) Parker Van Hecke, 12:30-1:20 T; 12:30-1:20 Th.**  
This course gives the student the opportunity to put his knowledge to use in practical application at an active radio station operation. The students needs are assessed on an individual basis and he is placed in an activity at KMUW where he can improve his abilities to function in the day to day station operation as part of the "team". Students are under direct supervision of a professional broadcaster and monitored by the teacher. This course is directed to Sophomores and Juniors with some previous knowledge of broadcasting. Prerequisites: Speech 224 or instructor approval.

**Sp. 221; Oral Interpretation; (3) Mary Jane Teall, Audrey Needles, various times.**  
Designed to develop the student's ability to read any literature aloud effectively. Towards this end, extensive exercises are utilized to expand the vocal and physical skills necessary. Beyond this, however, stress is placed on the student's enriching his emotional and intellectual response to the material, and his ability to communicate them. This involves practice in techniques of selection and analysis of material. A valuable experience is the exposure of the student to video-taping of classroom projects, as his opportunity to host and participate in the yearly Interpretation Workshop.

**Sp. 222; Voice and Diction; (3) Dr. David A. Stern, Various times.**  
Everything you ever wanted to know about your speaking voice but were afraid to ask! If you want to learn to speak louder or more clearly, if you want to stop getting sore throats after five minutes of speaking or even after hours of cheering at the ball game, this course might be for you. Whether your future profession depends on your

voice (Radio, TV, Theatre, Business, Teaching), or you just want to speak more pleasantly with greater ease and comfort, Speech 222 will help by giving you knowledge about the vocal process and a great deal of supervised practice.

**Sp. 224; Radio Production; (3) Parker Van Hecke, various times.**  
Introduces the student to the operation of all the equipment in the control room of a radio station (tape recorders, audio boards, turn tables, etc.). It is a "hands on" course teaching the practical techniques and aesthetic considerations of audio production through a series of in-class projects of graduating complexity. Emphasis is placed on learning to function proficiently in the various aspects of the audio production team as well as in individual creative efforts. Directed to freshmen and sophomores interested in audio operations for radio, TV, film, and other audio-visual applications.

**Sp. 226; Parliamentary Law; (3) Mel Moorhouse, 5:35-6:50 Th.**  
The essentials of Parliamentary Procedure are taught with a dual objective: (1) To increase effectiveness in meetings; (2) To be able to serve as a chairperson with confidence. Mock business sessions are held with each one having the opportunity of presiding.

**Sp. 228; Small Group Communication; (3) John Schunk 10:30-11:20 T; 10:30-12:20 Th.**  
A course in which students examine the process of communication from the perspective of small group situations. Communication within the small group context is examined from a "process" orientation, which includes an examination of the interacting nature of both content and relationship levels of communication. The interpersonal model of communication is adapted and developed as a "group-process" model. Topics covered include: the nature/function of groups, role behavior in groups, types of communication networks in small groups, types/functions/styles/tasks of leadership, internal/external conflict in groups, and decision-making models and strategies. Group structures and goals will be examined and analyzed from the views of task-functional and interpersonal facilitating behavior.

**Sp. 243; Acting I; (3) Mary Jane Teall & Bela Kiralyfalvi, various times.**

To provide a basic method and the fundamental skills needed to develop the craft of acting. Through a number of exercises, including pantomime and improvisation, the student develops proficiency in concentration, relaxation, observation, sense memory, relation to others, intention or purpose, among other essentials. Moving on to role-development, the student analyzes the script, finding clues to character, relationships, motivations, dramatic themes, etc. Finally, he gains practical experience by a series of projects, with a fully developed short play or equivalent as a final.

**Sp. 244; Stagecraft; (3) Scott Weldin, 10:30-11:20 MWF.**  
Covers the basics of producing scenery for the stage from the time it is designed through the actual run of the show. Major areas include the construction of framed and unframed scenery,

use of hand and power tools, scene painting, the use of stage equipment, special effects, stage properties and an introduction to stage lighting. Practical work on productions includes a two-hour scene shop lab per week and participation on a backstage crew for a University Theatre production. A prerequisite for Sp. 544, 644, and 645.

**Sp. 253; Costuming for the Stage; (3) Joyce Cavarozzi, 9:30-10:20 MWF.**

Techniques of construction are practiced by the actual construction of costumes in the well-equipped shop. Concepts of design are explored by design projects on period shows. The use of make-up and special facial alterations comprise one fourth of the class time. Two hours a week are spent in laboratory sessions, with practical work in construction, make-up and shop maintenance. Students serve as crew members for one theatre production during the semester, to practice classroom concepts. A small fee will be required to supply make-up materials for student's use.

**Sp. 259; Directing I; (3) Staff, 1:30-2:20 MWF.**

Designed to develop an understanding of the fundamental techniques of play directing. These include, among others; factors involved in script choice; study, analysis and preparation of the script for production; planning and motivating stage movement and business; character analysis; the relation of director to actor, with special emphasis on the importance of communication; the relation between the director and designers; and responsibility to the author and audience. Skills and techniques are developed by increasingly complex projects, focused mainly on realistic staging. Prerequisites: Sp 243 or departmental consent.

**Sp. 315; Advanced Radio Practicum; (2) Parker Van Hecke, 1:30-2:20 T Th.**

Designed for the student who has taken courses in radio/audio production and therefore has developed an expertise in the rudiments of radio production. Students have the opportunity to work at KMUW, develop programming of broadcast quality, and work in the field at commercial radio stations. There is also the opportunity for students to produce on-going programming for KMUW Radio or modular programming for submission to National Public Radio Network.

**Sp. 320; Cinematography; (3) Steve Harper, 12:30-1:20 M & 12:20-2:20 W.**

Introduction to motion picture film-making. Using super-8 equipment, students are involved in both individual and team exercises of graduating complexity. The exercises combine shooting and editing functions to teach the basic fundamentals and techniques of film language. Indoor as well as outdoor techniques are reviewed. This course is directed primarily to broadcast, journalism, and art students as well as others interested in visual arts.

**Sp 322; Broadcast News (cross-listed as Journ. 322), (3) Patricia D. Cahill, 9:30-10:20 MWF.**

The theory and technique of broadcast news, with emphasis on radio journalism. Focuses on the special demands of broadcast journalism and requires that you already have some background

in both news writing and radio production. You learn to use an audio-recorder for radio news coverage and to prepare radio news reports, making effective use of taped actualities. You prepare and deliver regular radio news broadcasts and get some practice editing and producing news programs. Grading is based on tests, news reports and performance in the station. Prerequisites: Sp. 224 & Journ. 200.

**Sp. 325; Business and Professional Speaking; (3) Les Blake and George Comstock, 7:05-9:45 W N.**

Designed for those now employed or for students planning to enter business or the professions. Primary emphasis is placed upon "presentational" speaking. In most cases in business or the professions, the "presenter" has only one opportunity for his "presentation". If he does not succeed, he seldom gets a second chance. Hence, the emphasis in "presentational speaking" is to aim for 100% success 100% of the time. This places maximum emphasis on knowledge of the subject being presented; analysis and understanding of the audience, group, or individual to whom the presentation is being made; exhaustive planning, structuring, and polishing of the presentation; the development of multimedia aids; and adequate rehearsal. Closed circuit television and other media are available for student use.

**DID WE HELP YOU?**  
We would like to hear your response as user of the course description guide. Drop a note to Prof. D. M. Douglas, History Department, Box 45.

**Sp. 332; Radio-Television Writing; (3) C.H. Nathan, 9:00-12:00 S.**

Review and analysis of the various writing formats used in broadcast radio and television. Major emphasis in actual writing activities ranging from commercials and continuity to drama. No prerequisite but some idea of radio or television production is helpful.

**Sp. 401; Intercollegiate Debate; (1) John F. Schunk, Arranged.**

Be prepared to participate in intercollegiate debate competition on the current national debate proposition. Students will research, develop evidence files, prepare cases, and participate in practice debates in preparation for tournament competition. Emphasis is on the development of research, analytical, reasoning, organizational, and communication competencies within the context of competitive debate experiences. Students also prepare for tournament competition in individual speaking events, such as extemporaneous, persuasion, interpretation, and impromptu. Students need not have prior debate or forensics experience to enroll. Prerequisites: Department or instructor consent.

**Sp. 504; Beginning TV Production-Direction; (3) Charles Spratt, 7:05-9:45 T N.**

"Hands on" introduction to the equipment used in TV production. By operating the equipment the student learns his capabilities and limitations in producing a TV program. TV cameras, switchers, video tape

recorders plus lights and audio equipment are used in a series of in-class exercises which give every student a number of opportunities to perform, direct programs as well as build proficiency in the use of studio equipment. Prerequisites: Sp. 224 or instructors consent.

**Sp. 517; Playwriting II; (3) Bela Kiralyfalvi, 2:30-3:20 MWF.**

The early part of the course is in discussion format: technical analysis of selected plays for the theatre, study of techniques in planning action and ideas for plays, methods of preparing scenario, character development through dialogue, and the handling of the visual elements by the playwright. The major project for each student is the writing of an original play. The second half of the semester is in workshop format, working on the students' individual projects: writing, reading, discussion, re-writing. Script-in-hand reading at the end of the semester. Prerequisites: Playwriting I or English 285 or instructor's consent.

**Sp. 543; Acting II; (3) Staff, 12:30-2:20 T & 1:30-2:20 Th.**

For the student who is especially interested in the performance areas of Theatre, this course is designed to continue and complement the experiences and skills developed in the basic course in acting. After initially reinforcing these fundamentals, emphasis is placed on styles of acting other than Realistic and contemporary. Most typically, these would include Shakespeareans classic Greek and Mannered Comedy, though the course is purposefully left flexible. Emphasis is upon doing, as most activity is centered upon increasingly complex acting projects. Prerequisites: Sp. 243 & Junior standing.

**Sp. 604; Advanced Television Production and Direction; (3) Robert Dambach, 1:30-4:20 T & 1:30-2:20 Th.**

Have you ever thought that you could produce a better TV show than the one you saw last night? Speech 604 gives you that opportunity. Speech 604 gives the student the chance to refine and hone the basic skills learned in Speech 504 as well as learn advanced television production techniques. The course will also explore the aesthetics of sight, sound and motion as they are used in television production. Prerequisites: Sp. 504.

**Sp. 607; Radio and TV Programming; (3) Dr. Frank Kelly, 5:35-6:50 TTh N.**

The structure and form of current TV programs is studied plus an analysis of the audience appeal of such programs. The program services of both radio and TV stations are reviewed emphasizing planning, development and scheduling. Intended for advanced students with some knowledge or experience in broadcast operations. Prerequisites: Department or instructor consent.

**Sp. 610; Music Theatre for the Public School Teacher; (2) Audrey Needles, 11:30-1:20 TTh.**

Designed to avoid that sinking feeling future teachers might experience when faced with the task of producing a musical. All elements of production, staging and musical direction are explored. Practical application is stressed through projects which include: evaluating and selecting a musical; applying the rudiments of set, costume and

lighting design; analyzing a musical score; coaching and directing young singers, actors and dancers; coordinating the elements of the musical; producing excerpts from musicals. Prerequisites: Concurrent enrollment in Music Ed. 610.

Sp. 621; Advanced Oral Interpretation; (3) Joyce Cavarozzi, 11:30-12:20 MWF.

Deals with the human experience as explored in literature and revealed in performance. Students adapt prose, poetry and drama, in individual and group situations. Four times during the semester, student adapted scripts are performed in special workshops. Aspects of interpretation for teachers are included. Individual voice and body work is integral, and a final project, built around the works of a single author, is adapted and performed by each student at the semester's end. The class also serves as the core for selection of participants in various interpretation festivals at other universities. Prerequisites: Sp. 221 & Junior standing.

Sp. 622; Academic Theatre Practicum; (2) Team taught, 2:30-3:20 MW.

This course functions both as a training program for the participants, and as a service to the campus generally. Students enrolled research, adapt, arrange and, eventually, perform materials especially requested and tailored for specific courses in non-Theatre areas. Performances are held in the classrooms involved, usually leading to discussion by the class. During the course of a semester, the group may well produce twenty-five of these special presentations, thus gaining valuable experience in writing, editing and performance.

Sp. 624; Development of the Theatre II; (3) Dr. Richard Welsbacher, 9:30-10:20 MWF.

While certainly no art form can be viewed in isolation from its own time and place, the Theatre, because of its unique dependence on a present, live audience, is especially sensitive to its immediate environment. Therefore, while this is essentially a history of the Theatre from about 1600 to the present, it is viewed within a total contemporary picture. Thus, while the emphasis is upon the drama, the stage, the actors of any particular period, those elements of the political, social, economic, artistic, technological world which lay outside, but profoundly affect, the Theatre are never lost sight of.

Sp. 636; Advanced Public Speaking; (3) Mel Moorhouse, 11:30-12:20 MWF.

A performance course that will increase your skill to stand before a group and communicate effectively. Our approach is not the conventional one. The course is built around oral projects and assignments which develop and perfect ten specific skills essential to the polished speaker. (For example, the use of humor or the telling of a human interest story.) Also included are "special" types of speeches such as introducing a speaker, presenting awards and other responsibilities of the chairperson.

Sp. 637; Theories and Effects of Mass Persuasion; (3) Dr. P.J. Mohr, 5:35-6:50 TTh N.

Classical, contemporary, and homeostatic theories of persuasion are developed and applied to broadcasting and the

print media. Mass-communicated persuasion is compared with persuasion in other audience settings. Explored are the differential powers attributed to the mass media, with identification of strengths and shortcomings of each medium. Conceptual models, typologies of effects, and contributory agents of mass persuasion also are examined. Graded assignments include three "objective" examinations and two critiques of reports on selected topics. This course is designed to aid students as consumers or practitioners of mass persuasion, regardless of academic specialization.

Sp. 645; Stage Lighting; (3) Scott Weidin, 11:30-12:20 MWF.

All aspects of lighting various types of stage productions are covered in this class. The first part of the course concerns itself with the nature of light including such topics as reflections, refraction, color, and basics of electricity. The remainder of this course covers the particulars of theatrical lighting including symbolic light, light and the actors, and design styles and concepts. Specific techniques of mounting light, drawing light plots and schedules, designing and writing light cues, and running the show are covered. Special topics such as designing for dance or musicals, arena and thrust stage lighting and projected scenery are considered. Practical design work in University Theatre productions is encouraged. Prerequisite: Sp. 244.

Sp. 660A; Seminar in Television Audience Research; (3) P.J. Mohr, 1:30-2:45 MW.

Provides an overview of the areas of interest, methodologies, and techniques of measurement in television audience research. Primary emphasis will be given to analyses and reports of data obtained in a current Wichita State University research study of the impact of television on children with respect to viewing habits, program preferences, and parental guidance. The effects of the demographic variables of age, sex, race, education, employment, degree of urbanization, and parental relationships will be analyzed. Students will engage in drafting sections of a final report which will receive nationwide dissemination.

Sp. 660B; Classic Theatre—The Humanities in Drama; Bela Kiralyfalvi, (3), Ar.

This is a television course with one class meeting per month (Saturday morning). The course features performances by London's premiere theatre companies of 13 plays from Shakespeare to G.B. Shaw, (e.g. *Macbeth*, *Edward II*, *The Rivals*, *The Wild Duck*, *The Three Sisters*, *Playboy of the Western World*, and *Mrs. Warren's Profession*.) Reading materials, especially prepared for this course, include an anthology of the plays, essays on the plays and the productions, and background notes on the theatre and society of the various periods. There will be 3 examinations and 3 short papers for all students, with an additional research paper being required of graduate students. Anyone within broadcast range of KPTS, Channel 8 may enroll. The plays will be shown Thursday nights 7:30-10:00 p.m.

Sp. 660C; Broadcast Sales and Promotion; (3), R.D. Freeman, 7:05-9:45 M N.

A vital part of radio-TV operation is the sale of commercial time. Closely related to this is the presentation of station and program image to the public. These and related problems are explored to provide an initial approach to activities in this field. Techniques, research, attitude, management expectation and current tools of the trade are reviewed to provide students with a close look at this lucrative field. Some course work or experience in broadcast operations is a suggested prerequisite.

## Urban Affairs

The Department of Urban Affairs did not submit course descriptions.

## Women Studies

Women's Studies 199, Philosophy of Feminism, Peg Browning & Deborah Soles, (3), 8:30-10:20 T, 9:30-10:20 Th.

This course will concentrate on central issues raised by feminists which have important philosophical dimensions: such as the contemporary role; such fundamental values as fairness, equality and justice; what it means being human, female and/or male. This course draws on past and present writers to examine these issues of feminism. A principle aim of the course is the student's own level of a position on the individual, social and political objectives of feminism. For students having no previous exposure to philosophy. Student progress will be measured by classroom discussion and short written assignments. (Cross-listed as Philosophy 199).

Women's Studies 240, Minority Women in America, Sherri Baucum, 9:30 MWF (3).

An examination of the lives, talents and contributions made by minority women to the American culture. An analysis of the misconceptions about minority women that have been generated and perpetuated through the ages by providing accurate information about their lives and attitudes. To help people relate better to minority women in America and understand their attitudes, sensitivities and emotions. (Cross-listed as Minority Studies 240).

Women's Studies 340, Human Sexuality, Elwin Barrett, 7:05-9:45 T N. (3).

A forum for information and discussion on topics relating to physical, psycho-social and cultural components of human sexuality. Selected topics include female and male sexual attributes and roles, sexual problems, alternate life styles, birth control, values and sexuality, and cultural components of sexualities. (Cross-listed as Social Work 340).

Women's Studies 363, Women in Business, Susan Osborn, 11:30 MWF, (3).

Looks at women in all phases of business, with an in depth look at women in management. A portion of the course will focus on adjustments necessary for women to assume a managerial role. Other specific subject areas include: 1) procedures in hiring women, 2) opportunities for promotion and advancement, and 3) special obstacles which must be overcome for women to

effectively manage the male subordinate. The primary aim of the course is to make both men and women aware of the role women now play in business, and her potential for the future. (Cross-listed as Administration 363).

Women's Studies 382, Women in Administration of Justice, Joana Kruckenberg, 5:35-6:50 TT, (3).

This course is designed to examine the role of women within the criminal justice system. It will be approached from two perspectives: 1) those women employed by the criminal justice system and 2) those women sought after or incarcerated by the criminal justice system. Emphasis will be placed on those facets unique to women in the history of law enforcement and corrections and on identifying present day opportunities for women in law enforcement, courts, correction and prevention agencies plus analyzing how changes are occurring throughout the administration of justice system structure. (Cross-listed as AJ 382).

Women's Studies 389, Women in Society, Charlotte Beahan, 9:00-12:00 S, 7:05-9:45 T N, 7:05-9:45 Th N, Sally Kitch, 10:30 MWF, 11:30 MWF, Marri Vliet, 7:05-9:45 T N, Marion Weiland, 12:15-1:30 TT (3).

Women in the modern world from various perspectives: historical, psychological, sociological, legal, literary, etc. Primary aim: to ascertain the current role of women in society, to discover why women in the past have been relegated to subordinate or inferior positions, to see what challenges are now being issued to these traditional views, to establish how the changes are taking place throughout the social structure. Lectures by experts from various fields plus frequent open discussion sessions. (Cross-listed as Humanities 389).

Women's studies 516, The Sociology of Sex Roles, Marion Weiland, 10:30 MWF, (3).

This course examines the relationships between major societal values and prescriptions for role behavior for both males and females in a variety of human societies. Some time is given to the social factors producing changes in these roles as well as the processes by which these changes are made. Contemporary efforts at promoted change are analyzed. (Cross-listed as Sociology 516).

Women's Studies 550, Women and Religion, Judith Plaskow, 7:05 T N, (3).

An examination, in historical perspective, of both predominant images of women in the Jewish and Christian traditions and women's own religious lives. The course also explores some modern critiques of traditional religious attitudes towards women and their implications for current religious belief and practice. (Cross-listed as Religion 550).

Women's Studies 560, Widowhood, Carol Barrett, 5:35-6:50 MW, (3).

If you are widowed, the relative or friend of a widowed person, a professional who works with the widowed or a student who intends to, this course is designed for you. (Cross-listed as Psychology 560).

Women's Studies 589; Seminar in Women's Issues, Sally Kitch,

Arranged (3)).

This class will give students 1) experiential learning to develop skills in areas related to women's issues, 2) a theoretical basis for the study of women's issues, and 3) independent study and fieldwork in the student's area of specialization related to women. (Cross-listed as Humanities 589.)

Women's Studies 590, Psychology of Women, Joan Brumaghim, 7:05- M N, (3).

Course information is drawn from two complementary sources of knowledge: women and men experiencing themselves in their environment and scientific research findings. What it means to be female/feminine and male/masculine is investigated in terms of cultural roles, biological and behavioral sex differences, and theories of sexual and gender identity. Special concerns of women are discussed: identity, self-esteem, assertiveness, achievement-orientation, sexual capacity, reproductive functioning and parenting, role-conflicts, mental health and therapy. (Cross-listed as Psychology 590).

Women's Studies 599, Women and the Law, Greta Crosby, 10:30-11:20 T, 10:30-12:20 Th, (3)

An introduction to legal aspects of women's rights, including the Equal Rights Amendment; right to choose a name; sex discrimination in employment, education, and credit; welfare, criminal justice. The course is designed to increase the student's level of awareness of these legal aspects of a woman's life, to induce a questioning attitude toward present practices, to give an indication of the directions in which legal remedies may lie, to encourage assertion of legal rights where appropriate, to increase vocational choices among women in legal fields, and to increase the student's understanding of the process of law as an aid to active citizenship. (Cross-listed as American Studies 599).

Women's Studies 752J, Women in Education, Elizabeth Harris, 7:05 Th, (3).

Examines the sex role definition process as it takes place in schools, women's roles in educational institutions, and the feminist alternatives to current practices. Study of these topics will focus on the historical viewpoint as well as present conditions and trends. Reporting on and discussion of individual research finding; individual investigation into appropriate topics; development of lessons and classrooms materials which deal with women; inquiry-based classroom investigations of problems facing women in education; reading of a variety of materials dealing with topics of study; and speakers from the field. (Cross-listed as Education 752J).

Women's Studies 870, Women's Needs: Professional Interventions, Carol Barrett, 1:30-4:10 T, (graduate level), (3).

For graduate students in the mental health fields and related disciplines, e.g. psychology, women's studies, nursing, personnel and guidance, etc. Together we will undertake an intensive learning experience in current professional helping methods responsive to common developmental and clinical crises for women. Enrollment will be limited to 15 students. Please contact Dr. Barrett as soon as possible to let her know of your interest in taking the course.