“Learning acquired in youth arrests the evil of old age; and if you understand that old age has wisdom for its food, you will so conduct yourself in youth that your old age will not lack for nourishment.”
"Having created the one most beautiful of portraits, the one most beautiful picture, the one most beautiful fresco, the one most beautiful cartoon, he was content, and gave his mind to other things, — to the modeling of an immense horse, to the building of the Naviglio canal, to the contriving of engines of war, to the invention of a diving-armor, flying machines, and other more or less chimerical imaginations. He suspected the usefulness of steam, and predicted the balloon; he manufactured mechanical birds which flew and animals which walked. He made a silver lyre fashioned in the shape of a horse's head, and played upon it exquisitely. He studied anatomy, and drew admirable myologies of which he made no use. He manufactured all the materials he used, even to his varnishes and colors. He was distinguished as a military and civil engineer, as a geologist, geographer, and astronomer; he rediscovered the principles of the lever and of hydraulics; he was a great mathematician and machinist, a physiologist, and a chemist. He invented many serviceable instruments that are still in use, like the saws employed today at the quarries of Carrara. He designed breech-loading cannon, and demonstrated the advantages of conical bullets. He invented the camera obscura. He planned the great works of engineering that have controlled the courses of the Arno and the Po. He walked beside the sea, and understood that the waters were composed of countless molecules. He watched the billows in their rhythmical advance, and comprehended that light and sound moved onward in succeeding waves. He looked into the heavens, and perceived that the world was not the centre of created things, forestalling the discovery of Copernicus; and he saw that the universe is held together by the attraction of gravitation. He knew that the tides obeyed the moon, and that the waters of the sea must rise highest at the equator. Long before Bacon he evolved a philosophy, looking to human experiences and to nature for all solution of his doubts . . .”

Theophile Gautier
The University of North Florida opened in October, 1972, as one of the newest upper division universities in the state. A commuter campus, UNF primarily serves the people of Northeast Florida, especially Jacksonville. The majority of students come to UNF from area junior colleges where they complete the first two years of college. UNF offers no freshman or sophomore programs.

The undergraduate program of the College of Arts and Sciences has been based on a strongly held conviction that the real purpose of any liberal arts college, whether it is a traditional four-year or a junior college-upper level university, should be to assure that the central core of man’s accumulated knowledge passes from one generation to the next. It is also important that the program should be balanced so that emphasis is given to the imaginative and aesthetic ideas of the arts and humanities as well as to the concepts and methodologies of the sciences. While no one can expect a curriculum today to anticipate accurately the specific knowledge and methodology required by society a decade or two from now, it is safe to say that the student’s best insurance for coping with the future is the development of a versatile mind, a faith in reason, an appreciation of his cultural heritage and an understanding of the interdependence of knowledge.
A liberal arts curriculum, therefore, should be especially the one place where the student can be party to a broad intellectual *venture* where it is possible to explore, to question, to accept and even to resist intellectually, those values society has sought to impose upon him. It is our hope that such a broadly conceived curriculum will succeed in freeing as well as training the intellect which is, after all, the highest goal we can set for our students and ourselves. It is also our hope that such a program will provide a liberal experience which introduces new ideas, new ways of thinking about old ideas, and above all, a place where student and professor alike share the common right to think uncommon thoughts, believe uncommon beliefs, ask uncommon questions and have the equal right to become unequal.

The faculty also believes that it is just as important during the undergraduate years to develop the capacity to “understand and enjoy living” as it is to prepare to “make a living.” For to understand his place in life, it is now more important than ever before for the student to become, at least to some degree, both generalist and specialist. And it is probably safe to say that no one in the history of mankind exemplifies to a higher degree the achievement of becoming both “generalist and specialist” than does Leonardo da Vinci. To him there was no clear dichotomy between the arts and sciences. Where else has the thirst for knowledge, the love of beauty and the understanding of science been combined to such an extent in a single intellect? Therefore, it seems only fitting that Leonardo should provide the intellectual inspiration for the *Venture* component of the college curriculum.

**The Leonardo da Vinci Venture Concept**

About one-third of the Arts and Sciences program is devoted to *Venture* courses. These courses are created especially to encourage the student to extend his educational experience beyond his major field; that is, to venture into new fields and to nurture an intellectual curiosity to seek not only an understanding of his culture, but the relationship of his culture to other cultures. *Venture* courses are advanced courses. In many cases the courses are new in approach and focus on vital issues and phenomena of today. But they may also deal with profound and enduring topics of the past. They are, however, likely to be innovative in teaching style, in student experience, and in content. The student may find himself reading a number of books, articles, essays, newspapers; or he may be experiencing films, events, field
trips, or visiting consultants in a portion of the course. Such experiences may contrast markedly with traditional courses.

*Venture* courses also will be constantly evolving, often will be interdisciplinary, with lively dialogue and interaction characterizing the mode of the experience. The classroom walls will neither inhibit the student nor the professor from pursuing their topics, in teams or singly, in the library, at a theatre, on a farm, in a ghetto, on a camping trip or in whatever other living experience is appropriate to the subject of inquiry. A predominantly non-lecture format will involve the student and professor jointly in a search for truth, meaning and revelation about a given subject.

*Venture* courses should extend and expand a student’s outlook. They should extend habits of inquiry and reflection into areas of interest (social, political, psychological, humanistic, scientific, and aesthetic) in which students have had little, if any, previous disciplinary experiences. Ideally, the experience in such courses should encourage student and teacher alike, as Henri Bergson said, to “think as men of action, act as men of thought.” The *Venture* component is particularly vital to the success of the Arts and Sciences program at the University of North Florida and is the distinctive feature of the College curriculum.

"Every action must necessarily find expression in movement."
In general, *Venture* courses have the following characteristics:

- They are designed to be explorations into areas of knowledge rather than traditional surveys. This means the courses use a range of resource materials with relatively little use of standard textbooks.
- The courses are for the non-major.
- They are designed to stimulate creativity and independence of thought and to encourage verbal interaction.
- They are designed to be reflective or experiential, or both.
- They will stress substantial reading and writing.
- They should encourage non-traditional modes of teaching and learning.
- The grading system is designed to spare the student a possible F on his transcript — F's are not recorded, and D's are recorded only at the student's request.

**The Venture Studies Grading System**

Because of the unique nature of the *Venture* courses, and in recognition of their special objectives, the grading system differs from that applying to regular courses. Professors submit the grades in *Venture* courses in the normal manner. However, if the grade received is below "C" neither the grade nor a record of the course attempted is recorded on the student's official transcript. If a student receives a "D" grade and desires credit for a *Venture* course, he must inform the Student Records Office at least two weeks prior to the end of classes.

Not recording the attempts resulting in "F" and "D" grades should eliminate the student's fear that taking courses in unfamiliar areas will damage his grade point average. This does not sacrifice the punitive element in grading entirely, for the student is informed that he has not done well in the course and suffers the additional deprivation of losing a ten week investment in time and money, as well as five hours of credit. However, he does avoid being stigmatized for failing to succeed in a venture he has been asked to take by the College of Arts and Sciences in an effort to encourage liberal education.
The Venture Requirement

In encouraging the student to broaden his intellectual experience and perspective, the college requires that about one-third of his work be done in fields outside his major area.

Using the circle to represent the College and arranging the basic disciplines around its circumference, the quadrants of the circle may be used to represent the four subdivisions of the College.

To complete the 35 hour distribution or Venture requirement the student chooses at least 30 hours from disciplines outside his major quadrant, taking 10 hours in each of the three quadrants. An additional five hours are chosen by the student from any course, Venture or conventional, offered at the upper level. The only exception to this is that if a Venture course is taken in the major quadrant it may not be a Venture course in the student’s major discipline. The student is advised to choose Venture courses, and most do, although conventional departmental course offerings for which the student has the necessary prerequisites are acceptable alternatives for Venture courses. This assures the student an intellectual experience spanning the disciplines and satisfies the College goal of a balanced humanities-science curriculum.
VENTURE COURSE OFFERINGS

A listing of Venture courses offered since the opening of the University in the fall of 1972 follows. The course titles and their descriptions will give some understanding of the nature of the Venture concept. Not all Venture courses are repeated each year. However, new Venture courses are constantly evolving and old ones may be discontinued. This is part of the Venture concept.

COLLEGE OF ARTS AND SCIENCES

Department of Fine Arts

ART 960  Experiences in Art  Mr. McMillan
Visual Thinking and Perception. A project oriented course
designed to explore form, texture, line, color, perspective
and the nature of art.

ART 961  20th Century Music and Art: "Quo Vadis?"  Mr. Funkhouser
An investigation of the developments in music and art from
1900 to the present. The course will emphasize a study of
color slides of art works and recorded performances of
music presented in class and available in the A/V Library.

ART 962  Forum in Aesthetics and Environment  Mr. Williams
Man's participation in his environment through the medium
of his aesthetic sense. Project required.

ART 963  Africa: Art-Mythology  Mr. Williams
A look at the art of West and Central Africa with an em-
phasis on its close relationship to religion.
ART 964 Adventures in Art  
Dr. Loftin  
An uninhibited look at Western painting, sculpture, and architecture. Sample topics to be discussed include art and magic; images of God; the human form; art and eros; frauds, forgeries, and fakes; and art as propaganda.

ART 965 Art: What It Is  
Mr. Charles  
An art film-slide-lecture-discussion-participation course, including area artists' talks and art museum visits. Project required.

ART 966 The Renaissance: Its Life and Art  
Mr. Funkhouser  
An investigation of Western Civilization from 1400 to 1600 through a study of the music and art of the period. Special emphasis will be placed on the painting, architecture and music of Italy.

ART 967 Video Venture  
Mr. Williams  
Students and their instructor will create, rehearse and prepare for video taping at least one theatrical event. Work on location is a distinct possibility as are costume designing, script preparation, set design and other activities which the class may determine are necessary to accomplish their objectives.

ART 968 Classicism: The Phoenix in Western Art  
Mr. Funkhouser  
An investigation of the spirit and form of Classicism from its beginnings in fifth century Greece to contemporary times. Examples of architecture, sculpture, painting and music will be discussed.

ART 969 Ten Great Masterpieces of Western Art  
Dr. Reynolds  

ART 970 Italian Renaissance Art: A Reevaluation  
Dr. Reynolds  
Earlier Renaissances; 14th Century—Gothic or Proto-Renaissance?; Three phases of Early Renaissance art; Was there a "High Renaissance?"; Mannerism—Renaissance or Anti-Renaissance. The various meanings of the term "Renaissance" in Italian art will be explored through selected examples of painting, sculpture and architecture.

ART 971 Concept, Creativity and Design  
Mr. Porter  
The creative process, how it applies to the conception of visual material and its application to other areas of problem solving. An investigation of how these design concepts are used and their effect upon our society.

ART 972 Art: The Contemporary Experience  
Mr. Charles  
An experimental non-artists workshop approach in experiencing creative form and heightening personal awareness and understanding of some of today's avant-garde art concepts.
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<tr>
<th>Code</th>
<th>Course Title</th>
<th>Instructor</th>
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<tr>
<td>ART 973</td>
<td>The Greek Experience</td>
<td>Dr. Loftin</td>
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<td>An in-depth look at the whole culture of Greece, one of the fountainheads of Western culture. Emphasis will be on art, philosophy, and history. We will try to show that the problems the Greeks confronted and their solutions are still of great value to modern man.</td>
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<tr>
<td>ART 975</td>
<td>Kitsch: Beauty in Art</td>
<td>Mr. Funkhouser</td>
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<td>A study of Beauty through an investigation of unbeautiful things.</td>
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<td>ART 980</td>
<td>Theatre Workshop</td>
<td>Dr. Decker</td>
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<td></td>
<td>The members of the class will explore the various experiences and components of the producing theatre. We will be engaged in learning how to express ourselves as individual actors and as an ensemble. As a final project the class will prepare to participate in a spring production of “The Visit” by Friedrich Durrenmatt.</td>
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<tr>
<td>ART 981</td>
<td>Theatre Workshop: “The Visit”</td>
<td>Dr. Decker</td>
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<tr>
<td></td>
<td>The members of the class will explore the various experiences and components of the producing theatre. We will be engaged in learning how to express ourselves as individual actors and as an ensemble. The class will participate in a production of “The Visit” by Friedrich Durrenmatt.</td>
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<td></td>
<td>An exploration of what is “good” music, utilizing classical, jazz, blues, folk, popular and rock styles.</td>
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<td>MUS 961</td>
<td>The Age of the Baroque</td>
<td>Mr. Bloomer</td>
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<td></td>
<td>An investigation of the various musical styles and related arts of the Baroque era.</td>
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<td>MUS 962</td>
<td>Music and The Arts</td>
<td>Mr. Bloomer</td>
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<td></td>
<td>An historical approach to the humanistic tradition of the West and an emphasis on music and its relationship to the other arts.</td>
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<tr>
<td>MUS 963</td>
<td>Black Music... Is It?</td>
<td>Mr. Brown</td>
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<td></td>
<td>This course is concerned with exploring the sociological, historical, psychological, and musical characteristics of the varieties of Black musical genres which emerged from Afro-American culture in the United States.</td>
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<tr>
<td>MUS 964</td>
<td>Great Piano Music</td>
<td>Dr. Yessin</td>
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<td>Through live classroom performances and student biographical projects, the group will examine major piano compositions and their creators from Haydn to the present day. Included will be composers such as Beethoven, Chopin, Scott Joplin and John Cage. The class will also learn to play simple pieces by each composer through class piano instruction.</td>
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<tr>
<td>MUS 965</td>
<td>Librettos and Literature</td>
<td>Mr. Funkhouser</td>
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<td></td>
<td>A study and comparison of opera librettos and their genesis from literary sources. Musical analysis will explore the relationships between verbal and aural modes of expression and their respective effectiveness.</td>
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Department of Economics

ECO 960  Economics of Environmental Problems  Dr. Shapiro
Current environmental problems and approaches to their solution. Special emphasis on local problems.

ECO 961  Poverty in the United States  Dr. Lloyd
The nature and causes of poverty in the United States and alternative proposals for its reduction. Special emphasis on economic discrimination.

ECO 962  The Soviet Economy: Problems and Prospect  Dr. Woods
Selected current problem areas in the Soviet economy. Examination of trends in Soviet growth and development.

ECO 966  Radical Economics  Dr. Pluta
A radical view of the American economy examining militarism, racism, imperialism, alienation, environmental destruction, sexism, power, income inequality, and the extent to which these are caused by dehumanizing institutions of contemporary capitalism.

ECO 967  Who's Minding the Store?  Dr. Pluta
A different and stimulating look at some of our current economic problems and the people and actions that fail to solve them.

Department of History

PHI 960  Deductive, Inductive, and Seductive Thinking  Dr. Loftin
A study of the ways language can be used to lead and mislead us. We'll talk about arguments, definitions, fallacies, and statistics, among other things. No attempt will be made to develop intricate and elaborate formal mechanisms except where they are directly relevant to differentiating good thinking from bad.

HIS 961  Your History and Mine  Dr. Crooks
An examination of recent American History for a perspective on contemporary political, economic, racial, cultural, and foreign policy issues.

HIS 962  Civilization and Its Discontents  Dr. Loftin
This will be an attempt to come to an understanding of what "civilization" is, what conditions give rise to it, and what conditions are necessary for its continued survival. We will compare and contrast our culture with some highly civilized societies and with some not so highly civilized as we try to determine to which category ours belongs.

HIS 964  West African History and Culture: An Ethno-Historical Approach  Dr. Schafer
Examines specific African ethnic groups, the Malinke, Bambara, Dogon, and Fulani, through film and novels, stressing the ethnological and historical approaches to show the importance of Africa in an increasingly interrelated world, and to the history of Afro-Americans.
HIS 965  Revolutions and Revolutionaries  Ms. Clifford
An experience in comparative history, using modern revolu-
tions since 1789.

HIS 966  Woman's Role: Past and Present  Ms. Clifford
An examination of the contemporary woman's liberation
movement in the context of the historical development of
woman's role in 19th and 20th century European and Ameri-

can society.

HIS 967  Contemporary Race Relations  Dr. Schafer
Examines the pertinent social science literature on national
patterns of race relations using Jacksonville as a learning
laboratory.

HIS 968  Preconceptions and Misconceptions: The Role of
Bias in the Interpretation of Past and Present  Ms. Radwan
Through discussion, reading and research, an attempt will
be made to determine the factors that create a bias; the
methods by which it is transmitted to others and its poten-
tial for shaping public policy. The symbiotic link between
public predilections and governmental policy will also be
examined.

HIS 969  White Rule in Southern Africa:
Continuing Colonialism  Dr. Schafer
This course will examine the historical patterns leading to
the establishment of minority white rule in the Portuguese
colonies of Mozambique and Angola and the nations of
Rhodesia and South Africa. Novels and films will be utilized
to understand the racial segregation systems, called Apar-
theid in South Africa. Social and economic conditions of
blacks in Southern Africa will also be examined. The cur-
rent black liberation movements will be discussed, along
with prospects for peaceful change.

HIS 970  The Middle East  Ms. Radwan
Beginning of an examination of the historical forces that
have shaped the contemporary Middle East. Emphasis will
be placed on the intra-Middle East relationships in the 20th
Century and the role they play in world politics.

HIS 971  American Biography  Dr. Crooks
A study of American history through biography, examining
the efforts of leading Americans to shape or respond to
major forces, crises and developments in American history.

Department of Languages and Literature

LIT 960  American Poetries
Redefinition of American poetry in terms of esthetic and
cultural pluralism. Concrete, found, and sound poetry; poetry
of Blacks and Indians, women and children; Academic and
Beat, popular and elite poetry; war and peace, ecology po-
etry; blues, folk, and rock poetry, etc.
LIT 961  **What is Existentialism?**  Dr. Slaughter
A course of study and reflection that evolves from a question. Psychological works — such as Carl Rogers’ *Freedom to Learn* or Maslow’s *Toward a Psychology of Being* — blended with literary works — such as Beckett’s *Waiting for Godot*, Dostoevski’s *Notes from Underground*, Kafka’s *The Trial*, or Camus’ *The Stranger*, even Greenberg’s *Going Nowhere* — as the grist of existential growth. Investigation of one’s own culture and reality and such optional choices as Situation Ethics, the God-is-Dead Movement, the counter culture, alternative life styles, Third Force Psychology, or even Black Humor, depending on student background and interests.

LIT 962  **Studies in Recent American Fiction:**  
*Slices of American Pie*  Dr. Bizot
Varieties of American experiences as reflected in fiction. Reading, thinking about, discussing and writing about novels will be the primary activities of the course. Students will, however, be encouraged to look elsewhere for supplementary materials: to films and periodicals, to songs and television.

LIT 963  **Mysticism: East and West**  Dr. Pachori
Study of the Transcendental Movement that stemmed from the East and later moved to the West, through perceptive discussions of such works as the Upanishads, the Bhagavad-Gita, and the Dhammapada. Writers such as Coleridge, Carlyle, Emerson, Thoreau, and some German transcendentalists will be studied.

LIT 964  **Fantasy, Freud, and Science Fiction**  Dr. Tilley
Some study of depth psychology will provide the basis for an investigation of five works of fantasy and science fiction. We will consider works by Freud, Jung, Tolkien, Vonnegut, Homer, Frank Herbert, and Arthur C. Clarke.

LIT 965  **The Wonder that Is India: Her Arts and Literature**  Dr. Pachori
Indian culture and personality through study of such works as the *UPANISHADS*, the *BHAGAVAD-GITA*, the *RAMAYANA*, and the *MAHABHARTA*. Students select projects on literature, architecture, religion, philosophy, mysticism, sculpture, painting, music or dance. Writers such as Kalidas, Tagore, Gandi, Markandaya, and Narayan are to be discussed. You are to see and feel India’s life and thought through her arts and literature.

LIT 966  **American Renaissance**  Dr. Pachori
Reading and discussion of Poe, Hawthorne, Melville, Emerson, Thoreau, and Whitman — with emphasis on ideas and values. Investigation of 20th century survivals of 19th century romanticism(s), myths and heroes, individualism and communism, varieties of transcendental experience, natural and supernatural, primitivism, feminism, civil disobedience, etc.
LIT 967 Philosophy: What You Always Wanted to Know About It But Were Afraid to Ask  
Dr. Loftin  
Discussion of some of the great philosophical problems of our day, not the technical ones, but the ones which bear directly on our lives. Sample problems to be discussed include the existence of God, good and evil, and the relationship of mind to body.

LIT 968 Man and His Fictions  
Dr. Bizot  
Fiction and fiction-making — from jokes to parables to short stories to novels, including such writers as Dostoevsky, Joyce, Porter, Twain, Hemingway, Brautigan, and Kosinski. Close attention to fictional forms and related social and psychological realities. How do the fictions you experience give shape and invention to your life?

LIT 969 Dues, Blues, and Langston Hughes  
Dr. Bizot  
Studies in black American literature and culture. Selected readings (e.g., autobiographical works by Langston Hughes, Richard Wright, Dick Gregory, Anne Moody, Malcolm X), selected recordings (e.g., country blues, urban blues), plus other aspects of black American culture (e.g., film, television, popular magazines).

LIT 970 Signs, Symbols and Literature  
Ms. Evans  
A study of symbols and their usage in society, general communication, and, finally, selected works of literature. Articles and essays by Jung, Yaeger and Selznik, Whitney and Morris will be used in the discussion of signs and symbols.

LIT 971 The Literature of Choice: From Sin to Celebration  
Dr. Cacciola  
Students will read utopian literature, novels, and view films selected on the basis of their appropriateness for demonstrating choices available to man within the dialectic of freedom and dignity. Essays from the disciplines of psychology, philosophy, sociology, and religion will provide explication of the dialectic, and works from print and non-print media will stimulate topics for discussion and analysis. Readings will span from Plato's Republic to Arthur Miller's After the Fall.

LIT 972 The Bead Game: Experiments in Cross-Disciplinary Thinking  
Dr. Tilley  
In his novel, The Bead Game, Herman Hesse describes a group which has learned to relate any category of human activity and knowledge to any other category. In the last few years, scholars such as Roman Jakobson and Claude Levi-Strauss have actually developed ways of relating, for example, visual and verbal form or kinship patterns and linguistic patterns. We will talk about the efforts of these men and go on to explore ways in which our major fields can be related to other fields. Topics might include the nature and use of statistical models, ways of describing visual art, and the like.
LIT 973 Literature of the Eastern World  Dr. Pachori
Study of drama and fiction of India, China, and Japan with investigation of the social, political, cultural, and intellectual backgrounds, relative to the individual works of the three major countries of the East. Students report on their chosen work and select projects to be produced in the form of major papers. Writers such as Sudraka, Kalidasa, Tagore, Narayana, Mao Tun, Lusin, Tuan-mu Hungliang, Ibuse, Masuj are to be discussed. Certain contemporary and age-old issues of the Orient are focused through dramatic and fictional representation.

LIT 975 Men, Monsters, and Gods: The Literature of Science Fiction and Fantasy  Mr. McElreath
The course will explore the dreams and nightmares of science and religion as reflected in such forms of literature as Science Fiction and Fantasy. Special attention will be paid to the conflict between science and religion which can be traced from Frankenstein through H. G. Wells and C. S. Lewis and finally to such contemporary writers as Isaac Asimov, Arthur C. Clarke, and Kurt Vonnegut. Evolution, mythology, racial consciousness and destiny, and the possibility of Utopia will be discussed as some of the defining factors in man’s attempt to give some meaning and projection to his existence through the agency of the imagination.

LIT 976 Women: Past, Present, and Future  Dr. Decker and Ms. Clifford
An exploration of the perceptions, problems and possibilities of women and women’s movements as expressed in image, theory, and action. We shall inquire into the persisting images and prescriptions vis-à-vis women as reflected in Western literature, analyze the self-images and motives of feminists as expressed in their autobiographies, and the progress and problems of Western feminist movements past, present, and future.

LIT 977 Classical Literature of India  Dr. Pachori
Study of the classical works of Indian literature which importantly include Indian epics, folk-tales, ancient plays, and the mystical Upanishads and the Buddhistic Dhammapada in order to help students perceive certain Eastern values — mythological, historical, social and religious — of ancient India.

Department of Mathematical Sciences

MSC 960 Mathematics Humanized  Dr. Elgethun
Lectures, readings and discussions to learn about Mathematics rather than to learn Mathematics. Individual students will study the contribution of Mathematics to their own prospective major field.

MSC 961 Excursions into Mathematics  Dr. Caldwell
The two texts How to Solve It and The Spirit and Uses of the Mathematical Sciences will be read and discussed by the
"Therefore, O students, study mathematics and do not build without foundations."

group to gain some insight into how a mathematician thinks, what kinds of problems he attacks, and how these problems arise. This is expected to lead to investigation of several areas of mathematics — again from a mathematical point of view — and will culminate in researching the lives and contributions of famous mathematicians of the past few centuries. This latter task will be accomplished through individual term papers and reports. The primary role of the instructor in this will be to assist the students in gaining a perspective of the mathematical significance of the contributions.

MSC 962 Musico — Mathematical Relationships  Dr. Winton
This course will explore from the viewpoint of mathematics those aspects of music having intimate connections with mathematics. Possible directions include mathematical problems associated with just tuning, composition (formalism, serialism, electronic music), and the physics of music (harmonic analysis). To provide a common basis for discussion, the text Science and Music will be read. It is expected the class will break up into smaller seminars determined by common topic interests. Assuming a class of non-mathematicians, the role of the instructor will be to provide assistance towards understanding the mathematics which occurs and the viewpoint of the mathematician relative to topics discussed.
Department of Natural Sciences

NAS 960 Nuclear Energy: Boon or Bane?  Dr. Healy
This course is concerned with (1) how the atomic nucleus serves as a source of energy, (2) the many applications of this energy including electric power, medical, military and industrial and (3) the environmental problems associated with nuclear energy.

NAS 961 Energy — Past, Present, and Future  Dr. Healy
Following a look at energy resources and utilization of the past 200 years, the course will examine closely those 20th century developments which have brought on the present energy crisis. The course will then explore the scientific basis, technological status, environmental impact and economic implications of future energy alternatives as we proceed to the 21st century.

NAS 962 Science and Other Things  Dr. Huebner
The course will explore relationships between science and human affairs. Of special concern will be the interactions of science with other fields of study. Individual students will study the use of science in their own prospective major field.

NAS 965 Man and Earth: Suicide or Survival  Dr. Bier
How we contaminate our environment. What it can do to us. What we can do about it.

NAS 966 Our World and How We Know It  Dr. Bier
The role conceptual models play in the process of understanding our world will be explored. The problems of the nature of matter and energy, the origin of species and the nature of the universe will be examined in their historical development. The instructor will coordinate the investigation of models within other disciplines.

NAS 967 Chemistry, Drugs and You  Dr. King
An in-depth look at a few of the chemicals or groups of chemicals that have had a significant impact on the "way of life" in America. Topics to be discussed include DDT and other pesticides, food additives, cyclamates, and drugs, both prescription or non-prescription, licit and illicit. The structure and reactivity of synthetic and naturally occurring compounds will be discussed: the social economic and political implications of their existence and use will be considered.

NAS 968 Field Ornithology  Dr. Loftin
Modern humans live in the midst of a rich and varied biological world of which they are amazingly ignorant and unaware. This course will attempt to make the student more sensitive to his environment through the field study of one important kind of organism, the birds. (Each student will be responsible for his or her own transportation on many field trips and must furnish his or her own binoculars for field study.)

NAS 970 Genetics and Society  Dr. Stine
Current knowledge of heredity and its implications in human affairs, past, present, and future. (There will be occasional field trips.)
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<th>Course Code</th>
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<tr>
<td>NAS 971</td>
<td>Bioethics: The Right to Exist</td>
<td>Dr. Stine</td>
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<td>Procreation, Maturation, Death</td>
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<td>Population control implies behavior control. Policies which affect the rate of birth, availability of modern medical technology and the rate of death hold very important implications for social and biological population growth. Social awareness of the difficulty in making ethically acceptable biological decisions with respect to the rights of the individual and his responsibility to society in matters of procreation, maturation and death will, over time, establish the quality and quantity of man. The main issue then to be dealt with in this course is how one finds the proper balance between the good of the individual and the good of society.</td>
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<tr>
<td>NAS 974</td>
<td>Contemporary Human Health Problems</td>
<td>Dr. Walker</td>
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<td>This course will deal with contemporary human health problems such as cancer, heart disease, drug abuse and venereal disease. Human biological functions will be described in layman's terms prior to a consideration of how disorders affect these functions.</td>
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<tr>
<td>NAS 976</td>
<td>The Origin of Life</td>
<td>Dr. Bowman</td>
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<td>An exploration of how life originated on earth. All current theories will be discussed in layman's terms from various points of view. Consideration will be given to the possibility of extraterrestrial life and how to communicate with it (them?).</td>
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<tr>
<td>NAS 977</td>
<td>Water Pollution</td>
<td>Dr. Bowman</td>
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<td>The object of this course is to establish a water quality map of the Jacksonville area. After two weeks of classroom orientation, students will spend the remainder of the term collecting samples and analyzing them by simple, but accurate, methods in a specially equipped laboratory. No previous experience in chemistry is required.</td>
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<tr>
<td>NAS 980</td>
<td>Human Ecology</td>
<td>Dr. Demort</td>
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<td>A study of man's impact on the environment — past, present and future possibilities. Topics will include various aspects of water and air pollution, human population expansion, endangered species, conservation of natural resources and the wilderness ethic.</td>
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<tr>
<td>NAS 984</td>
<td>Food and Nutrition for the Layman</td>
<td>Dr. Coy</td>
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<td>We are rapidly reaching a time when completely natural food will be unavailable. Being well into this transition current manufacturing and merchandising practices versus nutritional and dollar value will be discussed. Changing food textures, sources, and quality as related to diet, calories, vitamins, and usefulness will be compared to “convenience” foods, health and consumer reports, and “new” wives tales.</td>
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<tr>
<td>NAS 985</td>
<td>Science and Pseudoscience: Fad, Fact, and Fancy</td>
<td>Dr. Brumbaugh</td>
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<td></td>
<td>An open-minded exploration of topics such as extrasensory perception, astrology, medical fads, and the Loch Ness monster through class discussions and individual student presentations.</td>
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Department of Political Science and Public Administration

POS 960  The Quality of Life in America  Dr. DeLue
Exploration of the political dimensions of contemporary problems affecting the quality of life in America including pollution, poverty, power, and fear.

POS 962  Art and Politics  Dr. Decker
The producing arts as vehicles for political behavior. Explores the potential political content, form and action in various arts at different points in recent historical and contemporary experience.

POS 980  Politics Left, Right and Center  Dr. DeLue
This course will study the different brands of political ideology now current in American society with the intention of seeing how different ideologies cause people to understand and to act differently with regard to the same political events.

Department of Psychology

PSY 960  Human Conflict in Black and White  Dr. Kranz
To create an awareness of and a sensitivity to the inter- and intra-personal forces that continue to generate racism in America. From this knowledge and feeling about race relations, a more mutually beneficial personal behavior pattern may be developed.

PSY 961  Human Sexuality  Dr. Chamblin
To provide a sensitivity to and an appreciation of the physiological, psychological, legal, and ethical factors that affect human sexual behavior. Information will be presented to permit the student to gain a better understanding of personal sexuality and the sexuality of others.

Department of Sociology and Social Welfare

SOC 960  Womanhood in Modern Society  Dr. Rasche
An exploration of the relationships between personality growth, cultural expectations, social mythologies, and the socially defined role of women in a changing world. Discussion of selected classical and contemporary works highlighting the moral, social, and political issues emerging as a consequence of rapid change. Consideration of contemporary movements designed to reshape the role of women and redefine their position in the modern world.

SOC 961  Utopias: The Search for Heavens on Earth  Dr. Rasche
A venture into utopia-building, studying the motivations, efforts and results of attempts to recapture Eden or to create the ideal society. Consideration of actual historical cases, utopian literature and modern commune movements.
SOC 970  The Urban Scene  Dr. Kuthiala
An Experimental Venture into the urban scene as a natural research laboratory. Designed for men and women desiring to develop their competence in studying and understanding the problems and prospects of urban life. Structured involvement to facilitate a discovery of urban issues and urgent national concerns.

SOC 971  The Quest for Identity  Dr. Kuthiala
A venture designed to consider the troubled conscience of American society, its quest for identity, and the endless crisis involving social movements, militancy, sex, drugs, new life styles. Consideration to be given to the effects on the individual, the community and society.

SOC 972  Societies Around the World  Dr. Kuthiala
This course is structured to understand the growth of human societies around the world, starting with the evolution of man and discussing the formation of hunting, gathering and fishing societies. We will further explore how band, tribal, village and feudal societies have grown to become modern nations. In this context we will take societies from Africa and Asia.

SOC 973  Simulating Society  Dr. Newman
In this course we will attempt to broaden our awareness and understanding of the ways in which American society works by playing Simsoc. We will create groups which will represent different geographical areas, political parties, mass media, businesses and others. As members of these groups we will try to attain certain general objectives and in doing so will address ourselves to problems of social order and social change. We will talk about our experiences and try to relate these to selected readings. Hopefully, we will be able to do some theorizing about American society.

SOC 974  Eastern Cults and Western Materialism  Dr. Kuthiala
This course is designed to explore value systems rooted in Hinduism, Buddhism, Islam, Confucianism and Taoism and how these (religions) have encouraged cults such as polytheism, reincarnations, other-worldliness, yogas, and Maharishis. These values are contrasted with the monotheism of the West and protestant reformation which has encouraged materialism. A comparative study of the two social heritages is explored.

SOC 975  The “New” Religions  Dr. Hargrove
An introduction to the variety of religious groups currently found on the American scene. An investigation into factors behind the rise of interest in new religious expressions and in Eastern religions, as well as changing patterns in traditional religious groups.
COLLEGE OF BUSINESS ADMINISTRATION
Department of Economics (See College of Arts and Sciences)
Department of Finance, Insurance and Land Economics

FIN 960  Family Finance  Mr. Jones
Discussion of the principal financial problems faced by the individual and the family. Cannot be used for credit toward the BBA degree.

INS 960  Issues in Economic Security  Mr. Jones
Discussion of uncertainty and actions society takes to achieve security. Not open to students in the College of Business Administration.

Department of Management, Marketing and Business Law

BUL 960  Business Law for the Individual  Dr. Micks
Contracts, wills, personal liability and other elements of Business Law particularly applicable to the individual. Not open for credit for students in the College of Business Administration.

MAN 970  Employment Practices  Dr. Tomlinson
A study of rules and customs that affect people at work. Includes sections on wage and hour laws, equal opportunity programs, retirement benefits, employer recruiting and promotion programs, etc. Not open to students in the College of Business Administration.

COLLEGE OF EDUCATION

EDU 960  A Time of Crisis: Change in Education  Dr. White
A critical look at public education matched against the needs and demands of the current social and technological revolution.
COLLEGE OF ARTS AND SCIENCES
Baccalaureate Program

Requirements for the Bachelor of Arts degree

The requirements for the B.A. degree in the College of Arts and Sciences may be summarized as a minimum of 90 upper-level quarter hours composed of the following components:

Major

At least 35 quarter hours in a single discipline chosen as the "major."

Contextual

A maximum of 20 hours in subjects related to and supporting the major. The total hours of major and contextual courses should not exceed 55 hours.

Venture

The remaining 35 hours of the program is devoted to the Venture requirement which has been fully described in detail on page 6.

The College of Arts and Sciences offers majors in the following subjects:

Art
(options: General Art, Graphic Design)

Economics

History

Literature
(options: English,)

Literature-
Communications)

Mathematical Sciences
(options: Mathematics, Computer Science, Statistics)

Music

Natural Sciences
(options: Biology, Chemistry, Interdisciplinary Science)

Political Science
Psychology
Sociology

Certificate programs are available in —

American Studies
Black Studies
Criminal Justice
Social Welfare
"What is fair in men, passes away, but not so in art."
Information concerning specific requirements for each of the above programs in each of the majors may be obtained by writing to the department chairman.

**Willard O. Ash**
Dean of College of Arts and Sciences
Professor of Mathematical Sciences
B.A. (St. John’s College, Annapolis)
M.A. (University of Maryland)
Ph.D. (Virginia Polytechnic Institute)

**James B. Crooks**
Assistant Dean of College of Arts and Sciences; Chairman and Professor of History
B.A. (Yale University)
M.A. (Johns Hopkins University)
Ph.D. (Johns Hopkins University)

**William H. Caldwell**
Chairman and Professor of Mathematical Sciences
B.S. Washington College
M.S. (Rutgers University)
Ph.D. (Rutgers University)

**Thomas M. Mongar**
Chairman and Professor of Political Science
B.A. (University of Montana)
M.A. (University of Oregon)
Ph.D. (University of Oregon)

**Barbara J. Hargrove**
Chairman and Associate Professor of Sociology
B.S. (Colorado State University)
M.S. (Colorado State University)
Ph.D. (Colorado State University)

**Gerson Yessin**
Chairman and Professor of Fine Arts
Diploma (Julliard School of Music)
B.S. (Julliard); M.S. (Julliard)
Doctor of Music (Florida State University)

**Gary L. Harmon**
Chairman and Professor of Literature
B.A. (Hastings College)
M.A. (Indiana University)
M.A.T. (Indiana University)
Ph.D. (Indiana University)

**Edward A. Healy**
Chairman and Professor of Natural Sciences
B.S. (Providence College)
M.S. (University of Connecticut)
Ph.D. (University of Connecticut)

**Laurence B. Green**
Chairman and Professor of Psychology
B.A. (U.S. Naval Academy)
M.A. (George Washington University)
Ph.D. (University of Oklahoma)
"To enjoy — to love a thing for its own sake and for no other reason."
"This public document was promulgated at a total cost of $1744.28 or 22 cents per copy to inform students and the public of a unique program of studies at the University of North Florida."