The University of Michigan Bulletin (USPS 651-660) is issued monthly by Marketing Communications, University of Michigan, 109 E. Madison, Ann Arbor, Michigan 48104-2993. Periodicals postage paid at Ann Arbor, Michigan.

POSTMASTER: Send address changes to College of Literature, Science, and the Arts, G411 Mason Hall, University of Michigan, 419 S. State, Ann Arbor, Michigan 48109-1027.

LS&A Student Academic Affairs Web site:
http://www.lsa.umich.edu/saa

This Bulletin is available on our Web site. The LS&A Course Guide is also available. The Course Guide lists course descriptions for specific terms (Fall, Winter, and Spring/Summer).

The LS&A Bulletin and LS&A Publications Committee

While Academic Information and Publications is charged with ensuring the current accuracy of this LS&A Bulletin, all policies and procedures, rules and regulations, programs and courses herein described are subject to change without prior notice. The LS&A Publications Committee welcomes suggestions for improving the quality of this and all other College publications. Suggestions should be directed to any of the Committee’s members: Associate Dean for Undergraduate Education, Professor Robert M. Owen; Professor Gregory Dobrov, Classical Studies; Professor Jean P. Krisch, Physics; Janet Gerson, Lecturer in Economics; Robert D. Wallin, Director, Academic Information and Publications; Nelvia Van’t Hul, Editor, LSAmagazine; Marilyn McKinney, Associate Director, Office of Undergraduate Admissions. Suggestions may also be made to Rick Jones, Editor, Academic Information and Publications, or Doug Shapiro, Administrative Associate, LS&A Curriculum Committee.

The Regents of the University

Laurence B. Deitch, Bloomfield Hills; Andrea Fischer Newman, Ann Arbor; Daniel Horning, Grand Haven; Olivia P. Maynard, Goodrich; Shirley M. McFee, Battle Creek; Rebecca McGowan, Ann Arbor; Philip H. Power, Ann Arbor; S. Martin Taylor, Grosse Pointe Farms; and Lee C. Bollinger, President, ex officio

Policy Against Discrimination

The University of Michigan, as an equal opportunity/affirmative action employer, complies with all applicable federal and state laws regarding non-discrimination and affirmative action, including Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973. The University of Michigan is committed to a policy of non-discrimination and equal opportunity for all persons regardless of race, sex, color, religion, creed, national origin or ancestry, age, marital status, sexual orientation, disability, or Vietnam-era veteran status in employment, educational programs and activities, and admissions. Inquiries or complaints may be addressed to the University’s Director of Affirmative Action and Title IX/Section 504 Coordinator, 4005 Wolverine Tower, Ann Arbor, Michigan 48109-1281. (734) 763-0235; T.D.D. (734) 747-1388; UM Information Operator (734) 764-1817.
Since its founding more than 180 years ago, the University of Michigan has been committed to providing an education that challenges students to become deeply and actively engaged in pursuit of understanding—an understanding of society, of the natural world, and of themselves. Our first president, Henry P. Tappan, expressed this commitment when he wrote that universities best educate students “by the self-creative force of study and thought, to make themselves both learned and wise, and thus ready to put their hand to every great and good work.”

Learning and advancement of knowledge flourish when we are confronted by new ideas and beliefs and when we test our own ideas and beliefs in dialogue with others whose perspectives and experiences are different from our own. In his essay “Two Concepts of Liberty,” Isaiah Berlin noted that his ideas about himself, in particular his sense of his own moral and social identity, were intelligible only in terms of the social network of which he was part. I believe that rich, diverse intellectual and social networks contribute to understanding and to a sense of identity for individuals, for groups of people, and even for institutions such as universities.

Michigan benefits enormously from the wide range of perspectives and talents brought by students, faculty, and staff from a variety of backgrounds. This variety is critically important for maintaining a vital intellectual and educational atmosphere and for instilling a positive sense of community within and beyond the University.

I hope you will join me as we continue to strive to create a community of learning where all thrive, secure in the knowledge that their histories and cultures are valued, and where we all have the opportunity to develop a deeper appreciation for the viewpoints and contributions of others.

Lee C. Bollinger
President
University of Michigan
Welcome to the wonderful riches of this College, so amply displayed by the Bulletin you're now holding in your hands. We are proud to be able to offer an excellent liberal arts education in nearly any area of study a student might find of interest. As you browse through these pages, I hope you'll keep in mind that your college years are a time to be adventurous. As you develop concentrations that bring focus to your studies, please also take time to explore widely: be curious and even daring. Your years here offer more than just an opportunity to develop skills that will make you employable. They are a time for developing interests and perspectives that will carry you though all the rest of your lives.

Edie N. Goldenberg
Dean, College of Literature,
Science, and the Arts
Welcome to the diverse and exciting world of the College of Literature, Science, and the Arts. Every student who elects to enter this College is beginning a journey of unprecedented opportunity.

From quantitative reasoning to creative expression, from argumentative writing skills to the study of race and ethnicity, from courses in western and non-western cultures to astrophysics and biology, the College of LS&A offers you an opportunity to understand your own ideas and values better as well as those of others.

Whether you are about to embark on your journey or now catching sight of your final port, let me invite you to take full advantage of the many academic services, resources, and opportunities the College offers. Some of you will be connected with the Comprehensive Studies, Honors, or Residential College Programs which are responsible for providing academic advising for their own students.

Most of you will be in the main stream, and whether or not you have chosen to participate in one of the learning communities, you will receive academic advising in the new LS&A Advising Center. The Advising Center is the focal point within LS&A Student Academic Affairs for providing academic services, information, and supportive help to you. The Center exists to help assure that your journey through your undergraduate years is the most challenging, exciting, and rewarding one it can be.

Finally, since you as a student are accountable for your choices, be an informed decision maker. Think about your educational choices. Read this Bulletin. Check out the LS&A Course Guides on our website at http://www.lsa.umich.edu/saa/. Visit the LS&A Advising Center. Seek assistance as you negotiate your journey. And whether the waters you face seem rough or smooth, return as often as you like. We are here to support your intellectual and personal development. By your active involvement in your education you will understand the true meaning of a liberal arts education. Take advantage of the rich opportunities afforded by the College.

Esrol A. Nurse, Assistant Dean
LS&A Student Academic Affairs
Fall Term, 1998

LS&A Calendar

Disenrollment and registration fees for withdrawal from term
Beginning September 8, Tuesday

Fall Orientation
September 2-4, Wednesday-Friday

Registration
September 3-4, Thursday-Friday

Labor Day holiday
September 7, Monday

Last day to disenroll from term without fees.
Access TT-CRISP and disenroll from term
September 7, Monday

Classes begin
September 8, Tuesday

Late registration fee
Beginning September 8, Tuesday

Last day to withdraw (100% tuition waiver less disenrollment and registration fees)
September 28, Monday

Last day for tuition adjustment for a reduced academic load
September 28, Monday

Pass/fail deadline
September 28, Monday

Last day for regular drop/add (no “W” for drop)
September 28, Monday

Touch-Tone CRISP no longer available for Fall Term;
authorization needed from Academic Advising to drop or add;
“W” posted for drops
Beginning September 29, Tuesday

Fifty percent payment of tuition and fees due
September 30, Wednesday

Deadline to finish incompletes
October 5, Monday

Last day to withdraw from all classes
October 19, Monday

with a 50% tuition waiver

Begin full fees for students who withdraw
Beginning October 20, Tuesday

Final payment of tuition and fees due
October 30, Friday

Last day for approved late drop/add
November 13, Friday

CRISP Early Registration
November 23-24, Monday-Tuesday
November 30-December 4, Monday-Friday

Deadline to finish incompletes
December 7-11, Monday-Friday

Thanksgiving recess begins
5:00 p.m., November 25, Wednesday

Classes resume
8:00 a.m., November 30, Monday

Classes end
December 11, Friday

Study days
December 12-13, Saturday-Sunday

Examination period
December 14-18, Monday-Friday
December 21, Monday

Commencement
December 20, Sunday
### LS&A Calendar

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disenrollment and registration fees</td>
<td>Beginning January 6, Wednesday</td>
</tr>
<tr>
<td>Orientation</td>
<td>January 3-5, Sunday-Tuesday</td>
</tr>
<tr>
<td>Registration</td>
<td>January 4-5, Monday-Tuesday</td>
</tr>
<tr>
<td>Last Day to disenroll from Winter Term without fee</td>
<td>January 5, Tuesday</td>
</tr>
<tr>
<td>Classes begin</td>
<td>January 6, Wednesday</td>
</tr>
<tr>
<td>Late registration fee</td>
<td>Beginning January 6, Wednesday</td>
</tr>
<tr>
<td>Martin Luther King, Jr. Birthday University Symposia</td>
<td>January 18, Monday</td>
</tr>
<tr>
<td>(no regular classes)</td>
<td></td>
</tr>
<tr>
<td>Last day to withdraw (100% tuition waiver less disenrollment and</td>
<td>January 26, Tuesday</td>
</tr>
<tr>
<td>registration fees)</td>
<td></td>
</tr>
<tr>
<td>Last day for tuition adjustment for a reduced academic load</td>
<td>January 26, Tuesday</td>
</tr>
<tr>
<td>Pass/fail deadline</td>
<td>January 26, Tuesday</td>
</tr>
<tr>
<td>Last day for regular drop/add</td>
<td>January 26, Tuesday</td>
</tr>
<tr>
<td>(no “W” for drop)</td>
<td></td>
</tr>
<tr>
<td>Touch-Tone CRISP no longer available for Winter Term;</td>
<td>Beginning January 27, Wednesday</td>
</tr>
<tr>
<td>authorization needed from Academic Advising to drop or add;</td>
<td></td>
</tr>
<tr>
<td>“W” posted for drops</td>
<td></td>
</tr>
<tr>
<td>Fifty percent payment of tuition and fees due</td>
<td>January 29, Friday</td>
</tr>
<tr>
<td>Deadline to finish Incompletes</td>
<td>February 2, Tuesday</td>
</tr>
<tr>
<td>Last day to withdraw from all classes with a 50% tuition waiver</td>
<td>February 16, Tuesday</td>
</tr>
<tr>
<td>Final payment of tuition and fees due</td>
<td>February 26, Friday</td>
</tr>
<tr>
<td>Mid-Winter recess begins</td>
<td>12:00 noon, February 27, Saturday</td>
</tr>
<tr>
<td>Classes resume</td>
<td>8:00 a.m., March 8, Monday</td>
</tr>
<tr>
<td>Last day for approved late drop/add</td>
<td>March 19, Friday</td>
</tr>
<tr>
<td>University Honors Convocation</td>
<td>March 21, Sunday</td>
</tr>
<tr>
<td>CRISP Early Registration</td>
<td>April 5-9, Monday-Friday</td>
</tr>
<tr>
<td></td>
<td>April 12-16, Monday-Friday</td>
</tr>
<tr>
<td></td>
<td>April 19, Monday</td>
</tr>
<tr>
<td>Classes end</td>
<td>April 20, Tuesday</td>
</tr>
<tr>
<td>Study days</td>
<td>April 21, Wednesday;</td>
</tr>
<tr>
<td></td>
<td>April 24-25, Saturday-Sunday</td>
</tr>
<tr>
<td>Examination period</td>
<td>April 22-23, Thursday-Friday;</td>
</tr>
<tr>
<td></td>
<td>April 26-29, Monday-Thursday</td>
</tr>
<tr>
<td>Commencement</td>
<td>May 1, Saturday</td>
</tr>
</tbody>
</table>
### Spring Half-Term, 1999

**LS&A Calendar**

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disenrollment and registration fees</td>
<td>Beginning May 4, Tuesday</td>
</tr>
<tr>
<td>Orientation</td>
<td>May 2-3, Sunday-Monday</td>
</tr>
<tr>
<td>Registration</td>
<td>May 3, Monday</td>
</tr>
<tr>
<td>Classes begin</td>
<td>May 4, Tuesday</td>
</tr>
<tr>
<td>Late registration fee</td>
<td>Beginning May 4, Tuesday</td>
</tr>
<tr>
<td>Last day to withdraw (100% tuition waiver less disenrollment and registration fees)</td>
<td>May 17, Monday</td>
</tr>
<tr>
<td>Last day for tuition adjustment for a reduced academic load</td>
<td>May 17, Monday</td>
</tr>
<tr>
<td>Pass/fail deadline</td>
<td>May 17, Monday</td>
</tr>
<tr>
<td>Last day for regular drop/add (no “W” for drop)</td>
<td>May 17, Monday</td>
</tr>
<tr>
<td>Touch-Tone CRISP no longer available for Spring Term; authorization needed from Academic Advising to drop or add; “W” posted for drops</td>
<td>Beginning May 18, Tuesday</td>
</tr>
<tr>
<td>Last day to withdraw from all classes with a 50% tuition waiver</td>
<td>May 24, Friday</td>
</tr>
<tr>
<td>Spring Half-term tuition and fees due</td>
<td>May 28, Friday</td>
</tr>
<tr>
<td>Memorial Day holiday</td>
<td>May 31, Monday</td>
</tr>
<tr>
<td>Last day for approved late drop/add</td>
<td>June 4, Friday</td>
</tr>
<tr>
<td>Classes end</td>
<td>June 18, Friday</td>
</tr>
<tr>
<td>Study days</td>
<td>June 19-20, Saturday-Sunday</td>
</tr>
<tr>
<td>Examination period</td>
<td>June 21-22, Monday-Tuesday</td>
</tr>
</tbody>
</table>

### Summer Half-Term, 1999

**LS&A Calendar**

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disenrollment and registration fees</td>
<td>Beginning June 28, Monday</td>
</tr>
<tr>
<td>Orientation</td>
<td>June 23-25, Wednesday-Friday</td>
</tr>
<tr>
<td>Registration</td>
<td>June 24-25, Thursday-Friday</td>
</tr>
<tr>
<td>Classes begin</td>
<td>June 28, Monday</td>
</tr>
<tr>
<td>Late registration fee</td>
<td>Beginning June 28, Monday</td>
</tr>
<tr>
<td>Independence Day holiday</td>
<td>July 5, Monday</td>
</tr>
<tr>
<td>Last day to withdraw (100% tuition waiver less disenrollment and registration fees)</td>
<td>July 9, Friday</td>
</tr>
<tr>
<td>Last day for tuition adjustment for a reduced academic load</td>
<td>July 11, Sunday</td>
</tr>
<tr>
<td>Pass/fail deadline</td>
<td>July 11, Sunday</td>
</tr>
<tr>
<td>Last day for regular drop/add (no “W” for drop)</td>
<td>July 11, Sunday</td>
</tr>
<tr>
<td>Touch-Tone CRISP no longer available for Summer Term; authorization needed from Academic Advising to drop or add; “W” posted for drops</td>
<td>Beginning July 12, Monday</td>
</tr>
<tr>
<td>Last day to withdraw from all classes with a 50% tuition waiver</td>
<td>July 16, Friday</td>
</tr>
<tr>
<td>Summer Half-term tuition and fees due</td>
<td>July 30, Friday</td>
</tr>
<tr>
<td>Last day for approved late drop/add</td>
<td>July 30, Friday</td>
</tr>
<tr>
<td>Classes end</td>
<td>August 13, Friday</td>
</tr>
<tr>
<td>Study days</td>
<td>August 14-15, Saturday-Sunday</td>
</tr>
<tr>
<td>Examination period</td>
<td>August 16-17, Monday-Tuesday</td>
</tr>
</tbody>
</table>

*This calendar is subject to change.*
Directory (Area Code 734)

College of Literature, Science, and the Arts

Deans of the College:
Dean Edie Goldenberg, 2522 LS&A Building, 764-0322
Associate Dean for Academic Affairs,
Terrence McDonald, 2550 LS&A Bldg., 763-3271
Associate Dean for Budget,
John Cross, 2542 LS&A Bldg., 763-3275
Associate Dean for Research and Facilities,
Anthony H. Francis, 2009A LS&A Bldg., 764-0323
Associate Dean for Undergraduate Education,
Robert M. Owen, 2508 LS&A Bldg., 763-0320
Assistant Dean for Development & External Relations,
Katherine Kurtz, 350 S. Thayer, 998-6255
Assistant Dean for Student Academic Affairs,
Esrold A. Nurse, 1402 Mason Hall, 764-7297
Assistant Dean for Undergraduate Education,
David Schoem, 2518 LS&A Bldg., 763-0238

Academic Advising Center, 1255 Angell Hall
Director, Alice Reinartz, 763-1042
Advisors, 764-0332

Academic Auditors, 1409 Mason Hall, 763-3101
Academic Information and Publications, G411 Mason Hall, 764-6810
Director, Robert D. Wallin,
Academic Standards Board, 1255 Angell Hall, 764-0332
Director, Charles A. Judge, 764-0311
Assistants, 764-0311

Comprehensive Studies Program (CSP)
Counseling, G155 Angell Hall, 764-9128
Composition Program, 3027 Tisch Hall, 764-0418
English Composition Board, 1111-1140 Angell Hall, 764-0429

Honors Program, 1228 Angell Hall, 764-6274
Director, Bob Van der Voo

International Programs, G513 Michigan Union, 764-4311

Lloyd Scholars, Alice Lloyd Hall, 100 Observatory, 764-7521

LS&A Scholarships, 1413 Mason Hall, 764-7297
LS&A Student Government, 3909 Michigan Union, 936-2454

Records for LS&A, 1513 LS&A Building, 764-9220
Residential College Counseling Office,
134 Tyler, East Quadrangle, 763-0032
Director, 133 Tyler, East Quadrangle, 647-4363
Students’ Counseling Office, G150 Angell Hall, 763-1553

Undergraduate Research Opportunity Program, 647-2768

Student Academic Affairs WWW Home Page:
http://www.lsa.umich.edu/saa/

University
Admissions, Director of Undergraduate, 1220 Student Activities Bldg., 764-7433
Affirmative Action Programs Office, 4005 Wolverine Tower, 763-0235
Campus Information Center, First Floor, Michigan Union, 763-4636
Career Planning and Placement, 3200 Student Activities Bldg., 764-7460
Pre-professional information, 764-7460
Cashier’s Office, 1015 LS&A Bldg., 764-8230
Comprehensive Studies Program, G155 Angell Hall, 764-9128
Counseling Services, 3100 Michigan Union, 764-8312
Education of Women, Center for, 330 E. Liberty, 998-7080
Ethics and Religion, Liaison for, 3000 Michigan Union, 764-7442
Extension Service, 837 Green Street, 764-5310
Course information, 764-5311 or 764-5310
Financial Aid, Office of, 2011 Student Activities Bldg., 763-6600
Scholarships, 763-4119
76-GUIDE, 24-hour Telephone Counseling Service, 764-8433
Health Service, 207 Fletcher, Information Hotline, 764-8320
Nursing Center, 763-4511
Housing Information Office, 1011 Student Activities Bldg., 763-3164
Information (University Operator), 764-1817
International Center, 603 E. Madison, 764-9310
Libraries:
Graduate (Hatcher Library), 764-0400
Undergraduate (Shapiro Library), 764-7490
Michigan Student Assembly, 3909 Michigan Union, 763-3241
New Student Programs, 3511 Student Activities Building, 764-6413
Ombuds, 3000 Michigan Union, 763-3545
President’s Office, 2074 Fleming, Box 1340, 764-6270
Registrar Student Services, G255 Angell Hall, 764-6280
Registration (Touch-Tone) Assistance, G255 Angell Hall, 763-5174
Services for Students with Disabilities, G625 Haven Hall, 763-3000
Student Locator, 764-1817
Student Activities and Leadership, 2209 Michigan Union, 763-5900
Student Resident Status, 1514 LS&A Bldg., 764-1400
Transcripts, 555 LS&A Bldg., 764-8280
University Center for Child and the Family, 525 East University, Suite 1465, 764-9466
University Operator, 764-1817
Chapter I: Introduction to the College

The College of Literature, Science, and the Arts at the University of Michigan is a liberal arts college. Since 1841 the College has educated students in courses of study leading to the bachelor’s degree. A faculty of two instructed six freshmen and one sophomore that first year in rhetoric, grammar, Latin and Greek literature and antiquities, algebra, geometry, surveying, natural science, ancient history, and Greek philosophy. A College faculty of more than 800 offers more than 3,200 courses to its 15,206 undergraduates (Fall Term, 1997 enrollment), nearly two-thirds the total undergraduate enrollment on the Ann Arbor campus. The emphasis on breadth of learning, evidenced by the variety of courses in natural sciences, social sciences, and the humanities required of students more than a century and a half ago, remains a hallmark of the liberal arts education.

However, the College of Literature, Science, and the Arts at the University of Michigan is more than a traditional liberal arts college since it interacts with eighteen other schools and colleges of a large university. For example, in addition to the undergraduate curricula, graduate programs lead to the master’s and doctoral degrees. These graduate programs offer more than opportunities for advanced study; they enhance the intellectual and academic atmosphere of the College. Professors teach both undergraduates and graduates. Research projects and some classes involve both undergraduates and graduates. The College provides an enriched education by way of these opportunities for undergraduates to associate with graduate students and a research faculty.

Students in the College do not simply elect a variety of courses from the multitude available to them in the University. They relate courses to one another in a way that enables each student to achieve breadth of understanding in several fields of study and depth in one or two. Students must not only perform satisfactorily in their courses; they must also plan programs of study which support broadly defined principles of distribution and concentration. Academic advisors assist students in designing such programs suited to their particular needs and interests.

The College sees its primary responsibility, then, as providing an excellent opportunity for students to achieve a liberal education. Not all educators agree on what constitutes a liberal education, but they do agree that it is neither too narrowly focused nor too diffuse. Students are therefore required to elect courses from a variety of departments and disciplines to ensure exposure to different ideas and ways of thinking. An English Composition requirement is common to all degrees, since educated men and women should be able to express themselves clearly in speech and writing in their own language.

Increased skill in the use of language may lead students to the study of literature, which reveals the avenues of thought and feeling that language can open. Some students will want to be able to understand, speak, read, and write a language other than their own, and be acquainted with the literature of that language. Mastery of a language increases subtlety of mind and sharpens sensitivity to the use and meaning of words in one’s own language. Many students will also seek some historical perspective on their own times by studying the art, artifacts, and ideas of the civilizations from which their own have developed.

Because mathematics underlies many fields of study in the natural and social sciences and is increasingly useful to some humanists, most students will find further understanding of mathematics essential to their education. And just as they may couple language study with literature, they may couple mathematics with study in at least one of the natural or physical sciences whose creative efforts so dominate modern culture. It is in these areas, in fact, where human reason and imagination have made their most dramatic progress since the seventeenth century, but especially in the twentieth.

Finally, in order to understand the duties and problems facing them as members of a complex society, most students will want to investigate at least one of the social sciences. A variety of courses offering instruction in comparative social systems, governments, economies, histories, and cultures meets this end.

In designing their academic programs, liberal arts students plan for depth of study as well as breadth of scope. To study a subject in depth can be the most rewarding and liberating experience students can have, and one that may occupy them throughout their lives. Although students should not specialize to the neglect of distribution, knowledge advances by specialization, and students can gain some of the excitement of discovery by pressing toward the outer limits of human knowledge in some field. Close study of a seemingly narrow area of investigation will often disclose ramifications and connections that will alter perspectives on many other subjects. Such study also refines judgments and introduces students to processes for discovering new truths.

By graduating students with a liberal education, the College of Literature, Science, and the Arts continues its long tradition of public responsibility. Established skills and knowledge are transmitted to these men and women throughout their undergraduate careers. They also develop their ability to think, to respond to ideas, and to test hypotheses. Individuals educated in this way will be able to live successfully in a rapidly changing world and to give it necessary leadership and vision.

“Religion, morality, and knowledge being essential to good government and the happiness of mankind, schools and the means of education shall forever be encouraged.”
– from the Northwest Ordinance, carved above the entrance to Angell Hall
Chapter II: Academic Advising

LS&A students are encouraged to be actively involved in shaping their own undergraduate experience. To help them accomplish this, the College provides academic advising support to students for reaching their academic goals and objectives. Students are expected to meet with academic advisors to discuss course selections and the wider issues of educational planning.

The Academic Advising Center
1255 Angell Hall
764-0332
Web site: http://www.lsa.umich.edu/saa

The Academic Advising Center serves LS&A undergraduates by:

1. Helping them make informed decisions about educational goals and LS&A curriculum.
2. Encouraging them to formulate an academic program appropriate to their individual interests and abilities.
3. Assisting them in evaluating their academic progress and performance.
4. Providing them accurate information about LS&A policies and procedures.
5. Furnishing them an opportunity to explore the purposes of a liberal arts education.

Students first meet their academic advisors during the orientation period prior to the first term. Student-advisor contact during orientation occurs over two days and includes a group meeting and two personal interviews. The group meeting is given over to a discussion of LS&A and its mission as a liberal arts college. The student and advisor become acquainted during the first interview and explore the student’s interests and academic purpose. They then plan the student’s first term elections during the second interview and explore the student’s interests and academic purpose. They then plan the student’s first term elections during the second interview and explore the student’s interests and academic purpose. They then plan the student’s first term elections during the second interview and explore the student’s interests and academic purpose. They then plan the student’s first term elections during the second interview and explore the student’s interests and academic purpose. They then plan the student’s first term elections during the second interview and explore the student’s interests and academic purpose. They then plan the student’s first term elections during the second interview and explore the student’s interests and academic purpose. They then plan the student’s first term elections during the second interview and explore the student’s interests and academic purpose. They then plan the student’s first term elections during the second interview and explore the student’s interests and academic purpose. They then plan the student’s first term elections during the second interview and explore the student’s interests and academic purpose.

The Academic Advising Center (1255 Angell Hall).

First- and second-year students most often see general advisors with questions about course elections, College requirements, and with the first queries about how to choose a concentration or degree program.

Students in Bachelor of Arts (AB) or Bachelor of Science (BS) programs are expected to declare a concentration by the end of their sophomore year. They then meet with a concentration advisor and formally declare their concentration. Students must also have their concentration advisors sign a Concentration Release Form when they are planning to graduate. Concentration advisors are, most often, faculty or staff members from LS&A departments who help students shape and focus their academic goals. They discuss with students how best to progress in a concentration program and to utilize the skills acquired in the study of a particular discipline both in graduate or professional schools or on the job. Some concentration advisors keep appointments with their students in the Academic Advising Center, but it is more common that students meet with concentration advisors in their departmental offices.

Students pursuing a Bachelor in General Studies (BGS) degree may consult with general advisors, but are urged to make appointments with BGS advisors. The Academic Advising Center employs BGS advisors who are knowledgeable and experienced staff members familiar with the College rules, regulations, policies, and curriculum. BGS students should see a BGS advisor when they declare their degree program and also when they are submitting graduation materials. Many choose to see their advisors each term to discuss course elections and program planning.

All students are required to obtain advisor approval for their original elections and for any changes in elections during their first term enrolled in LS&A. After the first term, students are encouraged but not required to obtain approval of elections if they are enrolling for a program between 8 and 18 credits.

Academic Standards Board
1255 Angell Hall
764-0311 or 764-0332

The educational policies and practices of the College are stated in the Faculty Code. The LS&A Academic Standards Board and a number of related offices are responsible for interpreting the academic policies set forth in the Faculty Code. Students are responsible for knowing the College and departmental requirements contained in this Bulletin.
The Office of the Assistant Dean for Student Academic Affairs
1402 Mason Hall
764-7297

Overall administration of LS&A Student Academic Affairs is the responsibility of the Assistant Dean. Policy and procedure matters are handled in this office and personal assistance is provided to students in special circumstances.

Office of Academic Information and Publications
G411 Mason Hall
(POINT-10, 764-6810)

The Office of Academic Information and Publications is a College service distinguished by its focus on LS&A academic information. To maintain accurate and current information, the Office of Academic Information and Publications is in regular contact with the Academic Advising Center, the Academic Standards Board, the Honors Program, academic departments and programs, faculty members, and many University offices.

Academic Information and Publications maintains the Student Academic Affairs website (www.lsa.umich.edu/saa)

LS&A Students’ Counseling Office (SCO)
G150 Angell Hall
763-1553

The LS&A Students’ Counseling Office, staffed completely by undergraduates, offers a unique, comfortable atmosphere in which to obtain relevant academic information. Providing peer counseling, SCO presents students with an opportunity to share and receive experiences in an informal fashion. The office maintains such resources as course evaluations and examinations. It disseminates information concerning the newest and most innovative classes. SCO also stocks graduate catalogs from schools across the country as well as the latest in post-graduation materials.

The Honors Program
1228 Angell Hall
764-6274

The Honors Program is responsible for academic advising and academic actions for students admitted to the Honors Program. Honors students have frequent contact with an academic advisor and are required to obtain advisor approval for each term’s elections and course changes. The Honors Program welcomes students participating in the Comprehensive Studies/Opportunity Program and the Residential College. Honors students enrolled in either of these programs should also maintain contact with advisors in the Honors office. Honors students should consult Honors Program staff about all matters involving academic requirements, policies, and procedures.

Residential College Counseling Office
134 Tyler (East Quadrangle)
763-0032

The Residential College Counseling Office is responsible for academic advising and academic actions involving Residential College students. The Residential College program is described briefly in Chapter VI; further information may be found in the Residential College Bulletin.

Student Records

Several kinds of academic files are maintained by the Academic Advising Center and the Academic Standards Board. The Honors Council maintains the files of Honors students. All LS&A students have a standard academic advising file containing admissions material, test scores, unofficial copies of academic records, memoranda, correspondence, and cards upon which academic advisors or Members of the Academic Standards Board make notes of their conversations with a student. Information of a sensitive nature may be removed from the academic advising file at the discretion of a member of the Academic Standards Board or at the request of the student and placed in a special file. These special files are also created for those students charged with some form of academic misconduct, and for recording grade grievances filed by students.

In addition, files exist for LS&A Scholarship applicants.

Students have the right to examine all materials in their own academic files except for confidential admissions material collected prior to January, 1975, and except for parents’ confidential financial statements submitted by LS&A Scholarship applicants. Students who wish to review their advising files may do so by scheduling an appointment with an academic advisor. Access to Academic Standards files may be obtained by an appointment with Assistant Dean Nurse; access to LS&A Scholarship files may be obtained through the chairman of the LS&A Scholarship Committee.

Students may request duplicate copies of any information in their academic files at cost except for copies of academic records, parents’ confidential financial statements, and confidential admissions materials collected prior to January, 1975. They may also add clarifying notes and other materials to their advising files at any time. Requests for deletion of material from an advising file should be directed to Dr. Judge (Academic Standards), Dr. Reinarz (Academic Advising Center), or Professor Van der Voo (Honors). Additions to or deletions from judiciary or Academic Standards files should be discussed with Assistant Dean Nurse. Changes in LS&A Scholarship files should be discussed with the chair of the LS&A Scholarship Committee.

Access to student advising files is restricted. Only official academic advisors, members of the Academic Standards Board and clerical staff who assist in carrying out official advising or Academic Standards Board functions have direct access to these files. Only the Assistant Dean for Student Academic Affairs and individuals directly involved in a judiciary or grade grievance case have direct access to special academic files. Only members of the LS&A Scholarship Committee and their clerical staff have access to LS&A Scholarship files. Parents, faculty, and graduate school admission committees do not have access to specific academic files without authorization from the student.
Chapter III: Degree Requirements and Graduation Procedures

The College awards three basic degrees, the Bachelor of Arts (A.B.), the Bachelor of Science (B.S.), and the Bachelor in General Studies (B.G.S.). The Bachelor of Science in Chemistry (B.S. Chem.), a special degree, also is granted.

The Bachelor of Arts and the Bachelor of Science degrees require competent use of the modes of thought which characterize each major area of knowledge, and a deep understanding of at least one subject area. Each student is required also to achieve competency in the use of the English language, to acquire second-year college-level proficiency in a language other than English, must receive credit for an approved course addressing questions on race and ethnicity, and must fulfill the quantitative reasoning requirement. Beyond these general requirements, which serve not to limit but rather to enhance the value of the educational experience, students are free to choose elective courses to complete a minimum 120 credits.

The difference between the A.B. and B.S. degrees is that the B.S. degree requires 60 credits of approved courses in the physical and natural sciences and/or mathematics. A secondary teaching certificate requires the A.B. or B.S. student to earn additional credits (see the School of Education Bulletin).

The Bachelor in General Studies degree encourages students to take responsibility for structuring their own multidisciplinary academic programs within guidelines emphasizing upper-level courses elected in three or more departments. This degree also requires a minimum 120 credits, and includes the College English Composition requirement, the Race and Ethnicity requirement, and the Quantitative Reasoning requirement. At least 60 credits of courses numbered 300 or above must be completed, and no more than 20 of these 60 credits may be in one department.

The Bachelor of Science in Chemistry is described in Chapter VI under Chemistry.

This chapter describes the requirements of the A.B., B.S., and B.G.S. degree programs as well as the procedures for graduation. Chapter IV describes associated academic policies. Honors students must always consult the Honors Program about special degree requirements, courses, policies, and procedures, and petition the Honors Program for any exceptions to the rules.

Students are always responsible for knowing and meeting degree requirements. A student may either comply with the degree requirements stated in the Bulletin effective during the first term of enrollment in the College or with those in the Bulletin effective at the time of graduation. Students should also consult the most current Bulletin for concentration requirements since the applicable rules are determined at the time the student declares the concentration.

Degrees and the Selection of a Degree Program

Students must submit a Declaration Form (available in 1255 Angell Hall) indicating their choice of degree program to the Academic Advising Center, sometime between the second term of the freshman year and the beginning of the junior year. It is generally done after consultation with a concentration or BGS academic advisor.

Common Requirements for the A.B., B.S., and B.G.S. Degrees

Credits and Grade Point Average

To qualify for a degree from the College, a student must complete a minimum 120 credits with a cumulative grade point average (GPA) of 2.0 (C). The overall GPA of courses included in the field of concentration (see Concentration Policies below) for an A.B. or B.S. degree (unless stated differently for particular concentrations in Chapter VI) or counted toward the 60 credits of upper-level courses required for a B.G.S. degree must be at least 2.0. (GPA is explained in Chapter IV.)

English Composition: College Requirement

Administered by the English Composition Board (ECB), the composition requirement consists of two parts.

Part I: Introductory Composition. Prior to their time of Orientation to the University and College, all LS&A students and all students required by their program to take Introductory Composition will submit a writing portfolio to be evaluated by the ECB. Based on that evaluation, students will be placed in one of three sequences: (1) required to complete practicum work (ECB Writing Practicum 100-105 or ECB Transfer Writing Practicum 106-109); or (2) required to enroll directly in Introductory Composition; or, (3) exempted from Introductory Composition.

The Introductory Composition requirement is met when the student has completed one of the three placement tracks described above. Note that Introductory Composition courses include American Culture 101, 170, Classical Civilization 121, English 124, 125, 170, 195, Institute for the Humanities 104, Linguistics 104, Lloyd Scholars 125, University Course 153, and Women’s Studies 210. Residential College students meet the requirement with RC Core 100; Honors Program students with Great Books 191, Classical Civilization 101, or College Honors 101.

The required entrance portfolio cannot be waived. Neither the student’s scores on standardized tests (such as ACT or SAT) nor transfer credit from another college or university determines placement into or exemption from the practicum and Introductory Composition courses. Advanced Placement and transfer credits are applied toward graduation but not toward the writing requirements.
The Introductory Composition Requirement should be completed in the first year.

Part II: Junior/Senior Writing Requirement. All LS&A students must complete the Junior/Senior Writing Requirement during their junior or senior year, preferably during their junior year. Upon attainment of Junior standing (55 credits), students should enroll in an approved writing course. A list of the approved courses for a particular term appears on the Student Academic Affairs Homepage (http://www.lsa.umich.edu/saa/). A course approved to meet the requirement one term is not necessarily approved in subsequent terms. The College strongly recommends that the course be in the student’s field of concentration or area of academic interest. Students must modify the approved course for “ECB” through Touch-Tone Registration. The course instructor must certify that the student has met the requirement at the end of the term.

Quantitative Reasoning: College Requirement

All students admitted to the College for the Fall Term of 1994 and thereafter must meet the Quantitative Reasoning (QR) requirement. The goal of this requirement is to ensure that every graduate of the College achieves a certain level of proficiency in using and analyzing quantitative information. Students may fulfill this requirement either by:

1. successfully completing one course (of 3 credits or more) designated for full QR credit (QR/1); or
2. successfully completing two courses (at least one of which must be of 3 credits or more) designated for half QR credit (QR/2).

QR courses may come from a wide range of disciplines representing the natural and social sciences, as well as some areas of the humanities.

Quantitative reasoning is first and foremost reasoning. It is not mathematical manipulation or computation, but rather the methodology used to analyze quantitative information to make decisions, judgments, and predictions. It involves defining a problem by means of numerical or geometrical representations of real-world phenomena, determining how to solve it, deducing consequences, formulating alternatives, and predicting outcomes.

Advanced Placement (AP) courses may not be used to meet the Quantitative Reasoning requirement. Courses transferred from another college or university do not generally carry QR credit, except in the following circumstances:

1. QR is considered fulfilled for all science, math, and computer science concentrators who transfer in the prerequisites;
2. Transfer credit for Physics 125, 126, 140, 240 and any statistics course receive (QR/1) credit. Courses used to satisfy the QR requirement may also serve to satisfy other College requirements; e.g., students who are working towards an A.B. or B.S. degree may elect a QR course that also counts toward meeting the Area Distribution, Concentration, or other College requirement.

Race and Ethnicity: College Requirement

All students admitted to the College for the Fall Term of 1991 and all terms thereafter must meet the Race and Ethnicity requirement. The requirement is met when, at some point before graduation, the student has received credit for one course from a list of approved courses published each term on the Student Academic Affairs Homepage (http://www.lsa.umich.edu/saa/). The Curriculum Committee of the College of Literature, Science, and the Arts is the approving agency for courses, and the expectation is that a wide variety of courses offered by departments and programs throughout the College will be approved each term. Credits transferred from another college or university do not meet the requirement, except by successful petition to the Academic Standards Board. Students who are working toward an A.B. or B.S. degree may elect a course to meet the Race and Ethnicity Requirement that also counts toward meeting the Area Distribution or the Concentration or Composition requirements. Likewise, students who are working towards a B.G.S. degree may elect a course to meet the Race and Ethnicity Requirement that also counts among their 60 credits of courses numbered 300 or above, or toward the Composition requirement.

Courses approved to meet the Race and Ethnicity requirement will address issues arising from racial or ethnic intolerance. In approving the requirement, the faculty of the College made the following statements:

1. Required content. All courses satisfying the requirement must provide discussion, consistent with disciplinary approaches, of: (1) the meaning of race, ethnicity, and racism; (2) racial and ethnic intolerance and resulting inequality as it occurs in the United States or elsewhere; (3) comparisons of discrimination based on race, ethnicity, religion, social class, or gender.

2. Required focus. (1) Every course satisfying the requirement must devote substantial but not necessarily exclusive attention to the required content. Courses may meet this requirement by various means consistent with disciplines or fields of study, and faculty members from all departments are urged to think creatively about how their fields might contribute to the requirement. (2) Although it is hoped that many of these courses will focus on the United States, it is not required that they do so. Courses that deal with these issues in other societies, or that study them comparatively, may also meet the requirement.

Non-LS&A Course Work

To qualify for a degree, a student must complete a program of study which includes primarily LS&A courses or equivalent LS&A transfer credit.

LS&A courses are listed in this Bulletin. Courses offered by other academic units (e.g., Business Administration, Education, Engineering, Natural Resources and Environment) of the University of Michigan (Ann Arbor) and not listed in this Bulletin are non-LS&A courses. Non-LS&A course work should not be confused with transfer credit (defined in Chapter VII). Out-of-residence credit may transfer to the College as credit equivalent to LS&A courses or non-LS&A courses.

Non-LS&A course work earns credit toward a degree and honor points according to the following policies:

1. Candidates for an A.B. or B.S. degree must complete a minimum 108 credits of LS&A courses, thus allowing 12 credits of non-LS&A course work in the minimum 120 required for the degree. Non-LS&A course work elected to meet concentration requirements may be elected beyond the 12 credit limit if the concentration advisor provides written approval. This approval represents that the non-LS&A credit is required by the concentration either in substitution for courses from another department or as required by the concentration advisor. In no case may a student exceed 20 non-LS&A credits in the 120 required. Candidates for an A.B. or B.S. degree with a secondary teaching certificate must complete a minimum 104 credits of LS&A courses.

2. Candidates for a B.G.S. degree must complete a minimum 100 credits of LS&A courses, thus allowing 20 credits of non-LS&A course work in the 120 required for the degree. Candidates for a B.G.S. with a secondary teaching certificate must complete at least 100 credits of LS&A courses.

3. A cross-listed course is sponsored by two or more academic departments or programs and may be elected in any one of the participating units. Courses cross-listed between LS&A and another school or college of the University of Michigan (Ann Arbor) count toward the required number of LS&A credits if elected in the participating LS&A department. If elected in the non-LS&A department, the course counts as non-LS&A course work. Students in their final term in
residence may request the Academic Auditors to change a completed election to an alternate cross-listing.

4. Kinesiology courses are recorded as “not for credit” (no credit hours toward graduation, no honor points) for LS&A students, except for the following courses for which LS&A students may receive degree credits and honors points:

Kinesiology (Division 887) 411, 421, 422, 431, 432, 441, 442, 471, 513, 521, 531, 541, and 542;

Movement Science (Division 882) 241, 250, 320, 330, 340, 411, 421, 422, 431, 432, 441, 442, 471, 521, 531, 541, and 542;

Physical Education (Division 884) 310;

Sports Management and Communication (Division 885) 101 (first- and second-year students only; juniors and seniors can not take this course for degree credit), 300, 302, 303, 304, 305, 306, 307, 310, 401, and 513.

5. School of Music ensemble courses yield degree credit but not honor points.

6. Transfer credit for Speech and Journalism courses are counted as non-LS&A.

7. The College of Literature, Science, and the Arts does not grant degree credit for any courses offered through the Military Officer Education Program except for those courses which are cross-listed in other academic units.

### Requirements Particular to the A.B. and B.S. Degrees

By the end of the sophomore year, students should have met the language requirement, made substantial progress toward completing an area distribution plan, and completed prerequisites for a concentration.

#### The Language Requirement

Second language study contributes importantly to a liberal education, not only as a means of access to the cultural and intellectual heritage of the world’s non-English-speaking majority, but also as a way to gain a new reflective understanding of the structure and complexity of English itself.

Fourth-term proficiency in a language other than English is required and may be met by any one of:

1. Certified proficiency on a University of Michigan reading and/or listening test. Students with previous experience in a language they want to use to meet the language requirement must take a language placement test. A student may not elect for credit a language course below this placement level without departmental permission.

2. Credit for a University of Michigan fourth-term language course listed below with a grade of C– or better.

   - Arabic (one of the following: 202, 403, 410, 416, 418)
   - Armenian (272 or 273)
   - Chinese (202, 302, or 362)
   - Czech (242)
   - Dutch (232)
   - French (230 or 232)
   - German (230 or 232 or 236)
   - Greek
     - Classical (301 and 302)
     - Modern (202)
   - Hebrew
     - Biblical (202)
     - Modern (202)
   - Hindi-Urdu (206 or 366)
   - Indonesian (204)
   - Italian (232)
   - Japanese (202 or 362)
   - Korean (202)
   - Latin (232)
   - Marathi (438 or 380)
   - Ojibwa (323)*
   - Persian (242)
   - Polish (222)
   - Portuguese (232)
   - Punjabi (212 or 372)
   - Russian (202 or 203)
   - S&SEA 302
   - Sanskrit (210)
   - Serbo-Croatian (232)
   - Spanish (230 or 232)
   - Swedish (234)
   - Tagalog (208)
   - Tamil (214 or 374)
   - Thai (202)
   - Tibetan, Classical (404)

   - Turkish (252)
   - Ukrainian (252)
   - Vietnamese (216)
   - Yiddish (202)

   *Students need to be careful about electing Ojibwa to meet the language requirement. The requisite courses may not be offered on a regular basis.

3. Credit for a University of Michigan language course which presumes a fourth-term proficiency in a language (except for 305 and/or 306 in French, German, Italian, and Spanish, and Spanish 290/ American Culture 224).

In meeting the language requirement, students must earn a grade of C- or better in the prerequisite course to proceed on to the subsequent course. Any exception to this rule must be granted by a designated faculty representative in the department.

The final course in an elementary language sequence used to fulfill the Language Requirement must be elected on a graded basis, or, for Residential College students in a Residential College language course, with a narrative evaluation. (Effective for all students admitted to the College in Fall Term, 1995 and thereafter.)

The language requirement cannot be fulfilled by out-of-residence credit which is elected after the student has begun degree enrollment in LS&A unless the appropriate language department has approved that plan in advance.

Students who wish to meet the requirement with proficiency in a language not listed above (including American Sign Language) should contact the Academic Standards Board. A student whose first language is not English and who attended a high school where that language was the language of instruction is considered to have met the requirement.
Area Distribution

By means of this requirement the College seeks to instill an understanding and an appreciation of the major areas of learning. Students are not expected to master all areas in detail, but should develop a coherent view of essential concepts, structures, and intellectual methods which typify these disciplines.

Courses offered by the academic departments and programs of the College are divided into five area categories: the natural sciences, the social sciences, the humanities, mathematics and symbolic analysis, and creative expression. Each of these divisions represents a different perspective on human knowledge and learning; some departments and programs overlap these divisions while others may stand outside them.

All candidates for the Bachelor of Arts and Bachelor of Science degrees from the College must fulfill the 30-credit Distribution Requirement.

This broad intellectual experience, which forms an essential part of a liberal arts education, is to be achieved in the following way:

1. Students must complete 7 credits in each of the following three areas: Natural Science (NS), Social Science (SS), and Humanities (HU), for a total of 21 credits.
2. Students must also complete 3 additional credits in each of three of the following five areas: (NS), (SS), (HU), Mathematical and Symbolic Analysis (MSA), and Creative Expression (CE), for a total of 9 credits.

General Policies for Area Distribution Plans

An area distribution plan may include:

1. prerequisites to concentration elected outside the department of concentration.
2. courses elected pass/fail, credit/no credit, or by any other non-graded pattern.
3. courses elected to satisfy one of two concentration plans by students who elect a double concentration (see “Double Concentration” below in this chapter).
4. Transfer credit from other schools and colleges of the University of Michigan and from other academic institutions (see “Residence Policy” in Chapter IV).
5. a course elected outside the department of concentration or concentration requirements to meet the Junior-Senior Writing Requirement, the Race and Ethnicity Requirement, or the Quantitative Reasoning Requirement.
6. Courses in Non-LS&A Units offering courses with Creative Expression designation (Credits are counted as Non-LS&A)

Art and Design (Division 010)
101. Ceramics I.
111. Painting I.
114. Drawing Mini-course.
115. Basic Drawing I.
116. Basic Drawing II.
121. Fibers: Introduction.
125. Basic Design I.
126. Basic Design II.
131. Graphic Design I.
191. Sculpture I.
254. Jewelry Casting.
261. Photography I.

Architecture (Division 005)
201. Introduction to Communication Skills.

Performance – Piano (Division 639)
110. Performance.
111. Performance.

Dance (Division 671)
101. Introduction to Modern Dance.
102. Introduction to Modern Dance.
111. Introduction to Ballet.
112. Introduction to Ballet.
121. Introduction to Jazz Dance.
122. Introduction to Jazz Dance.
241. Afro-American Dance.

Ensemble (Division 672): All Courses
Courses in other Music Performance divisions (viz., other than Piano Performance) may also be used for Creative Expression, but enrollment is restricted to students of advanced ability. Request forms for performance instruction are available at the Information Office, Room 2249, School of Music, North Campus.

An area distribution plan may not include:

1. any course from the department of concentration.
2. required cognates in a concentration plan.
3. Experiential courses, Independent Study, and University (Division 495) mini-courses.
4. Advanced Placement credits.

Concentration

The concentration requirement provides an opportunity to pursue a thorough investigation of a subject or problem. If education is to be a connected, developmental experience, then fundamental skills, abilities, and knowledge must be used continuously. Concentration programs organize students’ work in such a way that later experiences relate to and extend earlier ones.

Students normally declare a concentration during the second term of the sophomore year, although some students make a decision earlier. To declare a concentration, a student should develop a plan with a concentration advisor and then submit a Declaration Form signed by the advisor to the Academic Advising Center. A student may, with the approval of a concentration advisor, change the plan. Students who wish to change concentrations must discuss their plans with a concentration advisor in the new concentration and submit a new Declaration Form.

Concentration Policies

1. Each A.B. or B.S. student must develop a concentration plan in consultation with a concentration advisor, who must also approve it.
2. Course requirements of the various concentration programs range from 24 to 48 credits, of which no more than 30 will be in one department. The required courses outside the department for departmental concentration programs are called required cognates. Students will often take more than the required courses, but no more than 60 credits in a concentration (including courses in one department and the required cognates) may be counted toward the 120 for the degree. When an academic department has two or more divisions (e.g., Anthropology, Romance Languages and Literatures), a student may count a total of 60 credits from that department, not from each division.
3. No more than 60 credits in one language may be counted in the 120 required for a degree. However, the 60 credit limit on courses elected in one concentration may be exceeded when the excess credits have been used to meet the language requirement.
4. Students electing an area, interdepartmental, or special concentration may count no more than 60 credits in any one department.
5. Students may not elect courses in a concentration plan, including required cognates, by the Pass/Fail grading option.
6. A department or program may include in its concentration program Experiential or Directed Reading/Independent Study courses that are graded on a Credit/No Credit or Satisfactory/Unsatisfactory basis, but all other concentration courses must be taken for a grade, either A-E or (in the case of Residential College courses) with narrative evaluation.
7. No course in the department of concentration or required course in a concentration plan may be part of a distribution plan (see, however, “Double Concentration” below in this chapter).
8. A student must earn an overall GPA of at least 2.0 in courses taken in the field of concentration. This includes all courses taken in the department of concentration (prerequisites, required courses, and
electives) and any required cognates. Any exceptions for particular concentrations are specified in Chapter VI.

9. A course or courses that are part of the student’s concentration plan may also meet the Junior-Senior Writing Requirement, the Race and Ethnicity Requirement, or the Quantitative Reasoning Requirement.

**Concentration Programs**

Students may choose a concentration from:

- Afroamerican and African Studies
- American Culture
- Ancient Civilizations and Biblical Studies
- Anthropology
- Anthropology-Zoology
- Arabic, Armenian, Persian, Turkish, and Islamic Studies
- Asian Studies
- Astronomy and Astrophysics
- Biochemistry
- Biology
- Biophysics
- Biopsychology and Cognitive Science
- Cell and Molecular Biology
- Chemistry
- Chinese
- Classical Archaeology
- Classical Civilization
- Classical Languages and Literatures
- Communication Studies
- Comparative Literature
- Computer Science
- Dramatic Writing
- Economics
- English
- Environmental Geology
- Film and Video Studies
- French and Francophone Studies
- General Biology
- General Physics
- Geological Sciences
- German
- Greek
- Hebrew and Jewish Cultural Studies
- History
- History of Art
- Italian
- Japanese
- Judaic Studies
- Latin
- Latin American and Caribbean Studies
- Latino or Hispanic-American Studies
- Linguistics
- Mathematics
- Medieval and Renaissance Collegium (MARC)
- Microbiology
- Middle Eastern and North African Studies
- Music
- Near Eastern Civilizations
- Oceanography
- Philosophy
- Physics
- Plant Biology
- Political Science
- Psychology
- Russian
- Russian and East European Studies
- Social Anthropology
- Sociology
- Spanish
- Statistics
- Studies in Religion
- Theatre and Drama
- Women’s Studies

**Special Concentration Programs**

**Individual Concentration Program**

Students with academic interests outside existing area, departmental, inter-departmental, and special concentration programs may propose their own field of concentration and, on approval, elect the **Individual Concentration Program** which is described in Chapter VI.

**Double Concentration**

A student electing a double concentration must meet all requirements for both concentrations. Courses, including cognates, elected as part of one concentration plan may be used, when appropriate, to satisfy the requirements of the second concentration. However, one of the two concentration plans must be independent of the area distribution plan. Each concentration plan must be developed in consultation with and approved by a concentration advisor.

A **Concentration Release Form** (see “Graduation Procedures” below in this chapter) for each concentration declared should be submitted to the Academic Auditors before the final term in residence. A double concentration is recorded on the transcript only if both release forms are received before graduation. If a student who has submitted a Diplomas Application completes the requirements for only one of the two concentrations and wishes to defer graduation to complete the second, the Academic Auditors must be notified. Otherwise a degree is awarded in one concentration. After the date of graduation, a student completing additional work which fulfills another field of concentration can have the additional field entered on the transcript. The student will need to file an additional **Concentration Release Form** with the Academic Auditors.

**Requirements Particular to the B.G.S. Degree**

Within the 120 credits required for the degree and the minimum 60 credits of courses numbered 300 or above, specific guidelines must be met:

1. No more than 60 credits may be elected in all divisions of a department.

2. No more than 20 credits of upper-level courses may be counted from one department. If a department has several divisions, a B.G.S. student may elect up to 20 credits of upper-level courses from each division. These statements should not be interpreted to mean that as many as 20 credits of upper-level work from one or more divisions must be completed or that it is impossible to incorporate more than 20 upper-level credits from one division into a B.G.S. degree. It is entirely possible to complete the degree with fewer than 20 upper-level credits from any division as long as the upper-level credits from all divisions total 60. Similarly, the B.G.S. degree may be completed with more than 20 upper-level credits from a division by electing more than the required 60 upper-level credits.

3. At least 40 of the required 60 upper-level credits must be in LS&A courses.

4. A student must earn an overall GPA of at least 2.0 in the courses used to fulfill the requirement of 60 upper-level credits.

**Second Bachelor’s Degree**

Individuals with a bachelor’s degree who want to earn a second degree must obtain permission from the Office of Undergraduate Admissions. Normally at least two calendar years will have transpired between the awarding of the first baccalaureate degree and the beginning of the second baccalaureate degree program. Applicants must pursue an academic program significantly different from that of the first baccalaureate degree. Except in the case of joint degrees (see Chapter V), the College does not award concurrent bachelor’s degrees. Students interested in two concentrations should read the section “Double Concentration” above.

For graduates of schools and colleges on the Ann Arbor campus the two baccalaureate degrees should be different (for example, not two Bachelor of Arts or two Bachelor of Science degrees). The second degree program cannot be a B.S. degree. Applicants who already have an LS&A degree must earn at least 30 credits in residence in LS&A beyond the credits required for the first degree, and at least 15 of those must be in...
the new field of concentration. Graduates of a different Ann Arbor unit must earn at least 30 credits while registered in LS&A, all of those over and above the credit hours required for the first degree, and the second program must include a minimum of 108 LS&A credits. To be considered for admission to a second baccalaureate degree program, all applicants who have a baccalaureate degree from the Ann Arbor campus of the University of Michigan must have the same minimum grade point average as the College requires of cross-campus transfer students.

Applicants whose first degree comes from any other institution (including UM–Dearborn and UM–Flint) will be required to complete at least 60 credits in residence at the Ann Arbor campus. The student must be registered in LS&A for at least 30 of these, and all 30 credits must be over and above the credits required for the first degree. The second degree program must include a minimum of 108 LS&A credits. To be considered for admission to a second baccalaureate degree program, these applicants must have the same minimum grade point average as the College requires for students who transfer from institutions other than the University of Michigan, Ann Arbor campus.

**Dual Registration**

Students who wish to be dually enrolled, that is, enrolled simultaneously in LS&A and another division, school, college, or university, must request permission from the Academic Standards Board in advance of registration. This policy does not apply to UM Extension. Qualified seniors who are interested in the Concurrent Undergraduate-Graduate Studies (CUGS) Program should read that section in Chapter V.

Students enrolled in two colleges or schools of the University must complete a separate registration for each academic unit. These students are assessed tuition based upon the number of credits elected in each unit, normally to a maximum of the higher full program fee.

**Graduation Procedures**

Students who have completed 90 hours Credit Toward Program (CTP) should submit the Diploma Application and Concentration Release Form or B.G.S. Senior Release Form in the term preceding the one in which they expect to graduate. In this way students can have an audit of their degree requirements prior to registration for the final term.

Degrees are conferred in May, August, or December, though graduation ceremonies are held in May and December only. To qualify for graduation, a student must meet degree requirements and submit a completed Diploma Application to the Academic Advising Center in 1255 Angell Hall. At the same time, candidates for an A.B. or B.S. degree must submit a signed Concentration Release Form and candidates for a B.G.S. degree must submit a B.G.S. Senior Release Form. The deadline for submitting these forms is four weeks after classes begin in a term (one week after classes begin in the Summer Half-Term). Students who meet the deadline will be listed in the Commencement Program, will have an expedient audit of degree requirements, and will be able to receive the diploma following approval of the final degree list (8-10 weeks after Commencement).

Students whose forms are received after the deadline but before the last day of classes in the term of expected graduation may still be considered for graduation but their degree certification cannot be processed as quickly and they should not expect to be included in the Commencement Program. The degree audit will be delayed. In some instances, it will be necessary to defer graduation.

Students who do not complete degree requirements in the term a Diploma Application has been filed must file a new Diploma Application in order to be placed on any subsequent degree list. Students who have met the degree requirements but have not yet been graduated may obtain a Letter of Certification from the Academic Auditors in 1409 Mason Hall. Such a letter is usually acceptable as evidence that requirements have been met and a degree will be awarded.
The policies and procedures described in this chapter govern the conduct of academic matters affecting students enrolled in the College. Exceptions to these policies may be granted only upon written petition to the Academic Standards Board. Honors students petition the Honors Academic Board; Residential College students petition the RC Counseling Office.

General College Policies and Procedures

Academic Load and Normal Degree Progress

In defining a normal academic load, a distinction must be made between what load students are permitted to elect and what is recommended. Except for first-term freshmen and transfer and Honors students, undergraduates may elect, without special approval, academic loads of 8 to 18 credits for a term, or 1 to 9 credits for a half term (spring or summer). Generally, a program of four or five courses totaling 13 to 17 credits is considered normal, and freshmen are usually advised to elect four courses (14 to 16 credits). Since the considerations for determining academic loads are often complex and personal, the College encourages students to discuss each term’s elections with an academic advisor.

Class Standing

Class standing is determined by the number of credits earned toward a degree:

- Freshman: fewer than 25 credits
- Sophomore: 25 through 54 credits
- Junior: 55 through 84 credits
- Senior: 85 credits or more

Residence Policy

At least 60 of the 120 credits required for a degree must be earned in residence. Residence credit is granted for courses elected on the Ann Arbor campus or at off-campus sites but directed by Ann Arbor faculty present on the site and for a maximum 15 credits earned through departmental boards of study and Honors Summer Independent Reading.

At least 30 of the last 60 credits for the degree must be earned in residence.

No more than 60 credits may be earned through Advanced Placement, credit by examination, extension and correspondence courses, transfer credit from other institutions, and off-campus independent study, except that 90 credits may be transferred from other schools and colleges on the Ann Arbor campus of the University of Michigan. Cross-campus transfer students may receive credit for a maximum of 90 credits from the previous college or school. No more than 60 credits of these 90 may have been completed at other institutions. LS&A residency requires that a student earn 30 credits in the College of Literature, Science, and the Arts.

Students who transfer from a junior college are permitted 60 transfer credits (62 if an Associate’s degree requiring 62 credits has been completed). Students who have completed 60 credits toward an LS&A degree cannot earn degree credit for courses elected at a two-year college.

Up to 60 credits may be transferred from the Flint and Dearborn campuses of the University of Michigan, and courses completed at these campuses are defined as out-of-residence credit (effective September 1, 1976), even though they carry Michigan Honor Points.

Credit cannot be transferred from another school if that credit is also being counted toward another baccalaureate or graduate or professional degree. The programs described in Chapter V under the heading “Special Joint Degree Programs” are exceptions to this policy.

Even if a course is transferable, credit is not allowed if the final grade earned is “C–” or lower. This includes all transferable credit earned outside the University of Michigan and also includes the University of Michigan Correspondence Study offerings.

Students interested in electing out-of-residence credit should consult in advance the Office of Undergraduate Admissions (where an information sheet is available) about transfer equivalencies and an academic advisor about the appropriateness of the intended elections. If credit elected out-of-residence is to be included in a concentration plan, approval should be obtained in advance from a concentration advisor. The language requirement cannot be fulfilled by out-of-residence credit which is elected after the student has begun degree enrollment in LS&A unless the appropriate language department has approved that plan in advance.

LS&A students who elect courses which duplicate Advanced Placement credit or courses completed elsewhere and transferred to LS&A as credit toward an LS&A degree will receive degree credit and honor points (for graded courses) for the LS&A election while credit for the duplicated Advanced Placement or transfer courses will be deducted. The only exceptions to this policy are those cases in which the courses transfer from another school or college on the Ann Arbor campus of the University of Michigan. In these cases, courses elected in LS&A which duplicate such transfer courses are posted on the academic record as “repetitions” or “not for credit” elections. The original course elections continue to appear on the academic record for degree credit, and grades earned in these courses continue to be computed in the grade point average. Students electing courses in LS&A which are prerequisites for credits already awarded via Advanced Standing will have the transferred credits deducted, and the credits and honor points earned by the LS&A elections will stand. This might mean losing credit for several courses while retaining credit for only one (for example, having transfer credit for three terms of basic foreign language deducted because of completing the first term of that language subsequently at the University of Michigan).

Students who want their out-of-residence credit evaluated must have an official transcript of the completed work sent to the Office of Undergraduate Admissions. Seniors planning to elect the final portion of the senior year out of residence should contact the LS&A Academic Auditors prior to leaving campus for information about special procedures; otherwise, a student risks delay of graduation.

Drop/Add Policy

The College expects students to finalize their academic schedules in the first three weeks of a term (first two weeks of a half term), but later changes may be made according to the policies described below. Courses dropped in the first three weeks of a term (first two weeks of a half term) do not appear on the academic record; thereafter, all courses officially dropped appear on the transcript with a “W” notation. Accordingly, a “W” means that the student dropped a course after the third week of a Fall or Winter Term (second week of a half-term) and that the College accepted the reason(s) for the drop and gave its approval.

Failure to complete a course and to secure approval for a late drop of the course results in the transcript notation Unofficial Drop (ED) which is averaged into the term and cumulative grade point averages as a failing grade (E). Courses elected on a non-graded pattern do not affect the term or cumulative grade point averages.

Weeks one through three of a term (weeks one through two of a half term):

Students may make drop/add changes without advisor approval when these changes result in an academic schedule of 8-18 credits during a term (1-9 credits in a half term). Programs of fewer than 8 or more than 18 credits during a term (more than 9 credits during a half term) require advisor approval, as do all course changes made by Honors students and new freshmen, transfer stu-
ents, and cross-campus transfer students. All students may make section changes accompanied by an Override from the department. Adds of open courses or courses not requiring permission of instructor are allowed without override, but the student is responsible for any work assigned in the course from its beginning, regardless of the date of election. Therefore it is important to talk with the course instructor about work assigned to date before processing an add in the second or third week. Overrides are available from instructors or departmental offices. Since the fee assessment is not set until the end of this three-week period (two weeks in a half term), a student dropping below 12 credits (six in a half-term) will be assessed a lower tuition charge.

Weeks four through nine of a term (three through four and a half of a term):

Students requesting changes must (1) obtain a Request for Late Drop form and Election Change Worksheet from 1255 Angell Hall; (2) complete both forms, stating the reason(s) for the drop; (3) obtain instructor’s recommendation and signature; (4) return the completed forms to 1255 Angell Hall. All requests to add courses must be accompanied by an Override, or the student must arrange with the department for an Electronic Override to be entered. Honors students follow the procedures established by the Honors Office.

An academic advisor can approve a drop or add request in this period. When students bring in the completed request form, they are strongly encouraged to meet individually with an available advisor to discuss the request and its impact on program. If the advisor does approve the request, students take the Election Change Worksheet to CRISP (G155 Angell), where they will be able to get a new schedule printout showing the change. If the advisor does not approve the request, students can petition the Academic Standards Board one time to appeal that decision. Students always should continue pursuing their existing academic schedules until knowing that a requested change has been approved.

Fees are not reduced even if a student drops below 12 credits (six in a half-term).

Week ten through the last day of classes of a term (after the end of week four and a half through the last day of classes for a half term):

Only the most serious circumstances warrant dropping a course after the ninth week of the term. Fear of failing the course and no longer needing the course in a degree program are not considered valid reasons for granting approval to drop a course after the 9th week of a Fall or Winter Term. Students wishing to make changes must (1) obtain an Election Change Worksheet; (2) complete a Request for Late Drop/Add form signed by the instructor; and (3) make an appointment with an academic advisor. The instructor’s and advisor’s signatures indicate that the request for a change in academic schedule has been discussed; they do not indicate approval. All requests to add courses must be accompanied by an Override, or the student must arrange with the department for an Electronic Override to be entered. Requests resulting in academic schedules of 8-18 credits during a term (1-9 credits in a half term) are approved or denied by the a Late Drop Review Committee. All other requests are decided by the Academic Standards Board.

**Mini-Courses:**

1. Regarding the election of mini-courses, students are subject to different “W” and fee deadlines. A mini-course which starts at the beginning of the term and lasts for seven weeks can be dropped without “W” and without fee for three weeks. Such a course starting in the middle of the term can be dropped without “W” and without fee for two weeks.

2. Information regarding “W” and fee deadlines for all other mini-courses is available on a handout available at the Academic Advising Center, 1255 Angell Hall.

3. All requests to drop or add mini-courses submitted after the applicable free drop/ add period are decided by the Academic Standards Board. Since those courses do not run for the full length of the term, late drop or add requests are not judged according to the timetable used for full-term courses. Any late drop or add request for mini-courses needs to be supported by significant extenuating circumstances.

**Withdrawal from the College**

Students who have early registered for a term or half term but who subsequently decide not to return to the University should notify the Academic Standards Board. This can be done either in writing or by going in person to complete a Disenrollment Memorandum. Notification of intention to disenroll must be received before the first day of classes or a student is assessed a $50 disenrollment fee plus an $80 registration fee ($40 for each half term). Students who wish to withdraw once classes have begun should go to the Academic Standards Board.

After the third week of classes during a term (second week in a half term), an appoint-

**Special Kinds of Academic Credit**

**Credit by Examination (CBE)**

Recognizing that students may have background in particular academic areas, the faculty has made it possible for students to earn credit by examination. The amount and type of credit in any area is determined by the academic department(s) in which a student feels qualified to seek credit by examination. Some departments recognize certain subject area College Entrance Examination Board College Level Examination Program (CLEP) examinations and grant credit on the basis of specified performance on such examinations. Since the University of Michigan is not a CLEP testing center, all CLEP credit is evaluated as incoming transfer credit, and questions regarding CLEP credit should be addressed to the Office of Undergraduate Admissions. Only those CLEP examinations specifically accepted by academic departments at the University of Michigan may be used to certify credit by examination toward a degree.

In addition to or in place of CLEP examinations, some academic departments have prepared examinations which are administered on campus. Questions regarding such departmental examinations should be directed to the Department of Independent Study, Extension Service, where applications for such examinations are available.

Credit earned by examination is out-of-residence credit. It is posted on a student’s transcript as credit earned toward the degree but without honor points and identified by the notation “Credit by Examination.” A maximum of 60 credits can be earned by examination and counted toward an LS&A degree. (See Residence Policy in this chapter.) Failure to pass a departmental examination is not noted on a student’s transcript or in a student’s academic advising file.

**Guidelines for Retroactive Credits in French, German, Latin, and Spanish**

It is possible for LS&A students to earn up to a maximum of 8 retroactive credits for prior academic work completed in French, German, Latin, and Spanish. To earn these credits students must successfully (with a grade of B or better, not a B–) complete an upper-level course into which they were placed (by means of the placement test).
The scale is as follows

<table>
<thead>
<tr>
<th>Result on Departmental Placement Test (the course placed into)</th>
<th>Students must receive a <strong>B or better</strong> in the following course</th>
<th>Number of credits granted retroactively upon successful completion of the course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Met LS&amp;A language requirement</td>
<td>An upper-level language course taught in the target language:</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>235, 250, or higher for French</td>
<td></td>
</tr>
<tr>
<td></td>
<td>325 or higher for German</td>
<td></td>
</tr>
<tr>
<td></td>
<td>301 or higher for Latin</td>
<td></td>
</tr>
<tr>
<td></td>
<td>270 or higher for Spanish, but not 290.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Translation courses and one-credit conversation courses are not allowed. See specific departmental regulations for more information.)</td>
<td></td>
</tr>
<tr>
<td>232</td>
<td>232</td>
<td>4</td>
</tr>
<tr>
<td>231, 221, 103, 102, or 101</td>
<td>No retro-credit granted</td>
<td></td>
</tr>
</tbody>
</table>

**Details and Constraints**

1. This policy is effective for all students whose first term of enrollment in LS&A is Fall 1997 and thereafter. Students who entered LS&A before Fall 1997 are not eligible to participate in the Retro-Credit Program.

2. Students must enroll in and successfully complete (with a B or better) a designated course on the UM–Ann Arbor campus.

3. The course taken to earn retro-credits must be the first college course in the foreign language and must be designated as appropriate for this purpose by that department. Consult the appropriate department regarding proper placement.

4. Although there is no time limit on retro-credit, we strongly recommend that students complete coursework and apply for retro-credits within their first year of enrollment in LS&A.

5. The Pass/Fail option disqualifies students from receiving the retroactive credit.

6. Transfer students are not allowed to get double credit for the same work. That is, transfer students may only receive transfer credits for the foreign language or retro-credits given through successful completion of the designated course, not both.

7. Students may receive a maximum of 8 credits toward graduation through AP examination and/or the Retro-Credits Program. For guidelines on AP credit, consult an LS&A academic advisor or the relevant language department.

8. This policy is directed toward students who began learning French, German, Latin, or Spanish as a second/non-native foreign language, primarily in a school setting. Students with native language fluency (i.e., students who learned the target foreign language in ways other than formal schooling/instruction) are **not** eligible to earn retro-credits in that foreign language. Unusual cases will be addressed by the individual departmental undergraduate concentration advisors.

9. All questions on language placement and the Retro-Credit Program should be directed to an academic advisor in the LS&A Academic Advising Center or to the concentration advisor in the individual language departments.

**How to Apply for Retroactive Credits in French, German, Latin, and Spanish**

1. If your placement is 232, enroll in 232.

2. Fill out the **Application for Retroactive Credits**, which you will receive from the instructor in your foreign language course. Return this form to your instructor as early as possible during the term.

3. Complete the course with a grade of B or better.

4. Your language instructor will complete the form and return it to the departmental office.

5. The department will certify the grade for the course and forward it to the LS&A Academic Advising Center or the Honors Program Office.

6. The Academic Advising Center will verify the information on your form, confirm your application, and authorize the posting of the retro-credits to your transcript.

**Experiential and Directed Reading/Independent Study Courses**

The College distinguishes “Experiential” and “Independent” courses from its other course offerings.

Experiential courses (denoted EXPERIENTIAL in Chapter VI) involve academic work which may take place in a setting other than a university classroom, laboratory, library, or studio and in which the experience is directly related to an academic discipline. Most Experiential Credit is awarded through programs administered by departments and is recorded as credit in one of the departmental Experiential course numbers. Under certain circumstances a student may receive academic credit for an activity not covered by one of the departmental Experiential course numbers by petitioning the College Board of Study, in which case credit may be recorded in a course administered by the University Course Division. A student wishing to explore this possibility should understand that it is not the policy of the College to award academic credit for something simply because it is useful and educational. For the College Board of Study to recommend academic credit for an off-campus experience, students must demonstrate that the experience is directly related to an academic discipline represented in the College of LS&A and that it has a clear linkage to some aspect of their course of study at the University of Michigan. Ordinarily, for credit to be recommended by the College Board of Study, the project must be approved in advance and be recommended by the faculty sponsor who agrees to evaluate the experience and the work submitted by the student following his/her return to campus. Occasionally the College Board of Study may recommend that a student receive
experiential credit for an activity that was not approved in advance, but only if the student provides materials enabling a faculty member to evaluate the academic quality and value of the experience. Such approval will usually require additional work with a faculty member following the student's return to campus. The College Board of Study will not consider petitions for credit for activities related to disciplines represented by Schools or Colleges other than LS&A. A student wishing to explore the possibility of obtaining Experiential Credit through the College Board of Study should contact the Academic Advising Center. Students in the Honors Program or Residential College should contact an advisor through the Honors Program or RC Counseling offices.

Independent courses may be (1) Directed Reading/Independent Study courses (denoted INDEPENDENT in Chapter VI) which are designated by title and not normally offered by classroom instruction; (2) courses normally offered through classroom instruction but occasionally taught on an independent study basis (e.g., Honors Summer Independent Reading); (3) courses not specially designated as "Independent" and normally offered as classroom instruction but elected by special arrangement with the instructor.

The following limitations apply to Experiential and Directed Reading/Independent Study credit:

1. A maximum 15 credits of Experiential courses may be counted toward a degree: a maximum 8 credits may be earned from one project, and only one such Experiential project may be elected each term.
2. A combined total 30 credits of Experiential and Directed Reading/Independent Study courses may be counted in the 120 credits required for a degree.
3. A maximum 15 credits of Honors Summer Independent Reading courses may be counted in the 120 credits required for a degree.
4. Experiential and Independent courses are excluded from area distribution plans.

Experiential and independent study courses are designated on the student's transcript by an E or an I which appears immediately after the course number.

Extension and Correspondence Courses

The University of Michigan Extension Service offers Correspondence and Extension courses taught by University of Michigan faculty. Correspondence courses are independent study courses equivalent in content to courses regularly offered on the Ann Arbor campus. Extension courses involve regular classroom instruction but are offered through extension centers located on the UM-Flint and UM-Dearborn campuses. A maximum 30 credits of extension and correspondence courses elected through the University of Michigan can be counted toward the minimum 120 credits required for a degree. Of these, a maximum 15 credits may be earned in correspondence courses. For information about transfer credit policies affecting correspondence and extension courses elected through other institutions, contact the Academic Standards Board. Correspondence and extension courses earn credit toward a degree (when completed with a final grade of at least "C") but not honor points and are considered out-of-residence credit (see Residence Policy in this chapter).

Honors Summer Independent Reading

A special summer independent study program is offered to qualified students enrolled at the University of Michigan (Ann Arbor). Students with a cumulative grade point average of at least 3.0 and no unfinished courses on the transcript, and who are not enrolled in the College or elsewhere for both spring and summer half terms or the equivalent, may elect up to eight hours of credit during the summer. A maximum 15 hours of Honors Summer Independent Reading credit may be counted in the 120 credits required for a degree.

Any course regularly offered by the College may be elected with departmental approval. A faculty member at the rank of assistant professor or higher must supervise the work; lecturers and teaching assistants may not supervise Honors Summer Independent Reading. Courses elected through this program are not correspondence courses even though the course work is completed off-campus. Credit earned in the program is considered in-residence credit and earns honor points. Application forms are available in the Honors Office after March 31 of each academic year. (See also Residence Policy in this chapter.)

Grade Notations and Grading Policies

Academic Record

The Academic Record is the official record of a student's course elections, grades, and credits earned toward a degree. Since the academic record is a permanent record of a student's academic performance, it must be correct. Students who believe an error has been made on their academic records should contact the Assistant to the Academic Standards Board.

LS&A academic records are maintained by the Records and Diploma Office (1513 LS&A Building). An enrolled student receives a Term Grade Report at the end of each term of enrollment. The Term Grade Report informs students of the most recent term of enrollment and summarizes the total number of credits elected and earned toward a degree and the number of honor points earned.

A student may wish to have a transcript of the academic record sent to another college or university or to an employer. Such requests can be ordered at a Student Services site, G255 Angell or 1212 Pierpont Commons. Mail requests can be sent to Transcript and Certification Office, 555 LS&A Building, University of Michigan, Ann Arbor 48109-1382. All requests should include dates of attendance and student identification number. A transcript of the academic record bearing the official seal of the University of Michigan and the signature of the Registrar is forwarded directly to the institution or person specified by the student assuming there is no outstanding financial commitment from the student to the University. There is no fee for official transcripts. A student may request and receive on demand an academic report of the academic record. The academic report is "unofficial" and therefore should not be used in lieu of a transcript for the purposes of admission or employment.

A student may pay a fee set by the Registrar's Office and request a special transcript:

1. listing no courses;
2. listing courses but no grades;
3. translating all grades into P or F; or
4. an appendix listing the original grades submitted for all courses elected "Pass/Fail."

A specially prepared transcript indicates which of these options has been chosen. A request for a special transcript does not permit revision of the original academic record.
Summary of Transcript Notations

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Honor Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A–</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B–</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C–</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>D–</td>
<td>0.7</td>
</tr>
<tr>
<td>E</td>
<td>0.0</td>
</tr>
</tbody>
</table>

NC (no credit) no credit, no honor points

Satisfactory/Unsatisfactory

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Honor Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>S (satisfactory)</td>
<td>credit, no honor points</td>
</tr>
<tr>
<td>U (unsatisfactory)</td>
<td>no credit, no honor points</td>
</tr>
</tbody>
</table>

The S/U symbols are used by the School of Education.

Withdrawal/Drop

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Honor Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>W (official withdrawal)</td>
<td>no credit, no honor points</td>
</tr>
<tr>
<td>ED (dropped unofficially)</td>
<td>no credit, no honor points</td>
</tr>
</tbody>
</table>

(A notation of ED for a graded election has the same effect on the grade point average as does an E.)

Incomplete/Work in Progress

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Honor Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>I (incomplete)</td>
<td>no credit, no honor points</td>
</tr>
<tr>
<td>X (absent from examination)</td>
<td>no credit, no honor points</td>
</tr>
<tr>
<td>Y (work in progress for project approved to extend for two successive terms)</td>
<td>no credit, no honor points</td>
</tr>
</tbody>
</table>

Pass/Fail

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Honor Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>P (passed)</td>
<td>credit, no honor points</td>
</tr>
<tr>
<td>F (failed)</td>
<td>no credit, no honor points</td>
</tr>
<tr>
<td>CR (credit)</td>
<td>credit, no honor points</td>
</tr>
</tbody>
</table>

Credit/No Credit

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Honor Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>NC (no credit)</td>
<td>no credit, no honor points</td>
</tr>
</tbody>
</table>

Official Audit (VI)

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Honor Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>VI (Visitor)</td>
<td>no credit, no honor points</td>
</tr>
</tbody>
</table>

Miscellaneous Notations (Q, NR, E/I)

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Honor Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q (credit hours unofficially elected)</td>
<td>no credit, no honor points</td>
</tr>
<tr>
<td>NR (no report)</td>
<td>no credit, no honor points</td>
</tr>
<tr>
<td>E/I</td>
<td>credit, no honor points</td>
</tr>
</tbody>
</table>

(A notation of E/I is used to designate experiential and independent study courses; letter appears immediately after the course number.)

Drop (W) / Official Withdrawal / Unofficial Withdrawal (ED)

If a student receives permission to withdraw officially from a course after the first three weeks of a full term (first two weeks of a half term), the course is recorded on the transcript with a W notation; neither credits toward a degree program nor honor points are earned. The W notation is a chronological record indicating the course was dropped after the third week of the term. It is posted on the transcript regardless of a student’s reasons for requesting the official withdrawal. If a student unofficially withdraws from a course (i.e., stops attending the course but does not obtain permission for an official withdrawal), the instructor reports DR to indicate “unofficial drop.” The Registrar’s Office converts a DR to the notation ED (Unofficial Withdrawal). An ED is computed into the term and cumulative grade point averages as an E if the course were elected for a regular letter grade; neither credit toward a degree program nor honor points are earned.

Q Grade

A grade posted on the transcript preceded by a Q notation indicates a discrepancy between the number of credit hours elected by the student for a course and the number of credit hours graded by the instructor for that same course. Contact the Assistant to the Academic Standards Board (1255 Angell Hall) for information and procedures in resolving this problem.

Grading for a Two-Term Course (Y)

A few courses (e.g., senior Honors thesis courses or some Biological Sciences research courses) are approved as “two-term” sequences. In these specially approved cases only, an instructor can report a Y grade at the end of the first-term course to indicate work in progress. When a final grade is reported at the end of the second term, that final grade is posted for both terms’ elections. In cases where a Y grade is reported for a course which is not approved to extend for two successive terms, an I (Incomplete) is posted on the transcript and the course is subject to the regular deadline for incompletes. Students needing more time to complete this work must petition the Academic Standards Board for an official extension of the deadline (see below).

Incomplete Courses and Notations (I or X)

An “Incomplete” (denoted on the transcript by the symbol I) may be reported by an instructor only if the amount of unfinished work is small, the work is unfinished for reasons acceptable to the instructor, the student’s standing in the course is at least C-, and the student has taken the final examination. A student who is unavoidably absent from a final examination may be granted, upon presentation of an excuse satisfactory to the instructor, the privilege of making up the final examination; in such cases an X is reported by the instructor. Grades of I and X are not included in the computation of the term or cumulative grade point averages during the period when a student has the privilege of making up the work. Incomplete grades may be made up while a student is not in residence, even if a student has been dismissed from the College for reasons of unsatisfactory academic performance. An incomplete grade must be made up by the fourth week of a student’s next fall or winter term in residence or by an extended deadline approved by the Office of Academic Standards.

An instructor has ten days following the “four-week deadline” in which to report a final grade or ten days following an approved extended deadline. The final grade is posted on the transcript, and credits and honor points are posted accordingly; the I or X is not removed when the course is completed but remains on the transcript. An I or X grade not finished by the incomplete deadline or an approved extended deadline lapses to E. In such cases, no degree credit is earned and the course is then computed as an E in the term and cumulative grade point averages. Unfinished courses elected on a non-graded pattern (“Pass/Fail,” “Credit/No Credit,” etc.) lapse to “Fail” or “No Credit”
but do not affect the term or cumulative grade point averages.

**No Report (NR)**

An NR is recorded by the Registrar’s Office when an instructor does not report a course grade for an individual student in a class or when an instructor submits an inappropriate grade. Students who receive an NR should contact the course instructor or an Assistant to the Academic Standards Board. If unresolved after the first four weeks of the next fall or winter term in residence, an NR in a graded election lapses to an E. In such cases no degree credit is earned, and the course is computed as an ED in the term and cumulative grade point averages.

**Non-Graded Courses (P/F, CR/NC, S/U)**

Students may count a maximum 30 non-graded credits toward the 120 credits required for a degree. Non-graded credits are earned in courses for which no letter grade (A+ through E) is recorded on the transcript or for which no evaluative narrative is provided with the transcript. Only those non-graded credits actually earned are counted as part of the total number of non-graded hours applicable toward a degree.

1. Non-graded courses may be included in a distribution plan.
2. Pass/Fail courses (with the exception of Residential College courses, which are graded using a narrative evaluation) may not be included in a concentration plan.
3. The final course in a sequence used to fulfill the Language Requirement may not be elected on a Pass/Fail basis. (Effective for all students admitted to the College in Fall Term, 1995 and thereafter.)
4. Experiential and Directed Reading/Independent Study courses that are graded on a Credit/No Credit or Satisfactory/Unsatisfactory basis may be included in a concentration program.
5. A change in grading pattern for a course is not permitted after the first three weeks of a full term (first two weeks of a half term). Grading pattern choices must be modified through the Touch-Tone Registration system. Courses elected after the third week of a term may not be elected on a non-graded basis unless the course is offered as a “mandatory non-graded” course. The only exceptions to this policy are short courses (e.g., Geology 101-115) which have started after the beginning of the term. In these cases, the grading pattern may not be changed after the second week of class. The Academic Standards Board does not grant exceptions to this policy.

6. To be official, all choices involving non-graded elections must appear on a class schedule printout provided to students by the Touch-Tone Registration system as the result of each registration or drop/add transaction. The College holds students responsible for ensuring the accuracy and completeness of this class schedule printout. Therefore, it is important for the student to listen carefully to the read-back before exiting a telephone registration transaction; and it is important for the student to direct the system to provide a printed copy of the registration. Touch-Tone Registration has full instructions for receiving a printed copy.

7. Non-graded courses earn credit toward a degree but not honor points. Therefore, “Pass” (or Credit) grades do not enter into the computation of the term or cumulative grade point averages and the credit earned is reflected only as Credit Toward Program (CTP) and not as Michigan Semester Hours (MSH).
8. Instructor approval is not required for a choice in elected grading pattern nor should the instructor be informed of such a choice. Instructors report letter grades (A+ through E) for all students in their courses, except mandatory CR/NC courses, and in the case of a student who has chosen to elect a course “Pass/Fail,” the Office of the Registrar converts the letter grades according to the following policies:
   a. Grades of A+ through C– are posted on a transcript as “P” (Pass); credit toward a degree is earned.
   b. Grades of D+ through E are posted on a transcript as F (Fail); no degree credit is earned.
9. In the case of an incomplete course elected “Pass/Fail,” credit is posted only when the work has actually been completed and a grade of at least C– has been reported. “Pass/Fail” courses which are not finished lapse to “Fail,” although the term and cumulative grade point averages remain unaffected.
10. If the instructor of a mandatory Credit/No Credit course believes that the amount and quality of a student’s work is such that it deserves credit, CR (Credit) is posted on the transcript. If the instructor believes that a student’s work does not justify the awarding of credit, NC (No Credit) is posted on the transcript. Courses offered mandatory Credit/No Credit are designated in the course listings in Chapter VI.
11. In computing the grade point average for honorary societies, the reported
16. A student cannot choose to elect a course by the CR/NC and S/U grading patterns; the optional non-graded pattern is P/F.

Auditing Courses

Students are expected to elect courses for credit. Occasionally, however, a student may wish to attend a course but not elect it for credit. This arrangement can take the form of an official audit (sometimes called Visitor status).

An official audit obligates a student to attend classes regularly and complete course requirements (e.g., papers, laboratory assignments, tests, and the final examination). Regular tuition fees apply, and the course appears on the transcript with the notation VI (Visitor); no grade is posted and no degree credit is earned. To arrange an official audit, a student must submit to the Academic Standards Board a written statement, signed by the student and instructor, indicating the reasons for the official audit and outlining the student’s obligation to course requirements. A request to officially audit a course should be approved before the election is made and at least by the end of the third week of a full term. Students who do not fulfill course requirements earn the grade ED to indicate that the course was unoffically dropped. In these special cases, the term and cumulative grade point averages remain unaffected. A course elected as an official audit without permission will be posted on the transcript as an unapproved election. Tuition is assessed by the Office of the Registrar for both approved and unapproved audits.

H/E/I Symbols

H, E, and I symbols are used to designate Honors, experiential and independent study courses and appear immediately after the course number.

Repetition of Courses

If a course is taken in residence and a grade of A+ through C-, P, CR, or S is earned, then repetition of this course results in no additional credit or honor points. The course and grade appear on the transcript with the notation “Not for Credit.” This notation also results if a course is elected which is a prerequisite for in-residence credits already received. A student repeating a course in which D+ through D- was previously earned will receive honor points but no additional credit toward a degree. The course appears on the transcript with the notation “Repetition.” Repetition of a course in which an E, F, or U grade was originally earned produces both credits toward a degree, and honor points for courses elected on the graded pattern; there is no special transcript notation. In all such cases, the first election and grade earned remain on the transcript. The grades earned by repetition of courses are not averaged and posted as a single entry; they are posted as separate elections.

Grade Point Average

Term and Cumulative Grade Point Averages

The Term Grade Point Average is determined by dividing the total number of Michigan Semester Hours (MSH) elected during a term into the total number of Michigan Honor Points (MHP) earned during that term. The Cumulative Grade Point Average is determined by dividing the total number of Michigan Semester Hours (MSH) into the total number of Michigan Honor Points (MHP) earned. Notations of Q, Y, I, X, and NR are not initially calculated into the term or cumulative grade point averages. Notations of I, X, and NR, if unresolved by the end of the fourth week of the fall or winter term in residence or by an approved extension deadline in the case of an I or X, lapse to E and are computed into both the term and cumulative grade point averages, if the course was a graded election.

Minimum Term and Cumulative Grade Point Averages Required

To be in good academic standing, a student must earn at least a 2.0 term grade point average and a 2.0 cumulative grade point average. If a student fails to accomplish this, the “honor point deficit” can be determined by multiplying the Michigan Semester Hours (MSH) elected by 2.0 and subtracting the total number of Michigan Honor Points (MHP) earned. Only honor points earned in courses elected at the University of Michigan (Ann Arbor, Dearborn, or Flint campus) may affect the grade point average.

Academic Discipline

At the end of each term and half term the Academic Standards Board reviews the academic records of all LS&A students showing evidence of academic difficulty. The College uses three major types of actions: Action Pending, Probation, and Dismissal.

Action Pending

Action Pending (AP) is assigned when a student’s academic record for a term just concluded is incomplete and the student is in danger of completing the term with less than a 2.0 grade point average. The transcript is reviewed again when final grades have been reported or after incomplete grades have lapsed. This review normally takes place during the fifth week of a student’s next fall or winter term in residence. If all incomplete work has not been finished, or if it has been finished with grades that result in a grade point average below a 2.0, a student will be placed on Probation.

Probation Actions

Probation (P) is assigned to all students in the College whose term grade point average falls below 2.0 for the first time but not severely enough to justify dismissal. Students are placed on probation whenever the term grade point average falls below a 2.0 during a term or half term, regardless of the number of courses or credits elected or whether the cumulative grade point average remains above 2.0. There is no automatic term of probation. A significant honor point deficit in a single term or half term can result in dismissal from the College even though a student’s cumulative grade point average remains above 2.0.

Probation Continued (PC) typically is assigned when a student on probation has earned a term grade point average above a 2.0 even though the cumulative grade point average of 2.0 has not yet been achieved. Probation Continued might also be assigned if a probationary student has a term average of exactly 2.0 or slightly below 2.0, so long as members of the Academic Standards Board feel that the student is making minimum progress toward fulfilling degree and program requirements.

Raised Probation (RP) officially confirms that a student has completed a probationary term with better than a 2.0 grade point average and that a student’s cumulative grade point average is at least a 2.0.

Normally, during a fall or winter term, the conditions for a student on Probation or Probation Continued are that all courses in the ensuing term will be completed by the end of the term with a term grade point average greater than 2.0. Specific conditions of probation are stated in a letter which notifies the student of the action taken by the College.

All students placed on probation are urged to discuss their academic problems with an academic advisor or a member of the Academic Standards Board and to take full advantage of College and University resources to assist them in improving their level of academic performance.

Dismissal Actions

Students may be dismissed from the College

1. for incurring a significant honor point deficit in a single term or half term,
2. for failure to make satisfactory progress toward a degree, or
3. for any other reason deemed sufficient under the academic discipline policies of the LS&A Academic Standards Board.

The Academic Standards Board maintains more liberal policies for freshmen than for other students because of the adjustment problems encountered by many freshmen. As a general rule, unless there is a significant honor point deficit the first term, fresh-
men are placed on probation and are permitted a second term of enrollment to improve their level of academic performance. Similarly, transfer students are given special consideration unless the first term’s work in residence shows marked inability to meet the academic standards of the College. However, there is no automatic, one-term probation period before a student may be dismissed from the College.

Not to Register without Permission of the Academic Standards Board (NTR) is a dismissal action taken when a student’s academic performance during a term indicates evidence of serious academic difficulty. The College may also take a Not to Register action if a student’s overall grade point average falls below a 2.0 in courses required for a concentration. Students may appeal a Not to Register action, and such appeals require an interview with a member of the Academic Standards Board and a written petition. The purpose of the conversation is to discuss the reasons for the action taken by the College and for a student’s poor academic performance. All factors bearing upon a student’s academic record are examined during this interview, and the opportunity exists for a student to disclose all circumstances that affected the level of academic performance. A student may then submit a written petition for reinstatement.

The petition should reflect a student’s insight into the causes and resolution of past academic difficulties and should be submitted at least four weeks prior to the term for which a student is requesting readmission. In reaching a decision, members of the Academic Standards Board carefully consider a student’s academic promise and any special circumstances that may have contributed to past unsatisfactory academic performance. Students who have received a Not to Register action are permitted one appeal for reinstatement to the College for a given term.

Honors and Awards for Superior Academic Achievement

The College acknowledges the superior academic achievement of its students in a variety of ways. These include the awarding of class honors, special awards, honors at graduation, election to national honor societies, the LS&A Scholarship Program and departmental academic awards. Transfer credit does not count for honors.

Class Honors

Students who elect a minimum of 28 credits in courses taken on the Ann Arbor campus during a calendar year (January 1 through December 31) including a minimum 20 credits elected on a graded basis, and who earn a 3.5 grade point average are eligible for Class Honors. Incoming freshmen and transfer students who elect a minimum 14 credits during the fall term, including a minimum of 10 graded, and who earn at least a 3.5 GPA are also eligible for Class Honors. This distinction is posted on a student’s transcript by the Registrar’s Office, and recipients of this honor are invited to attend the annual Honors Convocation. The criteria for awarding Class Honors are currently under review and are subject to change.

Angell Scholar

James B. Angell Scholars are students who earn all A+, A, or A- grades for two or more consecutive terms based on a minimum 12 graded credits elected each term; all other grades must be P, S, or CR. Terms of fewer than 12 credits completed with grades of A+, A, A-, P, S, or CR enable a student to maintain standing as an Angell Scholar. Any other grades earned during a full or half term make a student ineligible for this honor. This distinction is posted on a student’s transcript by the Registrar’s Office, and recipients of this honor are invited to attend the annual Honors Convocation.

Branstrom Award

Students in the top 5% of the freshman class are eligible for this honor, administered by the Office of the Registrar, if they have earned at least 14 graded credits at Michigan. A book with an inscribed nameplate is presented to each student, and a notation is made on the official transcript, and recipients of this award are invited to attend the annual Honors Convocation.

Highest Distinction/High Distinction/ Distinction

Degrees with distinction are awarded on the basis of rank in class. Students who have completed at least 58 credits in residence, at least 45 of which are “graded” (A+ to D-), and rank in the top 5% of their class are recommended for a degree “with highest distinction.” Those students who rank in the top 10% of their class but not in the top 3% are recommended for a degree “with high distinction.” Those students who rank in the top 25% of their class but not in the top 10% are recommended for a degree “with distinction.” The average cutoffs for the past six years are approximately: 3.82 to 4.00 (highest distinction), 3.64 to 3.81 (high distinction), and 3.40 to 3.63 (distinction). A notation is made on the diploma and the transcript.

Highest Honors/High Honors/Honors

Students who have completed at least 58 credits in residence and have demonstrated high academic achievement and capacity for independent work in a department or degree program may be recommended for a degree "with highest honors", "with high honors," or "with honors" in the field of concentration. Capacity for independent work must be demonstrated in part by superior performance in honors program or some achievement of equivalent character. A minimum overall grade point average of 3.0 is required. A notation is made on the diploma and the transcript.

Phi Beta Kappa

Phi Beta Kappa, founded in 1776, is the oldest scholastic society in America. Up to four per cent of each year’s graduating seniors, and a very few juniors of the highest scholastic ranking, in the College of Literature, Science, and the Arts may be invited to join Phi Beta Kappa. Students with outstanding achievements in the liberal arts in other schools and colleges of the University of Michigan may be invited to join if they have earned at least forty-five credits in LS&A. Transfer students with superior academic records in the liberal arts and at least forty-five credits earned in LS&A may also receive invitations to join.

Invitations to membership in the national Phi Beta Kappa Society are issued by the local chapter, taking into account achievement in the liberal arts as indicated by a student’s cumulative grade point average, numerical rank, and percentile rank. Letter grades reported for Pass/Fail courses will be used in estimating such rankings.

LS&A Scholarship Program

Each year the College awards a number of scholarships to students who have completed at least one full term. These scholarships are awarded on the basis of high scholastic performance and demonstrated financial need. Applications for LS&A Scholarships are available from 1402 Mason Hall.

Departmental Awards

Awards that recognize superior academic performance in the area of concentration are described in the departmental/program information in Chapter VI.

Academic Conduct

The College’s Academic Judiciary has been established to adjudicate cases of alleged academic misconduct by students in the College.

The Judiciary sees a mutual student and instructor responsibility to be clear on the community’s values for scholarship. An instructor has the responsibility to make clear what academic dishonesty is and to help his or her students understand what uses may be made of the work of others and under what conditions. A student is responsible for becoming familiar with the Code of Academic Conduct (see below) and for discovering the sort of conduct which will be viewed as an attack upon the community’s values.

Questions regarding alleged academic misconduct should be addressed to the LS&A Assistant Dean of Student Academic Affairs, 1402 Mason Hall. Procedures to be followed in judiciary hearings are detailed in the “Academic Judiciary Manual of Procedures,” available in 1402 Mason Hall.
The judiciary’s charge is to uphold the scholarly values of the University community (punishment of civil crimes remains with the state courts). Appeals are accepted only on procedural, not on substantive, grounds. An appeal for clemency may be made to a three-member appeal panel only in the case of expulsion or suspension.

**Code of Academic Conduct**

The College, like all communities, functions best when its members treat one another with honesty, fairness, respect, and trust. Therefore, an individual should realize that deception for the purpose of individual gain is an offense against the members of the community. Such dishonesty includes:

**Plagiarism:** submitting a piece of work (for example an essay, research paper, assignment, laboratory report) which in part or in whole is not entirely the student’s own work without attributing those same portions to their correct source.

**Cheating:** using unauthorized notes, or study aids, or information from another student or student’s paper on an examination; altering a graded work after it has been returned, then submitting the work for re-grading; and allowing another person to do one’s work and to submit the work under one’s own name.

**Double Submission of Papers:** Submitting or resubmitting substantially the same paper for two or more classes in the same or different terms without the express approval of each instructor.

**Fabrication:** presenting data in a piece of work which were not gathered in accordance with guidelines defining the appropriate methods for collecting or generating data and failing to include a substantially accurate account of the method by which the data were gathered or collected.

**Aiding and Abetting Dishonesty:** providing material or information to another person with knowledge that these materials or information will be used improperly.

**Falsification of Records and Official Documents:** altering documents affecting academic records; forging signature of authorization or falsifying information on an official academic document, election form, grade report, letter of permission, petition, or any document designed to meet or exempt a student from an established College or University academic regulation; unauthorized or malicious interference/tampering with computer property.

**Other Grievance Procedures**

Students also have non-judicial means to redress other grievances. (1) Students may appeal any supposed act of unfair or improper grading through the grievance procedure established by that department or program of the College; students may contact the Assistant Dean for Student Academic Affairs for information and assistance; and (2) students may register a complaint with the Office of the Vice President for Student Affairs, which is empowered to assist a student in seeking just treatment through whatever College or University procedure may be appropriate.
Chapter V: Special Degrees and Pre-Professional Studies

Several special degree programs are offered by the joint cooperation of LS&A and some other college or school within the University. Admission to some of these programs is highly competitive. Because many of these programs require specific courses for admission, it is important for students to identify program interests early in their undergraduate careers, and often at the freshman level. Although the basic requirements are summarized in this chapter, students should consult academic advisors associated with the various programs.

Many LS&A students are interested in applying for admission to a professional school either after two years of liberal arts studies or after completing an LS&A degree. The second half of this chapter describes several pre-professional courses of study. Pre-professional advising is available at both the Academic Advising Center and the Office of Career Planning and Placement.

Special Joint Degree Programs

Architecture (Joint Program in Liberal Arts and Architecture)

Students enrolled in the College of Literature, Science, and the Arts wishing to consider joint degree programs, in which the B.S. or M.Arch. degree is awarded by the College of Architecture and Urban Planning and a second degree is awarded by the College of Literature, Science, and the Arts, are advised to contact the architecture program chairman in A&UP and the concentration advisor in LS&A. (This program is distinct from the Pre-Professional Program in Architecture described later in this chapter.)

Dentistry and Medicine (Joint Program in Liberal Arts and Dentistry or Liberal Arts and Medicine)

The joint degree program in liberal arts and either medicine or dentistry is designed to enable students admitted to the Medical School or the School of Dentistry at the University of Michigan to complete the requirements for a bachelor’s degree from LS&A. Students may apply up to 15 credits of courses elected during the first two years of medical or dental school toward a degree. To be eligible for the bachelor’s degree under this joint program, a student must have been admitted to either the Medical School or the School of Dentistry at the University of Michigan and have completed 105 credits toward an LS&A degree with a GPA of at least 3.0. For the A.B. or B.S. degree the 105 credits must include at least 50 upper-level credits, of which 40 must be LS&A. All other requirements for graduation from LS&A must be met, and at least 45 of the 105 credits must be earned in residence in the College. A student’s program must have the approval of the pre-professional advisor, the concentration advisor, and the Director of Academic Advising. In addition, a student must complete all of the required courses for the Medical School or the School of Dentistry with at least a “C” average.

When the above requirements have been met, the College grants a bachelor’s degree by accepting up to 15 credits from first-year and second-year Medical School or School of Dentistry courses as approved by the Committee on the Joint Program in Liberal Arts and Medicine/Dentistry.

Only students attending Medical School or the School of Dentistry at the University of Michigan are eligible for this program. Applications for admission to the joint program may be obtained in the Academic Advising Center.

Engineering (Joint Program in Liberal Arts and Engineering)

This program is designed to enable students to develop a course of study which offers broader academic opportunities than those offered by either college. The program is intended for students who wish to develop a depth of understanding in the technical studies associated with the College of Engineering and in the physical and natural sciences, humanities, and social sciences in the College of Literature, Science, and the Arts. This integration of technical studies with the liberal arts is the primary strength of the program. It is open to students enrolled in Engineering or LS&A and leads to concurrent bachelor’s degrees from both colleges. It is intended primarily for students who enroll as freshmen in one of the two colleges.

The variety of courses which can be elected by students in the joint program makes it impractical to list specific requirements. Instead, each student should consult faculty members and academic advisors in each college to develop the best plan of study. Primary responsibility for planning the academic program and continuing contact with academic advisors in the two fields is assumed by the student, who also is responsible for becoming familiar with the academic policies and procedures of both colleges and the academic requirements and courses in both fields of concentration as described in the Bulletins of the two colleges. In the event of difficulties or special problems, students should consult Chalmers Knight or (Academic Advising Center, 1255 Angell Hall, 764-0332) or Dean Gene Smith (College of Engineering. Engineering Advising Center, 1009 Lurie Engineering Center, 647-7106).

Joint Degree Program Structure

Candidates for the combined Bachelor of Science in Engineering (B.S.E.) and liberal arts degree (A.B., B.S., or B.G.S.) must:

1. complete one of the degree programs in the College of Engineering;
2. complete a minimum of 90 credits of LS&A courses;
3. have a cumulative grade point average of at least 2.0.

In addition, candidates for the joint Bachelor of Science in Engineering (B.S.E.) and Bachelor of Science (B.S.) or Bachelor of Arts (A.B.) degree must complete the LS&A degree requirements (Introductory Composition, the Junior/Senior Writing requirement, the Race & Ethnicity requirement, the Quantitative Reasoning requirement, the language requirement, and an approved area distribution plan) and an approved LS&A concentration plan. Candidates for the joint Bachelor of Science in Engineering (B.S.E.) and Bachelor in General Studies (B.G.S.) degree must complete the LS&A Introductory Composition, the Junior/Senior Writing requirement, the Race & Ethnicity requirement, the Quantitative Reasoning requirement, and a minimum 40 credits of LS&A courses 300-level or above with a GPA of at least 2.0. No more than 15 of these credits may be elected from any one division. (A division means a division number in the Time Schedule.)

Administrative Regulations

1. Students may initially enroll in either the College of Engineering or the College of Literature, Science, and the Arts.
2. To be qualified for admission to the joint degree program, students are usually expected to have completed 30 credits of courses with an overall grade point average of at least 2.7. Entry of LS&A students to some programs in Engineering may require a substantially higher grade point average.
3. Students considering this program should discuss their plans with the program advisor associated with the college in which they are enrolled. Usually this contact should be made early in the sophomore year.
4. Students must complete an application form indicating their program in each college. Applications are available from Chalmers Knight (Academic Advising Center, 1255 Angell Hall, 764-0332), or Assistant Dean Gene Smith (College of Engineering. Engineering Advising
5. Once admitted to the program, each student continues to register in the college of initial enrollment. That college maintains the primary academic record.

6. Students should consult the academic advisor for each concentration and secure approval for their class schedule according to the academic policies and procedures of each college.

7. Students must maintain good academic standing in both colleges to continue in the joint degree program.

8. Students in good academic standing who wish to withdraw from the program may complete a degree in the college in which they are enrolled. Students not in good academic standing are subject to the academic discipline policies of that college.

9. Upon completion of the requirements of both colleges, students are granted concurrent degrees. By the beginning of the term in which graduation is anticipated, a Diploma Application must be filed with each college, and the academic advisor for each concentration (specialization) must provide appropriate notification that departmental requirements are satisfied.

10. Before a student may apply for a joint degree program, and the cumulative grade point average for work completed on the Ann Arbor campus must be 3.0 or better. Any exception to these requirements must be approved by the Academic Standards Board.

Joint degree programs with the School of Business Administration cannot be arranged.

**Natural Resources and Environment (AB, BS, or BGS and Master of Landscape Architecture)**

The School of Natural Resources and Environment offers an accelerated program in landscape architecture for undergraduates in any liberal arts area which enables a student to complete both a bachelor’s degree from LS&A and the three-year Master of Architecture (MLA) degree in six years of study. Candidates for this program are selected by the Landscape Architecture Admissions Committee following completion of the junior year, during which students are expected to complete Biology 355 (Woody Plants), Psychology 476 (Environmental Psychology), and History of Art 403 (History of Landscape Architecture). The Graduate Record Examination should be taken in either February or April of the junior year. Candidates should have at least a 3.4 cumulative grade point average at the end of the junior year and must earn a combined Verbal and Quantitative score of at least 1100 on the General Test of the GRE. Only four University of Michigan undergraduates are admitted to this program per year. Admission is very competitive.

Interested students should consult with the Landscape Architecture Program during the sophomore year or early in the junior year. Students accepted to the program will elect six additional pre-professional courses through the School of Natural Resources and Environment for a total of 15 credit hours in their senior year. Students are expected to complete all requirements for their LS&A degrees by the end of the senior year, including a minimum of 100 LS&A credit hours. AB/BS students who have completed 108 LS&A credits and BGS students may apply for graduation at the end of the senior year. Otherwise, the degrees will be awarded concurrently. For further information, contact: Office of Academic Programs, 1024 Dana Building.

**Public Policy (Bachelor of Arts and Master of Public Policy)**

The School of Public Policy offers an accelerated program in public policy for exceptional undergraduates at the University of Michigan. The program enables students in political science, or economics, or the B.G.S. degree program to complete both a bachelor’s degree and the two-year Master of Public Policy (M.P.P.) degree in five years of study. Candidates for this program are selected by the School of Public Policy.
during the junior year. In the senior year, students elect the full sequence of Public Policy core courses, most of which simultaneously satisfy concentration or cognate requirements for the bachelor’s degree while counting towards the M.P.P. degree. The A.B. or B.G.S. degree is awarded at the end of the senior year, and the M.P.P. degree after one additional year of study.

For this accelerated program, students need to complete a minimum 100 LS&A credits in the 120 necessary for the undergraduate degree. In calculating LS&A credits, LS&A will count all elections that are listed in the LS&A Bulletin and the Public Policy courses that are cross-listed with Economics and Political Science.

The eligibility requirements for the accelerated joint program include completion of at least ninety credits toward the undergraduate degree which must include one calculus (or higher level mathematics/statistics) course. At least twenty-four of the ninety credits must be in economics or political science, with no fewer than six credits in either department. These credit requirements must be completed by the time of the first enrollment in Public Policy; courses may be taken in the Spring or Summer half-terms if necessary. In addition, applicants for the accelerated program must show an academic record that is demonstrably superior to that of students entering on the regular track. This means that the student record must meet or exceed the median scores for the entering class: a cumulative GPA of 3.4 and a Quantitative Graduate Records Examination (GRE) score of 660.

Further information can be found under the departmental program statements of Economics and Political Science in Chapter VI, or by visiting the School of Public Policy in 440 Lorch Hall. Interested undergraduates should begin consultation in the sophomore year; application is made in the junior year.

The Concurrent Undergraduate-Graduate Studies (CUGS) Program

The Concurrent Undergraduate-Graduate Studies (CUGS) Program enables a few students each year to enroll simultaneously in LS&A and the Rackham Graduate School and to apply a maximum of 15 credits toward both an undergraduate degree and a graduate degree. To be considered, a student must have at least 90 credits toward an undergraduate degree, must have satisfied the distribution requirements, and must have an overall grade point average of at least 3.7. Admission to CUGS is limited and depends heavily on the student’s having exhausted the undergraduate resources of his or her department so that graduate study is the appropriate and logical next step in the student’s program. The admissions process begins with encouragement to proceed from the graduate admissions committee of the department in which the student wishes to do graduate work. The student must then receive the recommendation of the chairperson of the undergraduate department/program, as well as the Assistant Dean for Student Academic Affairs for regular LS&A Students, or one of the Directors of the Honors Program for Honors students, or the Director (Director’s representative) in the Residential College for RC students. An admission application is completed and submitted to the Graduate School for approval of both the graduate admission committee and Rackham Associate Dean of Admissions.

Liberal Arts Study for Professional Undergraduate Programs

Several schools, colleges, and programs (e.g., Architecture and Urban Planning, Business Administration, Dental Hygiene, Education, and Pharmacy) within the University admit only students who have completed two years of liberal arts study. The following information is for students interested in planning the freshman and sophomore years in LS&A and then applying to one of the schools below.

Architecture (Pre-Professional Program in Architecture)

With the increasing application of the behavioral and environmental sciences to architecture, it is important that prospective students acquire a liberal arts background. Students are not admitted to the College of Architecture and Urban Planning until they have completed at least 60 credits. A number of introductory architecture courses are open to all freshmen and sophomores. The College of Architecture and Urban Planning looks for evidence of interest and strong commitment, preferably demonstrated by work experience related to architecture or urban planning, and expects students to be familiar with the field’s professional literature. For additional information, contact Christina Wylie (Office of Undergraduate Admissions).

The pre-professional program consists of a minimum 60 credits. Students are urged to obtain and read the Architecture leaflet – available at the Office of Undergraduate Admissions (1220 Student Activities Building), the Academic Advising Center (1255 Angell Hall), or the College of Architecture and Urban Planning (2150 Art and Architecture Building) for specific requirements. Since admission to the College of Architecture and Urban Planning is competitive, students are urged to develop program alternatives within LS&A.

Business Administration

Students who wish to earn a Bachelor of Business Administration (B.B.A.) degree should transfer to the Business School after completion of the sophomore year. Junior standing (at least 55 transferable credits) is a requirement for admission and students should apply at the beginning of the second term of the sophomore year.

Students may enter in the Fall Term only. The Admissions Committee begins to consider applications in January for the Fall Term entering class. The deadline for application is February 15. Applications are considered only after completed application forms and official transcripts have been received. LS&A students should obtain their transcript in a sealed envelope from the Transcript Office. This envelope must be submitted together with the application forms to the Business School.

Admission is highly competitive. Most students admitted have an overall GPA above 3.0. Particular attention is paid to grades in economics, English composition, first-term accounting, and mathematics. Strength of the overall academic program, leadership activities after high school and required essays(s) (a part of the application) play an important role in choosing among applicants with similar academic credentials.

Consideration for admission requires evidence that a minimum of 55 transferable credits will be completed by the proposed date of entrance and that the required courses in economics, English composition, first-term accounting, and mathematics have been completed with grades of at least “C.” Students may choose from among Calculus 112, 113, and Honors or Engineering calculus to meet the math requirement. Students unprepared for calculus should elect Mathematics 105. Economics 101 and 102 meet the economics requirement. The requirement in composition may be completed by English 125 or its equivalent, or by presenting evidence that the student has been exempted from this course. Honors students may substitute Great Books 191 or 192. Students are encouraged to complete as many of the prerequisites as possible before applying.

All students planning to enter the Business School in Fall 1999 and after must satisfy three of the following requirements:

1. Nine credit hours in Natural Sciences (NS) and/or Mathematical and Symbolic Analysis (MSA), with the following restrictions:
   a) No more than one course in MSA may be used for this distribution requirement.
   b) Only one short (half-term) NS course from Geological Science 100-115 may be used for this distribution.
   c) Any math course numbered 200 and above may be used for MSA. No 100-level math courses can be used to meet this requirement.

2. Nine credit hours in Humanities (includes all philosophy courses).
3. Nine credit hours in Social Sciences (excludes all economics courses).

4. Fourth term proficiency in a foreign language as determined by successful completion of a proficiency exam administered by UM–Ann Arbor’s Office of Academic Advising or completion of fourth-term, college-level foreign language course.

Accounting 271 is required for admission. Although not required for admission, Accounting 272 is highly recommended as an elective for sophomores. A thoughtfully planned, balanced liberal arts program is acceptable preparation for admission.

Certain courses, some of which can be elected for LS&A degree credit, cannot be transferred to the Business School. These include internship and experiential courses, dance, physical education activity courses, and first- and second-year ROTC courses. Residential College and Pilot courses transferred to the Business School. Pilot courses, which meet area distribution requirements in LS&A, also meet area requirements in the Business School.

With the exception of Accounting 271 and 272, Business Administration courses cannot be elected until junior standing (at least 55 credits) has been earned.

Dental Hygiene
The School of Dentistry grants a B.S. degree in Dental Hygiene. This baccalaureate program consists of a year of prescribed college courses followed by three years enrollment in the School of Dentistry. The equivalent of 30 (semester) credits of college level work in liberal arts is a prerequisite to the three-year curriculum in dental hygiene. Prerequisites include: (1) Chemistry; (2) English Composition; (3) Speech; (4) Introductory Psychology; (5) Introductory Sociology; (6) Additional electives to total 30 credits.

Interested students should contact the Director of Dental Hygiene, Wendy Kerschbaum, in the School of Dentistry (3066 Dentistry, 763-3392) as soon as possible, preferably during the freshman year. Additional information about the dental hygiene program can be found in the School of Dentistry Bulletin and Dental Hygiene brochures.

Education
Several paths are open to students who wish to obtain certification in elementary school teaching (kindergarten through the eighth grade) or secondary school teaching (grades seven through twelve).

Students can simultaneously satisfy degree requirements for an A.B., B.S., or B.G.S. degree and the requirements for a teaching certificate. Some students complete teaching certificate requirements by enrolling as special students in the School of Education after completing an undergraduate degree. Alternatively, students can transfer to the School of Education, usually at the beginning of the junior year, and complete requirements for an Education degree with a teaching certificate. Students interested in earning an elementary school teaching certificate usually transfer to the School of Education for both a bachelor’s degree and certification in order to avoid complexities in program planning and to take full advantage of the variety of choices offered within elementary education.

Interested students should study the Teacher Certification Program in Chapter VI of this Bulletin and contact the School of Education Office of Student Services (1033 SEB) regarding current information and procedures for admission to the Teacher Certification Program.

Kinesiology
http://www.umich.edu/~divkines/kinweb/

Kinesiology is a professional school with a strong liberal arts background. Kinesiology offers Bachelor of Science (Movement Science, Physical Education, and Athletic Training) and Bachelor of Arts (Sports Management and Communication) degrees. Movement Science and Sports Management and Communication require 120 credits. Athletic Training requires 120 credits plus 1500 hours of practical experience under the supervision of a certified athletic trainer. Students must apply to and be accepted by the Athletic Training Program. Physical Education requires 130 credits and dual enrollment with the School of Education.

A complete description of each program is available from the Office of Student Services, 3060 Kinesiology Building.

General requirements: All students must satisfy a distribution plan of 36 credits – 12 credits in each of the following three disciplines: humanities, social science, and natural science. All Kinesiology students are required to take English 124/125, English 225, Psychology 111, SMC 101, SMC 111, and MVS 110.

General information for cross campus transfers: Students can transfer to Kinesiology after their freshman year. Students must have a minimum 2.7 gpa to be considered for admission. Interested students are advised to make an appointment with one of the advisors in the Office of Student Services at 764-4472.

Pharmacy
Students accepted to the Doctor of Pharmacy (Pharm.D.) degree program transfer to the College of Pharmacy upon completion of at least 60 credits of pre-professional work as outlined below. The College accepts students only for the Fall Term, and the Pharm.D. curriculum requires an additional four years of study. Deadline for submission of applications is February 1.

The 60 credits of pre-pharmacy study include:

1. Anatomy 401;
2. Biology 152 or 195;
3. Chemistry 125 and 130 (or exemption per LS&A policy), 210/211, 215/216, and either 230 or 260, 241, and 242;
4. Mathematics 112 or 115 or 185.
5. Microbiology 301 and 350 or Biology 207.
6. Physics 125/127 and 126/128 or 140/141 and 240/241;
7. Satisfaction of the LS&A English Composition requirement;
8. Electives, including two social science courses and two courses in foreign language or the humanities.

Honors alternatives to these courses are acceptable.

Students interested in transferring to the College of Pharmacy should discuss their plans and curriculum with a pharmacy advisor. Advisors are available in the College of Pharmacy.

Since spaces in the College of Pharmacy are limited and admission is competitive, students are encouraged to develop program alternatives in LS&A and to inform themselves of LS&A degree requirements. Application to the University of Michigan College of Pharmacy is made through the Office of Undergraduate Admissions.

In addition to the Pharm.D. program, the College of Pharmacy offers Bachelor of Science in Pharmaceutical Sciences and Bachelor of Science in Medicinal Chemistry programs. Neither baccalaureate program leads to a professional degree or pharmacy licensure. Students interested in these programs should consult a Pharmacy advisor.

Pre-Legal Studies and Pre-Medicine

Pre-Law Studies
A strong liberal arts education is an ideal way to prepare for the professional study of law. LS&A students should acquire the skills that enable critical thinking, logical reasoning, and effective writing by pursuing a balanced and challenging undergraduate program.

Two serious shortcomings hamper many students who come to the study of law. The first is inability to write or speak clearly and correctly. The second is difficulty in thinking for themselves, attaining exactness of thought, and making valid analytical comparisons and differentiations. LS&A students should try to avoid these shortcomings by (1) studying and mastering English prose composition and exposition, and the use of English in speaking; and (2) taking courses
which demand precise thinking and close reading.

There are no prerequisite courses and there is no required concentration for entering law school. A prospective law student, above all, should take courses in any subject which will be personally interesting, intellectually challenging, and which will help provide an understanding of the nature and aspirations of American society.

Interested students should obtain a copy of the University of Michigan information circular “Academic Preparation for Law School” and schedule an appointment with a pre-professional advisor in the Academic Advising Center and visit the Office of Career Planning and Placement for information about the legal profession.

**Pre-Medicine**

LS&A students who wish to prepare for a career in medicine should elect courses which lead to completion of degree requirements and simultaneously fulfill the pre-medical requirements of the medical schools of their choice. Pre-medicine is not a concentration. A balanced and challenging liberal arts education is strongly recommended as an ideal way to prepare for the professional study of medicine.

Interested students should obtain a copy of the University of Michigan information circular “Academic Preparation for Medical School” and schedule an appointment with a pre-professional advisor in the Academic Advising Center and visit the Office of Career Planning and Placement for information about the medical profession.

Pre-medical course requirements are:

1. **Chemistry.** Usually four terms: Chemistry 130, 210, 211, 215, 216, followed by 230 or 260 is the recommended introductory course sequence.

   *Note:* Medical schools differ in the number of chemistry credits required. Some require a minimum of two terms, some require a minimum of four terms. All, however, require chemistry with laboratory. It is always advisable to check with the medical school you are interested in if you have a question about requirements.

2. **Biochemistry.** Many medical schools recommend biochemistry (the University of Michigan Medical School requires it). Students may select from Biology 310, Biology 311, Biological Chemistry 415, or Chemistry 451.

3. **Biology.** Two terms, including lab work. Biology 152 and 154 are recommended courses. Biology 195 is a one term, accelerated course that is an alternative to 152-154. Many students also will want to complete at least one advanced course in biology or zoology.

4. **Physics.** Two terms, including lab work. Students may select from Physics 125/127 and 126/128, or Physics 140/141 and 240/241.

5. **English.** Two terms of English are required. Introductory Composition satisfies one term of this requirement.

6. **Mathematics.** Some medical schools require a mathematics course (college level calculus in most cases). Statistics and computer science are also recommended courses.

The above courses account for approximately one third of the course work for an A.B., B.S., or B.G.S. degree. Medical schools require demonstrated proficiency in the sciences, but it is not necessary to concentrate in the sciences.
Chapter VI: Departments, Programs, and Courses

This chapter lists and describes LS&A departments, programs, and courses, reflecting additions, deletions, and modifications to the College curriculum approved through early April. Subsequent changes in academic policy and procedures, new academic opportunities, and specific registration procedures are summarized in the Student Academic Affairs Newsletter distributed to the College community in early September, November, January, and March.

The LS&A Course Guide contains course descriptions written by instructors of courses to be offered in the subsequent term. Inquiries about course descriptions should be directed to the Office of Academic Information and Publications by calling POINT–10 (764-6810). Web site: http://www.lsa.umich.edu/saa/publications/

A Time Schedule listing courses offered is published by the University Scheduling Office prior to each term. Students register and make course schedule changes through Touch-Tone Registration, a University-wide, telephone-assisted registration system. The Office of Academic Information and Publications posts lists of courses or sections of courses that have reached or are near their maximum enrollment outside 1419 Mason Hall. Identical or updated information is available by calling POINT–10 (764-6810).

Wolverine Access is an electronic information service for students to use to access their academic record and general University information. Through Wolverine Access students are able to access their academic report, obtain a copy of their class schedule, process address changes, check CRISP info (open and closed courses, waitlisted classes), check their term grades, verify their student account, and obtain their registration appointment time. Web site: http://waccess.umich.edu

The University year is divided into three terms: Fall (I), Winter (II), and Spring-Summer (III). The Spring-Summer Term is further divided: Spring-Half (IIIa) and Summer-Half (IIIb). Credit is granted in semester hours. One credit usually represents three hours of class each week of the term.

Key to Course Listings

Course numbers are part of a University-wide numbering system. Generally, courses numbered 100 to 199 are introductory, 200-299 are intermediate, and 300-599 are advanced (upper-level).

Reorganized or renumbered courses are denoted by a parenthetical number in boldface following the course number. When renumbering or reorganization has left the division unchanged, only the previous course number is given; if the division has also changed, the previous division name and course number appear. A reorganized or renumbered course cannot be repeated for credit without special permission.

Cross-listed courses are sponsored by more than one department or program and may be elected in any of the participating units. Cross-listings appear in boldface and are denoted by a slash between the participating units.

Course titles appear in boldface after the course number.

Prerequisites appear in italics after the course title.

- Course equivalence. Unless otherwise stated, the phrase “or equivalent” may be considered an implicit part of the prerequisite for any course. When a student has satisfactorily completed a course(s) believed to be substantially equivalent to one listed as a prerequisite, the student must consult the instructor or department. If equivalency is determined to have been satisfied, election may be approved.

- Permission of instructor. The phrase “or permission of instructor” may be considered an implicit part of the statement of prerequisites for any course. When permission is a stated requirement, or when a student does not have the stated prerequisite for a course but can give evidence of sufficient background, the student should obtain approval from the instructor or department concerned.

Excluded combinations of course elections are so designated in the listing of affected courses.

The Term Symbol, a Roman numeral, denotes the term(s) some courses are offered.

The Credit Symbol, an Arabic numeral in parentheses, denotes the credits earned for a full term. Many departments and programs have a policy of offering courses for reduced credit during a half-term. A statement of the policy is included in the information preceding the course listings.

Area distribution designation is approved by the LS&A Curriculum Committee on a yearly basis. A course may be approved with the designation natural science (NS), social science (SS), humanities (HU), mathematical and symbolic analysis (MSA), creative expression (CE), or excluded from distribution (Excl).

Courses meeting certain college requirements are so listed. Language other than English (LR) courses may be used toward meeting the Language Requirement. The Introductory Composition requirement may be met by courses designated (Introductory Composition). Courses approved with the designation “Language Requirement” or “Introductory Composition” may not be used as part of an area distribution plan. If an introductory language course is designated “Excluded” (Excl), it may not be used to satisfy the LS&A language requirement. (BS) means that the course may be used toward the 60 approved credits required for the B.S. degree. Courses meeting or partially meeting the Quantitative Reasoning requirement are designated (QR/1) or (QR/2). Courses with standard approval for meeting the Race & Ethnicity (R&E) requirement are so indicated. Other courses may meet the R&E or QR requirements on a term-by-term basis and are listed on the Student Academic Affairs Homepage (www.lsa.umich.edu/saa).

Special Grading pattern for a course is so indicated in the course listing. Some LS&A courses are offered mandatory credit/no credit. (See Non-Graded Courses in Chapter IV.)

Experiential, Independent Study, and Tutorial courses are so designated. (See Experiential and Directed Reading/Independent Study Courses in Chapter IV.)

Repetition of a course that varies in content from term to term is permitted only under certain conditions. When a department or program has a policy about the repetition of a course for credit, that policy is included in the course listing. The general statement “May be repeated for credit with permission” usually means “With permission of a concentration advisor.” In all other instances, a student must get permission from both the department or program and the Academic Standards Board to repeat a course for credit. Generally, a course may be elected for credit once only.

Laboratory or other special fees are indicated when known, but are subject to change without notice.
Areas of Afroamerican and African Studies

AFROAMERICAN AND AFRICAN STUDIES / 35

200 West Hall
(734) 764-5513
Web site: http://www.umich.edu/~inet/caas/
Professor Sharon F. Patton, Director

May be elected as an interdepartmental concentration program

Professors Chaffers (Urban Planning),
Lewis (History), Wagaw (Education),
Walton (Political Science), and Whatley
(Economics)

Associate Professors Patton (History of
Art) and Ross (English)

Assistant Professors Bonilla-Silva
(Sociology), Mitchell (History),
Quarcoopome (History of Art), Scott
(History), Taylor (Natural Resources and
Environment), and Young (Sociology)

Adjunct Lecturers Lockard (Art) and
Woods (Law)

Professor Emeritus Cruse (History)

The Program in Afroamerican and African
Studies offers students the opportunity to
analyze historical and contemporary cul-
tures, conditions, problems, perspectives,
and accomplishments of peoples of African
descent, particularly those in Africa, the
United States, and the Caribbean. The con-
centration is a multidisciplinary, interdepart-
mental program of study that includes
historical, sociological, cultural, psychologi-
cal, economic, and political approaches and
perspectives.

Prerequisites to Concentration. Students
planning to concentrate in Afroamerican and
African Studies should elect CAAS 100 and
CAAS 105 (Category A: Introductory
Courses) by the end of the sophomore year.
Students who receive a grade lower than "C"
are ineligible for a concentration in Afro-
american and African Studies.

Concentration Program. Concentrators in
Afroamerican and African Studies must take
a minimum of 27 credits in post-introductory
courses, including at least one course each
from Groups I, II, III, and IV in Category B
(Areas of Afroamerican and African Studies)
and meet the requirements of Categories C
(Geographical Areas of the Diaspora), D
(Advanced Courses), and E (Junior/Senior
Seminar).

A. Introductory Courses: Afroamerican
and African Studies 100 and 105

B. Areas of Afroamerican and African
Studies: Concentrators must elect at least one
course from each of the following four
groups representing different modes of
intellectual inquiry.

Group I: Historical Perspectives. Courses
in Group I are intended to expose
students to the concepts, methods,
and skills associated with historical ap-
proaches to the Black experience, that is,
the development over time of cultural
and social formations. Typically, these
courses combine humanistic and social
science approaches to knowledge.

Afroamerican and African Studies 230,
231, 333, 334, 336, 412, 446, 447, 448,
531, 532, 533, and 595

Group II: Politics, Economics, and De-
development. Courses in Group II are se-
lected from those social sciences that
typically explore human behavior in the
context of large social structures and
formations, that is, parties, nations,
world-systems, and other large-scale
economic and social institutions. The
concepts, methods, and skills learned in
these courses focus on the exploration of
manifestations of human behavior en
masse (e.g., voting behavior, legislatures,
and macroeconomics).

Afroamerican and African Studies 200,
203, 322, 329, 330, 351, 402, 408, 413,
418, 424, 463, 464, 490, 491, 453,
456, 457, 461, 463, 477, 479, and 561

Group III: Literature and the Arts. Courses
in Group III expose students to the
expressive components of Afroameri-
can and African cultures represented in
literature, music, and the arts. Courses in
this group will provide students with the
opportunity for broad, interdisciplinary
inquiry into the cognitive, historical,
institutional, and cultural dimensions of
the various symbolic forms represented.

Afroamerican and African Studies 108,
204, 214, 274, 338, 340, 341, 342, 348,
360, 361, 370, 380, 384, 385, 400, 401,
404, 433, 435, 440, 442, 464, 465, 466,
470, 475, 476, 489, 562, and 573

Group IV: Individual Behavior, Cultural
Systems, and Social Organization. Courses
in this group focus on the Black
experience generally. The individual
goals are to expose students to micro-
analytic analyses of behavioral and psy-
chological processes in their cultural
context and the conceptual and method-
ological models characteristically used to
study these issues in various disciplines
(e.g., psychology, sociology, anthropol-
y). However, because individual and
group behavior are influenced in signifi-
cant ways by social-structural variables
(e.g., macroeconomic factors), these
courses include discussions of broad so-
cial and economic issues and macro-
level analyses to the extent that they help
to explain and understand individual and
group behavior.

Afroamerican and African Studies 241,
303, 325, 326, 327, 331, 335, 339, 403,
415, 420, 422, 423, 427, 430, 431, 434,
436, 439, 444, 452, 454, 459, 467, 478,
480, 481, 486, 487, 521 and 574

C. Geographical Areas of the Diaspora: At
least two courses on Blacks in the Amer-
icas (i.e., the United States, the
Caribbean, Latin America) and at least
two courses on Africans of the Continent.
Courses that are comparative in nature
may be used to satisfy this requirement.
Courses used to meet this requirement
also may be used to satisfy the require-
ment listed in Category B.

D. Advanced Courses: At least 21 credits in
Afroamerican and African Studies
courses numbered 300 or above. To
achieve coherence in the concentration,
students are expected to focus on one of
the four modes of intellectual inquiry
represented by the four groups in Cate-
gory B. This means that the courses
used to meet requirements in Category D
should be selected principally from one
of the four groups (e.g., Historical Per-
spectives). In addition, faculty advisors
will assist students in identifying courses
offered by other programs and depart-
ments that complement the students’
programs of study in Afroamerican and
African Studies.

E. Junior/Senior Seminar.

Honors Concentration. Students who wish
to pursue the Honors Concentration should
apply to the Program by the end of the
sophomore year. To be eligible, students
must have a grade point average of 3.0 over-
all and 3.25 in courses in Afroamerican and
African Studies. In addition to meeting all
of the requirements for concentration in
Afroamerican and African Studies as listed
in this Bulletin, students are required to elect
CAAS 410 – Honors Tutorial, in the second
term of the junior year (3 credits), and
CAAS 510 – Honors Thesis, in the first and
second terms of the senior year (6 credits).
For application and further information,
students should contact the honors advisor
for Afroamerican and African Studies.

Advising. Students are encouraged to work
closely with faculty advisors to develop a
concentration plan consistent with
individual needs. Advising appointments
are scheduled at the Program Office.

Course Credit. Many 400- and 500-level
courses are elected by undergraduate and,
often for less credit, by graduate students.
The LS&A Bulletin lists credits earned by
undergraduates.
Courses in Afro-American and African Studies (Division 311)

**Introductory Courses**
100. Introduction to Afro-American Studies. (4). (SS).

**Historical Perspectives**
333. Perspectives in Afro-American History. (4; 3 in the half-term). (Excl).
446/Hist. 446. Africa to 1850. (3). (SS).
533/Amer. Cult. 533/Hist. 572. Black Civil Rights from 1900. (3). (Excl).
595/Hist. 595. Topics in African History. (3). (Excl).

**Politics, Economics, and Development**
203. Issues in Afro-American Development. (3). (SS).
418/Poli. Sci. 419. Black Americans and the Political System. Two courses in political science. (3). (Excl).
453. Culture, Class, and Conflict in Southern Africa. (3). (Excl).
479/Poli. Sci. 479. Political Development and Economy of Africa. (3). (SS).

**Literature and the Arts**
204. Cultural History of Afro-America. (3). (Excl).
274/English 274. Introduction to Afro-American Literature. (3; 2 in the half-term). (HU).
338/English 320. Literature in Afro-American Culture. (3). (HU).
341/Theatre 222. Introduction to Black Theatre. (3; 2 in the half-term). (HU).
380/Hist. of Art 360. Special Topics in African Art. CAAS 108 or 214. (3; 2 in the half-term). (Excl).
385/Engl. 385. Topics in African Literature. (3; 2 in the half-term). (HU). May be repeated for a total of six credits.
404/Hist. of Art 404. The Art of Africa. (3). (Excl).
435/Hist. of Art 425. 20th Century African-American Art. CAAS 214 or Hist. of Art 272. (3; 2 in the half-term). (Excl).
440/Film-Video 440. African Cinema. (3). (Excl). Laboratory fee ($35) required.
442/Film-Video 442. Third World Cinema. (3). (Excl). Laboratory fee ($35) required.
470/Film-Video 470. Cultural Issues in Cinema. (3). (HU). Laboratory fee ($35) required.
489/Engl. 479. Topics in Afro-American Literature. CAAS 274 and/or 338 strongly recommended. (3; 2 in the half-term). (Excl). May be repeated for a total of six credits.
562/Hist. of Art 560. African Art and Archaeology. CAAS 108 or 204. (3). (Excl).

**Independent Study and Special Topics**
103. First Year Social Science Seminar. Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (3). (SS).
104. First Year Humanities Seminar. Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (3). (HU).
200. Issues in Afro-Caribbean Studies. CAAS 100 recommended. (3). (Excl).
358. Topics in Black World Studies. (3). (Excl). May be repeated for a total of six credits.
410. Supervised Reading and Research. Permission of instructor. (1-6). (Excl). (INDEPEND-
Program emphasizes the multicultural diversi-
poly, and others. The curriculum of the studies, musicology, film and media, anthro-
ical and literary study, but also visual approaches from many fields: not only his-
students to the interdisciplinary study of The Program in American Culture exposes
May be elected as an area concentration

**Professors** James H. McIntosh (American Culture, English), Carroll Smith-Rosenberg (American Culture, History, Women’s Studies), Alan Wald (American Culture, English)

**Associate Professors** Tomas Almaguer (American Culture, Sociology), Frances Aparicio (American Culture and Spanish), Richard Candida Smith (American Culture, History), Jonathan Freedman (American Culture, English), Sandra Gunning (American Culture, English), June Howard (American Culture, English, Women’s Studies), Steve Sunida (American Culture, English)

**Assistant Professors** Paul Anderson (American Culture, History), Betty Bell (American Culture, English, Women’s Studies), John González (American Culture, English), Maria Montoya (American Culture, History)

**Lecturers** Matthew Countryman (Afroamer-
ican Studies, History), Kristin Hass (American Culture), Christina Jose-
Kampfner (Latino Studies), Hap McCue (American Culture), Gail Nomura (American Culture, Residential College), Margarita de la Vega-Hurtado (American Culture)

### American Culture

May be elected as an area concentration program administered by the American Culture Program

The Program in American Culture exposes students to the interdisciplinary study of U.S. society and culture. Our courses integrate a rich array of materials, themes, and approaches from many fields: not only histor-
ical and literary study, but also visual studies, musicology, film and media, anthro-
pology, and others. The curriculum of the Program emphasizes the multicultural diver-
sity of American society, paying particular attention to ethnic, gender, and other forms of social difference and inequality. At the same time, it stresses the importance of studying U.S. nationhood, including Americans’ (sometimes conflicting) ideals and experiences of what it means to be American. Our courses are designed to explore these is-
ues in both historical and contemporary settings.

Although the concentration in American Culture offers considerable flexibility and intellectual diversity, it is also designed to foster a community of learning among un-
dergraduates. The Program aims to be an interdiscipliinary “village” within the larger College, in which concentrators share the opportunity for intensive study, conversa-
tion, and research about American society and culture.

**Prerequisites:** Concentrators must take one of the following prerequisites, generally by the first term of their junior year: American Culture 100 (What Is An American?), American Culture 201 (American Values), History 160 (U.S. History Before 1865), or History 161 (U.S. History After 1865).

**Concentration Program:** Concentrators must take 36 credits in American Culture or related units (not including the prerequisite); 24 credits must be at the 300-level or above. There are also several distribution require-
ments, designed to expose students to a di-
versity of topics and disciplines. Concentra-
tors may not elect more than 9 credits from any single unit outside of American Culture. They must also elect at least one course on ethnic or racial minorities and at least one course on women or gender issues in America. (These courses may also satisfy other requirements listed below.)

In describing the path through which stu-
dents will generally move through the concentration in American Culture, it is helpful to divide the curriculum into three parts: gateway courses, concentration tracks, and upper-level core courses.

**Gateway courses:** The Program has a broad array of 200-level courses through which students may get an initial exposure to American studies. These “gateway courses” include introductions to ethnic studies, topical seminars, “periods” courses on particular eras, and AC 201 (American Values). Gateway courses are not primarily surveys, but discussion-based “modes of thought” courses that model various themes and approaches to interdisciplinary American studies. Concentrators are required to elect any two courses between AC 201 and AC 217. (If AC 201 is taken as the prereq-
usite, it may not also count for the “gate-
way” requirement.)

**Tracks:** Except for students taking the Self-Designed Option (see below), all American Culture concentrators will select one of three “tracks” as their area of particular interest. These have been designed to offer students intellectual focus without sacrificing breadth of choice. The tracks are: (1) Arts, Literature, and Culture; (2) Ethnic Studies; and (3) Society and Politics. Students are required to take at least 18 credits in their track (as approved by the undergraduate concentra-
tion advisor); these will normally be at the 300-level or above, but the concentration advisor may approve 200-level courses as track electives too. Track electives may satisfy other concentration requirements as well. Students must take at least three and no more than six credits in “cognate” courses that study the themes of the track in a setting outside the United States.

Each track has certain courses and require-
ments of its own. (1) Students electing Arts, Literature, and Culture must take AC 335 (Arts and Culture in American Life) and at least three credits in either creative expres-
sion or the analysis of non-print media. Other track electives should study such ma-
terials as the visual arts, dance, literature, film, media, music, and popular culture. (2) Students electing Ethnic Studies must take AC 399 (Race, Racism, and Ethnicity), at least one 200-level introductory course in ethnic studies, at least one ethnic history course, and at least one course focused on women of color. (3) Students electing Soci-
ety and Politics must take AC 345 (American Politics and Society) and at least one course focused on U.S. society before 1945. Other track electives will generally concern such subjects as communications, historical study, ethnography, politics, soci-
ology, and economics.

**Upper-Level Core Courses:** In addition to the particular focus provided by the tracks, concentrators will come together in their fi-
nal two years in a sequence of required sem-
inars. These are designed to enable students to explore American Studies at a high level.
of sophistication, working closely and collectively with core Program faculty. Concentrators will study the methods and development of American Studies in AC 350 (Approaches to American Studies), typically in their junior year. In the following year, they will elect a section of AC 496 or AC 498 (Senior Seminar in American Culture), intensively studying a topic related to their interests or their track.

**Self-Designed Option:** Concentrators may petition the Undergraduate Education Committee of the Program to design their own curriculum in place of selecting a track. The proposed plan of study must be rigorous, well-focused, and grounded in an informed set of intellectual interests. Students wishing to pursue the Self-Designed Option should consult with the undergraduate concentration advisor early in their junior year for help in developing their plan of study and petition.

**Honors Concentration.** Qualified students may enter an honors concentration. Students who apply for the honors program should submit a 150-word statement of intent early in the fall term to the Director, plus a tentative list of proposed courses. Honors students may petition the Program Undergraduate Education Committee to elect the self-designed track. A junior writing workshop is offered for juniors each winter term (AC 398). Students in this seminar are required to prepare a thesis prospectus and bibliography and to select two thesis advisors. Honors students receive six credits during the senior year for researching and writing the honors thesis (AC 493). Interested students who have a cumulative grade point average of at least 3.5 should contact the honors concentration advisor early in the fall term of their junior year at the latest.

**Latino Studies**

_May be elected as an area concentration program_ (G410 Mason Hall, 764-9934 or 763-0031). A component of the Program in American Culture, Latina/Latino Studies is designed to give students an opportunity to develop cultural competence on the diverse groups that comprise the U.S. Latino/a populations, that is, Mexican-Americans or Chicano/as, Puerto Ricans, Cuban-Americans, Central Americans, and other peoples of Spanish, Indian and African descent. Soon to become the largest minority group in this country, Latino/as have not only made contributions to U.S. society with their work, values, cultural traditions and linguistic heritage, they have also participated in the making of this country’s history. As such, no understanding of the United States can be complete without accounting for the roles Latinos/as played. On the other hand, to understand the diverse Latino/a experiences in the United States, it is essential to have a knowledge of the Latin American cultural, social, and political context that has fueled Latino/a migration to the United States. In this sense, the Latina and Latino Studies Program offers a variety of courses, some focusing on particular national groups, others based on a particular discipline, and many others organized around specific comparative topics or issues. Examples of courses in Latina/Latino Studies include: History of U.S. Latinos, Latinas in the United States, American Immigration, The Politics of Language and Cultural Identity, Women in Prison, Schooling and Community, Latino Performance Arts, Latinos in Film, La Latina, Empowering Latino Families and Communities, Chicano Literature, Migrant Bodies, Hybrid Texts, Puerto Rican Literatures: The Island and the Mainland, Cuba and its Diaspora, and others.

Latina/Latino Studies can be an optional focus for concentrators in American Culture who opt for the Ethnic Studies Track. It can also be elected as a concentration program itself.

**Prerequisites to the Concentration.** Seven credits in American Culture, including American Culture 212 or 213, Introduction to Latino Studies (3 credits).

**Concentration Program.** An interdisciplinary degree, the Latina/Latino Studies concentration consists of 30 credits beyond the introductory prerequisites. The objective of this concentration program is to engage students in a diversity of disciplinary approaches to the study of U.S. Latino/as as well as to introduce them to the central intellectual questions and topics that have emerged in this field of inquiry. Given the interdisciplinary nature of Latino Studies, students interested in pursuing graduate study in a particular discipline should double concentrate in the respective department in order to have the needed background to enter graduate school. The concentration consists of:

(a). **Language Requirement.** Latina/Latino Studies concentrators must prove competency in Spanish. They can do this either by enrolling in Spanish 290/Amecian Culture 224, “Spanish for U.S. Latino/as,” (4 credits) or by proving equivalency at the Spanish 275/276 level. Spanish native speakers who have enrolled in upper-level Spanish courses and complete them successfully may have this requirement waived by passing a proficiency interview and having a waiver form signed.

(b). **Required Courses:**

1. American Culture 312, History of U.S. Latinos
3. One course or three credits in a Latino Studies course that focuses on race and racialization in the Americas. Courses in other departments may count with the approval of the advisor.
4. Three credits of community-service learning in a Latino context. Courses may be chosen from among the following: American Culture 310, “Schooling and Community,” Sociology 389-018, “Tutoring Latinos,” Psychology 401-001, “Community Practice in Spanish.” Appropriate practicum courses offered under American Culture 309 may also meet this requirement. Students may also complete this requirement through independent studies or through a combination of one-credit units of community service learning attached to specific courses.

(c). **Electives and Cognates**

One course each in two of the following fields:

- Latin American culture, history, literature
- African American Studies
- Asian American Studies
- Native American Studies

(d). **Additional Electives**

The remaining 12 credits can be elected from 300- and 400-level Latino Studies courses. Courses focusing on U.S. Latinos offered by other departments may also count toward electives if approved by concentration advisor.

**Advising.** Students are encouraged to consult with the Director of the Latina/Latino Studies Program who serves as concentration advisor. For appointments regarding the concentration program, please call 763-0031.

**Undergraduate Committee.** Students who wish to consult or petition the program regarding any requirement should submit a written request addressed to the Program Undergraduate Committee.

**Half-Term Information.** Courses are offered normally in half terms for 3 credits.
Courses in American Culture (Division 315)

Unless otherwise stated, the permission required for the repetition for credit of specifically designated courses is that of the student's concentration or BGS advisor.

100. What is an American? (4; 3 in the half-term). (SS).

101. Topics in American Culture. Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (3). (SS).

102. First Year Seminar in American Studies. Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (3). (HU).

103. First Year Seminar in American Studies. Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (3). (HU).


201. American Values. (4; 3 in the half-term). (HU).

202. Periods in American Culture. (3). (HU). May be repeated for credit with permission of concentration advisor.

203. Themes in American Culture. (3). (HU). Laboratory fee ($10) required. May be repeated for credit with permission of concentration advisor.

204. American Cultures. (3). (HU).

205. American Cultures. (3). (SS). May be repeated for credit with permission of concentration advisor.

206. Themes in American Culture. (3). (SS). May be repeated for credit with permission of concentration advisor.

207. Periods in American Culture. (3). (SS). May be repeated for credit with permission of concentration advisor.

210. Introduction to Ethnic Studies. (3). (SS). May be repeated for permission for a total of six credits.

211. Introduction to Ethnic Studies. (3; 2 in the half-term). (HU). May be repeated for permission for a total of six credits.


301. Topics in American Culture. (1-3). (Excl). May be repeated for credit with permission.


308. Conflict and Communities. (3). (Excl).


310. Topics in Ethnic Studies. (3). (SS). May be repeated for credit with permission of advisor.

311. Topics in Ethnic Studies. (3). (SS). May be repeated for credit with permission of advisor.


324/Engl. 381. Asian American Literature. (3). (HU). May be repeated for a total of six credits.


328/Engl. 382. Native American Literature. (3; 2 in the half-term). (HU). May be repeated for a total of six credits.


335. Arts and Culture in American Life. (3). (HU).


350. Approaches to American Culture. Amer. Cult. 201, junior standing, or concentration in American Culture. (3; 2 in the half-term). (Excl).


383. Junior Honors Reading and Thesis. Junior standing and grade point average of at least 3.0. (3; 2 in the half-term). (Excl). (INDEPENDENT).

385. Research Methods and Seminar. (3). (Excl). Offered mandatory credit/no credit. (EXPERIENTIAL). May be repeated for credit with permission.

388. Field Study. Sophomore standing. (1-4). (Excl). Offered mandatory credit/no credit. (EXPERIENTIAL). May be repeated for credit with permission.

389. Reading Course in American Culture. Permission of instructor. (1-4). (Excl). (INDEPENDENT). May be repeated for credit with permission.


399/UC 299. Race, Racism and Ethnicity. (4; 3 in the half-term). (SS). (R&E).

401. Race and Racialization in the Americas. Amer. Cult. 212 or 213, and 312. (3). (Excl).


410. Hispanics in the United States. (3; 2 in the half-term). (Excl). May be repeated for credit with permission.

421/Soc. 423. Social Stratification. (3; 2 in the half-term). (Excl).


493. Honors Readings and Thesis. Senior standing and a grade point average of at least 3.5 in honors concentration. (1-3). (Excl). (INDEPENDENT). May be repeated for a total of six credits.

496. Social Science Approaches to American Culture. (3; 2 in the half-term). (Excl). May be repeated for credit with permission of concentration advisor.

498. Humanities Approaches to American Culture. (3; 2 in the half-term). (Excl). May be repeated for credit with permission.

499/Hist. of Art 499. The Arts in American Life. Senior concentrators, seniors in any Honors curriculum, or graduate students with permission. (3). (Excl). May be repeated for credit with permission.

533/CAAS 533/Hist. 572. Black Civil Rights from 1900. (3). (Excl).

Courses in Spanish

224/307/Spanish 290. Spanish for Heritage Language Learners. Basic knowledge of Spanish language. (4). (Excl). This course does not satisfy the language requirement.

Courses in Ojibwa

A full sequence of Ojibwa cannot be guaranteed. Students must consult with the American Culture Program Office before undertaking Ojibwa to satisfy the College language requirement.

222. Elementary Ojibwa. Non-L&S/A students must have permission of the American Cul-
223. Elementary Ojibwa. Amer. Cult. 222 and permission of the American Culture Program Director. (3; 2 in the half-term). (LR).

322. Intermediate Ojibwa. Amer. Cult. 223 and permission of the American Culture Program Director. (3; 2 in the half-term). (LR).

422. Advanced Ojibwa. Amer. Cult. 323 and permission of the American Culture Program Director. (3; 2 in the half-term). (Excl).

Anthropology

1020 LS&A Building
(734) 764-7274
Web site: http://www.lsa.umich.edu/anthro/
Professor Conrad P. Kottak, Chair

May be elected as a departmental concentration program in Anthropology and an interdisciplinary concentration in Anthropology-Zoology

Professors

Ruth Behar, Cultural Criticism, Ethnographic Writing, Life Stories, Feminist Ethnography, Visual Anthropology, Religion; Spain, Mexico, Cuba, U.S. Latinos

C. Loring Brace, Human Evolution, “Race,” Dentition, History of Biological Anthropology

David William Cohen, Pre-colonial and 20th-Century Africa – eastern and southeastern

E. Valentine Daniel, Semiotic Anthropology, Philosophical Anthropology, South Asia

Gillian Feeley-Harnik, Kinship, Gender, and Reproductive Health Care; Religion; Phenomenology; Political Ecology; Anthropology of Development; Madagascar, Africa, United States; Historical and Contemporary Judaism and Christianity

Kent Flannery, Archaeology, Cultural Ecology; Near East, Middle America

Richard I. Ford, Cultural Ecology and Evolution, Ethnobotany, Archaeology, American Indians

Philip Gingerich, Primate Paleontology and Evolution

Raymond Kelly, Ethnology, Social Inequality, Social Organization, Witchcraft, Warfare, Melanesia

C. Loring Brace, Human Evolution, “Race,” Dentition, History of Biological Anthropology

David William Cohen, Pre-colonial and 20th-Century Africa – eastern and southeastern

E. Valentine Daniel, Semiotic Anthropology, Philosophical Anthropology, South Asia

Gillian Feeley-Harnik, Kinship, Gender, and Reproductive Health Care; Religion; Phenomenology; Political Ecology; Anthropology of Development; Madagascar, Africa, United States; Historical and Contemporary Judaism and Christianity

Kent Flannery, Archaeology, Cultural Ecology; Near East, Middle America

Richard I. Ford, Cultural Ecology and Evolution, Ethnobotany, Archaeology, American Indians

A. Roberto Frisancho, Biological Anthropology, Adaptive Responses to Environmental Extremes: Growth, Nutrition, Physiology; Latin America

Philip Gingerich, Primate Paleontology and Evolution

Raymond Kelly, Ethnology, Social Inequality, Social Organization, Witchcraft, Warfare, Melanesia

C. Loring Brace, Human Evolution, “Race,” Dentition, History of Biological Anthropology

David William Cohen, Pre-colonial and 20th-Century Africa – eastern and southeastern

E. Valentine Daniel, Semiotic Anthropology, Philosophical Anthropology, South Asia

Gillian Feeley-Harnik, Kinship, Gender, and Reproductive Health Care; Religion; Phenomenology; Political Ecology; Anthropology of Development; Madagascar, Africa, United States; Historical and Contemporary Judaism and Christianity

Kent Flannery, Archaeology, Cultural Ecology; Near East, Middle America

Richard I. Ford, Cultural Ecology and Evolution, Ethnobotany, Archaeology, American Indians

and Socioeconomic Development and Underdevelopment; Africa, Caribbean

Jeffrey R. Parsons, Archaeology, Mesoamerican and Andean Prehistory

Jennifer Robertson, Socio-cultural and Historical Anthropology, Ethnography, Colonialism, Popular/Mass Culture, Sex/Gender Systems, Art and Performance; Japan, East Asia

John Speth, Archaeology, Method and Theory; North America, Middle East

Ann L. Stoler, Colonial Cultures, Critical Theory, Gender, Historical Anthropology, Southeast Asia

Thomas Trautmann, Kinship, History of Anthropology, India

Katherine Verdery, Property, Ethnicity and Nationalism, Ideology, Socialist Systems, Transition from Socialism; Eastern Europe

Robert Whallon, Archaeology, Europe, Near East, Paleolithic-Neolithic, Hunter-Gatherers

Melvin D. Williams, Macroanthropology, Religion, African-Americans, Contemporary American Society, Global Village

Milford Wolpoff, Paleoanthropology, Evolution Theory, Biomechanics

Henry Wright, Archaeology; Middle East, Eastern United States, Africa

Norman Yoffee, Assyriology, Mesopotamian cultures; Near Eastern Archaeology

Associate Professors

Fernando Coronil, Historical Anthropology, Post-coloniality, State-formation, Capitalism, Popular Culture, Gender; Latin America

Thomas E. Fricke, Family and Household, Cultural Ecology, Demography, Nepal, South Asia

Janet Hart, Ethnology, Oral Histories, Narrative Analysis, Women’s Studies; Greece

Lawrence Hirschfeld, Social and Cognitive Development, Psychological Anthropology, Anthropology of Childhood

Webb Keane, Ethnology, Social and Cultural Theory, Semiotics, Ritual and Religion, Exchange, Material Culture, History and Historical Consciousness; Language and Discourse, Indonesia, Oceania

Bruce Mannheim, Linguistic Theory, Historical Linguistics, Syntax/Semantics, Social Structure, Semiotic, Ethnopoesis; Andean South America

Brinkley Messick, Political and Legal Anthropology, Cultural Theory; Middle East

John Mitani, Primate Behavior, Animal Communication, South East Asia, Africa

Carla Sinopoli, Archaeology, Complex societies, early states and empires

Assistant Professors

Crisca Bierwert, Native North America, Oral Tradition, Visual Arts, Ritual and Other Cultural Performance

Alaina Lemon, Ethnology, Racial and National Identities; Sociolinguistics; Performance; Russia and Former USSR; Romani Diaspora

D. Andrew Merriwether, Molecular Anthropology, Population Genetics, Molecular Evolution, Ancient DNA, Mitochondrial Diseases, mtDNA & Y Chromosome Variation; New World, Pacific, West Africa, North Asia, Siberia

Erik Mueggler, Ethnology, Religion, Ritual, Memory, Ideology, State, Power, Gender; China

Adam Smith, Archaeology, Southwest Asia, Eurasia, Bronze Age-Iron Age, Complex Societies, Space and Landscape

Sharon Stephens, Anthropology, Work, History of Social Theory, Political Economy, Anthropology of Science and Environmental Risk, Anthropology of Childhood; Europe, Former USSR

Beverly Strassmann, Behavioral Ecology, Reproductive Physiology, Evolution and Culture; West Africa

Visiting Assistant Professors

Rachel Caspari, Human Evolution, Functional Morphology, Race and Racism, History

David Frye, Historical Anthropology, Racial Identities, Colonialism, Peasant Society; Latin America


Julie Skurski, Ethnology, Historical Anthropology, Nationalism, Gender, Social Movements, Popular Culture; Latin America, Caribbean

Professors Emeriti

Robbins Burling, Norma Diamond, Ernst Goldschmidt, Peter Gosling, Stanley M. Garn, Frank B. Livingstone, William Lockwood, William D. Schorger
Anthropology is a science that deals with both the biological and cultural aspects of humanity. Its basic concerns include the organic evolution of the human species; the origin, development, and integration of customs, techniques, and beliefs which define a way of life (or culture) of human social groups; and the interrelations between these biological and cultural factors in human behavior.

The subject matter of anthropology is divided into two major areas of study: Biological Anthropology (Division 318) and Cultural Anthropology (Division 319). The latter, in turn, includes archaeology, ethnology, and linguistic anthropology.

Biological Anthropology considers human evolutionary history, the causes of present genetic diversity, and the biological basis of human behavior. It uses the evidence and concepts of paleontology, population genetics, and ecology.

Archaeology seeks to understand human behavior through the longest possible time span by examining the remains of human activity (e.g., settlements, tools, pottery) which have survived from antiquity.

Ethnology describes, analyzes, and compares the widest possible range of human cultures and social institutions. Some ethnologists concentrate on societies dissimilar from our own, e.g., hunters and gatherers, tribal peoples, and preindustrial societies; others examine contemporary European and American societies with the wider perspective gained from looking at other cultures and societies.

Linguistic Anthropology views language as one of the most distinctive characteristics of human beings and makes language a special field of study.

The Mischa Titiev Library. The Mischa Titiev Library, established in 1976, has an extensive collection of materials in all the subdisciplines for both reference and circulation. In addition, the Library has audiovisual equipment for anthropological research.

The Museum of Anthropology. This museum is a separate university unit administered by the Director of Museums. All members of the curatorial staff of the museum offer instruction and hold academic titles in the Anthropology Department. The collections and laboratory facilities of the museum are made available to qualified students in the Department of Anthropology for instruction and research. The Museum has extensive collections of material on the ethnology and archaeology of the Great Lakes region and of the eastern United States. Other major collections include ethnological materials from the American Southwest; materials from Japan, China, and Tibet; and considerable archaeological, ethnological, and skeletal materials from the Philippines. There are smaller, representative collections from Africa, Oceania, Latin America, and Europe. While no formal program in museology is offered, two courses in Museum Techniques (Anthropology 496 and 497, Division 319) provide an opportunity to learn museum research methodology and administration through individually supervised work.

Half-Term Information. Courses are offered normally in half terms for 2 credits.

Concentration Programs. The department offers undergraduate concentration programs for a bachelor's degree in Anthropology and Anthropology-Zoology. The department also participates in the interdepartmental concentration program in Social Anthropology.

Anthropology

An anthropology concentration may prepare students for further advanced training and professional careers in teaching, research, and/or applied anthropology within government and private organizations, but it is not intended primarily as a training-ground for professional anthropologists. An undergraduate concentration in anthropology contributes to a liberal arts education, offering a disciplined awareness of human behavior and social institutions in different times and places.

Prerequisites to Concentration. Anthropology 101 and 161 are recommended.

Concentration Program. Concentrators are expected to include at least one course in each of four subdivisions: biological anthropology, archaeology, ethnology, and linguistics. 27 credits beyond the 100 level are required. Please note that the following courses do not count toward the 27 credit requirement: 101, 161, 222. It is recommended that students also take at least two cognates that are selected in consultation with their concentration advisor. Students are strongly encouraged to elect at least one undergraduate seminar in anthropology. For students primarily interested in ethnology, we recommend at least one course from each of the following categories: (1) regional courses; (2) topical courses; and (3) theory/method courses. A detailed description of the concentration program is available at the department office.

Honors Concentration. Students interested in scholarly research are encouraged to consider the honors concentration. Previous participation in the College Honors program is not a prerequisite. Students admitted to the honors concentration normally elect a seminar in their special field of interest: biological anthropology (Division 318, Course 398), archaeology or ethnology (Division 319, Course 398). The seminars give students an opportunity for intensive training and research experience; the honors concentration normally requires a senior thesis. Interested students should consult an Anthropology concentration advisor.

Teaching Certificate. Students interested in obtaining a secondary teaching certificate with a minor in Anthropology should consult the "Teacher Certification Program" section in this Bulletin and the School of Education Office of Academic Services.

Advising. All anthropology faculty members are available for informal discussion with students during scheduled office hours (check the department office for times). Concentration advisors are available to explain program objectives and requirements and to help with the planning of your concentration program (appointments are scheduled in the department office). Students who elect an anthropology concentration should develop (and file) a preliminary plan listing the courses they expect to take. This should be reviewed with the student's advisor or a concentration advisor each term.

Anthropology-Zoology

This Program is designed to relate anthropological and zoological perspectives to the study of the human species and is especially appropriate for students pursuing pre-professional studies in preparation for a career in the health sciences.

Prerequisites to Concentration. Biology 152 and 154, or Biology 195 (or the equivalent). Anthropology 161 is recommended but only if elected during the first or second year. Juniors and seniors without prior course work in biological anthropology should elect Anthropology 361 and/or 365.

Concentration Program. Requires 32 credits distributed as follows:

A. Anthropology. A minimum of four of the courses below, at least two of which must be at the 400-level or above and must represent two of the three groups:* 1. Evolution, paleontology, morphology: Anthropology 365, 466, 564, 565, 566.
2. Primatology, ecology, behavior: Anthropology 361, 368, 468, 568, 569.

*Courses taken as Anthropology 469 (Topics in Biological Anthropology) can be counted in the appropriate group.

B. Zoology. A minimum of three courses representing three of the groups below:
1. Biochemistry: Biology 310, 311, or Biological Chemistry 415.
2. Physiology: Biology 320, 325/326.

C. Any remaining credits required to complete the concentration may be selected, subject to approval by the program advisor, from other anthropology or biology courses or from courses in other departments relevant to the concentration.

Honors Concentration. Students who meet requirements for admission to the honors concentration program in either anthropology or zoology may, with permission of the instructors, elect a total of three honors courses from among those offered by the participating departments.

The honors concentration is individually arranged by the concentration advisor in consultation with the appropriate honors instructors in either or both departments. Recommendations for degrees with honors are made by the concentration advisor after consultation with these instructors.

Advising. The concentration advisor is Professor Frank B. Livingstone. Appointments are scheduled at 1020 LS&A Building (764-7274).

Courses in Biological Anthropology (Division 318)

168. First Year Seminar in Primate Field Studies. Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (3). (NS). (BS).
297. Topics in Biological Anthropology. (3). (NS). (BS). May be repeated for a total of twelve credits.
398. Honors in Biological Anthropology. Senior standing and permission of instructor. I. (3; 2 in the half-term). (Excl). (INDEPENDENT). May be repeated for credit twice.
399. Honors in Biological Anthropology and Anthropology/Zoology. Senior standing and permission of instructor. (3; 2 in the half-term). (Excl). (INDEPENDENT). May be repeated for credit twice.
450. Molecular Anthropology. At least one anthropology or biology course. (3). (Excl). (BS).
463. Research Strategies in Human Biology. Senior standing, and/or any 300-level course in biological anthropology. (3). (Excl).
469. Topics in Biological Anthropology. Permission of instructor. (2-4; 2-3 in the half-term). (Excl). (BS).
471. Undergraduate Reading and Research in Anthropology. Permission of instructor. (1-3). (Excl). A maximum of three credits of independent reading may be included in a concentration plan in anthropology. (INDEPENDENT). May be repeated for a total of six credits.
566. Laboratory in Human Osteology. Permission of instructor. (4; 2 in the half-term). (Excl). (BS).

Social Anthropology

This interdepartmental program combines study in the departments of Anthropology and Sociology. Mutual interest in problems of social organization and culture provides the interdisciplinary focus for the program. The program is designed to acquaint the student with the factual, methodological, and theoretical contributions of sociologists and anthropologists.

Qualified students are eligible to participate in the honors concentration program and prepare a senior honors thesis.

Students interested in the Social Anthropology concentration should consult the “Sociology” section in this Bulletin.

Courses in Cultural Anthropology (Division 319)

Courses are arranged by groups: Introductory Courses, Ethnology-Regional Courses, Ethnology-Theory/Method, Ethnology-Topical Courses, Linguistic Anthropology, Archaeology, and Museum and Reading and Research Courses.

Introductory Courses

222. The Comparative Study of Cultures. Students with credit for Anthro. 101 should elect Anthro. 327. (4; 2 in the half-term). (SS).
282. Introduction to Prehistoric Archaeology. (4; 2 in the half-term). (SS).
296. Topics in Archaeology. (3). (SS). May be repeated for a total of twelve credits.
299. Topics in Linguistic Anthropology. (3). (SS). May be repeated for a total of twelve credits.
426. Principles of Anthropology. Junior standing. No credit granted to those who have completed or are enrolled in 101 or 222. (3; 2 in the half-term). (Excl). May not be included in a concentration plan in anthropology.

Ethnology-Regional Courses

302. Sex and Gender in Japan. (3). (Excl).
314/Amer. Cult. 313. Cuba and its Diaspora. (4; 2 in the half-term). (Excl).
317/REES 397. The Political Economy of Transformation in East Central Europe. No credit granted to those who have completed or are enrolled in REES 396. (4). (Excl).
497. Museum Research Techniques, Permission of instructor. (1-3). (EXCL). (INDEPENDENT). Credit is granted for a total of six credits elected through Anthro. 496 and 497.

499. Undergraduate Reading and Research in Anthropology, Permission of instructor. (1-3). (EXCL). A maximum of three credits of independent reading may be included in a concentration plan in anthropology. (INDEPENDENT). May be repeated for a total of six credits.

---

**Applied Physics**

2071 Randall Laboratory
936-0653 (phone)
764-2193 (fax)
Email: ap.phys@umich.edu
http://www-applied.physics.lsa.umich.edu/
Professor Roy Clarke (Physics), Director

Not a concentration program

**Professors**

James W. Allen (Physics), Pallab K. Bhattacharya (EECS), Roy Clarke (Physics), John C. Bilello (Materials Science & Engineering), John L. Gland (Chemistry, Chemical Engineering), George Haddad (EECS), Raoul Kopelman (Chemistry), Yue-Ying Lau (Nuclear Engineering and Radiological Sciences), Roberto D. Merlin (Physics), Gerard A. Mourou (EECS), Dimitris Pavlidis (EECS), Stephen Rand (EECS, Physics), Marc H. Ross (Physics), Leonard M. Sander (Physics), Jasprit Singh (EECS), David J. Srolovitz (Materials Science & Engineering), Duncan Steel (Physics, EECS), Curud Uher (Physics), Jens C. Zorn (Physics)

**Associate Professors**

Michael Atzmon (Materials Science & Engineering, Nuclear Engineering and Radiological Sciences), Steven Dierker (Physics), Henry C. Kaptvein (EECS), Margaret M. Murmane (Physics, EECS), Bradford Orr (Physics), Herbert G. Winful (Physics, EECS), Steve Yalisove (Materials Science & Engineering)

**Assistant Professor**

Alec D. Gallimore (Aerospace Engineering) Applied Physics is a graduate intercollegiate program with participating faculty in the College of Literature, Science, and the Arts, and the College of Engineering. It combines coursework in the fundamentals of physical theory, its applications to modern technology, and practical “hands-on” training in the research laboratories.

**Courses in Applied Physics (Division 320)**


---

**Armenian Studies**

3076 Frieze Building
(734) 764-0314
Professor Kevork Bardakjian, Director

May be elected as an option in the concentration “Arabic, Armenian, Persian, Turkish, and Islamic Studies.” See Near Eastern Studies departmental listing for further details.

**Courses in Armenian Studies (Division 322)**

Armenian Literature and Culture in English

274/Slavic 221/AAPTIS 274. Armenia: Culture and Ethnicity. (3). (HU).
287/History 287. Armenian History from Prehistoric Times to the Present. (3). (EXCL).
418/AAPTIS 474. The Post-Genocide Literature of the Armenian Dispersion. Permission of instructor. No knowledge of Armenian is required. (3). (EXCL).
419/AAPTIS 475. The Old Soul of a New Nation: An Introduction to Soviet Armenian Literature. (3). (EXCL).

**Language Courses**

Asian Languages and Cultures (ALC)

3070 Frieze Building
(734) 764-8286
Web site: http://www.lsa.umich.edu/asian
Professor Shuen-fu Lin, Chair

May be elected as a concentration program in Chinese, Japanese, and Asian Studies

Professors
Madhav Deshpande, Sanskrit language, literature, and linguistics
Kenneth J. Dewoskin, Early Chinese narrative literature, criticism, and aesthetics
Yi-tsi Feuerwerker, Chinese fiction and literary criticism
Luis O. Gómez, Buddhist religion and philosophy (Indian and Chinese Mahayana)
Peter E. Hook, Indo-Aryan languages and linguistics
Shuen-fu Lin, Pre-modern Chinese literature, especially classical poetry and poetics
Donald S. Lopez, Jr., Indian and Tibetan Buddhism

Associate Professors
William H. Baxter, III, Chinese language and linguistics
Nancy K. Florida, Southeast Asian literature and culture
Ken K. Ito, Modern Japanese literature, particularly Meiji and Taisho fiction
Philip J. Ivanhoe, Chinese Philosophy
Esperanza Ramirez-Christensen, Premodern Japanese literature, particularly poetry, criticism, and Heian prose
David Rolston, Traditional Chinese fiction and criticism
Robert Sharf, East Asian Buddhism, particularly the Ch’ an, Zen, and Tantric traditions

Assistant Professors
Eun-su Cho, Korean language
Hugh de Ferranti, Asian music & musicology
Mayumi Yuki Johnson, Japanese language
Abé Mark Nornes, Asian Cinema

Lecturers
Yanming An, Chinese language
Elena Bashir, Hindi-Urdu language
Qinghai Chen, Chinese language
Shoko Emori, Japanese language
Laura Grande, Chinese language
Hae-Young Kim, Korean language
Misao Kozuka, Japanese language
Montatip Krishnamur, Thai language
Jeysen Lee, Korean language
Hsin-hsin Liang, Chinese language
Thi Nga Nguyen, Vietnamese language
Yasuhiro Omoto, Japanese language
Sankaran Radhakrishnan, Tamil language
Mohammad Tahsin Siddiqi, Hindi-Urdu language
Margaretha Sudarshih, Indonesian language
Hilda Tao, Chinese language
Adelwisa Agas Weller, Tagalog language

Professors Emeriti
James I. Crump, Harriet C. Mills, Paz B. Naylor, Donald J. Munro

The department offers instruction in the languages, literatures, linguistics, and cultures of China, Japan, Korea, Tibet, South Asia and Southeast Asia, including survey courses in traditional and modern Chinese and Japanese literature, Chinese and Japanese civilization, Chinese philosophy, and a sequence of courses on Buddhism in India, Tibet, China, and Japan. The department offers undergraduate concentrations in Chinese, Japanese, and Asian Studies. Undergraduates are encouraged to consult departmental advisors about appropriate electives, about introducing an Asian component into a concentration plan focused in another department, as well as about developing a plan of study leading to a concentration in Chinese, Japanese, or Asian Studies.

The department’s core courses in the modern languages of East, South and Southeast Asia are designed to develop proficiency in the basic skills of speaking, aural comprehension, reading, and writing. To speed students toward a working knowledge of the languages, intensive work in Chinese, Japanese, and Korean is usually offered during the summer (students must apply for admission to the summer program).

The faculty and staff in the department reserve the right to require students with previous background in an Asian language to take a placement test. Students will be placed in language classes according to the department’s best assessment of the student’s language skill and previous training. The department’s first-year language courses are designed for students with minimal or no previous exposure to the language in question. Students having previous experience with a language may be required to begin study at a higher level of instruction.

Please Note: Undergraduates with native or near native ability in Chinese of Japanese should not concentrate in their respective languages in this department. These students, who by background have already completed the language requirements for a concentration in either Chinese or Japanese, are better served by a concentration in some other field, such as Asian Studies, English, Comparative Literature, Philosophy, Religion, History, etc. Students who have native or near native command of Japanese and

who wish to take language courses required for concentration in Chinese, are welcome to do so. Students with a language background in Chinese likewise may consider a concentration in Japanese.

Area Centers. The department is part of a larger network of teaching and scholarship on Asia at the University of Michigan. Three area centers, the Center for Chinese Studies, the Center for Japanese Studies, and the Center for South and Southeast Asian Studies, bring together faculty in the department with Asian area specialists elsewhere on campus. The Centers, subsidized by the U.S. Department of Education, organize and sponsor numerous extra-curricular activities including informal talks, lectures and colloquia by visiting scholars, films, and exhibits.

Overseas Study. Numerous opportunities exist for overseas study of Asian languages and cultures. There may be some restrictions on the use of study abroad credits to meet concentration requirements. Please consult the concentration advisors.

The University of Michigan is a co-sponsor of the Inter-University Program for Chinese Language Studies in Beijing and the Inter-University Center for Japanese Language Studies in Yokohama. Students may apply to these programs during their second year of coursework (or thereafter) in the appropriate language. Admission is based on national competition, and space is limited. However, Michigan students have proven successful in gaining entrance to these programs. The overseas centers provide an opportunity to master spoken Chinese or Japanese and to improve reading and research skills. Limited financial aid is available from both the University and the overseas centers to students who are admitted. Application to admission and aid is made directly to the administrative offices located at Stanford University; however, the Michigan representatives to the respective programs are available to advise interested students. For information, contact the undergraduate advisor in Chinese or Japanese.

The University of Michigan’s Center for South and Southeast Asia is a member of the Consortium on Teaching Indonesian in Indonesia and of the inter-university program, the Southeast Asian Studies Institute (SEASI) held each summer in the United States (at different locations each year).

The Kyoto Center for Japanese Studies (KCJS) is an undergraduate academic year program in Kyoto co-sponsored by nine universities in the United States, including the University of Michigan. This center, developed in cooperation with the University of Kyoto, opened in September of 1989. The
program provides a select group of undergraduates with an academic challenge of study in Japanese language and culture. Prerequisites: at least one year of prior enrollment in Japanese language courses at the college level (five hours per week minimum). Application deadline: January 31. Applications are available from the Center for Japanese Studies, Suite 3603, 1080 South University, Ann Arbor, MI 48109-1106.

The Japan Center for Michigan Universities (JCMU) is an opportunity for undergraduates currently enrolled at the University of Michigan to study Japanese language, society, and culture in Japan. Located in Shiga Prefecture, on Lake Biwa, (near Kyoto and Osaka), the JCMU offers academic courses and programs for university credit. The program is open to undergraduates from any of the fifteen state-supported universities in Michigan, as well as students from Shiga Prefecture. Prerequisites: applicants must have been enrolled full-time for at least one year at one of the state-supported universities in Michigan. Applicants must apply through their home institution. Applications deadline: March 1. Applications are available from the Center for Japanese Studies, Suite 3603, 1080 South University, Ann Arbor, MI 48109-1106.

Charles and Myrl Hucker Prize in Asian Languages and Cultures is awarded annually for the best essay produced in an ALC course by an undergraduate or graduate student. The department’s Fellowships and Awards Committee makes the nomination for the award.

Advising. Appointments are scheduled at the department office, 3070 Frieze Building (764-8286). Students who have a formal or informal interest in Asia are encouraged to consult a concentration advisor.

Asian Studies

May be elected as an area concentration program

Asian Studies is a multidisciplinary concentration that offers students an opportunity to pursue interests in the traditional and modern civilizations of Asia.

Students may select from a range of courses in Anthropology, Asian Languages and Cultures, Comparative Literature, Economics, History, History of Art, Linguistics, Near Eastern Studies, Philosophy, Political Science, Religion, Sociology, Women’s Studies, and courses offered in the schools of Architecture and Urban Planning, Business Administration, Education, Law, Music, and Natural Resources and Environment.

Prerequisites to Concentration. One year (or first-year proficiency) of an Asian language (Chinese, Hindi-Urdu, Indonesian, Japanese, Korean, Persian, Punjabi, Sanskrit, Tagalog, Tamil, Thai, Tibetan, or Vietnamese).

Concentration Program. Requires 35 credits chosen in consultation with and approved by the concentration advisor. At least two geographical areas must be represented, and one course must be pan-Asian in nature. Students must:

1. complete the second year’s coursework in the appropriate Asian language (the one chosen as prerequisite to the concentration).
2. complete Asian Studies 121 and 122, or Asian Studies 111 and 112.
3. complete Asian Studies 381, or an approved equivalent; and
4. elect, apart from language courses, a minimum of 18 credits in approved courses focusing on Asia (at least 3 credits of which must be elected from the department of Asian Languages and Cultures and at least 3 credits from any social science department).

Honors Concentration: Candidates for the honors concentration must complete all regular requirements for the concentration, maintain a cumulative grade point average of at least 3.0 and at least 3.5 in courses elected as part of a concentration plan. They must also demonstrate the ability to do original work by writing an honors thesis and must elect Chinese 391 and 392 and, if possible, Chinese 393 and 394. Recommendations for the designation of “honors,” “high honors,” and “highest honors” in Chinese are made on the basis of the student’s performance in the honors course and the quality of the student’s honors thesis.

Japanese Language and Literature

May be elected as a departmental concentration program

Prerequisites to Concentration. Japanese 102 or 361.

Concentration Requirements. Concentrators will be required to take a minimum of 38 additional hours. These 38 hours must include at least two departmental courses in literature in translation (Japanese 401-402), 20 credits of language courses beyond the first-year level (equivalent to the third-year level), and six credits in social science or humanities courses relating to East Asia. Six additional credits are required, composed either of additional cognates or advanced language courses (Japanese 407/408 or 461). Possible cognate courses may be found in Anthropology, Comparative Literature, Economics, History, History of Art, Linguistics, Philosophy, Political Science, Religion, Sociology, and Women’s Studies and in the schools of Architecture and Urban Planning, Business Administration, Education, Law, Music, and Natural Resources and Environment.

Honors Concentration: Candidates for the honors concentration must complete all regular requirements for the concentration, maintain a cumulative grade point average of at least 3.0 and at least 3.5 in courses elected as part of a concentration plan. They must also demonstrate the ability to do original work by writing an honors thesis and must elect Japanese 391 and 392 and, if possible, Japanese 393 and 394. Recommendations for the designation of “honors,” “high honors,” and “highest honors” in Japanese are made on the basis of the student’s performance in the honors course and the quality of the student’s honors thesis.

Chinese Language and Literature

May be elected as a departmental concentration program

Prerequisites to Concentration. Chinese 102 or 361.

Concentration Requirements. All students are expected to complete a minimum of 38 credits consisting of two departmental courses in literature in translation (selected from the sequence Chinese 471, 472, 473, 476), 20 credits of language courses beyond the first-year level, and 9 credits in cognate courses in the social sciences and humanities relating to East Asia. Possible cognate courses may be found in Anthropology, Comparative Literature, Economics, History, History of Art, Linguistics, Philosophy, Political Science, Religion, Sociology, and Women’s Studies and in the schools of Architecture and Urban Planning, Business Administration, Education, Law, Music, and Natural Resources and Environment.

Honors Concentration: Candidates for the honors concentration must complete all regular requirements for the concentration, maintain a cumulative grade point average of at least 3.0 and at least 3.5 in courses elected as part of a concentration plan. They must also demonstrate the ability to do original work by writing an honors thesis and must elect Chinese 391 and 392 and, if possible, Chinese 393 and 394. Recommendations for the designation of “honors,” “high honors,” and “highest honors” in Chinese are made on the basis of the student’s performance in the honors course and the quality of the student’s honors thesis.
Courses in Asian Studies (Division 323)

111/Hist. 151. South Asian Civilization. (4; 3 in the half-term). (HU).
112/Hist. 152. Southeast Asian Civilization. (4; 3 in the half-term). (SS).
121/Hist. 121. Great Traditions of East Asia. (4; 3 in the half-term). (HU).
150. First Year Seminar in Asian Studies: Civilizations of Asia. No knowledge of Asian Languages required. Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (3). (HU). May be repeated with permission of instructor.
250/Buddhist Studies 250. Undergraduate Seminar in Buddhist Studies. No knowledge of an Asian language required. (3). (HU). May be repeated with department permission.
253/S&SEA 250. Undergraduate Seminar in South and Southeast Asian Culture. No knowledge of any Asian language required. (3). (HU). May be repeated with department permission.
316/Asian Studies 316/Rel. 316. Religion in Modern Japan. (3). (Excl).
316/Buddhist Studies 316/Rel. 316. Religion in Modern Japan. (3). (Excl).
325/Buddhist Studies 325/Rel. 323. Buddhism in Zen Perspective. (3). (HU).
325/Buddhist Studies 325/Rel. 323. Buddhism in Zen Perspective. (3). (Excl).
381. Junior/Senior Colloquium for Concentrators. Junior or senior standing and concentration in Asian Studies. (3). (Excl).
440. National Cinema of Asia. (3). (HU). May be repeated for a total of six credits.
441. Asia Through Fiction. (3; 2 in the half-term). (Excl).
444. The Southeast Asian Village. (3). (Excl).
468/Chinese 468/Phil. 468. Classical Chinese Thought (To A.D. 220). Upperclass standing; no knowledge of Chinese required. (3; 2 in the half-term). (HU).
469/Chinese 469/Phil. 469. Later Chinese Thought (A.D. 220-1849). Upperclass standing; no knowledge of Chinese required. (3; 2 in the half-term). (HU).
505/Chinese 505/Phil. 505. Modern Chinese Thought. Permission of instructor. (3; 2 in the half-term). (Excl).

Courses in Buddhist Studies (Division 332)

250/Asian Studies 250. Undergraduate Seminar in Buddhist Studies. No knowledge of an Asian language required. (3). (HU). May be repeated with department permission.
316/Asian Studies 316/Rel. 316. Religion in Modern Japan. (3). (Excl).
325/Buddhist Studies 325/Rel. 323. Buddhism in Zen Perspective. (3). (HU).
481/Asian Studies 481/Rel. 483. Ch’an and Zen Buddhism. (3). (Excl).

Culture Courses/Literature Courses


Courses in Chinese (Division 339)

468/Asian Studies 468/Phil. 468. Classical Chinese Thought (To A.D. 220). Upperclass standing; no knowledge of Chinese required. (3; 2 in the half-term). (HU).
468/Asian Studies 468/Phil. 468. Classical Chinese Thought (To A.D. 220). Upperclass standing; no knowledge of Chinese required. (3; 2 in the half-term). (HU).
Language Courses


202. Second-Year Chinese. II. (5). Laboratory fee ($9) required.


301. Reading and Writing Chinese. Assignment by placement test and permission of instructor. No credit granted to those who have completed or are enrolled in Chinese 101, 102, or 361. I. (4). (LR).

302. Reading and Writing Chinese. Permission of instructor. No credit granted to those who have completed or are enrolled in Chinese 201, 202, or 362. II. (4). (LR).


378. Advanced Spoken Chinese. Chinese 202 or 362. (2). (Excl). May be repeated for a total of four credits.


Courses in Japanese (Division 401)


399. Directed Reading. Permission of the department. (1-3). (Excl). (INDEPENDENT). May be repeated for credit with permission of instructor.


Culture Courses/Literature Courses


450. Undergraduate Seminar in Japanese Literature. Japanese 401 or 402. Knowledge of Japanese is not required. (3). (Excl). May be repeated for a total of six credits with permission of the instructor.


Language Courses


**Courses in Korean (Division 409)**

201. Second Year Korean. Korean 102. Native or near-native speakers of Korean are not eligible for this course. I. (5). (LR).
462. Readings in Modern Korean. Reading knowledge of Korean. (3). (Excl). May be repeated for a total of six credits.
491. Individual Study of Korean Language. Korean 402 and permission of instructor. (1-6). (Excl). May be repeated for a total of eight credits with permission of instructor.

**Courses in South and Southeast Asia (S&SEA) (Division 483)**

103. Beginning Indonesian. (5). (LR).
105. Elementary Hindi-Urdu. No credit granted to those who have completed or are enrolled in S&SEA 373. (4). (LR).
113. Elementary Tamil. S&SEA 113. No credit granted to those who have completed or are enrolled in S&SEA 373. (4). (LR).
114. Elementary Tamil. S&SEA 113. No credit granted to those who have completed or are enrolled in S&SEA 373. (4). (LR).
125. Hindi-Urdu for Heritage Learners. Permission of instructor. Some knowledge of spoken Hindi or Urdu as determined by interview with the instructor. No credit granted to those who have completed or are enrolled in S&SEA 105. (2). (LR).
205. Intermediate Hindi-Urdu. S&SEA 106. No credit granted to those who have completed or are enrolled in S&SEA 316 or 366. (4). (LR).
206. Intermediate Hindi-Urdu. S&SEA 205. No credit granted to those who have completed or are enrolled in S&SEA 316 or 366. (4). (LR).
211. Intermediate Punjabi. S&SEA 112 or 371. No credit granted to those who have completed or are enrolled in S&SEA 372. (3). (LR).
212. Intermediate Punjabi. S&SEA 211. No credit granted to those who have completed or are enrolled in S&SEA 372. (3). (LR).
213/435. Intermediate Tamil. S&SEA 114 or 373. No credit granted to those who have completed or are enrolled in S&SEA 374. (3). (LR).
214/436. Intermediate Tamil. S&SEA 213. No credit granted to those who have completed or are enrolled in S&SEA 374. (3). (LR).
301. Reading and Writing for Native Speakers. Native speaking ability in a South/Southeast Asian language and permission of instructor. (4). (LR).
302. Reading and Writing for Native Speakers. Native speaking ability in a South/Southeast Asian language and permission of instructor. This course meets the Language Requirement. (4). (LR).
365. Intensive Elementary Hindi-Urdu. No credit granted to those who have completed or are enrolled in S&SEA 106 or 315. Four credits granted to those who have completed S&SEA 105. (8 in the half-term). (Excl).
366. Intensive Intermediate Hindi-Urdu. S&SEA 106 or 365. No credit granted to those who have completed or are enrolled in S&SEA 206 or 316. Four credits granted to those who have completed S&SEA 205. (8 in the half-term). (LR).
369. Intensive Beginning Sanskrit. No credit granted to those who have completed or are enrolled in S&SEA 110. Three credits granted to those who have completed S&SEA 109. (6 in the half-term). (Excl).
371. Intensive Elementary Punjabi. No credit granted to those who have completed or are enrolled in S&SEA 112. Four credits granted those who have completed S&SEA 111. (8 in the half-term). (Excl).
372. Intensive Intermediate Punjabi. No credit granted to those who have completed or are enrolled in S&SEA 212. Three credits granted to those who have completed S&SEA 211. (6 in the half-term). (LR).
373. Intensive Elementary Tamil. No credit granted to those who have completed or are enrolled in S&SEA 114. (8 in the half-term). (Excl).
374. Intensive Intermediate Tamil. S&SEA 373. No credit granted to those who have completed or are enrolled in S&SEA 214. (6 in the half-term). (LR).
Asian/Pacific American Studies
(see American Culture)

Astronomy

830 Dennison Building
(734) 764-3440
Web site: http://www.astro.lsa.umich.edu/
Professor Hugh D. Aller, Chair

May be elected as a departmental concentration program

Professors

H. D. Aller, Radio Astronomy, Active Extra-Galactic Objects, VLBI
J. N. Bregman, Interstellar Medium, Quasars, Fluid Dynamics
C. R. Cowley, Nucleosrmoschemstry, Stellar Spectra
G. M. MacAlpine, Quasars, Emission Line Galaxies, Photoionization Models
D. O. Richstone, Galaxy Structure, Formation and Evolution

Associate Professors

R. L. Sears, Stellar Evolution, HR Diagram

Assistant Professors

G. M. Bernstein, Emergence of galaxies, gravitational lensing of distant galaxies, spatial distributions of galaxies, the mass structure of the Universe; large CCD cameras
M. Mateo, Stellar Populations in Galaxies
P. O. Seitzer, Stellar Dynamics, Optical Instrumentation

The Astronomy curriculum is useful to students seeking a general knowledge of astronomy as part of a liberal arts education as well as to those preparing for a professional career in the field. The introductory sequences provide an understanding of the structure and evolution of the universe, introduce basic concepts of science, and acquaint students with scientific methods. These introductory courses (Astronomy 101 and 102; 111 and 112; 120; 130) both stimulate and satisfy intellectual curiosity and lay the foundation for advanced work.

Astronomy and Astrophysics

Prerequisites to Concentration. Astronomy 160 is preferred but Astronomy 101, 102, 111, 112, 120, 125, or 130 will be accepted; Mathematics through Mathematics 216; Physics 140/141, 240/241, (or Honors equivalents), and Physics 340/341.

Concentration Program. Astronomy 361, 399, 402, 404, and 429 form the core of the concentration program. All astronomy concentrators also must elect Physics 390, 401, 405, 453, and one of the following mathematics courses: Mathematics 404, Mathematics 556, or Physics 451. In addition, all astronomy concentrators are required to elect one of the following: Astronomy 401, 403, 405, or 406. Students are urged to complete the requirements in physics and mathematics as soon as possible. Students planning graduate work should acquire a reading knowledge of French, German, or Russian.

Honors Concentration. Students who are interested in scholarly research in astronomy and have a cumulative grade point average of 3.5 are encouraged to consider honors

Astronomy 361, 399, 402, 404, and 429 form the core of the concentration program. All astronomy concentrators also must elect Physics 390, 401, 405, 453, and one of the following mathematics courses: Mathematics 404, Mathematics 556, or Physics 451. In addition, all astronomy concentrators are required to elect one of the following: Astronomy 401, 403, 405, or 406. Students are urged to complete the requirements in physics and mathematics as soon as possible. Students planning graduate work should acquire a reading knowledge of French, German, or Russian.

Honors Concentration. Students who are interested in scholarly research in astronomy and have a cumulative grade point average of 3.5 are encouraged to consider honors
concentration. Students with a lower GPA may be admitted to the program at the discretion of the concentration advisor. The program requires writing a senior honors thesis based on research done in collaboration with a faculty member. Interested students should consult with the concentration advisor by the beginning of their junior year.

Advising. The concentration advisor is Assistant Professor Bernstein. Information about scheduling advising appointments is available from the department office.

Honors Research Tutorials. Students participating in the Honors Science Program may elect College Honors 291 and 292 through the Astronomy Department during the sophomore year. Assistant Professor Bernstein assigns students on the basis of interests and background to participating staff members. Students in the Program who wish to concentrate in astronomy should elect prerequisites through that program.

Courses in Astronomy (Division 326)

101. Introductory Astronomy: The Solar System. No credit granted to those who have completed or are enrolled in 111, 130, or 160. I and II. (4). (NS). (BS). (QR/2).
102. Introductory Astronomy: Stars, Galaxies, and the Universe. No credit granted to those who have completed or are enrolled in 112, 130, or 160. I and II. (4). (NS). (BS). (QR/2).
111. Introductory Astronomy: The Solar System. No credit granted to those who have completed or are enrolled in 101, 130, or 160. I, II, IIIa, and IIIb. (4). (NS). (BS). (QR/2).
112. Introductory Astronomy: Stars, Galaxies, and the Universe. No credit granted to those who have completed or are enrolled in 102, 130, or 160. I, II, IIIa, and IIIb. (4). (NS). (BS). (QR/2).
120. Frontiers of Astronomy. No credit granted to those who have completed or are enrolled in Astro. 125. (3). (NS). (BS).
122. Observational Astronomy. No credit granted to those who have completed or are enrolled in Astro. 120. (4). (NS). (BS).
127. Naked Eye Astronomy. (1). (Excl).
130. Explorations in Astronomy. No credit granted to those who have completed or are enrolled in 101, 102, 111, 112, or 160. I. (3). (NS). (BS). (QR/2).
160. Introduction to Astrophysics. Math. 115, and prior or concurrent enrollment in Phys. 140. No credit granted to those who have completed or are enrolled in 102, 112, or 130. I and II. (4). (NS). (BS). (QR/2).
204/AOSS 204/Geology 204. The Planets: Their Geology and Climates. High school mathematics through plane geometry and trigonometry. Those with credit for GS 113 may only elect Astro. 204 for 2 credits. (3). (NS). (BS).
399. Introduction to Research. Permission of instructor. (1-3). (Excl). (INDEPENDENT). May be repeated for credit.

Atmospheric, Oceanic and Space Sciences (AOSS)

2233 Space Research
764-3335
Web site: http://aoss.engin.umich.edu/
Not a LS&A concentration program

Atmospheric, Oceanic and Space Sciences courses are listed in the Time Schedule as part of the offerings of the College of Engineering in the subsection Atmospheric, Oceanic and Space Sciences. The following course counts as an LS&A course for LS&A degree credit.

Courses in Atmospheric, Oceanic and Space Sciences (Division 241)


Biological Chemistry

Courses in Biological Chemistry (Division 517)

415. Introductory Biochemistry. Two terms of organic chemistry. No credit granted to those who have completed or are enrolled in Biol. 310 or 311, or Chem. 451/452. I. (3-4). (Excl). (BS).
416. Introductory Biochemistry Laboratory. Quantitative Analysis: Prior or concurrent election of Biol. Chem. 415 or Chem. 451/452. No credit granted to those who have completed or are enrolled in Biol. 429 or


Courses 570-577 each last one month

573. Enzyme Kinetics and Ligand Binding.  
Biol. Chem. 570 or equivalent. Physical chemistry is strongly recommended. II. (1). (Excl). (BS).


---

Department of Biology

1121 Natural Science  
(734) 764-2446  
Web site: http://www.biology.lsa.umich.edu/  
Professor Julian P. Adams, Chair  
Associate Professor John W. Schiefelbein, Associate Chair for Teaching and Curriculum  
Associate Professor Eran Pichersky, Associate Chair for Research and Facilities

May be elected as a departmental concentration program in Biology, General Biology, Plant Biology, or Cell and Molecular Biology and as an interdepartmental program in Microbiology

Professors

Julian P. Adams, Population genetics  
Richard D. Alexander, Animal behavior, entomology  
Sally L. Allen, Microbial genetics  
William R. Anderson, Systematics of neotropical angiosperms  
Robert A. Bender, Microbiology  
Wesley M. Brown, Molecular evolution  
John B. Burch, Malacology  
Bruce M. Carlson, Regeneration in vertebrates  
Stephen S. Easter, Jr., Neuroscience  
George F. Estabrook, Biometry  
William L. Fink, Ichthyology  
Robert D. Fogel, Plant taxonomy, hypogeous fungi, fungal ecology  
Brian A. Hazlett, Animal behavior, invertebrate zoology  
Robert B. Helling, Genetics, bacteriology  
Richard I. Hume, Developmental neurobiology and cellular neurophysiology  
 Hiroshi Ikuma, Plant cell physiology  
Lewis J. Kleinsmith, Molecular biology  
Arnold G. Kluge, Systematics, herpetology  
John P. Langmore, Molecular biology  
John T. Lehman, Aquatic ecology  
Michael M. Martin, Chemical ecology  
Thomas E. Moore, Entomology  
Larry D. Noodên, Plant developmental physiology  
Ronald A. Nussbaum, Herpetology  
Bruce Oakley, Neuroscience  
Robert B. Payne, Ornithology  
David G. Shappirio, Comparative physiology and biochemistry, cellular and developmental biology  
Gerald R. Smith, Ichthyology

James A. Teeri, Plant ecology  
Kathryn W. Tosney, Developmental neurophysiology  
John H. Vandermeer, Ecology  
Paul W. Webb, Physiological ecology and bioenergetics of animals  
Earl E. Werner, Ecology and evolutionary biology  
Michael J. Wynne, Phycology  
Charles F. Yocum, Cell biology, photosynthesis

Associate Professors

Rolf Bodmer, Molecular genetics of the developing nervous system  
Robyn J. Burnham, Paleobotany  
Deborah E. Goldberg, Plant ecology  
George W. Kling, Limnology  
John Y. Kuwada, Developmental neurobiology  
Philip Myers, Mammalogy  
Ruthann Nichols, Molecular genetics of neuropeptides  
Barry M. O'Connor, Entomology, parasitology, acarology  
Eran Pichersky, Molecular genetics  
Beverly J. Rathcke, Community ecology  
John W. Schiefelbein, Jr., Plant molecular genetics and development  
Priscilla K. Tucker, Mammalian organismal, chromosomal, and genome evolution  
Mark L. Wilson, Ecology of Diseases

Assistant Professors

James Bardwell, Catalysis of protein folding  
Kenneth Cadigan, Developmental Biology  
Steven Clark, Plant development, molecular genetics  
Lisa Curran, Tropical ecology  
Robert Denver, Comparative Endocrinology  
Cunning Duan, Molecular animal physiology  
Ronald Ellis, Developmental biology, molecular genetics  
Michael Frohlich, Plant molecular systematics  
Jesse Hay, Cell Biology  
Janine Maddock, Microbial development  
David P. Mindell, Ornithology  
Diarmait Ó Foighil, Malacology  
Laura Olsen, Plant Cell and Molecular Biology

Lecturers

Marc Ammerlaan, Microbiology  
Santhadevi Jeyabal, Genetics and development  
Eric Mann, Cellular and molecular biology  
Karen Ocorr, Biochemistry, Cell Biology, Physiology  
Marcy Osgood, Biochemistry  
Anton A. Reznicek, Systematics of the cyperaceae

Professors Emeriti


Associate Professor Emerita Lois A. Loewenthal.

Concentration Programs. The Department of Biology offers five concentration programs:

1. Biology  
2. General Biology  
3. Plant Biology  
4. Cell and Molecular Biology  
5. Microbiology

Advising. Students who are interested in any of the concentrations offered by the Department should consult a general advisor during the freshman year and a concentration advisor during the second term of the sophomore year. It is not necessary to complete every prerequisite before declaring a concentration.

Teaching Certificate. Students interested in obtaining a secondary teaching certificate with a major or minor in Biology should consult the “Teacher Certification Program” section in this Bulletin and the School of Education Office of Academic Services.

Writing Requirement. The LS&A Junior/Senior writing requirement in Biology may be met by completing Biology 301. Writing for Biologists, with a grade of C or better. Enrollment is open to prospective concentra-
tors who have completed the prerequisites for Biology 301 as well as those who have formally entered one of the concentration programs in Biology. Biology 301 also counts 3 credits toward the biology concentration.

Field of Concentration. For purposes of calculating grade point average, the term “field of concentration” (for all Biology concentration programs) means the following:

1. All Biology and Biological Station courses, including cross-listed ones, at the 200-level and above.
2. All required cognate courses (if any).
3. All mandatory prerequisites.

Introductory Biology Credit Limitation: The maximum amount of credit that can be earned in introductory biology courses is 12 credits. Students interested in concentrating in biology or a related science must complete either Biology 195, an intensive one-term course for 6 credits, or Biology 152-154, a two-term sequence for a total of 8 hours credit.

Course Listings by Biology Distribution Group


* Laboratory courses or courses that include a laboratory.

Students planning careers in biology are encouraged to choose a variety of courses involving the study of plants, animals, and microbes; basic courses in genetics and biochemistry are required.

Supporting Facilities. Modern teaching and research laboratories house electron microscopes, controlled environment rooms, analytical and preparative centrifuges, spectrophotometers, and other tools essential for modern research in all areas of the biological sciences. In addition, the Herbarium, the Museum of Paleontology, the Museum of Anthropology Ethnobotanical Laboratory, the Museum of Zoology, and the Matthaei Botanical Gardens supplement the instructional and research programs. University-owned research facilities in the vicinity of Ann Arbor include Saginaw Forest, Edwin S. George Reserve, Stinchfield Woods, and Mud Lake Bog. The Biological Station provides additional facilities for instruction and research. The University of Michigan is also a member of the Organization for Tropical Studies.

Biological Station. It is recommended that students with concentrations in the Biology Department give serious consideration to spending a summer at a field station, especially the University of Michigan Biological Station, or a marine laboratory. The training and experience provided by such facilities are particularly valuable for students interested in ecology, systematics, animal behavior, and evolutionary biology.

The curriculum at the Biological Station places a strong emphasis on ecology, systematics, field biology, and environmental studies. Courses are taught during the Spring and Summer Half-Terms (IIA and IIb) at the Biological Station on the shores of Douglas Lake in northern Lower Michigan. The Biological Station occupies a 10,000 acre tract between Burt and Douglas Lakes and is the world’s largest inland field station for instruction and research in biological science. Located in the transition zone between coniferous forests to the north and deciduous forests to the south, it is surrounded by a remarkable variety of natural communities.

The Biological Station offers students and faculty an opportunity to study together the biota of the regions with a full appreciation of the dynamics of the natural systems involved. The small community of students, faculty, and scientists shares knowledge during meal and recreation times as well as in the classroom, field, and laboratory. Many courses offered at the Biological Station can be used as part of a concentration plan in biology or botany with approval from a concentration advisor.

Two courses in college biology are normally required for admission to Biological Station courses, all of which are either upper level or graduate level and are offered for 5 credits. A normal load at the Biological Station is two courses (10 credits). Each formal course occupies the entire days assigned to it. Field work is supported by modern equipment, vehicles, boats, laboratories, and a fine library.

The campus office is located at 1111 Natural Science Building, 763-4461.

Biology

May be elected as a departmental concentration program

The Department of Biology offers a program which develops an appreciation of the level of organization of life, its diversity, and the processes by which life has achieved its present forms. The program is recommended for those who wish to study biology as part of a liberal education, to prepare for a teaching career in secondary schools, or to prepare for graduate study in biology or the health professions.

Prerequisites to Concentration. Biology 152 and 154 or Biology 195 (or the equivalent); Chemistry 210, 211, 215, and 216; Mathematics 115 and 116; Physics 125/127 and 126/128 or Physics 140/141 and 240/241.

Concentration Program. 30 credits distributed as follows:

1. Required courses in genetics and biochemistry: Biology 305 and Biology 310, 311, Biol. Chem. 415, or Chem. 451 and 452.
2. Select at least one course from three of the four groups A-D. (See Course Listings A-D for the available courses in each group.)
   A. Molecular and Cellular Biology
   B. Anatomy, Physiology, and Development
   C. Biological Evolution and Diversity
   D. Ecology and Population Biology
3. Select additional Department of Biology courses at the 200-level or above (except Biology 302, 412) to bring the concentration total to at least 30 credits. Two advisor-approved cognate courses may be used. A partial list of these may be obtained from the Biology Office, 1121 Natural Science, or from any concentration advisor.
4. A minimum of three laboratory courses. Library “research” and introductory biology laboratories do not qualify. A maximum of three credits of independent research under the direct supervision of a faculty member (Biology 300/400), or, on approval of a biology department advisor, three credits of independent research under a faculty member of another University of Michigan department, may be used as one of the three laboratory experiences. Only three credits of independent research may count toward the concentration program.
**General Biology**

May be elected as a departmental concentration program

General Biology has many of the same aims as Biology, but it is not recommended for students who wish to pursue graduate work in biology. It is an appropriate preprofessional preparation. It differs from Biology in that it requires fewer credits, less laboratory work, and has more breadth, particularly in the form of a non-science cognate course (see below).

**Prerequisites to Concentration.** Biology 152 and 154 or Biology 195 (or the equivalent); Chemistry 210, 211, 215, and 216; Mathematics 115 and 116; Physics 125/127 and 126/128 or Physics 140/141 and 240/241.

**Concentration Program.** 24 credits in biology and cognate fields, including:

1. Required courses in genetics and biochemistry: Biology 305 and Biology 310, 311, Biol. Chem. 415, or Chem. 451 and 452.
2. One laboratory or field course in the Biology Department beyond the introductory level (Biology 300 or 400, independent study, elected for a minimum of 3 credit hours, may be used.)
3. At least one course from group C – Biological Evolution and Diversity, and one course from group D – Ecology and Population Biology. (See Course Listings C-D for the available courses in each group.)
4. One cognate course from the “General Biology Cognate List.” This list, which is put together by the Biology Curriculum Committee, includes courses offered by non-natural science units that treat biology or natural science generally in the humanistic or social context. These are not science courses, but courses that treat science or scientific issues from a historical, cultural, ethical, or political perspective. A list of these may be obtained from the Biology Office, 1121 Natural Science.

**Advising.** Appointments with concentration advisors are scheduled at the Biology Counseling Office (1121 Natural Science Building). Office staff are also prepared to answer questions about various aspects of the program. Questions about content and appropriateness of course elections should be directed to individual instructors or advisors.

**Teaching Certificate.** Students interested in obtaining a secondary teaching certification with a major or minor in Biology should consult the “Teacher Certification Program” section in this Bulletin and the School of Education Office of Academic Services.

---

**Plant Biology**

May be elected as a departmental concentration program

The Plant Biology concentration provides undergraduates with training in those areas of science that are essential to an understanding of modern botany. Like the biology concentration, this concentration deals with all of the major levels of biological organization (molecular, cellular, organismal, ecological, and evolutionary), but differs from the Biology concentration by its greater emphasis on the biology of plants. This program is well suited for those who wish to study biology as part of a liberal education, or to prepare for a teaching career in secondary schools. It also provides excellent preparation for graduate study in basic and applied areas of the plant sciences and related fields, such as ecology, genetics, microbiology, and biochemistry.

**Prerequisites to Concentration.** Biology 152 and 154 or Biology 195; Chemistry 210/211, 215/216; Mathematics 115 and 116; Physics 125/127 and 126/128, or 140/141 and 240/241.

**Concentration Program.** A minimum of 30 credits, including:

1. Biochemistry (Biology 310, 311, Biol. Chem. 415, or Chem. 451 and 452).
2. Genetics (Biology 305).
3. One course from each of the following four categories:
   
a. Cellular and Molecular Biology (Biology 406, 413, or 430);
   b. Plant Structure, Function, and Development (Biology 209/210, 275, or 461);
   c. Biological Diversity (Biology 255, 457, 458, 459, or 556);
   d. Ecology and Evolution (Biology 281/282 or 381), 390).
4. One additional course not used to satisfy requirement 3, from one of the categories in requirement 3 or from the following, more specialized courses: Biology 215, 355, 415, 468, 490, 495, 498.
5. Three laboratory courses (courses used to meet above requirements can be used to satisfy this requirement). Three credits of Biology 300 can be included as one of the required laboratory courses.
6. Any other biology courses at the 200-level or above (or up to the maximum of two cognate courses) chosen in consultation with and approved by the concentration advisor.

**Advising.** Professor L.D. Noodén is the advisor. Appointments are scheduled at 1121 Natural Science Building. Office staff are also prepared to answer questions about various aspects of both programs. Questions about content and appropriateness of course elections should be directed to individual instructors or advisors.

**Prizes:**

- **K.L. Jones Award.** Since 1977, this award has been made each year to the outstanding botany undergraduate. The Kenneth L. Jones Undergraduate Award for excellence in botany was endowed by colleagues, friends, and alumni upon the retirement of Professor Jones and consists principally of a sum to enable the recipient to purchase books or equipment of his or her own choice.
- **J.T. Slater Award.** Since 1983, this award has been given to systematic and/or field botanists from among upper-division students. Awards are made on the basis of excellence in classes as well as field work, and are in the form of a check. The award was financed by Professor Slater of the University of Puget Sound, expert in field studies of northwestern ferns. Awardees may be in any school at the University of Michigan, so long as individuals selected excel in the targeted fields.

---

**Cell and Molecular Biology**

May be elected as a departmental concentration program

The curriculum in cellular and molecular biology offers students an integrated program of study and training in the biological and physical sciences. It is a pathway to graduate study in areas of biology and medicine which emphasize a quantitative and analytical approach to the life sciences.

**Prerequisites to Concentration.** Biology 152 and 154, or Biology 195; Chemistry 210, 211, 215, 216; Mathematics 115 and 116; Physics 140/141 and 240/241 (or Physics 125/127 and 126/128). It is recommended that students interested in pursuing graduate work acquire a reading knowledge of French, German, or Russian.

**Concentration Program.** Must include:

1. **Required courses.** Biology 305; 310 or 311 (or Chemistry 451 and 452, or Biological Chemistry 415); Biology 427; Biology 428; Biology 306, 413, 423, or 429; Chemistry 260 and 241-242.
2. Two advanced CMB courses chosen from among Biology 400, 405, 406, 411, 413, 418, 422, 423, 426, 430, 436, 513, and 523.
3. One elective course, which can be:
   
a. Any Biology class at the 300- or 400-level (except Biol. 320 or 412). A third advanced CMB course is permitted to meet this requirement.
   b. Chemistry 452 for students who elected the sequence Chemistry 451-452.


c. One cognate course (as approved by the concentration advisor) in Chemistry (courses with a Chem. 260 prerequisite), Mathematics (courses with a Math. 116 prerequisite), or Statistics (Statistics 402 or Biostatistics 503).

d. Genetics and Molecular Biology/Physiology: Biol. 427, 513, 521 and 522; Micro. 604, 605.

e. Ecology and Evolution: Biology 390, 458, 468, 483, 488, 589; Micro. 525.

3. Cognate Courses. A maximum of two advisor-approved cognate courses listed below may be applied toward a Microbiology concentration.

a. Chemistry: Any course at the 300-level or above.

b. Human Genetics: Any course at the 500-level or above.

c. Natural Resources 423.


e. Physics: Any course approved by the advisor.

f. Statistics 402.

Advising. Appointments with Professors Bardwell, Bender, Helling, and Maddock are scheduled at 1121 Natural Science Building.

Biology Honors Programs

The Biology Department Honors Programs train students to conduct independent research in Biology, Cell and Molecular Biology, Microbiology, or Plant Biology. In addition to completing all the requirements for one of the Biology departmental concentrations, an honors degree requires a concentration GPA of at least 3.3, and the completion of a significant piece of independent research that is reported in an honors thesis.

Admission to a Biology Honors Program

1. Introductory Biology (Biology 152-154 or equivalent) must be completed no later than the end of the student’s sophomore year.

2. Enrollment in Biology 150 or 153 is strongly encouraged during one of the student’s first three terms. (Membership in the College Honors Program is not a requirement for admission to a Biology Honors Program.)

3. Required enrollment in Biology 201, “Introduction to Research in the Life Sciences,” a course designed to help students identify a research mentor. This course surveys the range of research opportunities available in the Department of Biology, and in other life science units at the University of Michigan. Students should complete Biology 201 during their sophomore year, although in unusual circumstances a student may enroll during the first term of the junior year.

4. The student must identify a research mentor, preferably by the end of the sophomore year, and file a formal application for admission to an Honors Program no later than two months before the end of the junior year. The research mentor can be a member of the Department of Biology, or a life scientist holding a faculty appointment in another unit of the University, such as the Medical School or the School of Public Health. If the mentor is not a member of the Department of Biology the student must also identify a co-sponsor within the Department of Biology.

5. Honors applicants are interviewed by faculty during March, and offers for spaces in faculty labs are made in early April. The Biology Department maintains a listing on its Web page of faculty in the Department and in other units on campus who are interested in sponsoring honors research. Assistance in identifying a mentor for honors research is available from members of the Department of Biology Honors Committee.

6. Students who have identified a research mentor should complete an application for admission to an Honors Program. This application includes (a) a transcript and (b) a statement describing the general area of intended research, and the name of the mentor. This statement must be signed by the prospective mentor (and co-sponsor if there is one). Applications are reviewed monthly.

The Honors Program

1. Biology 201.

2. Research. Students must register for independent research (Biology 300 or 400) for at least two terms; most students will register for three or four terms of independent research. All students working in labs in the Biology department must register for Biology 300 during their first term of honors research, and for Biology 400 in subsequent terms. Students working in labs outside of the Biology Department must identify a co-sponsor within the Biology department. The student will usually sign up for Biology 300 and 400 through the co-sponsor’s inde-
3. **Honors review paper.** At the end of their first term in a Biology honors program (usually the first or second term of the junior year), students must submit a paper of approximately 1500 words that reviews an aspect of the literature related to the research they are carrying out. The paper will be assessed by their mentor, who will judge it both on content and on composition. The mentor will require the student to revise the paper if he or she judges it to be less than A-level work. A copy of the completed paper will be submitted to the Biology Honors committee and kept on file. In many cases the review paper will be incorporated as the introduction to the honors thesis.

4. **Honors thesis proposal.** The thesis proposal must be submitted no later than 13-1/2 months prior to the planned graduation date. May graduates must submit their thesis proposal by March 15 of the previous year. December graduates must submit their thesis proposal by November 1 of the previous year. Spring/Summer graduates must submit their thesis proposal by April 30 of the previous year. A thesis proposal should be 3-5 pages long, and state the specific hypotheses to be tested, the methods to be used, and the potential results. This proposal must include the signature of the mentor (and co-sponsor if there is one) indicating that he or she supports the proposal. The honors committee will review all thesis proposals, and communicate any concerns they have about the appropriateness and feasibility of the project to the student and mentor. If the committee judges a project to be unlikely to succeed, or on a topic that is outside the student’s area of concentration they can vote not to approve a proposed topic. For instance, research in molecular neurobiology would be appropriate for a Biology or CMB concentration, but not for a student concentrating in microbiology or plant biology. The honors committee will communicate their approval or disapproval of an honors thesis proposal within one month of its submission.

5. **Readers.** Within one month after the thesis proposal is approved, the student should identify three readers for the thesis, one of whom is the sponsor. At least two readers must be faculty members of the Department of Biology, unless the student receives written approval of the Biology Honors committee for an exception. Readers must agree to turn in their evaluations within 10 days after the thesis is due. Once the thesis is submitted, a member of the Biology Department honors committee will be designated as a fourth reader of the thesis.

6. **Summer research.** It is highly recommended that students arrange to work full time on their honors thesis during the summer between their junior and senior years. A limited amount of funds are available from university fellowships, so in most cases support will have to come from the sponsoring lab. For students working in areas of field biology it is often necessary to arrange for two field seasons to complete a project. For this reason students working on field-based topics are urged to contact faculty about the possibility of starting work during the summer between their sophomore and junior years.

7. **The honors thesis.** For April/May graduates the honors theses will be due one week after the end of winter break. This will allow time for the readers and the Honors committee to evaluate all theses prior to the Spring symposium. For students graduating in December or August the thesis will be due one month before the last day of classes; there will be no honors symposia in these terms. The honors thesis is expected to be a report of a substantial body of original results obtained during a sustained period of investigation. It will be written in the form of a research paper that could be submitted to a specialty journal in the student’s area of interest, with the exception that the introduction is expected to provide substantially more background on the research area than is typical of a research article. Based on the material presented in the honors thesis and the student’s overall record, the readers of the thesis can recommend a rating of no honors, honors, high honors, or highest honors. Highest honors will be given only in rare cases when (a) the student has a concentration GPA of 3.6 or above, and (b) all reviewers agree that the material, as presented, would be likely to be accepted into a professional journal with only minor modifications.

Readers of honors theses are expected to file their reports within 10 days after the thesis is submitted. The reports of all readers should address the quality of the material presented in the thesis, as well as the quality of the presentation. The report of the mentor should also address the role the student played in the design, carrying out and interpretation of the experiments reported in the thesis, and should point out the role that others in the lab played.

The Biology Department Honors Committee will meet approximately two weeks after the due date of these to review the recommendations of the reviewers. The member of the committee appointed as the fourth reader will summarize the thesis and the reports of the reviewers. The Committee will then vote on the appropriate level of honors. The committee will attempt to maintain uniform standards for honors, and is not constrained by the level of honors recommended by the readers. The Honors Committee is permitted to table discussion and request the student to revise the thesis if they believe that a revised version might merit a higher rating.

8. **Honors symposium.** An honors symposium will be held during the second week of April. Each honors graduate will be expected to prepare a poster describing his or her work. At the end of the poster session there will be an awards ceremony. At this ceremony, any student whose thesis has been given highest honors will be invited to present a 15 minute talk summarizing the key results of his/her research. The awards ceremony will be followed by a reception.

**Typical honors schedule**

**Year 1.** Fall or Winter Term – Begin Introductory Biology sequence (Biology 152-154 or 195) and enroll in Biology 150 or 153. (Students with advanced placement credit in Biology should also enroll in Biology 150 or 153 during their first year, and should begin the second tier courses, Biochemistry and Genetics, during their first or second year).

Late February – Review list of mentors on Biology department web page. Contact mentors to interview during March for available positions.

Early April – Faculty make offers to students for spaces in their labs.

**Year 2.** Fall or Winter Term – Complete Introductory Biology sequence and enroll in Biology 201 (CMB concentrators are urged to complete Introductory Biology in the first year and begin their second tier courses during the second year).

Late February – Review list of mentors on Biology department web page. Contact mentors to interview during March for available positions.

**Year 3.** Fall term – Begin research and prepare honors review paper.

Winter term – Continue research – Submit honors thesis proposal by March 15.

Spring/summer – continue working in lab or field.

**Year 4.** Fall term – Finish research and begin writing.

Early March – Turn in completed thesis.

Early April – Receive rating of thesis and present poster at honors symposium.
Courses in Biology (Division 328)

100. Biology for Nonscientists. Not open to those with Advanced Placement or "Departmental" credit in biology, nor to those concentrating in the biological sciences. Credit is granted for a combined total of 12 credits elected in introductory biology. I and II. (4). (NS). (BS).


102. Practical Botany. Credit is granted for a combined total of 12 credits elected in introductory biology. II. (4). (NS). (BS).

104/105. Introduction to the Natural Sciences. First- or second-year standing; written application to the Biological Station. Does not meet prerequisites for any of the biology concentration programs. Credit is granted for a combined total of 12 credits elected in introductory biology. (5 in the half-term). (NS). (BS).


108. Introduction to Animal Diversity. Credit is granted for a combined total of 12 credits elected in introductory biology. II. (4). (NS). (BS).

110/111/110-NR&E 110. Introduction to Global Change I. Credit is granted for a combined total of 12 credits elected in introductory biology. I. (4). (NS). (BS).

116. Biology of Sex. Credit is granted for a combined total of 12 credits elected in introductory biology. III. (3). (NS). (BS).

120. First Year Seminar in Biology. Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (3). (NS). (BS).

124. Cells, Cancer, and Society. Not open to biology concentrators. No credit granted to those who have completed or are enrolled in Biol. 224. Credit is granted for a combined total of 12 credits elected in introductory biology. II. (3). (NS). (BS).


140. Genetics and Society. Credit is granted for a combined total of 12 credits elected in introductory biology. I. (4). (NS). (BS).

150. Introductory Biology Workshop. Concurrent enrollment in Biol. 152, 154, or 195. Credit is granted for a combined total of 12 credits elected in introductory biology. I. (Excl). Offered mandatory credit/no credit.

152. Introduction to Biology: Term A. Chem. 130, or Chem. 210 placement. No credit granted to those who have completed or are enrolled in Biol. 195. Credit is granted for a combined total of 12 credits elected in introductory biology. I. (4). (NS). (BS). Laboratory fee ($32) required.

153. Introductory Biology Honors: Term A. Prior or concurrent enrollment in Biol. 152 and admission to the College Honors Pro-


381. General Ecology. Biol. 152-154 or 195; and a laboratory course in chemistry. IIIa and IICh at Biol. Station. (6 in Ann Arbor; 5 at Biol. Station). (Excl). (BS). Satisfies a Biology laboratory requirement. Laboratory fee ($50) required.

382. Introduction to Field Research and Analytic Skills. Biol. 152-154; and participation in the Comprehensive Studies Program. IIIb at the Biological Station. (5 in the half-term). (Excl). (BS). Satisfies a Biology laboratory requirement.


400. Advanced Research. J2 credits of biology. 3.0 average in science, and permission of faculty member in biology. Also offered at the Biological Station during IIIb. (1-3). (Excl). (INDEPENDENT). May be repeated for a total of 9 credits.

401. Advanced Topics in Biology. Intended for senior concentrators. (3). (Excl). (BS). May be repeated for a total of six credits.


412. Teaching Biochemistry by the Keller Plan. Biol. 311 and permission of instructor. I, II, and IICh. (3). (Excl). This is a graded course. May not be included in any of the Biological Sciences concentration programs. (EXPERIENTIAL).

413. Plant Molecular Biology Laboratory. Biol. 310 or 311, or Biol. Chem. 415; and Biol. 305. II. (3). (Excl). (BS). Satisfies a Biology laboratory requirement. Laboratory fee ($70) required.


423. Introduction to Research in Cellular and Molecular Neurobiology. Concurrent enrollment in Biol. 422; or completion of Biol. 222 or 422, and permission of instructor. I. (3). (Excl). (BS). Satisfies a Biology laboratory requirement. Laboratory fee ($70) required.


426. Molecular Endocrinology. Biol. 310, 311, or Biol. Chem. 415; and Biol 325 or 418. (3). (Excl). (BS).


428. Cell Biology. Biol. 305; and Biol. 310 or 415. Students with credit for Biol. 320 must obtain permission of instructor. II. (4). (Excl). (BS).

429. Laboratory in Cell and Molecular Biology. Biol. 427 or 428, or concurrent enrollment in Biol. 428. No credit granted to those who have completed or are enrolled in Biol. Chem. 416 or 516. II. (3). (Excl). (BS). Satisfies a Biology laboratory requirement. Laboratory fee ($70) required.


437. Biology of Invertebrates. Biol. 152-154 or 195, or introductory geography and two additional natural science courses. II. (Offered in alternate years). (5). (Excl). (BS). Satisfies a Biology laboratory requirement. Laboratory fee ($55) required.


441/NR&E 423. The Biology of Fishes Laboratory. Introductory biology and one additional biology course. (1). (Excl). (BS).

442. Biology of Insects. Any college-level biology course. I in Ann Arbor; IICh at Biological Station. (Offered in alternate years in Ann Arbor). (5). (Excl). (BS). Satisfies a Biology laboratory requirement. Laboratory fee ($35) required.


455. Ethnobotany. Two college-level biology courses. III at the Biological Station. (5 in the half-term). (Excl). (BS).

457. Algae in Freshwater Ecosystems. Two laboratory courses in botany. IIIb at the Biological Station. (5 in the half-term). (Excl). (BS). Satisfies a Biology laboratory requirement.


475. Conservation Biology and Ecosystem Management. Two courses in the biological sciences including ecology. III at the Biological Station. (5 in the half-term). (Excl). (BS).

476. Ecosystem Ecology. An ecology course in the department of Biology, or an ecology course approved by the instructor; and permission of instructor. (3). (Excl). (BS).


478. Advanced Ecology. A general ecology course (Biol. 381 or equivalent). II. (3). (Excl). (BS). May be repeated for a total of six credits.


484. Limnology. Three laboratory courses in botany or zoology. IIIb at the Biological Station. (5 in the half-term). (Excl). (BS). Satisfies a Biology laboratory requirement.

483. Limnology: Freshwater Ecology. An advanced undergraduate or graduate standing, with background in physics, chemistry, biology, or water-related sciences. II. (3). (Excl). (BS). (QR/1).


485/Geol. 450/NR&E 450/NavArch 450. Aquatic Science Field Studies. Junior science or engineering concentrators. Those with credit for GS 223 may only elect Biol. 450 for 5 credits. IIIb in Grand Haven, Michigan. (6 in the half-term). (NS). (BS).

486. Biology and Ecology of Fish. Two laboratory courses in biology. IIIb at the Biological Station. (Offered in alternate years). (5 in the half-term). (Excl). (BS). Satisfies a Biology laboratory requirement.


492. Behavioral Ecology. Biol. 152-154 or 195, and one additional course in zoology. I in Ann Arbor; IIIb at the Biological Station. (4 in Ann Arbor; 5 in the half-term) 5 at Biol. Station, which also includes Biology 493). (Excl). (BS).


513. Microbial Genetics. Genetics; and microbial biology or biochemistry. II. (3). (Excl). (BS).

514. Topics in Molecular Evolution. Biol. 305 and one upper-level course in either molecular or evolutionary biology, and permission of instructor. I. (Offered in alternate years). (3). (Excl). (BS).

519. Molecular Evolution. Biol. 305 and one upper-level course in either molecular or evolutionary biology, and permission of instructor. I. (Offered in alternate years). (3). (Excl). (BS).


534. Developmental Neurobiology. Previous courses in neurobiology and development; and permission of instructor. I (Offered in alternate years). (3). (Excl). (BS).

541/Anatomy 541/Physiology 541. Mammalian Reproductive Endocrinology. Biol. 310 or 311, or Biol. Chem. 415. II. (4). (Excl). (BS).


585. Ecology of Streams and Rivers. A previous or concurrent course in limnology, aquatic ecology, phycology, or aquatic invertebrates is recommended. IIIb at the Biological Station. (5 in the half-term). (Excl). (BS). Satisfies a Biology laboratory requirement.


### Biophysics

Web site: http://www.umich.edu/~biophys/
Professor Axelrod, Program Advisor
May be elected as an interdepartmental concentration program

The curriculum in Biophysics is designed for students who wish to prepare themselves for work in the application of the concepts and quantitative methods of the physical sciences to the study of biological structure and function.

**Prerequisites to Concentration.** Biology 152 and 154 (or 195); Chemistry through 210, 211, 215, and 216; Mathematics 115, 116, 215, and 216; and Physics 140/141 and 240/241.

**Concentration Program.** Must include:

1. Biology 305 or the equivalent; Biology 311 or Biological Chemistry 415; and one additional 400-level biology course.
2. One 400-level mathematics course. Recommended ones include Mathematics 404, 412, 417, 425, 450, and 454.
4. Physics 340, 401, 405, 406 (or Chemistry 463), 417 (offered in Winter Terms, even-numbered years), 418, 453 (or 390 or Chemistry 461), and either 402 or 413.

**Advising.** Prospective concentrators should consult with the Biophysics concentration advisor, Professor Axelrod.

**Courses in Biophysics (Division 329)**


### Chemistry

Dimitri Coucouvanis, Synthesis, Structures and Reactivities of Metal Clusters

James K. Coward, Bioorganic and Medicinal Chemistry; Organic chemistry related to biological reactions; mechanism of enzyme-catalyzed reactions; synthesis and enzymology of mechanism-based enzyme inhibitors

M. David Curtis, Organometallic Chemistry; Organometallic Polymers, Heterogeneous and Homogeneous Catalysis

Thomas M. Dunn, Optical spectroscopy of large (benzoid and fused ring systems) and small (mainly heterogeneous di- and triatomic) molecules; R2PI jet spectra of condensed ring aromatic molecules and the study of conformers and their possible interconversion

Dimitri Coucouvanis, Synthesis, Structures and Reactivities of Metal Clusters

James K. Coward, Bioorganic and Medicinal Chemistry; Organic chemistry related to biological reactions; mechanism of enzyme-catalyzed reactions; synthesis and enzymology of mechanism-based enzyme inhibitors

M. David Curtis, Organometallic Chemistry; Organometallic Polymers, Heterogeneous and Homogeneous Catalysis

Thomas M. Dunn, Optical spectroscopy of large (benzoid and fused ring systems) and small (mainly heterogeneous di- and triatomic) molecules; R2PI jet spectra of condensed ring aromatic molecules and the study of conformers and their possible interconversion

Seyhan N. Ege, Heterocyclic Reactive Intermediaries

Billy Joe Evans, Solid State Chemistry: Electronic and Magnetic Materials

Anthony H. Francis, Magnetic Resonance, Vibrational and Electronic Spectroscopy of Solids

John L. Gland, Solid State and Surface Chemistry, Physical Chemistry

Adon A. Gordus, Radioanalytical-Radiation Chemistry

Henry C. Griffin, Hot and Cold Nuclei; Nuclear Chemistry

Raoul Kopelman, Analytical/Biophysical/ Materials Chemistry Laser Spectroscopy, Nano-Imaging and Fiber Optic Chemical
Nano-Sensors; Molecular Optics; Fractal Reaction Kinetics

Masato Koreeda, Natural Product Synthesis and Bioorganic Mechanisms

R.L. Kuczkowski, Molecular Spectroscopy of Weakly Bonded Complexes

Richard G. Lawton, Bioorganic Reagents as Chemical Probes of Molecular Architecture

Stephen Lee, Synthesis, Structure and Electronic Structure of Extended Solids

Lawrence L. Lohr, Theoretical Studies of Molecular Structure and Reactivity

David Lubman, Biological Mass Spectrometry, Spectroscopy and Instrumentation

Joseph P. Marino, New Synthetic Methods and Strategies for Natural Product Synthesis

Mark E. Meyerhoff, Membrane Electrodes, Gas Sensors, Analytical Applications of Immobilized Bio-reactants, Enzyme-linked Competitive Binding Assays, New Stationary Phases for Liquid Chromatography

Michael D. Morris, Analytical Laser Spectroscopy and Imaging: Electrophotoelectric Separations

William H. Pearson, New Synthesis Methodology for the Assembly of Organic Molecules

Vincent L. Pecoraro, Synthetic Inorganic and Bioinorganic Chemistry

James Penner-Hahn, Biophysical Chemistry and Inorganic Spectroscopy. Investigation of Metal Site Structure in Bioinorganic Systems; X-ray, EPR and NMR Spectroscopy of Proteins

Paul G. Rasmussen, Polymer/Inorganic Chemistry

William R. Roush, Organic Chemistry

Richard D. Sacks, High Speed Analytical Separations

Robert R. Sharp, Multidimensional and Multiquantum NMR of Paramagnetic Systems

Leroy B. Townsend, Design and Synthesis of Heterocycles and Nucleosides

John R. Wiseman, Synthetic Organic Chemistry and Mechanisms of Chemical Reactions

Charles F. Yocum, Biological Chemistry of Photosynthetic Water Oxidation

Erik R.P. Zuiderweg, Structure and Dynamics of biomolecules and Complexes of Biomolecules in Solution, Using Multi-Dimensional Multi-Nuclear NMR Spectroscopy

Associate Professors

Mary Anne Carroll, Atmospheric Chemistry: Instrument development and application to field measurements of reactive nitrogen species

Brian P. Coppola, Organic chemistry, chemical education

Gary D. Glick, Bioorganic Chemistry, Molecular Recognition

Richard M. Laine, Materials Chemistry

Edward T. Zellers, Microfibrilated chemical sensors; interfacial chemistry; polymer-solvent interactions; occupational/environmental exposure assessment.

Assistant Professors

Mark M. Banaszak Holl, Synthetic and Mechanistic Solution, Surface, and Solid State Chemistry

Christine E. Evans, Analytical/Physical Chemistry; Separation Science; Interfacial Chemistry; Laser Spectroscopy

Richard A. Goldstein, Protein Design and Structure

E. Neil G. Marsh, Enzymes: structure mechanism and specificity; protein engineering and molecular recognition

Coleen Pugh, Polymer Synthesis, Liquid Crystals

Ayaylumasy Ramamootry, Solid-State NMR Spectroscopy, Structural Biology of Membrane Proteins, Study of Polymers

Roseanne Sension, Ultrafast Laser Spectroscopy and Chemical Reaction Dynamics

Peter L. Toogood, Bioorganic Chemistry

Lecturers

Nancy Konigsberg Kerner, General chemistry, chemical education

Barbara J. Weathers, Inorganic chemistry, general chemistry

Professors Emeriti

Lawrence S. Bartell, Biochemistry.


The curricula in Chemistry serve those preparing for careers in chemistry, biochemistry, pharmacy, and allied fields as well as those seeking a general knowledge of chemistry as part of a liberal arts education. Beyond the first-year courses, there is an emphasis on development of technical knowledge and laboratory experience needed in chemistry and related scientific fields. The undergraduate concentration programs prepare students for work in research and testing laboratories, as well as for business positions in which a chemistry background is desirable. Graduate work is necessary for those planning to do college and university teaching or industrial research.

Introductory Courses. The Chemistry Department has three types of courses available to students starting toward careers in any of the sciences, engineering, or medicine. Students are placed into these courses according to the results of the tests in chemistry and mathematics that they take during orientation. Either Chemistry 130 or Chemistry 210/211 can be the starting point for students interested in the sciences, engineering, or medicine. Chemistry 130 has a section reserved for students who would benefit from more frequent contact with faculty. Honors students, students with Advanced Placement in chemistry, and other students with good preparation in high school chemistry have the opportunity to start their study in chemistry with courses 210/211, which introduce the major concepts of chemistry in the context of organic chemistry. This curriculum allows students to progress more rapidly to advanced courses in chemistry and to be able to participate earlier in undergraduate research.

Special Departmental Policies. The Department requires that a student earn a grade of at least C- in all chemistry courses which are prerequisite for subsequent elections. A concentration program grade point average of at least 2.0 is required; this includes chemistry courses, mathematics and physics prerequisites and advanced electives which are part of a concentration plan. Students must request any change in a grade before the end of the next regular academic term.

Safety Regulations. No contact lenses will be allowed in any chemistry laboratory. In laboratory classes students must wear either prescription or safety glasses at all times.

Student Associations. Chemistry concentrators are eligible to become student affiliates of the American Chemical Society. An active chapter exists in the Chemistry Department and provides opportunities for a variety of activities related to chemistry. In addition, Alpha Chi Sigma fraternity maintains a chapter house near campus. Men and women concentrating in chemistry, chemical engineering, and other related fields are eligible for membership.

Phi Lambda Upsilon, an honorary chemical society, maintains a chapter at the University of Michigan. Its members have achieved academic excellence in chemistry, chemical engineering, or pharmacy.

Concentration Program Options. The Department of Chemistry offers programs leading to a (1) Bachelor of Science degree with a concentration in chemistry (B.S. degree, 120 credits); (2) Bachelor of Science in Chemistry degree (B.S. Chem. degree, 124 credits); (3) a B.S. Chem. degree with honors in chemistry. The Bachelor of Science in Chemistry (B.S. Chem.) degree requires a more rigorous and more specialized program of study. The program leading to honors in chemistry is available to qualified students. (4) The department participates in and administers an interdepartmental concentration “Biochemistry.” It is possible to incorporate a teaching certificate into any of these program options. In addition there is a five year joint degree program with the College of Engineering which leads to a B.S. Chem. and a Bachelor of Science in Engineering (Chemical Engineering). Information about
the program leading to the joint degree with the College of Engineering and general information about teaching certificate requirements are described elsewhere in this bulletin; departmental requirements for these programs are described below. It is strongly recommended that students who are thinking of degrees in chemistry stop by Room 1500 Chemistry to talk to a chemistry advisor as soon as possible, preferably before the end of the freshman year but certainly before the end of the sophomore year.

Chemistry (B.S. or B.S. Chem)

Prerequisites to Concentration for Either Program. Chemistry courses through 215, 216, 241/242, and 260; Physics 140/141 and 240/241; and Mathematics 115, 116, 215, 216, or an equivalent sequence are required for any concentration program in Chemistry. Physics 240 and Mathematics 215 are prerequisites for Chemistry 461 and students should, wherever possible, complete both of these before the junior year. The language requirement in Chemistry is satisfied by the College language requirement. A reading knowledge of German is recommended.

Bachelor of Science degree with a concentration in chemistry (120 credits). Students can complete the B.S. degree with a concentration in chemistry (120 credits) by taking Chemistry 302/312, 402, 447, 461, 462, 463, 480, and 485. Two credits of research (399) culminating in a written report may be substituted for the projects lab, 485.

Bachelor of Science in Chemistry (B.S. Chem.) (124 credits). The curriculum leading to a Bachelor of Science in Chemistry (B.S. Chem. degree) serves students who are interested in professional careers in chemistry, biochemistry, or related fields. Requirements include Chemistry 302/312, 402, 447, 461, 462, 463, 480, and four credits of Chemistry 399 taken over at least two terms, as well as one advanced lecture course in chemistry.

Honors Concentration in Chemistry. The B.S. Chem. degree is the basis of the Honors degree in Chemistry. Substitution of Honors sections of 461 and 463, maintenance of a satisfactory GPA (3.3) in concentration courses including prerequisites, and satisfactory completion of an Honors thesis (Chemistry 499) based on the research done in Chemistry 399 are required for Honors. Most (but not all) students pursuing the Honors degree will have participated in the Freshman-Sophomore College Honors Program and will have completed Chemistry 210, 211, 215, 216 in place of other concentration prerequisite courses. All students, whatever their program, who are interested in an Honors degree should see the Chemistry Honors Advisor (Room 1500 Chemistry) for approval for participation in the Junior-Senior Honors Program in Chemistry. 

Advising. Students develop a concentration plan in consultation with a program advisor. Those interested in a B.S. degree with a concentration in chemistry (120 credits) or the specialized program leading to the Bachelor of Science in Chemistry (124 credits) are urged to consult a program advisor during the freshman and/or sophomore years. Prospective concentrators are advised that further study in chemistry requires adequate performance in early chemistry courses (preferably B- or better) as well as in the mathematics and physics prerequisites. Students interested in an Honors degree should see the Chemistry Honors advisor. Appointments are scheduled at the Chemistry Advising Office (1500 Chemistry, 647-2858). Students interested in the joint program with the College of Engineering should make an appointment with Chalmers Knight (Academic Advising Center, 1255 Angell Hall, 764-0332) and then make an appointment to see a chemistry concentration advisor in 1500 Chemistry.

Teaching Certificate. Those seeking a B.S. or B.S. Chem. degree with a teaching certificate in Chemistry must fulfill departmental as well as School of Education requirements. Students who plan to earn a teaching certificate with a major or minor in Chemistry should contact the School of Education Office of Academic Services.

Biochemistry (B.S.)

May be elected as an interdepartmental concentration program

Prerequisites to Concentration. Biology 152 or Biology 195; Chemistry 210, 211, 215, 216; Mathematics 115, 116, 215, and 216 (or the equivalent); Physics 140/141 and 240/241. It is recommended that students interested in pursuing graduate work acquire a reading knowledge of French, German, or Russian. The prerequisite work in the basic sciences and in meeting the language requirement should be completed before the junior year.

Concentration Program. Must include Biology 305; Chemistry 241/242, 260, 302, 461/462 and 463 or 447; Chemistry 451 and 452; and an advanced laboratory or undergraduate research course. Recommended options for the advanced laboratory course are Biol. Chem. 416, Biology 429, Chemistry 480, or two terms (2 credits each) of an advanced undergraduate research project by permission of the concentration advisor. Students electing the undergraduate research option must execute an extended research project under the supervision of a faculty member who agrees to oversee the project.

Courses recommended, but not required are: One advanced Biol. Chem. 500-level module, Biology 427, 428, Chemistry 417 and 530. Requirements are flexible enough to accommodate a range of diverse interests in the physical, chemical, and biological sciences.

Honors Concentration. Qualified students may elect an honors concentration. This program requires a thesis which describes and analyzes independent experimental work. The research topic and advisor must be approved by the Honors advisor in Biochemistry. Students in this program are expected to maintain an overall grade point average above 3.0 and at least a 3.3 in field of concentration, including prerequisite courses. Chem. 398 (4 credits) and the thesis course, Chem. 498, replaces the requirement for an upper-level laboratory course outlined above.

Advising. Appointments are scheduled in 1500 Chemistry (647-2857).
Courses in Chemistry (Division 334)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chem. 119</td>
<td>General Chemistry: Macroscopic Investigation</td>
<td>Placement by testing, or permission of Chemistry department. Intended for students without AP credit in chemistry. (3). (NS). (BS). (QR/2).</td>
</tr>
<tr>
<td>Chem. 218</td>
<td>Independent Study in Biochemistry</td>
<td>Permission of instructor. For students with less than junior standing. (1). (Excl). (INDEPENDENT). May be repeated for a total of four credits.</td>
</tr>
<tr>
<td>Chem. 219</td>
<td>Independent Study in Chemistry</td>
<td>Permission of instructor. For students with less than junior standing. (1). (Excl). (INDEPENDENT). May be repeated for a total of four credits.</td>
</tr>
<tr>
<td>Chem. 220</td>
<td>Physical Chemical Principles and Applications</td>
<td>For students with less than junior standing. (1). (Excl). (INDEPENDENT). May be repeated for a total of four credits.</td>
</tr>
<tr>
<td>Chem. 221</td>
<td>Introduction to Chemical Analysis</td>
<td>Prior or concurrent enrollment in Chem. 260. (2). (NS). (BS).</td>
</tr>
<tr>
<td>Chem. 222</td>
<td>Introduction to Chemical Analysis Laboratory</td>
<td>Prior or concurrent enrollment in Chem. 260. (2). (NS). (BS). Laboratory fee ($50) required.</td>
</tr>
<tr>
<td>Chem. 224</td>
<td>Introduction to Quantum Chemistry</td>
<td>Chem. 215/216, Math. 115, and prior or concurrent enrollment in Phys. 140. 60 credit granted to those who have completed Chem. 261 is intended primarily for Chemical Engineering students. No credit granted for students who have completed or are enrolled in Chem. 260. No credit granted to students who have completed Chem. 340. (1). (Excl). (BS).</td>
</tr>
<tr>
<td>Chem. 227</td>
<td>Undergraduate Research in Biochemistry</td>
<td>Junior standing, and permission of a biochemistry concentration advisor and the professor who will supervise the research. (1-4). (Excl). (INDEPENDENT). May be repeated for a total of four credits during junior or senior year.</td>
</tr>
<tr>
<td>Chem. 228</td>
<td>Intermediate Inorganic Chemistry</td>
<td>May not be included in a concentration plan in chemistry. (3). (NS). (BS).</td>
</tr>
<tr>
<td>Chem. 229</td>
<td>Physics, Principles and Practice for Chemical Science Teachers</td>
<td>Integrating the Precolligate Lecture and Laboratory. Chem. 130. (2). (Excl). May not be included in a concentration plan in chemistry. Laboratory fee ($50) required.</td>
</tr>
<tr>
<td>Chem. 234</td>
<td>Biointerface Systems and Applications</td>
<td>Chem. 260 (or 461 or 397). (3). (Excl). (BS).</td>
</tr>
<tr>
<td>Chem. 235</td>
<td>Organic Chemistry</td>
<td>May be elected by students who are current enrollment in Chem. 211. Prior or concurrent enrollment in Chem. 215, Biol. 152 or 195, and Math. 115. No credit granted to those who have completed or are enrolled in Biol. 311 or Biol. Chem. 415. (4). (Excl). (BS).</td>
</tr>
<tr>
<td>Chem. 236</td>
<td>Physical Chemistry</td>
<td>Chem. 260 (or 461 or 397). Laboratory fee ($50) required.</td>
</tr>
<tr>
<td>Chem. 237</td>
<td>Physical Chemistry</td>
<td>Math. 240 and 215. No credit granted to those who have completed Chem. 397 or 469. (3). (Excl). (BS).</td>
</tr>
<tr>
<td>Chem. 238</td>
<td>Physical Chemistry</td>
<td>Chem. 260 (or 461 or 397). Laboratory fee ($50) required.</td>
</tr>
<tr>
<td>Chem. 239</td>
<td>Physical Chemistry</td>
<td>Math. 240 and 215. No credit granted to those who have completed Chem. 397 or 469. (3). (Excl). (BS).</td>
</tr>
<tr>
<td>Chem. 240</td>
<td>Physical Chemistry</td>
<td>Math. 240 and 215. No credit granted to those who have completed Chem. 397 or 469. (3). (Excl). (BS).</td>
</tr>
<tr>
<td>Chem. 241</td>
<td>Physical Chemistry</td>
<td>Math. 240 and 215. No credit granted to those who have completed Chem. 397 or 469. (3). (Excl). (BS).</td>
</tr>
<tr>
<td>Chem. 242</td>
<td>Physical Chemistry</td>
<td>Math. 240 and 215. No credit granted to those who have completed Chem. 397 or 469. (3). (Excl). (BS).</td>
</tr>
<tr>
<td>Chem. 243</td>
<td>Physical Chemistry</td>
<td>Math. 240 and 215. No credit granted to those who have completed Chem. 397 or 469. (3). (Excl). (BS).</td>
</tr>
<tr>
<td>Chem. 244</td>
<td>Physical Chemistry</td>
<td>Math. 240 and 215. No credit granted to those who have completed Chem. 397 or 469. (3). (Excl). (BS).</td>
</tr>
<tr>
<td>Chem. 245</td>
<td>Physical Chemistry</td>
<td>Math. 240 and 215. No credit granted to those who have completed Chem. 397 or 469. (3). (Excl). (BS).</td>
</tr>
<tr>
<td>Chem. 246</td>
<td>Physical Chemistry</td>
<td>Math. 240 and 215. No credit granted to those who have completed Chem. 397 or 469. (3). (Excl). (BS).</td>
</tr>
<tr>
<td>Chem. 247</td>
<td>Physical Chemistry</td>
<td>Math. 240 and 215. No credit granted to those who have completed Chem. 397 or 469. (3). (Excl). (BS).</td>
</tr>
<tr>
<td>Chem. 248</td>
<td>Physical Chemistry</td>
<td>Math. 240 and 215. No credit granted to those who have completed Chem. 397 or 469. (3). (Excl). (BS).</td>
</tr>
<tr>
<td>Chem. 249</td>
<td>Physical Chemistry</td>
<td>Math. 240 and 215. No credit granted to those who have completed Chem. 397 or 469. (3). (Excl). (BS).</td>
</tr>
<tr>
<td>Chem. 250</td>
<td>Physical Chemistry</td>
<td>Math. 240 and 215. No credit granted to those who have completed Chem. 397 or 469. (3). (Excl). (BS).</td>
</tr>
<tr>
<td>Chem. 251</td>
<td>Physical Chemistry</td>
<td>Math. 240 and 215. No credit granted to those who have completed Chem. 397 or 469. (3). (Excl). (BS).</td>
</tr>
</tbody>
</table>
The Department of Classical Studies offers instruction in Greek and Latin languages and civilization including elementary, intermediate, and advanced-level courses which emphasize composition, literature, historiography, law, and philosophy. New Testament Greek and medieval Latin are offered as well as classical Greek and Latin. Utilizing one of the world’s outstanding collections of Greek papyri, the Department offers courses in papyrology. With the cooperation of colleagues in other departments, Classical Studies also offers courses in classical art and archaeology.

### Courses Taught in English

The Department offers a number of Classical Archaeology and Classical Civilization courses which require no knowledge of Greek or Latin. Through lectures and reading in translation, these courses offer students an opportunity to acquire a general knowledge of Greek and Roman archaeology, literature, mythology, religion, sport and daily life, sexuality, law, philosophy, and institutions.

### LS&A Language Requirement

The LS&A language requirement for the A.B./B.S. degree may be satisfied with the successful completion of: Modern Greek 202, both classical Greek 301 and 302 (or equivalent); or Latin 232 (but not 194), or any course at the 300- or 400-level, or by satisfactory performance on a placement test. The Latin placement test is offered once at the beginning of each term, periodically during each term by arrangement, and throughout the Summer Orientation period. Students are placed into the department’s language sequences according to their demonstrated proficiency.

### Intensive Language Courses

The Department offers intensive language courses in Latin which compress the normal two-year sequence required for elementary language proficiency. Intensive courses are special features of the Department’s offerings during Spring Half-Term (IIla) or during Summer Half-Term (IIlb), but they are also offered in other terms. For information about intensive Latin, contact Professor Knudsvig or Professor D. O. Ross.

### Special Departmental Policies

The Department requires that a student earn a grade of at least C- in all language courses which are prerequisite for subsequent elections. A student should repeat any language course in which a D+ or lower grade is earned and which serves as a prerequisite to other courses which are to be elected. A grade of D+ signifies some achievement but denotes too weak a foundation for subsequent courses.

### Concentration Program Options

The Department offers concentration programs and honors concentrations in the Greek language and literature, the Latin language and literature, classical languages and literatures (i.e., where the student studies both Greek and Latin), Classical Archaeology, and Classical Civilization.

To be eligible for honors concentration in Classical Archaeology, a student must have a cumulative grade point average of at least 3.5 and must have achieved second term proficiency in both Greek and Latin.

To be eligible for an honors concentration in Greek, Latin, or classical languages and literatures, students should have a cumulative grade point average of at least 3.0 and a 3.5 grade point average in courses in Greek and Latin.

### Advising

Students interested in the Department’s concentration programs in Greek, Latin, or classical languages and literatures should see the undergraduate advisor, Professor David Ross. Students interested in the Classical Archaeology or Classical Civilization concentration should check with the Department office for the name of the current advisor. Students interested in obtaining Teacher Certification in Latin should see Professor Knudsvig. The Department recommends that interested students see the un-
dergraduate advisors as early as possible in order to plan their programs and avoid unnecessary scheduling conflicts.

**Study Abroad.** The Department of Classical Studies is affiliated with the Intercollegiate Center for Classical Studies at Rome, Italy, where undergraduates from various American and Canadian institutions are given an opportunity to study Greek and Latin literature, ancient history, archaeology, and ancient art. Admission to this program is open to any undergraduate concentrating in these areas having appropriate background and interests. For information and application forms, contact the Departmental office.

**Prizes.** Phillips Classical Prizes are awarded annually for excellence in Greek and in Latin. Winners participate in the Phillips Prize Ceremony and a notation of the award is made on their academic record. Prizes are also awarded for excellence demonstrated in a Modern Greek translation competition. Announcement of the competition is made through the Department; examinations are held and the winners are announced in the late winter.

**Classical Archaeology**

*May be elected as a departmental concentration program*

Through study of literary evidence and monumental remains, the Classical Archaeology curriculum explores various phases of Greek and Roman civilization, especially developments in architecture, sculpture, painting, pottery, and coinage. The large collection of photographs and slides maintained by the Department of History of Art and the antiquities in the Kelsey Museum of Ancient and Medieval Archaeology provide abundant supplementary materials for the various courses.

Courses in Classical Archaeology numbered 221 through 592 do not require knowledge of Greek or Latin.

**Concentration Program.** Requires a minimum of 9 courses (at least 3 credits each) including:

1. at least 5 courses in Classical Archaeology which must include Classical Archaeology 221 and 222, and three advanced courses.

2. third term proficiency in Greek or Latin.

3. at least one course in both Greek and Roman history (usually History 200 and 201).

**Honors Concentration.** In addition to the concentration requirements stated above, honors work focuses on independent study and an honors thesis in the senior year.

**Field Experience.** Recommended but not required for a concentration in Classical Archaeology. There are several opportunities for students to join excavations in the Mediterranean area under the supervision of University of Michigan faculty. See the classical archaeology concentration advisor.

**Classical Languages and Literatures**

*May be elected as a departmental concentration program*

**Concentration Program.** The concentration requires study of both Greek and Latin; the student chooses one language as the major language for the purpose of determining requirements. The student takes a minimum of 9 courses (of at least 3 credits each) including:

1. In the major language at least 3 courses at the 400-level or above; 300-level courses count toward the concentration in the major language only.

2. In the minor language, at least one course at the 400-level or above.

3. Two courses selected from Classical Archaeology (221 or 222), Classical Civilization (101 or 102), or History (200 or 201).

Three credits of Independent Study (Greek 499 and Latin 499) may be used with written approval of the undergraduate advisor.

**Honors Concentration.** In addition to the concentration requirements stated above, students must complete an honors thesis and a reading list in their senior year.

**Greek Language and Literature**

*May be elected as a departmental concentration program*

**Prerequisites to Concentration.** Greek 101 and 102 or special placement examination.

**Concentration Program.** Requires a minimum of 9 courses (of at least 3 credits each) including:

1. Seven courses in Greek at the 300-level or above (at least 4 of these must be at...
Two courses selected from Classical Archaeology 221, Classical Civilization 101, or History 200.

Three credits of Independent Study (Greek 499) may be used with written approval of the undergraduate advisor.

Honors Concentration. In addition to the concentration requirements stated above, students must complete an honors thesis and a reading list in their senior year.

Latin Language and Literature

May be elected as a departmental concentration program

Prerequisites to Concentration. Latin 194 or 232 or special placement examination.

Concentration Program. Requires a minimum of 9 courses (of at least 3 credits each) including:

1. Seven courses in Latin at the 300-level or above; at least 4 of these courses must be at the 400-level or above and must include: (a) Latin 401 or 402; (b) Latin 409 or 410; (c) another course from (a) or (b) or another course at the 400-level or above.

2. Two courses selected from Classical Archaeology 222, Classical Civilization 102, or History 201.

Three credits of Independent Study (Latin 499) may be used with written approval of the undergraduate advisor.

Honors Concentration. In addition to the concentration requirements stated above, students must complete an honors thesis and a reading list in their senior year.

Teaching Certificate. Students interested in a secondary school teaching certificate with a major or minor in Latin must have Professor Knudsvig approve their program of study.

Major in Latin. Thirty credits which must include:

a. Fifteen credits in Latin beyond 194 or 232, of which 12 must be at the 400-level or above; neither Latin 499 nor 599 may be counted toward the major without permission of the teaching certificate advisor;

b. one course in Latin composition;

c. one course in Classical Archeology;

d. one course in Roman history;

e. one course in Linguistics.

Minor in Latin. Twenty credits which must include:

a. Twelve credits in Latin beyond 194 or 232, of which 9 must be at the 400-level or above. Neither Latin 499 nor 599 may be counted toward the minor without permission of the teaching certificate advisor;

b. one course in Roman history;

c. one course in Linguistics.

Professor Knudsvig has the authority to modify departmental requirements for a teaching major or minor in special cases and in keeping with the general requirements for the teaching certificate.

Courses in Classical Archaeology (Division 342)

221/Art. of Art 221. Introduction to Greek Archaeology. (4; 3 in the half-term). (HU).

222/Art. of Art 222. Introduction to Roman Archaeology. (4; 3 in the half-term). (HU).

322. Introduction to Field Archaeology. (4; 3 in the half-term). (HU).

324/Art. of Art 324. Practicum in Field Archaeology. Class. Arch. 221 and 222. (1-3 in the half-term). (Excl). Special fee required. May be repeated, but not in one term, for a total of six credits.


395. Junior Honors Survey. Permission of instructor. (3). (Excl). May be repeated for credit with permission.

396. Undergraduate Seminar. Permission of instructor. (3). (Excl). May be repeated for credit with permission.

422/Art. of Art 422. Etruscan Art and Archaeology. Class. Arch. 221 or 222. (3). (HU).

424/Art. of Art 424. Archaeology of the Roman Provinces. Class. Arch. 221 or 222. (3). (HU).


428/Art. of Art 428. The Public Spaces of Imperial Rome. Hist. of Art 101 or Class. Arch. 222. (3). (Excl).

431/Art. of Art 431. Principal Greek Archaeological Sites. A course in archaeology. (3). (Excl).


434/Art. of Art 434. Archaic Greek Art. (3). (HU).

435/Art. of Art 435. The Art and Archaeology of Asia Minor. (3). (HU).

436/Art. of Art 436. Hellenistic and Roman Architecture. Hist. of Art 101 or Class. Arch. 221 or 222. (3). (Excl).

437/Art. of Art 437. Egyptian Art and Archaeology. (3). (Excl).

439/Art. of Art 439. Greek Vase Painting. (3; 2 in the half-term). (HU).


475. Archaeology, Identity, and Nationalism in the Balkans and the Near East. Three 200- or higher level courses in Archaeology, Anthropology, or Modern European History. (3). (HU).

499. Supervised Reading. (1-3). (Excl). (INDEPENDENT). May be repeated for credit.

531/Art. of Art 531/Anthro. 587. Aegean Art and Archaeology. Class. Arch. 221 or 222. (3). (Excl).

534/Art. of Art 534. Ancient Painting. Hist. of Art 101 and either Class. Arch. 221 or 222. (3). (Excl).

599. Supervised Study in Classical Archaeology. Permission of instructor. (1-4). (Excl). (INDEPENDENT). May be repeated for credit.

Courses in this division do not require a knowledge of Greek or Latin. They are intended for students who wish to acquire knowledge of ancient literature, life, and thought, and of the debt modern civilization owes the Greeks and Romans.

101. Classical Civilization I: The Ancient Greek World (in English). No credit granted to those who have completed or are enrolled in Great Books 191 or 201. I. (4). (HU).


120. First-year Seminar in Classical Civilization (Humanities). Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (3). (HU).

121. First-year Seminar in Classical Civilization (Composition). Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (3). (HU).

125. Ovid. (1). (HU).

357/WS 357. Greek Medical Writers in English Translation. (3). (Excl).
302. Second-Year Greek. (3). (HU).

371. Sport in the Ancient Greek World. (3). (HU).


375. War in Greek and Roman Civilization. (4). (HU).


599. Directed Reading. Permission of instructor. (1-4). (Excl). (INDEPENDENT). May be repeated for credit.

### Classical Linguistics (Division 345)

#### Elementary Courses

101. Elementary Greek. Graduate students should elect the course as Greek 502. (4). (LR).

102. Elementary Greek. Greek 101. No credit granted to those who have completed or are enrolled in 103, 310, or 503. Graduate students should elect the course as Greek 503. (4). (LR).

301. Second-Year Greek. Greek 102. The language requirement is satisfied with the successful completion of both Greek 301 and 302. Graduate students should elect the course as Greek 507. (4). (LR).

302. Second-Year Greek. Greek 102. The language requirement is satisfied with the successful completion of both Greek 301 and 302. (4). (LR).


308/ACABS 308. The Acts of the Apostles. Greek 101 and 102; and permission of instructor. (3). (Excl).

### Classical Greek (Division 385)

#### Intermediate Courses

401. Readings in Classical Greek Prose. Greek 302. (3). (HU). May be repeated for a total of nine credits.

402. Greek Drama. Greek 302. (3). (HU). May be repeated for a total of nine credits.

405. Intermediate Greek. Three terms of Greek. (3). (LR). May be repeated for a total of six credits.

#### Advanced Courses


436. Herodotus. Greek 301 and 302. (3; 2 in the half-term). (Excl).


485/ACABS 427. The Gospel of Mark in Greek. One to two years Greek or the equivalent. (3). (Excl).


### Modern Greek (Division 433)


201. Second Year Modern Greek I. Modern Greek 102. Graduate students should elect Modern Greek 503. I. (4). (LR).

202. Second Year Modern Greek II. Modern Greek 201. Graduate students should elect Modern Greek 504. II. (4). (LR).

### Latin Language and Literature (Division 411)

101. Elementary Latin. No credit granted to those who have completed or are enrolled in 103, 193, or 502. (4). (LR).

102. Elementary Latin. Latin 101. No credit granted to those who have completed or are enrolled in 193 or 502. (4). (LR).

193. Intensive Elementary Latin I. No credit granted to those who have completed or are enrolled in 101, 102, 103 or 502. (4). (Excl).

194. Intensive Elementary Latin II. Latin 193. No credit granted to those who have completed or are enrolled in 221, 222, 231, 232, or 503. Graduate students should elect 503. (4). (Excl). This course does not satisfy the language requirement.

231. Introduction to Latin Prose. Latin 102 or 103. No credit granted to those who have completed or are enrolled in 194, 222, or 503. (4). (LR).

232. Vergil, Aeneid. Latin 231 or 221. No credit granted to those who have completed or are enrolled in 194, 222, or 503. (4). (LR).
Communication Studies

2020 Frieze Building 1285
(734) 764-0420
Fax: (734) 764-3288
Web site: http://www.umich.edu/~commstud/index.html
Associate Professor Vincent Price, Chair
May be elected as a departmental concentration program

Professors
Susan Douglas, Mass media’s role in the social construction of gender, history of radio broadcasting, media theory and criticism, the intersection between feminist studies and media studies
L. Rowell Huesmann, effects of media violence, aggression, didactic interactions, methodology and statistics, and computer simulation of behavior
Michael Traugott, Political communication

Associate Professors
Richard L. Allen, Intercultural communication, blocks and the media, persuasive communication
Charles Eisendrath, Foreign correspondence
Vincent Price, Communication theory and methodology, media and public opinion

Assistant Professors
Kristen Harrison, behavioral effects of the media, social-psychological aspects of media use, media images and self perceptions
Derek Vaillant, Media and late-nineteenth- and twentieth-century U.S. social and cultural history
Nicholas Valentino, Behavioral and attitudinal effects of political communication

Professors Emeriti Henry Austin, Dean C. Baker, Charles F. Cannell, Garnet R. Garrison, Graham B. Hovey, Howard H. Martin, Marion Marzolf, Edward Stasheff, John Stevens, Alfred Storey, Edgar Willis.

Mass communication is a powerful and complex set of processes. Its forms both shape and are shaped by the social and cultural contexts in which it occurs. Mass communication involves the creation, dissemination, and reception of many kinds of messages. Their meanings structure the ways people and societies understand themselves and their world, as well as their politics, social relations, and identities.

The Department of Communication Studies offers an undergraduate curriculum focusing on the structure, processes, contexts, and effects of mass communication. Several scholarly approaches to media research are represented in the curriculum, including historical, legal, cultural, institutional, and media studies, and computer simulation of behavior. The bachelor’s degree in communication studies forms an excellent base of knowledge and analytical training for students considering graduate study or professional work involving mass communications, journalism, public relations, advertising, or other media-related activities. However, the undergraduate concentration is not intended as specific preparation for professional careers in the media; thus, pre-professional training in journalism, television and film production, etc. are not included among department offerings. Communication Studies courses provide students with a deeper understanding of the role of mass communication in society.

Prerequisites to Concentration. Comm. Studies 101, 102, and 111.

Concentration Program. A minimum of 30 credits, at least 24 credits in Communication Studies beyond 100-level introductory courses and 6 credits of cognate work. These must include the following:

1. Introductory Research Methods: Comm. Studies 211.
2. Areas of Communication: Comm. Studies 351 or 371, and 361 or 381.
3. Advanced Communication Studies: A minimum of 12 credits of Communication Studies courses numbered 300 and above, not used to satisfy requirement 2 above, at least 6 credits of which must be at the 400-level and above. Internships (Comm. Studies 321) and Practica (Comm. Studies 322) may not be included in this requirement, and no more than 4 credits of independent or honors seminar courses can be used to meet this requirement.

4. Cognates: 6 credits of approved cognate work from a single department at the 300-level or above, chosen in consultation with and approved by the concentration advisor.

Honors Program. Qualified students are encouraged to undertake an honors concentration. The Honors Program in Communication Studies is available in the senior year to students with a grade point average by their final term of junior year of 3.5 in Communication Studies courses and 3.3 overall. Application and formal admission by the department are required. Qualified students should contact an honors concentration advisor as early as possible for curricular planning, but applications for honors concentration are generally accepted only.
after March 1 of the student’s junior year. In addition to satisfying all regular concentration requirements, an Honors concentration must also include:

5. Communication Research: Comm. Studies 311, completed by the end of the junior year with a grade of B or better.

6. Senior Honors Seminars: Comm. Studies 491 and 492, a two-term seminar sequence involving the design and completion of an Honors thesis. Only 3 credits of Honors Seminar may be applied to requirement 3, Advanced Communication Studies.

Requirements 2 and 5 must be completed by the end of the junior year. To declare an honors concentration, make an appointment with the Department’s Honors Advisor. Ask for an information sheet on the Honors Program in Communication Studies at the Department office (2020 Frieze).

Advising. Advising appointments are scheduled at 2020 Frieze. Prospective concentrators should schedule an appointment with a concentration advisor during the second term of the sophomore year. Most students continue to see an advisor at least once a year. In any case, students should consult an advisor during the first term of the senior year to ensure that required courses will be completed for graduation.

Research on Journalistic Performance. The department administers the Howard R. Marsh Center for the Study of Journalistic Performance. This endowed facility studies the role of the news media in a democratic society. A visiting professorship in journalism is also supported by a gift by Howard R. Marsh. The Marsh Center brings invited news media professionals and communication scholars to the campus during the academic year.

Awards

The following awards and scholarships are offered on an annual basis. Application deadlines vary for each award. All inquiries and application materials should be directed to the Student Awards Committee in the Department of Communication Studies.

Ann Arbor News Scholarship. The award is given from a gift by the Ann Arbor News to provide support for students intending to enter the newspaper field.

Mary Lou Butcher Equality in Journalism Award. The award is given to encourage equality in journalism and to commemorate the class action sex discrimination suit against the Detroit News settled in 1984 in favor of Mary Lou Butcher and three other Detroit News employees. This endowment provides an annual cash prize for a student judged to have outstanding promise for professional achievement in journalism. The first award of $750 was made in 1986.

The J. Evens Campbell Scholarship. Established in 1973 by the friends and family of this longtime leader in Michigan journalism, who served for 50 years as editor and publisher of The Argus-Press in Owosso, Michigan. The endowment provides an annual award to a student interested in a career in journalism.

John L. and Clara M. Brumm Memorial Scholarship. This $500 scholarship was an outgrowth of a contribution by the Michigan Interscholastic Press Association in 1949 in honor of the founder and director of the organization. This award is for an incoming freshman who is a Michigan high school senior intending to study at the University. If no qualified high school seniors apply, support may be given to a transfer student from Michigan or a student in the first term in residence at the University.

G.H. Jenkins Memorial Journalism Award. Established in 1958 by the Guy H. Jenkins Memorial fund, this award provides support for students who intend to enter the newspaper business.

G. MacDonald Scholarship. This award was established in 1958 in appreciation of Glenn MacDonald at a testimonial dinner. The money was designated by the donor as a scholarship to students writing their senior honors thesis and is to assist students in their study of the relationship of communication to topics in advertising and marketing.

Claude Sifritt Undergraduate Award. Established in 1979 with a gift from the estate of Claude Sifritt, the award is made in recognition of outstanding academic performance.

Claude Sifritt Senior Thesis Fellowship. This award is provided to undergraduate seniors writing their senior honors thesis and is used to defray costs associated with thesis research.

Carole Simpson Minority Aid Scholarship. Established in 1992 by Carole Simpson, this award is for scholarships for minority students in Communication Studies.

Leland Stowe Award. Leland and Theodora Stowe established this award in 1981 for outstanding scholastic and related performance in preparation for careers in professional journalism – in print, broadcast, or other media.

The following are awards that are offered through the Program in Film and Video Studies but are available to Communication Studies students.

The Michael Luckoff Scholarship. Michael Luckoff, President and General Manager of KGO Newstalk radio in San Francisco and an alumnus of the University of Michigan initiated this scholarship program. Scholarships are awarded to students in Communication Studies with academic and professional interests leading toward a career in business management in the field of electronic journalism.

The Leo Burnett Scholars Program. The object of the Leo Burnett Scholars Program is to assist students in their study of the relationship of communication to topics in advertising and marketing.

The Garnet Garrison Awards. This cash award is available to support expenses for research by honors students working on their approved thesis. Students should submit proposals and budgets to the Communication Studies Department honors advisor for consideration and approval by February 1. The awards vary up to $200.

Courses in Communication Studies (Division 352)

111. Workshop on Managing the Information Environment. (1). (Excl).
321(450). Undergraduate Internship. Junior standing, concentration in communication studies, and permission of instructor. Internship credit is not retroactive and must be prearranged. No more than six credits combined of Comm. Studies 321 and 322 may be elected. (1-3). (Excl). Offered mandatory credit/no credit. May not be used to satisfy communication studies electives in a communication studies concentration plan. (EXPERIENTIAL). May be repeated for a total of six credits.
322. Practicum. Perm. of department. Practicum credit is not retroactive and must be prearranged. No more than six credits combined of Comm. Studies 321 and 322 may be elected. (1-3). (Excl). Offered mandatory credit/no credit. May not be used to satisfy communication studies electives in a communication studies concentration plan. (EXPERIENTIAL). May be repeated for a total of six credits.
Undergraduate concentrators will establish individualized programs of study in close consultation with a faculty advisor. These programs will offer students the opportunity to increase skills in analytical reading and argumentative writing and to develop an understanding of the interrelationships among several literary traditions. Students who concentrate in comparative literature will acquire training in one or more second languages, study at least two literatures (one of which may be English) in the original languages, and acquaint themselves with some of the essential writings in the theory of literature. Students who choose to write a senior thesis will find it an opportunity for synthesis of earlier course work and further intellectual exploration.

The concentration in Comparative Literature provides excellent preparation for professional studies in fields such as law, journalism, and business, as well as preparation for graduate work in the humanities.

**Prerequisites to Concentration.** Foreign languages necessary for the study of foreign literature courses at the 300-level.

**Concentration Program.** 33 credits minimum, according to the following plan:

1. Comp. Lit. 240 and 241. (6 credits)

2. A complementary grouping of literature courses at the 300-level or above in a minimum of two languages, one of which may be English. At least 12 credits each, with the necessary foreign languages as prerequisites. Twelve of these credits may be a combination of undergraduate courses in Comparative Literature and English. The courses will be chosen in consultation with the undergraduate advisor in Comparative Literature. (24 credits)

3. The senior seminar, Comparative Literature 495, and, for honors concentrators, an honors thesis during the last term. (3-6 credits)

**Honor Concentration.** To be eligible for an honors concentration in Comparative Literature, students should have a cumulative grade point average of at least a 3.0 (3.2 for students who started at UM Fall 1997 and thereafter), and a 3.5 grade point average in courses counting toward the concentration. Students who elect an honors degree will write an honors thesis during the final year of their course work.

**Advising.** Prospective concentrators should consult the Comparative Literature concentration advisor as early as possible about developing a challenging and unified interdepartmental program of study.
Courses in Comparative Literature (Division 354)

240. Introduction to Comparative Literature. (3; 2 in the half-term). (HU).

241. Topics in Comparative Literature. Comp. Lit. 240 recommended. (3; 2 in the half-term). (HU).

350. The Text and Its Cultural Context. (3). (Excl). May be repeated for a total of six credits.

410. Major Authors. Junior standing. (3). (HU). May be repeated for a total of six credits.

424. Literature and Other Disciplines. Upper-class standing and one course in literary studies. (3; 2 in the half-term). (HU). May be repeated for a total of nine credits.

430. Comparative Studies in Fiction. Upper-class standing. (3; 2 in the half-term). (HU). May be repeated for a total of nine credits.

432. Comparative Studies in Non-Fictional Prose. Junior Standing. (3). (HU). May be repeated for a total of six credits.


438. Comparative Studies in Film. Junior standing. (3). (HU). May be repeated for a total of six credits.

490. Comparative Cultural Studies. Junior standing. (3). (Excl). May be repeated for a total of six credits.

492. Comparative Literary Theory. Junior standing. (3). (Excl). May be repeated for a total of six credits.

495. Senior Seminar in Comparative Literature. Senior standing and concentration in Comp. Lit. (3). (Excl).


Comprehensive Studies Program

1159 Angell Hall
(734) 764-9128

Not a concentration program

The Comprehensive Studies Program (CSP) is an academic unit of the College of Literature, Science, and the Arts whose mission is to support, academically enrich and retain minority students within and beyond the College of Literature, Science, and the Arts. Although CSP’s approach is comprehensive – providing intensive courses, academic advising, mentoring, and special programs – instruction and advising are central to CSP’s mission. The program’s aim is to develop self-directed, successful students by providing a wide variety of intensive introductory courses in fields such as biology, chemistry, English, mathematics, and Spanish. These courses not only provide students with a strong academic foundation, they also help students develop learning strategies which will help them do well in subsequent courses. CSP course sections are, moreover, distinguished by the small number of students enrolled as well as the commitment of CSP’s instructors to spend as much time with students as is necessary to master the material.

CSP’s academic advisors have always been noted for their strong working relationships with students. This consistent, ongoing interaction with students gives CSP advisors the essential rapport to provide personal guidance based on their detailed familiarity with students’ intellectual strengths and weaknesses, needs, interests, and goals. The student and the CSP academic advisor investigate career objectives, academic goals and choose courses which meet interests and requirements.

CSP faculty and staff are dedicated to supporting students who have the determination, dedication, and willingness to work hard toward achieving their academic and career goals.

Courses in Comprehensive Studies Program (Division 350)

100. CSP Freshpersons Readings Seminar. (2). (Excl). Offered mandatory credit/no credit.


Computer Science

3402 EECS Building
(734) 764-8504

Web site: http://www.cs.umich.edu/

May be elected as a departmental concentration program

The concentration program in computer science is intended to provide a student with a science program based on the field of computer science. This discipline studies phenomena and concepts arising from the use of logic, mathematics, engineering, and other sciences in understanding and manipulating information. The courses in this program are intended to provide the student with a firm foundation in both hardware/architecture and software, as well as an understanding of a variety of applications of these fundamental ideas and techniques. Through a selection of advanced electives, students have the opportunity to explore in depth areas of special interest to them, such as artificial intelligence, distributed database systems, networks, compiler construction, software engineering, or operating systems. Students completing this concentration successfully will be in a good position to enter the workplace or continue on to graduate programs in computer science, computer engineering, business administration, law, or a variety of other disciplines which many of our graduates have already pursued.

Introduction to Computing Courses

CS 100 is an introductory class intended for students who plan to concentrate in Computer Science, Computer Engineering, or Electrical Engineering. It is not a class for students who are looking for a good general introduction to computing.

Computer Science does offer two classes intended for non-concentrators: CS 181, Introduction to Computing and CS 183, Elementary Programming Concepts. These classes are much more appropriate for entering LS&A students who plan on concentrating in areas other than Computer Science.

What should I take for my first computing course?

1. CS 181 – learn how to use basic computer software packages like word processors, spreadsheets, simple graphics, and databases, etc. (not programming). Does not count for the computing requirement in Electrical Engineering or Computer Engineering – free elective only.

2. CS 183 – learn the fundamentals of C++ programming (including C programming). Usually taken by LS&A students who do not plan to concentrate in computer science (CS) or computer engineering (CE). Assumes no prior programming experience. Does not count for the computing requirement in Electri-
3. Engineering 101 – learn the fundamentals of C programming plus engineering applications of computing, including MATLAB. Usually taken by engineering students who do not plan to concentrate in Electrical Engineering, Computer Engineering, or Computer Science. This course replaces the former Engineering 103, 104, 106, 107 courses. Assumes no prior programming experience.

Note: This course is counted as non-LS&A credit. (There is a limit of 12 credits in the 120 required for an LS&A degree.)

4. CS 100 – recommended first course for those who intend to concentrate in electrical engineering, computer science or computer engineering. It assumes no prior programming experience. Half the course is devoted to computer hardware components and the second half to the basics of programming using C. If you take EECS/CS 183 or Engineering 101 and then decide later you want to be an Electrical Engineering, Computer Engineering, or Computer Science concentrator, you can take a bridge course to pick up the hardware half of EECS/CS 100 for one credit; you do not have to take all of EECS/CS 100.

5. If you already have C experience and want to jump to the next programming course, you need to take the EECS/CS 100 bridge course (for Fall 1998 it is listed as EECS/CS 284 – Section 001), and then enroll in EECS/CS 280.

QUESTIONS?

If you are interested in becoming an Electrical Engineering or Computer Engineering concentrator, contact the EECS Counseling Office at 763-2305, 3415 EECS Building.

If you are interested in becoming a Computer Science concentrator, contact the LS&A Academic Advising Center at 764-0332, 1255 Angell Hall.

If you are undecided about which of these three options to choose, please contact the College of Engineering Freshman Counseling Office at 647-7106, 1009 Lurie Engineering Center.

Questions about the concentration program in Computer Science should be addressed to: Undergraduate Counseling Office EECS Department 3415 EECS University of Michigan Ann Arbor, MI 48109-2122 telephone: (313) 763-2305 electronic mail: csdegree@eecs.umich.edu web: http://www.cs.umich.edu

Prerequisites to Concentration. Computer Science 100, 280, and 303; Mathematics 115, 116, and 215; and two courses in natural science (5 credits), designated (NS). The NS designated courses must be outside Computer Science (Division 353), Mathematics (Division 428), Statistics (Division 489), and University Courses (Division 495). To be considered for admission to the concentration, all pre-concentration courses must be completed with no grade below C (2.0), and in addition, the six listed computer science and mathematics courses must be completed with grades which average at least B- (2.7). Students not receiving these grades in any of these preconcentration courses are advised to repeat the course before continuing in that sequence. You are declared into the concentration by a Computer Science advisor ONLY, and only when all of these courses (or their equivalent) have been completed.

Concentration Program.

1. Computer Science 270, 370, 476, and 482 or 483.

2. One of Math. 416, CS 477, or Math. 425.

3. In addition, each student must complete a minimum of four CS or CS-related courses chosen from a Department-approved list. The concentration total will be approximately 37 credits. Courses selected to meet a concentration in Computer Science are chosen in consultation with and must be approved by a concentration advisor. Grades of C or better must be achieved in courses taken to satisfy the concentration requirements.

Advising. The concentration program in Computer Science is structured in such a way that only those students with defined, mature academic interests in Computer Science should elect it. Appointments are scheduled at the Academic Advising Center, 1255 Angell Hall, or by calling 764-0332.

Courses in Computer Science (Division 353)


181/EECS 181. Introduction to Computer Systems. Intended for students whose goal is computer literacy; not intended for computer science, computer engineering, electrical engineering concentrators. Credit is granted for only one course among CS 181, Engin. 103, and Engin. 104. I and II. (4). (Excl). (BS).

183/EECS 183. Elementary Programming Concepts. This course is not intended for computer science, electrical engineering, or computer engineering concentrators. Credit is granted for only one course among CS 183, Engin. 103, and Engin. 104. I, II, and IIIa. (4). (MSA). (BS).

198/EECS 198. Special Topics in Computer Science. (1). (Excl).


211/EECS 211. Electrical Engineering II. CS 210, and prior or concurrent enrollment in Math. 216. Credit is not granted for both CS 211 and EECS 313. (4). (Excl). (BS).


284/EECS 284. Introduction to a Programming Language or System. Some programming knowledge is required. No credit granted for the C minicourse to those students who have completed CS 280. I and II. (1). (Excl). (BS).


400/EECS 400/Math. 419. Linear Spaces and Matrix Theory. Four terms of college mathematics beyond Math. 110. No credit granted to those who have completed or are enrolled in Math. 217 or Math. 513. One credit granted to those who have completed Math. 417. I and II. (3). (Excl). (BS).


Dramatic Writing Program

Contact:
Professor Gaylyn Studlar, Director
Program in Film and Video Studies
2512 Frieze Building 1285
(734) 764-0147

Wendy Hammond, Coordinator
Assistant Professor, Theatre and Drama
Lecturer, English Language and Literature
3541B Frieze Building 1285
(734) 936-2414
(734) 647-7693

May be elected as an interdisciplinary concentration program

Professors Beaver (Film and Video), Brater (English Language and Literature), Fredricksen (Theatre and Drama), Konigsberg (Film and Video)

Associate Professors Gordon (Theatre and Drama), Neville-Andrews (Theatre and Drama)

Assistant Professors Hammond (Theatre and Drama)

Lecturers Burnstein (Film and Video), Rayher (Film and Video)

The Dramatic Writing Program is a cross-college, interdisciplinary undergraduate concentration (A.B.) between the Program of Film and Video Studies and the departments of English and Theater and is administered by a Faculty Oversight Committee. The concentration is designed to enrich, coordinate, and make visible the creative work emerging from playwriting and screenwriting classes at the University, as well as to provide an intellectually resonant forum for the historical and analytical study of forms of writing intended for production on the stage or screen.

The integration of the disciplines of playwriting and screenwriting into a joint concentration in Dramatic Writing unites two artistic endeavors which logically belong together in an academic context just as they are united in the cultural world. This concentration centralizes the study of dramatic writing as text and as art form, providing students with a logically structured concentration that emphasizes a global approach to the analysis, study, and creation of dramatic texts. The curriculum for the Dramatic Writing concentration provides strong historical and theoretical grounding that stresses the inter-relatedness of the intellectual study and creative production of dramatic texts. It is our belief that better writers are made of those who are well read, but also of those who have the opportunity to be immersed in the creative production of texts for the stage or for the moving image (film, video, studio television, digital images). Studying the liberal art of dramatic writing can make a better, more thoughtful reader and viewer of the students in this concentration who may ultimately decide to pursue a career other than that of professional author. The goal of this concentration, then, is not merely to produce technically skilled screenwriters and playwrights, but also to acquaint student writers with the full range of excellent plays, films, and productions that have preceded them.

The Dramatic Writing Program ensures an integrated and creative approach to dramatic texts and provides formal advisory guidance to writers who are presently on their own and may be constructing an arbitrarily assembled course of study rather than receiving comprehensive training. The program provides student playwrights with as full a command of their craft as possible through the optional playwriting sequence (6 credits) and screenwriting (4 credits). Similarly, screenwriting is studied as it emerges from both visual and literary forms. Students may gain more extensive creative experience in screenwriting through the sequence devoted to this dramatic art. The program seeks to enrich the training of students interested in screenwriting by exposing them to the building-block fundamentals of theatrical form (scene and act construction, dialogue, character, theme) while broadening the instruction our playwrights receive by having them study the virtues of cinematic technique (story, pace, editing, visual composition).

Valuable forums offer students the opportunity to see their work in production and promote our integrated approach to the creation and study of dramatic texts. Students will have a public forum for presenting productions from their work at Theater’s regularly-presented Shorts Festival and Film and Video Studies’ End of the Semester Student Festival.

Undergraduate Committee. Students who wish to consult or petition the program regarding any requirement should submit a written request addressed to the Program Undergraduate Committee, 2512 Frieze Building.
The Avery and Jule Hopwood Awards in Creative Writing. Under the terms of the will of Avery Hopwood, a member of the Class of 1905, the annual income from a generous endowment fund is distributed in prizes for creative work in four fields: dramatic writing, fiction, poetry, and the essay. Competition is open to qualified students enrolled in any school or college of the University. Entrants must, however, be enrolled in a designated writing course elected through the Department of English Language and Literature, Residential College, the Program in Film and Video Studies, or the Department of Theatre. For full information about the conditions of competition contact the Hopwood Program Associate, 1006 Angell Hall, 764-6296.

The Leonard and Eileen Newman Prize for Dramatic Writing. Students enrolled in the College of Literature, Science, and the Arts may submit dramatic writing – screenplays, stage plays, or teleplays – for consideration to the Leonard and Eileen Newman Prize for Dramatic Writing. The winner will receive an award of $1000, to be announced as part of the Hopwood Awards ceremony. Full information about entry is available in The Program in Film and Video Studies office, 2512 Frieze Building. 764-0147.

Prerequisites to the concentration. Theater 211/English 245/RC Huas. 280, Introduction to Drama and Theater, and Film and Video Studies 200, Introduction to Film, Video, and Television Production. Application is selective. It should be made to the concentration through submission of the student’s writing portfolio, with a letter of application copies of course transcripts, and letters of recommendation from two faculty members.

Concentration Program. 30 credits as follows:

1. Core Courses:  
   Theater 242. Directing II  
   English 327. Playwriting II  
   Film and Video 310. Screenwriting I

2. Specialization: At the 400 level of writing coursework, students specialize in either Playwriting or Screenwriting and choose one of the following sequences:
   a. Sequence in Playwriting (6 credits). English 427, Playwriting and one of the following: Theater 420, Playwriting toward Production; English 428, Senior Thesis Tutorial; Theatre 430, Theater Senior Playwriting Tutorial (Thesis).
   b. Sequence in Screenwriting (6 credits). Film and Video 410, Advanced Screenwriting and one of the following: Film and Video 423, Practicum for the Screenwriter or Film-Video 489, Film and Video Senior Screenwriting Tutorial (Thesis).

3. Electives and Cognates (15 credits):
   a. Six credits chosen from the following general surveys of drama, theater, or film: English 443, 444, 447, 448, 449; Theatre 321, 322, 423; Film/Video 350, 360
   b. Nine credits chosen from the following drama, theatre or film history, criticism, and/or theory courses: Any course listed in 3a not used to meet the 3a requirements

Comparative Literature 436
English 317, 319, 367, 368, 445, 446, 450, 467
Film/Video 361, 414, 420, 440, 441, 442, 455, 460, 461, 470
French 440
German 330, 331
Music History and Musicology 413
Musical Theatre 441, 442
Russian 463, 470
Theatre 402

Honors Concentration. The Honors Program in Dramatic Writing is open to seniors who have a GPA of 3.5 or higher in their University courses and who have demonstrated both the interest and capacity to carry out the independent work required to complete an honors thesis during their senior year. Applications should be made by Spring of the junior year.

Advising. Students who may be interested in a concentration in Dramatic Writing are encouraged to consult with a Program advisor. Appointments for Gaylyn Studlar can be scheduled in 2512 Frieze Building, or by calling 764-0147. Appointments for Wendy Hammond can be made by calling 647-7693.

---

Economics

238 Lorch Hall  
(734) 764-2355  
Website:  http://www.econ.lsa.umich.edu/  
Professor Charles Brown, Chair  
Associate Professor Miles Kimball, Associate Chair for Administrative and Student Affairs  
Professor Alan Deardorff, Associate Chair for Recruitment  
May be elected as a departmental concentration program

Professors

William James Adams, Industrial Organization, Western Europe  
John Bound, Labor, Econometrics  
Charles Brown, Labor, Microeconomics  
Paul Courant, Public Finance, Public Policy, Urban Economics  
John Cross, Microeconomic Theory  
Alan Deardorff, International, Macroeconomics  
Roger Gordon, Public Finance, Econometrics  
Robert Holbrook, Money, Macroeconomics  
E. Philip Howrey, Econometrics, Macroeconomics  
Saul Hymans, Econometrics, Macroeconomics  
George Johnson, Labor  
John Laitner, Macroeconomics  
David Lam, Development, Demography  
Lee Lillard, Labor and Economic Demography  
Richard Porter, Environmental, Development, Microeconomics  
Stephen Salant, Microeconomics, Natural Resources  
Gary Saxenhouse, Japanese Economy, Econometrics, Development  
Matthew Shapiro, Macroeconomics, Econometrics  
Carl Simon, Microeconomics  
Joel Slemrod, Public Finance  
Gary Solon, Labor, Econometrics  
Ennio Stacchetti, Microeconomics  
Frank Stafford, Labor, Microeconomics  
Robert Stern, International  
Jan Svennjar, Business Economics  
Kathy Terrell, Business Economics  
Thomas Weisskopf, Political Economy  
Warren Whaley, Economic History, Political Economy  
Michelle White, Law, Public Finance  
Robert Willis, Labor Demography

Associate Professors

Robert Barsky, Money, Macroeconomics  
Susanto Basu, Macroeconomics  
Gordon Hanson, International Economics  
Miles Kimball, Macroeconomics, Money  
James Levinsohn, International, Development  
Francine Lafontaine, Business Economics  
Jeffrey MacKie-Mason, Public Finance, Econometrics  
Lones Smith, Theory  
Linda Tesar, International Finance, Macroeconomics

Assistant Professors

Kerwin Charles, Labor Economics  
Julie Cullen, Public Finance, Labor
interest in the study of economics are strongly encouraged to continue the study of calculus beyond Mathematics 115. Mathematics 116, 215, and 217 are recommended for students with an interest in quantitative economics. Students with a serious interest in advanced research should elect Economics 405 and 406.

Concentration Program. An economics concentration plan must include

1. Economics 401 (Intermediate Microeconomics) and Economics 402 (Intermediate Macroeconomics), each completed with a grade of at least C-.
2. Statistics. One of the following: Economics 405/Statistics 405 (Introduction to Statistics), Economics 404 (Statistics for Economists), or Statistics 426 (Introduction to Mathematical Statistics), and
3. 15 additional credits in upper level (300+)-economics courses, including at least 6 credits in courses with Economics 401 or Economics 402 as a prerequisite.

The statistics requirement may be waived, but only with the approval of an economics concentration advisor, for students who have already completed another satisfactory upper-level statistics course. In this case, the third concentration requirement above would be increased to 18 rather than 15 additional credits in upper-level economics.

Transfer credit is not normally granted for Economics 401. Students who wish to receive Economics 401 transfer credit for an intermediate microeconomics course elected elsewhere must perform satisfactorily on a departmental equivalency examination.

Any concentration courses to be taken outside the Ann Arbor campus of the University should be approved in advance by an economics concentration advisor. At least 12 credits in the concentration plan, including at least 3 of the credits in upper-level economics electives in courses with Economics 401 or Economics 402 as a prerequisite, must be taken at the Ann Arbor campus.

Economics Undergraduate Office. The undergraduate office is located at 158 Lorch Hall (763-9242). The Student Services Assistant for the economics undergraduate program is available to answer questions about concentration requirements, course offerings, wait-list procedures, and other matters concerning the undergraduate program.

Accelerated Program in Economics and Public Policy (A.B.-M.P.P.). The Department of Economics and the School of Public Policy participate in a joint degree program in public policy. This program enables qualified students to complete the requirements for both the bachelor’s degree with a concentration in economics and a two year master’s degree program in public policy within a five year period. Application for admission to the accelerated program should be made during the junior year through the School of Public Policy (440 Lorch Hall; 764-3490). Students accepted into the program begin graduate work in public policy and administration in the senior year by electing the full sequence of core courses in the Public Policy Masters program. Many of the courses in the Public Policy core curriculum overlap concentration requirements in economics.

Students interested in the joint degree program should consult the School of Public
Policy and an economics concentration advisor during the sophomore year.

**Michigan Economic Society.** The Michigan Economic Society (154 Lorch Hall, 763-5318) is the organization for undergraduate students in Economics. Student representatives to department committees are elected by MES members. MES provides informational meetings about careers for economics graduates, informal talks by faculty members, informal peer counseling, and social events. Undergraduate students are encouraged to join MES and avail themselves of its many services.

**Prizes.** The Sims Honor Scholarship in Economics, which carries a stipend of $500, is awarded yearly in the spring to the junior judged the most outstanding and promising economics concentrator.

The Harold D. Osterweil Prize in Economics, which carries an honorarium of $500, is awarded yearly to the most outstanding graduating senior in economics who has also shown a high degree of social awareness.

The John Elliot Parker Prize, which carries a stipend of $500, may be awarded yearly in the spring to an economics undergraduate and/or graduate student for an outstanding written contribution in the area of labor economics or human resources.

**Half-Term Information.** Some courses are offered in half terms for reduced credit. Refer to the Time Schedule for specific credit hour information.

### Courses in Economics (Division 358)

#### A. Introductory Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Pre-Requisites</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>101(201)</td>
<td>Principles of Economics I</td>
<td>Econ. 101 and 102, and Math. 115</td>
<td>(3)</td>
<td>Excl.</td>
</tr>
<tr>
<td>102(202)</td>
<td>Principles of Economics II</td>
<td>Econ. 401</td>
<td>(3)</td>
<td>Excl.</td>
</tr>
</tbody>
</table>

#### B. Economic Theory and Statistics

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Pre-Requisites</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>401</td>
<td>Intermediate Microeconomic Theory</td>
<td>Econ. 101 and 102, and Math. 115</td>
<td>(4)</td>
<td>(SS), (QR/1)</td>
</tr>
<tr>
<td>402</td>
<td>Intermediate Macroeconomic Theory</td>
<td>Econ. 101 and 102, and Math. 115</td>
<td>(3)</td>
<td>(SS), (QR/1)</td>
</tr>
<tr>
<td>403</td>
<td>Advanced Economic Theory</td>
<td>Econ. 401</td>
<td>(3)</td>
<td>Excl.</td>
</tr>
<tr>
<td>404</td>
<td>Statistics for Economists</td>
<td>Econ. 101 and 102 and Math. 115</td>
<td>(5)</td>
<td>No credit granted to those who have completed or are enrolled in Econ. 405 or Stat. 265, 311, 402, 405, or 412. (4), (Excl), (BS), (QR/1)</td>
</tr>
</tbody>
</table>

#### C. Monetary and Financial Economics

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Pre-Requisites</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>310</td>
<td>Money and Banking</td>
<td>Econ. 101 and 102</td>
<td>(3)</td>
<td>(SS)</td>
</tr>
<tr>
<td>411</td>
<td>Monetary and Financial Theory</td>
<td>Econ. 402 and 404 or 405</td>
<td>(3)</td>
<td>Excl.</td>
</tr>
<tr>
<td>412</td>
<td>Topics in Macroeconomics</td>
<td>Econ. 402</td>
<td>(3)</td>
<td>Excl.</td>
</tr>
<tr>
<td>418</td>
<td>Business Cycles</td>
<td>Econ. 402</td>
<td>(3)</td>
<td>Excl.</td>
</tr>
</tbody>
</table>

#### D. Labor Economics

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Pre-Requisites</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>320</td>
<td>Survey of Labor Economics</td>
<td>Econ. 101 and 102, and Math. 115</td>
<td>(3)</td>
<td>(SS)</td>
</tr>
<tr>
<td>421</td>
<td>Labor Economics I</td>
<td>Econ. 401</td>
<td>(3)</td>
<td>Excl.</td>
</tr>
<tr>
<td>422</td>
<td>The Structure of Labor Markets</td>
<td>Econ. 401</td>
<td>(3)</td>
<td>Excl.</td>
</tr>
</tbody>
</table>

#### E. Industrial Organization and Public Control

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Pre-Requisites</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>330</td>
<td>American Industries</td>
<td>Econ. 101 and 102</td>
<td>(3)</td>
<td>(SS)</td>
</tr>
<tr>
<td>431</td>
<td>Industrial Organization and Performance</td>
<td>Econ. 401</td>
<td>(3)</td>
<td>Excl.</td>
</tr>
</tbody>
</table>

#### F. International Economics

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Pre-Requisites</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>340</td>
<td>International Economics</td>
<td>Econ. 101 and 102</td>
<td>(3)</td>
<td>(SS)</td>
</tr>
<tr>
<td>441</td>
<td>International Trade Theory</td>
<td>Econ. 401</td>
<td>(3)</td>
<td>Excl.</td>
</tr>
<tr>
<td>442</td>
<td>International Finance</td>
<td>Econ. 402</td>
<td>(3)</td>
<td>Excl.</td>
</tr>
</tbody>
</table>

#### G. Comparative Economic Systems and National Economies

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Pre-Requisites</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>451</td>
<td>Comparative Analysis of Economic Systems</td>
<td>Econ. 401</td>
<td>(3)</td>
<td>Excl.</td>
</tr>
<tr>
<td>453</td>
<td>The European Economy</td>
<td>Econ. 401</td>
<td>(3)</td>
<td>Excl.</td>
</tr>
<tr>
<td>454</td>
<td>Economics of Japan</td>
<td>Econ. 101 and 102</td>
<td>(3)</td>
<td>Excl.</td>
</tr>
<tr>
<td>455</td>
<td>The Economy of the People’s Republic of China</td>
<td>Econ. 101 and 102</td>
<td>(3)</td>
<td>Excl.</td>
</tr>
<tr>
<td>457</td>
<td>Post-Socialist Transition in Eastern Europe and the Former Soviet Union</td>
<td>Econ. 101 and 102</td>
<td>(3)</td>
<td>Excl.</td>
</tr>
</tbody>
</table>

#### H. Economic Development

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Pre-Requisites</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>360</td>
<td>The Developing Economies</td>
<td>Econ. 101 and 102</td>
<td>(3)</td>
<td>Excl.</td>
</tr>
</tbody>
</table>

ECONOMICS / 75
486. Law and Economics, II. Econ. 401. (3). (Excl).
490. Current Topics in Economics. Econ. 401, 402, 404 or 405. (3). (Excl).

M. Honors Program, Seminars, and Independent Research

495. Seminar in Economics. Econ. 401, 402, and 404 or 405; and permission of instructor. (3). (Excl). May be repeated for a total of six credits.
498. Honors Independent Research. Open only to students admitted to honors concentration in economics. (1-4). (Excl). (INDEPENDENT). May be repeated for a total of eight credits.

English Composition Board

1139 Angell Hall
(734) 764-0429
Web site: http://www.lsa.umich.edu/ecb/
Associate Professor Theresa Tinkle, Director
George Cooper, Associate Director for Instruction and Assessment
Todd Gernes, Coordinator, Advanced Writing in the Majors Program (for courses fulfilling the Jr/Sr Writing Requirement)
Not a concentration program

Associate Professor Theresa Tinkle

Lecturers George Cooper, Helen Fox, Todd Gernes, Barbara Monroe, Barbra Morris (Residential College and ECB).

The overriding purpose of the College’s writing program is to provide students with an introduction to college level writing that will enhance students’ critical thinking and writing skills and prepare them for writing successfully both in their undergraduate years and more generally in future educational and professional settings. Underlying the plan for Michigan’s writing program are several beliefs: students need practice in order to learn to write well; that motivation is important because writing is most readily learned through guided practice; that the desire to write can be motivated by the desire to learn, especially when students are learning what they want and need to know. These principles mandate more than a single course in composition for students.

The ECB supports the writing program in a number of ways, including placement assessment, teaching Writing Practicum, conducting Writing Workshops, supervising the Peer Tutoring Program, and monitoring the Junior/Senior Writing Requirement.

Assessment: A primary function of the assessment is to match the writing ability of incoming students with appropriate curricula. In doing so, the assessment identifies those students whose writing skills would most impede their progress as students, those who are ready for introductory composition, and those who are ready for more advanced work. The assessment also serves an outreach function, making public the College’s concerns about writing and providing a framework for conversations with schools.

The ECB assessment asks incoming students to submit a portfolio of high school writing (transfer students may submit examples of their college writing). The portfolios are evaluated by ECB-trained readers drawn from faculty and advanced graduate students from English Language and Literature, the English Language Institute, Linguistics, and the English and Education program.

Writing Practicum. In general, those students placed into an ECB Writing Practicum participate in an intensive 2-credit course in academic writing. Practicum students develop writing skills that will allow them to take full advantage of their experiences in University of Michigan courses. Far from being a remedial class, the Practicum addresses areas of concern that Michigan faculty in many disciplines have identified in their own students’ writing. Thus, the Practicum enhances students’ abilities to succeed at this university.

Besides providing needed practice in writing and specific instruction in the kinds of writing students will do during their years at Michigan, the Practicum offers several other advantages. First and foremost is the opportunity Practicum students have for intensive, regular interaction with their instructors, most of whom hold Ph.D.’s and all of whom are experienced teachers of writing. Enrollment in Practicum is limited to eighteen students per section, and in addition to class meetings, all students attend individual writing conferences with their instructors. Such individual instruction allows the course to address each student’s needs.

During most fall terms, one section of Practicum is linked to introductory Psychology. One section, Race/Ethnicity, deals with writing about differences. Both sections require an override. Please visit ECB before registering for these special linked Practicum courses.

Writing Workshop: ECB faculty who teach Writing Practicum also provide consultation and instruction in the Writing Workshop. During the hours that the Workshop is open, ECB faculty members are available for half-hour appointments (on a drop-in or scheduled basis) to discuss writing with any undergraduate. Extended appointments are available for students whose immediate needs cannot be met in half-hour sessions.

Instructors in the Writing Workshop do not make assignments and will not work as editors or proofreaders for their student clientele. They will discuss the meaning of and approaches to writing assignments made in any course in the College, and then help those same students to be aware of appropriate rhetorical, syntactical, and grammatical choices as they write their papers.

Peer Tutoring: The ECB trains undergraduates as another source of assistance for students with writing assignments. Tutors learn their craft in ECB 300: Peer Tutoring Seminar, and go on to ECB 301: Directed Peer Tutoring, where they work directly and independently with student clients. Peer Tutors will not work as editors or proofreaders. They will discuss the meaning of and approaches to writing assignments made in any LS&A course, and then help writers to be aware of appropriate rhetorical, syntactical, and grammatical choices as they write their papers. ECB Peer Tutors currently work in the Angell/Haven computing center Sunday through Thursday evenings and Sunday afternoons.

Junior/Senior Writing Requirement: The upper-level writing requirement provides juniors and seniors practice and instruction in writing appropriate to advanced courses in the various disciplines. The ECB establishes course guidelines and develops models for writing instruction, approves upper-level writing courses, funds and trains GSIs to assist in writing instruction, offers workshops and consultation for faculty, supports upper-level teaching through the Writing Workshop, and monitors and reports students’ completion of the ECB component of upper-level writing courses.

Web site: http://www.lsa.umich.edu/ecb/
Courses in English Composition Board (Division 360)

100. Writing Practicum. ECB Assessment. I. (2). (Excl). Offered mandatory credit/no credit. (TUTORIAL). May be elected for a total of four credits for any combination of ECB 100-105.

101. Writing Practicum. ECB Assessment. II. (2). (Excl). Offered mandatory credit/no credit. (EXPERIENTIAL). May be elected for a total of four credits for any combination of ECB 100-105.

102. Writing Practicum. ECB Assessment. IIIa. (2). (Excl). Offered mandatory credit/no credit. (TUTORIAL). May be elected for a total of four credits for any combination of ECB 100-105.

103. Writing Practicum. ECB Assessment. IIIb. (2). (Excl). Offered mandatory credit/no credit. (TUTORIAL). May be elected for a total of four credits for any combination of ECB 100-105.

105. Writing Practicum. ECB Assessment. IIIb. (2). (Excl). Offered mandatory credit/no credit. (TUTORIAL). May be elected for a total of four credits for any combination of ECB 100-105.

300. Seminar in Peer Tutoring. Permission of instructor. (3). (Excl).

301. Directed Peer Tutoring. ECB 300. (1-3). (Excl). Offered mandatory credit/no credit. (EXPERIENTIAL).

English Language and Literature

3187 Angell Hall
(734) 764-6330
Web site: http://www.umich.edu/~engldept/

Professors

Jonis Agee, Creative Writing
William F. Alexander, Film, Pedagogy, American Literature
Richard W. Bailey, Language, Composition
Charles Baxter, Creative Writing
George Bornstein, Modern Literature, Editorial Theory
Enoch Brater, Drama
Nicholas F. Delfianco, Creative Writing
Julie K. Ellison, American Literature
Lincoln B. Faller, 18th-Century Literature, Fiction
Alice Fulton, Creative Writing
Anne Gere, Composition, Pedagogy
Simon Gikandi, Critical Theory, Modern Literature
Laurence A. Goldstein, 19th-Century Literature, Creative Writing
Alan B. Howes, Pedagogy, 18th-Century Literature
William H. Ingram, Renaissance Literature
Ejner J. Jensen, Renaissance Literature
Lemuel A. Johnson, Modern Literature, Creative Writing
John R. Knott, Renaissance Literature
Ira Konigsberg, Fiction, Film, Critical Theory
John R. Kucich, 19th-Century Literature, Critical Theory
Marjorie Levinson, Romantic and Victorian British Poetry, Critical Theory
Robert E. Lewis, Medieval Literature
Stuart Y. McDougal, Comparative Literature, Modern Literature
James McIntosh, American Literature
Thylias Moss, Creative Writing
Eric S. Rabkin, Critical Theory, Modern Literature, Computer Technology
Tobin Siebers, Critical Theory, 19th-Century Literature
Sidonie Smith, Women’s Studies, Autobiography
Gaylyn Studlar, Film and Video, Genre, Critical Theory
Richard W. Tillinghast, Creative Writing
Martha Vicinus, 19th-Century Literature
Alan M. Wald, American Literature
Robert A. Weisbuch, American Literature, 19th-Century Literature
James B. White, Composition
Ralph G. Williams, Renaissance Literature, Critical Theory
James A. Winn, 18th-Century Literature

Associate Professors

Peter M. Bauland, Drama
Emily L. Cloyd, 18th-Century Literature
Richard D. Cureton, Language
Jonathan Freedman, Cultural Theory, Film, 19th-Century American and British Literature
Linda Gregerson, Renaissance Literature
Sandra Gunning, African-American Literature, American Literature
Andrea Henderson, Romanticism and 18th- and 19th-Century British Fiction
Anne Herrmann, Modern Literature
June Howard, American Literature
Kerry C. Larson, American Literature
Frances K. McSparran, Medieval Literature
Steven Mullaney, Renaissance Literature
Anita Norich, 19th-Century Literature, Jewish American and Yiddish Literature
William Paul, Film, Comedy, Popular Culture and Drama
Adela Pinch, 19th-Century Literature
Yopie Prins, Victorian Literature
Suzanne Raitt, Modern Literature
Marlon Ross, 19th-Century Literature, African-American Literature
Michael C. Schoenfeldt, Renaissance Literature
Macklin Smith, Medieval Literature
Stephen H. Sumida, Asian American Literature, American Literature
Karla Taylor, Medieval Literature
Rei Terada, Modern Poetry, African-American and Caribbean Literature, Critical Theory
Tobin Siebers, Critical Theory, 19th-Century Literature

Associate Editors

Tobin Siebers, Critical Theory, 19th-Century Literature
Sidonie Smith, Women’s Studies, Autobiography
Gaylyn Studlar, Film and Video, Genre, Critical Theory
Richard W. Tillinghast, Creative Writing
Martha Vicinus, 19th-Century Literature
Alan M. Wald, American Literature
Robert A. Weisbuch, American Literature, 19th-Century Literature
James B. White, Composition
Ralph G. Williams, Renaissance Literature, Critical Theory
James A. Winn, 18th-Century Literature

Assistant Professors

Betty Louise Bell, Native American Literature
Rebecca Egger, Modern Literature and Film
Christopher Flint, 18th-Century British Fiction
John Gonzalez, 19th-Century Literature, Chicana/Chicana Literature
Arlene Keizer, African American Literature, Caribbean literature and critical theory
Aamir Multi, Colonial and post-colonial Literature, Critical Theory
David Porter, 18th-Century Literature, Comparative Literature, Computer Technology
Sally Robinson, Contemporary Fiction and Feminist Theory
P. A. Skantze, Drama
Michael Szalay, American Literature
John O. Tanke, Medieval Literature
David Wayne Thomas, 19th-Century Literature, Critical Theory

Lecturers

Lillian Back, Composition
George Cooper, ECB
Helen Fox, ECB
Tod Gernes, ECB
Wendy Hammond, Playwriting
Rosemary Kowalski, Composition, Film, American Literature
Jackie Livesay, Composition
Barbara Monroe, ECB
Barbara Morris, ECB
Tish O’Dowd, Creative Writing
Eileen Pollack, Creative Writing
Rebecca Rickley, ECB
John Rubadeau, Composition
Merla Wolk, Composition
Enid Zimmerman, Composition

Adjunct Associate Professors

Gorman Beauchamp, Modern Literature

Theresa Tinkle, Medieval Literature
Thomas E. Toon, Language, Composition, Medieval Literature
Valerie Traub, Renaissance Literature
John Whittier-Ferguson, Modern Literature
Patsy Yaeger, Women’s Studies, American Literature, Critical Theory

Adjunct Professors

Betty Louise Bell, Native American Literature
Rebecca Egger, Modern Literature and Film
Christopher Flint, 18th-Century British Fiction
John Gonzalez, 19th-Century Literature, Chicana/Chicana Literature
Arlene Keizer, African American Literature, Caribbean literature and critical theory
Aamir Multi, Colonial and post-colonial Literature, Critical Theory
David Porter, 18th-Century Literature, Comparative Literature, Computer Technology
Sally Robinson, Contemporary Fiction and Feminist Theory
P. A. Skantze, Drama
Michael Szalay, American Literature
John O. Tanke, Medieval Literature
David Wayne Thomas, 19th-Century Literature, Critical Theory

Adjunct Lecturers

Lillian Back, Composition
George Cooper, ECB
Helen Fox, ECB
Tod Gernes, ECB
Wendy Hammond, Playwriting
Rosemary Kowalski, Composition, Film, American Literature
Jackie Livesay, Composition
Barbara Monroe, ECB
Barbara Morris, ECB
Tish O’Dowd, Creative Writing
Eileen Pollack, Creative Writing
Rebecca Rickley, ECB
John Rubadeau, Composition
Merla Wolk, Composition
Enid Zimmerman, Composition

Adjunct Associate Professors

Gorman Beauchamp, Modern Literature
The Department of English focuses primary attention on the analysis and enjoyment of works of imaginative literature. Drawing on the rich variety of texts produced over the last millennium and a half in diverse forms of English from every part of the globe, our courses aim at a subtle and flexible understanding of the content of these texts and a sensitive appreciation of their style and form.

The interests the Department addresses and the studies it sponsors, however, range far beyond the study of imaginative literature. Its courses offer instruction in writing, including exposition and creative writing, whether prose fiction, poetry, or drama. An increasing number of our courses involve substantial use of computers and extended inquiry into information networks. The English language itself, its history, structure, and diverse traditions of use, is the focus of yet other courses. Still others focus on literary theory, examining strategies of literary interpretation, evaluation, and appreciation and considering the ways in which literary texts relate to other forms of cultural representation.

One special feature of this English Department consists in the number of courses it offers jointly with other Programs in the College. Women’s Studies, for example, the Center for Afro-American and African Studies, American Culture (Native American Studies, Latina/Latino Studies, Asian American Studies), Studies in Religion, Comparative Literature, and Film and Video Studies. The variety of materials and the diverse backgrounds and interests of students involved in such courses present extraordinary opportunities for intellectual growth.

The present study of literature has returned with particular force and new point to a very old consideration – that language and literature are necessarily understood as social products and agents, deeply implicated in the processes and questions that interest and, at times, agitate society more generally. These issues as represented in texts – issues of ethics, of political order, of economic and ethnic difference, of gender, of systems of belief – recur as a regular feature of discussion in many of our courses.

The following paragraphs describe typical patterns of study in the Department and indicate the various ways in which a student can, with much opportunity for individual initiative, form a challenging and rewarding concentration within it.

### Degree Program Options

The Department of English Language and Literature offers three main routes toward the concentration.

1. **The General Program**: (a) two courses in English Literature from Medieval to the 19th centuries. Students should, however, strive for historical and methodological range in the seminars they elect. Students will also write a thesis on a literary subject of their own choice, with the help of a faculty advisor. Students who plan to study abroad may offer substitutions for various courses with the approval of the director of the program. The size of classes range from 20 to 35. Students admitted to the Department’s subconcentration in Creative Writing are also eligible to apply for honors on the basis of the manuscript they produce during their final term. They apply to the subconcentration in the second term of their junior year.

   Students in both programs will normally be admitted at the end of March (in time for preregistration for the fall term), but some admission will take place in September, November, and even January of the junior year.

2. **The Honors Program**: Students interested in the Honors Program should have a GPA of 3.5 and consult with the honors program director. Prospective Honors students in English are encouraged to take in their first two years, English 240 (Introduction to Poetry) and English 239 (What is Literature?). The Honors Program itself will consist of a set of two special seminars for honors students, to be taken over the course of the junior and senior years, plus a seminar in critical theory, and a thesis. All students must fulfill the regular English concentration requirements and take the theory course, but may choose seminars from a menu of different courses offered by the department each term. The department offers Honors sections of 370-371. This year-long sequence will provide Honors students with a survey of English literature from Medieval to the Romantic Period (roughly the 14th to the 19th centuries). Students should, however, strive for historical and methodological range in the seminars they elect. Students will also write a thesis on a literary subject of their own choice, with the help of a faculty advisor. Students who plan to study abroad may offer substitutions for various courses with the approval of the director of the program. The size of classes range from 20 to 35. Students admitted to the Department’s subconcentration in Creative Writing are also eligible to apply for honors on the basis of the manuscript they produce during their final term. They apply to the subconcentration in the second term of their junior year.

   Students in both programs will normally be admitted at the end of March (in time for preregistration for the fall term), but some admission will take place in September, November, and even January of the junior year.

3. **The Creative Writing Subconcentration**: Students interested in the department’s offerings in creative writing should begin with English 223, an introduction to the reading and writing of modern poetry and prose, fiction and to the workshop method of critiquing student writing. Successful completion of the introductory course entitles students to enroll in the intermediate course, English 323, in the genre of their choice (poetry, fiction, or a combination of artistic media). At the advanced level students may elect (with the instructor’s permission) the advanced fiction workshop (English 423) or the advanced poetry workshop (English 429).

   English concentrators who wish to specialize in the writing of poetry or prose fiction may, in the winter term of their junior year, apply to the Creative Writing Subconcentration,
which is an optional path to a Bachelor of Arts degree in English. Students in the program take the creative writing workshops described above in sequence, and, in their last term, compile a major manuscript of poetry or prose fiction while working closely with the creative-writing faculty in a tutorial reserved for subconcentrators (English 428).

The program is small and highly selective; however, students not enrolled in the sub-concentration may still pursue their interest in creative-writing by applying to the appropriate upper-level workshops. Those students who have earned at least a 3.5 GPA may apply for Creative Writing Honors after they have been accepted to the sub-concentration. Honors will be awarded, as warranted, on the basis of the thesis.

Teaching Certificate. English concentrators in any of the programs above may also apply to be granted a teaching certificate. Students in the General Program must elect, in addition to the pattern of courses prescribed, a course in composition (normally English 325) and a course in English language (normally English 305). Honors candidates must elect English 305 in addition to the courses required for their program.

The general requirements for a teaching certificate are described elsewhere in this Bulletin, and are available from the School of Education Office of Student Services. A brochure summarizing these requirements is available in the English Office. Application to the certificate program itself must be made through the School of Education.

Junior/Senior Writing Requirement. Concentrators in English may meet this requirement by appropriate modification of any course in the College approved for this purpose every term. It is the responsibility of each student to modify the election appropriately at the time of registration. For those in the Honors and Creative Writing Programs, the writing requirement is met within their curriculum, which culminates in the supervised composition of the senior thesis.

Advising. Students are encouraged to discuss their academic program and related concerns with an English concentration advisor. Appointments are scheduled through the main office in the English Dept. (764-6330). For questions of immediate concern or general questions about the concentration, students may speak with the Undergraduate Administrator on a walk-in or appointment basis by phoning 764-6330 or by coming to 3187 Angell Hall.

Courses in Expository Writing. Courses in writing develop a student’s sense of the various possible forms of expression. Writing practice, lectures, and class discussion are supplemented in these courses by regular meetings with the instructor. Sections of English 225, 325, and 425 are limited to 20 students. The first of these courses includes a great variety of writing projects while sections of the upper-level courses tend to be somewhat more specialized.

Repeating Courses for Credit. Some of the courses listed below are general titles under which varied topics may be offered. Such courses may be repeated for credit with departmental permission. Most of the courses available for re-election are signalled below. Students must obtain the proper approval form from the English Office, 3187 Angell Hall and return it for approval within the first two weeks of class.

The Avery and Jule Hopwood Awards in Creative Writing. Under the terms of the will of Avery Hopwood, a member of the Class of 1905, the annual income from a generous endowment fund is distributed in prizes for creative work in four fields: dramatic writing, fiction, poetry, and the essay. Competition is open to qualified students enrolled in any school or college of the University. Entrants must, however, be enrolled in a designated writing course elected through the Department of English Language and Literature, Residential College, Department of Communication Studies, or the Department of Theatre and Drama. The Hopwood Program also administers 17 other writing and prize competitions. For full information about the conditions of competition contact the Hopwood Program Associate, 1176 Angell Hall, 764-6926.

Student Organizations. English concentrators are encouraged to join the Undergraduate English Association (UEA). The group works closely with the Department in planning activities which serve to strengthen student affiliations with one another, the faculty, and the Department as a whole. Student representatives to the Undergraduate Curriculum Committee are elected from the membership of this group. Mass meetings are held within the first two weeks of each term. For further information contact the Undergraduate Office, located at 3187 Angell Hall.

Half-Term Information. It is difficult to anticipate the offerings for Spring/Summer terms. English 124, 125, 223, 225, 239, 240, 370, 371, 372, and 417 are frequently offered. Other courses are offered when they can be staffed, and when there is demand. Half-term courses normally carry one fewer credit than comparable courses offered during the Fall and Winter terms.

Courses in English Language and Literature (Division 361)

125. College Writing. ECB writing assessment. (4; Introduction Composition).
226. Directed Writing. Permission of instructor. (1–3; Excl). (INDEPENDENT). May be repeated for a total of three credits.
140/126. First-Year Literary Seminar. Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (3; 2 in the half-term). (HU).
229/LHSP 229. Technical Writing. Completion of the introductory composition requirement. (4; HU).
230. Introduction to Short Story and Novel. (3; 2 in the half-term). (HU).
239. What is Literature? Prerequisite for concentrators in the Regular Program and in Honors. (3; 2 in the half-term). (HU).
240. Introduction to Poetry. Prerequisite for concentrators in the Regular Program and in Honors. (3; 2 in the half-term). (HU).
245/RHUMS 280/Theatre 211. Introduction to Drama and Theatre. No credit granted to those who have completed or are enrolled in RC Hums. 281. (4; 3 in the half-term). (HU).
270. Introduction to American Literature. (3; 2 in the half-term). (HU).
274/CAAS 274. Introduction to Afro-American Literature. (3; 2 in the half-term). (HU).
280. Thematic Approaches to Literature. (3; 2 in the half-term). (HU). May be repeated for credit with departmental permission.
285. Introduction to Twentieth-Century Literature. (3; 2 in the half-term). (HU).
299. Directed Study. Permission of instructor. (1–3; Excl). (INDEPENDENT). May be repeated for a total of three credits.
Primarily for Juniors and Seniors
301. The Power of Words. (4; 3 in the half-term). (Excl).
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>305</td>
<td>Introduction to Modern English. Recommended for students preparing to teach English. (3; 2 in the half-term). (HU).</td>
</tr>
<tr>
<td>308</td>
<td>History of the English Language. (3; 2 in the half-term). (HU).</td>
</tr>
<tr>
<td>309</td>
<td>American English. (3; 2 in the half-term). (HU).</td>
</tr>
<tr>
<td>310</td>
<td>Discourse and Society. English 124 or 125. (3). (Excl).</td>
</tr>
<tr>
<td>313</td>
<td>Topics in Literary Studies. (4). (HU). May be repeated for a total of eight credits.</td>
</tr>
<tr>
<td>317</td>
<td>Literature and Culture. (3; 2 in the half-term). (HU). May be repeated for a total of six credits.</td>
</tr>
<tr>
<td>316</td>
<td>Intellectual Problems in Literature. (3; 2 in the half-term). (HU). May be repeated for credit with department permission.</td>
</tr>
<tr>
<td>315</td>
<td>Women and Literature. (3; 2 in the half-term). (HU). May be repeated for a total of six credits.</td>
</tr>
<tr>
<td>313</td>
<td>Topics in Literary Studies. (3; 2 in the half-term). (Excl). May be repeated for credit with department permission.</td>
</tr>
<tr>
<td>383</td>
<td>Topics in Jewish Literature.</td>
</tr>
<tr>
<td>381</td>
<td>Asian American Literature. (3; 2 in the half-term). (Excl). May be repeated for credit.</td>
</tr>
<tr>
<td>382</td>
<td>Native American Literature. (3; 2 in the half-term). (Excl). May be repeated for a total of six credits with department permission.</td>
</tr>
<tr>
<td>384</td>
<td>Caribbean Literature. (3). (Excl). May be repeated for a total of six credits with department permission.</td>
</tr>
<tr>
<td>327</td>
<td>Playwriting. (4; 3 in the half-term). (HU). May be repeated for credit.</td>
</tr>
<tr>
<td>321</td>
<td>History of Theatre I. (3; 2 in the half-term). (Excl). May be repeated for a total of six credits.</td>
</tr>
<tr>
<td>366</td>
<td>Modern English Grammar. (3; 2 in the half-term). (Excl). May be repeated for credit with department permission.</td>
</tr>
<tr>
<td>367</td>
<td>Shakespeare's Principal Plays. (3; 2 in the half-term). (Excl). May be repeated for credit with department permission.</td>
</tr>
<tr>
<td>368</td>
<td>Shakespeare's Principal Plays. (3; 2 in the half-term). (Excl). May be repeated for a total of six credits.</td>
</tr>
<tr>
<td>350</td>
<td>Literature in English to 1660. (4; 3 in the half-term). (Excl).</td>
</tr>
<tr>
<td>351</td>
<td>Literature in English after 1660. (4; 3 in the half-term). (Excl).</td>
</tr>
<tr>
<td>367</td>
<td>Shakespeare's Principal Plays. (4; 3 in the half-term). (HU).</td>
</tr>
<tr>
<td>368</td>
<td>Shakespeare's Principal Plays. II. II. (4; 3 in the half-term). (HU).</td>
</tr>
<tr>
<td>370</td>
<td>Studies in Medieval and Renaissance Literature. (4; 3 in the half-term). (Excl). May be repeated for credit with department permission.</td>
</tr>
<tr>
<td>440</td>
<td>Modern Poetry. (3; 2 in the half-term). (Excl).</td>
</tr>
<tr>
<td>441</td>
<td>Contemporary Poetry. (3; 2 in the half-term). (Excl).</td>
</tr>
<tr>
<td>443</td>
<td>History of Theatre I. (3). (HU).</td>
</tr>
<tr>
<td>444</td>
<td>History of Theatre II. (3). (Excl).</td>
</tr>
<tr>
<td>455</td>
<td>Medieval English Literature. (3; 2 in the half-term). (HU).</td>
</tr>
<tr>
<td>459</td>
<td>Neoclassical Literature. (3; 2 in the half-term). (Excl).</td>
</tr>
<tr>
<td>461</td>
<td>Victorian Literature. (3; 2 in the half-term). (Excl).</td>
</tr>
<tr>
<td>465</td>
<td>Chaucer: The Canterbury Tales. (3; 2 in the half-term). (Excl).</td>
</tr>
<tr>
<td>467</td>
<td>Topics in Shakespeare. Prior course work in Shakespeare is recommended. (3; 2 in the half-term). (Excl). May be repeated for credit with department permission.</td>
</tr>
<tr>
<td>476</td>
<td>Early Afro-American Literature. (3; 2 in the half-term). (Excl).</td>
</tr>
<tr>
<td>478</td>
<td>Contemporary Afro-American Literature. (3; 2 in the half-term). (Excl).</td>
</tr>
<tr>
<td>484</td>
<td>Topics in Afro-American Literature. English 274 and/or 320 strongly recommended. (3; 2 in the half-term). (Excl). May be repeated for a total of six credits.</td>
</tr>
<tr>
<td>482</td>
<td>Studies in Individual Authors. (3; 2 in the half-term). (Excl). May be repeated for credit with department permission.</td>
</tr>
<tr>
<td>483</td>
<td>Great Works of Literature. (1). (HU). May be repeated for credit with department permission.</td>
</tr>
<tr>
<td>486</td>
<td>History of Criticism. (3; 2 in the half-term). (Excl).</td>
</tr>
<tr>
<td>492</td>
<td>Honors Colloquium: Drafting the Thesis. Admission to the English Honors Program and permission of instructor. (3). (Excl).</td>
</tr>
<tr>
<td>496</td>
<td>Honors Colloquium: Completing the Thesis. English 492, admission to the English Honors Program, and permission of instructor. II. (1). (Excl).</td>
</tr>
<tr>
<td>497</td>
<td>Honors Seminar. Junior or senior standing, and permission of instructor. (3). (Excl). May be repeated for a total of 9 credits.</td>
</tr>
</tbody>
</table>
Environmental Studies

Professor James C.G. Walker (Geology), Director

Not a concentration program

The quest for harmony between humans and the natural world requires understanding of nature, society, and our individual selves. The program in Environmental Studies encourages students to supplement their training in particular academic disciplines by exploring aspects of natural science, social science, and the humanities. The Program is not a concentration program, although a student may emphasize environmental studies in the LS&A Individual Concentration Program (ICP).

Environmental Studies 123, 124, and 240 offer broad overviews of the field and serve as introductions to more advanced work. Environmental Studies 420 and 421 offer opportunities for independent study. In these courses the student is responsible for defining a plan of study, enlisting others with similar interests if appropriate, and locating a faculty member willing to supervise the work. Environmental Studies 450 is a Capstone Seminar providing the opportunity for seniors, particularly those pursuing ICPs, to work together to compare diverse perspectives on human values and the environment.

Courses on environmental issues are offered by many different departments and programs in LS&A as well as in other colleges of the university. Students interested in the environment should explore each issue of the Time Schedule thoroughly, because many appropriate courses are offered at irregular intervals under unpredictable headings. Of particular interest are some of the University Courses.
Courses in Environmental Studies (Division 366)

123/Geol. 123/AOSS 123. Life and the Global Environment. No credit granted to those who have completed or are enrolled in 361. (2). (NS). (BS).

124/Geol. 124/AOSS 124. Environment, People, Resources. (2). (NS). (BS).


353/Physics 250. Energy, Entropy, and Environment. Two and one-half years of high school mathematics, or any college course in mathematics or natural science. (3). (NS). (BS).


359/Geol. 279. Ocean Resources. High school science and math recommended. II. (3). (NS). (BS).


2512 Frieze Building (734) 764-0147
Web site: http://www.umich.edu/~umfvpgm/
Professor Gaylyn Studlar, Director

May be elected as an interdepartmental concentration program

Professors
Alexander (English), Bahti (German), Cohen (Residential College), Eley (History), Goldstein (English), Kirkpatrick (History of Art), Konigsberg (Film and Video), McDougal (English), and Studlar (Film and Video)

Associate Professors
Bauland (English), Eagle (Slavic Languages and Literatures), Freedman (English), and Paul (Film and Video)

Assistant Professors
Nornes (Film and Video), Von Molkie (Film and Video), and Yervasi (Romance Languages and Literatures)

Lecturers
Burnstein (Film and Video), Ching (Film and Video), Farley (Film and Video), Kinnen (Film and Video), Rayher (Film and Video), Sarris (Film and Video)

The curriculum in Film and Video Studies provides an integrated program of courses in the history, aesthetics, theory, and techniques of film and video (single camera and studio television). Emphasis is placed on a liberal arts sequence that provides students with a solid foundation for understanding how film and electronic-based visual media arise out of varied cultural, historical, social, and technological circumstances. A prerequisite course in Art of the Film or Introduction to the Moving Image prepares them for advanced study in the history and aesthetics of these media and for production courses. An introductory course in production gives students hands-on experience in film, video, and television. The courses in American and World cinema prepare students for electives in the films of specific cultures, nations, and time periods, as well as in the study of film style influenced by the work of individual artists and in various film genres. Television History allows them to assess trends in the social, technological, and formal development of the most influential medium of the second half of the twentieth century. Film Theory and Criticism is a capstone course in examining the methods that have been used to study film. Production core courses are designed to help concentrators work creatively in film, video, and television as they become familiar, through electives, with interdisciplinary, humanistic perspectives on how moving image technology has been used in different cultures as a medium of communication and artistic expression, and how various kinds of institutional practice have characterized its use. The film-video curriculum is designed to prepare students for more advanced work in film writing and criticism, in creative film, video-making, and studio television work, and for advanced study in graduate programs in moving image media.

Prerequisite to Concentration: Film and Video 230 or Film-Video 236.

Concentration Program. 36 credits minimum. A grade of C- or better must be achieved in any course taken to satisfy the concentration requirements.

1. Core Required Courses (21 credits).

A. General concentration requirements:

F/V 350 The History of American Film
F/V 360 The History of World Film
F/V 370 Television History
F/V 414 Film Theory and Criticism

B. Production component requirements:

(1). F/V 200 Introduction to Film, Video and Television Production
(2). Two of the following, upon completion of F/V 200:
   F/V 300 Filmmaking I
   F/V 301 Video Art I
   F/V 302 Television Studio I
   F/V 310 Screenwriting

2. Required Electives (15 credits). Students are required to take a total of 15 credits of electives with no more than one class in production and at least one course in a national of regional cinema (Film-Video 440, 441, 442) exclusive of the U.S. or in a 300- or 400-level television studies course.

Select electives from the following:

Film-Video 361, 400, 401, 402, 404, 405, 406, 412, 413, 420, 422, 440, 441, 442, 450, 451, 455, 460, 461, 470. With the exception of English 412 and 413, other film, video, or television-centered courses taught outside the Program will be considered for elective credit on a case-by-case basis. Students should consult with their concentration advisor before taking a course which they wish to use to meet this requirement.

Advising. Students who may be interested in a concentration in Film and Video Studies are encouraged to consult with a Program advisor. Appointments are scheduled at 2512 Frieze Building (764-0147).

Honors Concentrators. The Honors concentration in the Program in Film and Video Studies offers qualified Film and Video Studies concentrators a special opportunity. Upper-level students with strong academic records and a demonstrated ability to carry out the independent work required to com-
plete an Honors thesis, screenplay, film, video or digital production are encouraged to apply. The Film and Video Studies Honors concentration is not restricted to students who have been in the College Honors Program in their freshman and sophomore years.

Upon successful completion of the Honors concentration, students may graduate with Honors, High Honors, or Highest Honors in Film and Video Studies, depending on the evaluation of their thesis, screenplay, or project. These Honors designations appear on their diploma along with any College Honors designations they earn from their overall grade point.

Students accepted into the Honors concentration also become members of the Honors Program of the College of Literature, Science, and the Arts. As member of the LS&A Honors Program, they gain access to a variety of special services such as possible financial support for their Honors work. In addition, students may also apply for competitive scholarships administered by the Program in Film and Video Studies to help with costs associated with Honors projects.

**Admission.** To be considered for the Honors concentration, students must have a grade point average of 3.5 or higher in the Film and Video Studies concentration. Students must also identify a Film and Video Studies faculty sponsor and file an application for admission to the Honors concentration no later than three terms prior to the intended graduation date. For further information, contact the Film and Video Studies Program at 764-0147.

### Courses in Film and Video Studies (Division 368)

200. Introduction to Film, Video and Television Production. (3). (CE). Laboratory fee ($50) required.


236/RC Hums. 236. The Art of the Film. (4). (HU). Laboratory fee ($45) required.

300. Filmmaking I. Film-Video 200. (3). (Excl). Laboratory fee required.

301. Video Art I. Film-Video 200. (3). (Excl). Laboratory fee required.

302. Television Studio I. Film-Video 200. (3). (Excl). Laboratory fee required.

303. Television Studio II. Film-Video 200. No credit granted to those who have completed or are enrolled in Comm. 421. (3). (Excl). Laboratory fee ($35) required.

310. Screenwriting. Film-Video 200. Completion of the introductory composition requirement. (3). (Excl). Laboratory fee required.

340. Writing Film Criticism. Film-Video 230 or 236. (3). (HU). Laboratory fee ($20) required.

350. The History of American Film. (3). (HU). Laboratory fee ($35) required.

360. The History of World Film. (3). (HU). Laboratory fee ($35) required.

361/WS 361. Women and Film. (3). (Excl). Laboratory fee ($45) required.

365. Race and Ethnicity in Contemporary American Television. Film-Video 230 or 236. (3). (HU). (R&E). Laboratory fee ($55) required.

370. Television History. (3). (HU). Laboratory fee ($35) required.

399. Independent Study. Permission of instructor. (1-4). (Excl). Does not count toward film/video concentration requirements. Laboratory fee required. (INDEPENDENT). May be repeated for credit.

400. Filmmaking II. Film-Video 300 or equivalent experience in filmmaking and permission of instructor. (3). (Excl). Laboratory fee required.

401. Video Art II. Film-Video 301 or equivalent experience with video production and permission of instructor. (3). (Excl). Laboratory fee required.

402. Television Studio II. Film-Video 302. (3). (Excl). Laboratory fee ($35) required.

404. Interdisciplinary Collaborations in Visual Media. A 300- or 400-level production course in the relevant emphasized area: Film-Video 300, 301, 302, or 405. (1-3). (Excl). May be repeated for a total of six credits.

405. Computer Animation I. Film-Video 200. and permission of instructor. (3). (Excl). Laboratory fee required.

406. Computer Animation II. Film-Video 405 or equivalent experience with video production, and permission of instructor. (3). (Excl). Laboratory fee required.

410. Screenwriting II. Film-Video 310. (3). (Excl). Laboratory fee ($35) required. May be repeated for a total of six credits.

412/English 412. Major Directors. (3; 2 in the half-term). (HU). Laboratory fee ($35) required. May be repeated for a total of nine credits.

413/English 413. Film Genres and Types. (3; 2 in the half-term). (HU). Laboratory fee ($35) required. May be repeated for credit with department permission.

414. Film Theory and Criticism. (3). (Excl). Laboratory fee ($35) required.

420. Documentary Film. (3). (Excl). Laboratory fee ($35) required.


441. National Cinemas. Film-Video 360. (3). (Excl). Laboratory fee ($50) required. May be repeated for a total of six credits.

442/CAAS 442. Third World Cinema. (3). (Excl). Laboratory fee ($35) required.

450. Television Theory and Criticism. Film-Video 230 or 236. (3). (Excl). Laboratory fee ($35) required.


455. Topics in Film Studies. (3). (Excl). Laboratory fee ($35) required. May be repeated for a total of nine credits.

460. Technology and the Moving Image. Film-Video 230 or 236. (3). (Excl). Laboratory fee ($35) required.

461/WS 461. Explorations in Feminist Film Theory. Junior standing; and Film-Video 414 or Women's Studies 240. (3). (Excl). Laboratory fee ($50) required.


480. Internship. Concentration in Film and Video Studies. (2). (Excl). Offered mandatory credit/no credit. May not be included in a concentration in Film/Video. (EXPERIENTIAL). May be repeated for a total of six credits.

489. Senior Screenwriting Tutorial. Film-Video 410 and permission of the instructor. Open to Dramatic Writing concentrators only. (3). (Excl). Laboratory fee ($35) required.

490. Senior Honors Research. Acceptance as an Honors Candidate in Film and Video Studies. (1-4). (Excl). Laboratory fee required. (INDEPENDENT). May be repeated for a total of four credits.

500. Directed Study in Film and Video. Permission of instructor. (1-4). (Excl). Laboratory fee required. (INDEPENDENT). May be repeated for a total of six credits.

### Geography Courses in Geography (Division 374)

201/Geol. 201. Introductory Geography: Water, Climate, and Mankind. No credit granted to those who have completed or are enrolled in GS 144 (or 268). Those with credit for GS 111 may only elect Geog. 201 for 3 credits. (4; 3 in the half-term). (NS). (BS).


406/Urban Planning 406. Introduction to Geographic Information Systems. (3; 2 in the
Associate Professors
Robyn Burnham, Paleobotany
Rebecca Lange, Igneous petrology, volcanology
Samuel B. Mukasa, Igneous petrology, isotope geochemistry
Larry J. Ruff, Geophysics, seismology
Youxue Zhang, Mineral physics, chemical thermodynamics

Assistant Professors
Thomas Baumiller, Paleontology, biomechanics
Carolina Lithgow-Bertelloni, Geophysics, geodynamics
Lars P. Stixrude, Geophysics, mineral physics
Peter van Keken, Geophysics, geodynamics

Adjunct Professors
John Geissman (Univ. New Mexico), Geophysics, paleomagnetism
Alexander N. Halliday (ETH, Switzerland), Isotope geochemistry
Michael W. McElhinny (Australia), Paleomagnetism and geomagnetism
William B. Simmons (Univ. New Orleans), Mineralogy and petrology

Adjunct Assistant Professors
Karen L. Webber (Univ. of New Orleans), Petrology, volcanology

Professors Emeriti

The Department of Geological Sciences offers: (1) a General Concentration Program in Geological Sciences, for students whose interest in the geological sciences as a form of cultural endeavor serves as the basis of a liberal education; (2) a Professional Concentration Program in Geological Sciences, for those seeking professional training in geological sciences; (3) a Teacher’s Certificate Program, for prospective science teachers who are candidates for a secondary teaching certificate in earth science and general science; (4) an Oceanography Concentration Program, for those seeking professional training in oceanography; and (5) Honors Concentrations. Each concentration program option is briefly described; detailed descriptions are available from the department.

Junior/Senior Writing Requirement. The College requires that every student satisfy an upperclass writing requirement before graduation. The writing program which satisfies this requirement in the Department of Geological Sciences is explained in detail in a publication which every concentrator should obtain from the departmental office. Additional explanation may be obtained from Professor Stephen E. Kesler (4022 C.C. Little Building, 763-5057).

Advising and Advance Approval of Program and Elections. A concentration plan in the Department of Geological Sciences is developed in consultation with a concentration advisor. A proposed plan must be approved in its entirety by the appropriate advisor prior to registration for the first term of concentration. Thereafter, progress through the plan and future elections must be reviewed, and approved in advance, whenever a change is proposed and in any case no less frequently than at the beginning of each new academic year of residence. Certification that the plan has been, or will be, carried to successful completion must also be obtained from the advisor, on an official LS&A Concentration Release Form, immediately prior to submission of the application for the degree.

Information about concentration program options in geological sciences and about appointments with concentration advisors is available at 2534 C.C. Little.

Teaching Certificate. The Department of Geological Sciences offers prospective secondary school science teachers an opportunity to earn a bachelor’s degree from the College with a concentration in Geological Sciences while satisfying the requirements for a provisional secondary school teaching certificate with a major in earth science or general science.

This concentration program requires a minimum 25 credits of courses in geological sciences, including 8 credits of introductory geology (G.S. 117 or 120 and another course, or G.S. 116, or the equivalent); G.S. 231, 305, 310, and 351. Students choosing this program must elect either Program 1, an earth science major and a general science minor; or Program 2, a general science ma-
The Mineralogical Collections of the department include a study collection of minerals and rocks for use by advanced undergraduate and graduate students. Outstanding specimens and suites of minerals, crystals, rocks, and ores are on exhibit in hall cases in the C.C. Little Building (on floors 1-4).

Geological Sciences

May be elected as a departmental concentration program

Prerequisites to Concentration. The General Concentration Program prerequisites include: College algebra and trigonometry, a laboratory course in introductory chemistry, and an introductory course with laboratory in geological sciences (G.S. 116, 117, 118 and 119, or 120). These should be completed as soon as possible.

The Professional Concentration Program prerequisites are five, which also should be completed as soon as possible:

1. One introductory geological sciences course with laboratory from among G.S. 116, 117, 120.
2. One year of introductory chemistry with laboratory, ordinarily two of three from Chemistry 125/130, 210/211, and 230.
3. One year of introductory physics with laboratory, preferably Physics 140/141 and 240/241. Concentrators certain to specialize in paleontology may substitute one term of physics with laboratory (ordinarily Physics 140/141) and one term of biology with laboratory which may be Biology 195 or the equivalent (e.g., Biology 152 and 154).
4. Two courses in college mathematics (ordinarily 115 and 116) covering at least the level and content of Mathematics 115 and 116.
5. Elements of Mineralogy (G.S. 231).

General Concentration Program. This program is designed to provide a broad background in the fundamental of Earth Science for students who intend to have careers in business, law, and government. The concentration requires a minimum of 30 credits, including: (1) GS 231; (2) either GS 305, 310, or 351; (3) at least 6 credits of approved science cognate courses; (4) 16 additional credits in Geological Science, of which at least 8 are in 300/400-level courses and no more than 3 are in half-term mini courses. Students interested in a professional career in Geological Science should follow the Professional Concentration Program.

Students interested in combining a background in geological sciences with preparation for professional school (e.g., business administration, law school, medical school) should consult an appropriate source for information about requirements for admission to those schools.

Professional Concentration Program. This program of study leads to a Bachelor of Science degree. The program is designed to prepare students for graduate study in the geological sciences and for later professional work.

The concentration program requirements are: G.S. 305, 310, 351, 440, and three additional geological sciences courses numbered at the 400-level. At least two of these must be elected from Group A but one may be elected from Group B.

A.

G.S. 418, 420, and 422.

B. Any geological sciences courses numbered in the 400 level and from the list entitled "Primarily for Concentrators" except for research, seminar, and field courses. (Research, seminar, and field courses, however, are highly recommended as extra electives.)

C. In addition concentrationists must elect 6 credits of advanced cognate courses. These must be above the prerequisite level, in chemistry, physics, biology, mathematics, or some combination thereof, and must be approved in advance by the Professional Concentration Advisor. Students who are certain to specialize in paleontology may, with advance agreement of the advisor, elect an approved statistics course as advanced mathematics. Computing courses are not applicable as advanced cognates (but see below).

Honors Concentration. The honors concentration consists of a series of special academic opportunities supplementary to the Professional Concentration Program. The honors concentration is tailored to fit the needs and interests of individual students. Geological Sciences 490 is elected for 1 credit each of the four terms of the junior and senior years for: (1) reading and discussion of the professional literature; (2) library research and reporting on a special research problem; (3) research as an assistant to a faculty member or as part of a graduate seminar; and (4) individual research and reporting on a problem or graduate seminar. The honors concentration offers well-qualified students an opportunity to increase the breadth and depth of their undergraduate experience. To be eligible for the honors concentration, students must have at least: (1) a 3.25 grade point average in geological sciences courses elected in the department; and (2) a cumulative grade point average of at least 3.0 at the time of acceptance. Students admitted to the honors concentration complete the requirements for the Professional Concentration Program.

Ideally, the selection of candidates for honors concentration is made at the beginning of
the junior year, but qualified students may be admitted to the program as late as the end of the junior year. Interested students should contact the departmental office for referral to the honors advisor, 2534 C.C. Little Building, 764-1435.

Environmental Geology

May be elected as a departmental concentration program

Prerequisites to Concentration.

There are four prerequisites, which should be completed as soon as possible:

1. One introductory geological sciences course with laboratory from among GS 116; 117; 120; 205/206 or 284; and 118 or 207.
2. One year of introductory chemistry with laboratory, ordinarily two of three from Chemistry 125/130, 210/211, and 230. Students should note that Chem. 215/216 are prerequisites for several advanced cognate courses in chemistry and biochemistry.
3. One year of introductory physics with laboratory (Physics 140/141 and 240/241) and/or Biology 152/154, or one term of physics with laboratory (Physics 140/141) and one term of biology with laboratory (Biology 195 or 152).
4. Two courses in college mathematics (Math 115 and 116). Students should note that Math 215 and 216 are prerequisites for several advanced cognate courses in math, statistics, and engineering.

Concentration Program.

The concentration requires a minimum 29 credits. A concentration plan must include:

1. GS 232, 442, 425 (or one of GS 422, 473, 478, 479), and 447.
2. Two additional geological sciences courses chosen from GS 201, 222/223, 280, or any geological sciences courses numbered at the 300 level and above, from the list entitled “Primarily for Concentrators” except for research, seminar, and field courses. (Research, seminar, and field courses, however, are highly recommended as extra electives.)
3. In addition concentrators must elect 9 credits of advanced cognate courses. These must be above the prerequisite level, in biology, chemistry, mathematics, statistics, civil and environmental engineering, natural resources and environment, or environmental and industrial health (Public Health), or some combination thereof, and must be approved in advance by the concentration advisor.

Honors Concentration. The honors concentration consists of a series of special academic opportunities supplementary to the regular Environmental Geology Concentration Program. The honors concentration is tailored to fit the needs and interests of individual students. Geological Sciences 490 is elected for 1 credit during each of the four terms of the junior and senior years for: (1) reading and discussion of the professional literature; (2) library research and reporting on a special research problem; (3) research as an assistant to a faculty member or as part of a graduate seminar; and (4) individual research and reporting on a problem or graduate seminar. The honors concentration offers well-qualified students an opportunity to increase the breadth and depth of their undergraduate experience. To be eligible for the honors concentration, students must have at least: (1) a 3.25 grade point average in geological sciences courses elected in the department; and (2) a cumulative grade point average of at least 3.0 at the time of acceptance. Students admitted to the honors concentration complete the requirements for the Environmental Geology Concentration Program.

Ideally, the selection of candidates for honors concentration is made at the beginning of the junior year, but qualified students may be admitted to the program as late as the end of the junior year. Interested students should contact the departmental office for referral to the honors advisor, 2534 C.C. Little Building, 764-1435.

Oceanography

May be elected as a departmental concentration program

Prerequisites to Concentration.

Mathematics 115 and 116; Physics 140, 141, 240, and 241; two of three from Chemistry 125/130, 210/211, and 230; Biology 195 (or equivalent); and Introductory Geology (116, 117, 119, or 120) and Geological Sciences 231.

Concentration Program. All concentrators must complete Geological Sciences (G.S.) 222/223 and one course from among 305, 310, 351, and 418/419. All concentrators must also complete Mathematics 215, 216, and Naval Architecture and Marine Engineering 425 as cognates to the concentration. Each concentrator must then also complete one of the following four options:

1. Marine Geology. 16-18 credits that must include G.S. 449 and the remaining credits chosen from 305, 310, 351, 415, 418/419, 420, 422, 430, 455, 466, 467, 470, 478, 479, 485, Biology 380, Chemistry 365, Natural Resources and Environment (NR&E) 438, and AOS 440.
2. Marine Geophysics. 16-18 credits that must include G.S. 449 and the remaining credits chosen from 305, 310, 351, 483, 484, 485, 487, 488, Chemistry 365, Mathematics 405, 450, 454, 471, and NR&E 438.
3. Marine Geochemistry. 16-18 credits that must include G.S. 478 and the remaining credits chosen from 305, 310, 415, 422, 430, 449, 455, 466, 473, 474, 479, 485, Chemistry 210/211, 215/216, 302, 340, 365, Biology 380, and NR&E 438.

Courses in Geological Sciences (Division 377)

A. Introductory Courses and Courses for Non-concentrators

G.S. 100-115 are short (half-term) courses. They consist of detailed examinations of restricted geologic topics. The department lists the specific courses from this series in the Time Schedule for the terms they are offered (fall and winter terms only). Each course, when offered, meets twice weekly for half of the term (first half or second half), and the specific dates for each course are printed in the Time Schedule. These courses are designed primarily for students with no prior geologic training and they are open to all interested persons. G.S. 100-115 are offered on the graded pattern (optional pass/fail).

100. Coral Reefs. No credit granted to those who have completed or are enrolled in GS 156 (or 260). (1). (NS). (BS).
101. Waves and Beaches. No credit granted to those who have completed or are enrolled in GS 152 (or 276). (1). (NS). (BS).
103. Dinosaurs and Other Failures. No credit granted to those who have completed or are enrolled in GS 149 (or 273). (1). (NS). (BS).
104. Continents Adrift. No credit granted to those who have completed or are enrolled in GS 205 or 146 (or 270). (1). (NS). (BS).
105. Fossils, Primates, and Human Evolution. No credit granted to those who have completed or are enrolled in GS 125. (1). (NS). (BS).
106. Volcanoes and Earthquakes. No credit granted to those who have completed or are enrolled in GS 205, 146, or 147 (or 270 or 271). (1). (NS). (BS).
107. Continental Drift. No credit granted to those who have completed or are enrolled in GS 205, 146, or 147 (or 270 or 271). (1). (NS). (BS).
108. Marine Geology. 16-18 credits that must include G.S. 449 and the remaining credits chosen from 305, 310, 351, 415, 418/419, 420, 422, 430, 455, 466, 467, 470, 478, 479, 485, Biology 380, Chemistry 365, Natural Resources and Environment (NR&E) 438, and AOS 440.
109. Marine Geophysics. 16-18 credits that must include G.S. 449 and the remaining credits chosen from 305, 310, 351, 483, 484, 485, 487, 488, Chemistry 365, Mathematics 405, 450, 454, 471, and NR&E 438.
110. Marine Geochemistry. 16-18 credits that must include G.S. 478 and the remaining credits chosen from 305, 310, 415, 422, 430, 449, 455, 466, 473, 474, 479, 485, Chemistry 210/211, 215/216, 302, 340, 365, Biology 380, and NR&E 438.
111. Marine Biology/Paleobiology. 16-18 credits that must include Biology 380 and the remaining credits from G.S. 305, 418/419, 430, 437, 449, 456, 473, 478, 485, Biology 305, 381, 408, 411, 437, 438, 440, 483/484, Chemistry 365, and NR&E 438.
110. The History of the Oceans. No credit granted to those who have completed or are enrolled in GS 222. (1). (NS). (BS).

111. Climate and Mankind. No credit granted to those who have completed or are enrolled in GS 201 or 151 (or 275). (1). (NS). (BS).

113. Planets and Moons. No credit granted to those who have completed or are enrolled in GS 204 or 158 (or 278). (1). (NS). (BS).

114. The Elements. High school math, physics, and chemistry. No credit granted to those who have completed or are enrolled in GS 142 (or 266). (1). (NS). (BS).

115. Geologic Time. No credit granted to those who have completed or are enrolled in GS 135 or 145 (or 269). (1). (NS). (BS).

116. Introductory Geology in the Field. Reduced credit is granted for GS 116 to those with credit for an introductory course in geology on campus (GS 117, 118, 119, 120, 205, or 206). Consult the department undergraduate advisor for details about reduced credit. HIB at Camp Davis, Wyoming. (8). (NS). (BS).

117. Introduction to Geology. No credit granted to those who have completed or are enrolled in GS 116, 119, or 120. Those with credit for GS 205 may only elect GS 117 for 4 credits. I and II. (5). (NS). (BS).

118. Introductory Geology Laboratory. Prior or concurrent enrollment in GS 119, or 205 and 206, or 135. Credit is not granted for GS 118 to those with credit for an introductory course in geology (GS 116, 117, or 218). I and II. (1). (NS). (BS).

119. Introductory Geology Lectures. No credit granted to those who have completed or are enrolled in GS 116, 117, 120. No credit granted to those who have completed both GS 205 and 206. Those with credit for GS 205 may only elect GS 119 for 3 credits. I and II. (4). (NS). (BS).

120. Geology of National Parks and Monuments. Credit is not granted for GS 120 to those with credit for an introductory course in geology (116, 117, 119). No credit granted to those who have completed both GS 205 and 206. II. (4). (NS). (BS).

123/AOSS 123/Environ. Stud. 123. Life and the Global Environment. No credit granted to those who have completed or are enrolled in GS 277. (2). (NS). (BS).


125. Evolution and Extinction. Those with credit for GS 106 may only elect GS 125 for 2 credits. (3). (NS). (BS). May not be included in a concentration plan in geological sciences.


135. History of the Earth. High school chemistry, physics, and mathematics recommended. No credit granted to those who have completed or are enrolled in GS 145 or 269. Those with credit for GS 115 may only elect GS 135 for 2 credits. (3). (NS). (BS).

140. Science and the Media. (3). (NS).

141(265). How to Build a Habitable Planet. Only first-year students (including first-year students with sophomore standing) may pre-register for this course. All other students need permission of instructor. (3). (NS). (BS).

142(266). From Stars to Stones. High school math and science. Only first-year students (including first-year students with sophomore standing) may pre-register for this course. All other students need permission of instructor. Those with credit for GS 114 may only elect GS 142 for 2 credits. (3). (NS). (BS).

143(267). Gems and Gem Material. Only first-year students (including first-year students with sophomore standing) may pre-register for this course. All other students need permission of instructor. (3). (NS). (BS).

145(269). Evolution of the Earth. Only first-year students (including first-year students with sophomore standing) may pre-register for this course. All other students need permission of instructor. No credit granted to those who have completed or are enrolled in GS 135. Those with credit for GS 115 may only elect GS 145 for 2 credits. (3). (NS). (BS).

146(270). Plate Tectonics. Only first-year students (including first-year students with sophomore standing) may pre-register for this course. All other students need permission of instructor. No credit granted to those who have completed three of GS 105, 107, and 205. Those with credit for one of GS 105 and 107 and only elect GS 146 for 2 credits. Those with credit for GS 205, or both GS 105 and 107, may only elect GS 146 for one credit. (3). (NS). (BS).

147(271). Natural Hazards. Only first-year students (including first-year students with sophomore standing) may pre-register for this course. All other students need permission of instructor. Those with credit for GS 107 or 205 may only elect GS 147 for 2 credits. Those who have credit for both GS 105 and 205 may only elect 147 for 1 credit. (3). (NS). (BS).

148(272). Seminar: Environmental Geology. High school math and science. Only first-year students (including first-year students with sophomore standing) may pre-register for this course. All other students need permission of instructor. No credit granted to those who have completed or are enrolled in GS 284. Those with credit for GS 109 may only elect GS 148 for 2 credits. (3). (NS). (BS).

149(273). Contemporary Dinosaurs. Only first-year students (including first-year students with sophomore standing) may pre-register for this course. All other students need permission of instructor. Those with credit for GS 103 may only elect GS 149 for 2 credits. (3). (NS). (BS).

150/274. Dinosaur Extinction and Other Controversies. Only first-year students (including first-year students with sophomore standing) may pre-register for this course. All other students need permission of instructor. (3). (NS). (BS).

151(275). The Ice Ages: Past and Present. Only first-year students (including first-year students with sophomore standing) may pre-register for this course. All other students need permission of instructor. Those with credit for GS 104 may only elect GS 151 for 2 credits. I. (3). (NS). (BS).

152(276). Coastal Systems and Human Settlements. Only first-year students (including first-year students with sophomore standing) may pre-register for this course. All other students need permission of instructor. Those with credit for GS 101 may only elect GS 152 for 2 credits. (3). (NS). (BS).

153(278). Earthlike Planets. High school science and math recommended. Only first-year students (including first-year students with sophomore standing) may pre-register for this course. All other students need permission of instructor. Those with credit for GS 113 may only elect GS 153 for 2 credits. (3). (NS). (BS).

155(283). Evolution of North America. Only first-year students (including first-year students with sophomore standing) may pre-register for this course. All other students need permission of instructor. No credit granted to those who have completed or are enrolled in GS 411. (3). (NS). (BS).

156(260). Coral Reef Dynamics. High School natural science or Biology. Two credits granted to those who have completed or are enrolled in GS 100. (3). (NS). (BS).

201/Geography 201. Introductory Geography: Water, Climate, and Mankind. No credit granted to those who have completed or are enrolled in GS 214 (or 268). Those with credit for GS 111 may only elect GS 201 for 3 credits. I. (4; 3 in the half-term). (NS). (BS).

204/AOSS 204/Geography 204. The Planets: Their Geology and Climates. High school mathematics through plane geometry and trigonometry. Those with credit for GS 113 may only elect GS 204 for 2 credits. (3). (NS). (BS).

205. How the Earth Works: the Dynamic Planet. No credit granted to those who have completed or are enrolled in GS 117, 119, or 146 (or 270). No credit granted to those who have completed both GS 105 and 107. Those with credit for one of GS 105 and 107 may only elect GS 205 for 1 credit. (NS). (BS).


207. How the Earth Works: A Hands-On Experience. No credit granted to those who have completed or are enrolled in GS 116, 117, 118, or 120. (2). (NS). (BS).

222. Introductory Oceanography. No credit granted to those who have completed or are enrolled in AOSS 203. (3). (NS). (BS). (QR2).


231. Elements of Mineralogy. Prior or concurrent enrollment in Chem. 125/130 or 210/211. Those with credit for GS 232 may elect GS 231 for only 2 credits. I. (4). (Excl). (BS).

232. Earth Materials. Prior or concurrent enrollment in Chem 125/130 or 210/211. Those with credit for GS 231 may elect GS 232 for only 2 credits. (4). (NS). (BS).

279/Environ. Stud. 359. Ocean Resources. High school science and math recommended. Only first-year students (including first-year students with sophomore standing) may pre-register for this course. All other students need permission of instructor. (3). (NS). (BS).
Organismal Function and Evolution.
Environmental Geochemistry.
Geology of Michigan.
Roy C. Cowen, Timothy Bahti, Professors
May be elected as a departmental concentration.
Web site: http://www.lsa.umich.edu/german/
3110 Modern Languages Building
284. Environmental Geology. No credit granted to those who have completed or are enrolled in GS 148 (or 272). Those with credit for GS 147 (or 271) may only elect GS 284 for 3 credits. (4). (NS). (BS).
411. Geology of Michigan. No credit granted to those who have completed or are enrolled in GS 155 (or 283). (3). (Excl). (BS).

B. Primarily for Concentrators
310. Petrology. GS 231 and either an introductory geological sciences course or GS 351 to be elected prior to or concurrently with GS 310. II. (4). (BS).
351. Structural Geology. GS 117 or 119. II. (4). (Excl). (BS).
442. Earth Surface Processes and Soils. Upper-class standing; an introductory course in physical geology is recommended but not required. I. (4). (Excl). (BS).
447. Archaeological Geology. GS 442 or 448; and one 300-level (or higher) course in anthropological or classical archaeology. II. (3). (Excl). (BS).
450/Biol. 485/NavArch 450/NR&E 450. Aquatic Science Field Studies. Junior science or engineering concentrators. Those with credit for GS 223 may only elect GS 450 for 5 credits. IIIa in Grand Haven, Michigan. (6 in the half-term). (NS). (BS).
468. Introduction to Signal and Image Processing in the Earth Sciences. Math. 116. Prior or concurrent enrollment in a structured computer language such as "C" or Pascal. (3). (Excl). (BS).
489. Geological Sciences Honors. Permission of instructor. (1-6). (Excl). (INDEPENDENT). May be repeated for a total of six credits.
498. Research or Special Work. Permission of instructor. (1-6). (Excl). (INDEPENDENT). May be repeated for a total of six credits.
499. Research or Special Work. Permission of instructor. (1-6). (Excl). (INDEPENDENT). May be repeated for a total of six credits.

Germain Languages and Literatures

Assistant Professors
Helmut Puff, Early Modern German Literature and History, Gender Studies
Hubert Rast, Comparative Literature, Literary Theory, Modernism, Literature and the Law
Scott Spector, Cultural History, Intellectual History, Film, German-Jewish Culture

Lecturers
Antonius Broos, Dutch Language and Literature
Monika Dressler, Germanic Linguistics, Historical Syntax, Language Pedagogy
Janet Van Valkenburg, Business German, 19th-Century Literature

Professors Emeriti
Gerhard Dunnhaupt, Hansjoerg Schelle

The immediate objective of the study of the second language is to develop the practical ability to understand and communicate with people of other nations and cultures. The world’s business is conducted on a global scale, and Germany had emerged as the strongest economy in Europe. Even more important for the cultural growth of the liberal arts student is a first-hand, fundamental knowledge of the aesthetic, philosophical, and scientific foundations of modern thought. Here, too, German is of paramount importance. At every level of our undergraduate program, we strive to adapt to the cognitive abilities and intellectual curiosity of adult students. Our language courses focus systematically on the development of all four basic language skills (listening, speaking, reading, and writing), while emphasizing context and meaning at all levels and in all spheres of the language acquisition process. It is fundamental to our program that all language courses encourage students to explore other world-views and learn to think critically about culture.

The goals for the first two years of language study include: increasing the level of profi-
ciency in beginning and intermediate lan-
guage students, working towards a closer fit
with the developing Language Across the
Curriculum (LAC) program, and meeting the
needs and interests of the majority of stu-
dents so that they will find the language re-
quirement stimulating and useful. Our spe-
cial topics courses (German 232) are meant
to provide an introduction to the discourse
and substance of various disciplines and thus
become stepping stones to LAC courses and
to coursework outside of the German major
proper. These special topics courses in-
clude: German politics and economics, his-
tory and economics, literary topics, as well
as mathematical and scientific German.

Intermediate and advanced courses are de-
dsigned to enhance the language skills, as
well as to acquaint students with outstanding
works of literary and cultural significance in
German speaking countries. These courses
often are populated by concentrators
(majors), but are open to all students who
meet prerequisites regardless of concentra-
tion area. The developing German Studies
program will also provide students with non-
literary interests the opportunity to pursue
their interests in German speaking countries.

The objectives of the concentration program
in German are: (1) to develop facility in the
use of German; (2) to provide an integrated
knowledge of major German writers in vari-
ous disciplines; and (3) to gain insight into
the history of German culture. Concentra-
tion in German provides valuable back-
ground for work in international relations
(commerce, diplomacy) and in various other
professional fields. Consequently, dual con-
centrations in German and another subject
(History, Political Science, etc.) are strongly
encouraged.

Information about graduate opportunities
and careers specifically available to students
concentrating in German may be obtained
from the department office.

Students who enter the University with a
background in the German language are
strongly urged to continue their study of the
language without interruption during their
first and second years.

Placement Test. Students with high school
credit for German who intend to complete
the A.B./B.S. language requirement in Ger-
man must take a placement test administered
by Germanic Languages. The placement
test indicates the first course which may be
selected for degree credit without departmental
permission. Students who have attained a
fourth-term proficiency (German 232 or the
equivalent) are considered to have satisfied
the language requirement and may elect
more advanced courses.

Questions regarding placement and the
placement test should be directed to Monika
Dressler.

Language Resource Center. The depart-
ment maintains collections of videos, audio-
recordings, and numerous multi-media re-
sources closely coordinated with the content
of the various courses. The LRC provides
students with an opportunity to improve
their command of the spoken language by
listening to recordings of native speakers.
Certain courses require the regular use of the
LRC’s equipment and facilities.

Prizes. The Bronson-Thomas Prize (the in-
terest on $1,000) is awarded biennially to an
undergraduate student enrolled in junior-
level German courses. The Kothe-Hildner
fund provides two or more prizes in a com-
petition open to students enrolled in second-
and third-year German. The German De-
partment Martin Haller Prize is awarded an-
nually to the student who submits the best
honors thesis in German 492.

Student Organizations. The department
spONSors a chapter of the German honorary
society, Delta Phi Alpha, to which qualified
seniors and graduate students may be
elected.

Several times each term graduate students
organize a Kaffeestunde which offers an op-
portunity for undergraduate and graduate
students to meet informally and converse in
German. The Kaffeestunde is often arranged
around a program theme.

The undergraduate German Club sponsors a
variety of activities aimed at promoting in-
terest in German culture, language, and so-
ciety.

The Max Kade German House. With the
support of the Max Kade Foundation, the
German Department sponsors a residence
facility for men and women students. A
German-speaking resident director as well as
a resident tutor facilitate the creation of a
German environment. The Max Kade
House presents regular programs of German
films free-of-charge to all interested mem-
bers of the University community. Lectures
and social events are sponsored by the resi-
dents of the house. Students with the equiv-
alent of two terms of college German are el-
igible to apply through the Housing Office.

German Studies in Translation. In the
spirit of the Great Books courses, the Ger-
man department currently offers a number of
courses based on the use of translations.
These courses include selected literary clas-
sics from the Middle Ages to modern times,
but also many other subjects, such as Ger-
man film, German history, and German
thought. Offerings vary from term to term:
please consult the Time Schedule each term.

German

May be elected as a departmental concentra-
tion program

Prerequisites to Concentration. German
101, 102, 231, 232, or the equivalent.

Concentration Program. Required are (1)
30 credits in German beyond German 232,
and (2) six credits in cognate areas. Courses
in German must include 325 or 326; two
300-level courses selected from 381, 382,
383, 384, 385, and RC 321; 425 or 426 or the
equivalent; two 400-level German
courses selected from 414, 450-459, and
499; and at least four additional advanced
German courses. A minimum of 15 of the
required 30 credits must be taken either in
residence or through a study abroad program
affiliated with the University of Michigan.
The cognate requirement may be met by se-
lecting advanced courses from the related
disciplines such as English, ancient or mod-
ern languages and literatures, linguistics,
history, history of art, music, philosophy, or
political science. Equivalent courses taken
elsewhere may be taken in lieu of these, as
allowed by the College and with the per-
mission of the concentration advisor.

Honors Concentration. In meeting the re-
quirements stated above (30 credits in Ger-
man, six credits in cognates), students admit-
ted to the honors concentration must include
German 491 and 492 (honors proseminar
and thesis). Completion of preliminary
work with distinction is a prerequisite to ac-
ceptance in the honors concentration in
German. Admission is granted to qualified
students as of the second term of the sopho-
more year. For further information, consult
Professor Rast at 764-8018.

Teaching Certificate. To secure depart-
mental recommendation for a teaching ma-
jor, students should elect at least three addi-
tional credits of senior or advanced work
(usually either German 425 or 426) beyond
the required concentration courses. To meet
the requirements for a teaching minor in
German, students should complete German
325, 326, any two courses selected from
among German 381, 382, 383, 384, 385,
and eight additional credits of senior work
(German 425, 426 and 531 are particularly
recommended). All teaching certificate can-
didates should consult Monika Dressler
whose hours are posted on the department
bulletin board.

Advising. During the registration period at
the beginning of each term, a representative
is available in the department office to ad-
vise students about their course elections.
A concentration plan in German is developed
in consultation with and must be approved
by Professor Kyes, the concentration advi-
sor. Appointments are scheduled by calling
Prof. Kyes at 764-8018. German Depart-
ment faculty are also available to students
during regularly scheduled office hours which are posted on the bulletin board outside 3110 MLB.

**Study Abroad.** A general description of study abroad programs sponsored by the University of Michigan and general information about other study abroad opportunities are described under Office of International Programs in this chapter.

**Scandinavian Studies**
Lotta Olvegård, Director

**Professors** K. Marzolf (Architecture), affiliated Professor at UM–Dearborn, L. Bjorn (Political Science)

**Lecturers** L. Olvegård, (Language and Literature) and K. Herold (Literature)

The study of Scandinavian provides insight into the cultural heritage of the modern societies. These countries today rank high in the attainment of quality of life goals of the post-industrial society and offer interesting comparisons for other industrial and third world societies.

The Scandinavian program offers courses that take the pan-Scandinavian view in literature, history, society, and the arts plus those that focus in depth on Swedish language and literature. Work at the University of Uppsala during a junior year abroad program further enhances students’ opportunity for graduate study, careers in teaching, international business, or global organizations.

**Courses in Other Departments**

The following courses are offered by other departments and programs:

- History 428, The History of Scandinavia
- English 447, Modern Drama (Ibsen and Strindberg)
- Film/Video 412, Major Directors (Bergman)
- Religion 375, Celtic and Nordic Mythology
- RC Hums 383, Ibsen and Strindberg
- RC SS 320, Exploring Alternatives to Capitalism (Social Welfare Systems)
- Philosophy 371, Existentialism/Kirkegaard
- History of Art 572, Expressionism in 20th-Century Art (Munch).

**Courses in Dutch (Division 357)**

- 100. Intensive First-Year Speaking and Reading. Graduate students should elect the course as Dutch 500. No credit granted to those who have completed or are enrolled in Dutch 112. (8 in the half-term). (LR).
- 111. First Special Speaking and Reading Course. Graduate students should elect the course as Dutch 511. No credit granted to those who have completed or are enrolled in Dutch 100. (4). (LR).
- 112. Second Special Speaking and Reading Course. Dutch 111. Graduate students should elect the course as Dutch 512. No credit granted to those who have completed or are enrolled in Dutch 100 or 103. No credit granted to those who have completed or are enrolled in 100 or 102. (4). (LR).
- 205. Conversation Practice. German 102 or 103. Students previously enrolled in a 300- or 400-level conversation course may not register for 205 or 206. (1). (Excl). Offered mandatory credit/no credit.
- 206. Conversation Practice. German 102 or 103. Students previously enrolled in a 300- or 400-level conversation course may not register for 205 or 206. (1). (Excl). Offered mandatory credit/no credit.
- 211. Accelerated Third Semester German. Placement test. No credit granted to those who have completed 230 or 231. Four credits granted to those who have completed German 102 or 103. (5). (Excl).
- 230. Intensive Second-Year Course. German 102 or 103. No credit granted to those who have completed or are enrolled in 221, 231, or 232. (8). (LR).
- 231. Second-Year Course. German 102 or 103, or the equivalent (placement test). No credit granted to those who have completed or are enrolled in 230 or 221. (4). (LR).
- 232. Second-Year Course. German 221 or 231 or the equivalent (placement test). No credit granted to those who have completed or are enrolled in 230 or 231. Four credits granted to those who have completed German 102 or 103. (5). (Excl).
- 395. Topics in Dutch Literature. Dutch 322. (3). (Excl). May be repeated for a total of six credits.

**German Courses (Division 379)**

- 112. Second Special Reading Course. German 111 or the equivalent (placement test). (4). (Excl).
- 205. Conversation Practice. German 102 or 103. Students previously enrolled in a 300- or 400-level conversation course may not register for 205 or 206. (1). (Excl). Offered mandatory credit/no credit.
- 206. Conversation Practice. German 102 or 103. Students previously enrolled in a 300- or 400-level conversation course may not register for 205 or 206. (1). (Excl). Offered mandatory credit/no credit.
- 211. Accelerated Third Semester German. Placement test. No credit granted to those who have completed 230 or 231. Four credits granted to those who have completed German 102 or 103. (5). (Excl).
- 230. Intensive Second-Year Course. German 102 or 103. No credit granted to those who have completed or are enrolled in 221, 231, or 232. (8). (LR).
- 231. Second-Year Course. German 102 or 103, or the equivalent (placement test). No credit granted to those who have completed or are enrolled in 230 or 221. (4). (LR).
- 232. Second-Year Course. German 221 or 231 or the equivalent (placement test). No credit granted to those who have completed or are enrolled in 230 or 231. Four credits granted to those who have completed German 102 or 103. (5). (Excl).
- 305. Conversation Practice. German 232; concurrent enrollment in a 300-level course is encouraged but not necessary. Students who have previously participated in a 400-level conversation course may not register for 305 or 306. (1). (Excl). Offered mandatory credit/no credit. This course does not satisfy the
GERMANIC LANGUAGES AND LITERATURES / 91

language requirement. May be elected for credit twice.

306. Conversation Practice. German 232; concurrent enrollment in a 300-level course is encouraged but not necessary. Students who have previously participated in a 400-level conversation course may not register for 305 or 306. (1). (Excl). Offered mandatory credit/no credit.


382. Nineteenth to Twentieth-Century Drama. German 232. (3; 2 in the half-term). (Excl). (HU). May not be repeated for credit.

383. German Lyric Poetry. German 232. (3; 2 in the half-term). (HU). May not be repeated for credit.

384. Short Fiction: Romanticism to Realism. German 232. (3; 2 in the half-term). (HU). May not be repeated for credit.

385. Short Fiction: Naturalism to the Present. German 232. (3; 2 in the half-term). (HU).

405. Conversation Practice. German 305 or 306. (1). (Excl). Offered mandatory credit/no credit.

406. Conversation Practice. German 305 or 306. (1). (Excl). Offered mandatory credit/no credit.

415. The German Language Past and Present. One year beyond 232. (3; 2 in the half-term). (Excl).

425. Advanced German. German 325/326. (3; 2 in the half-term). (Excl).

426. Advanced German. German 325/326. (3; 2 in the half-term). (Excl).


450. Medieval German Literature in Modern German Translation. One year beyond 232. (3; 2 in the half-term). (Excl).

457. Twentieth Century German Fiction. One year beyond German 232. (3; 2 in the half-term). (Excl).

472. German Literature from Its Beginning to the Present II. One year beyond 232. (3). (Excl).

491. German Honors Proseminar. Senior Honors standing. (3; 2 in the half-term). (Excl). May not be repeated for credit.

492. German Honors Proseminar. Senior Honors standing. (3; 2 in the half-term). (Excl). May not be repeated for credit.

493. German Literature after 1945. One year beyond German 232. (3; 2 in the half-term). (Excl).

500. Introduction to Germanic Linguistics. (3). (Excl).

504. History of the German Language. Graduate standing; or permission of instructor. (3; 2 in the half-term). (Excl).

506. Seminar in the Structure of Modern German. German 415. (3; 2 in the half-term). (Excl).

531/EducationD 431. Teaching Methods. Senior standing; and candidate for a teaching certificate. (3; 2 in the half-term). (Excl).

540. Introduction to German Studies. Permission of instructor. (3). (Excl).

German Literature and Culture in English

171/Hist. 171. Coming to Terms with Germany. (4). (HU).

180. First Year Seminar. Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (3). (HU).

250. Literature and Culture of War in Germany. (3). (HU).

310. Readings in German Culture. Residence in Max Kade German House; others by permission of instructor. (3; 2 in the half-term). (Excl). May be repeated for a total of four credits.

330. German Cinema. (3; 2 in the half-term). (Excl). Laboratory fee ($12) required.

331. Contemporary German Film. (3). (Excl). Laboratory fee ($50) required.

360. Art and Politics in the Weimar Republic. (3). (HU).


402. German Thought from Marx to Wittgenstein. Junior or senior standing. (3; 2 in the half-term). (Excl).

442. Faust and the Faust Legend in English Translation. Junior or senior standing. (3; 2 in the half-term). (Excl).

448. Modern Classics in Translation: Mann, Kafka, Rilke, and Brecht. (3). (Excl).

449. Special Topics in English Translation. (3). (Excl). May be repeated for a total of 9 credits.


Scandinavian Courses (Division 471)


430. Colloquium in Scandinavian Literature. Reading knowledge of Swedish. (3; 2 in the half-term). (Excl). May be elected twice for credit.

Scandinavian Courses in English

131. Scandinavian Culture. (3). (Excl).

331. Introduction to Scandinavian Civilization. (3). (HU).

100. Elementary Swedish. No credit granted to those who have completed or are enrolled in Swedish 104. (8). (LR).


103. Elementary Swedish. No credit granted to those who have completed or are enrolled in Swedish 100. (4). (LR).

104. Elementary Swedish. Swedish 103. No credit granted to those who have completed or are enrolled in Swedish 100. (4). (LR).


430. Colloquium in Scandinavian Literature. Reading knowledge of Swedish. (3; 2 in the half-term). (Excl). May be elected twice for credit.


460. Issues in Modern Scandinavia. Introductory sociology or introductory political science. (3). (Excl). May be repeated for a total of six credits.

495. Pre-thesis Research. Open only by invitation to Honors concentrators in Scandinavian Studies. (2). (Excl).

496. Senior Honors Thesis. Open only by invitation to Honors in Scandinavian Studies. 495 is prerequisite to 496. (4). (Excl).
Great Books

Courses in Great Books (Division 382)

157/Phil. 157. Great Books in Philosophy. Students are strongly advised not to take more than two Philosophy Introductions. (3; 2 in the half-term). (HU).

191. Great Books. Open to Honors first-year students only. No credit granted to those who have completed or are enrolled in Gt. Bks. 201 or Classical Civ. 101. (4). (HU).


201. Great Books of the Ancient World. No credit granted to those who have completed or are enrolled in Gt. Bks. 191 or Classical Civ. 101. (4). (HU).


204/Physics 204. Great Books in Physics. (4). (NS).

History

1029 Tisch Hall
(734) 764-6305
Web site: http://www.lsa.umich.edu/history/
Professor Rebecca J. Scott, Chair

May be elected as a departmental concentration program

Professors

W. Andrew Achenbaum, Aging, U.S. social
Francis X. Blouin, Archives administration
Jane Burbank, Russian intellectual

Chun-shu Chang, Ancient and early imperial China, early modern, Chinese historical literature

David W. Cohen, Pre-colonial and 20th-Century Africa – eastern and southeastern; International internationale

Juan R. Cole, Modern Middle East, Muslim South Asia, social, cultural

Frederick Cooper, East Africa

Geoffrey Eley, Modern Europe, Germany, nationalism and socialism

Todd M. Endelman, Modern Jewish

John V. A. Fine, Medieval and modern Balkans, Byzantium

Sidney Fine, Recent U.S., American labor

Thomas A. Green, England, U.S. constitutional and legal

Raymond Greer, Modern Europe, social and comparative, Italy and France

Sarah C. Humphreys, Ancient, Greek

David L. Lewis, United States business

Earl Lewis, Afroamerican history

Victor B. Lieberman, Southeast Asia, pre-modern Burma

Rudi P. Lindner, Ottoman, inner Asia, Byzantium

Sabine MacCormack, Late antiquity, Spanish Empire

Michael MacDonald, Early modern England, social and cultural, history of medicine

Terrence McDonald, U.S. political, urban, historiography

Regina Morantz-Sanchez, History of medicine, gender/women, social

Martin Pernick, History of medicine

Sonya Rose, Modern Britain, labor, women

William G. Rosenberg, Russia, comparative revolutionary movements

Rebecca J. Scott, Latin America, slavery and emancipation, labor systems

Carroll Smith-Rosenberg, women’s history, history of sexuality, early America

Nicholas H. Steneck, History of science and values, science policy

Ann Stoler, Race and colonial history, gender/women’s history, Southeast Asia

Thomas N. Tentler, Early modern, Reformation, late medieval

J. Mills Thornton, U.S. South, U.S. 1815-1877

Thomas R. Trautmann, Ancient India, kinship, history of anthropology

Raymond Van Dam, Roman and early medieval history

Martha J. Vicinus, British women’s history

Maris A. Vinovskis, U.S. social, family, demographic

Ernest P. Young, East Asia, modern China

Associate Professors

Richard Candida Smith, U.S. Intellectual, oral history

Kathleen M. Canning, Modern German and European social history, gender/women’s history

Ferdnando Coronil, Latin America, cultural, political history, state formation, post coloniality.

Laura Lee Downs, Modern Europe, labor, women

Joel D. Howell, History of medicine

Diane O. Hughes, Medieval

Susan Juster, Early American, gender, religion

Carol Karlsen, U.S. women’s history

Valerie A. Kivelson, Early modern Russia

Rudolf Mrazek, Southeast Asia

Leslie Pincus, modern Japan, intellectual, cultural

Hitomi Tonomura, Premodern Japan, East Asia, social, women’s history

Assistant Professors

John Carson, American intellectual culture

Sueann Caulfield, Modern Latin America, Brazil, gender studies

Matthew Connelly, international history, U.S. diplomatic, race and ethnicity

David J. Hancock, early America, economic history

Nancy Hunt, Africa, women’s history, history of medicine

Kali Israel, Modern Britain, women’s history, modern Europe

Michele Mitchell, African American History

Maria Montoya, American West, environmental, Latino

Stephanie Platz, 19th- and 20th-century Armenian history and culture

Brian Porter, East Europe, intellectual
Helmut Puff, *early modern Europe, history of sexuality*
David Scoby, *U.S. cultural, social, working class history*
Julius Scott, *African American, early America, the Atlantic*
Scott Spector, *German intellectual*
Michael Wintroub, *early modern Europe, France*

The field of historical study embraces all recorded expressions of human activity. History includes the record of the political experiences of a people in its internal and external phases, and it also surveys the social and economic aspects of life, forms of artistic expression, intellectual achievements, scientific progress, and religious beliefs. Because of its broad scope, history provides an excellent approach to all studies that emphasize human activities.

**Prerequisites to Concentration.** One of the five introductory survey sequences: History 110-111, 121-122, 151-152, 160-161, or 200-201.

**Concentration Program.** Concentration in history requires eight 3- or 4-credit courses, at least four of which must be taken in residence at the UM–Ann Arbor. At least five of the eight courses in history must be elected at the 300-level or above. Credits earned from survey sequence courses taken as a prerequisite to concentration may not be included in a concentration program, but credits earned from survey sequence courses not used to satisfy the prerequisite requirement may be counted for concentration. The concentration program must include at least one junior-senior colloquium (History 396 or 397). In addition, concentrators must elect at least one course in American history, at least one course in European or ancient history, and at least one course in non-Western or Latin American history. Students should consult a concentration advisor on whether a course satisfies this area requirement. Courses taken to satisfy the prerequisite requirement or the colloquium requirement may also be used to satisfy this area requirement. Finally, concentrators must elect six credits of cognate courses. Cognate courses are usually elected in the social sciences or the humanities; the cognate credits must be earned in a single department and must be from upper-level courses. In most cognate departments there are some courses which do not satisfy the history cognate requirement; a course is cognate to history only if it deepens the student’s understanding of history. Thus, for instance, in the English department, literature courses are cognate but creative or expository writing courses are not, and in the language departments, courses in the literature or culture of a people are cognate but courses which offer training in how to speak the language are not. Students should consult with a concentration advisor to be certain whether or not a given course is acceptable to the History Department.

Aside from the necessity to satisfy the requirements listed above, the department specifies no single pattern of courses for concentration. Students develop a concentration plan in consultation with their advisor. Generally, such plans focus upon geographic areas (e.g., American or French history), methodological themes (e.g., demography), or topical developments (e.g., industrialization).

For purposes of history concentration credit, no more than 12 credits may be elected from History 394, 395, 396, 397, 398, and 399.

**Honors Concentration.** The Junior-Senior Honors Program in the Department of History is open to juniors interested in concentrating in history who have maintained at least a 3.25 grade point average overall and a 3.5 average in history courses. Applications for the program, which are available in the History Department office in 1029 Tisch Hall, are accepted annually at the end of October, and the usual applicant is a first-term junior. The History Department’s Honors Committee accepts about 25 students into the program, and admission decisions will be based on a student’s academic performance, background in history, demonstrated ability to write, and recommendations by history faculty. High grade point average alone does not guarantee admission. Accepted students will be notified in November and will begin their participation in the program the following January in History 398, the Junior Honors Colloquium.

Members of the Honors Program must fulfill all the usual requirements for concentration in history and the two honors courses they are required to take, History 398 (4 credits) and History 399 (6 credits), count toward the fulfillment of these requirements. History 398, the Junior Honors Colloquium, provides a rigorous introduction to historical research in general and honors thesis topics and research in particular. During this course students must arrive at a topic and obtain an advisor for their senior honors thesis. This course also provides intensive training in writing and, therefore, satisfies the junior/senior ECB writing requirement. Completion of the History 398-399 Honors Sequence also satisfies the "colloquium" requirement for history concentration, described above.

History 398 is offered only in the winter term and because it is the foundation for work on the senior thesis, it is normally an inflexible prerequisite for all honors students. Students who cannot fit this course into their schedules will not be admitted to the program. In the case of a truly exceptional student, however, the Honors Committee is willing to waive this requirement when the student is abroad during the second term of junior year but wishes to write a thesis nonetheless. Such an exception will be made only under the following conditions: Before leaving for the term/year abroad, the student must find an advisor and work out a thesis topic in conjunction with the advisor. Next, the student must submit an application for admission to the Honors Program, understanding that chances for admission to the Program are no better, or worse, than those of other applicants. The application must include a detailed project proposal, endorsed by the student’s advisor. Finally during the study time abroad, the student remains provisionally accepted until a full prospectus has been submitted for the thesis project, approved by the advisor and by two instructors in History 398. The prospectus is due by April 1 of the junior year and admission to History 399, like that of those students enrolled in History 398, is contingent on having an acceptable prospectus approved by the end of winter term in the junior year. Those who wish to write an honors thesis in history but do not plan to be in residence during the winter term of junior year, are strongly encouraged to seek out an Honors History advisor during the sophomore year, so that those requirements can be met in a timely fashion. Students failing to achieve a B+ or better in History 398 will not be encouraged to continue in the program.

History 399, the Senior Honors Colloquium, is a year-long writing workshop led by a faculty member which includes all seniors writing honors theses. Although the thesis is written primarily under the guidance of the faculty advisor, students help one another with projects in the workshop by sharing experiences, advice, interests, and, ultimately, portions of their theses. Completed theses, which must be submitted by April 1, usually range anywhere from 60 to 100 pages. They are evaluated by a committee of three faculty members including the student’s advisor, on the basis of the quality of the research, analysis, and writing. The letter grade for History 399 and the level of honors with which the student will be graduated (i.e., “honors,” “high honors,” “highest honors”) are based on the evaluations of the thesis. Theses handed in more than two weeks past the due date are not eligible for an honors rank.

Students with questions about the program are welcome to pursue them by meeting with the History Department’s Honors concentration advisors.

**Advising.** Appointments with concentration advisors and Honors concentration advisors are scheduled at the History department, 1029 Tisch Hall. Students should see a concentration advisor as soon as possible. Advisors are available during regularly scheduled office hours.

**Teaching Certificate.** A teaching certificate with a major in History requires at least 30 credits of history and must include 8 credits...
of U.S. history (colonial or national period) and two courses in non-United States history. The general requirements for a teaching certificate are described elsewhere in this Bulletin. Students should also consult the School of Education Office of Academic Services.

**Student Associations.** History concentrators with an average of 3.5 or better in their history courses are encouraged to join the history honors society, Phi Alpha Theta, a group which fosters an exchange of ideas between students and faculty, and among students, about common historical interests. Two members of the society are elected to sit on the department’s curriculum committee.

**Half-Term Information.** Some courses offered in half terms will carry reduced credit hours. Refer to the Time Schedule for specific credit hour information.

<table>
<thead>
<tr>
<th>100-Level Courses are Survey Courses and Introductory Courses for First- and Second-Year Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>110. Medieval, Renaissance, and Reformation Europe. (4; 3 in the half-term). (SS).</td>
</tr>
<tr>
<td>111. Modern Europe. Hist. 110 is recommended as prerequisite. (4; 3 in the half-term). (SS).</td>
</tr>
<tr>
<td>121. Great Traditions of East Asia. (4; 3 in the half-term). (HU).</td>
</tr>
<tr>
<td>132/AAPTIS 100/ACABS 100/HJCS 100. Peoples of the Middle East. (4; 3 in the half-term). (HU).</td>
</tr>
<tr>
<td>151/Asian Studies 111. South Asian Civilization. (4; 3 in the half-term). (HU).</td>
</tr>
<tr>
<td>152/Asian Studies 112. Southeast Asian Civilization. (4; 3 in the half-term). (SS).</td>
</tr>
<tr>
<td>160. United States to 1865. (4; 3 in the half-term). (SS).</td>
</tr>
<tr>
<td>161. United States, 1865 to the Present. (4; 3 in the half-term). (SS).</td>
</tr>
<tr>
<td>171/German 171. Coming to Terms with Germany. (4). (HU).</td>
</tr>
<tr>
<td>195. The Writing of History. (4). (Introductory Composition). This course may not be included in a history concentration.</td>
</tr>
<tr>
<td>196. First-Year Seminar. Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (3). (SS).</td>
</tr>
<tr>
<td>197. First-Year Seminar. Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (3). (HU).</td>
</tr>
<tr>
<td>200-Level Courses are for Sophomores and Upper Class Students</td>
</tr>
<tr>
<td>210/MARC 210. Early Middle Ages, 300-1100. (4; 3 in the half-term). (SS).</td>
</tr>
</tbody>
</table>

**Courses in History (Division 390)**

| 211/MARC 211. Later Middle Ages, 1100-1500. (4). (SS). |
| 213/MARC 213. The Reformation. (3). (HU). |
| 220. Survey of British History to 1688. (4; 3 in the half-term). (SS). |
| 221. Survey of British History from 1688. (4). (SS). |
| 225. Europe and the New World. (4; 3 in the half-term). (SS). |
| 249/Korean 249. Introduction to Korean Civilization. (3). (HU). |
| 250. China from the Oracle Bones to the Opium War. (3). (HU). |
| 255. Gandhi’s India. History 151 recommended. (4; 3 in the half-term). (Excl). |
| 284. Sickness and Health in Society: 1492 to the Present. First-year students must obtain permission of the professor. (3). (SS). |
| 286/Rel. 286. A History of Eastern Christianity from the 4th to the 18th Century. (3). (HU). |
| 287/Armenian 287. Armenian History from Prehistoric Times to the Present. (3). (Excl). |

- **300-Level Courses and Above are for Juniors and Seniors**
- **306/ACABS 321/Rel. 358. History and Religion of Ancient Israel. (3). (HU).**
- **307/ACABS 322/Rel. 359. History and Religion of Ancient Judaism. May be elected independently of Hist. 306. (3). (HU).**
- **308/Religion 308. The Christian Tradition in the West from New Testament to Early Reformation. (4). (Excl).**
- **309/Religion 309. The Christian Tradition in the West from Luther and Calvin to the Present. (4). (Excl).**
- **318. Europe in the Era of Total War, 1870-1945. (4; 3 in the half-term). (SS).**
- **319. Europe Since 1945. (4; 3 in the half-term). (SS).**
- **320. Britain, 1901-1945: Culture and Politics. (3). (Excl).**
- **321. Postwar Britain. Hist. 221 is recommended. (3). (Excl).**
- **333/REES 396/Poli. Sci. 396/Slavic 396/Soc. 393. Survey of East Central Europe. No credit granted to those who have completed or are enrolled in REES 397. (4; 3 in the half-term). (SS). Laboratory fee ($10) required.**
- **334/MENAS 334/AAPTIS 364. Selected Topics in Near and Middle Eastern Studies. (3). (Excl).**
- **336/CAAS 336/WS 336. Black Women in America. (3). (SS).**
- **346/NR&E 356. Environmental History and the Tropical World. (3). (Excl).**
- **350/Great Books 350/Amer. Cult. 360. Great Books of the Founding Fathers. Open to sophomores, juniors, and seniors. (3). (Excl).**
- **351(251). Modern China. (3). (SS).**
- **363. U.S. Foreign Policy and International Politics Since World War II. (4). (Excl).**
- **365/CAAS 334/Amer. Cult. 336. Popular Culture in Contemporary Black America. (3). (HU).**
- **368/Amer. Cult. 342/WS 360. History of the Family in the U.S. (4; 3 in the half-term). (SS).**
- **370/WS 370. Women in American History to 1870. (3). (Excl).**
- **371/WS 371. Women in American History Since 1870. (4; 3 in the half-term). (Excl).**
- **372/WS 372. Women in European History, 1750 to the Present. (3). (Excl).**
- **373/Amer. Cult. 373. History of the U.S. West. (4; 3 in the half-term). (HU).**
381. History of the Jews from the Moslem Conquests to the Spanish Expansion. (3). (Excl).
382. Modern Jewish History to 1880. (3). (Excl).
386. The Holocaust. (4). (Excl).
391. Topics in European History. (3). (Excl). May be elected for credit twice.
392. Topics in Asian and African History. (3). (Excl). May be elected for credit twice.
393. Topics in U.S. and Latin American History. (3). (Excl). May be elected for credit twice.
395. Reading Course. Open only to history concentrators by written permission of instructor. Only 12 credits of History 394, 395, 396, 397, 398, and 399 may be counted toward a concentration plan in history. (1-4; 1-3 in the half-term). (Excl). (INDEPENDENT). May be repeated for a total of twelve credits.
396. History Colloquium. History concentrators are required to elect Hist. 396 or 397. Only 12 credits of History 394, 395, 396, 397, 398, and 399 may be counted toward a concentration plan in history. (3). (SS). May be repeated for a total of twelve credits.
399. Honors Colloquium, Senior. Honors students and senior standing. Only 12 credits of History 394, 395, 396, 397, 398, and 399 may be counted toward a concentration plan in history. (4; 3 in the half-term). (Excl).
400. Problems in Greek History I. (3). (Excl).
402. Problems in Roman History I. (3). (Excl).
403. Problems in Roman History II. (3). (Excl).
408/430. Byzantine Empire, 284-867. (3; 2 in the half-term). (Excl).
409/431. Byzantine Empire, 867-1453. (3; 2 in the half-term). (Excl).
414/MARC 428. Northern Renaissance and Reformation. (3). (Excl).
420. Modern Germany. No credit for those who have completed or are enrolled in History 418 or 419. (3). (SS).
423. Social History of Europe in the 19th Century. (3). (SS).
429/143. Discovery. (3). (Excl).
430/530. History of the Balkans from the Sixth Century to 1878. (3; 2 in the half-term). (Excl).
433. Imperial Russia. (3; 3 in the half-term). (SS).
438. Modern Germany. History concentrators by written permission of the Associate Chairman.
439. Eastern Europe from 1500 to 1900. (3). (Excl).
443/AAPTIS 467. Modern Middle East History. (3). (Excl).
444. Inner Asia, Russia, and China. One course in Russian, Chinese, or Near Eastern history. (3). (Excl).
446/CAAS 446. Africa to 1850. (3). (SS).
448/CAAS 448. Africa Since 1850. (3). (SS). (R&E).
449. Topics in Middle Eastern History. (3). (Excl).
450. Japan to 1800. (3). (Excl).
452. Modern Southeast Asian History. (3). (Excl).
454. The Formation of Indian Civilization to 320 A.D. (3). (Excl).
456. Mughal India. (3). (Excl).
457. History of India, 1750-1900. (3). (Excl).
460. American Colonial History to 1776. History 160, or a similar survey course in early American history, is strongly recommended thought not required. (3). (SS).
462. The Origins of the American Civil War, 1830-1860. (3). (SS).
466. The United States, 1901-1933. (4). (SS).
467. The United States Since 1933. (4). (SS).
478. Topics in Latin American History. (3). (Excl).
479. The Russian Orthodox Church: History, Culture, Politics, 988-Present. (4). (Excl).
491/Econ. 491. The History of the American Economy, Econ. 101 or 102. (3). (Excl).
493/Econ. 493. European Economic History. Econ. 101 or 102. (3). (Excl).
494/Econ. 494. Topics in Economic History. Econ. 101 and 102. (3). (Excl).

A course number in the 500s does not indicate a more difficult or advanced course than one in the 400s.

516. History of Ireland to 1603. (3). (HU).
517. History of Ireland Since 1603. (3). (HU).
528. Modern Italy, 1815 to the Present. (3). (Excl).
538. The Ottoman Enterprise. Hist. 110. (3). (Excl).
542. Modern Iran and the Gulf States. (3). (Excl).
546/AAPTIS 495/WS 471/Religion 496. Gender and Politics in Early Modern Islamdom. Students should preferably have had one course in Islamic Studies. (3). (Excl).
551. Social and Intellectual History of Modern China. (3). (Excl).
561. Social History of the United States Since 1865. (3). (Excl).
563. Intellectual History of the United States Since 1865. (3). (Excl).

572/Amer. Cult. 533/CAAS 533. Black Civil Rights from 1900. (3). (Excl).

577. History of Brazil. (3). (Excl).

578/LACS 400/CAAS 478. Ethnicity and Culture in Latin America. (3). (Excl). May be repeated for a total of six credits.

582. History of Criminal Law in England and America. (3). (Excl).


590. History Topics Mini-course. (1-2). (Excl).

591. Topics in European History. Upper-class standing. (3). (Excl). May be elected for credit twice.

592. Topics in Asian History. Upper-class standing. (3). (Excl). May be elected for credit twice.

593. Topics in U.S. History. Upper-class standing. (3). (Excl). May be elected for credit twice.

595/CAAS 595. Topics in African History. (3). (Excl).

History of Art

History of Art examines the wide range of things that humanity has made and looked at and endowed with meaning – from the imposing facade of an imperial palace, to the colorful glory of stained glass or oil painting, to an artist’s intimate sketches. The discipline encompasses the study of painting, sculpture, the graphic media, and architecture, as well as an extensive variety of visual forms produced for purposes that run far afield of the traditional territory of “art”...
Students become conversant with the world’s cultures and develop skills in visual analysis in order to understand how images, objects and built environments communicate. They also learn to employ a broad selection of interpretive methodologies. Through careful work with original sources and a wide-ranging study of comparative cultures, our students learn to consider how art objects were understood in their own time and place, and how they continue to function in the contemporary world. In doing so, art history students become acute observers and interpreters of the visual environment.

A concentration in History of Art provides an excellent general foundation for work in a range of careers which rely on visual literacy as well as a training in the humanities. Graduates of our program have pursued careers not only in museums, galleries, auction houses, or university teaching and research, but also in arts administration, art therapy, design, advertising, criticism, journalism, publishing, libraries, computer and digital technology, and historical preservation.

Organized visits to museums in Cleveland, Detroit, Toledo, and other nearby collections are an integral part of the department’s academic program.

Prerequisites to Concentration. History of Art 101, 102, and 103 or 108 must be taken as a prerequisite to the concentration, but not all three courses need to be complete before declaring the concentration.

Concentration Program. Because the concentration program is under review, potential concentrators should contact the department for current requirements. At this point, the concentration program must include:

1. 21 credits minimum, of work at the 200-level or above, distributed through at least four of the eight following fields: (1) Ancient; (2) Medieval; (3) Renaissance; (4) 17th and 18th Century; (5) 19th and 20th Century; (6) African and Islamic Middle East; (7) China, Japan, India, and Southeast Asia; (8) Comparative Studies, Theory, Methodology. Students who wish to take both History of Art 103 and 108 may include as part of their 21 program credits the course not used as part of the prerequisite for the concentration.

2. at least 9 credits of cognate work. Appropriate would be advanced-level courses chosen from among the following fields: cultural anthropology, archaeology, English and foreign-language literatures, history, music history, Near Eastern studies, philosophy, and certain courses offered by the College of Architecture and Urban Planning, by the School of Art, the Residential College, and the Medieval and Renaissance College (MARC).

Courses in History of Art (Division 392)

Open to All Undergraduates; Not open to Graduate Students.


102. Western Art from the End of the Middle Ages to the Present. No credit granted to those who have completed 104 and 150, or 150. Two credits granted to those who have completed one of 104 or 105, (4). (HU).


113/Art 113. Introduction to the Visual Arts. This course is for non-art majors only. (3; 2 in the half-term). (Excl).

150. Great Masters of European and American Painting. No credit granted to those who have completed or are enrolled in 102. (3). (Excl).

151. Art and Ideas East and West. (3). (HU). Laboratory fee ($15) required.

194. First Year Seminar. Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (3). (HU).

205. From Minoan to Mycenaean. The Ancient Minoans and Mycenaeans. (3). (HU).


221/Class. Arch. 221. Introduction to Greek Archaeology. (4; 3 in the half-term). (HU).

222/Class. Arch. 222. Introduction to Roman Archaeology. (4; 3 in the half-term). (HU).


272. Arts of the Twentieth Century. (4; 3 in the half-term). (HU).

284. Introduction to Asian Painting. (3). (HU).

292. Introduction to Japanese Art and Culture. No credit granted to those who have completed or are enrolled in Hist. of Art 495. (3). (HU).

300/CAAS 300. Special Topics in African Art. (3). (Excl).

301. The Gothic Age. (3). (HU).


375. Art of the 60’s. (3). (Excl).

376. Dada and Surrealism. (3). (Excl).


394. Special Topics. (3; 1-3 in the half-term). (Excl). May be elected for credit more than once.

Honors Program

1228 Angell Hall
(734) 764-6274
Web site: http://www.lsa.umich.edu/honors/
Professor Rob Van der Voo, Director

The College, recognizing its special responsibility to students with superior ability, has established a four-year program to provide opportunities for greater depth of study throughout the undergraduate years. Among the features of the Honors Program are special honors courses and honors sections in regular courses, opportunities to participate in the research projects of faculty members, or in individual research, faculty-student seminars, special academic advising, and summer independent reading for academic credit.

Students are admitted to the Honors Program by invitation of the Director, though inquiries are welcomed from any highly motivated student. Approximately 10% of incoming first-year students are invited into the program, but continuance is based on academic accomplishment. Students may jointly enroll in Honors and other LS&A programs, such as the Residential College or the Comprehensive Studies Program, or in LS&A/Honors and another school, such as Music or Engineering. Students become candidates for honors degrees by being admitted to an Honors concentration program in the junior year.

Most departments and some interdisciplinary programs offer honors degrees. Students may also petition the Honors Program for approval of an Honors Individual Concentration Program (HICP). Honors degree candidates must perform excellently in courses and must demonstrate ability in original thesis work, and, in some concentrations, pass a comprehensive examination.

No course elected Pass/Fail will receive the Honors notation on the transcript or be counted as an “Honors” course for the Sophomore Honors Award.

Honors concentration programs are described under the relevant departmental listings in this Bulletin. Information about the Honors Individual Concentration Program is available in 1228 Angell. Honors sections are identified by the symbol “H” in the special comments column of each term’s edition of the Time Schedule. The courses listed below represent only a fraction of those designated for Honors students.

The Honors Program believes that challenging work, including research opportunities, should be available to superior students from the onset of their college education. Accordingly, Honors research tutorials are available in any term by permission of the Honors Office. First-year students and
sophomores elect College Honors 291 and 292 and may serve as research assistants for faculty researchers, receive instruction in research methods, or participate in some phase of University or individual research. Comparable courses are available for juniors (College Honors 390) and seniors (College Honors 490). Small seminars (College Honors 250, 251, and 252) which enable students to discuss matters of intellectual substance with a faculty member are also offered regularly. The topics of the seminars change each term. For details, consult the Honors Newsletter in 1228 Angell Hall.

Senior Scholarships: Marshall, Rhodes, and Churchill. Students of high scholastic standing interested in post-graduate study in Britain should inquire in the Honors Office.

<table>
<thead>
<tr>
<th>Courses in College Honors (Division 395)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>250. Sophomore Seminar.</strong> Open to Honors students. (3) (SS).</td>
</tr>
<tr>
<td><strong>251. Sophomore Seminar.</strong> Open to Honors students. (3) (HU).</td>
</tr>
<tr>
<td><strong>252. Sophomore Seminar.</strong> Open to Honors students. (3) (NS).</td>
</tr>
<tr>
<td><strong>290. Honors Introduction to Research.</strong> Open to Honors students. (1-4). (Excl). (INDEPENDENT). May be repeated for credit with permission of the Honors Program.</td>
</tr>
<tr>
<td><strong>291. Honors Introduction to Scientific Research.</strong> Open to Honors students. (1-4). (Excl). (INDEPENDENT). May be repeated for credit with permission of the Honors Program.</td>
</tr>
<tr>
<td><strong>292. Honors Introduction to Scientific Research.</strong> Open to Honors students. (1-4). (Excl). (INDEPENDENT). May be repeated for credit with permission of the Honors Program.</td>
</tr>
<tr>
<td><strong>370. Junior Seminar on Research Methods.</strong> Honors student and permission of instructor. (1-4). (Excl). May be repeated for a total of eight credits.</td>
</tr>
<tr>
<td><strong>390. Junior Honors Research.</strong> (1-4). (Excl). (INDEPENDENT). May be repeated for credit with permission of the Honors Program.</td>
</tr>
<tr>
<td><strong>391. Honors Junior Seminar.</strong> Open to Honors students. (1-4). (Excl). (INDEPENDENT). May be repeated for credit with permission of the Honors Program.</td>
</tr>
<tr>
<td><strong>490. Senior Honors Research.</strong> Open to upper-class Honors concentrators. (1-4). (Excl). (INDEPENDENT). May be repeated for credit with permission of the Honors Program.</td>
</tr>
<tr>
<td><strong>493. College Honors Seminar.</strong> Permission of instructor or of the Honors Director. (1-4). (Excl). May be repeated for a total of eight credits.</td>
</tr>
</tbody>
</table>

**Individual Concentration Program (ICP)**

May be elected as a special concentration program

The Individual Concentration Program (ICP) is an option for students who wish to undertake a program of study within the College of LS&A that is not available either in an existing departmental concentration or interdepartmental program. ICPs are interdisciplinary and reflect the liberal arts perspective of LS&A. The ICP encourages diversity and flexibility, but all ICPs must have an identifiable academic focus and unifying theme. As with other concentrations, ICPs must stress development of skills to think critically, to understand and evaluate knowledge, and to develop ideas. Since an ICP leads to an A.B. or B.S. degree, students must meet A.B./B.S. requirements (English Composition, language, race and ethnicity, and quantitative reasoning requirements, and an area distribution plan). Students may complete the Junior/Senior writing requirement by electing any course approved for that purpose but are urged to seek courses relevant to their concentration. Courses in departments from which students have 12 or more concentration credits may not be used to meet the distribution requirement. Students with an ICP may elect a double concentration provided the ICP courses are not used as part of the second concentration or for area distribution.

Students interested in developing an ICP should visit the ICP advisor to discuss goals, academic options, and procedures. After this initial discussion, a formal application may be submitted. This application must include: (1) a title and supporting statement containing a coherent rationale for the proposed program; (2) a comprehensive academic plan of at least 30 upper-level credits; and (3) the signatures of faculty members from two LS&A departments offering courses in the student’s defined concentration. These faculty should have discussed the proposed program with the student and support the proposal. A maximum of 6 non-LS&A credits may be included in the concentration. No more than half the proposed concentration courses can be completed and/or currently elected at the time the ICP application is submitted. Applications are generally made prior to the senior year.

The completed application is reviewed by the Committee on Interdisciplinary Studies, a five-member committee composed of four LS&A faculty members and a representative of the Academic Advising Center. The committee bases its decision on whether the proposed program ensures a coherent course of study comparable to that in other College concentration programs.

When an ICP has been approved, the student may proceed with the program. If it becomes necessary or desirable to modify an ICP, the student must consult the ICP advisor.

Advising. Appointments with the ICP advisor are scheduled at the Academic Advising Center, 1255 Angell Hall. ICP applications are available in 1255 Angell Hall and when completed should be returned there. Students interested in an Honors ICP should contact the Honors Program in 1228 Angell Hall.

**Courses in Institute for the Humanities (Division 394)**

| 101. First Year Seminar in Interdisciplinary Studies. | Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (3). (HU). |
| 102. First Year Seminar in Interdisciplinary Studies. | Only first-year students, including those with sophomore standing, may pre- |

**Institute for the Humanities**

1512 Rackham  
(734) 936-3518  
Professor Thomas Trautmann, Director

Not a concentration program
Register for First-Year Seminars. All others need permission of instructor. (3). (SS).

104. First Year Seminar in Interdisciplinary Studies. Only first-year students, including those with sophomore standing, may pre-

register for First-Year Seminars. All others need permission of instructor. (3). (SS).

111. Topics in Interdisciplinary Studies. (4).

International Institute

The International Institute promotes the advancement across the University of international and area research and education. The Institute, together with its constituent centers and programs, and working closely with departments, schools, and other offices of the University, provides resources for the development of international study and research to undergraduates, graduate and professional school students, faculty, and visiting scholars.

Area Centers and Programs. The International Institute oversees the operation of several centers and programs which support faculty and students interested in international and area studies, including the Advanced Studies Center, Center for Chinese Studies, Center for Japanese Studies, Center for Middle Eastern and North African Studies, Center for Russian and East European Studies, Center for South and Southeast Asian Studies, China Data Center, Center for European Studies, Korean Studies Program, Latin American and Caribbean Studies Program, Program in the Comparative Study of Social Transformations, as well as the Office of International Programs, which coordinates study-abroad programs.

Academic courses. Each year the International Institute brings a number of visiting scholars to the University who offer courses to graduate and upper-division undergraduates in their fields of expertise. Participating departments have included Anthropology, Economics, Physics, Political Science, and Sociology.

Summer Language Institute. In cooperation with the College’s language departments and area centers, the International Institute administers the University of Michigan Summer Language Institute. The University has long been recognized as a center of excellence for the study of teaching languages and cultures, and these language courses are supplemented by an extra-curricular program of lectures, films, language tables, excursions, and an orientation on the use of research facilities at UM. In 1998, the SLI will offer courses in Asian, German, Near Eastern, Romance, and Slavic languages. Courses vary in length from seven and one half weeks to ten weeks.

International Programs

G513 Michigan Union
(734) 764-4311
Web site: http://www.umich.edu/~iinet/oip/
Dr. Carol W. Dickerman, Director

The Office of International Programs administers University of Michigan academic year and summer study abroad programs in countries throughout the world. It also provides academic advising regarding official University of Michigan programs, formal matriculation at foreign institutions, and study abroad opportunities sponsored by other colleges and universities.

Students interested in earning credit toward a degree in the College by participating in a study abroad program should study carefully the material on the College’s “Residence Policy” in Chapter IV and on “Non-LS&A Course Work” in Chapter III.

Programs Abroad Sponsored and Administered by the University of Michigan

All of the programs listed in this section earn in-residence credit. Students who attend University of Michigan programs are guaranteed that all course work taken abroad will appear on their academic record and will be calculated into their grade point average. Beginning with the Fall 1998 term, grades earned on direct-enrollment study abroad programs administered by the Office of International Programs will no longer be calculated into students' overall GPAs. This policy, which has applied for the past ten years to British academic-year programs, is now extended to all programs in which students are directly enrolled and participating in classes and other academic activities at the host university on the same basis as their fellow students. Students' academic records will continue to display the same information (host school, course titles, credits and grades); the grades, however, will no longer factor into the overall GPA.

Applicants for these programs should have a good academic record (3.0 GPA is recommended). Programs involving enrollment in regular classes at foreign universities require junior or senior standing by the time the program begins. Students who qualify for financial aid through the University may apply this aid to any in-residence program. In addition, some scholarships are available through the Office of International Programs. Except as noted, students should contact the OIP, G513 Michigan Union, for further information.

Academic Year in Aix-en-Provence, France. This program is jointly sponsored with Indiana University and the University of Wisconsin-Madison. Students take regular classes at the University of Aix-Marseille and may choose from a broad spectrum of courses in the humanities and social sciences. Competence in French is essential; completion of five terms of college-level French or its equivalent is required.

The University of Michigan Programs at British Universities. By virtue of formal agreements with the London School of Economics; the University of St. Andrews; Cambridge University, Oxford University; the University of London; and the Universi-
ties of Essex, Sussex, and York, a limited number of University of Michigan students are admitted each year to regular studies at these universities. Students may study for a full academic year at any of these schools; Essex, St. Andrews, Sussex, and York will also admit our students for the Winter term only.

**Academic Year in Santiago, Chile.** Jointly sponsored with the University of Wisconsin-Madison, the program enrolls students in the Universidad Catolica in Santiago. Students may elect courses from the full range of offerings at the Universidad. Because the seasons are reversed in Chile, the academic year begins in March and continues through December. Students may attend for a full year or a single term. Competence in Spanish is essential; five semesters of college-level Spanish or the equivalent are required.

**Academic Year in Quito, Ecuador.** Students from the University of Michigan and the University of Wisconsin at Madison enroll in classes at the Pontificia Universidad Catolica in Quito, choosing from among the full range of course offerings at that university. The academic year runs from October to June.

**Comparative Andean Study.** By choosing to spend the first semester in Quito, Ecuador, (October-January) and second semester in Santiago, Chile, (February-July) students may study in two Latin American countries and thus gain a comparative perspective on the national identities and cultures that have emerged since colonial times.

**Academic Year in China.** Students may elect to spend fall semester at Beijing Normal University or the full academic year at Beijing University. Administered by the University of California, both options offer intensive language training, a wide range of humanities and social science courses for those with the requisite language skills, and supervised independent study.

**Academic Year in Florence, Italy.** This program, housed in the Villa Corsi-Salviati in Sesto Fiorentino, is sponsored in conjunction with Duke University and the University of Wisconsin-Madison. Students may enroll for either Fall or Winter term or both. The program offers courses in Renaissance art and cultural history; studio art; Italian culture, politics, and civilization; and Italian language and literature. Except for Italian language courses, instruction is in English. Instructors are Michigan, Wisconsin, and Duke faculty as well as local Florentine professors.

**Junior Year in Freiburg, Germany.** This program is sponsored in conjunction with four other Big Ten schools. Students attend regular classes at the University of Freiburg and have access to a wide variety of liberal arts courses offered at the university. Competence in German is essential; completion of four semesters of college-level German or its equivalent is required.

**Kyoto Center for Japanese Studies, Kyoto, Japan.** This highly regarded undergraduate program is sponsored by a consortium of eleven American universities, including the University of Michigan. The Kyoto Center offers an academically challenging semester or year-long program of study in Japanese language and culture.

**The Japan Center for Michigan Universities, Shiga, Japan.** Jointly sponsored by Michigan’s 15 public universities, JCMU offers semester and academic year undergraduate courses for University credit in beginning, intermediate, and advanced Japanese language as well as area studies courses on Japanese society and culture.

**The University of Michigan – University of Tokyo Exchange Program.** Launched in 1996-97, this exchange enables two Michigan undergraduates to study Japanese language and culture for an academic year. Instruction is in English and there are no course prerequisites. Japanese government scholarships cover round-trip airfare and in-country living costs.

**The University of Michigan – Kyushu University Exchange Program.** On this program established in 1995, four to five Michigan undergraduates spend an academic year taking courses in Japanese language and area studies. Japanese government scholarships cover round-trip airfare and in-country living costs.

**The University of Michigan – Ewha Womans University Exchange Program.** Two University of Michigan students may attend Ewha Womans University in Seoul, Korea, for a semester or full academic year. In return, two students from Ewha will enroll at Michigan. Prior knowledge of Korean language is not required. Ewha awards semester scholarships of $3,000 to Michigan students.

**The University of Michigan – Yonsei University Exchange Program.** This exchange permits up to seven University of Michigan students to study at Yonsei University in Seoul, Korea, during the academic year or summer. Prior knowledge of Korean language is not required, but preference will be given to students whose preparation demonstrates an interest in the area.

**The University of Michigan – University of Lausanne Exchange Program.** The University of Lausanne will accept two students each year from the University of Michigan to any of its faculties and schools while enrolling two of its own students at Michigan. Michigan students must demonstrate sufficient command of French (at least five terms of college-level French or its equivalent) to function independently in Lausanne. Students will receive a small stipend toward living expenses in Lausanne.

**The University of Michigan-Leiden University Exchange Program.** Beginning with the 1998-99 academic year, Michigan students may spend a year or the Winter Term taking classes in Dutch language, culture, and government, European politics and administration, and global studies at the Netherlands’ oldest university (1575), located in the town that is the birthplace of Rembrandt. Courses are taught in English.

**Academic Year in Seville, Spain.** This program is sponsored in conjunction with Cornell University and the University of Pennsylvania. Students take regular courses at the University of Seville or at the program center; course offerings cover the full range of liberal arts disciplines. Students may enroll for the full academic year or for Winter term only. Competence in Spanish is essential; completion of five semesters of college-level Spanish or its equivalent is required.

**The University of Michigan – University of Tübingen Exchange Program.** Each year two University of Michigan students enroll directly at the University of Tübingen, while two other students come here from Tübingen. After a special refresher course, students will register for a full year’s course load at the University. It is recommended that students have completed at least five semesters of college-level German.

**The University of Michigan Exchange Programs in Ankara and Istanbul, Turkey.** Students may spend a full year or Winter term at either Middle East Technical University in Ankara or Koc University in Istanbul, taking the same wide range of liberal arts, engineering, architecture, or urban planning courses, taught in English, as Turkish students.

**The University of Michigan – University of Turku Exchange Program.** The University of Turku will accept and award partial scholarships to two University of Michigan students each year who wish to pursue study in such fields as Baltic, Eastern European, or Nordic studies. Although previous knowledge of Finnish or other appropriate languages is not required, preference will be given to students whose academic preparation, including language courses, indicates an interest in the region.

**The University of Michigan – Uppsala University Exchange Program.** On this exchange with Uppsala University, students live in student dorms and are eligible to take classes in Swedish and English offered at the host university.

**The University of Michigan – University of New South Wales Exchange Program.** An exchange agreement with the University of New South Wales in Sydney provides Michigan students with the opportunity to
study at one of Australia’s newer and highly regarded universities for a full year or a single term. Although its traditional strengths lie in the social sciences and technical fields, UNSW offers excellent courses in virtually every area of the liberal arts and sciences.

The University of Michigan – University of Western Australia Exchange Program. This exchange with the University of Western Australia in Perth permits Michigan students to study in Australia for either the full academic year (beginning in February) or a single term. Ranked one of the best Australian universities, UWA offers a full range of courses in the arts, social sciences, and the natural and physical sciences.

The University of Michigan Programs in Moscow, Russia. UM students with four or more terms of Russian may enroll in classes at the European University or, for those with advanced levels of Russian, attend classes at Moscow State University. The program offers courses in Russian language, literature, history, economics, and other areas.

American Collegiate Consortium (ACC) Russian Language Programs. Michigan undergraduates with at least two years of college-level Russian behind them may spend one or two semesters at specialized programs conducted in Moscow, Yaroslavl, or Voronezh.

Armenian Language Summer Institute in Yerevan. This program is open to all College and University undergraduate and graduate students who wish to acquire or improve their knowledge of western Armenia. It offers extensive language instruction and the special experience of living and learning in Armenia. Apply to the Armenian Studies Program/Summer Institute, 216 Lane Hall (764-6381).

Summer Program in Santo Domingo, Dominican Republic. In conjunction with the CIC Health and Nutrition seminar sponsored by the University of Iowa, the University of Michigan has developed a new program in the Dominican Republic. The program offers a Spanish language course as well as a course on Caribbean culture, taught in English.

Summer Program in Saint-Malo, France. After a brief introduction to Brittany, students travel to Saint-Malo on the coast for formal French-language instruction. Students enroll in one four-credit course, taught by UM instructors, and in appropriate-level courses in conversation and practical French taught by instructors at the Cours Universitaire d’Eté de Saint-Malo.

Summer Program at St. Peter’s College, Oxford University, Great Britain. Students select course work in either Medieval and Renaissance Studies or Environmental, Urban, and Regional Studies and earn six to eight credits for their six-week program of study. All courses are taught by St. Peter’s College faculty.

Summer Program in London. This program offers upper-level courses in modern British drama, politics, and literature. Students earn eight credits during the six-week program.

Summer Program in Dublin. Housed at Trinity College, Dublin, this program focuses on Ireland’s history, politics, and culture. A core course provides students with an introduction to Irish studies, while a second course is a more detailed investigation of Irish literature or history. Students earn six credits for the six-week program.

Spring Program in Florence, Italy. For the Spring half-term, OIP offers a program, housed at the Villa Corsi-Salviati in Sesto Fiorentino, that focuses exclusively on music and art in Florence. Studio art and music performance classes are taught in English.

Summer Program in Florence, Italy. This six-week program offers courses in Renaissance art and architecture, Italian culture and civilization, and Italian language and literature. Except for Italian language courses, instruction is in English.

Summer Program in Santander, Spain. Students take Spanish language and culture classes taught at Menéndez Pelayo International University. They may choose to live either in a residence hall or with a family.

Uppsala University International Summer Session. Students who attend the summer session for eight weeks will earn UM in-residence course credit. Courses are designed to provide participants the opportunity to learn Swedish, and to introduce students to the cultural, political, and social life of Sweden.

Summer Program in Seoul, Korea. Michigan’s exchange program with Yonsei University includes a six-week summer opportunity to study Korean language and culture.

Other Programs Abroad in which the University of Michigan Participates

All of the programs listed under this heading earn “in-residence” credit. Students who attend these programs are guaranteed that all course work taken abroad will appear on their academic record and be calculated into their grade point average. Students who qualify for financial aid through the University may apply this aid to any in-residence program.

AESOP Summer, Semester, and Academic Year Programs. UM students may participate in selected programs administered by other Big Ten universities. Current semester or academic year options include Athens, Greece; India (various sites); Kathmandu, Nepal; and Saint Louis, Senegal, Graz, Austria; Rabat, Morocco; and Istanbul, Turkey are the current summer offerings.

Intercollegiate Center for Classical Studies in Rome is a consortium of 52 colleges and universities including the University of Michigan. This program offers one term of undergraduate instruction in Rome. Formal classroom sessions are interspersed and coordinated with trips to the many archaeological sites and monuments in and around Rome and with field trips to more remote sites in southern Italy and Greece. Interested students may obtain additional information from the Office of International Programs.

CIC Summer Programs in Quebec, Mexico, and the Dominican Republic; and Internships in Britain and Australia. These programs are sponsored by the Committee on Institutional Cooperation, a consortium of the Big Ten universities and the University of Chicago. The programs in Britain and Australia offer parliamentary and other internships. The Quebec program offers courses in French language, French-Canadian culture and history at Laval University; instruction is in French. The Mexico program offers intermediate and advanced level Spanish language, Latin American literature, and Spanish-American history and culture at the University of Guanajuato; instruction is in Spanish. The Dominican Republic program focuses on health and nutrition in Latin America. Apply to the Office of International Programs.

CIEE Programs in Ghana, Southeast Asia, and Eastern Europe. The University of Michigan is a member of several study abroad consortia sponsored by the Council on International Educational Exchange. These programs enable University of Michigan students to study in Ghana, Indonesia, Thailand, Vietnam, Poland, Hungary, and the Czech Republic while earning in-residence credit.

Study Abroad Sponsored by Other Groups

Study Abroad Sponsored by Other Educational Institutions. Students may also participate in study abroad programs administered by other colleges and universities (both American and foreign). Transfer credit for study abroad is granted only if the program is sponsored by and appears on a transcript furnished by a fully accredited institution of higher learning. Courses for which transfer credit is given must be in the liberal arts and sciences and must not duplicate courses for which credit has already been received; students must have earned a “C” or better in these courses. Those who contemplate study abroad sponsored by groups other than colleges and universities should consult in advance the Office of Undergraduate Admissions if transfer credit is desired.
Students planning to study abroad in any program not sponsored by the University of Michigan must complete a Statement of Intent to Study Abroad, obtainable from the Office of International Programs, G513 Michigan Union.

### Senior Scholarships

**Marshall and Rhodes Scholarships.** Students of high scholastic standing interested in post-graduate study in Britain should apply well in advance of the September deadline of the senior year. Applications are available in the LS&A Honors Office, 1228 Angell Hall.

---

**Judaic Studies**

3032 Frieze Building
(734) 763-9047
Professor Zvi Gitelman, Director

May be elected as an interdepartmental concentration program

**Professors**  Coffin (Near Eastern Studies), Endelman (History), Gitelman (Political Science), Krahmalkov (Near Eastern Studies), Laufer, (Social Work), and Schramm (Near Eastern Studies)

**Associate Professors** Ginsburg (Near Eastern Studies), Schmidt (Near Eastern Studies), and Spector (Germanic Languages and Literatures and History)

**Visiting Professors**  Joseph Tabory, Frankel Visiting Professor in Rabbinic Literature
Yigal Schwartz, Padnos Visiting Professor in Judaic Studies

**Lecturer**  Schoem (Sociology)

The Jean and Samuel Frankel Center for Judaic Studies offers an interdisciplinary approach to the study of Jewish civilization and thought. Courses for the concentration are drawn from a number of departments within the College of Literature, Science, and the Arts. Near Eastern Studies, History, Political Science, English Language and Literature, Sociology, and others.

**Prerequisites to Concentration.** Fourth-term proficiency in modern Hebrew (HJCS 202) or Yiddish (Judaic Studies 202).

**Concentration Program.** Students are required to complete at least 27 credits of work in approved courses, exclusive of the above language requirement. Fifteen of the 27 credits must be elected in residence unless special permission is given by the concentration advisor. All concentrators are required to take, as part of the 27 credits of coursework, three terms of Jewish history survey courses (selected from ACABS 321-322/History 306-307, History 381-382, and History 383-384), and one term of rabbinic literature (205, 270, 505). Courses approved for the concentration in Judaic Studies are:

- English Language and Literature: 383, appropriate sections of English 317, 318, and 417.

- Near Eastern (Ancient Civilizations and Biblical) Studies: 101, 102, 121, 200, 201, 202, 321, 322, 483, 484, 542, 543, 544, 581, 582, and appropriate sections of 591 and 592.
- Near Eastern (Arabic, Armenian, Persian, Turkish, and Islamic) Studies: 486
- Political Science: 353, 451, 452.
- Social Work: 600, 645

**Courses in Judaic Studies (Division 407)**

- 205. Introduction to Jewish Civilizations and Culture. (3). (HU).
- 270/HJCS 270. Introduction to Rabbinic Literature. (3). (HU).
- 373/HJCS 373. Israeli Culture and Society. (3). (SS).
- 379/GNE 469/HJCS 379 Jewish Civilization. (4; 3 in the half-term). (SS).
- 467/HJCS 577/Religion 471. Seminar: Topics in the Study of Judaism. (3). (Excl). May be repeated for a total of nine credits.
- 489/HJCS 489. The Cycle of the Jewish Year. (3). (Excl).
Language Across The Curriculum

The Language Across the Curriculum (LAC) Program was established to provide opportunities for students to use and enhance their language skills while studying in subject areas of interest to them, and to develop a heightened awareness of international issues through the use of primary and secondary sources studied in their original languages. Participation in the LAC Program is open to all students who have completed the Language requirement and achieved fourth-term proficiency in a language other than English.

Each term the LAC Program will sponsor a small number of courses in a range of departments from all divisions of the College. These LAC courses do not focus on language instruction, but instead regard language as a tool of intellectual inquiry. Some or all of the instruction and course materials in LAC courses are in a language other than English. Students should consult the LS&A Course Guide for a list of LAC courses for the current term.

LAC courses fall into four broad categories:

- regular full courses;
- mini-courses (1-2 credits);
- sections of courses, offered either in addition to or as alternatives to sections taught in English;
- contract credits.

Students who accumulate at least four units in approved LAC courses will be certified as having engaged in “Advanced Language Study,” in the form of a notation entered on the transcript; students who accumulate at least nine units will be certified as having attained “Advanced Language Competence.”

Latin American and Caribbean Studies

1080 South University, Suite 2607
(734) 763-0553
e-mail: lacs@umich.edu
Web site: http://www.umich.edu/~iinet/lacs/

Professor Bruce Mannheim (Anthropology),
Director
May be elected as an interdepartmental concentration program

Faculty Advisors
Alexander (English Language and Literature), Aparicio (Romance Languages), Behar (Anthropology), Caulfield (History, Residential College), Colás (Romance Languages), Coronil (History/Anthropology), Frisancho (Anthropology), Frye (Anthropology), Johnson (English Language and Literature), Kottak (Anthropology), Levine (Political Science), MacCormack (History), McIntosh (English), Mannheim (Anthropology), Marcus (Anthropology), Moya-Raggio (Residential College), Owusu (Anthropology), Paige (Sociology), Parsons (Anthropology), Pedraza (Sociology), Rabasa (Romance Languages), Sanjínés (Roman Languages and Literatures), Satterfield (Linguistics), J. Scott (History), and R. Scott (History).

The Interdepartmental Concentration Program in Latin American and Caribbean Studies is designed to provide students with a rigorous, multi-disciplinary approach to the study of Latin America and the Caribbean. A broad base of knowledge is established by the requirement of a core of upper-level work in languages, the social sciences, and the humanities. Analytical depth is demonstrated through the completion of a senior thesis under appropriate faculty supervision.

Prerequisites to Concentration. None.

Concentration Program. 30 credits above the 200-level, beyond the language requirement, are required to complete the concentration program. Among the thirty credits, students must choose at least one course from each of the disciplines of Anthropology, History, Literature, and Political Science, as well as the thesis. The thesis is written during the senior year while enrolled in Latin American and Caribbean Studies concentration. Among the thirty credits, the Thesis-Writers’ Seminar, for 3 credits. (Permission of the instructor is required for enrollment in 399.)

Language Requirement. Competency in Spanish or Portuguese (equivalent to Spanish 275 or the intensive Spanish program at the Residential College, or Portuguese 232) should be achieved as early as possible in the program. Students are encouraged to go beyond this, either with further work in the language chosen, or by achieving competency in the other major language.

Required Courses. In choosing the 30 credits of upper-level courses, students must include at least one course from each of the following areas:

Anthropology: 319 (Introduction to Latin American Society and Culture), 414 (Introduction to Caribbean Societies and Cultures), or another upper-level Anthropology course on Latin America.

History: 476 (Latin America: The Colonial Period), or History 477 (Latin America: The National Period), or another upper-level History course on Latin America.

Literature: Spanish 381, 382 (Introduction to Latin American Literature, I and II), Portuguese 473 (Introduction to Brazilian Literature), or another upper-level course in Latin American literature.

Political Science: 448 (Government and Politics of Latin America), or another upper-level course in Latin American politics.

Elective Courses. The remainder of the 30 credits may be drawn from upper-level courses, from any department, that deal with Latin America and the Caribbean. These change from year to year. The Program will normally make available during pre-registration a list of courses relating to Latin America and the Caribbean offered the following term. Accredited courses taken during Study Abroad programs in Latin America (administered by the Office of International Programs, 764-4311) can in many cases count toward the concentration. Students should consult with their individual faculty advisor and with the undergraduate advisor concerning appropriate courses for their program. It is particularly important for students to enroll during their sophomore and junior years in courses that will provide the necessary background for their subsequent thesis research.

Senior Thesis. The senior thesis is a project intended to deepen the student’s understanding of a specific issue or problem in the field, while drawing together his or her work in separate disciplines. It provides an opportunity to work closely with an individual faculty member, and to explore further issues that may have arisen in the student’s earlier coursework and research. It represents a significant amount of work, and a major commitment. Students interested in Latin American and Caribbean Studies who do not wish to devote a considerable amount of energy in their senior year to a major research and writing project should choose a departmental or an individual concentration program, rather than this interdepartmental concentration program. LACS concentrators should begin planning the thesis during the junior year, and should approach a faculty member at that time about directing the thesis. A prospectus and preliminary bibliography should be submitted to the faculty advisor during the Fall Term of the senior year, and the thesis itself is due toward the end of the Winter Term. More detailed guidelines...
Courses in Latin American and Caribbean Studies (Division 415)

400/Hist. 578/CAAS 478. Ethnicity and Culture in Latin America, (3). (Excl). May be repeated for a total of six credits.
455. Topics in Latin American Studies, (3). (Excl).

Course in Quechua
476. Advanced Quechua, II. Quechua 475. (4). (Excl).

Courses in Other Departments

The office of the Program makes available, during pre-registration, a list of many other upper-level courses related to Latin America and the Caribbean offered by several departments and professional schools of the University.

Latina/Latino Studies (see American Culture)

Linguistics

Associate Professors
William Baxter, Chinese linguistics, historical phonology, semantics, montague Grammar
Patrice Beddor, Phonetics, phonology, psycholinguistics (speech perception)
San Duamnu, Phonology, Phonology-syntax Interface, Chinese dialects, Phonetics, morphology
Samuel Epstein, Syntax, first and second language acquisition
Thomas Toon, Historical linguistics, old Germanic Languages and dialects, paleography

Assistant Professors
John Benki, Phonetics, Phonetics-phonology Interface
Diana Cresti, Semantics, syntax, syntax-semantics interface
Teresa Satterfield, Computational modeling, Syntax, Language Acquisition, Bilingualism, Learnability
Christina Tortora, Italian dialectology, Syntax, Syntax-semantics Interface
Karen van Hoek, Syntax, Cognitive Grammar, semantics, American Sign Language

Visiting Assistant Professor
Stefan Frisch, Language learning

Emeriti

Linguistics investigates all aspects of spoken and written human language. It is especially concerned with the general principles of language structure, with the structure and history of particular languages and groups of languages, with the role of language in human experience, and with the techniques employed in analyzing and describing language.

The general field of linguistics includes several subfields. Phonetics and phonology are especially concerned with the sounds of speech. Phonetics emphasizes the manner in which speech sounds are produced by the vocal organs, and phonology deals with the way in which speech sounds are organized in languages. Syntax examines the way in which smaller units of language, such as words, are organized into larger units, such as phrases and sentences. Semantics seeks to understand how the forms of language are used to express meaning. Historical and comparative linguistics are concerned with the ways in which languages change through time, with the variations in language from place to place, and with the possible relationships among languages. Historical linguistics also includes the study of the history of specific languages and language groups, and the reconstruction of pre-historic languages.

In addition to these central areas of linguistics several other sub-disciplines relate linguistics to other fields of study. Psycholinguistics treats language in its psychological aspects and is especially concerned with the ways in which cultural patterns and values relate to language structure, use, and change. Sociolinguistics deals with the interrelationship of language and society and with the covariation of language and social form. Computational linguistics is concerned with the utilization of computational techniques in the analysis of language. Areas in which the findings of linguists have found application include: translation, the design and documentation of computer software, language
and national policy, speech pathology and speech therapy, linguistic problems of minority children, the development of writing systems for previously unwritten languages, the teaching of first language skills such as reading and writing, and the teaching of second languages.

Concentration Program. The Concentration in Linguistics is intended to give undergraduates an understanding of human language and its systematic study, as well as to provide the opportunity to explore the importance of language in all areas of human life.

The Program offers several introductory courses at the 100- and 200-level, including Introduction to Linguistics (210), Introduction to Language (211), and Introduction to Symbolic Analysis of Language (212). A course at this level is a prerequisite to a linguistics major, but does not count toward the concentration itself. For more specifics on courses, see the current course listings.

Concentration Requirements. A concentration in Linguistics requires a total of 30 credits at the 300-level or higher. Depending upon the student’s interests, courses in other Programs and Departments can also count towards the concentration, as long as they are approved by the Undergraduate Program. Each term, the Undergraduate Program puts out a list of courses in other units that are pre-approved for concentration credit in Linguistics. Students should consult with their advisor to be sure that courses fit into their overall concentration program. (See below for examples of concentration profiles.)

Double Concentration. Linguistics touches on many other disciplines; this is one of the reasons for the interdepartmental Program in Linguistics. A concentration in Linguistics can be made to dovetail very well with the study of other academic fields, and a large proportion (more than half, in fact) of current Linguistics concentrators complete double concentrations.

An LS&A double concentration requires satisfying all of the concentration requirements of both programs. However, since LS&A places no limit on the number of credits that may be offered jointly for both concentrations, this allows one to double-concentrate with significantly fewer than 60 total concentration credits.

Students considering a double concentration in Linguistics and some other field in LS&A should consult concentration advisors in both fields.

Honors Concentration. The Honors concentration in linguistics includes completion of the requirements for the concentration and, in addition, a senior honors project leading to an honors thesis. The thesis must be written under the supervision of a faculty member of the Program in Linguistics and with permission of a concentration advisor. Students may (but are not required to) elect Linguistics 495 and/or 496 when writing the honors thesis.

Required Courses. All concentrators are required to take the following three courses.

Generally, they should all be taken as soon as possible, since they are intended to ensure that all students gain a solid understanding of the nature of language and the methods currently best developed by linguists for the study of language.

1. Linguistics 313 Sound Patterns. This course deals with the organization and interrelations of speech sounds in the languages of the world. [In extraordinary circumstances, with permission of an advisor, an advanced course in phonetics or phonology may be offered to satisfy this requirement.]

2. Linguistics 315 Introduction to Sentence Analysis. This course deals with the ways in which words are organized into phrases and sentences in natural human languages. [In extraordinary circumstances, with permission of an advisor, an advanced course in generative syntax may be offered to satisfy this requirement.]

3. Linguistics 314 Text, Context, and Meaning. This course introduces students to aspects of semantic and pragmatic systems in natural language, including logic and formal systems, reference/coreference, and text analysis. [In extraordinary circumstances, with permission of an advisor, an advanced course in semantics may be offered to satisfy this requirement.]

Additional Courses. Beyond the three basic courses, concentrators are encouraged to fill out their program with courses that satisfy their own particular set of interests. Since language is important to many aspects of human life, students can combine linguistics with related fields of study. In consultation with a concentration advisor in linguistics (and, where appropriate, with a concentration advisor in another Program or Department) prospective concentrators are encouraged to work out a program that suits their own interests and goals.

Concentration Profiles. We offer here some examples of possible concentration profiles, but these are intended merely as examples; students are encouraged to experiment.

1. Applied Linguistics and Second Language Learning and Teaching

Second/foreign language acquisition is a major part of applied linguistics. Coursework addresses both practical and theoretical issues. Although much of the focus in these courses is on teaching English as a Second Language (ESL), the principles and practices studied are applicable to foreign (or second) language instruction in other languages (i.e., French, Spanish, German, Japanese, etc.). A sequence of coursework in this area is especially useful for students interested in teaching ESL, especially in international settings.

Students will have opportunities to meet faculty members and observe language courses at the English Language Institute, which is known worldwide as a principal center of second language instructional research and curriculum development.

Students following this concentration profile are required to take Linguistics 350, Perspectives of Second Language Learning and Second Language Instruction, three other courses from the list below, and the three core courses required for Linguistics. A letter certifying that the student has completed a sequence of courses in this concentration area will be issued upon graduation. The list of courses approved for this area currently includes: Principles of Second Language Learning and Second Language Instruction; Second Language Acquisition; Curriculum and Materials Development; Discourse Analysis and Foreign Language Materials; Applied Phonetics; Learner Styles and Strategies

2. Linguistics and a Language

Students interested in combining linguistics with work in a particular language should take courses dealing with the history and structure of that language. Such a concentration assumes a practical ability to use the spoken and written language. Courses that focus on the learning of the languages (generally 100- and 200-level) will not count as part of the concentration requirements in Linguistics.

As an example, one course from each of the following categories could be combined with the core Linguistics courses to form a concentration that deals with the history and structure of Spanish.

Note: Courses in other units and departments may change their numbers and designations at any time. The following are intended as examples only.

Structure of Spanish: Spanish 453, 454, 455, or 644; History of Spanish: Spanish 481; An advanced grammar/composition course: Spanish 453 or 454

The concentration could be completed with additional courses in either Spanish linguistics or courses offered by the Program in Linguistics. Similar concentration programs can be developed for any other language with sufficient resources available at the University. Such a program is ideal as a double concentration with a major in the language concerned (i.e., Spanish in this example).

3. Individual, Society, and Language

Students who are interested in the way language works for the individual and for the
society may combine courses given by the Program with courses offered in Anthropology, Psychology, or Sociology. For instance, a set of courses with an anthropological view of language might include the following: Ling 311: Language Use in Human Affairs; Introduction to Sociolinguistics; Ling 410: Language and Discrimination; Ethnopoetics

Such a program is effective as a double concentration with a major in Anthropology, Psychology, or Sociology.

4. The Linguistics of English Texts and Discourse

Students interested in applying the methods of linguistic analysis to spoken English discourse and to written English texts can combine the study of linguistics with courses in historical or discourse analysis such as the following: Discourse Analysis; History of the English Language; American English; Modern English Grammar; Principles of Historical Linguistics; Discourse and Rhetoric; Ethnopoetics

Such a concentration program is ideal as a double concentration with a major in English Language and Literature.

5. Linguistic Analysis

Students who desire a more intensive program in the analysis of language can complete their concentration with more advanced courses in linguistics. Appropriate courses include the following: Phonetics; Phonology; Semantics and Pragmatics; Principles of Historical Linguistics; Language Learnability; Discourse Analysis; Generative Syntax; Sociolinguistics

Such a concentration program is ideal as a double concentration with a major in a number of fields, including Mathematics, Philosophy, or Computer Science.

Advising. Students should inquire at the Program office or the Academic Advising Center (1255 Angell Hall) for information about advising. Advising appointments may be made by e-mail; visit the Program’s Web Page (http://www.lsa.umich.edu/ling/) for further details.

Half-Term Information. Courses offered during the Spring or Summer half terms are normally for 2 credits.

Courses in Linguistics (Division 423)

102. First Year Seminar (Humanities). Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (3; (HU).

103. First Year Seminar (Social Science). Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (3; (SS).

104. First Year Seminar (Introductory Composition). Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (4; (Introductory Composition).

112. Languages of the World. (3; 2 in the half-term). (SS).

114. A World of Words. (3; 2 in the half-term). (HU).

119. Conversation. (3; 2 in the half-term). (SS).


211. Introduction to Language. (3; 2 in the half-term). (SS).

212. Introduction to Symbolic Analysis of Language. (4; 2 in the half-term). (MSA).


305/Comm. 305/Poli. Sci. 305. Political and Advertising Discourse. Junior standing. (3; (Excl).

313. Sound Patterns. Ling. 210 or 211. (3; 2 in the half-term). (SS).

314. Text, Context, and Meaning. Ling. 210 or 211. (3; 2 in the half-term). (Excl).

315. Introduction to Sentence Analysis. Ling. 210 or 211. (3; 2 in the half-term). (Excl).

317. Language and History. Ling. 210 or 211. (3; 2 in the half-term). (HU).

318. Types of Languages. Ling. 210 or 211. (3; (Excl).

339/CAAS 339. African American Languages and Dialects. (3; (Excl).

342. Perspectives on Bilingualism. Ling. 272, or Ling. 210, or Ling. 211. (3; (Excl).

350. Perspectives on Second Language Learning and Second Language Instruction. Ling. 210 or 211. (3; 2 in the half-term). (Excl).

351. Second Language Acquisition. Ling. 210 or 211. (3; 2 in the half-term). (SS).


361. Studies in American Sign Language. (3; (Excl).

385. Experiential Practice. Permission of instructor. (1-6). (Excl). Offered mandatory credit/no credit. (EXPERIENTIAL). May be repeated for a total of six credit.


408/English 408. Varities of English. (3; 2 in the half-term). (Excl).

409/Anthro. 472. Language and Culture. (3; 2 in the half-term). (HU).

410/Anthro. 474. Language and Discrimination: Language as Social Statement. (3; 2 in the half-term). (SS).

411. Introduction to Linguistics. Not open to students with credit for Ling. 211. (3; 2 in the half-term). (SS).

416. Field Methods in Linguistics. One course in phonetics or phonology and a course in syntax. (3; 2 in the half-term). (Excl).

421. Morphology. One introductory linguistics course. (3; 2 in the half-term). (Excl).

429. Discourse Analysis and Language Teaching. Ling. 313, 314, or 315. (3; (Excl).

433/AAPTIS 433. Arabic Syntax and Semantics. AAPTIS 431, and AAPTIS 102 or 103. (3; (Excl).


449/CAAS 439. Creole Languages and Caribbean Identities. (3; 2 in the half-term). (Excl).


473/Anthro. 473. Ethnopoetics: Cross-Cultural Approaches to Verbal Art. Two courses in anthropology, linguistics, or literature. (3; 2 in the half-term). (Excl).

492. Topics in Linguistics. (3; 2 in the half-term). (Excl). May be elected for credit twice.

493. Undergraduate Reading. Permission of the concentration advisor. (1-3). (Excl). (INDEPENDENT). May be repeated for credit with permission of concentration advisor.

494. Undergraduate Reading. Permission of the concentration advisor. (1-3). (Excl). (INDEPENDENT). May be repeated for credit with permission of concentration advisor.

495. Senior Honors Reading Course. Permission of concentration advisor. (1-3). (Excl). (INDEPENDENT).

496. Senior Honors Reading Course. Permission of concentration advisor. (1-3). (Excl). (INDEPENDENT).

512/412. Phonetics. Lingu. 313. (4; (Excl).

513/413. Phonology. Lingu. 313. (3; 2 in the half-term). (Excl).


518/418. Linguistic Typology. Graduate standing; undergraduates with permission of department. (3; 2 in the half-term). (Excl).

519/419. Discourse Analysis. Permission of instructor. (3; 2 in the half-term). (Excl).

540/Iranian 530/AAPTIS 540. Structure of Persian and Iranian Linguistics. Taught in English. (3; (Excl).

542/442/Anthro. 572. Introduction to Sociolinguistics. Lingu. 414 or graduate standing. (3; 2 in the half-term). (Excl).

555/455. Introduction to Cognitive Grammar. Graduate standing or permission of instructor. (3; 2 in the half-term). (Excl).
Lloyd Hall Scholars Program

Lloyd Hall Scholars Courses (Division 445)

A maximum of 20 Lloyd Hall Scholars Program credits may be counted toward a degree.

110. Individual and Society I. Lloyd Hall Scholars. (3). (Excl).


114. Literature and the Arts in Society I. Lloyd Hall Scholars. (3). (Excl).

115. Literature and the Arts in Society II. Lloyd Hall Scholars. (3). (Excl).

125(165) College Writing. (4). (Introductory Composition).

150. Focused Studies. Lloyd Hall Scholars. (1-2). (Excl). Offered mandatory credit/no credit. May be repeated for a total of four credits.

151. Focused Studies. Permission of instructor. (1). (Excl). May be repeated for a total of three credits.

152. Focused Studies. Permission of instructor. (2). (Excl). May be repeated for a total of 6 credits.

160. Gateway to the University. Lloyd Hall Scholars. (1). (Excl). Offered mandatory credit/no credit.


260. Gateway: Writing About the University. Sophomore standing and participation in the Lloyd Hall Scholars Program. Not open to those who have completed LHSP 160. (1). (Excl). Offered mandatory credit/no credit.

Macromolecular Science and Engineering

2541 Chemistry Building
930 N. University Ave.
Ann Arbor, MI 48109-1055
(734) 763-2316
Email: Macromolecular@umich.edu
http://www.engin.umich.edu/ prog/macro/
Professor Richard E. Robertson, Director

Not a concentration program

Professors M. David Curtis (Chemistry), Frank E. Filisko (Materials Science and Engineering), Ronald Gibula (Materials Science and Engineering), Erdogan Gulari (Chemical Engineering), Samuel Krimm (Physics), Ronald G. Larson (Chemical Engineering), Paul G. Rasmussen (Chemistry), Richard E. Robertson (Materials Science and Engineering), Alan S. Wineyman (Mechanical Engineering & Applied Mechanics), Albert F. Yee (Materials Science and Engineering), Robert Zand (Biological Chemistry), Robert M. Ziff (Chemical Engineering)

Associate Professors Stacy G. Bike (Chemical Engineering), Richard M. Laine (Materials Science & Engineering, Chemistry), David C. Martin (Materials Science and Engineering), David W. Mead (Mechanical Engineering and Applied Mechanics)

Assistant Professors Ellen M. Arruda (Mechanical Engineering & Applied Mechanics), Mark M. Banaszak Holl (Chemistry), Peter X. Ma (Biologic and Materials Sciences), Coleen Pugh (Chemistry), A. Ramamoorthy (Chemistry)

Macromolecular Science and Engineering is an interdisciplinary graduate program that provides the academic and research basis for studies in the science and technology of synthetic and natural macromolecules. Such large molecules exhibit unusual and specific properties as compared to small molecules and a large field has developed in unraveling the scientific foundations of this behavior, both in the synthetic and the biological areas.

The Program at UM is one of the very few where students can achieve competence in both the traditional discipline of their choice and the interdisciplinary field of Macromolecular Science and Engineering. The faculty members are drawn from various departments, thus making the Program a truly cooperative and interdisciplinary endeavor.
Courses in Macromolecular Science (Division 425)

(Excl). (BS).
512/ChemE 512/MSE 512. Polymer Physics. Senior or graduate standing in engineering or physical science. (3). (Excl). (BS).
(Excl). (BS).

Mathematics

2072 East Hall
(734) 764-0337
Web site: http://www.math.lsa.umich.edu/
Professor Jeffrey B. Rauch, Interim Chair
May be elected as a departmental concentration program

Professors

David E. Barrett, Several Complex Variables
Anthony M. Bloch, Geometric Mechanics, Nonlinear Control Theory
Andreas R. Blass, Logic, Set Theory, Category Theory, Computational Complexity, Combinatorics
Morton Brown, Topology
Daniel M. Burns, Jr., Complex Analysis, Algebraic and Differential Geometry
Joseph G. Conlon, Mathematical Physics, Applied Mathematics
Charles Doering, Mathematical Physics, Applied Mathematics
Igor V. Dolgachev, Algebraic Geometry
Peter L. Duren, Real and Complex Analysis, Univalent Functions, Harmonic Analysis, Probability
Paul G. Federbush, Rigorous Quantum Field Theory and Statistical Mechanics
Robert Lazarsfeld, Algebraic Geometry
Donald J. Lewis, Diophantine Equations, Algebraic Numbers and Function Fields
John W. Lott, Differential Geometry, Mathematical Physics
James S. Milne, Algebraic Geometry and Number Theory
Hugh L. Montgomery, Number Theory, Distribution of Prime Numbers, Fourier Analysis, Analytic Inequalities, Probability
Allen Moy, Representation Theory
Gopal Prasad, Representation Theory
Jeffrey B. Rauch, Partial Differential Equations
G. Peter Scott, Geometric Topology, Combinatorial Group Theory
Carl P. Simon, Dynamical Systems, Singularity Theory, Mathematical Economics, Mathematical Epidemiology, Applied Mathematics
Joel A. Smoller (Lamberto Cesari Professor of Mathematics), Nonlinear Partial Differential Equations
Ralf J. Spatzier, Differential Geometry
John R. Stembridge, Algebraic Combinatorics
Berit Stensones, Several Complex Variables
Thomas F. Storer, Combinatorics
B. Alan Taylor, Complex Analysis
Alejandro Uribe-Ahumada, Global Analysis
Michael I. Weinstein, Nonlinear Partial Differential Equations
David J. Winter, Algebra, Lie Algebras, Algebraic Groups
Michael B. Woodroofe, Probability Theory, Mathematical Statistics

Associate Professors

Alexander Barvinok, Combinatorics, Optimization
Richard Canary, Topology
Jack L. Goldberg, Special Functions, Linear Algebra
Thomas Hales, Lie Theory
Eduard Harabetian, Partial Differential Equations, Numerical Analysis
Juha Heinonen, Geometric Function Theory
Smadar Karmi, Numerical Methods, Fluid Dynamics
Igor Kriz, Homotopy Theory
Ruth Lawrence, Topology
Robert Megginson, Geometry of Banach Spaces
Chung-Tuo Shih, Probability Theory
Peter Smereka, Bubbly Fluids
Karen Smith, Algebra and Algebraic Geometry
James Sneyd, Mathematical Medicine and Biology
Trevor Wooley, Number Theory

Assistant Professors

Saugata Basu, Discrete Applied Mathematics
Michael Bean, Number Theory
Pavel Belorousski, Algebraic Geometry
Kenneth Bromberg, Topology
Timothy Callahan, Applied Mathematics
Michael Cole, Algebraic Topology
John Dean, Topology
Zhong-Hui Duan, Applied Mathematics, Crystal Structure
Matthew Emerton, Number Theory
Razvan Gelca, Topology, Quantum Invariants
Nicola Gomes, Algebraic Geometry
Xianghong Gong, Several Complex Variables
David Graber, Combinatorics
Lizhen Ji, Geometry, Analysis
Mattias Jonsson, Complex Dynamics
Mathematics is sometimes called the *Queen of the Sciences*; because of its unforgiving insistence on accuracy and rigor it is a model for all of science. It is a field which serves science but also stands on its own as one of the greatest edifices of human thought. Much more than a collection of calculations, it is finally a system for the analysis of form. Alone among the sciences, it is a discipline where almost every fact can and must be proved.

The study of mathematics is an excellent preparation for many careers; the patterns of careful logical reasoning and analytical problem solving essential to mathematics are also applicable in contexts where quantity and measurement play only minor roles. Thus students of mathematics may go on to excel in medicine, law, politics, or business as well as any of a vast range of scientific careers. Special programs are offered for those interested in teaching mathematics at the elementary or high school level or in actuarial mathematics, the mathematics of insurance. The other programs split between those which emphasize mathematics as an independent discipline and those which favor the application of mathematical tools to problems in other fields. There is considerable overlap here, and any of these programs may serve as preparation for further study in a variety of academic disciplines, including mathematics itself, or intellectually challenging careers in a wide variety of corporate and governmental settings.

### Elementary Mathematics Courses

In order to accommodate diverse backgrounds and interests, several course options are available to beginning mathematics students. All courses require three years of high school mathematics; four years are strongly recommended and more information is given for some individual courses below. Students with College Board Advanced Placement credit and anyone planning to enroll in an upper-level class should consider one of the Honors sequences and discuss the options with a mathematics advisor.

Students who need additional preparation for calculus are tentatively identified by a combination of the math placement test (given during orientation), college admissions test scores (SAT or ACT), and high school grade point average. Academic advisors will discuss this placement information with each student and refer students to a special math tutor if necessary. Honors sequences and discuss the options with a mathematics advisor.

Two courses preparatory to the calculus, Math 105 and Math 110, are offered. Math 105 is a course in data analysis, functions and graphs with an emphasis on problem solving. Math 110 is a condensed half-term version of the same material offered as a self-study course through the Math Lab and directed towards students who are unable to complete a first calculus course successfully. A maximum total of 4 credits may be earned in courses numbered 110 and below. Math 103 is offered exclusively in the Summer half-term for students in the Summer Bridge Program.

Math 127 and 128 are courses containing selected topics from geometry and number theory, respectively. They are intended for students who want exposure to mathematical culture and thinking through a single course. They are neither prerequisite nor preparation for any further course. No credit will be received for the election of Math 127 or 128 if a student already has received credit for a 200- (or higher) level mathematics course.

Each of Math 115, 185, and 295 is a first course in calculus and generally credit can be received for only one course from this list. The sequence 115-116-215 is appropriate for most students who want a complete introduction to calculus. One of Math 215, 285, or 395 is a prerequisite to most more advanced courses in Mathematics.

The sequences 156-255-256, 175-176-285-286, 185-186-285-286, and 295-296-395-396 are honors sequences. All students must have the permission of an Honors advisor to enroll in any of these courses, but they need not be enrolled in the LS&A Honors Program. All students with strong preparation and interest in mathematics are encouraged to consider these courses; they are both more interesting and more challenging than the standard sequences.

Math 185-285 covers much of the material of Math 115-215 with more attention to the theory in addition to applications. Most students who take Math 185 have taken a high school calculus course, but it is not required. Math 175-176 assumes a knowledge of calculus roughly equivalent to Math 115 and covers a substantial amount of so-called combinatorial mathematics (see course description) as well as calculus-related topics not usually part of the calculus sequence. Math 175 and 176 are taught by the discovery method: students are presented with a great variety of problems and encouraged to experiment in groups using computers. The sequence Math 295-396 provides a rigorous introduction to theoretical mathematics. Proofs are stressed over applications and these courses require a high level of interest and commitment. Most students electing Math 295 have completed a thorough high school calculus course. The student who completes Math 396 is prepared to explore the world of mathematics at the advanced undergraduate and graduate level.

Students with strong scores on either the AB or BC version of the College Board Advanced Placement exam may be granted credit and advanced placement in one of the sequences described above; a table explaining the possibilities is available from advisors and the Department. In addition, there are two courses expressly designed and recommended for students with one or two semesters of AP credit, Math 119 and Math 156. Both will review the basic concepts of calculus, cover integration and an introduction to differential equations, and introduce the student to the computer algebra system MAPLE. Math 119 will stress experimen-
tion and computation, while Math 156 is an honors course intended primarily for science and engineering concentrators and will emphasize both applications and theory. Interested students should consult a mathematics advisor for more details.

In rare circumstances and with permission of a Mathematics advisor, reduced credit may be granted for Math 185 or 295 after Math 115. A list of these and other cases of reduced credit for courses with overlapping material is available from the Department. To avoid unexpected reduction in credit, students should always consult an advisor before switching from one sequence to another. In all cases a maximum total of 16 credits may be earned for calculus courses Math 115 through Math 396, and no credit can be earned for a prerequisite to a course taken after the course itself.

Students completing Math 116 who are principally interested in the application of mathematics to other fields may continue either to Math 215 (Analytic Geometry and Calculus III) or to Math 216 (Introduction to Differential Equations) – these two courses may be taken in either order. Students who have greater interest in theory or who intend to take more advanced courses in mathematics should continue with Math 215 followed by the sequence Math 217-316 (Linear Algebra-Differential Equations). Math 217 (or the honors version, Math 513) is required for a concentration in Mathematics; it both serves as a transition to the more theoretical material of advanced courses and provides the background required for optimal treatment of differential equations in Math 316. Math 216 is not intended for mathematics concentrators.

Prerequisites to Concentration. Most programs require completion of one of the sequences ending with Math 215-217, 285-217, or 395-396. A working knowledge of a high-level computer language such as FORTRAN or C or a computer algebra system (such as Maple or Mathematica), at a level equivalent to completion of a course of three or more credits; and eight credits of Physics, preferably Physics 140/141 and 240/241, are recommended for all programs and required for some. For detailed requirements consult the brochure Undergraduate Programs available from the Undergraduate Mathematics Program Office (UMPO), 2082 East Hall, (734) 763-4223, or the Department’s website.

Concentration Programs. A student considering concentration in mathematics should consult a mathematics concentration advisor in the UMPO as early as possible and certainly by the first term of the sophomore year. The Department offers many different concentration programs with varying requirements; failure to meet some of these at the intended time may delay completion of the program and graduation. A concentration plan must be designed with and approved by a concentration advisor. The departmental brochure Undergraduate Programs should be regarded as the most comprehensive and up-to-date guide to the options and requirements for concentration programs in mathematics. All the information in that brochure and much more is available online via the World Wide Web. From the department’s home page at: http://www.math.lsa.umich.edu select the item “Undergraduate Concentration Programs”

Pure Mathematics
(Students should consult the pamphlet Undergraduate Programs of the Department of Mathematics for its program requirements which take precedence over the descriptions in this Bulletin.)

a. Four basic courses (one course from each of the following four groups):
   Modern Algebra: Math 412 or 512
   Differential Equations: Math 256, 286, or 316
   Analysis: Math 451
   Geometry/Topology: Math 432, 433, 490, 531, or 590

b. Four elective courses (mathematics) chosen from a list of approved electives and approved by a concentration advisor.

c. One cognate course outside the Mathematics Department, but having advanced mathematical content.

Mathematical Sciences Program
(Students should consult the pamphlet Undergraduate Programs of the Department of Mathematics for its program requirements which take precedence over the descriptions in this Bulletin.)

Additional prerequisite: one term of computer programming (EECS 183 or the equivalent), and for the Numerical and Applied Analysis option, 8 credits of physics.

a. Four basic courses (one course from each of the following four groups):
   Differential Equations: Math 256, 286, or 316
   Discrete Math/Modern Algebra: Math 312, 412, or 512
   Analysis: Math 354, 450, or 451
   Probability: Math 425 or 525

b. At least three courses from ONE of the Program Options listed below (the list of possible electives for each option is given in the Undergraduate Programs pamphlet described above):
   Discrete and Algorithmic Methods
   Numerical and Applied Analysis
   Operations Research and Modelling
   Probabilistic Methods
   Mathematics of Finance and Risk Management

Mathematical Economics
Mathematical Physics
Control Systems

Honors Concentration
Outstanding students may elect an honors concentration in Mathematics. The Honors Program is designed not only for students who expect to become mathematicians but also for students whose ultimate professional goal lies in the humanities, law, medicine, or the sciences.

Students intending an honors concentration are strongly advised to take one of the honors introductory calculus sequences 156-157, 175 or 185-280 or 295-396, or some combination of the two. Eight credits of physics and familiarity with a high-level computer language are strongly recommended.

(Students should consult the pamphlet Undergraduate Programs of the Department of Mathematics for its program requirements which take precedence over the descriptions in this Bulletin.)

a. Four basic courses (one course from each of the following four groups):
   Linear Algebra: Math 513
   Modern Algebra: Math 512
   Analysis: Math 451
   Geometry/Topology: Math 433, 490, 590, or 531

b. Four elective (mathematics) courses, chosen with the approval of the honors advisor.

c. One cognate course from outside the Mathematics department, but containing significant mathematical content, chosen with the approval of the honors advisor.

Students who, in the judgment of the departmental honors committee, have completed an honors concentration with distinction are granted a citation upon graduating. Interested students should discuss their program and the specific requirements for obtaining the citation with a Mathematics Honors advisor (appointments scheduled in 2082 East Hall) no later than the second term of their sophomore year.

Actuarial Mathematics
(Students should consult the pamphlet Undergraduate Programs of the Department of Mathematics for its program requirements which take precedence over the descriptions in this Bulletin.)

Additional prerequisite: At least one course in each of the following fields: Accounting (271, 272, 471), Computer Science (CS 183, CS 280, Math 403), and Economics (101, 102).
a. Five basic courses (one from each of the following five groups):
1. Differential Equations: Math 256, 286, or 316
2. Probability: Math 425 or 525
3. Analysis: Math 354, 450, or 451
5. Numerical Analysis: Math 471

b. Three special actuarial courses, including Math 424 and 520, and one of Math 521 or 522.

c. Two additional courses in areas relating to Actuarial Science, approved by an advisor.

d. Two additional courses, which must include a course in the Psychology Department, and a minimum of one additional mathematics course.

Teaching Certificate
It is essential that students planning to obtain a teaching certificate consult a teaching certificate advisor, either Professor Krause (LS&A) or Professor Coxford (Education), prior to beginning their concentration program.

Additional prerequisite: One term of computer programming, EECS 183 or the equivalent.

(Students should consult the pamphlet Undergraduate Programs of the Department of Mathematics for its program requirements which take precedence over the descriptions in this Bulletin.)

Courses in Mathematics (Division 428)

A maximum total of 4 credits may be earned in Mathematics courses numbered 110 and below. A maximum total of 16 credits may be earned for calculus courses Math 112 through Math 396, and no credit can be earned for a prerequisite to a course taken after the course itself.

103. Intermediate Algebra. Only open to designated summer half-term Bridge students. 1/2B. (2 in the half-term). (Excl).

105. Data, Functions, and Graphs. Students with credit for Math 103 can elect Math. 105 for only 2 credits. No credit granted to those who have completed any Mathematics coarse numbered 110 or higher. (4). (MSA). (QR/1).

110. Pre-Calculus (Self-Study). See Elementary Courses above. Enrollment in Math 110 is by recommendation of Math 115 instructor and override only. No credit granted to those who have completed Math 112, 114, 116, 119, 156, 176, 186, and 295. (4). (MSA). (QR/1).

115. Calculus I. Four years of high school mathematics. See Elementary Courses above. Credit usually is granted for only one course from among Math. 112, 115, 185, and 295. No credit granted to those who have completed Math. 173. (4). (MSA). (BS). (QR/1).


119. Calculus II Using MAPLE. Math. 115 or score of 3 or higher on the AB or BC Advanced Placement Calculus exam. Credit is granted for only one course from among Math. 114, 116, 119, 156, 176, 186, and 296. (4). (MSA). (BS). (QR/1).

127. Geometry and the Imagination. Three years of high school mathematics including a geometry course. No credit granted to those who have completed a 200- (or higher) level mathematics course. (4). (MSA). (BS). (QR/1).

128. Explorations in Number Theory. High school mathematics through at least Analytic Geometry. No credit granted to those who have completed a 200- (or higher) level mathematics course. (4). (MSA). (BS). (QR/1).

147. Introduction to Interest Theory. Math. 112 or 115. No credit granted to those who have completed a 200- (or higher) level mathematics course. (3). (MSA). (BS).


154. Honors Calculus II. Score of 4 or 5 on the AB or BC Advanced Placement calculus exam. Credit is granted for only one course among Math. 114, 115, 119, 156, 176, 186, and 296. (4). (MSA). (BS). (QR/1).

157. Combinatorics and Calculus. Permission of Honors advisor. No credit granted to those who have completed a 200-level or higher Mathematics course. (4). (MSA). (BS). (QR/1).

166. Honors Analytic Geometry and Calculus II. Permission of the Honors advisor. Credit is granted for only one course among Math. 112, 113, 115, 185, and 295. No credit granted to those who have completed Math. 175. (4). (MSA). (BS). (QR/1).


203. Introduction to MAPLE and MATHEMATICA. Prior or concurrent enrollment in one term of calculus. No programming experience is assumed. No credit granted to those who have completed Math. 119. (1). (Excl). (BS). Offered mandatory credit/no credit. May be repeated for a total of two credits.


217. **Linear Algebra.** Math. 215, 255, or 285. No credit granted to those who have completed or are enrolled in Math. 417, 419, or 513. (4). (MSA). (BS). (QR/1).


288. **Math Modeling Workshop.** Math. 216 or 316, and Math. 217 or 417. (1). (Excl). (BS). Offered mandatory credit/no credit. May be repeated for a total of three credits.

289. **Problem Seminar.** (1). (Excl). (BS). May be repeated for credit with permission.

295(195). **Honors Mathematics I.** Prior knowledge of first year calculus and permission of the Honors advisor. Credit is granted for only one course from among Math. 112, 113, 115, 185, and 295. (4). (MSA). (BS). (QR/1).

296(196). **Honors Mathematics II.** Prior knowledge of first year calculus and permission of the Honors advisor. Credit is granted for only one course from among Math. 116, 119, 156, 176, 186, and 296. (4). (Excl). (BS). (QR/1).


316. **Differential Equations.** Math. 215 and 217. Credit can be received for only one of Math. 216 or Math. 316, and credit can be received for only one of Math. 316 or Math. 404. (3). (Excl). (BS).

333. **Directed Tutoring.** Math. 385 and enrollment in the Elementary Program in the School of Education. (1-3). (Excl). (EXPERIMENTAL). May be repeated for a total of three credits.


354. **Fourier Analysis and its Applications.** Math. 216, 256, 286, or 316. No credit granted to those who have completed or are enrolled in Math. 454. (3). (Excl). (BS).


385. **Mathematics for Elementary School Teachers.** One year each of high school algebra and geometry. No credit granted to those who have completed or are enrolled in 485. (3). (Excl).


399. **Independent Reading.** (1-6). (Excl). (INDEPENDENT). May be repeated for credit.


404. **Intermediate Differential Equations.** Math. 216. No credit granted to those who have completed Math. 256, 286, or 316. (3). (Excl). (BS).

412. **Introduction to Modern Algebra.** Math. 215, 255, or 285; and 217. No credit granted to those who have completed or are enrolled in 512. Students with credit for 312 should take 512 rather than 412. One credit granted to those who have completed 312. (3). (Excl). (BS).

413. **Calculus for Social Scientists.** Not open to freshmen, sophomores or mathematics concentrators. (3). (Excl). (BS).

417. **Matrix Algebra I.** Three courses beyond Math. 110. No credit granted to those who have completed or are enrolled in 217, 419, or 513. (3). (Excl). (BS).

419/EECS 400/CS 400. **Linear Spaces and Matrix Theory.** Four terms of college mathematics beyond Math. 110. No credit granted to those who have completed or are enrolled in 217 or 513. One credit granted to those who have completed Math. 417. I and II. (3). (Excl). (BS).

420. **Matrix Algebra II.** Math. 217, 417, or 419. (3). (Excl). (BS).

422. **Topics in Actuarial Mathematics I.** Math. 216, 256, 286, or 316. (3). (Excl). (BS).


462. **Mathematical Models.** Math. 216, 256, 286, or 316; and 217, 417, or 419. Students with credit for 362 must have department permission to elect 462. (3). (Excl). (BS).

463. **Mathematical Modeling in Biology.** Math. 217, 417, or 419; 286 or 316. (3). (Excl). (BS).

464/BiomedE 464. **Inverse Problems.** One of Math. 217, 417, or 419; and one of Math. 216, 256, 286, or 316. (3). (Excl). (BS).

471. **Introduction to Numerical Methods.** Math. 216, 256, 286, or 316; and 217, 417, or 419; and a working knowledge of one high-level computer language. (3). (Excl). (BS).

475. **Elementary Number Theory.** At least three terms of college mathematics are recommended. (3). (Excl). (BS).

476. **Computational Laboratory in Number Theory.** Prior or concurrent enrollment in Math. 475 or 575. (1). (Excl). (BS).

481. **Introduction to Mathematical Logic.** Math. 412 or 451 or equivalent experience with abstract mathematics. (3). (Excl). (BS).

485. **Mathematics for Elementary School Teachers and Supervisors.** One year of high school algebra. No credit granted to those
who have completed or are enrolled in 385. I and IIb. (3; 2 in the half-term). (Excl). (BS). May not be included in a concentration plan in mathematics.


489. Mathematics for Elementary and Middle School Teachers. Math. 385 or 485. May not be used in any graduate program in mathematics. (3) (Excl).

490. Introduction to Topology. Math. 412 or 451 or equivalent experience with abstract mathematics. (3). (Excl). (BS).

497. Topics in Elementary Mathematics. Math. 489. (3). (Excl). (BS). May be repeated for a total of six credits.

498. Topics in Modern Mathematics. Senior mathematics concentrators and Master Degree students in mathematical disciplines. (3). (Excl). (BS).

512. Algebraic Structures. Math. 451 or 513. No credit granted to those who have completed or are enrolled in 412. Math. 512 requires more mathematical maturity than Math. 412. (3). (Excl). (BS).

513. Introduction to Linear Algebra. Math. 412 or permission of honors advisor. Two credits granted to those who have completed Math. 417; one credit granted to those who have completed Math 217 or 419. (3). (Excl). (BS).


559. Selected Topics in Applied Mathematics. Math. 451; and 217 or 419. (3). (Excl). (BS). May be repeated for a total of six credits.

561/SMS 518 (Business Administration)/IOE 510. Linear Programming I. Math. 217, 417, or 419. (3). (Excl). (BS).


565. Combinatorics and Graph Theory. Math. 412 or 451 or equivalent experience with abstract mathematics. (3). (Excl). (BS).


582. Introduction to Set Theory. Math. 412 or 451 or equivalent experience with abstract mathematics. (3). (Excl). (BS).


Medieval and Renaissance Collegium (MARC)

1638 Haven Hall
(734) 763-2066, fax: (734) 763-6044
Professor Thomas Tentler, Director

May be elected as an interdepartmental concentration program

The Medieval and Renaissance Collegium (MARC) administers an interdisciplinary undergraduate program in the study of European civilization from late antiquity to the early modern period. Prerequisite courses and language requirements are designed to ensure that students are prepared to exploit the extraordinary richness of courses in this period at the University of Michigan. Courses that count for concentration are given in history, philosophy, religion, history of art and architecture, classical studies, archaeology, all of the European language and literature departments (English, German, Romance, and Slavic), law, music, Near Eastern Studies, and theater. By focusing on a defined historical period, but requiring interdisciplinary study in advanced courses, a MARC concentration has both the coherency and breadth that distinguish a rewarding and useful education in the Humanities and Social Sciences.

Prerequisites to Concentration

1. Successful completion of two (2) courses from among the following:
   Anthropology 222; Classical Archaeology 221, 222; Classical Civilization 101, 102; Great Books 191, 192, 201, 202; History 110, 111, 200, 201, 210, 211, 212, 213, 220, 286, 380, 381; History of Art 101, 102; Religion 308, 309.

2. Fourth term college-level proficiency in one of the Classical or Western European Languages.

The Concentration Program

I. MARC Course Requirements:

Eight (8) three- or four-credit courses in the five areas listed below. At least five of these eight courses must be 300 level or above. One of these eight courses may be MARC 490, the MARC Independent Study course (three or four credits) which may be used for writing the MARC thesis.

1. Five-Area Distribution Requirement: one three- or four-credit course in each of the following five fields:
   A. Late Antiquity and Early Medieval
   B. Later Medieval
   C. Mediterranean Renaissance
   D. Northern Renaissance
   E. Non-Western, Pre-Modern

2. Three (3) additional three- or four-credit courses in the 5 areas listed above.

3. Interdisciplinary Requirement: The eight (8) courses used to satisfy the concentration requirement must include courses in at least three (3) different departments or programs.

II. Language Requirements:

1. At least one year of high school Latin or one semester of college Latin. This requirement must be completed by the beginning of the senior year.

2. One upper-level course (300 or over) of three or four credits in the literature of one of the following languages: French, German, Italian, Portuguese, Spanish,
Old/Middle English, Old French or Latin.

OR

Two (2) terms of a language (other than the one used to satisfy the prerequisite) taken from the above list.

III. The MARC Thesis

A substantial research paper (30 to 50 pages), written under the direction of an appropriate faculty member, is due at the end of the student’s final term and must be completed for certification for graduation in MARC. The Director of MARC serves as second reader. If the MARC Director is the thesis director, another faculty member will be asked to serve as second reader.

Advising. The MARC Director is the concentration advisor. Beyond ensuring that concentration requirements are satisfied, the Director’s most important role is helping to plan an individualized and coherent program of study to ensure that concentrators acquire the analytical and communication skills that are the principal virtue of a liberal arts education. A well designed program should also prepare students to write the MARC thesis.

Study Abroad. Students are encouraged to study abroad, and one of the program’s goals is to provide an education that will make this experience especially rewarding. The Director works with each student to determine what courses can be counted for concentration. Because of MARC’s historical and interdisciplinary identity, most study-abroad programs offer a wide variety of courses that can be counted for a MARC concentration.

Honors Concentration. Concentrators who maintain a 3.0 GPA overall, and a 3.5 in MARC, are eligible to be considered for graduation with honors. The grades of Highest, High, and Low Honors are determined by the Director (and faculty advisers when appropriate) on the basis of grade-point average in the college, grade-point average in MARC, and the grade on the thesis.

Double Concentration. Students often combine concentration in MARC with concentration in another department or program – in the natural sciences as well as in the social sciences and humanities. Students who plan a double concentrate should see the Director early to work out a plan for completion of requirements.

Student Associations. The MARC Society is student run and cooperates with the Director and Secretary in planning academic and social events. There is a social gathering of all MARC concentrators and friends near the beginning of each term in which general policy questions are discussed.

E-Mail. All concentrators and anyone interested in participating in our program are included in a group e-mail address: <marcons.fall@unich.edu>

Courses in Medieval and Renaissance Collegium (MARC) (Division 430)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>210/Hist. 210</td>
<td>Early Middle Ages, 300-1100. (4; 3 in the half-term). (SS).</td>
</tr>
<tr>
<td>211/Hist. 211</td>
<td>Later Middle Ages, 1100-1500. (4). (SS).</td>
</tr>
<tr>
<td>213/Hist. 213</td>
<td>The Reformation. (3). (HU).</td>
</tr>
<tr>
<td>251/Hist. of Art 251</td>
<td>Italian Renaissance Art, II. (4). (HU).</td>
</tr>
<tr>
<td>375/Germ. 375/Rel. 375</td>
<td>Celtic and Nordic Mythology. (3). (Excl).</td>
</tr>
<tr>
<td>396/French 366</td>
<td>Medieval Literature, History, and Culture. French 252, and 8 credits in courses numbered between French 250 and 299. (3; HU). May be repeated for a total of six credits.</td>
</tr>
<tr>
<td>401</td>
<td>Early Medieval Period. (3). (Excl).</td>
</tr>
<tr>
<td>402</td>
<td>Late Medieval Period. (3). (Excl).</td>
</tr>
<tr>
<td>403</td>
<td>Mediterranean Renaissance. (3). (Excl).</td>
</tr>
<tr>
<td>404</td>
<td>The Northern Renaissance. (3). (Excl).</td>
</tr>
<tr>
<td>411</td>
<td>Special Topics. (1-3). (Excl).</td>
</tr>
<tr>
<td>414/Hist. 412</td>
<td>Social and Intellectual History of the Florentine Renaissance. I or II. (3). (Excl).</td>
</tr>
<tr>
<td>422</td>
<td>Early and High Middle Ages: Thematic Studies II. (3-4). (Excl). May be elected for credit more than once.</td>
</tr>
<tr>
<td>423</td>
<td>Early and High Middle Ages: Thematic Studies III. (3-4). (Excl). May be elected for credit more than once.</td>
</tr>
<tr>
<td>424</td>
<td>Early and High Middle Ages: Thematic Studies IV. (3-4). (Excl). May be elected for credit more than once.</td>
</tr>
<tr>
<td>425</td>
<td>Renaissance Italy: Thematic Studies I. (3-4). (Excl). May be elected for credit more than once.</td>
</tr>
<tr>
<td>427</td>
<td>Renaissance Italy: Thematic Studies III. (3-4). (Excl). May be elected for credit more than once.</td>
</tr>
<tr>
<td>428/Hist. 414</td>
<td>Northern Renaissance and Reformation. (3). (Excl).</td>
</tr>
<tr>
<td>430</td>
<td>The Northern Renaissance and Reformation: Thematic Studies III. (3-4). (Excl). May be elected for credit more than once.</td>
</tr>
<tr>
<td>439/Italian 433</td>
<td>Dante’s Divine Comedy. A knowledge of Italian is not required. (3). (HU).</td>
</tr>
<tr>
<td>440/Latin 435, Medieval Latin I, 500-900 A.D.</td>
<td>Two years of college Latin. (3; 2 in the half-term). (Excl).</td>
</tr>
<tr>
<td>441/Latin 436, Medieval Latin II, 900-1350 A.D.</td>
<td>Two years of college Latin. (3; 2 in the half-term). (Excl).</td>
</tr>
<tr>
<td>455/English 455, Medieval English Literature.</td>
<td>(3; 2 in the half-term). (HU).</td>
</tr>
<tr>
<td>465/English 465, Chaucer: The Canterbury Tales.</td>
<td>(3; 2 in the half-term). (Excl).</td>
</tr>
<tr>
<td>490</td>
<td>Directed Reading. Permission of instructor. (1-4). (Excl). (INDEPENDENT). May be repeated for credit.</td>
</tr>
</tbody>
</table>

Middle Eastern and North African Studies

1080 South University, Suite 4640
(734) 764-0350
Professor Michael Bonner (Near Eastern Studies), Director
May be elected as an area concentration program

Professors Barlow (Public Health), Coffin (Near Eastern Studies), Cole (History), Endelman (Judaic Studies), Fine (History), Heath (Linguistics), Hook (Linguistics), Knysz (Near Eastern Studies), Larimore (Geography and Women’s Studies), LeGassick (Near Eastern Studies), Lindner (History), Rammuny (Near Eastern Studies), Stewart-Robinson (Near Eastern Studies), Windfuhr (Near Eastern Studies), and Wright (Anthropology)

Associate Professors Bardakjian (Slavic Languages and Literature), Bonner, (Near Eastern Studies), Ginsberg (Near Eastern Studies), Göcek (Sociology), and Messick (Anthropology)

Assistant Professors Babayan (Near Eastern Studies), Brown (Public Health), Connelly (History), and Platz (History).

The Center for Middle Eastern and North African Studies offers a multidisciplinary area concentration program to students who want to obtain a broad background on the modern Middle East and North Africa.

Prerequisites to Concentration. One of the following first year language sequences
or the equivalent: Arabic (AAPTIS 101 and 102, AAPTIS 103 and 104), Hebrew (HJCS 101 and 102, AAPTIS 141 and 142) or Turkish (AAPTIS 151 and 152). Strongly recommended: AAPTIS 100 (Peoples of the Middle East), AAPTIS 204 (Introduction to Islam), History 240 (Introduction to Near Eastern History).

Concentration Program. A minimum of 30 credits chosen in consultation with and approved by the undergraduate concentration advisor. The courses chosen must include:

1. Anthropology 409.
2. History 443 and one of the following: 442, 538, 539, 542, 545.
3. Political Science, any one of the following: 353, 452, 453, 476.
4. One year of an appropriate language of the area (Arabic, Hebrew, Persian, Turkish) beyond the first year level. For Arabic a student may count AAPTIS 201 and 202 or one year of colloquial Arabic (Egyptian, Syrian) as the second year of language study.
5. Two electives selected from the courses listed below (except courses chosen to meet the above requirements).

Honors Concentration. Special arrangements are made for qualified students to elect an honors concentration. Candidates for an honors concentration undertake independent research which is reported in a senior honors thesis. Prospective honors concentrators should consult with the honors concentration advisor before the end of the junior year.

Advising. Prospective concentrators are encouraged to work closely with the area concentration advisor to develop a program of study consistent with individual needs. Academic advising appointments are scheduled at 1080 South University Suite 4640.

Courses in Middle Eastern and North African Studies (Division 440)

334/Hist. 334/AAPTIS 364, Selected Topics in Near and Middle Eastern Studies. (3). (Excl).
491. Proseminar on the Arab World. (3). (Excl).
495. Senior Honors Thesis. Open only to honors concentrators with senior standing. (3-4). (Excl). (INDEPENDENT).
496. Senior Honors Thesis. Open only to honors concentrators with senior standing. 495 is prerequisite to 496. (3-4). (Excl). (INDEPENDENT).
520. Bibliographical Resources in Middle Eastern Studies. (1). (Excl).

Courses in Other Departments

The following courses, which may be included in a concentration plan, are offered by other departments and programs:

Anthropology: 409, 434, 509.
History: 385, 442, 443, 531, 536, 537, 538, 539, 542, 545, and appropriate sections of History 396 and 397.
History of Art: 386, 486, 490, 491, 581, 582, 584.
Near Eastern Studies: Hebrew and Judaic Cultural Studies (HJCS) 101, 102, 301, 302, 401, 402, 471, 472, 479, 571, 572;
Arabic (AAPTIS) 101, 102, 103, 104, 201, 202, 403, 404, 415, 416, 417, 418, 431, 467, 501, 502, 504, 506, 508, 509, 537, 556;
Persian (AAPTIS) 241, 242, 540, 544, 545;
Turkish (AAPTIS) 251, 252, 451, 452, 553, 554, 555, 556, 557.
General (AAPTIS) 466, 468, 469, 485, 486;
Political Science: 353, 452, 453, 476;
Sociology: 401, 490, and appropriate sections of Sociology 496, 497, 596, and 597.

Museum Methods

Not a concentration program

The University of Michigan offers through the facilities of the University Museums laboratory/discussion courses for students interested in natural science museum exhibit. The courses in museum methods are open to undergraduates concentrating in one of the many subject areas encountered in natural history museums. These courses focus not on the subject matter of natural history fields, but rather on the principles, methods, and techniques used by professional exhibit designers.

Museum Practice

Not a concentration program

Courses in Museum Practice (Division 437)

400. Independent Museum Study. Upperclass standing and permission of instructor. (1-4; 1-3 in the half-term). (Excl). (EXPERIENTIAL).
Music Performance Courses. Students of advanced ability may elect instruction on instruments or in voice through the School of Music when teaching assistant or faculty time is available. This instruction, which consists of half-hour weekly lessons for two credits, is not available to beginners.

Request forms for performance instruction are available at the Information Office, Room 2249, School of Music, North Campus. See the Time Schedule for information concerning procedures, deadlines, and registration. Assignments are posted in the main lobby of the School of Music not later than the end of the third day of classes. It is the student’s responsibility to initiate contact with the assigned instructor. Students enrolled in performance courses must provide their own instruments (except organ and piano); practice facilities are available at the School of Music.

When registering, students should note that: (1) there is a different division number for each instrument (see Time Schedule); (2) LS&A students should use course number 150; and (3) there is a different section number for each instructor. Questions concerning registration for performance instruction should be directed to Associate Dean Lehman’s Office.

Because it is usually impossible to accommodate all students who seek instruction in a particular instrument category, the following priorities have been established. In general, juniors and seniors are given a higher priority than first- and second-year students. First priority is granted to Bachelor of Arts students with a concentration in music who must take performance as a degree requirement. Second priority is granted to all other students who can earn degree credit by electing music performance courses. Students who cannot earn degree credit for performance courses cannot be accommodated by this program.

A wide variety of music performing ensembles are available to LS&A students. Principal among these, for instrumentalists, are Ensemble 344 (University Campus Orchestra) and 346 (Campus Band), as well as 348 (U of M Marching Band), for which an audition is required. Other instrumental ensembles, both orchestras and bands, are designed primarily for School of Music students, but LS&A students with a performance background are encouraged to audition for these groups as well. Vocalists may audition for the University Arts Chorale (designated for the LS&A population), but may also audition for the School of Music vocal ensembles, including the University Choir (349), the University Chamber Choir (350), the Choral Union (354), the Men’s and Women’s Glee Clubs (353 and 356) and the Gospel Chorale (357). In addition, many LS&A students have participated in performing ensembles sponsored by the ethnomusicology faculty: [the Javanese gamelan (405)] for which no prior background is required.

No music performing ensemble carries LS&A credit.

Credit Policies. The courses listed below count as LS&A courses for LS&A degree credit. Other courses in Music Theory, Composition, and Music History-Musicology are also counted as LS&A courses for LS&A degree credit. All other courses from the School of Music are counted as non-LS&A courses.

Courses in Music History and Musicology (Division 678)

139. Introduction to Music. Limited to students enrolled in the School of Music unless admission is granted by the concentration advisor. (2). (HU).

140. History of Western Art Music: Music of the U.S. and Euro-American Music Since World War I. Limited to students enrolled in the School of Music unless admission is granted by the concentration advisor. (2). (HU).

239. History of Western Art Music: Middle Ages through the Baroque. Limited to students enrolled in the School of Music unless admission is granted by the concentration advisor. (2). (HU).

240. History of Western Art Music: Classic Era Through World War I. Limited to students enrolled in the School of Music unless admission is granted by the concentration advisor. (2). (HU).

305. Special Course. Non-music only. (3). (Excl).

306. Special Course. Non-music only. (3). (Excl).

341. Introduction to the Art of Music. For non-School of Music students only. (3). (HU).

342. Introduction to World Music. For non-School of Music students only. (3). (HU).

343. Music in History. For non-School of Music students only. (3). (Excl).

345. The History of Music. For non-School of Music students only. (3). (HU).

346. The History of Music. For non-School of Music students only. (3). (HU).

347. Opera of the Past and Present. For non-School of Music students only. (3). (HU).

351. History of Jazz. (3). (Excl).

405. Special Course, (1-3; 1-2 in the half-term). (Excl). May be repeated for credit.

406. Special Course, (2-4; 1-2 in the half-term). (Excl). May be repeated for credit.

407. Special Course, (1-3; 1-2 in the half-term). (Excl). May be repeated for credit.

408. Special Course, (1-3; 1-2 in the half-term). (Excl). May be repeated for credit.


413. History of Opera. (3; 2 in the half-term). (HU).

414. Nineteenth and Twentieth Century Opera. (3). (Excl).

416. History of Musical Instruments. (3; 2 in the half-term). (HU).


421. Music of the Classic Period. (3; 2 in the half-term). (Excl).

422. Music of the Nineteenth Century. (3; 2 in the half-term). (Excl).

423. Music of the Twentieth Century. (3; 2 in the half-term). (Excl).

424. Art Song. (3). (HU).

Courses in Composition (Division 665)

221. Introduction to Elementary Composition. For non-School of Music students only. (1 in the half-term). (CE).

222. Composition. For non-School of Music students only. Music Composition 221. (3; 2 in the half-term). (CE).

242. Creative Composition. Non-School of Music students must have completed Music Composition 222 or Music Theory 238. (3; 2 in the half-term). (CE).


Courses in Music Theory (Division 696)

137. Introduction to the Theory of Music. While this course requires no previous formal training in music theory, it is essential that students have a basic understanding of musical notation. (3). (HU).

139. Basic Musicianship: Aural Skills I. Music Theory 129 or placement by Theory Evaluation Survey Test. Limited to students enrolled in the School of Music unless admission is granted by the Chairman of the Department of Music Theory. (1). (Excl).


149. Basic Musicianship: Writing Skills I. Music Theory 129 or placement by Theory Evaluation Survey Test. Limited to students enrolled in the School of Music unless admission is granted by the Chairman of the Department of Music Theory. (2). (Excl).


249. Basic Musicianship: Written Skills III. Music Theory 140 and 150, and concurrent enrollment in Music Theory 239. (2). (Excl).


405. Special Courses. Music Theory 240. (3; 2 in the half-term). (Excl).


Courses in Performing Arts Technology (Division 691)


Native American Studies (see American Culture)

Web site: http://www.snre.umich.edu/

Not a concentration program

The School of Natural Resources and Environment pre-professional undergraduate program is interdisciplinary in scope, providing students with a strong background in the liberal arts and sciences as well as interdisciplinary coursework in natural resources. Students completing the program receive a Bachelor of Science in Natural Resources and Environment. Issues such as acid rain, conservation biology, toxic and hazardous waste management, global change, tropical rainforest destruction, and air and water pollution are examined in courses as diverse as natural resource economics, applied social and behavioral science, forest ecology, biology of conservation and extinction, environmental law policy, and landscape architecture. The curriculum provides excellent academic preparation for graduate work and careers in many fields including law, environmental science, medicine, wildlife biology, public health, landscape architecture, urban and environmental planning, public policy analysis, economics, and computer science with natural resource applications.

Undergraduates wishing further information about course offerings and degree requirements should contact the School of Natural Resources and Environment Office of Academic Programs (1024 Dana Building. 764-6453).

The following course counts as an LS&A course for LS&A degree credit.

Courses in Natural Resources and Environment (Division 711)

Near Eastern Studies

Adjunct Assistant Professor

Adam Smith, rise of ancient complex societies

Professors Emeriti


The Department of Near Eastern Studies offers instruction in the languages, literatures, histories, and cultures of the ancient Near East and the medieval and modern Middle East. The department’s language offerings provide the foundation for the academic study of the literatures, histories, and cultures of the region. The ancient language offerings include Sumerian, Egyptian, Akkadian, Hititite, Ugaritic, Avestan, Aramaic, Classical Hebrew, and Coptic. The medieval and modern language offerings include Armenian, Arabic, Hebrew, Persian, and Turkish. The undergraduate programs in the department are designed to initiate the academic study of the region, enhance the student’s critical skills, and promote an increased understanding of the historical processes underlying the transformation of cultures.

Prerequisite to Concentration. All Near Eastern Studies concentrators must complete the prerequisite course 100, Peoples of the Middle East.

Concentration Programs. The student must select one of four divisions in Near Eastern Studies in which to pursue a concentration. Three divisions with special language requirements are: Ancient Civilizations and Biblical Studies (ACABS); Ancient Near Eastern Studies (NEC), a concentration without the language component of other program concentrations. A concentration in the department requires completion of course work in four categories: the prerequisite course, the required language courses, the divisional elective courses and the optional elective or cognate courses. The divisions and their programs are described below.

All Near Eastern Studies concentrators must complete a minimum of thirty hours of concentration credit in the languages, literatures, histories, and cultures of the region. In addition, each concentrator must select two additional courses from offerings other than those provided by the division of concentration. Both cognate courses must be approved by the director of undergraduate studies and the student’s concentration advisor. The student must maintain a grade of at least a C in each term of a required concentration language. Those courses for which a student receives a lesser grade must be repeated.

Honors Concentration. Concentrators who qualify as candidates for Honors in Near Eastern Studies are those who meet the requirements for a regular concentration, maintain a GPA of at least 3.25 overall and 3.5 in the concentration, and complete the writing of a senior thesis with distinction. Honors concentrators are required to enroll in the thesis course (498) during their senior year (three credits per term or six credits in one term) of research and writing. Further information concerning the Honors concentration can be obtained at the departmental office (3074 Frieze Building) or the Honors Program Office (1228 Angell Hall).

Advising. Students interested in the Department’s concentration programs in ACABS, AAPTIS, HJCS, or NEC should contact the department’s director of undergraduate studies who will direct the student to the appropriate concentration advisor. Students who plan to complete the concentration requirements for a Bachelor of Arts degree in Near Eastern Studies must complete the LS&A Declaration Form. This form is available at the departmental office, or at the Academic Advising Center (1255 Angell Hall). One copy should be submitted to the Department of Near Eastern Studies and the other to the Academic Advising Center.

Undergraduate Prizes. The Department of Near Eastern Studies awards four annual student prizes for excellence in ancient Near Eastern and medieval and modern Middle Eastern studies:

• The George G. Cameron Award in Ancient Civilizations and Biblical Studies
• The George and Celeste Hourani Award in Arabic, Persian, Turkish, and Islamic Studies
• The Leroy T. Waterman Award in Hebrew and Jewish Cultural Studies
• The Ernest T. Abdel Massih Award in Arabic
• Esther and Wolf Snyder Award in Hebrew and Jewish Cultural Studies

Student Organization. Concentrators in Near Eastern Studies have the opportunity to participate in a student organization, the Undergraduate Near Eastern Studies Association (UNESA). The association is comprised of current and potential concentrators. Its goals include: organizing the department’s undergraduates into a more cohesive, directed body; identifying funding for research and study trips abroad; assisting in
the development of the curriculum; bringing in guest lecturers; and helping each other with graduate school and employment applications.

**Associated Units and Resources.** The department’s offerings represent only a part of the total number of University’s courses devoted to the study of the ancient Near East and medieval and modern Middle East. Other campus units that can provide resources and relevant course offerings to the concentrator include:

- The Center for Middle Eastern and North African Studies (CMENAS)
- The Program on Studies in Religion (PSIR)
- The Center for Judaic Studies
- Project FLAME (Foreign Language Applications in the Multimedia Environment)

For other resources and course offerings, applicants should consult the listings in the departments and program units of Anthropology, Classical Studies, History, History of Art, Linguistics, Philosophy, and Political Science. These are listed in the department’s brochure (available at 3074 Frieze Building).

**Study Abroad.** Concentrators are strongly encouraged to spend all or part of an academic year at overseas universities and programs in order to further their formal Near Eastern Studies training. The department has associations with several universities and programs abroad. In addition to consulting the University of Michigan’s Study Abroad program and the International Center, concentrators should contact the department undergraduate advisor and the concentration advisor concerning such a course of study. A program should be decided upon in advance in order to ensure that transfer credit can be awarded and that courses will satisfy concentration requirements.

**Ancient Civilizations and Biblical Studies (ACABS)**

*May be elected as a departmental concentration program*

The division of Ancient Civilizations and Biblical Studies (ACABS) offers instruction at the introductory to advanced levels in the languages, literatures, histories, cultures, and religions of the ancient Near East (Anatolia, Egypt, Mesopotamia, Israel, and Syria). The concentrator in ACABS can select from one of three options within the division designed to meet the special interests of the student: Ancient Mesopotamia, Hebrew Bible/Ancient Israel, or New Testament/Early Christianity.

The concentrator in ACABS is required to complete four terms of language. The languages for which four terms of instruction are offered include Akkadian, Classical Hebrew, or Greek. Fourth-term proficiency in Classical Hebrew or Greek satisfies the language requirement of the College of LS&A. The student has the option to complete only two terms of one of those three languages and two subsequent terms of a second (and third) language. In place of four terms of one language, the concentrator can select one of the following three language options: one year of Akkadian followed by one year of Sumerian, or one year of Classical Hebrew followed by one term of Aramaic and another of Ugaritic, or three terms of middle Egyptian and one term of Coptic.

In addition to the four terms of language, the ACABS concentrator must elect six additional courses in the languages, literatures, histories, and cultures and religions of the ancient Near East. These six divisional courses are to be selected from the four course levels: one at the 100-level, one at the 200-level, one at the 300-level, and three at the 400-500 level. The concentrator must also complete two elective cognate courses outside the division of concentration. The concentration courses must be approved by the director of undergraduate studies and the concentration advisor. Please contact the departmental secretary to make an appointment with the concentration advisor.

**Arabic, Armenian, Persian, Turkish, and Islamic Studies (AAPTIS)**

*May be elected as a departmental concentration program*

The division of Arabic, Armenian, Persian, Turkish, and Islamic Studies (AAPTIS) offers instruction at the introductory to the advanced level in medieval and modern Arabic, Armenian, Persian, and Turkish languages and literatures. Courses in the histories and cultures of select regions represented by these language groups are also offered as are a wide range of topics in Islamic studies. The concentrator in AAPTIS can select from one of five options within the division designed to meet the special interests of the student: Arabic, Armenian, Persian, Turkish, or Islamic Studies.

A concentrator in AAPTIS must complete four terms of a single language or three terms of intensive language training. Fourth-term proficiency in Arabic, Armenian, Persian, or Turkish satisfies the language requirement of the College of LS&A. AAPTIS concentrators must also select five other courses in the languages, literatures, linguistics, histories, cultures, and religions most closely related to their language of choice. Two of the five courses must be at the 400-level or above. The concentrator must complete two elective cognate courses outside the division of concentration. These courses must be approved by the director of the concentration advisor.

**Near Eastern Civilizations (NEC)**

*May be elected as a departmental concentration program*

The Department of Near Eastern Studies also offers a general departmental studies concentration. The purpose of this concentration is to provide the student with an intensive survey of the literatures, histories, cultures, and religions of the ancient Near East and the medieval and modern Middle East but without the language component of the other program concentrations. The student who wishes to declare the Near Eastern Civilizations (NEC) may substitute for the undergraduate studies and the concentration advisor. Students in Islamic Studies must either concentrate on Arabic (four terms) or complete two terms of Arabic and two terms of Armenian, Persian, or Turkish depending on their area of focus.

The student should consult with the director of undergraduate studies and the faculty advisor in selecting the appropriate concentration program. Please contact the departmental secretary to make an appointment with the concentration advisor.
four terms of language an equal number of courses in literature, history, or culture and religion. The NEC concentrator must complete at least six of the ten total courses in one of the three divisions within the department, ACABS, AAPTIS, or HJCS, and one course in each of the other two. Of those six divisional courses, the student must select a minimum of three from the 400-500 level offerings. As with the other concentrations, the minimum number of credit hours for the NEC is 30 and the prerequisite course is 100, Peoples of the Middle East. Honors is not normally awarded to the student in NEC, although petitions for exceptions can be made to the director of undergraduate studies.

To declare this concentration, the student must obtain prior approval from the director of undergraduate studies and the concentration advisor. Please contact the departmental secretary to make an appointment with the concentration advisor.

NEC Requirements in summary:

A. Prerequisites to the Concentration
1. Approval of director of undergraduate studies
2. 100: Peoples of the Middle East

B. Divisional Distribution
1. Six of ten courses in one division
2. A minimum two other courses with one in each of the other two divisions

C. Levels Distribution
1. Five of ten at 400-500 level
   Three at 400-500 level in division where the six courses are selected
2. At least one each at 100-, 200-, and 300-level

Ancient Civilizations and Biblical Studies (ACABS) (Division 314)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Division</th>
<th>Hours</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>113(ABS 100)/ Hist. 130. The First States and Civilizations: Introduction to the History of the Ancient Near East. (4; 3 in the half-term). (Excl).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>486(ABS 524). Introduction to Middle Egyptian. I. Permission of instructor. (3). (Excl).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>485(ABS 523). Introduction to Middle Egyptian. I. Permission of instructor. (3). (Excl).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>487(WS 487). Gender and Society in Ancient Egypt. Some familiarity with Egypt is helpful. (3). (Excl).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>511(ABS 527). Introduction to Sumerian. (3). (Excl).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>512(ABS 528). Sumerian Texts. ACABS 511. (3). (Excl).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>544(Hebrew 541)/HJCS 544. Tannaitic Literature. HJCS 302. (3). (Excl).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>585. Advanced Middle Egyptian. ACABS 485, 486. (3). (Excl).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>587. Seminar in Ancient Egyptian History and Culture: Selected Topics. ACABS 281 or 382. (3). (Excl). May be repeated for a total of six credits.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>591. Topics in Ancient Civilizations and Biblical Studies. (3). (Excl).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>592. Seminar in Ancient Civilizations and Biblical Studies. (3). (Excl).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>593. Mini Course – Topics in Ancient Civilizations and Biblical Studies. (1). (Excl).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Type</td>
<td>Language</td>
</tr>
<tr>
<td>------------</td>
<td>---------------------------------------------------------------------------------------------------</td>
<td>---------</td>
<td>------------</td>
<td>----------------</td>
</tr>
<tr>
<td>200(GNE 100)/ACABS 100/HJCS 100/Hist. 132</td>
<td>Peoples of the Middle East. (4; 3 in the half-term). (HU).</td>
<td>4</td>
<td>(4)</td>
<td>Arabic</td>
</tr>
<tr>
<td>383</td>
<td>The Arab-Israeli Conflict in Middle Eastern Literature. (3). (HU).</td>
<td>3</td>
<td>(3)</td>
<td>Arabic</td>
</tr>
<tr>
<td>393/ACABS 393/Rel. 393</td>
<td>The Religion of Zoroaster. (3). (HU).</td>
<td>3</td>
<td>(3)</td>
<td>Arabic</td>
</tr>
<tr>
<td>395(GNE 397/398)</td>
<td>Directed Undergraduate Readings. Permission of instructor. (1-3). (Excl). (INDEPENDENT). May be repeated for a total of six credits.</td>
<td>3-5</td>
<td>(1-3)</td>
<td>Arabic</td>
</tr>
<tr>
<td>403(Arabic 421)</td>
<td>Advanced Intensive Modern Standard Arabic, I. AAPTIS 104 or 202. (6). (LR); Laboratory fee ($7) required.</td>
<td>8</td>
<td>(8)</td>
<td>Arabic</td>
</tr>
<tr>
<td>404(Arabic 422)</td>
<td>Advanced Modern Standard Arabic, II. AAPTIS 403. (6). (Excl).</td>
<td>6</td>
<td>(6)</td>
<td>Arabic</td>
</tr>
<tr>
<td>409(Arabic 409)</td>
<td>Business Arabic, I. AAPTIS 102 or 104. (4). (LR).</td>
<td>4</td>
<td>(4)</td>
<td>Arabic</td>
</tr>
<tr>
<td>419(Arabic 509)</td>
<td>Business Arabic, II. AAPTIS 409. (4). (LR).</td>
<td>4</td>
<td>(4)</td>
<td>Arabic</td>
</tr>
<tr>
<td>415(Arabic 413)</td>
<td>Colloquial Egyptian Arabic, I. AAPTIS 202 or 403. (3). (LR).</td>
<td>3</td>
<td>(3)</td>
<td>Arabic</td>
</tr>
<tr>
<td>416(Arabic 414)</td>
<td>Colloquial Egyptian Arabic, II. AAPTIS 415. (3). (LR).</td>
<td>3</td>
<td>(3)</td>
<td>Arabic</td>
</tr>
<tr>
<td>417(Arabic 415)</td>
<td>Colloquial Levantine Arabic, I. AAPTIS 202 or 403. (3). (LR).</td>
<td>3</td>
<td>(3)</td>
<td>Arabic</td>
</tr>
<tr>
<td>418(Arabic 416)</td>
<td>Colloquial Levantine Arabic, II. AAPTIS 417. (3). (LR).</td>
<td>3</td>
<td>(3)</td>
<td>Arabic</td>
</tr>
<tr>
<td>431(Arabic 430)</td>
<td>Introduction to Arabic Linguistics. AAPTIS 202 or 403. Taught in English. (3). (Excl).</td>
<td>3</td>
<td>(3)</td>
<td>Arabic</td>
</tr>
<tr>
<td>433(Arabic 432/Ling. 433)</td>
<td>Arabic Syntax and Semantics. AAPTIS 431, and AAPTIS 102 or 103. (3). (Excl).</td>
<td>3</td>
<td>(3)</td>
<td>Arabic</td>
</tr>
<tr>
<td>434(Arabic 434)</td>
<td>Arabic Historical Linguistics and Dialectology. Permission of instructor. Taught in English. (3). (Excl).</td>
<td>3</td>
<td>(3)</td>
<td>Arabic</td>
</tr>
<tr>
<td>440(Turkish 440)</td>
<td>The Literature of the Turks. (3). (Excl).</td>
<td>3</td>
<td>(3)</td>
<td>Turkish</td>
</tr>
<tr>
<td>451(Turkish 411)</td>
<td>Introductory Ottoman Turkish, I. AAPTIS 152. (3). (Excl).</td>
<td>3</td>
<td>(3)</td>
<td>Turkish</td>
</tr>
<tr>
<td>452(Turkish 412)</td>
<td>Introductory Ottoman Turkish, II. AAPTIS 451. (3). (Excl).</td>
<td>3</td>
<td>(3)</td>
<td>Turkish</td>
</tr>
<tr>
<td>466(GNE 483)</td>
<td>Islamic Mysticism. Taught in English. (3). (Excl).</td>
<td>3</td>
<td>(3)</td>
<td>Arabic</td>
</tr>
<tr>
<td>467(Hist. 541/Religion 467)</td>
<td>Shi’ism: The History of Messianism and the Pursuit of Jus-</td>
<td>3</td>
<td>(3)</td>
<td>Arabic</td>
</tr>
</tbody>
</table>
tice in Islamdom. Junior standing. (3). (HU).

469/GNE 489. Islamic Intellectual History. Taught in English. (3). (Excl).

470/History 441. The Islamic West: al-Andalus and the Maghrib, 600-1500. AAPTIS 461. (3). (Excl).


474/Slavic 418/Armenian 418. The Post-Genocide Literature of the Armenian Dispersion. Permission of instructor. No knowledge of Armenian is required. (3). (Excl).

475/Slavic 419/Armenian 419. The Old Soul of a New Nation: An Introduction to Soviet Armenian Literature. (3). (Excl).


479/Armenian Studies 479. Classical Armenian II. AAPTIS 478. (3). (Excl).


486/GNE 446. Modern Middle Eastern Literature. Taught in English. (3). (HU).

487/GNE 447/History 443. Modern Middle East History. (3). (Excl).

491. Topics in APTIS. (3). (Excl).

May be repeated for a total of six credits.


495/GNE 495/WS 471/History 456/Religion 496. Gender and Politics in Early Modern Islamdom. Students should preferably have had one course in Islamic Studies. Taught in English. (3). (Excl).

496/WS 496. Gender and Representation in the Modern Middle East. (3). (Excl).


531. Reading Modern Arab Authors in Arabic. AAPTIS 501. (3). (Excl). May be repeated for a total of six credits.


541/Iranian 541. Classical Persian Texts. AAPTIS 542. Taught in English. (3). (Excl). May be repeated for credit with permission of instructor.


551/Turkish 511. Readings in Ottoman Turkish. AAPTIS 252 and 452. (2). (Excl).

552/Turkish 512. Readings in Tanzimat Turkish. AAPTIS 252 and 452. (2). (Excl).

553/Turkish 501. Modern Turkish Readings. AAPTIS 252. (2). (Excl).

556/Turkish 551. Modern Turkish Prose Literature. AAPTIS 252. (2). (Excl).

557/Turkish 552. Modern Turkish Poetry. AAPTIS 252. (2). (Excl).

558/Turkish 553. Avestan. (3). (Excl).

587/History 531. Studies in Pahlavi and Middle Persian. (3). (Excl).


591. Topics in Arabic, Persian, and Islamic Studies. (3). (Excl).

592. Seminar in Arabic, Persian, Turkish, and Islamic Studies. (3). (Excl).

593. Mini Course – Topics in Arabic, Persian, Turkish, and Islamic Studies. (1). (Excl).

---

Hebrew and Jewish Cultural Studies (HJCS) (Division 389)

100/GNE 100/AAPTIS 100/ACABS 100/History 132. Peoples of the Middle East. (4; 3 in the half-term). (HU).


192. First Year Seminar in Hebrew and Jewish Cultural Studies. Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (3). (HU).


201/Hebrew 301. Intermediate Modern Hebrew. I. HJCS 102. No credit granted to those who have completed or are enrolled in Hebrew 311. (5). (LR).

202/Hebrew 302. Intermediate Modern Hebrew. II. HJCS 201. No credit granted to those who have completed or are enrolled in Hebrew 312. (5). (LR).

270/Judaic Studies 270. Introduction to Rabbinic Literature. (3). (HU).

291. Topics in Hebrew and Judaic Cultural Studies. (3). (Excl).

292. Seminar in Hebrew and Judaic Cultural Studies. (3). (Excl).


302/Hebrew 402. Advanced Hebrew. II. HJCS 301. (3). (Excl).

373/Hebrew 373/Judaic Studies 373. Israeli Culture and Society. (3). (Excl).


395/GNE 397/398. Directed Undergraduate Readings. Permission of instructor. (1-3). (Excl) (INDEPENDENT). May be repeated for a total of six credits.


489/Judaic Studies 489. The Cycle of the Jewish Year. (3). (Excl).

491. Topics in HJCS. (3). (Excl). May be repeated for a total of six credits.


543/Hebrew 548/ACABS 543. The Bible in Jewish Tradition. Permission of instructor. (3). (Excl).

544/Hebrew 541/ACABS 544. Tannaitic Literature. HJCS 302. (3). (Excl).


NEAR EASTERN STUDIES / 123
Philosophy

Philosophy is an attempt to consider systematically various general topics such as forms of argument, kinds of knowledge, the nature of reality, systems of individual and social values and standards of conduct, and the nature of religion and art. Philosophy cuts across other academic disciplines by examining their assumptions or by analyzing their concepts and methods. The main value of philosophy lies in its contributions to a liberal education. Its vocational value (except for teachers of philosophy) is always indirect and depends upon its associations with other fields. A brochure, “The Undergraduate Program in Philosophy,” is available from the Department Office. It is intended to provide information and advice about courses in philosophy, both for present and prospective concentrators, and for those who are interested in taking a course or two in the subject.

Prerequisites to Concentration. Philosophy courses, however, count toward the concentration prerequisite. None of these courses counts toward the concentration requirement, except that a student who takes a 150-level introduction in addition to another introduction may count that 150-level course toward concentration.

Concentration Program. 24 credits of philosophy are required, including one course from each of the following groups:
1. logic (Philosophy 303, 296, or 414);
2. history of ancient philosophy (Philosophy 388, 405, or 406);
3. history of modern classical philosophy (Philosophy 389, 461, or 462);
4. either Philosophy 361 (Ethics) or 385 (Continental Philosophy since 1900);
5. either Philosophy 345 (Language and Mind) or 383 (Knowledge and Reality);
6. one 400-level course in addition to any that are used to satisfy the foregoing requirements. This requirement must be met with a 400-level course other than 401, 402, 419, 455, 498, or 499.

The courses needed to satisfy these requirements are not always offered every term. Concentrators should plan their programs so that they can be sure to take the courses they need before they intend to graduate.

Honors Concentration. Qualified students who are interested in an honors concentration in philosophy should consult a concentration advisor as early as possible in order to work out an appropriate, unified program. Appointments are scheduled at the department office. Honors students schedule appointments at the Honors Program Office. Regular consultation hours of departmental faculty can be obtained from the departmental office. (These satisfy the logic requirement, as does Philosophy 414).

Applying. Prospective concentrators, especially students contemplating graduate work in philosophy, should consult a concentration advisor as early as possible in order to work out an appropriate, unified program. Appointments are scheduled at the department office. Honors students schedule appointments at the Honors Program Office. Regular consultation hours of departmental faculty can be obtained from the departmental office.

Haller Prize. Elsa L. Haller Prize Scholarships, which carry an award of $200, are awarded periodically for essays of exceptional merit written in conjunction with intermediate and advanced courses in Philosophy. Individual faculty nominate outstanding papers for consideration.

Frankena Prize. The William K. Frankena Prize, which carries a stipend of $500, is awarded yearly in the spring for excellence in the concentration.

Introductory Philosophy Courses and the Philosophy Concentration. 150-level philosophy courses, and any of 181, 182, 196, 202, 232, or 297, can be counted as a concentration prerequisite. None of these courses, however, counts toward the concentration requirements, except that a student who takes a 150-level introduction in addition to another introduction may count that 150-level introduction (but only one) toward the concentration.

Introductory Logic Courses and the Philosophy Concentration. Only introductions to symbolic logic, i.e., Philosophy 303 and 296, can be counted toward the concentration. (These satisfy the logic requirement, as does Philosophy 414).

Half-Term Information. Courses are offered in half terms for 2 or 3 credits.
Courses in Philosophy (Division 442)

180. Introductory Logic. Credit is granted for only one of Phil. 180 or 201. (3; 2 in the half-term). (HU). (BS).

181. Philosophical Issues: An Introduction. No credit granted to those who have completed or are enrolled in 182, 202, 231, 232, 234, or 297. (3; 2 in the half-term). (HU).

182. Philosophical Issues: An Introduction. No credit granted to those who have completed or are enrolled in 181, 202, 231, 232, 234, or 297. (3 in the half-term). (HU).

183. Critical Thinking. (3). (HU).

196. First Year Seminar. Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (3). (HU).

201. Introduction to Logic. Credit is granted for only one of Phil. 180 or 201. (3; 2 in the half-term). (HU). (BS).

202. Introduction to Philosophy. No credit granted to those who have completed or are enrolled in 181, 182, 231, 232, 234, or 297. (4; 2 in the half-term). (HU).


232. Problems of Philosophy. No credit granted to those who have completed or are enrolled in 181, 182, 202, 231, 232, or 297. (4; 2 in the half-term). (HU).

234. Introduction to Philosophy: Types of Philosophy. No credit granted to those who have completed or are enrolled in 181, 182, 202, 231, 232, 234, or 297. (4; 2 in the half-term). (HU).

236. Issues in Bioethics. No prerequisites; one philosophy introduction is recommended. (4; 3 in the half-term). (HU).

356. Philosophy of Social Science. One philosophy course or social science background. (3; 2 in the half-term). (Excl).


370. Philosophical Aspects of Literature. (3; 2 in the half-term). (HU).


375. Hegel, Marx, Nietzsche, and Freud. (3; 2 in the half-term). (HU).


401. Undergraduate Honors Seminar. Open to Honors concentrators in Philosophy and others by permission of instructor. (3; 2 in the half-term). (Excl).

402. Undergraduate Seminar in Philosophy. Open to junior and senior concentrators and to others by permission of concentration advisor. (3; 2 in the half-term). (Excl).

404. Introduction to Analytical Philosophy. One philosophy introduction. Intended primarily for undergraduates with a philosophy concentration; not open to graduate students. (3; 2 in the half-term). (Excl).

405. Philosophy of Plato. One philosophy introduction. (3; 2 in the half-term). (Excl).


409. Philosophy of Language. One philosophy introduction. (3; 2 in the half-term). (Excl).
450. Philosophy of Cognition. Two courses in Philosophy. (3). (Excl).

455. Contemporary Moral Problems. Not open to graduate students in philosophy. No credit granted to those who have completed or are enrolled in Phil. 355. (4; 2 in the half-term). (Excl). Does not meet the Philosophy Department's 400-level course requirement for Philosophy concentrators.

458. Philosophy of Kant. Phil. 389, 461, or 462, or permission of instructor, or concentration advisor. (3; 2 in the half-term). (Excl).

460. Medieval Philosophy. One philosophy introduction. (3; 2 in the half-term). (Excl).


463. Topics in the History of Philosophy. Phil. 388 or 389. (3). (Excl).


466. Topics in Continental Philosophy. One of Phil. 371, 375, 385, or 389. (3). (Excl).


480. Philosophy of Religion. One philosophy introduction. (3; 2 in the half-term). (Excl).

481. Metaphysics. One philosophy introduction. (3; 2 in the half-term). (Excl).

482. Philosophy of Mind. One philosophy introduction. (3; 2 in the half-term). (Excl).


486/WS 486. Topics in Feminist Philosophy. Two courses in either Philosophy or Women's Studies. (3). (Excl).

487. Wittgenstein. One philosophy introduction and another course in philosophy. (3; 2 in the half-term). (Excl).

492. Fege, Russell, and Wittgenstein. Phil. 414. (3; 2 in the half-term). (Excl).

498. Senior Honors in Philosophy. By departmental permission only (3; 2 in the half-term). (Excl). (INDEPENDENT).

499. Senior Honors in Philosophy. By departmental permission only. (3; 2 in the half-term). (Excl). (INDEPENDENT).

505/Chinese 505/Asian Studies 505. Modern Chinese Thought, Permission of instructor. (3). (Excl).

---

**Physics**

2071 Randall Laboratory 764-4437
Web site: http://www.physics.lsa.umich.edu/
Professor Citrad Uher, Chair

May be elected as a departmental concentration program in Physics or General Physics

**Professors**

Carl Akerlof, Experimental high-energy physics, Astrophysics
Ratindranath Akhoury, Theoretical physics, elementary particles
James W. Allen, Experimental condensed matter physics
Daniel Axelrod, Experimental biophysics, physics of membranes
Frederick D. Becchetti, Jr., Experimental nuclear physics, heavy ion physics
Paul Berman, Theoretical atomic physics
John C. Bilello, Applied physics
Michael Bretz, Experimental physics, low temperature, condensed matter physics
Philip H. Bucksbaum, Experimental atomic physics
J. Wehrely Chapman, Experimental high-energy physics, electron-positron colliding beam experiments
Timothy E. Chupp, Experimental atomic physics
Roy Clarke, Applied physics, Experimental physics, solid state and condensed matter physics
Martin B. Einhorn, Theoretical physics, elementary particles
David W. Gidley, Experimental atomic physics, fundamental low energy research, positrons and positronium
Dennis J. Hegyi, Experimental astrophysics
Joachim W. Janecke, Experimental nuclear physics, heavy ion physics, phenomenological nuclear models
Lawrence W. Jones, Experimental high-energy physics, elementary particles, prompt neutrino production and pp collider experiments, cosmic ray physics
Gordon L. Kane, Theoretical physics, elementary particles
Samuel Krimm, Experimental biophysics, physics of polymers
Alan D. Krisch, Experimental high-energy physics, polarization effects in proton-proton scattering
Jean P. Krisch, Theoretical physics, general relativity
Michael J. Longo, Experimental high-energy physics, prompt neutrino production and pp collider experiments
Roberto D. Merlin, Experimental solid state physics, condensed matter physics
Homer A. Neal, Experimental high-energy physics
Byron P. Roe, Experimental high-energy physics, prompt neutrino production and pp collider experiments
Marc H. Ross, Environmental physics, energy utilization and conservation
Leonard M. Sander, Theoretical physics, condensed matter and solid state physics
T. Michael Sanders, Experimental physics, low temperature, condensed matter physics
Robert S. Savit, Theoretical physics, condensed matter and statistical physics
Duncan G. Steel, Experimental physics, laser physics, atomic physics
Gregory Tarlé, Experimental astrophysics, particle physics, nuclear physics
Rudolf P. Thun, Experimental high-energy physics, electron-positron colliding beam experiments
Robert S. Tickle, Experimental nuclear physics, heavy ion physics
Yukio Tomozawa, Theoretical high-energy physics, elementary particles
Citrad Uher, Experimental solid state physics, condensed matter physics
John F. Ward, Experimental physics, quantum electronics
David N. Williams, Theoretical physics, elementary particles
Alfred C.T. Wu, Theoretical physics, mathematical physics
Y.P.E. Yao, Theoretical physics, elementary particles
Valentine Zakharov, Theoretical physics, elementary particles
Jens C. Zorn, Experimental physics, atomic physics

**Associate Professors**

Fred C. Adams, Theoretical astrophysics
Dante E. Amidei, Experimental high energy physics, elementary particles
Meigan C. Aronson, Experimental condensed matter physics
Myron K. Campbell, Experimental particle physics
Steven B. Dierker, Experimental condensed matter, applied physics
August Evrard, Theoretical astrophysics
Katherine Freese, Theoretical astrophysics
Walter S. Gray, Experimental nuclear physics, heavy ion physics
Frederick C. MacKintosh, Theoretical condensed matter physics
Francesco M. Nori, *Theoretical condensed matter physics*
Bradford G. Orr, *Experimental condensed matter physics, applied physics*
Stephen C. Rand, *Experimental applied physics*
J. Keith Riles, *Experimental high energy physics*

**Assistant Professors**
Wolfgang Lorenzon, *Experimental high energy physics*
Timothy McKay, *Experimental astrophysics*
Margaret Murnane, *Experimental optical physics*
Jianming Qian, *Experimental high energy physics*
Georg Raithel, *Experimental Atomic, Molecular, Optical Physics*
Alberto Rojo, *Theoretical condensed matter physics*
Christoph Schmidt, *Biophysics*
Robin Stuart, *Theoretical high energy physics*

**Research Scientists**
H. Richard Gustafson, *Experimental high energy physics, astrophysics*
David F. Nitz, *Experimental high energy physics, astrophysics*

**Associate Research Scientists**
Ralph Conti, *Experimental atomic physics: positron physics*
Ali M.T. Lin, *Experimental high energy physics: spin physics, polarized proton beams*
James M. Matthews, *Experimental high energy physics, astrophysics: cosmic rays, proton decay*
Mark Skalsey, *Experimental physics, atomic physics, nuclear physics: weak interactions, leptons*

**Assistant Research Scientists**
Norman A. Amos, *Experimental high energy physics*
Kevin Coulter, *Experimental atomic physics*
Boris Dubetsky, *Theoretical atomic, molecular, and optical physics*
Daniel S. Levin, *Experimental astrophysics*
Vladimir G. Luppov, *Experimental high energy physics*
Richard Phelps, *Experimental high energy physics*
Donald Roberts, *Experimental nuclear physics*
Andrew Tomasch, *Experimental astrophysics*

**Research Investigators**
William Frieze, *Atomic, molecular, optical physics*

**Adjunct Faculty**
Lawrence Antonuk, *Nuclear physics*
Alexander Chao, *Accelerator physics*
Tom Dershem, *Lecturer*
David O. Hearshen, *Biophysics, nuclear physics*
Robert C. Jaklic, *Theoretical condensed matter physics*
Raoul Kopelman, *Theoretical solid state physics*
John R. Smith, *Theoretical solid state physics*
Charles C. Wang, *Experimental solid state physics*
Willes Weber, *Condensed matter physics*
Victor K. Wong, *Theoretical condensed matter physics*

**Faculty Recently Retired**
C. Tristram Coffin, George W. Ford, Karl T. Hecht, Donald Meyer, Martinus Veltman

**Professors Emeriti**

The Department of Physics offers: (1) a **Concentration Program in Physics**; (2) a **Concentration Program in General Physics**.

A total of 60 credits of mathematics and natural science must be elected to receive the Bachelor of Science degree.

**Physics (B.S.)**

May be elected as a departmental concentration program.

**Prerequisites to Concentration.** Mathematics through Mathematics 216 (or the equivalent); Physics 140/141 and 240/241 (or Physics 125/127 and 126/128), and Physics 340. The remainder of the program consists of courses numbered 390 or above or the equivalent.

**General Physics (A.B. or B.S.)**

May be elected as a departmental concentration program.

**Prerequisites to Concentration.** Mathematics through Mathematics 216 (or the equivalent); Physics 140/141 and 240/241 (or Physics 125/127 and 126/128), and Physics 340/341.

**Concentration Program.** At least 31 credits, including at least 21 in physics courses numbered 390 and above. A concentration plan must include:

2. Mathematics 450 (or the equivalent).
3. Two courses from among Physics 402, 411, 413, 417, 418, 435, 438, 451, 452, 455, 457, 460, and 463.

**General Physics Option.** This program, administered jointly by the Physics Department and the Residential College, is designed for students who wish to concentrate in physics and also who are interested in such fields as energy policy, law and sci-
ience, public administration, and other fields that require an understanding of the relationship between science and society. In addition to the minimum requirements, students must complete a minimum of three courses (9-12 credits) in Science and Society.

The Science and Society courses are chosen in consultation with and must be approved by the Residential College Science Program advisor. Contact the advisor at 763-0032 or stop by at 134 Tyler East Quad. These courses, addressing various dimensions of the social relations of science and technology (e.g., history and sociology of science, science policy), are upper-level courses (300 and above). They may be used to satisfy the cognate requirement for the General Physics concentration (requirement #4). One course may also partially satisfy the requirement for six credits of 400-level physics courses specified under requirement #2. Science and Society courses in physics used to satisfy requirement #2 must also be approved by the Physics Department. One of the Science and Society courses may be an Independent Study with a major experiential component (e.g., an internship in an organization that addresses issues related to science policy) and a required report analyzing the experience. It is permissible for concentrators to take the Science and Society courses in several departments.

Physics 390, 401, 405, 406, and 453 must be completed with a minimum grade of a C in each course and a cumulative average of C or higher.

Courses in Physics (Division 444)

(1). (NS). (BS). Laboratory fee ($25) required.

160. Honors Physics I. Math. 115. Students should elect Phys. 141 concurrently. No credit granted to those who have completed or are enrolled in Phys. 125, 140, or 145. (4). (NS). (BS). (QR). (R1).

201. Physics, Truth and Consequences. Sophomore standing. Simple high school algebra and geometry will be helpful. (3). (NS). (BS). (QR). (R2).


415. Special Problems for Undergraduates. Permission of instructor. (1-6). (Excl). (INDEPENDENT). May be repeated for a total of six credits.


419/RC Nat. Sci. 419/Public Policy 519/NRAE 574. Energy Demand. Basic college economics and senior standing. (3). (SS). May not be included in a concentration plan in physics.


115. Living with Physics. Two and one-half years of high school mathematics, including trigonometry. No credit granted to those who have completed or are enrolled in Phys. 125, 140, or 160. (3). (NS). (BS).


125. General Physics: Mechanics and Sound. Two and one-half years of high school mathematics, including trigonometry. Phys. 125 and 127 are normally elected concurrently. No credit granted to those who have completed or are enrolled in 124 or 140, or 126/128 or 240/241, and Math. 115. Students should elect Phys. 141 concurrently. No credit granted to those who have completed or are enrolled in 125, 140, or 145. (4). (NS). (BS). (QR). (R1).

126. General Physics: Electricity and Light. Phys. 125. Phys. 126 and 128 are normally elected concurrently. No credit granted to those who have completed or are enrolled in 240 or 260. (4). (NS). (BS). (QR). (R1).

127. Mechanics and Sound Lab. Concurrent course with Phys. 125 is strongly recommended. No credit granted to those who have completed or are enrolled in Phys. 141. (1). (NS). (BS). Laboratory fee ($25) required.

128. Electricity and Light Lab. Concurrent course with Phys. 126 is strongly recommended. No credit granted to those who have completed or are enrolled in Phys. 241. (1). (NS). (BS). Laboratory fee ($25) required.

140. General Physics I. Math. 115. Phys. 140 and 141 are normally elected concurrently. No credit granted to those who have completed or are enrolled in Phys. 125, 145, or 160. (4). (NS). (BS). (QR). (R1).

141. Elementary Laboratory I. Concurrent course with Phys. 140 or 145 is strongly recommended. No credit granted to those who have completed or are enrolled in 127.
441. Advanced Laboratory I. Phys. 390 and any 400-level Physics course. (2). (Excl). (BS).
442. Advanced Laboratory II. Phys. 390 and any 400-level Physics course. (2). (Excl). (BS).

**Physiology**

Physiology 502, like Physiology 101, is a basic survey course covering all areas of human physiology. It has the same objectives as Physiology 101, and advanced undergraduates who have the stated prerequisites are advised to elect it rather than 101.

**Chemistry Background for Introductory Physiology Courses.** Although college chemistry is not a course prerequisite, approximately 80% of the students electing Physiology 101 have had some college or high school chemistry. A background in chemistry is helpful for a basic understanding of physiology since physiology represents an attempt to explain how the body functions in terms of physical and chemical processes. A knowledge and understanding of the functioning of the body and its component parts is an essential part of a general education.

Physiology 101 is intended to meet the needs and expectations of many types of students: those preparing for careers as doctors, nurses, medical technicians, and biology teachers; those who are interested in a systematic investigation of the biological sciences; and those who desire a general knowledge of physiology as part of a liberal arts education. **Students must have at least sophomore standing or permission of instructor.**

**LS&A Courses in Physiology.** All courses in Physiology are listed in the Time Schedule under the Medical School. The following count as LS&A courses for LS&A degree credit.

**Courses in Physiology (Division 580)**

101. Introduction to Human Physiology. Students must have at least sophomore standing. Prior exposure to introductory chemistry is helpful. No credit granted to those who have completed or are enrolled in Physiol. 502. (4). (NS). (BS).

360. Problems in Physiology. Physiol. 101 and permission of instructor. (1-4). (Excl). (INDEPENDENT). May be elected for a total of eight credits.

405. Research Problems in Physiology. For advanced undergraduate and graduate students. Permission of instructor. (1-4; 1-2 in the half-term). (Excl). (INDEPENDENT). May be repeated for a total of eight credits.

502. Human Physiology. Biol. 152-154, or 195, and a course in biochemistry (Biol. 311 or Biol. Chem. 415), and permission of instructor. No credit granted to those who have completed or are enrolled in Physiol. 101. (4). (Excl). (BS).


**Political Science**

7602 Haven Hall
(734) 764-6312
Web site: http://www.umich.edu/~compap/
Professor John Jackson, Chair

**Professors**

Christopher H. Achen, *Mathematical and Statistical Theory, Public Policy Analysis, American Politics and International Relations*

Robert Axelrod, *Mathematical Models of Politics, Decision-making, Game Theory, National Security Policy*

John C. Campbell, *Japan, Organizational Decision-making, Public Policy, and Gerontology*

John R. Chamberlin, *Ethics and Public Policy, American Political Thought, Formal Political Theory, Mathematical Models of Social Science*

Michael D. Cohen, *Modeling Methods, Organizational Decision-making*

Mary E. Corcoran, *American Government and Politics, Public Policy and Administration, Research methods, Poverty and Inequality*

Zvi Y. Gitelman, *Former Soviet Union, East European and Israeli politics*

Edie N. Goldenberg, *Politics and the Mass Media, Bureaucracy and Public Policy*

Don Herzog, *History of Political Thought, Contemporary Political Thought, Moral and Social Theory, Jurisprudence and Constitutional Law*
Ronald F. Inglehart, Comparative Political Behavior, Mass Participation and Communication, Advanced Industrial Societies
John E. Jackson, American Politics, Political Economy
Donald R. Kinder, Public Opinion and Political Action, Psychological Perspectives, Research Methods
John W. Kingdon, American National Government, Legislative Behavior, Public Policy
Daniel H. Levine, Comparative Politics, Religion and Politics, Urbanization, Cultural Change, Latin America, Contemporary Social Theory
Kenneth Lieberthal, Chinese Domestic and Foreign Policy, Sino-Soviet Relations, Comparative Communism
Gregory B. Markus, Mathematical and Statistical Modelling, American Mass Politics
Lawrence B. Mohr, Organization Theory, Quantitative Methods, Program Evaluation
Arleen W. Saxonhouse, Ancient and Modern Political Theory, Women in Political Thought
Raymond Tanter, American Foreign Policy, Middle East in World Politics, International Security Affairs
Hanes Walton, Jr., American Government and Politics, Black Americans in the Political System.
William Zimmerman IV, Comparative Foreign Policy, Russia and former Soviet Union, Eastern Europe

Associate Professors

Nancy E. Burns, American Local Politics and Institutions, Methodology, Gender and Politics, and Political Participation
Martha S. Feldman, Organizational Theory and Behavior, Public Policy and Administration, Political Theory
Richard L. Hall, American National Institutions, Legislative Behavior, Elite Socialization and Psychology, Public Policy
Paul K. Huth, International Conflict and War, National Security Policy, United States Foreign Policy, Soviet Domestic and Foreign Policy
Jennifer Widner, Comparative Political Development, African Politics

Pradeep Chhibber, South Asian politics, Economic development
Robert J. Franzese Jr., Comparative and International Political Economy; Comparative Politics and Developed Democracies; Quantitative Methodology and Formal Models
John D. Huber, Comparative Government and Politics; Formal Political Theory; Political Institutions; French Politics
Kenneth Kollman, American government, Formal modeling, political parties and elections, interest groups
Vincent Hutchings, Public Opinion; African American politics; Legislative politics; Voting behavior
Douglas Lemke, World Politics, Formal and Empirical analyses of Conflict and Cooperation
Ann Lin, American Politics, Gender and Politics
Noga Morag-Levine, Law and Society, Environmental/Regulatory Politics, and Comparative Law and Legal Institutions
Robert Pahre, International Political Economy, International Relations Theory, Philosophy of Social Science, Political Economy of Western Europe
Michael L. Ross, Comparative Politics, especially the Political Economy of Development; Southeast Asia; International Institutions and North-South Relations; International Environmental Politics
Jacqueline Stevens, Political Theory, Feminist Studies, Race and Gender Issue Politics
Elizabeth R. Wingrove, Political Theory

Adjunct Faculty

Barry Rabe, State and Local
Michael W. Traugott, American government, Politics and the mass media
Douglas Van Houweling, Information Systems, Urban Systems, Computer Simulation

Professors Emeriti


Political science is the systematic study of governmental and political structures, processes, and policies. This study uses institutional, quantitative, and philosophical approaches. The field is highly diverse, ranging across political theory, comparative government, international relations, American government, public policy, and research methods. Political scientists concentrate on public opinion and voting, organized political behavior, governmental institutions, studies of single countries, comparisons across countries and relations among countries. The field addresses both normative and empirical concerns.

Prerequisites to Concentration. Two courses chosen from different subfields of political science. First- and second-year students choose from among Political Science 101 (political theory), 111 (American government), 140 (comparative politics), 160 (world politics), and 185 (methods); juniors and seniors from Political Science 400, 401, or 402 (political theory), 410 (public policy and administration), 411 (American government), 440, 450 or 465 (comparative politics), and 460 or 470 (world politics).

Concentration Program. At least 24 credits in political science (in addition to required prerequisites) and 6 elected through a cognate department.

One course in political science elected at the 300-level may be included in a concentration plan; all others must be at the 400-level or above. No more than 4 credits of internship and 4 credits of directed study may be included in a concentration plan. Seniors are encouraged to elect an undergraduate seminar (Political Science 495, 496, 497, or 498).

Political science concentrators are expected to acquire an appreciation of the diverse styles of political inquiry by electing at least one course in four of the following subfields: political theory, American government, comparative politics, world politics, and methodology. Normally, this requirement is satisfied by the prerequisites to concentration and different additional 400-level courses in two subfields. Cognate courses, which are upper-level courses in another discipline, are an integral part of the concentration plan and should be selected with a view toward building a coherent program of study. As a general rule, cognate courses should be in the same discipline with exceptions approved in advance by a concentration advisor. Only 8 hours of foreign credit from a one-term accredited program and 12 hours of foreign credit from a year-long program may be counted toward the concentration core. Students may use Statistics 402 as a methods course in the concentration program.

Honors Concentration. Especially well-qualified students are encouraged to undertake an honors concentration. Such students elect the honors preseminar during the winter term of the junior year and prepare a senior thesis under the direction of a faculty member in the department. Senior Seminars (493, 494) provide thesis credit. Normally, candidates for an honors concentration must maintain a grade point average of at least 3.5 in political science courses. Interested students apply for the honors program at the start of their junior year. Applications and information are available in the student office, 7623 Haven Hall.

Advising. Normally, the decision to concentrate is made late in the sophomore year or early in the junior year. Advising appointments are scheduled at 7607 Haven Hall.
Appointments for the Honors advisor are scheduled at 1228 Angell.

Computer Assistance Program. The department maintains a computer assistance program to help students with quantitative analyses of political phenomena. Inquiries should be addressed to the Director, Computer Assistance Program.

Preparation for United States Foreign Service. Students interested in pursuing a career in the foreign service should obtain a copy of the booklet "Careers in the Foreign Service" by writing to the Department of State, Washington, D.C. Qualified students should consult with concentration advisors in the field of world politics.

Preparation for Public Service. Students may acquire the basic preparation required of candidates for public service in local, state, and national governments by electing appropriate course work in political science, economics, and especially in public policy administration.

The Edwin F. Conely Scholarship in Government is awarded to a first-year graduate student in political science who has received an A.B. degree in political science from the University of Michigan.

William Jennings Bryan Prize in Political Science is awarded to that member of the graduating class who has shown the greatest promise in the field of political science. This prize consists of a gift certificate for books to be chosen by the recipient.

Accelerated Program for Undergraduates (AB/MPP). The School of Public Policy offers an accelerated program for exceptionally well-qualified undergraduates at the University of Michigan, enabling students in the College of Literature, Science, and the Arts, particularly those with concentrations in political science and economics, to complete both a bachelor's degree and the MPP in five years of study. The senior year and the first postgraduate year overlap, with the student receiving both undergraduate and graduate credit for the Public Policy courses completed. Students are responsible for completing such other LS&A distribution and/or language requirements as may be necessary for the completion of the undergraduate degree.

Considerable emphasis is placed on the quality and course distribution of undergraduate preparation and only those students with a record demonstrably superior to those admitted to the regular program will be considered. A major prerequisite of this program is that the student must have earned 90 credits toward the degree before beginning study. Additional requirements are the completion of at least one calculus (or higher-level mathematics/statistics) course and a total of 24 credits in economics and political science, with at least six credits in both of these areas. An applicant who is otherwise qualified but who has not met these credit or distribution requirements could be admitted on the condition that they be satisfied over the summer prior to the first enrollment in Public Policy. Information about this program can be obtained from the Dean of the School for Public Policy.

Student Associations. The Undergraduate Political Science Association (7626 Haven Hall) provides undergraduates with both a valuable resource and a voice within the department. Students are elected from the association membership to represent undergraduates on departmental committees concerned with such matters as educational policy, proposed course changes, and the quality of undergraduate education. The department co-sponsors with UPSA a series of seminars and lectures of particular relevance to undergraduates. The counseling service also provides current information about graduate schools, law schools, and summer internships. Undergraduates are encouraged to join and to utilize the resources the association provides.

The Michigan Journal of Political Science was founded to create a forum in which undergraduate and graduate students could publish superior academic papers. The Journal is edited by undergraduates, and publishes politically related papers from various disciplines. For information, contact the editors c/o student services assistant at 7623 Haven Hall.

Pi Sigma Alpha is the national honorary fraternity in Political Science. For membership information, contact the student services assistant in Room 7623, Haven Hall.

Sigma Iota Rho is the international relations honorary society. For more information on joining, see the student services assistant in Room 7623, Haven Hall.

UM Model United Nations is a group that sponsors high school conferences and attends conferences around the nation. The main office is located at 4316 Michigan Union.

Half-Term Information. Some courses are offered in half terms for reduced credit. Refer to the Time Schedule for specific credit hour information.

### Courses in Political Science (Division 450)

**Primarily for First and Second Year Students**

- 140. Introduction to Comparative Politics. I and II. (4). (SS).
- 190. Freshman Seminar in Political Science. (3). (SS).

**Primarily for Juniors and Seniors**

- 390. Practicum for the Michigan Journal of Political Science. (1). (Excl). (EXPERIEN-

- TIAL). May be repeated for credit with permission of the chair.
- 396/REES 396/Hist. 333/Slavic 396/Soc. 393. Survey of East Central Europe. No credit granted to those who have completed or are enrolled in REES 397. (4; 3 in the half-term). (SS). Laboratory fee ($10) required.
- 400. Development of Political Thought: To Modern Period. Junior standing or two courses in political science. (3). (Excl).
- 401. Development of Political Thought: Modern and Recent. Junior standing or two courses in political science. (4; 3 in the half-term). (Excl).
- 402. Selected Topics in Political Theory. Pol. Sci. 101 or 400 or 401. (3). (Excl).
- 411. American Political Processes. Any 100-level course in political science. (3). (Excl).
- 412. The Legal Process. Two courses in political science. (3). (Excl).
- 417. Legislative Process. Two courses in political science. (3). (Excl).
- 418/WS 418. Women and the Political System. Two courses in political science. (3). (Excl).
- 419/CAAS 418. Black Americans and the Political System. Two courses in political science. (3). (Excl).
421. American State Government. Two courses in political science. (3). (Excl).
423. Politics of the Metropolis. Two courses in political science. (3). (Excl).
431. Public Administration. Two courses in political science. (3). (Excl).
434. Government and Public Policy. Two courses in political science. (3). (Excl).
440. Comparative Politics. Any 100-level course in political science or upperclass standing. (3). (Excl).
441. Comparative Politics of Advanced Industrial Democracies. Any 100-level course in political science or upperclass standing. (3). (Excl).
442. Governments and Politics in Western Europe. Any 100-level course in political science or upperclass standing. (3). (Excl).
443. Selected Topics in Western European Politics. Any 100-level course in political science or upperclass standing. (3). (Excl). May be elected for credit twice.
444. Government and Politics of Russia. Two courses in political science. (3). (Excl).
448. Governments and Politics of Latin America. Pol. Sci. 140 or 440; or a course on Latin America elected through another department. (3). (Excl).
450. Political Modernization in the Developing World. Any 100-level course in political science. (3). (Excl).
452. Israeli Society and Politics. (3). (Excl).
453. Government and Politics of the Middle East. Two courses in political science. (3). (Excl).
454. Governments and Politics of Southeast Asia. Two courses in political science. (3). (Excl).
457. Governments and Politics of India and South Asia. Two courses in political science. (3). (Excl).
460. Problems in World Politics. Any 100-level course in political science. (3). (Excl). May be elected for credit twice with permission of the instructor.
464. Public International Law. Two courses in political science. (3). (Excl).
465. Political Development and Dependence. Two courses in political science. (3). (Excl).
466. Comparative Decolonization. CAAS 203, or any 100-level course in political science. (3). (Excl).
468. The Communist International System. Two courses in political science. (3). (Excl).
470. Comparative Foreign Policy. Any 100-level course in political science. (3). (Excl).
471. The American Foreign Policy Process. Two courses in political science. (3). (Excl).
475. Russian Foreign Policy. Two courses in political science. (3). (Excl).
476. International Relations of the Middle East. Two courses in political science. (3). (Excl).
479/CAAS 479. Political Development and Economy of Africa. (3). (SS).
481. Junior Honors Proseminar. Open only to honors concentrators with junior standing. (3). (Excl).
482/Econ. 483. Positive Political Economy. Econ. 401. (3). (Excl).
484. The Politics of Disaffection. Two courses in political science including Pol. Sci. 411 or 486. (3). (Excl).
489. Advanced Topics in Contemporary Political Science. Two 400-level courses in political science. (1-3). (Excl). May be repeated for a total of six credits.
491. Directed Studies. Two courses in political science and permission of instructor and the Director of Undergraduate Studies. I. (1-6). (Excl). No more than four credits of directed study may be elected as part of a concentration program in Political Science. (INDEPENDENT). Political Science 491 and 492 may be elected for a total of eight credits.
492. Directed Studies. Two courses in political science and permission of instructor and the Director of Undergraduate Studies. II. (1-6). (Excl). May be elected for credit twice.
493. Senior Honors Proseminar. Open only to senior honors concentrators. I. (4). (Excl). No more than four honors credits may be elected as part of a concentration plan in Political Science. (INDEPENDENT).
494. Senior Honors Proseminar. Open only to senior honors concentrators. II. (4). (Excl). No more than four honors credits may be elected as part of a concentration plan in Political Science. (INDEPENDENT).
495. Undergraduate Seminar in Political Theory. Senior standing, primarily for seniors concentrating in political science. (3). (Excl). May be elected for credit twice.
496. Undergraduate Seminar in American Government and Politics. Senior standing, primarily for seniors concentrating in political science. (3). (Excl). May be elected for credit twice.
497. Undergraduate Seminar in Comparative and Foreign Government. Senior standing, primarily for seniors concentrating in political science. (3). (Excl). May be elected for credit twice.
498. Undergraduate Seminar in International Politics. Senior standing, primarily for seniors concentrating in political science. (3). (Excl). May be elected for credit twice.
499. Quantitative Methods of Political Analysis. (3). (Excl). (BS).
529/Public Policy 529. Statistics. Prior coursework in calculus or concurrent enrollment in Math 413, and permission of instructor. Previous coursework in statistics is not required. (3). (Excl).
586/Public Policy 586. Organizational Design. (3). (Excl).
591. Advanced Internship in Political Science. Two courses in political science at the 400-level or above and concentration in political science; or graduate standing. Permission of the supervising instructor and review by the Department’s internship advisor. I. (2-6). (Excl). No more than four credits of internship may be included as part of a concentration plan in political science. (EXPERIENTIAL). All internship courses may be elected for a maximum total of eight credits.
592. Advanced Internship in Political Science. Two courses in political science at the 400-level or above and concentration in political science; or graduate standing. Permission of the supervising instructor and review by the Department’s internship advisor. II. (2-6). (Excl). No more than four credits of internship may be included as part of a concentration plan in political science. (EXPERIENTIAL). All internship courses may be elected for a maximum total of eight credits.
Psychology

1044 East Hall
(734) 764-2580
Web site: http://www.umich.edu/~psychdept/
Professor Patricia Y. Gurin, Chair

May be elected as a departmental concentration program in Biopsychology and Cognitive Science or Psychology

Professors

Kenneth Adams, (Clinical) Clinical neuropsychology, medical psychology, professional education, statistics/measurement
Toni Antonucci, (Developmental) Developmental psychology, aging and socialization
Oscar A. Barbarin, (Clinical) Emotional development of African-American children
Jill Becker, (Biopsychology) Brain tissue transplantation, plasticity and development of neural activity
Stanley Berent, (Clinical/Biopsychology) Clinical and research neuropsychology
Kent Berridge, (Biopsychology) Motivation and sensorimotor integration
Eugene Burnstein, (Social) Group decision and group polarization
Charles M. Butter, (Biopsychology/Cognition and Perception) Neural mechanisms of perception, learning in monkeys and humans
Albert C. Cain, (Clinical) Psychopathology of childhood, bereavement
Jennifer Crocker, (Social) Social stigma, self-esteem and self-concept, stereotyping and prejudice
Adam Drewnowski, (Biopsychology) Obesity and eating disorders
Jacquelynnne Eccles, (Developmental) Social cognition, achievement, motivation
Phoebie Ellsworth, (Social) Psychology of emotion, psychology and law
David Featherman, (Social) Psychology of emotion, psychology and law
Susan Gelman, (Cognition and Perception/Developmental) Cognitive development, language acquisition
Daniel G. Green, (Biopsychology/Cognition and Perception) Psychophysics, neurophysiology of the eye
Patricia Y. Gurin, (Personality/Social) Intergroup relations, social change
John W. Hagen, (Developmental) Cognitive development, selective attention, memory
John Holland, (Cognition and Perception) Cognitive processes using mathematical models and computer simulation
Rowell Huesmann, (Social) Aggressive Behavior, Media effects on behavior, Formal models of social behavior, Computer simulation and psychometrics
James S. Jackson, (Social, Cognition and Perception) Survey methodology; mental health, cultural influences

John Jonides, (Cognition and Perception) Perception and cognition, memory, selective attention
Neil M. Kalter, (Clinical) Emotional disturbance and children, impact of divorce
Rachel Kaplan, (General) Environmental psychology, participation, research methods
Stephen Kaplan, (General/Cognition and Perception) Environmental preference, cognitive mapping
Donald R. Kinder, (Social) American government, methods, public policy and administration
Martin Maehr, (Education/Psychology) Motivation and personal achievement; social psychology of education
Vonnie C. Mcloyd, (Developmental) Cultural determinants of children’s play
David E. Meyer, (Cognition and Perception) Human memory, cognition, perception, psycholinguistics
David B. Moody, (Biopsychology/Cognition and Perception) Operant conditioning, psychophysics
Charles G. Morris, (Personality/General) Personality structure, shyness
Richard E. Nisbett, (Social/Cognition and Perception/Personality) Inference, judgment and reasoning
Gary M. Olson, (Cognition and Perception/Developmental) Cognitive psychology, psycholinguistics
Judith Olson, (Cognition and Perception) Human-computer interaction, applied cognition
Robert G. Pachella, (Cognition and Perception) Cognitive psychology, information processing, perception
Scott G. Paris, (Developmental/Education & Psychology) Cognitive development
Denise Park, (Cognition and Perception) Human memory and aging with a particular interest in working memory; social cognition and aging; medical information processing; priming and subliminal stereotypes of aging
Marion Perlmutter, (Developmental) Memory, forgetting, social interactions, computer skills in children and the elderly
Christopher Peterson, (Clinical) Depression, physical health and illness, explanatory style, personal control
Richard H. Price, (Organizational) Assessment of social environments
Terry E. Robinson, (Biopsychology) Neural correlates of behavior
George C. Rosenwald, (Clinical/Personality) Personality theory, life history
Arnold Sameroff, (Developmental) Developmental psychopathology, family processes and the intergenerational transmission of psychopathology
Norbert Schwarz, (Social) Social Cognition, in particular the interplay of affect and cognition in social judgment and conversational aspects of cognitive processes, Applications of cognitive psychology on methodological issues of survey research
Marilyn Shatz, (Developmental/Cognition and Perception) Cognitive, linguistic development
Howard Shevrin, (Clinical) Unconscious processes, diagnostic and psychological tests
Edward E. Smith, (Cognition and Perception) Concepts and categorization, induction and reasoning
Barbara Smuts, (Biopsychology) Field research on the behavior and ecology of free living primates, especially the evolution and development of female social relationships
Harold W. Stevenson, (Developmental/Cognition and Perception) Learning, cognitive development
Abigail Stewart, (Personality) Women’s lives, life transitions, sex roles, self-achievement, women’s motivation
Karl Weick, (Organizational) Organizational psychology
Henry M. Wellman, (Developmental) Cognitive development, early memory
David Winter, (Personality) Motivation, power, effects of higher education, political psychology, economic change
Howard M. Wolowitz, (Clinical) Adult psychotherapy experiences
James H. Woods, (Biopsychology) Behavioral pharmacology, drug dependence
J. Frank Yates, (Cognition and Perception) Decision processes; evaluation, decision models
Robert Zucker, (Clinical) Developmental psychopathology, with a special interest in substance abuse; biosympocial models of life span development; primary prevention; behavior change

Associate Professors

Eric A. Bermann, (Clinical) Family therapy; child abuse, neglect
Linas Bieliauskas, (Clinical) Neuropsychology
Henry A. (Gus) Buchtel, (Clinical/Biopsychology) Brain studies and behavior in humans
Jane Dutton, (Organizational) Strategic decision making; organizational response to family issues
Bruno Giordani, (Clinical) Epilepsy, neuropsychology
Richard Gonzalez, (Social) Research methodology; mathematical psychology; statistics; judgment and decision making; psychology and law; group dynamics; social cognition
effects of power on social judgment and behavior; information processing biases and strategies
Barbara Fredrickson, (Social) Emotions; gender and age difference in emotion experiences; memory for emotions
William Gehring, (Cognition & Perception) Cognitive neuroscience; human brain electrophysiology, executive control of thought and action; frontal lobe function; mental chronometry; error detection; inhibitory processes; motor control; studies of brain-injured and psychiatric populations
Andrea Hunter, (Personality) Exploring linkages between families, social structure, and culture, and their impact on the life course with specific focus on African-Americans
Cheryl King, (Clinical) Youth depression, alcohol/substance abuse, suicide risk; Developmental psychopathology
Fiona Lee, (Organizational) Interpersonal communication, attributions and social accounts, group dynamics
Stephen Maren, (Biopsychology) Neural mechanisms of learning and memory; biochemical, electrophysiological, and behavioral correlates of synaptic plasticity in the hippocampus and amygdala; glutamatergic systems in learning and synaptic plasticity; sex difference in brain and behavior; neurobehavioral systems mediating fear and emotional learning
Jacqueline Mattis, (Clinical) Stress, coping and spirituality in the lives of African American women; cultural and gender issues in psychology
Thad Polk, (Cognition and Perception) Cognitive neuroscience; functional neuroimaging, computational modeling, and behavioral studies of higher cognition
Richard Saavedra (Organizational) Social influence in work groups; the role of emotion in effectiveness; the design of work teams
Denise Sekaquaptewa, (Social) Stereotyping and prejudice from an information processing perspective; investigating the effects of solo status on performance
Brenda Volling, (Developmental) Socio-emotional development; infant-parent attachment; family relationships in infancy, especially fathering
L. Monique Ward, (Developmental) sexual socialization, gender role development, impact of the media on understanding male-female relations
Oscar Ybarra, (Social) Social cognition, culture and cognition, intergroup perception/relations
Jun Zhang, (Cognition and Perception) Visual perception and psychophysics; computational vision

Lecturers
Ruby Beale, (Organizational) Effects of organizational culture on diversity and multiculturalism
Cleopatra Caldwell, (General) mental health consequences of adolescent childbearing within an intergenerational family context; influence of self-efficacy and exercise on the sexual behaviors of African American adolescent females; family support functions of Black churches
Susan Contratto, (Feminist Practice) clinical issues in the repressed memory debate; long term consequences of sexual assault
Jane Hassinger, (Feminist Practice) women’s psychological development, women’s career and family planning strategies
Christina Jose, (General)
Laura Klem, (Social) Research and data analysis
Roger Lauer, (Clinical) Developmental neuropsychology; developmental disabilities and disorders; memory, attention, mental health, family relations, and loss
Ann Merriwether, (Developmental) Cognitive developmental, Piagetian spatial reasoning; learning disabilities; breast-feeding decision; development of body image
Jennifer Myers, (Developmental)
Marcy Plunkett, Women’s identity development, particularly in career roles, maternal roles, work/family issues, college-aged development for women.
Mildred Tirado, (Clinical) Multi-cultural issues related to clinical practice; gender and group process

Clinical Instructors
Margaret Butenheim, (Clinical) Depression, gender differences
Michael Casher, (Clinical) Depression, suicide
Jerry Dowis, (Clinical)
Kristine Freeark, (Clinical) Adoption, parenting, emotional development of preschoolers, childhood illness
Robert C. Gunn, (Clinical) Causes of smoking behavior, group psychotherapy
Deborah Kraus, (Clinical) Treatment outcome — alcohol and other drug problems; assessment of alcohol and other drug problems
Pamela Ludolph, (Clinical) Psychoanalytic concepts, dissociative phenomena, personality disorders, depressive personalities
Ivan Sherick, (Clinical) Adolescence; bereavement; children, abuse/neglect, development, divorce, psychopathology
Jeffrey Urist, (Clinical) Adolescence; thought disorder
James P. Whiteside, (Clinical)
Jean Wixon, (Clinical) Borderline Personality Disorder; sexual abuse and the psychological trauma

Assistant Professors
Veronica Benet-Martinez, (Personality)
Rosario Ceballo, (Clinical) Effects of poverty and community violence on family relationships and children’s psychological well-being, with a particular focus on African American and Latino families; social networks and support systems; resilience to stressful life experiences
Serena Chen, (Social) Interpersonal basis of cognition and mechanisms that underlie our perceptions, judgment and behaviors; mental representations in transference;
Adjunct Professors
Charles Behling, (General) Prejudice and discrimination; intergroup relations; the teaching of psychology
Leonard Eron, (Social) Development of aggression and violence in children; longitudinal studies of personality; effects of media on behavior
Luis O. Gómez, (General) Psychology and religion; history of the interaction between psychology and religion; obsessi-onality, compulsivity; obsessive-compulsive disorder and related disorders; affect and cognition; culture and affect
Melvin Guyer, (Clinical) Family law
Regula Herzog, (Social) Productivity in older age
Josef M. Miller, (Biopsychology) Encoding and central processing of human speech
Bryan E. Pfingst, (Biopsychology) Physiology and psychophysics; hearing, animal psychophysics
Patricia Waller, (Cognition and Perception) Highway safety, driver behavior, injury prevention

Adjunct Associate Professors
J. Wayne Aldridge, (Biopsychology) Neuronal mechanisms of behavior
William (Nick) Collins, (General) Cognition, college student academic achievement; Medical Education, Thanatology
Robert Hatcher, (Clinical) Psychological assessment
Sherry L. Hatcher, (Clinical) Adolescent development including prevention/peer counseling; psychology of women; psychotherapy research
Marita Ingelhart, (Social) Reactions to critical life events, socialization, attitude change
Susan Krantz, (Clinical) Adult-onset chronic disabilities
J. Wayne Aldridge, (Biopsychology) Neuronal mechanisms of behavior
William (Nick) Collins, (General) Cognition, college student academic achievement; Medical Education, Thanatology
Robert Hatcher, (Clinical) Psychological assessment
Sherry L. Hatcher, (Clinical) Adolescent development including prevention/peer counseling; psychology of women; psychotherapy research
Marita Ingelhart, (Social) Reactions to critical life events, socialization, attitude change
Susan Krantz, (Clinical) Adult-onset chronic disabilities
Joan Miller, (Clinical) Childhood psychopathology: community-based treatment; gifted children
Guenter Rose, (General) Biopsychology; ethnopharmacology; medical anthropology; brain research ethics and bias; culture and biopsychology
John Schullenberg, (Social) Adulthood and young adulthood

Adjunct Assistant Professors
Aldo Badiani, (Biopsychology) Neuropsychopharmacology, neural substrates of drug addiction, neural substrates of ingestive behavior and eating disorders, history and philosophy of science
Robert Belli, (Social) Eyewitness memory and report, autobiographical memory, memory in applied contexts, cognitive and memory processes associated with survey report
Frederick Blow, (Clinical)

Thomas Finholm, (Organizational) Information technology and organizational behavior, organizational communication
Geoffrey Gerstner, (Biopsychology) Oral behavior, perception, cognition, animal and human neuropsychology
James Hansell, (Clinical) Abnormal psychology
Carol Holden, (Clinical) Criminal forensic psychology
Ned Kirsch, (Clinical) Personal and family accommodations to neuropsychological impairment
Kimberlyn Leary, (Clinical) Abnormal behavior, children
James Plunkett, (Clinical) Infancy and early childhood development, impact of chronic/severe neonatal psychopathology
Ellen Quart, (Developmental) Neuropsychology of learning disorders; sequelae of head injury; mentoring
Shari Saunders, (General)
James Sayer, (Cognition and Perception) Human factors and cognitive ergonomics; models of driver behavior

Adjunct Lecturers
Jeff Evans, human neurocognitive functioning, especially high level cognitive control and spatial perception
Dwight Fontenot, (Cognition and Perception) Music perception and memory; Memory structure and function
Sharon Gold-Steinberg, (Clinical) Women's health issues including abortion; incest and child abuse; teaching coping skills to children
Randi Roth, (Clinical) Psychological factors and treatment outcome of chronic pain; musculoskeletal pain; health psychology

Visitors
Margery J. Adelson, (Clinical) Adult, adolescent psychopathology, psychotherapy

Professors Emeriti

Weintraub, Frederick Wyatt, Robert B. Zajonc, Alvin Zander.

Research Scientist Emeritus
Ernest Harberg

The Psychology Programs
Undergraduate courses in psychology give students an opportunity to learn what research has shown about how behavior is motivated; how we perceive, learn, and think; how individuals differ from one another; how the personality develops from infancy to maturity and is expressed by behavior; and how interpersonal factors affect human relationships in the home, on the job, and in the community.

The curriculum in Psychology is intended to enhance one's understanding of behavioral science and of oneself and others in terms of concepts developed by study. The undergraduate concentration program is not intended to prepare students for any specific vocational objective; to become a professional psychologist requires from two to four years (or more) of graduate study.

Advising. Students choosing psychology as a field of concentration develop an approved concentration plan with a concentration advisor. Students then assume responsibility for completing their program of study or for making revisions which will not jeopardize their graduation. Students are, however, encouraged to consult a concentration advisor at any time. A concentration advisor not only must approve the original concentration plan but any exceptions to the stated concentration requirements. Students should also consult a concentration advisor when planning the final term's elections to ensure that all concentration requirements have been met and to secure an advisor's approval on a Concentration Release form. Appointments for students are scheduled at 1044 East Hall, 764-2580.

Peer Advising. Counseling by Undergraduate Psychology Academic Peer Advising Program students is available at 1346 East Hall, 647-3711.

Prizes. Psychology concentrators with senior standing are eligible for the Walter B. Pillsbury Prize in psychological empirical research. This prize is awarded annually in recognition of outstanding research performance. The Tanner Memorial Award is an annual award for project expenses for a particularly innovative, meritorious research project by an undergraduate Psychology concentrator. The Anne Rudo Memorial Award is designated for a student with dual interests in the disciplines of biology and psychology, and superior academic achievement. Information concerning all awards is available in the undergraduate office, 1044 East Hall.
Course Prerequisites. Even where it is not specifically stated, an instructor may waive a course prerequisite and grant qualified students permission to elect a course. When such permission is granted, students should secure a note from the instructor and have it placed in their academic advising file.

Prerequisites to Concentration. Students planning to concentrate in psychology should elect an introductory psychology course (Psychology 111, 112, or 114) by the end of the sophomore year. Students who receive a grade lower than “C” in Psychology 111, 112, or 114 are ineligible for a concentration in psychology.

Biopsychology and Cognitive Science

May be elected as a departmental concentration program

After Introductory Psychology, students must complete a minimum of 34 credits in post-introductory courses, including the required Psychology courses and cognate courses listed below.

1. Core course requirement: Two courses, one from each group:
   Biopsychology: Psych. 330 or 335.
   Cognitive Psychology: Psych. 340 or 345.

2. Advanced courses in biopsychology and cognitive psychology requirement: Four additional upper-level natural science courses in Psychology selected from the following: Psych. 330, 335, 340, 345, 400, 431, 432, 433, 436, 437, 439, 443, 444, 447, 448, 500, 530, 531, 541, 542.
   With permission from the concentration advisor, other courses such as special seminars may be substituted.

Psych. 330, 335, 340, or 345 may be used only if they are not also used toward the Core Course requirement above; i.e., a total of six courses are required to satisfy both the Core Course and Advanced Course requirements.

3. Advanced Lab requirement:
   a. Option 1: Two courses from the following: Psych. 302, 331, 332, 341, 342, 343, Biol. 308 or 326 or 419 or 429.
      Note: Only one biology laboratory may be used toward the Biopsychology and Cognitive Science concentration. Advisor approval is required to use Psychology 302 for the lab requirement.
   b. Option 2: One regular lab from Option 1 and one three-credit independent research course (408 or 505), or Honors 510 and 511 if a Psychology advisor determines that it provides a natural science research experience.

4. Psychology as a social science requirement: One course selected from the following: Psych. 350, 360, 370, 380, 390. With the approval of the concentration advisor, a social science psychology course that is not on the above list may be substituted.

5. Statistics: One course. Statistics 425 and 426 may be substituted by students interested in a stronger mathematical foundation. Other courses, as appropriate, may be substituted with approval of a psychology concentration advisor.

6. Cognate course requirement: One course selected from the following list (or an approved substitute): Anat. 570; Anthro. 330, 372, 470, 568; Biol. 222, 305, 307, 310 (or 311 or 412), 320, 325, 390, 422, 425, 494, 523, 534, 415; Biol. Chem. 415; EECS 380, 492, 595; Ling 211, 315, 414, 455; Philosophy 345, 450, 482; Stat. 403, 406, 407; Univ. 322. Other courses can be used as a cognate if they are approved by a concentration advisor.

Psychology

May be elected as a departmental concentration program

Breadth Requirement: At least one course from four of the following five groups:

- Group I. Psychology 340.
- Group II. Psychology 330.
- Group III. Psychology 350.
- Group IV. Psychology 360, 380, or 390.
- Group V. Psychology 370.

Lab Requirement: Each psychology concentrator must complete two lab courses. A student may either complete two labs from the list of research-based lab courses, or the student may take one lab from the list of research based lab courses and one lab from the list of experiential lab courses.


Four credits of Psychology 211, Project Outreach, completed in two different sections. Psychology 211 is graded credit/no credit. The credits do not count toward the 30 credits required for the concentration. Three credits of Psychology 404 or 405 (Field Practicum), or 408 (Field Practicum in Research Techniques/
these groups differ from those above for both A.B. and B.S. candidates. Contact the honors advisor or Psychology Undergraduate Office for details. Honors candidates pursuing either concentration also elect the special Honors sequence courses, Psychology 312, 510, and 511, as part of the necessary approved credits. Psychology 312, elected in the winter term of the junior year, emphasizes research methodologies as well as an extensive literature review to insure that students have an adequate basis upon which to initiate a senior honors project. Enrollment in Psychology 510 and 511 during the senior year acknowledges a student’s intention to complete the senior honors thesis, which involves the design and execution of an acceptable research project and written report describing and analyzing this research. Satisfactory completion of Psychology 510 may substitute for one of the advanced laboratory requirements, as detailed above in 2 (Psychology) or 3 (Biopsychology and Cognitive Science), but one regular lab must be elected.

Courses in Psychology (Division 455)


111. Introduction to Psychology. Psych. 111 serves, as do Psych. 112 or 113, as a prerequisite for advanced courses in the department and as a prerequisite to concentration. No credit granted to those who have completed or are enrolled in 112, 113, or 115. (4). (SS). Psych. 111 may not be included in a concentration plan in psychology. Students in Psychology 111 are required to spend five hours outside of class participating as subjects in research projects.

114. Honors Introduction to Psychology. Open to Honors students; others by permission of instructor. No credit granted to those who have completed or are enrolled in 111, 112, 113, or 115. (4). (SS). Psych. 111 may not be included in a concentration plan in psychology. Students in Psychology 114 are required to spend five hours outside of class participating as subjects in research projects.

115. Honors Introduction to Psychology as a Natural Science. Open to Honors students; others by permission of instructor. No credit granted to those who have completed or are enrolled in 111, 112, 113 or 114. (4). (NS). Psych. 115 may not be included in a concentration plan in psychology. Students in Psychology 115 are required to spend five hours outside of class participating as subjects in research projects.

116. Introduction to Mind and Brain. May not be used as a prerequisite for or in a concentration plan in Psychology. No credit for those who have completed Psych. 112. (4). (NS).

120. First-Year Seminar in Psychology as a Social Science. Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (3). (SS). May not be included in a concentration plan in psychology. May be repeated for a total of six credits.

121. First-Year Seminar in Psychology as a Natural Science. Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (3). (NS). May not be included in a concentration plan in psychology. May be repeated for a total of six credits.

122/Soc. 122. Intergroup Dialogues. Permission of instructor. Intended primarily for first- and second-year students. (2). (Excl). May not be included in a concentration in psychology or sociology. May be repeated for a total of four credits.

125. Drugs, Culture, and Human Behavior. May not be used as a prerequisite for the psychology concentration. (3). (SS). May not

be included in a concentration plan in psychology.

124. Introductory Laboratory. Open to seniors; others by permission of instructor. Required. (2). (SS). May not be included in a concentration plan in psychology. Students in Psychology 124 are required to spend five hours outside of class participating as subjects in research projects.

125. Drugs, Culture, and Human Behavior. May not be included in a concentration plan in psychology. (3). (SS). May not be included in a concentration plan in psychology. (INDEPENDENT). May be repeated for a total of six credits.

204. Individual Research. Introductory psychology and permission of instructor. (1-6). (Excl). May not be included in a concentration plan in psychology. (INDEPENDENT). May be repeated for a total of six credits.

206. Tutorial Reading. Introductory psychology and permission of instructor. (1-6). (Excl). May not be included in a concentration plan in psychology. (INDEPENDENT). May be repeated for a total of six credits.

211. Outreach. Prior or concurrent enrollment in introductory psychology, 111. (1-3). (Excl). Offered mandatory credits/no credit. Credits may not be included in a concentration plan in psychology. Two separate sections of Outreach count as an experiential lab for the Psychology concentration; they do not count as a lab for the Psychology as a Natural Science concentration. Laboratory fee ($15) required. (INDEPENDENT). May be repeated for a total of six credits.

255. Patterns of Development. Enrollment in the Interflex Program. Interflex students electing a concentration in psychology may use Psych. 255 as the introductory prerequisite. No credit granted to those who have completed or are enrolled in 350. (4). (Excl).

301. Teaching or Supervising Laboratory or Fieldwork in Psychology. Permission of instructor. (1-3). (Excl). Tutorial. May not be elected for credit more than once.

302. Special Problems Lab in Psychology/Natural Science. Psychology 330 or 340. (3-4). (Excl). May be used as a lab in the Biopsychology and Cognitive Science concentration with advisor approval.


304. Practicum in Teaching and Leading Groups. Introductory psychology. (2-4). (Excl). A total of six credits of Psychology letter-graded experiential courses may be counted for the Psychology concentration. (EXPERIENTIAL). May be repeated for a total of six credits.

305. Practicum in Psychology. Introductory psychology. (1-4). (Excl). A total of six credits of Psychology letter-graded experiential courses may be counted for the Psychology concentration. Psychology 305 must be taken for at least three credits to count as an experiential lab in the psychology concentration. (EXPERIENTIAL). May be repeated for a total of six credits.

306. Project Outreach Group Leading. Introductory psychology, Psychology 211, and permission of instructor. (3). (Excl). A total of six credits of Psychology letter-graded experiential courses may be counted for the Psychology concentration. (EXPERIENTIAL). May be repeated for a total of six credits.

307. Directed Experiences with Children. Introductory psychology and permission of instructor. (3-4). (Excl). A total of six credits of Psychology letter-graded experiential courses may be counted for the Psychology concentration. (EXPERIENTIAL). May be repeated for a total of 7 credits.

308. Peer Advising Practicum in Psychology. Introductory psychology and permission of instructor. (2-3). (Excl). A total of six credits of Psychology letter-graded experiential courses may be counted for the Psychology concentration. (EXPERIENTIAL). May be repeated for a total of six credits.

310/Soc. 320. Training in Processes of Intergroup Dialogues. Permission of instructor. Open to juniors and seniors. (3). (Excl). May be used as an experiential lab in the Psychology concentration. A total of six credits of Psychology letter-graded experiential courses may be counted for the Psychology concentration. (EXPERIENTIAL).

311/Soc. 321. Practicum in Facilitating Intergroup Dialogues. Psychology 310 and permission of instructor. (3). (Excl). A total of six credits of Psychology letter-graded experiential courses may be counted for the Psychology concentration. (EXPERIENTIAL).


313/Rel. 369. Psychology and Religion. Introductory psychology or senior standing. (4). (Excl).


316/CAAS 331. The World of the Black Child. One course in psychology or Afroamerican and African Studies. (3). (Excl).

317. Community Based Research. Introductory psychology, and concurrent enrollment in Psych. 318. (3). (Excl). Psych. 317 and 318 may be used as an experiential lab in the Psychology concentration.

318. Laboratory in Community Research. Concurrent enrollment in Psych. 317. (1). (Excl). Psych. 317 and 318 may be used as an experiential lab in the Psychology concentration. (EXPERIENTIAL).
319. Laboratory in Community Intervention.
Concurrent enrollment in Psych. 320. (3).
(Excl).
320. Laboratory in Community Intervention.
Concurrent enrollment in Psych. 319. (1).
(Excl). (EXPERIENTIAL).
345(434). Introduction to Human Neuropsychology. Introductory psychology. No credit granted to those who have completed or are enrolled in Psych. 634. (4). (NS). (BS).
350. Introduction to Developmental Psychology. Introductory psychology. No credit granted to those who have completed or are enrolled in 255. (4). (SS).
360. Introduction to Organizational Psychology. Introductory psychology. (4). (SS).
372. Advanced Laboratory in Psychopathology. Psych. 370. A basic statistics course (e.g., Stat 402) is recommended although not required. (3). (Excl). Satisfies a Psychology research-based laboratory requirement.
400. Special Problems in Psychology as a Natural Science. Introductory psychology. Only 6 credits of Psych. 400, 401, 402 and 500, 501, 502 combined may be counted toward a concentration plan in psychology, and a maximum of 12 credits may be counted toward graduation. (2-4). (Excl). (BS). May be repeated for credit.
401. Special Problems in Psychology as a Social Science. Introductory psychology. Only 6 credits of Psych. 400, 401, 402, 500, 501, and 502 combined may be counted toward a concentration plan in psychology. (1-4). (Excl). May be repeated for a total of twelve credits.
404. Field Practicum. One of the following: Psychology 330, 340, 350, 370, 380, or 390; and permission of instructor. (1-12). (Excl). Offered mandatory credit/no credit. May be used as an experiential lab in psychology. Credits may not be used toward either psychology concentration. (EXPERIENTIAL). May be repeated for a total of twelve credits.
405. Field Practicum. One of the following: Psychology 330, 340, 350, 370, 380, or 390; and permission of instructor. (1-12). (Excl). Offered mandatory credit/no credit. May be used as an experiential lab in psychology. Credits may not be used toward either psychology concentration. (EXPERIENTIAL). May be repeated for a total of twelve credits.
408. Field Practicum in Research Techniques/Basic Science. Psychology 330 or 340 or 350 or 360 or 370 or 380 or 390. (1-4). (Excl). Offered mandatory credit/no credit. Credits do not count for the concentration, but the course may be used for an experiential lab if taken for three credits. (EXPERIENTIAL). Credit is granted for a combined total of twelve credits of Psychology 404, 405, 408 and 409, and for a maximum of fifteen credits for Psychology 211, 404, 405, 408 and 409. This course may be taken for a maximum of two terms and/or four credits with the same instructor.
409. Field Practicum in Research Techniques. One of the following: Psychology 330, 340, 350, 360, 370, 380, or 390; and permission of instructor. (1-4). (Excl). Offered mandatory credit/no credit. This course may be used as an experiential lab in psychology. Credits may not be used toward either psychology concentration. (EXPERIENTIAL). May be repeated for a total of twelve credits. Credit is granted for a combined total of twelve credits of Psychology 404, 405, 408 and 409, and for a maximum of fifteen credits of Psychology 211, 404, 405, 408 and 409. May be elected for a maximum of two terms and/or four credits with the same instructor.
411/WS 419. Gender and Group Process in a Multicultural Context. One course in women's studies or psychology. (3). (SS).
417. Mind and Brain: Historical and Cultural Issues. Introductory Psychology or Introductory Biology or Junior Standing. (3). (Excl).
418/Religion 448. Psychology and Spiritual Development. (3). (Excl).
470. Introduction to Community Psychology. Introductory psychology. (3). (SS).
490. Political Psychology. Introductory psychology. (3). (SS).
500. Special Problems in Psychology as a Natural Science. Introductory Psychology. (2-4). (Excl). (BS). Only six credits of Psych. 400, 401, 402, 500, 501, and 502 may be counted toward a concentration plan in psychology. May be repeated for a total of twelve credits.
501. Special Problems in Psychology as a Social Science. Introductory Psychology. (1-4). (Excl). Only six credits of Psych. 400, 401, 402, 500, 501, and 502 may be counted toward a concentration plan in psychology. May be repeated for a total of twelve credits.
502. Special Problems in Psychology. Introductory Psychology. (1-4). (Excl). Only six credits of Psych. 401, 402, 500, 501, and 502 may be counted toward a concentration plan in psychology. May be repeated for a total of twelve credits.
505. Faculty Directed Advanced Research. Permission of instructor and one of the following: Psychology 330, 340, 350, 360, 370, 380, or 390. (1-6). (Excl). May be used as an experiential lab by faculty petition to the Committee on Undergraduate Studies. A combined total of six credits of Psych. 505 and 507 may be included in a concentration plan in psychology. (INDEPENDENT). May be repeated for a total of six credits.
507. Faculty Directed Advanced Tutorial Reading. Permission of instructor and approval of the Department of Psychology Committee on Undergraduate Studies; and one of the following: Psychology 330, 340, 350, 360, 370, 380, or 390. (1-6). (Excl). A combined total of six credits of Psych. 505 and 507 may be included in a concentration plan in psychology. (INDEPENDENT). May be repeated for a total of six credits.
PSYCHOLOGY / 139

Public Policy

440 Lorch Hall
(734) 764-3490
Web site: http://www.spp.umich.edu/

Not a concentration program

The School of Public Policy offers an accelerated program in public policy for exceptional undergraduates at the University of Michigan. The program enables students in political science, economics, or the B.G.S. degree program to complete both a bachelor’s degree and the two-year Master of Public Policy (M.P.P.) degree in five years of study. The program is described in Chapter V in the section Public Policy. Undergraduates wishing further information about course offerings and degree requirements should contact the School of Public Policy.

The following course counts as an LS&A course for LS&A degree credit.

Courses in Public Policy (Division 396)

529/Poli. Sci. 529. Statistics. Prior coursework in calculus or concurrent enrollment in Math 413, and permission of instructor. Previous coursework in statistics is not required. (3). (Excl).


556/Econ. 556. Macroeconomics. (4). (Excl).


Studies in Religion

445 West Hall, 1092
(734) 764-4475
Web site: http://www.lsa.umich.edu/religion/

Professor Ralph Williams (English), Director
May be elected as an interdepartmental concentration program

The Studies in Religion Program provides students with a basic knowledge of the history, psychology, philosophy, and anthropology of religion; promotes an understanding of diverse religious traditions; and examines religious questions which arise in all cultures. The concern of the program is not to inculcate a particular doctrine or faith but rather to broaden and deepen a student’s knowledge and understanding of religious traditions.

Prerequisites to Concentration. Religion 201 and 202.

Concentration Program. Two courses chosen from Religion 365, 369, 452, and 455; and 18 additional credits of electives chosen in consultation with and approved by a concentration advisor. Electives may be structured as follows:

1. Concentration in a single department, with a theme which enables a student to approach the study of religion from a single perspective:
   - Religion as an idea (Philosophy).
   - Religion as a cultural force through time (History).
   - Religion as a social phenomenon (Anthropology, Psychology, or Sociology).
   - Religion as a subject of expression (English or History of Art).
   - Religion as tradition (Near Eastern Studies, Asian Languages and Cultures, Classical Studies, Linguistics; appropriate elementary language proficiency is required for concentration in these departments).

2. Selected electives in Religion are listed below. (Many of these courses are cross-listed with other departments.)

3. Students may also choose from a large selection of courses in other departments which relate to religion in the areas of: Afroamerican and African Studies, American Culture, Anthropology, Asian Studies, Classical Studies, College Honors, English, Asian Languages and Cultures, Germanic Languages and Literatures, History, History of Art, Linguistics, Music History and Musicology, Near Eastern Studies, Philosophy, Political Science, Psychology, and Sociology. Permission must be granted by the Director of the program for related courses to be included as electives.

Advising. Prospective concentrators are encouraged to consult the concentration advisor, Dr. Astrid Beck. Appointments are scheduled at 445 West Hall, 764-4475.
Courses in Religion (Division 457)

121(120)/ACABS 121. Introduction to the Tanakh/Old Testament. (4; 3 in the half-term). (HU).
204/AAPTIS 262. Introduction to Islam. (4). (HU).
280/ACABS 221. Jesus and the Gospels. (4; 3 in the half-term). (HU).
286/Hist. 286. A History of Eastern Christianity from the 4th to the 18th Century. (3). (HU).
309/Hist. 309. The Christian Tradition in the West from Luther and Calvin to the Present. (4). (Excl).
312. Church and American Society. (3). (HU).

Residential College

133 Tyler, East Quadrangle
763-0176
Thomas Weisskopf, Director

Professors

Jane Burbank, Social Sciences: History of Russia and the Soviet Union, Russian and Soviet culture and politics
Carl Cohen, Political philosophy, moral philosophy, bioethics, logic
David Cohen, African history and literature
Hubert Cohen, Film studies and film criticism, narrative literature
Fred Cooper, Social Sciences: African history

Ann Larimore, Social Sciences: Women as farmers, cultural geography and ecology, Turkey and the Middle East
Thomas Weisskopf, Social Sciences: political economy

Associate Professors

Steven Brechin, Social Sciences: environmental and natural resources sociology; interplay between society and the environment, the environmental movement and organizations; globalization of environmental themes
Herbert Eagle, Russian literature, Slavic and East European film, literary theory

Max Heirich, Social Sciences: Medical sociology, social theory, social change
John Lawler, Linguistics, semantics, computation, metaphor

Assistant Professors

Matthew Biro, History of Art
Sueann Caulfield, Social Science: History

Lecturers

Carolyn Anderson-Burack, French language
Catherine Badgley, Natural Science, Paleontology, Ecology
Carolyn Balducci, Writing of young adult fiction, biography, film scripts
Maria Barna, Solo and chamber music, piano
Mereille Belloni, French Language
Charles Bright, Social Science: Twentieth-century world history, American political history, Detroit history
David Burkam, Mathematics
Dominique Butler-Borruat, French Language
Ingio de la Certa, Biology, ecology of Latin America
Larry Cressman, Printmaking, drawing
Susan Crowell, Ceramics, ceramics history and criticism, design
Helen Fox, Social Sciences
Beth Genné, Art history, interdisciplinary humanities
Elizabeth Goodenough, Comparative Literature: American and English literature
Henry Greenspan, Clinical psychology, adult development
Michael Hannum, Photography, holography
Warren Hecht, Creative writing
Jane Heirich, Chamber music, vocal technique, music theory and composition
Olga Lopez-Cotin, Spanish Language
Alina Makin, Russian language
Kate Mendeloff, Drama, directing
Kenneth Mikolowski, Poetry writing, contemporary American poetry
Barbra Morris, Television text analysis, screenwriting and production, academic writing
Eliana Moya-Raggio, Spanish language
Gail Nomura, Social Science: Asian-American studies
Erica Paslick, German language
Fred Peters, Comparative literature, German studies, interdisciplinary humanities
Maria Rodriguez, Spanish Language
Ann Savageau, Fiber arts, design
Janet Hegman Shier, German language, foreign language theatre
Cynthia Sowers, Narrative fiction, literature and the visual arts
Frank Thompson, Economics
Martin Walsh, Drama
Susan Walton, Ethnomusicology
Susan Wright, History of twentieth-century science and technology, biotechnology, science policy
Professor Emeritus James Robertson.
Lecturer Emerita Sylvie Carduner

The Residential College is a four year, degree-granting unit within the College of Literature, Science, and the Arts devoted exclusively to undergraduate education. The RC offers courses and concentrations of its own. Students in the RC elect a substantial number of courses within LS&A and often complete LS&A concentrations. Honors students are eligible to join the RC. The RC actively encourages applications from minority students.

The College opened in 1967 and presently enrolls over 900 students. The faculty consists of over fifty full or part-time lecturers and professors, most of the latter on joint appointment with LS&A departments or other schools and colleges of the University. The curriculum includes multidisciplinary approaches to the humanities, natural sciences, and social sciences. Courses are also offered in fine arts, music, and languages. Concentrations open exclusively to RC students include: Drama, Creative Writing, Comparative Literature, Arts and Ideas in the Humanities, Social Science, and RC Individualized Concentration. RC faculty advisors assist students with academic planning and personal concerns.

Residential College students are required to live in East Quadrangle for the first two years of the undergraduate program. East Quadrangle houses administrative and faculty offices, classrooms, a library, art and music studios, a theatre, a computer room, a language laboratory, a snack shop, and other facilities supportive of the academic and community life of the Residential College.

A degree from the Residential College requires:

1. A First-Year Seminar (Core 100).
2. Foreign language study through a comprehensive proficiency examination and an upper-level seminar in the language (or the equivalent credits in a language not taught in Residential College).
3. An LS&A area distribution plan (both RC and LS&A courses may be included).
4. An approved course in Race and Ethnicity (R&E).
5. One to two courses in Quantitative Reasoning.
6. A concentration chosen from among regular LS&A or Residential College concentration programs, or an individualized concentration program elected through the Residential College.
7. An upper-level writing course.
8. An arts practicum.
9. Students are expected to complete at least four RC courses beyond completion of the First-Year Seminar and the RC language requirement.
10. A minimum of 120 credits.
11. At least 60 credits outside the area of concentration.

Candidates for a Residential College degree must be in good academic standing and fulfill all Residential College and LS&A requirements for graduation. Residential College students are graded by written evaluations instead of letter grades in their RC courses, but have the option of electing letter grades in upper-level RC courses and in RC courses in which they enroll once they attain junior standing. A passing evaluation in an RC course is the equivalent of at least a letter grade of “C.” RC students receive letter grades in LS&A courses. The Residential College confers only the A.B. and B.S. degrees; it does not grant the B.G.S. degree.

University of Michigan students interested in Residential College programs and courses should contact the RC Counseling Office (134 Tyler, East Quadrangle, 763-0032) or visit in person. Others should contact the RC Admissions Office, 133 Tyler, East Quadrangle, 763-0176.

Residential College Courses

- **Core (Division 863)**
- **Written and Verbal Expression**
  - **100. First Year Seminar, ECB Writing Assessment.** Only first-year students, including those with sophomore standing, may preregister for First-Year Seminars. All others need permission of instructor. (4). (Introductory Composition).
  - **105. Logic and Language.** (4). (MSA).
  - **300. Writing and Theory.** Not open to freshmen. (4). (Excl).
- **334. Special Topics.** (4). (Excl).

**Foreign Language**

- **190. Intensive French 1.** No credit granted to those who have completed or are enrolled in French 100, 101, 102, or 103. (8). (LR).
191. Intensive German I. No credit granted to those who have completed or are enrolled in German 100, 101, 102, or 103. (LR).

193/Russian 103. Intensive First-Year Russian. No credit granted to those who have completed or are enrolled in Russian 101, 102, 111, or 112. (LR).

194. Intensive Spanish I. No credit granted to those who have completed or are enrolled in Spanish 100, 101, 102, or 103. (LR).

290. Intensive French II. Core 190. No credit granted to those who have completed or are enrolled in French 230, 231, or 232. (LR).

291. Intensive German II. Core 191. No credit granted to those who have completed or are enrolled in German 230, 231, or 232. (LR).

293. Russian 203. Intensive Second Year Russian. Core 193 or Russian 102. No credit granted to those who have completed or are enrolled in Russian 201 or 202. (LR).

294. Intensive Spanish II. Core 194. No credit granted to those who have completed or are enrolled in Spanish 230, 231, or 232. (LR).


370/French 370. Advanced Proficiency in French. Core 320 or French 235. (3). (Excl).

Independent Study, Fieldwork, and Tutorials

205. Independent Study. Sophomore standing and permission of instructor. (1-8). (Excl). Offered mandatory credit/no credit. Laboratory fee ($50) required.

209. Study Off-Campus. Sophomore standing and permission of instructor. (Arr). (Excl). Offered mandatory credit/no credit. (EXPERIENTIAL).

305. Independent Study. Junior standing and permission of instructor. (1-8). (Excl). Offered mandatory credit/no credit. Laboratory fee ($50) required.


309. Study Off-Campus. Junior standing and permission of instructor. (Arr). (Excl). Offered mandatory credit/no credit. (EXPERIENTIAL).


322. Advanced Creative Writing for Children. (4). (Excl). May be repeated for a total of eight credits.


326. Creative Writing Tutorial. Hums. 325 and permission of instructor. (4). (CE).

328. Creative Writing Tutorial. Permission of instructor. (4; 2 in the half-term). (Excl).

329. Topics in Film. (3). (HU). May be repeated for a total of nine credits.


Comparative Literature


452/Russian 452. Survey of Russian Literature. A knowledge of Russian is not required. (3). (HU).


Creative Writing


222. Writing for Children and Young Adults. (4). (CE).


322. Advanced Creative Writing for Children and Young Adults. Hums. 222 and permission of instructor. (4). (CE).

325. Creative Writing Tutorial. Hums. 220, 221, 222 and permission of instructor. (4; 2 in the half-term). (Excl).

326. Creative Writing Tutorial. Hums. 325 and permission of instructor. (4; 2 in the half-term). (Excl).

425. Creative Writing Tutorial. Permission of instructor. (4; 2 in the half-term). (Excl).

Arts (Division 864)

267. Introduction to Holography. (4). (CE). Laboratory fee ($120) required.


288. Introduction to Drawing. (4). (CE). Laboratory fee ($35) required.


Humanities (Division 865)

Arts and Ideas

236/Film Video 236. The Art of the Film. (4). (HU). Laboratory fee ($45) required.

255. Film Experience. (4). (Excl).


290. The Experience of Arts and Ideas in the Twentieth Century. (4). (HU).

291. The Experience of Arts and Ideas in the Nineteenth Century. (4). (HU).

309. Classical Sources of Modern Culture. (4). (HU).


321/Russian Cinema. (4). (HU). Laboratory fee ($50) required.

322. Slavic Film 312. Central European Cinema. A knowledge of Russian is not required. (3). (HU). Laboratory fee ($50) required.

323/Russian Cinema. (3). (HU). Laboratory fee ($50) required.

317. The Writings of Latinas. A course in women's studies or Latino/a studies. (4). (HU).


452/Russian 452. Survey of Russian Literature. A knowledge of Russian is not required. (3). (HU).


Creative Writing


222. Writing for Children and Young Adults. (4). (CE).


322. Advanced Creative Writing for Children and Young Adults. Hums. 222 and permission of instructor. (4). (CE).

325. Creative Writing Tutorial. Hums. 220, 221, 222 and permission of instructor. (4; 2 in the half-term). (Excl).

326. Creative Writing Tutorial. Hums. 325 and permission of instructor. (4; 2 in the half-term). (Excl).

425. Creative Writing Tutorial. Permission of instructor. (4; 2 in the half-term). (Excl).
426. Creative Writing Tutorial. Permission of instructor. (4, 2 in the half-term). (Excl).

Drama
280/English 245/Theatre 211. Introduction to Drama and Theatre. No credit granted to those who have completed or are enrolled in RC Hums. 281. (4; 3 in the half-term). (HU).
281. Introduction to Comedy and Tragedy. No credit granted to those who have completed or are enrolled in RC Hums. 280. (4, HU).
286. Ibsen and Strindberg. (4). (HU).
292. Special Period and Place Drama. Hums. 280. (4). (Excl). May be repeated for credit.
296. Drama Interpretation II: Performance Workshop. Hums. 280 and either Hums. 282 or playwriting. (4-6). (CE).
297. Seminar in Drama Topics. Upperclass standing. Hums. 280, and three 300- or 400-level drama courses. (4). (Excl). May be repeated for credit.
298. Special Drama Topics. Sophomore standing. (1-2). (Excl). Offered mandatory credit/no credit. May be repeated for a total of four credits.

Music
299. Chamber Music. (1). (CE). Offered mandatory credit/no credit.
300. Topics in Music. (4). (HU).
301. Topics in Music. (4). (HU).
302. Choral Ensemble. (1). (CE). Offered mandatory credit/no credit.

Interdivisional (Division 867)
222. Quantitatively Speaking. (4). (Excl). (QR/1).
310/WS 312. Gender and Science. An introductory course in natural science, engineering, social sciences or women’s studies. (4). (Excl).
350. Special Topics. Concurrent enrollment in an associated course. (1-2). (Excl). Offered mandatory credit/no credit. May be repeated for a total of six credits.
351. Special Topics. (2). (Excl). Offered mandatory credit/no credit. May be repeated for a total of eight credits.
412. Western and Non-Western Medicine. Permission of instructor. (4). (Excl).

Math (Division 873)

Natural Science (Division 875)
104/Biol. 104. Introduction to the Natural Sciences. First- or second-year standing; written application to the Biological Station. Does not meet prerequisites for any of the biology or environmental science courses. Credit is granted for a combined total of 12 credits elected in introductory biology. IIIa at the Biological Station. (5). (NS). (BS).
419/Physics 419/Public Policy 519/NR&E 574. Energy Demand. Basic college economics and senior standing. (3). (SS).

Social Science (Division 877)
241. Democratization in Brazil, Russia, and South Africa: Three Case Studies. (4). (SS).
301. Social Science Theory I: From Social Contract to Oedipus Complex. At least one 200-level social science course. (3). (SS).
302. Contemporary Social and Cultural Theory. Social Science 301 or equivalent (as determined by the instructor). (4). (Excl).
306. Environmental History and Third World Development. (3). (SS).
385. Democracy in the Workplace. Introductory sociology or social science course. (4). (Excl).
460. Social Science Senior Seminar. Senior standing. (4). (Excl). May be repeated for credit.
Romance Languages and Literatures

4108 Modern Languages Building  
(734) 764-5344  
Web site: http://www.lsa.umich.edu/fl/  
Professor José Rabasa, Chair

May be elected as a departmental concentration program in French and Francophone Studies, Italian, or Spanish

Professors

Andrew Anderson, Twentieth-Century Spanish Literature  
Frank P. Casa, Director of Middlebury Spanish School, Golden Age Literature, Seventeenth-Century Comedia, Social and Political Aspects of Twentieth-Century Drama  
Ross Chambers, Modern French and European Literature, Literary Theory  
Steven N. Dworkin, Spanish and Portuguese diachronic linguistics, Romance etymology  
Floyd F. Gray, 16th- and 17th-century French literature, Literary Theory and Criticism  
Marie Hélène Huet, 18th and 19th C. French and European literature, French revolution, Critical theory  
Luisa López-Grigera, Golden Age Philology and Rhetoric  
William Paulson, 18th- and 19th-century French literature; relations among literature, science, technology and media  
Donna C. Stanton, Seventeenth-century French literature, Women writers, Critical Theory

Associate Professors

Frances Aparicio, Modern Latin American literature, Hispanic literature  
Catherine Brown, Medieval Literature Literary theory  
Alina Clej, French Literature and Comparative Literature  
Santiago Colás, Latin American and Comparative literature  
José Rabasa, Latin American literature, Colonial and Post Colonial Studies, Historiography

Assistant Professors

Jossianna Arroyo, Latin American Literature and Culture, Caribbean Studies, Luso-Brazilian Studies  
Vincenzo Binetti, Nineteenth and Twentieth Century Italian Literature  
David Caron, Late 19th and 20th C. French Narrative, Gay Studies  
Alison Cornish, Medieval and Renaissance Italian literature, Dante  
Freida Ekotto, 20th-century French and Francophone literature  
Jarrod Hayes, 20th-century French and Francophone literature, Post Colonial studies, Queer theory  
Alejandro Herrero-Olaizola, 20th-century and Latin American literature, Critical theory, Interdisciplinary studies  
Julie Highfill, Modern Peninsular Spanish literature  
Javier Sanjínéz, Latin American literature  
Lucia Suarez, Spanish and Latin American Literature, Caribbean Studies  
Carina Yervasi, French cinema and literature

Lecturers

Kimberly Boys, Elementary Spanish Language Teaching, Coordination  
Romana Capek-Habekovic, Elementary Italian Language Teaching, Coordination  
Maria Dorantes, Elementary Spanish Language Teaching, Coordination  
Olga Gallego, Elementary Spanish Language Teaching, Coordination  
Raquel Gonzalez, Elementary Spanish Language Teaching, Coordination  
Ann Hilberry, Elementary Spanish Language Teaching, Coordination  
Lara Mangiafico, Elementary Spanish Language Teaching, Coordination  
Kathy Meyer, Elementary French Language Teaching, Coordination  
Helene Neu, French phonetics, Teaching Assistant supervision, Coordination  
Dennis Pollard, Elementary Spanish Language Teaching, Coordination

Professors Emeriti


There is a language requirement for the LS&A Honors Concentration program. Other students are placed in courses according to their demonstrated degree of competence and satisfy the LS&A language requirement by successful completion of French 232, Italian 232, Portuguese 232, Spanish 232, or the equivalent. Students with previous background or exposure to a Romance language are encouraged to continue study of that language through the freshman and sophomore years. Once the study of a language has begun in residence, then fourth-term language study must be taken in residence.

Language Laboratory. There is a language laboratory on the second floor of the Modern Language Building which gives students an opportunity to improve their command of the spoken language by listening to recordings of native speakers and by oral/aural exercises and drills. Certain courses offered by the department require regular use of the language laboratory facilities.

French and Francophone Studies

May be elected as a departmental concentration program

Concentration in French allows students considerable flexibility in developing a program of study leading to competence in the French language and basic familiarity with French civilization and literature.

Prerequisites to Concentration. French through French 232.

Concentration Program. A minimum of 30 credits in French and Francophone Studies courses numbered 240 and above. Of these, a minimum of 18 credits must be numbered 300 or above, or equivalent. A maximum of two courses in the concentration may be chosen from courses taught in English without language prerequisites. A minimum of 15 of the required 30 credits must be taken either in residence or through a study abroad program affiliated with the University of Michigan. Students pursuing study abroad programs expect substantial preparation in literature. For this reason, students interested in earning a graduate degree in French should give particular consideration in choosing their courses, to French 270, 362-369, 378, and 400-level courses in literature and culture.

Honors Concentration. Qualified students may be admitted to a program of advanced
study in the beginning or middle of the ju-
ior year (or at the beginning of the senior 
year following participation in a junior year 
in France program), leading to the degree of 
Bachelor of Arts with honors in French. 
Admission to senior-level honors work in 
French is by application only (forms are 
available in the Honors Office). The Honors 
Committee expects applicants to demon-
strate superior ability for their level in both 
oral and written French, and to present evi-
dence of serious interest in research. 
The normal concentration requirements in 
French and Francophone Studies must be 
completed along with the following: 
(1). Three additional credits in French and 
Francophone Studies at the level of 300 or 
above. 
(2). Composition of a thesis, in French, in-
corporating the results of individual re-
search, the minimum length being 30 
pages; 
(3). A discussion of the thesis and of an 
agreed upon set of related readings with 
the student’s faculty advisor and one 
other faculty reader. 
A grade point average of at least 3.5 in all 
courses, as well as in all French and Franc-
phone courses is required for admission and 
for graduation with honors in French. In-
tending students should contact the Honors 
advisor toward the end of their junior year, 
and fill out an application form obtainable in 
the Honors Office (1228 Angell Hall). Upon 
admission, they enroll in French 491 and 
492, Senior Honors I and II, usually in both 
terms of their senior year, writing their thesis 
under the supervision of a member of the 
professional staff. 
Advising. The concentration advisors are 
Professor David Caron and Professor Jarrod 
Hayes. Helene Neu is the advisor for candi-
dates for a secondary school teaching certifi-
cate. Appointments are scheduled at the 
department office, 4108 Modern Languages 
Building (764-5344).
Concentration Requirements in French 
and Francophone Studies for Students 
Preparing Teacher Certification. Can-
dates for a secondary school teaching certifi-
cate should study the general information 
about teaching certificate requirements 
which appears under the Teacher Certifica-
tion Program in this Bulletin. 
A minimum of 30 credits in French and 
Francophone Studies courses numbered 240 
and above. Of these, a minimum of 18 
credits must be numbered 300 or above, or 
equivalent. French 333, 335, and 339 are 
required. Only one course in the concentra-
tion may be chosen from courses taught in 
English without language prerequisites. A 
minimum of 15 of the required 30 credits 
must be taken either in residence or through 

a study abroad program affiliated with the 
University of Michigan. 
Year Abroad. The University of Michigan 
jointly sponsors a Year Abroad in France 
(University of Aix-en-Provence) with the 
University of Wisconsin and Indiana Uni-
versity. Information about this program and 
other study abroad opportunities is available 
at the Office of International Programs (OIP) 
(G513 Michigan Union, 764-4311). See 
also International Programs in this chapter of 
the Bulletin. 
France Summer Study Program. The 
University of Michigan sponsors a six-week 
program in St. Malo during the summer half 
term in France for second and third year 
courses. Information about this program is 
available at the Office of International Pro-
grams (OIP) (G513 Michigan Union, 764-
4311). 
Italian 
May be elected as a departmental concentra-
tion program 
Prerequisites to Concentration. Italian 
232 or the equivalent. 
Concentration Program. A minimum 24 
credits in Italian literature and culture 
courses numbered 235 and above; of these, 
at least nine credits must be at the 400-level. 
Required are 235 and 433. 15 credits must 
be conducted in Italian. Six credits in a cog-
nate field are also required. 
Advising. Advising appointments are 
scheduled at 4108 MLB. 
Portuguese 
Not a concentration program 
There is no concentration in Portuguese, but 
students can select courses from the begin-
ning level, 101-102, through 231-232. 
Spanish 
May be elected as a departmental concentra-
tion program 
Students may fulfill a concentration in Span-
ish by selecting one of two programs of 
study: Option A, Hispanic Literature, or 
Option B, Hispanic Studies. Option A is 
recommended for students with primary in-
terests in literary studies. Option B is rec-
ommended for students interested in lin-
guistics or interdisciplinary studies. Both 
options provide students with opportunities to 
develop language proficiency and to ex-
plain their knowledge of Hispanic cultures. 
Prerequisites to concentration: Spanish 
101 through 275 and 276. For eligible stu-
dents, 290(307) – Spanish for U.S. Latinos 
may be substituted for 275. Both prerequi-
tives, 275 and 276, will be waived for Resi-
dential College students who complete one 
RC Core 324 readings course in Spanish. 
Students who complete a second RC Core 
324 course will receive concentration credit 
for a Spanish elective at the 300 level. 
Option A. Hispanic Literature: 30 ap-
proved credits beyond the prerequisites, con-
sisting of 12 credits at the 300-level and 18 
credits at the 400-level. At the 300-level, at 
least nine credits must be completed in 
Spanish and/or Latin-American literature. 
At the 400-level, at least 12 credits must be 
selected in literature, including Spanish 459, 
Don Quijote. One linguistics course, either 
Spanish 411 or 414, is also required. Addi-
tional credits at both the 300 and 400 levels 
may be selected in Hispanic civilization, lin-
guistics, film, and/or one approved course 
from another field taught in Spanish through 
Language Across the Curriculum or a study 
abroad program. Students should consult a 
concentration advisor and develop a bal-
canced program of study that includes 
coursework in literature from various coun-
tries and historical periods. 
Option B. Hispanic Studies: 30 approved 
credits beyond the prerequisites, consisting 
of 12 credits at the 300-level and 18 credits 
at the 400-level. Coursework at both the 
300- and 400-levels may be selected in His-
panic culture, cultural studies, literature, lin-
guistics, film, and may include two approved 
courses in other fields taught in Spanish 
through Language Across the Curriculum or a study 
abroad program. At least one course in 
Iberian or Latin-American civilization and 
culture is required [Spanish 340 or 341]. 
Course selections must also include at least 
six credits in literature at the 300-level and 
at least six credits in literature at the 400-
level. Students should consult a concentra-
tion advisor and develop a balanced program 
of study that includes the cultural production 
of various countries and historical periods. 
Residence requirement: A minimum of 15 
of the required 30 credits must be taken ei-
er in residence or through a study abroad 
program affiliated with the University of 
Michigan. 
Honors Concentration. Qualified students 
holding a cumulative GPA of 3.5 and Span-
ish Concentration GPA of 3.5 may be admi-
ted to the honors program in Spanish at the 
beginning of the junior year. Admission to 
the program is by application to the honors 
undergraduate advisor. Students are re-
quired to take Spanish 391 and 392 Junior 
Honors Courses (as two of the three required 
courses for Spanish concentration), and 
Spanish 490 and 491 Senior Honors Courses 
as (two of the six required 400-level courses 
for Spanish concentration) during their se-
nior year. Spanish Honors courses may be 
taken as independent studies with Spanish 
Faculty or as additional requirement agreed 
upon with the professors of Spanish 371 
through 388, so that students register in the
A teaching major in Spanish requires 30 credits beyond Spanish 276. From 9 to 12 credits must be selected at the 300 level, including Spanish 340 or 341 and at least three credits in literature. The remaining 18 to 21 credits must be selected at the 400 level, including 6 credits in literature and six credits in linguistics. These linguistics credits must include two of the following courses: Spanish 410, 411, and 414. A teaching minor in Spanish requires 18 credits beyond Spanish 276, including 9 credits at the 300 level and 9 credits at the 400 level.

Advising. The concentration advisors are Professors F. Casa, A. Anderson, C. Brown, A. Herrero, J. Highfill, and J. Sanjinés. Professor O. Gallego is the advisor for candidates for a secondary school teaching certificate. Appointments through the department secretary in 4108 MLB.

Spain Summer Study Program. The University of Michigan sponsors a six-week program during the Summer half term in Santander, Spain for second and third year courses. Information about this program is available at the Office of International Programs G513 Michigan Union, 764-4311. See also International Programs in this chapter of the Bulletin.

Junior Year Abroad The University of Michigan jointly sponsors a Junior Year Abroad in Spain (University of Seville) with Cornell University. A Junior Year Abroad in Chile (Catholic University of Chile) and Quito is sponsored jointly with the University of Wisconsin-Madison and University of Wisconsin-Milwaukee. Information about these program and other study abroad opportunities is available at the Office of International Programs, G513 Michigan Union, 764-4311. See also International Programs in this chapter of the Bulletin.

Elementary Language Courses
Students who intend to continue a language begun in high school must take the Placement Test to determine the language course in which they should enroll. French 102 is NOT open to students who have begun instruction in high school. It is strongly recommended that students who began French at another college or university also take the placement test. Students must check with the Course Coordinator for any exceptions to the Placement Test level.

101. Elementary French. Students with any prior study of French must take the Placement Test. Credit is not granted for more than two courses from French 101, 102, and 103. (4). (LR).

102. Elementary French, Continued. French 101. No credit granted to those who have completed or are enrolled in 103. French 102 is NOT open to students who have begun instruction at the high school level. College or university transfer students who have received credit for one term are encouraged to enroll in French 103. (4), (LR).

103. Review of Elementary French. Assignment by placement test. No credit granted to those who have completed or are enrolled in 102. (4), (LR).

231. Second-Year French. French 102 or 103; or assignment by placement test. No credit granted to those who have completed or are enrolled in 112 or 230, I, II, IIIa in Ann Arbor; IIb in St. Malo, France. (4), (LR).

232. Second-Year French, Continued. French 231; or assignment by placement test. No credit granted to those who have completed or are enrolled in 112 or 230, I, II, IIIa in Ann Arbor; IIb in St. Malo, France. (4), (LR).

Courses Taught in English (without language prerequisite)
214/Hist. 214. Interpretations of French Society and Culture. Taught in English. A knowl-

courses as Spanish 391 or 392. Upon completion of Spanish 391 and 392 the students enroll in Senior Honors 490 and 491 during both terms of their senior year, and seek out a member of the Spanish professorial staff to guide their studies. Honors seniors complete two principal tasks under the guidance of their tutor: intensive preparation for the honors oral examination, and the writing of a senior thesis, normally produced in Span 491. The thesis (a forty-page essay) is submitted and the oral examination taken near the end of the senior year. In the oral examination the thesis must be defended by the Honors concentrator. Honors students are expected to complete the requirements for concentration in Spanish.

Teaching Certificate: Candidates for a secondary school teaching certificate should study the general information about requirements which appears under the Teacher Certification Program in this Bulletin.
299. (3). (Excl). Laboratory fee ($35) required.

378. Studies in Genre. French 232, and 8 credits in courses numbered between French 250 and 299. (3). (Excl). May be repeated for a total of six credits.

379. Studies in Gender and Sexuality. French 232, and 8 credits in courses numbered between French 250 and 299. (3). (Excl). May be repeated for a total of six credits.

384. Origins of Contemporary France: From the Gauls to de Gaulle. French 235. (3; 2 in the half-term). (HU). May be repeated for a total of 9 credits.


399(350/450). Independent Study. French 232; permission of instructor. (1-3). (Excl). (D/INDEPENDENT). May be repeated for a total of six credits.

450(460). Special Studies. Three courses in French numbered 300 or above. (3). (Excl). May be repeated for credit.

461(475)/MARC 444. Reading of Old French Texts. Three courses in French numbered 300 or above. (3). (Excl).

463(453). Literature of the Seventeenth Century. Three courses in French numbered 300 or above. (3). (Excl).

464(454). Literature of the Eighteenth Century. Three courses in French numbered 300 or above. (3). (Excl).

465(455). Literature of the Nineteenth Century. Three courses in French numbered 300 or above. (3). (Excl).

466(457). Literature of the Twentieth Century. Three courses in French numbered 300 or above. (3). (Excl).

469(470). African and Caribbean Literature. Three courses in French numbered 300 or above. (3). (Excl). (R&E). May be repeated for a total of six credits.

491. Senior Honors Course. Open only to seniors by permission of the departmental Honors Committee. (3; 2 in the half-term). (Excl).

492. Senior Honors Course. Open only to seniors by permission of the departmental Honors Committee. (3; 2 in the half-term). (Excl).

Other Language Courses

111. First Special Reading Course. French 111 and 112 are designed for juniors, seniors, and graduate students interested in gaining a reading knowledge of the language. Completion of French 111-112 does not satisfy the LSA language requirement. May not be elected for credit by undergraduates who have received credit for college French. No credit granted to those who have completed or are enrolled in 111 or 112. (3). (Excl). May be repeated for a total of six credits.

112. Second Special Reading Course. French 111, French 111 and 112 are designed for juniors, seniors, and graduate students interested in gaining a reading knowledge of the language. Completion of French 111-112 does not satisfy the LSA language requirement. No credit granted to those who have completed or are enrolled in 111 or 232. (3). (Excl). May be repeated for a total of six credits.

113. Third Special Reading Course. French 111, French 111 and 112 are designed for juniors, seniors, and graduate students interested in gaining a reading knowledge of the language. Completion of French 111-112 does not satisfy the LSA language requirement. No credit granted to those who have completed or are enrolled in 111 or 232. (3). (Excl). May be repeated for a total of six credits.

Courses in Italian (Division 399)

112. Second Special Reading Course. Italian 111. (4). (Excl).

205. Italian Conversation for Non-concentrators. Italian 102. (1). (Excl). Offered mandatory credit/no credit.

206. Conversation for Non-concentrators. Italian 102. Italian 206 may be elected prior to Italian 205. (1). (Excl). Offered mandatory credit/no credit.

230. Second-Year Italian. No credit granted to those who have completed or are enrolled in 112 or 232. (8). (LR).

231. Second-Year Italian. Italian 102, or permission of course supervisor. No credit granted to those who have completed or are enrolled in 112 or 230. (4). (LR).

232. Second-Year Italian, Continued. Italian 231 or permission of course supervisor. No credit granted to those who have completed or are enrolled in 112 or 232. (4). (LR).

233. Accelerated Second Year Italian. Italian 102 or 103. No credit granted to those who have completed or are enrolled in Italian 112 or 232. (4). (Excl). This course does not satisfy the language requirement.

Courses Taught in English Translation (without language prerequisites)

150. First Year Seminar in Italian Studies. Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (3). (HU).

310. Italian Cities. (3). (HU). May be repeated for credit with permission of instructor.

315(380). Italian Cinema and Society Since 1945. A knowledge of Italian is not required. II. (3). (HU). Laboratory fee ($15) required.


325(420). Italian Novels and Films. One literature course (in any field); knowledge of Italian is not required. (3). (Excl). May be repeated for a total of 9 credits.

433/MARC 439. Dante’s Divine Comedy. A knowledge of Italian is not required. (3). (HU).

Other Language and Literature Courses


350(468). The Historical Novel. Italian 232. (3). (Excl). May be repeated for a total of nine credits.

359. Italian Culture and History to the Eighteenth Century. (3). (HU).

103. Review of Elementary Spanish. (3; 2 in the half-term). (HU). May be repeated for credit.


101. Elementary Spanish.

387. Italian Renaissance Literature.


101. Elementary Spanish.

100. Intensive Elementary Spanish.

Course Coordinator for any exceptions to the placement test. Students must check with the placement test. Students who intend to continue a language begun in high school must take the Placement Test to determine the language course in which they should enroll. Spanish 102 is NOT open to students who have begun instruction in high school. It is strongly recommended that students who began Spanish at another college or university also take the placement test. Students must check with the Course Coordinator for any exceptions to the Placement Test level.

101. Elementary Portuguese. No credit granted to those who have completed or are enrolled in Portuguese 100. (4). (LR).

102. Elementary Portuguese. Portuguese 101. No credit granted to those who have completed or are enrolled in Portuguese 100. (4). (LR).

150. First Year Seminar in Brazilian Studies. Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (3). (HU).

Courses in Portuguese (Division 452)

231. Second-Year Portuguese. Portuguese 102. No credit granted to those who have completed or are enrolled in Portuguese 230. (4). (LR).

232. Second-Year Portuguese. Portuguese 231. No credit granted to those who have completed or are enrolled in Portuguese 230. (4). (LR).


414/Spanish 414. Background of Modern Spanish. Spanish 275 and 276, and three additional 300-level courses. (3). (Excl).

101. Elementary Portuguese. No credit granted to those who have completed 101, 102, or 103. (8). (LR).


102. Elementary Spanish, Continued. Spanish 101. No credit granted to those who have completed or are enrolled in 103. Spanish 102 is NOT open to students who have begun instruction at the high school level. Open only to students who have completed 101 at the University of Michigan. College or university transfer students who have received credit for one term are encouraged to enroll in Spanish 103. (4). (LR).

103. Review of Elementary Spanish. Assignment by placement test or permission of department. Transfer students elect Spanish 103 if they have completed the equivalent of Spanish 101 elsewhere. No credit granted to those who have completed or are enrolled in 102. (4). (LR).

104. Directed Reading. May be elected only with permission of concentration advisor in Italian. (1-3). (Excl). (INDEPENDENT). May be repeated for credit.


Courses in Romance Linguistics (Division 460)

300. Introduction to the Romance Languages. French, Spanish, or Italian: five terms at college level or equivalent. (3; 2 in the half-term). (Excl).


414/Spanish 414. Background of Modern Spanish. Spanish 275 and 276, and three additional 300-level courses. (3). (Excl).

102. Elementary Portuguese. Portuguese 101. No credit granted to those who have completed or are enrolled in 102. I, II, IIIa in Ann Arbor; IIb in Salamanca, Spain. (4). (LR).

232. Second-Year Spanish, Continued. Spanish 231; or assignment by placement test. No credit granted to those who have completed or are enrolled in Spanish 230 or 112. I, II, IIIa in Ann Arbor; IIb in Salamanca, Spain. (4). (LR).

Courses in Spanish (Division 484)

231. Second-Year Spanish. Spanish 102 or 103; or assignment by placement test. No credit granted to those who have completed or are enrolled in 112 or 230. I, II, IIIa in Ann Arbor; IIb in Salamanca, Spain. (4). (LR).

232. Second-Year Spanish, Continued. Spanish 231; or assignment by placement test. No credit granted to those who have completed or are enrolled in Spanish 230 or 112. I, II, IIIa in Ann Arbor; IIb in Salamanca, Spain. (4). (LR).

Special Elementary Reading Courses
Spanish 111 and 112 are designed for juniors, seniors, and graduate students interested in gaining a reading knowledge of the language.

111. First Special Reading Course. May not be elected for credit by undergraduates who have already received credit for high school or college Spanish. No credit granted to those who have completed or are enrolled in 101, 102, or 103. (4). (Excl).

112. Second Special Reading Course. Spanish 111. No credit granted to those who have completed or are enrolled in 230, 231, or 232. (4). (Excl).

Other Language Courses
270(358). Spanish Conversation for Non-Concentrators. Spanish 232. No credit granted to those who have completed or are enrolled in Spanish 275(361) or 276(362). A maximum of six credits of Spanish 270, 275, and 276 may be counted toward graduation. (3). (Excl).


276(362). Reading and Composition. Spanish 232. A maximum of six credits of Spanish 270, 275, and 276 may be counted toward graduation. I, II in Ann Arbor; IIb in Salamanca, Spain. (3). (Excl).

290(307)/Amer. Cult. 224. Spanish for Heritage Language Learners. Basic knowledge of Spanish language. (4). (Excl). This course does not satisfy the language requirement.

305. Spanish for Business and the Professions. Spanish 275 and 276. (3). (Excl).

310. Advanced Composition and Style. Spanish 275 and 276. (3). (Excl).


413/Rom. Ling. 413/Education D 455. Teaching Spanish/Applications of Linguistics. Spanish 275 and 276. (3). (Excl).


Literature


486. Petrarch's Canzoniere. Italian 232. (3; 2 in the half-term). (Excl).
331/Great Books 331, Great Books of Spain and Latin America. Open to students at all levels. A knowledge of Spanish is not required. (3). (HU). May not be included in a concentration plan in Spanish (or teaching certificate major or minor).


335(388). Contemporary Spanish and Spanish-American Literature. Spanish 275 and 276. (3). (HU). May be repeated for a total of six credits.


350. Independent Studies. Permission of concentration advisor. (1-3). (Excl). (INDEPENDENT). May be elected for credit more than once with permission.


368. Literature and the Other Arts. Spanish 275 and 276, and one additional 300-level course. (3). (Excl).

371. Survey of Spanish Literature, I. Spanish 275 and 276, and one additional 300-level course. (3). (HU).

372. Survey of Spanish Literature, II. Spanish 275 and 276, and one additional 300-level course. (3). (HU).

373. Topics in Hispanic Literatures and Cultures. Spanish 275 and 276, and one additional 300-level course. I, II in Ann Arbor; IIIb in Salamanca, Spain. (3). (HU). May be repeated for a total of six credits.

381. Survey of Latin American Literature, I. Spanish 275 and 276, and one additional 300-level course. (3). (HU).

382. Survey of Latin American Literature, II. Spanish 275 and 276, and one additional 300-level course. (3; 2 in the half-term). (HU).

387. Social Forces and Literary Expression in Golden Age Spain. Spanish 275 and 276, and one additional 300-level course. (3; 2 in the half-term). (HU).


432. Gender, Writing, and Culture. Spanish 275 and 276, and three additional 300-level course. (3). (Excl).


437. Introduction to Literature Studies and Criticism. Spanish 275 and 276, and three additional 300-level courses. (3). (Excl). May be repeated for a total of six credits.


450. Middle Ages. Spanish 275 and 276, and three additional 300-level courses. (3). (Excl).


456. Golden Age. Spanish 275 and 276, and three additional 300-level courses. (3). (Excl).

457. Trends of Golden Age Thought. Spanish 275 and 276, and three additional 300-level courses. (3). (Excl).


459. Don Quijote. Spanish 275 and 276, and three additional 300-level courses. (3). (HU).

463. Spanish Literature of the Eighteenth Century. Spanish 275 and 276, and three additional 300-level courses. (3). (Excl).

465. The Modern Spanish Novel I. Spanish 275 and 276, and three additional 300-level courses. (3). (Excl).

466. The Modern Spanish Novel II. Spanish 275 and 276, and three additional 300-level courses. (3). (Excl).

467. Literary and Artistic Movements in Modern Spain. Spanish 275 and 276, and three additional 300-level courses. (3). (Excl).

470. Latin-American Literature, Sixteenth to Nineteenth Centuries. Spanish 275 and 276, and three additional 300-level courses. (3). (Excl).


475. Latin American Narrative of the Twentieth Century. Spanish 275 and 276, and three additional 300-level courses. (3). (Excl). May be elected for a total of 9 credits.


488. Topics in Hispanic Literatures and Cultures. Spanish 275 and 276, and three additional 300-level courses. (3). (Excl). May be repeated for a total of six credits.

490. Spanish Honors: Introduction to Literary Studies and Criticism. One 400-level Spanish literature course, and permission of Honors advisor. (3). (Excl).

491. Senior Honors Course. Open only to seniors by permission of the departmental Honors Committee. (3). (Excl). (INDEPENDENT).
Lecturers A. Makin (Slavic Languages and Literatures).

Professors Emeriti Bornstein (Economics), Brown (Slavic Languages and Literatures), Humesky (Slavic Languages and Literatures), Mersereau (Slavic Languages and Literatures), Meyer (Political Science), Szporluk (History), Zajonc (Psychology).

The undergraduate curriculum in Russian and East European Studies offers broad, interdisciplinary training for students who wish to acquire extensive knowledge of a country or countries of the former Soviet Union and East Central Europe. Proficiency in a language of the region is an important component of the REES concentration.

Prerequisites. Russian 231, Introduction to Russian Culture, or Slavic Survey 225, Arts and Cultures of Central Europe.

Concentration Program. A minimum 30 credits, including:
1. REES 395, 396, or 397.
2. REES 401 or its equivalent.
3. Russian 301 and 302; or completion of four terms of Armenian, Czech, Polish, Serbo-Croatian, or Ukrainian, with a grade of at least “B”; or satisfactory performance on a proficiency test in one of these languages.
4. Cognates: A minimum 20 credits of CREES-approved upper-level (300-400) courses distributed over four or more of the following fields: anthropology, economics, film and video studies, history, history of art, literature, music, political science, and sociology, chosen in consultation with and approved by the concentration advisor.

honors Concentration. Undergraduate concentrators who have maintained a 3.5 grade point average in REES courses and a 3.2 overall GPA may apply for admission to the Honors concentration. Applications for the program, which are available at the CREES office, are accepted annually in November of the applicant’s junior year. In addition to the application, students must submit a current transcript and a sample paper in the discipline in which they intend to write their honors thesis. A maximum of 15 persons will be accepted each year into the program.

Those accepted are expected to meet occasionally in an informal workshop at CREES and to work individually with their thesis advisor to prepare a prospectus. Credit for this preliminary work may be obtained by enrolling in REES 402 for two credits. During their senior year, students may elect REES 403 for each term (receiving a Y grade in December), for a two term total of six credits. Completed theses, which must be submitted by a due-date in late March, will be read by at least two faculty members including the student’s advisor. Grades for these theses will be based on the quality of the research, analysis, and writing they display. The letter grade for Honors 403 and the levels of honors with which the student will be graded are:

A+ Highest Honors,
A High Honors,
A- Honors,
B+ or below No Honors.

Students with questions about the program are encouraged to schedule a meeting with the CREES undergraduate advisor by calling 764-0351.

Advising. Appointments are scheduled at the CREES office. Arrangements for continuing contacts are made in the first meeting with the concentration advisor. This meeting should be scheduled during the second term of the sophomore year.

Half-Term Information. Some courses are offered in half terms for reduced credit. Refer to the Time Schedule for specific credit hour information.

Courses offered by the Center for Russian and East European Studies. REES 301 is an undergraduate directed reading course under the guidance of a faculty member, on a specialized topic in Russian, Soviet or East European Studies. REES 395, 396, and 397 provide students with a comprehensive, interdisciplinary survey of the regions of the former Soviet Union and East Central Europe which introduce students to different approaches in the study of multinational, multi-cultural nations. N.B.: students may receive credit for REES 396 or 397, but not for both courses. These are appropriate selections for non-concentrators as well as potential concentrators. REES 401 is a required undergraduate seminar focusing on a specific research project. REES 405, topics in Russian and East European Studies and REES 410, the Polish mini-course are taught each year.

Courses in Other Departments The following courses, which may be included in a concentration plan, are among the area-focused courses offered by other departments and programs:

Anthropology: 222, 298, 439.
Architecture: appropriate sections of 313, 323.
Armenian Studies: all courses.
German: 458.
History: 286; 287; appropriate sections of 391, 396 and 397; 430; 431; 432; 433; 434; 438; 439; 444; 445; 532; 535; 538.
Judaic Studies: 296, 379.
Music: appropriate sections of 405; 422; 423.
Philosophy: 363, 375.
Political Science: 407; 440; 444; 445; 451; 463; 469; 470; 475; appropriate sections of 495, 497 and 498.
Residential College: 312, 313, 320, 451, 452, appropriate sections of 360.
Slavic Languages and Literatures: all courses.
Sociology: 427, 490; appropriate sections of 495, 496, and 497.
Slavic Languages and Literatures

3040 Modern Languages Building  
(734) 764-5355  
Web site: http://www.lsa.umich.edu/slavic/  
Professor Jindrich Toman, Chair

May be elected as a departmental program in Russian

Professors

Bogdana Carpenter, Polish language, literature, and culture; comparative literature  
Omry Ronen, Historical and descriptive poetics of Russian literature of the nineteenth and twentieth centuries, metrics, Russian Formalism and Structuralism, popular sub-genres  
Vitalij Shevoroshkin, Russian morphology and phonology  
Benjamin A. Stolz, Slavic linguistics, Serbo-Croatian language, literature and folklore  
Jindrich Toman, Slavic linguistics, Czech literature

Associate Professors

Herbert Eagle, Russian and East European literature and film, literary and film theory  
Michael Makin, Russian literature of the nineteenth and twentieth centuries, Russian language

Assistant Professors

Andreas Schönle, Russian literature and culture of the eighteenth and nineteenth century, literary theory, comparative literature  
Snejana Tempest, Russian language, language pedagogy, and Slavic folklore

Lecturer

Alina Makin, Russian language

Professors Emeriti  
Deming Brown, Assyia Humesky, Ladislav Matejka, John Mersereau, Jr.

The department teaches the languages, literatures, and cultures of the Slavic nations. The Russian language is spoken by more people than any other language except Chinese and English; in addition there are some one hundred and fifty million speakers of Czech, Polish, Serbo-Croatian, and Ukrainian. These are vehicles of some of the world’s great cultures and are of increasing importance as a key to communication in trade and technology. Courses are offered in Slavic languages, literatures, and cultures, and Slavic linguistics. A concentration is offered in Russian, and the undergraduate curriculum is designed primarily to provide competence in Russian and a knowledge of Russian literature and civilization.

The curriculum provides the language training prerequisite to specialization in a variety of careers (e.g., government, diplomacy, international trade, teaching), and offers an enriching cultural and linguistic background to non-concentrators, especially those interested in the ethnic heritage of the Slavic peoples.

Placement Information for Introductory Language Courses. Students with high school training in Russian are required to take both the reading and listening (CEEB) Russian tests to evaluate their language proficiency. The results of the placement test determine the proper placement level, subject to the following conditions:

1. Students with two years of Russian in high school may not elect Russian 101 for credit.
2. Students with three years of Russian in high school may not elect Russian 101 or 102 for credit.
3. Students with four years of Russian in high school may not elect Russian 101, 102, or 201 for credit.

Russian Tea. Students of Russian are invited to attend Russian Tea, sponsored and organized by the Residential College, every Tuesday of Fall and Winter terms, from 3 to 5 p.m. in Green Lounge, East Quadrangle. For more information, contact Alina Makin at 647-4376 or resco@umich.edu.

Intensive Program. The Slavic Department and the Residential college jointly sponsor a proficiency oriented program of intensive Russian, consisting of a sequence of two eight-credit courses (Russian 103 and 203) equivalent to the regular first- and second-year program, plus a four-credit Readings Course (RC Core 323) enabling a student to reach advanced proficiency in all four language skills in three terms. The program also includes daily Russian Language Table and weekly Russian Tea. For more information contact Alina Makin (Program Head) at 647-4376 or the RC’s main office at 647-4363.

Study Abroad. The Department encourages qualified students to participate in selected study abroad programs in Slavic countries and is affiliated with the CIEE Cooperative Russian Language Program at St. Petersburg State University. The program is administered by the Office of International Affairs.

Language Resource Center. The department uses the Language Resource Center facilities (2011 Modern Languages Building). This laboratory gives students an opportunity to improve their command of the spoken language by listening to and repeating textual materials taped by native speakers. Cassette tapes are also available to students for use at home. Certain courses require regular use of taped materials. The laboratory also monitors Russian T.V. and makes this programming available at multiple outlets. Video tapes of films and programs in a number of Slavic languages are also available.

Courses in English. The department offers a series of courses in English translation designed to survey the Slavic literatures and cultures for concentrators in Russian and for non-concentrators. These courses include Russian 222, 231, 449, 450, 451, 452, 453, 461, 462, 464, 465; Slavic 225, 240, 312, 313; Polish 425, 426, 432, and 435; Czech 480 and Serbo-Croatian 436 and 437. Russian concentrators who elect Russian 462, 463, 464, 465, or 466 are expected to read Russian texts.

Half–Term Information. The Summer Language Institute, conducted during Summer Half-Term, offers intensive Russian (1st-4th year). See the Time Schedule for specific information.

Russian

May be elected as a departmental concentration program

Prerequisites to Concentration. Russian 101, 102, 201, and 202, (or 103 and 203) or the equivalent.

Concentration Program. Interested students should begin Russian during their first year. Required are: (1) Russian 301, 302, 351, 352, 449 or 450, 451, and 452; (2) at least two courses chosen in consultation with and approved by the concentration advisor, from among Russian 401, 402, 413, 414, 415, 416, 417, 418, 419, 420, 422, 424, 454, 455, 456, 457, 461, 462, 463, 464, 465, 466, 471, and 472; and (3) six or more credits in advanced courses in another foreign language or in social science courses which focus on Russia. Special attention is called to the courses listed under Russian and East European Studies.

Honors Concentration. Undergraduate concentrators who have maintained a 3.5 grade point average in Russian courses and a 3.2 overall GPA may apply for admission to the Honors concentration. In addition to regular concentration requirements, qualified Honors concentrators work on a major project during the senior year, and complete an honors thesis based on their research.

Advising. Professor Schönle is the undergraduate concentration advisor; prospective concentrators should consult him before the end of the sophomore year. Appointments are scheduled at 3040 MLB (763-4496).
Courses in Czech (Division 355)

141. First-Year Czech. No credit granted to those who have completed or are enrolled in Czech 143. (4). (LR).
142. First-Year Czech. Czech 141. No credit granted to those who have completed or are enrolled in Czech 143. (4). (LR).
484. Modern Czech Literature. (3). (INDEPENDENT).

Courses in Russian (Division 466)

101. First-Year Russian. No credit granted to those who have completed or are enrolled in 102 or 111. (4). (LR).
102. First-Year Russian, Continued. Russian 101. No credit granted to those who have completed or are enrolled in 103, 111, or 112. (4). (LR).
103/RC Core 193. Intensive First-Year Russian. No credit granted to those who have completed or are enrolled in 103, 102, 111, or 112. (8). (LR).
105. Spoken Russian I. Russian 101; student must be concurrently enrolled in Russian 102. (1). (Excl).
106. Spoken Russian II. Russian 102; student must be concurrently enrolled in Russian 201. (1). (Excl).

Courses in Polon (Division 447)

322. Third-Year Polish. Polish 322. (3). (Excl).

Courses in Slavic Languages and Literatures

107. Spoken Russian III. Russian 201; student must be concurrently enrolled in Russian 202. (1). (Excl).
201. Second-Year Russian. Russian 102 or 103. No credit granted to those who have completed or are enrolled in 203. (4). (LR).
202. Second-Year Russian, Continued. Russian 201. No credit granted to those who have completed or are enrolled in 203. (4). (LR).
203/RC Core 293. Intensive Second-Year Russian. Russian 102 or 103. No credit granted to those who have completed or are enrolled in Russian 201 or 202. (8). (LR).
301. Third-Year Russian. Russian 202, and satisfactory scores on a proficiency test. No credit granted to those who have completed or are enrolled in 303. (4). (Excl).
302. Third-Year Russian. Russian 301. No credit granted to those who have completed or are enrolled in 303. (4). (Excl).
303. Third-Year Intensive Russian. Russian 203. No credit granted to those who have completed or are enrolled in 301 or 302. (8). (Excl).
401. Fourth-Year Russian. Russian 302. No credit granted to those who have completed or are enrolled in 403. (4). (Excl).
402. Fourth-Year Russian. Russian 401. No credit granted to those who have completed or are enrolled in 403. (4). (Excl).
403. Fourth-Year Intensive Russian. Russian 302. No credit granted to those who have completed or are enrolled in 401 or 402. (8). (Excl).
410/EducationD 437. Teaching of Russian. Permission of instructor. (2). (Excl).
415. Analysis of Contemporary Spoken Russian. Russian 402 or 403. (3; 4 in the half-term). (Excl).
417. Contemporary Russian Culture. Russian 302. The course is conducted in Russian. (3). (Excl).
419. Russian Stylistics. Russian 402 or 403. (3). (Excl).
420. Russian Stylistics. Russian 402 or 403. (3). (Excl).

Courses in Serbo-Croatian (Division 473)

439. Directed Reading of Serbo-Croatian Literature. Permission of instructor. (1-4). (Excl). (INDEPENDENT). May be repeated for a total of eight credits.

Courses in Ukrainian (Division 494)
421. Directed Reading in Ukrainian Literature. Open to non-concentrators. A knowledge of Ukrainian is not required. (1-4), (Excl). (INDEPENDENT). May be repeated for a total of eight credits.

Slavic Linguistics, Literary Theory, Film, and Surveys (Division 474)
150. First Year Seminar. Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (3). (HU). May be repeated for a total of six credits.
151. First Year Seminar. Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (4). (Introductory Composition).
225. Arts and Cultures of Central Europe. (3). (HU).
240. Introduction to Slavic Folklore. (3). (HU).
312/RC Hums. 312. Central European Cinema. A knowledge of Russian is not required. (3). (HU). Laboratory fee ($50) required.
313/RC Hums. 313. Russian Cinema. (3). (HU). Laboratory fee ($50) required.

Sociology

3012 LS&A Building (734) 764-6324
Web site: http://www.umich.edu/~socdept/
Professor Duane F. Alwin, Chair
Associate Professor Howard Kimeldorf, Associate Chair
Associate Professor Renee Anspach, Graduate Director
Professor Mark Chesler, Undergraduate Director
Assistant Professor Karin A. Martin, Coordinator of Honors Program
May be elected as a departmental concentration program or an interdepartmental concentration program in Social Anthropology

Professors
Duane F. Alwin, Family, Socialization, Aging and Life Course, Social Psychology, Quantitative Methods, Survey Methods
Barbara A. Anderson, Interrelation of Social Change and Demographic Change, Soviet Society, Historical Demography, Demographic Techniques
William G. Axinn, Demography, Family Sociology, Research Methods, and South Asian Studies
Mark Chesler, Social Change, Theory and Praxis of Action Research, Racism, Sexism and Multicultural Organizations, Psychosocial Aspects of Cancer
Donald R. Deskins, Jr., Urban Spatial Systems, World Urbanization, Sports and Society, and Black Populations
David L. Featherman, Stratification, Social Psychology, Social Mobility, Health and Aging
Robert Groves, Survey Methods, Measurement of Survey Errors, Sampling, Statistics
Max Heirich, Social Policy, Medical Sociology, Sociology of Knowledge, Cultural Belief Systems and Protest Movements, Sociology of Religion
Albert Hermain, Demography of Aging, Intergenerational Relations, Fertility and Family Planning, Demographic Techniques
James House, Social Psychology, Social Structure and Personality, Psychosocial and Socioeconomic Factors in Health and Aging, Survey Research Methods, Political Sociology, American Society
Ronald Kessler, Mental Health, Quantitative Methodology, Medical Sociology
John Knodel, General Population Studies, Fertility, Southeast Asia, Historical Demography, Aging, Focus Group Research, Education, AIDS Related Behavior
Richard O. Lempert, Sociology of Law, Organizational Sociology, Evidence
Mark S. Mizruchi, Organizational Theory, Political Sociology, Economic Sociology, Social Network Analysis, Quantitative Methods
Jeffrey Paige, Political Sociology, Revolution, Latin America, Marxist Social Theory
Soya O. Rose, Historical Sociology, Sociology of Gender, Sociology of Work, Class Formation, Sociology of the Family
Arland Thornton, Family, Marriage and Divorce, Life Course, Demography, Intergenerational Relations, Gender Roles, Social Change
David R. Williams, Race and SES Differences in Health, Racism and Health, Religion and Mental Health, Medical Sociology, Social Psychology
Yu Xie, Stratification, Sociology of Science, Methods and Statistics, Demography, Chinese Studies
Mayer N. Zald, Complex Organizations, Associate Professors
Julia Adams, Comparative Historical Sociology, Political Sociology, Theory, Sex and Gender, Sociology of the Family
Tomas Almagne, Comparative Race and Ethnicity, Chicano/Latino Studies, Gay/Lesbian Studies, Social Stratification
Renee Anspach, Medical Sociology, Sociology of Deviance, Sociology of Gender, Social Psychology/Social Interaction, Applied Sociology
F. Müge Göçek, Historical Sociology, Sociological Theory, Social Change, Gender, Sociology of the Middle East
Michael Kennedy, The Social Reproduction and Transformation of Soviet-type and Post-Communist Societies, especially Poland and Ukraine, Intellectuals, Professionals and Expertise, Identity and Ideology, especially Nations and Nationalism, Critical Social Theory
Howard Kimeldorf, Political Sociology, Industrial Sociology, Class Analysis, Historical Comparative Sociology
Andre Modigliani, Social Psychology, Deviance, Social Influence, Embarrassment and Face-to-Face Interaction, Public Opinion and the Packaging of Public Issues in the Mass Media
Silvia Pedraza, The Sociology of immigration, race, and ethnicity in America, The relationship of history to theories of race and ethnic relations, The labor market incorporation of immigrants and ethnic in America, Immigrants and refugees as social types, Comparative studies of immi-
grants and ethics in America, historical and contemporary
Margaret Somers, Law, Sociology of Citizenship, Comparative History, Social and Political Theory, Political Sociology, Economic Sociology, Sociology of Knowledge
George P. Steinmetz, Historical Sociology, Social Theory, Cultural Sociology, Colonialism

Assistant Professors
Eduardo Bonilla-Silva, Race and Ethnic Relations, Political Sociology, Sociology of Economic Change, and Urban Sociology, Special Interest in Social Movements, Urban Problems, and Class Conflicts
Deborah S. Carr, Aging and the Life Course, Social Psychology, Social Demography, SES Differences in Physical and Mental Health, Gender
David Harris, Internal Migration, Race and Ethnicity, Social Stratification, Racial and Ethnic Identity, and Social Policy
Karín Martin, Gender, Feminist Theory, Family, Childhood and Adolescence, Social Psychology, Psychoanalytic Sociology
Pamela Smock, Social Stratification, Demography, Gender and Family
Azumi Ann Takata, Sociology of Organizations, Japanese Society, Quantitative Methods, Economic Sociology, Comparative Historical Sociology
Alfred A. Young, Jr., Theory, Race and Ethnic Relations: Urban Sociology, Social Psychology, Qualitative Methods, History of Sociological Thought

Visiting Professors
Hyun Ok Park, Nation/Nationhood/Citizenship, Social Movements, Sociology of Inequality, Sociology of Body and Desire, Capitalism and Democratization in Korea and other Industrializing Asian Countries, and the Korean Diaspora

Adjunct Professors
Michael Couper, Survey Design, Data Collection, Nonresponse, the Role of the Interviewer, and Computer-Assisted Interviewing
William Frey, Urban Sociology, Social Demography, Migration
Sandor Hofferth, Family Demography, Child Care and Public Policy, Adolescent Pregnancy and Childbearing, Research Methods
James Lepkowski, Survey sampling and Analysis of Categorical Data
Nancy Mathiowetz, Measurement Error, Application of Cognitive Psychology to Survey Research, and Statistical Methodology
Richard Rockwell, Global Environmental Change: Methodologies for studying changes that occur on global scales in different cultural, historical, political, and economic contexts
Willard Rodgers, Quality of life and aging, the Application of Statistical Techniques to the Analysis of Social Survey Data
David Schoen, Intergroup Relations, Ethnic Identity, Jewish Community, Multiculturalism, Education
Eleanor Singer, Survey Methodology, Survey Participation, Privacy and Confidentiality and Related Ethical Issues
John Wallace, Jr., Racial/Ethnic differences in Adolescent drug use, Epidemiology, Etiology, and Prevention of Adolescent Problem Behaviors
Martin Whyte, Comparative Social Institutions (especially China and the Soviet Union), Sociology of the Family, and Social Organization

Lecturers
Carol Kinney, Qualitative Methods, Sociology of Education, Sociology of Japan, Youth Unemployment, The Intersection of Social Structure and Individuals, Japanese Social Welfare Systems
Daniel Sharpnorn, Law and Society, Organizational Behavior, Racism and Sexism

Professors Emeriti
Ronald Freedman, David Goldberg, Leslie Kish, Werner S. Landecker, Gayl Ness, Howard Schuman

Sociology
Prerequisites to Concentration. Students planning to concentrate in sociology must elect one of the introductory courses. First- and second-year students choose from Sociology 100 (Principles of Sociology), 101 (Person and Society), 102 (Contemporary Social Issues), 103 (Race and Ethnicity), 195 (Principles of Sociology-Honors), 202 (Contemporary Social Issues I), 203 (Contemporary Social Issues II), 400 (Sociological Principles and Problems), or 401 (Contemporary Social Issues III). If no previous introductory sociology has been elected, juniors may choose, and seniors must choose Sociology 400 (Sociological Principles and Problems) or 401 (Contemporary Social Issues III).

Concentration Program. After electing one of the introductory prerequisites, concentrators are required to complete at least 30 credits of sociology courses, including:
1. Statistics: Sociology 210 or Statistics 402 (or their equivalent) completed with a grade of “C-” or better.
2. Research Methods: Sociology 310.
3. Areas of Sociology: At least one course in the three major areas of the discipline: (a) social psychology, (b) population, urban studies and human ecology, and (c) social organization. The sociology courses which are approved in each of these areas are:
   c. Social Organization: includes most other sociology courses, except those which are methodological in character.

A second introductory course but not a third may be used towards a concentration in Sociology.

Concentration advisors have an updated list of the approved courses, and selection should be made with approval of an advisor.

The Department expects that at least one-half of credits applied to a sociology concentration program will be earned in residence.

It should be noted that up to 4 credits of Sociology 389 can be used towards a concentration program in Sociology. This course is offered mandatory credit/no credit.

500-level courses may be taken by undergraduates with permission of instructor only.

Students are encouraged to consult with a concentration advisor if they are interested in specializing within distinct areas of sociology. These Areas of Specialization may be of particular interest to those planning to pursue graduate study or a closely related career. To receive certification in an area of specialization a student is expected to take at least four courses and at least 12 credits (included in the total hours of concentration) within that area. (Appropriate Independent Study courses can count.) The Areas of Specialization include: Law, Criminology, and Deviance; Economy, Business, and Society; Health, Aging, and Population; Social Welfare, Organizations, and Social Services; Social Inequality; Race, Class, and Gender; International Social Change; and Methods of Research.

Law, Criminology, and Deviance is particularly relevant to students considering careers or graduate study within law, criminal justice, and social work. Topics studied in-
clude law and society, the criminal justice system, deviance, and juvenile delinquency. 

*Economy, Business, and Society* is especially useful for students planning graduate study or work within private industry and large public institutions. This area of specialization studies corporations, occupations, and the sociology of work.

*Health, Aging, and Population* considers issues of interest to students contemplating graduate work or careers in medicine and related fields ranging from hospital administration to gerontology to social work. The study of medical sociology, population trends, and health-related issues are emphasized.

The study of *Social Welfare, Organizations, and Social Services* is useful for those interested in social welfare, social work, the family, and urban institutions, including education.

The study of *Social Inequality: Race, Class, and Gender* emphasizes social problems related to inequality based on race, gender, sexual orientation, ethnicity, age, ability, and class. It is useful for students considering a wide variety of career options or plans for graduate study.

*International Social Change* considers how social problems occur and are resolved, examining social movements in the United States and the rest of the world. Since social change affects all our lives and all the institutions with which we come into contact, such preparation is relevant to many future fields of study, employment, and lifework.

The *Methods of Research* area of specialization surveys various sociological approaches to social research. It offers students an opportunity to pursue advanced training in the area of research methods. This will benefit students considering careers in applied research settings, as well as, graduate and professional careers.

Faculty advisors are available to discuss the choice of sociology as a concentration, help you select your area of specialization in sociology, assist you in selecting required courses, and advise you on graduate study, career preparation, and other opportunities in the field.

**Sociology Honors Program.** The Honors Program allows the Sociology Department to combine some of the best features of a liberal arts college with those of a major research university. Honors classes are typically small and allow for interaction with faculty committed to undergraduate education. In addition, by writing a thesis, Honors students have the opportunity to do independent research under the supervision of scholars widely respected in their fields. The thesis both demonstrates the expertise students have developed in their undergraduate years and illustrates their capacity to contribute to a field of inquiry—especially important should they pursue advanced degrees. Thus, it stands as an emblem both of undergraduate achievement and of scholarly promise.

Equally important, Honors students find the opportunity to work in tandem with inventive and highly-motivated peers, a reward in itself. The sequence of thesis seminars provides a context in which students exchange information, provide support for one another’s work, and offer feedback as projects develop.

Beyond these educational rewards, the pragmatic benefits of the Honors Program should not be ignored: independent research naturally looks good to graduate and professional schools, as does a recommendation from a professor who knows you well. A Michigan degree awarded “with honors” (or perhaps “with highest honors”) catches the eye of prospective employers. And, of course, the completion of an independent project encourages the self-confidence that stands you in good stead whether you enter business, the professions, academe, or politics.

Students who enter the University in Honors or join it in their first two years may take Honors Principles of Sociology (Sociology 195), but the Program largely consists of a three-term sequence of seminars and guided research that culminates in the thesis. Students typically apply to the Sociology Honors Program as first-term juniors. (Because depth in a particular area of sociology may aid students in formulating and conducting their thesis research, the areas of specialization offered by the Department should be considered at this time).

The Program officially begins with Sociology 397 (3 credits) in the second term of the junior year and continues through the senior year with Sociology 398 (3 credits) and 399 (3 credits). During 398 and 399, students work with the supervision of their faculty mentors, while continuing to meet with the Honors coordinator.

Prerequisites: Typically Sociology Honors concentrators have a 3.3 GPA within LS&A and in their sociology courses. In addition, they already will have demonstrated originality in their own course work, shown a serious interest in scholarly research, and given evidence of their ability to work independently on a thesis. Students should plan on completing Sociology 210 (Statistics) or Statistics 402 prior to enrolling in Sociology 397 and should take Sociology 310 (Methods) concurrently with it. For most students this will mean that the statistics course should be taken as a first-term Junior. Both 210 and 310 should be completed before enrolling in 398 and 399.

To graduate with honors, students must meet all general concentration requirements, complete Sociology 397, 398, and 399, and write an acceptable honors thesis. Upon completion of this course work and dependent upon the evaluation of the thesis, the academic record and diploma will designate the degree awarded “with honors,” “with high honors,” or “with highest honors.”

Interested students should call the Sociology Undergraduate Program Office at 764-7239 to arrange an appointment with the Department’s Honors Coordinator.

**Special Opportunities.** Students are important in the Sociology Department. Undergraduates are encouraged to become actively involved in the design of their education and to take advantage of a wide range of opportunities and services offered by the Department. These include: Academic Advising, Project Community, Independent Studies with Faculty, the Honors Program, the Eita Krom Prize, the Robert Cooley Angell Award, the American Sociological Association, Alpha Kappa Delta, and weekly Area Brown Bag Lectures.

**Project Community.** A number of concentrators in sociology participate in Project Community, a University coordinated experiential learning and community service program. Students earn academic credit by reflecting sociologically on their volunteer experiences with three major kinds of institutions: Education, Criminal Justice, and Health Care. Roles open for student volunteers include those of tutors, referral service workers, health care assistants, patient educators, prisoner and youth advocates, and recreational or artistic workshop leaders. Up to 4 credits may be included in a concentration plan in sociology. This course is an ideal experiential complement to the regular academic instruction provided by the Department. Students, assisted by trained graduate and undergraduate coordinators, gain useful skills and contacts while serving the needs of the community. Inquiries should be made in the offices of Project Community, 1024 Hill Street, third floor (763-3548).

**The Eita Krom Prize.** The Department annually awards the *Eita Krom Prize*, which provides cash awards to the two or three undergraduate LS&A students who submit the best paper written on a sociological topic. Each term, papers are nominated by faculty members. Decisions are made during the month of May. For more information, contact the Sociology Undergraduate Programs Office.

**Alpha Kappa Delta.** Alpha Kappa Delta is the international honor society in sociology. The Sociology Department nominates students who are then inducted every spring at the Department’s graduation ceremony. For membership information contact the Coordinator of the Sociology Undergraduate Programs Office at 764-7239.
Teaching Certificate in Sociology or the Social Sciences. Concentrators interested in a teaching certificate should make arrangements with a School of Education advisor. Concentration work in Sociology can be applied to teaching certificates in education in the social sciences and in general. The School of Education Student Services Office is located in Room 1033 of the School of Education Building, 610 E. University, 764-7563.

Interdepartmental Concentration Programs. The department collaborates with other academic units to offer several interdepartmental concentration programs.

Latina/Latino Studies Sociology Option. A component of the Program in American Culture, Latina/Latino Studies is designed to give students an opportunity to understand the experiences, values and traditions of Mexicans, Puerto Ricans, Cubans, and other peoples of Spanish, Indian, and African descent that comprise the Hispanic-American population of the United States. An interdisciplinary degree, the Latina/Latino Studies concentration may be elected through Sociology. Thus, a student electing to concentrate in Latina/Latino Studies must satisfy all the requirements for the concentration in Sociology as well as the requirements in Latina/Latino Studies in order to double-concentrate. See the Bulletin for an in depth description of this program or contact the American Culture Office (764-9934) in G410C Mason Hall.

Social Anthropology

May be elected as an interdepartmental concentration program

Social anthropology is a multidisciplinary program involving joint participation of the Anthropology and Sociology departments. A mutual interest in problems of social organization and culture provides the basic focus. The social anthropology concentration is designed to acquaint students with sociological and anthropological perspectives, theories, and methods.

Prerequisites to Concentration. Anthropology 101 or 222 and Sociology 100, 102, or 400.

Courses in Sociology (Division 482)

100. Principles of Sociology. Open to first- and second-year students. Juniors are strongly encouraged to enroll in Soc. 400. Seniors must elect Soc. 400. No credit granted to those who have completed or are enrolled in 195 or 400. No credit for seniors. (4; 3 in the half-term). (SS).

101. Person and Society: An Introduction to Sociology Through Social Psychology. Open to first- and second-year students. Juniors are strongly encouraged and seniors must take Soc. 400 or 401. No credit for seniors. (4; 3 in the half-term). (SS).

102. Contemporary Social Issues: An Introduction to Sociology. Open to first- and second-year students. Seniors must elect Soc. 400 or 401. No credit for seniors. (4; 3 in the half-term). (SS).

103. Introduction to Sociology Through Race and Ethnicity. No credit to seniors. (4; 3 in the half-term). (SS). (R&E).

195. Principles in Sociology (Honors). Open to first- and second-year students admitted to the Honors Program, or other first- and second-year students with a grade point average of at least 3.2. Juniors are strongly encouraged and seniors must take Soc. 400. Credit is not granted for both Sociology 195 and Sociology 100 or 400. No credit for seniors. (4). (SS).

200. Contemporary Social Issues I. (2-4; 3 in the half-term). (Excl). Credit is granted for a combined total of eight credits elected through Soc. 102, 202, 203, and 401, provided that the course topics are different.

Concentration Program. At least 36 credits, comprised of elections in each of the participating departments:

Anthropology. Six courses in ethnology, including at least one ethnology-regional course, one ethnology-topical course, and one ethnology-theory/method course from among those listed for Anthropology.

Sociology. Sociology 210 (Elementary Statistics) and Sociology 310 (Research Methods), and four other courses. At least one of these courses must be from those listed under the heading population/ecology/urban in Sociology, and two courses must be from courses under the heading general sociology chosen with approval by the concentration advisor.

Honors Concentration. Contact the Sociology or Anthropology department for information on applying to the honors program.

Advising. Professor Knodel is the acting concentration advisor. Appointments can be made by contacting the Sociology Undergraduate Programs Office at 764-7239.

For Undergraduates Only

210. Elementary Statistics. Sociology Honors students should elect this course prior to beginning the Honors Seminar sequence. Sociology concentrators should elect this course prior to their last term. No credit granted to those who have completed or are enrolled in Stat. 100, 265, 311, 402, 405, or 412, or Econ. 404 or 405. (4; 3 in the half-term). (MSA). (BS). (QR/1).


302/Amer. Cult. 302. Introduction to American Society. (3). (Excl).


305. Introduction to Theories of Social Organizations. No credit granted to those who have completed or are enrolled in 405. (3). (Excl).

310. Introduction to Research Methods. One introductory course in sociology; or completion of one social science course in economics, anthropology, political science, psychology or other sociology course. Sociology Honors students should elect this course concurrently with Soc. 397. (4; 3 in the half-term). (Excl). (BS). (QR/1).


321/Psych. 311. Practicum in Facilitating Intergroup Dialogues. Sociology 320 and permission of instructor. (3). (Excl). A combined total of 8 credits of Sociology 321, 389, and 395 may be counted toward a concentration in Sociology. (EXPERIENTIAL).
306. Practicum in Sociology. Permission of instructor. (2-4). (Excl). Offered mandatory credit/no credit. Up to four credits of 306 may be included in a concentration plan in sociology. A combined total of eight credits of Sociology 302, 389, and 395 may be counted toward a concentration in sociology. Laboratory fee ($10) required. (EXPERIENTIAL). May be repeated for a total of eight credits.
307/REES 306/Hist. 333/Poli. Sci. 396/Slavic 396. Survey of East Central Europe. No credit granted to those who have completed or are enrolled in REES 397, (4; 3 in the half-term). (SS). Laboratory fee ($10) required.
308. Directed Reading or Research. Permission of concentration advisor and supervising staff member. (1-4). (Excl). A combined total of eight credits of Sociology 321, 389, and 395 may be counted toward a concentration in sociology. (INDEPENDENT). May be repeated for credit in the same or different terms.
309. Junior Honors in Sociology. Soc. 210; prior or concurrent enrollment in Soc. 310 or 512; and Honors standing in sociology. (3). (Excl).
310. Senior Honors in Sociology. Honors standing in sociology. Soc. 210 and 310, and permission of instructor. (3). (Excl).
311. Senior Honors in Sociology. Honors standing in sociology. Soc. 210 and 310, and permission of instructor. (3). (Excl).

For Undergraduates and Graduates
405. Theory in Sociology. No credit granted to those who have completed or are enrolled in 305. (3). (Excl).
406. The American Jewish Community. One introductory course in sociology. (3). (Excl).
407. Ethnic Identity and Intergroup Relations. Permission of instructor. Students are required to have taken courses in ethnic studies or intergroup relations. (3). (Excl).
408. Economic Sociology. One of the following: introductory economics, psychology, or political science. (3). (Excl).
409. Complex Organizations. One introductory course in sociology. (3). (Excl).
410/Am. Cult. 421. Social Stratification. (3). (Excl).
412. Societies and Institutions of Eastern Europe. (3). (Excl).
413. Social Institutions of Communist China. (3). (Excl).
414. Social Institutions of Modern Japan. One introductory course in sociology, anthropology, political science, or economics. (3). (SS).
415. Introduction to Population Studies. Soc. 430 does not meet core requirements for graduate students in sociology. No credit granted to those who have completed or are enrolled in 530. (3). (Excl). (QR/2).
416/CAAS 434. Social Organization of Black Communities, (3). (Excl).
417. Urban Inequality and Conflict. Credit is granted for only one course from Soc. 435 and 535. (3). (Excl).
419. The American Family. One introductory course in sociology. (3). (SS).
421. Political Sociology. (3). (SS).
422. Law and Social Psychology. (3). (Excl).
423. Law and Social Organization. (3). (SS).
424/Rel. 455. Religion and Society. (3). (Excl).
427. Social Movements. One introductory course in sociology. (3). (Excl).
430. Socialization and Social Control Throughout the Life Cycle. One introductory course in sociology. (3). (Excl).
432. Criminology. (3). (SS).
435/MCO 475 (Public Health). Introduction to Medical Sociology. (3). (SS).
437. Interaction Processes: The Self in Social Encounters. One previous course in social psychology elected either through psychology or sociology. (3). (Excl).
438. Special Course. One introductory course in sociology. (3). (Excl). May be repeated for credit, provided that the course topics are different.
439. Special Course. One introductory course in sociology. (3). (Excl). May be repeated for credit, provided that the course topics are different.
440. Special Course. One introductory course in sociology. (3). (Excl). May be repeated for credit, provided that the course topics are different.
441. Special Course. One introductory course in sociology. (3). (Excl). May be repeated for credit, provided that the course topics are different.
1440 Mason Hall
(734) 763-3519
Web site:
http://www.stat.lsa.umich.edu/
Professor Vijayan Nair, Chair

May be elected as a departmental concentration program

Professors

Sandor Csórgö, Large sample theory, probability and stochastic processes
Bruce Hill, Bayesian inference, foundations, linear models
Phil Howrey (Economics), Econometrics, time series
Robert W. Keener, Sequential analysis
Roderick J. Little (Biostatistics), Missing data, survey sampling, applications of statistics
Robb Muirhead, Asymptotic theory, classical inference, multivariate analysis
Vijayan Nair, Industrial experiments, quality improvement, reliability, engineering statistics
Ed Rothman, Applications, genetics
Michael Woodroofe, Classical inference, probability theory, sequential analysis
Chien-Fu Jeff Wu, Experimental design, industrial statistics, computer-intensive methods, survey sampling

Associate Professors

Richard W. Andrews (Business Administration), Bayesian data analysis, statistical quality control
Julian J. Faraway, Adaptive estimation and smoothing, data analysis and statistical computing
Richard D. Gonzalez, Categorical data analysis, multidimensional scaling techniques, clustering techniques, mixed models
Susan A. Murphy, Inference for high dimensional models, Event history analysis, multilevel survival analysis, stochastic processes
P. Jeganathan, Probability and stochastic processes, large sample theory

Assistant Professors

Yingnian Wu, Modeling, statistical computing, computational vision

Lecturer

Brenda Gunderson, Applied multivariate analysis, applied statistics, statistical education

Adjunct Associate Professors

Martha B. Aliaga, Sequential analysis, statistical education, data analysis

Prerequisites to Concentration. Mathematics 215 and 217; Computer Science 183

Concentration Program. Upon completion of the above prerequisite courses, the concentration program consists of at least 30 credits, additionally, in statistics, mathematics and electrical engineering and computer science courses. These 30 credits must include the following:

2. Statistics 402 and 413.
3. At least one of: Statistics 414, 470, or 480.
4. At least one 400+ level Mathematics course.
5. At least one course in Electrical Engineering and Computer Science. This course will be CS 283 or Statistics 406 or an advisor approved EECS course.

6. Elective courses in Statistics, Mathematics, or EECS. These are advisor approved electives. The list of approved courses include Statistics 406, 466, 470, 480, any 500+ level Statistics courses, and 300+ level advisor-approved EECS course and the Mathematics course in #4 above. (Math 216 does not qualify). Students interested in the application of statistics to various disciplines such as economics, biological sciences, and psychology are also encouraged to take courses in these areas.

Honors Concentration. Any student who has maintained an overall grade point average of at least 3.2 through the sophomore year may apply for admission to the Honors concentration program. Such application is made through the Department’s concentration advisor. Students in the Honors program must complete the regular concentration program above with at least a 3.5 GPA and must elect at least three of the following courses: Statistics 500, 501, 510, 511, and Mathematics 451 and 513. In addition, Honors concentrators must elect the Senior Honors Seminar or complete some project under the direction of a member of the faculty. This additional requirement should be arranged and discussed with the concentration advisor.

Advising. Normally, most statistics courses are elected after an introductory mathematics sequence has been completed or after consulting a department staff member. Advising appointments are made at 1440 Mason Hall.

Courses in Statistics (Division 489)

100. Introduction to Statistical Reasoning. No credit granted to those who have completed or are enrolled in Soc. 210, Stat. 265, 311, 402, 405, or 412, or Econ. 404 or 405. (4). (MSA). (BS). (QR/1).
125. Games, Gambling and Coincidences. (3). (MSA). (QR/1).
265/IOE 265. Probability and Statistics for Engineers. Math. 116 and Engin. 101. No credit granted to those who have completed or are enrolled in Stat. 311, 405, or 412, or Econ. 405. (4). (Excl). (BS).
311/IOE 365. Engineering Statistics. Engin. 101, Math. 215, and IOE 315 or Stat. 310. No credit granted to those who have completed or are enrolled in Stat. 265, 405, or 412, or Econ. 405. One credit granted to those who have completed Stat. 402. (4). (Excl). (BS).
402. Introduction to Statistics and Data Analysis. No credit granted to those who have completed or are enrolled in Econ. 404 or 405, or Stat. 265, 311, 405, or 412. (4). (NS). (BS). (QR/1).
405/Econ. 405. Introduction to Statistics. Math. 116 or 118. Juniors and seniors may elect this course concurrently with Econ. 101 or 102. No credit granted to those who have completed or are enrolled in Stat. 265, 311 or 412. Students with credit for Econ. 404 can only elect Stat. 405 for 2 credits and must have permission of instructor. (4). (MSA). (BS). (QR/1).
412. Introduction to Probability and Statistics. Prior or concurrent enrollment in Math. 215 and CS 183. No credit granted to those who have completed or are enrolled in Econ. 405, or Stat. 265, 311, or 405. One credit granted to those who have completed Stat. 402. (3). (MSA). (BS).
414. Topics in Applied Statistics. Stat. 413 or 403; prior or concurrent enrollment in Stat. 426; and permission of instructor. (4). (Excl). (BS).
Teacher Education Program

1033 School of Education Building
(734) 764-7563

Not a concentration program

Students who plan to teach in the public schools in Michigan can obtain the Michigan State Provisional Certificate by completing all of the requirements for graduation from one of the schools or colleges of the University of Michigan while at the same time satisfying the requirements for an elementary- or secondary-level teaching certificate.

Students enrolled in LS&A have three options for completing the teacher education requirements: (a) students may earn the A.B., B.S., or B.G.S. degree and certification while remaining enrolled in LS&A; (b) students may transfer to the School of Education to earn the A.B.Ed. or B.S.Ed. degree and certification through that unit; and (c) students may enroll as special students in the School of Education after completing an undergraduate degree. (Exceptions: students interested in teaching certification in environmental education, music, or physical education usually transfer out of LS&A and into the appropriate unit). A maximum of 94 credits may be transferred to a School of Education program. Students preparing for elementary-level teacher certification usually enroll in the School of Education. All students are encouraged to discuss their degree and certification interests with advisors in both the College of Literature, Science, and the Arts and in the School of Education early in their degree program to ensure that they have a thorough understanding of both degree and teaching certificate requirements.

Current teacher education information on requirements and procedures is available from the School of Education Office of Student Services, 1033 SEB. The guidelines and requirements are subject to change.

Application. Students in all schools and colleges desiring teacher certification must apply to the teacher education program. Students must have junior standing (a minimum of 54 credits) at the time of enrollment in the certification program. Admission is once a year for fall term only. The application deadline for fall term is February 1. Applications received after the deadline are considered on a space available basis. All students must obtain the application to the certification program from the School of Education Office of Student Services, 1033 SEB.

Admission Guidelines. Admission decisions are made on an individual basis and all available information is considered. The criteria are:

a. a minimum 2.5 overall grade point average with particular attention given to required courses\(^*\) for teacher certification.

*Prior to application it is desirable for students to have the following: a course in English composition, an introductory psychology course (111 preferred); course work toward the major and minor, and course work toward the distribution requirements; i.e., humanities, natural science, and social science for secondary certification, as well as creative arts and mathematics for elementary certification. Although these courses are required to complete the certification program, they are not required prior to admission.

b. preferred experience with children, e.g., tutor, camp counselor, teacher aide, participation in University of Michigan Project Community or Project Outreach.

c. three recommendations: one from faculty or TA in major, the other two required from persons capable of addressing the student’s potential to succeed as a teacher.

d. a personal goal statement to include information on the commitment to education as a career.

Requirements for Teacher Certification

Grade Point Averages and Total Credit Hours.

A. An overall GPA of 2.0 based on University of Michigan course work.

B. A GPA of 2.0 in the teaching major and minor based on University of Michigan course work.

C. A minimum of 130 credits. Given the minimum number of LS&A credits required for an LS&A degree, LS&A students can expect to complete more than 130 credits. LS&A students who are candidates for the A.B./B.S. degree with a teaching certificate are required to complete 104 LS&A credits; B.G.S. candidates with a teaching certificate are required to complete 100 LS&A credits. Of the 130 credits required for a secondary teaching certificate, 28 are required in professional education (elected through the School of Education; non-LS&A credits). Therefore, the minimum number of credits possible in order to complete an A.B. or B.S. degree with secondary certification is 132. The minimum number of credits possible in order to complete a B.G.S. degree with secondary certification is 130. For an elementary teaching certificate, 46 credits are required in professional education, plus four to five credits of required art education, music education, and/or physical education methods (which are not LS&A credits). Therefore, the minimum number of credits possible in order to complete an A.B. or B.S. degree with el-
Elementary certification is 154. The minimum number of credits possible in order to complete a BGS degree with elementary certification is 150. The minimum number of LS&A credits required for an LS&A degree is a practical barrier to students who plan programs leading to an LS&A degree with an elementary teaching certificate.

**Distribution:**

A. If secondary education:

1. At least 8 credits from each of the areas of humanities (including Engl. 124 or 125), natural science, and social science (including Psych. 111) as defined in the School of Education Bulletin. Courses in this Bulletin count as designated (e.g., HU, NS, SS). This number changes to 12 credits in each area if the student transfers into the School of Education.

   Note: This is the School of Education certification distribution requirement, which is different from the LS&A distribution policy. The same courses may be used for each, but the distribution requirement for each school must be satisfied.

B. If elementary education:

1. Creative Arts. 9 credits including two of the following 3 courses: Ed 427 (2) Art Methods, Ed D408 (2) Music Methods, PE 336 (3) Children’s Rhythms (or PE 354) and sufficient electives to meet the requirement.

2. Humanities. 9 credits including English Composition, Philosophy, and one elective.

3. Mathematics. 9 credits including Math 385, Math 489, and one elective.

4. Natural Sciences. 9 credits including a minimum of 3 credits in each of the following: biological science, physical science, and earth science.

5. Social Sciences. 9 credits including one course in U.S. history, introductory psychology (111), and one elective designated SS in the LS&A Bulletin.

**Major and Minor Options:** Students may begin at any time to fulfill the requirements of their specific major and minor. Courses elected to satisfy LS&A degree requirements (distribution and concentration) may be used to meet the requirements for the teaching major and minor. Please refer to the School of Education Bulletin for specific major/minor requirements.

A. Elementary Education: Consult the School of Education Bulletin and supplemental materials for major-minor patterns.

B. Secondary Education: LS&A students who are candidates for a secondary teaching certificate must select a teaching major and minor. The teaching major is usually the same as the concentration for the A.B./B.S. degree. A minor is associated with the teaching certificate and not the LS&A degree requirements. The requirements for the various teaching majors and minors are in the School of Education Bulletin.

The required professional education methods course must be completed in the major. Methods courses must be elected under the education department number. Methods courses are usually offered once a year.

Either the teaching major or minor must be in an area in which directed teaching is available.

**Departmental Secondary-Level Majors and Minors**

- Anthropology (minor only)
- Biology
- Chemistry
- Computer Science (minor only)
- Dance (major only)
- Economics
- English
- Environmental Studies
- French
- Geography (minor only)
- German
- Greek (minor only)
- Health (minor only)
- History
- Latin
- Mathematics
- Music
- Physical Education
- Physics
- Political Science
- Psychology*
- Russian (minor only)
- Sociology*
- Spanish

*Students planning to major in psychology or sociology should be aware of the limited placement opportunities in these fields.

**Interdepartmental Secondary-Level Majors and Minors**

- Earth Science
- General Science*
- Physical Science
- Social Studies

*A student completing a general science minor must complete a science major (i.e., biology, chemistry, earth science, physics) selected in consultation with his/her faculty advisor.

**Professional Requirements:** Since the teacher certification program is fairly structured, students will have to plan their course schedules very carefully prior to completion of the sophomore year. The professional education course sequence has been designed to incorporate cultural background on racial/ethnic groups that are protected by federal affirmative action guidelines. Students with education courses completed at another institution must consult the School of Education Office of Student Services regarding the professional requirements. Education courses may not be elected on a pass/fail basis.

The sequence described below is recommended for students beginning as first-term juniors. Students beginning the program as second-term juniors or as seniors must consult their certification advisors about the professional sequence. Such students may be advised to elect the required education courses in different terms.

1. **Courses Elected Fall Term in First Year in Program:**
   - Elementary Education:
     a. Ed 307 Practicum in Teaching Methods*
     b. Ed 391 Educational Psychology and Human Development*
     c. Ed 401 Developmental Reading and Writing Instruction in the Elementary School*
     d. Ed 406 Teaching in the Elementary School*
     * These courses must be elected concurrently.
   - Secondary Education:
     No professional courses.

2. **Courses Elected Winter Term in First Year in Program:**
   - Elementary Education:
     a. Ed 392 Education in a Multicultural Society*
     b. Ed 403 Individualizing Reading and Writing Instruction in the Elementary Classroom*
     c. Ed 431 Teaching of the Social Studies in the Elementary School*
     d. Ed 307 Practicum in Teaching Methods*
     * These courses must be elected concurrently.
   - Secondary Education:
     a. Ed 392 Education in a Multicultural Society
3. Courses Elected Fall Term in Second Year in Program:

**Elementary Education:**
- a. Ed 421 Teaching of Science in the Elementary School*
- b. Ed 411 Teaching Elementary School Mathematics*
- Ed 307 Practicum in Teaching Methods*
* These courses must be elected concurrently.

**Secondary Education:**
- a. Ed 307 Practicum in Teaching Methods*
- b. Ed 391 Educational Psychology and Human Development
- c. Ed 402 Reading and Writing in the Content Areas
- d. Methods course in teaching major*
* These courses must be elected concurrently.

4. Courses Elected Winter Term in Second Year in Program:

**Elementary Education:**
- a. Ed 301 Directed Teaching in the Elementary Grades*
- b. Ed 303 Seminar: Problems and Principles of Elementary Education*
- c. Advanced Teaching Methods Course*
* These courses must be elected concurrently.

**Secondary Education:**
- a. Ed 302 Directed Teaching in the Secondary School*
- b. Ed 304 Seminar: Problems and Principles of Secondary Education*
* These courses must be elected concurrently. For information on the prerequisites to directed teaching, students should consult the School of Education Bulletin. Full-time directed teaching is required.

Please note: Act 267 of the Public Acts of 1986 requires that persons preparing to be teachers in Michigan pass a basic skills examination, an examination in each appropriate subject area in which they are to be certified, and, for elementary certification a test that covers elementary education. Students must pass the basic skills examination before they will be eligible to enroll in directed teaching. Further information and registration booklets may be obtained from the Office of Student Services, 1033 SEB.

**Final Term in Residence.** All candidates for teacher certification must review completion of all requirements and certification forms “(audit)” with the School of Education Office of Student Services no later than the term before certification completion.

The State of Michigan has passed House Bill number 5718 Act 339 which requires payment of a $125 fee for the provisional teaching certificate. This fee must be paid before the certificate will be granted by the State Board of Education.

---

**Theatre and Drama**

Jerald Schwiebert, *Acting and Movement*

**Adjunct Professor**

Jeff Daniels, Acting

**Adjunct Assistant Professors**

Jeffrey S. Kuras, Managing Director, University Productions

Mark L. Sullivan, Production Manager

**Lecturers**

George Bacon, Costume Crafts
Mark Berg, Sound and Lighting
Susan Crabtree, Scene Painting
Sarah-Jane Gwillim, Acting
Rich Lindsay, Scenery
Julie Marsh, Costume Construction
Janet Maylie, Acting
Julianne O’Brien-Pedersen, Movement
Arthur Ridley, Properties
Vickie Sadler, Stage Make-up
Kerianne Tupac, Arts Administration
Nancy Uffner, Stage Management
Martin Walsh, Theatre Studies

The undergraduate A.B. program in Theatre and Drama is intended to promote an understanding and appreciation of both those subjects, while recognizing their ultimate in-separability. The program’s curriculum is designed primarily for those looking for a liberal arts education, one which could also lead to further academic study of theatre and drama. (For students planning a professional career in theatre, the department’s B.F.A. program is more appropriate.) The A.B. program also offers many courses to the non-concentrator who is interested in theatre and drama and who may wish to participate in the processes of theatre-making.

**Concentration program.** Students who are considering a concentration in Theatre & Drama are strongly encouraged to begin taking the foundation sequence of courses during their first- or second-year. These courses are: Theatre 211, 101 or 233, 250 and 251. Concentrators may, however, take these foundation courses after they have formally declared a Theatre concentration. The program requires a minimum of 40 to 43 credits including the cognate requirements indicated below. Each individual’s program should be planned in consultation with the A.B. concentration advisor at the Department of Theatre and Drama. Inquire at the Department Office for a more detailed description of the concentration program.

**Concentration Core.** Theatre & Drama 102 or 260; production practicum 252; 321 and 322; 423; and 402. In addition, two cognate courses in drama: Shakespeare and Modern Drama (usually English 367 and 447 or approved Residential College drama courses).

Students are also required to elect at least six credits in courses beyond the core, either in an area of specialty (History/Drama/Criticism; Performance; Design/Tech; or Administration) or in the general field of Theatre & Drama, as approved by the concentration advisor.
Honors Concentration. Qualified students are eligible for a departmental honors concentration. Those with a cumulative grade point average of at least 3.0 are invited to contact the department office for further information.

Productions and Facilities. A number of fully executed productions are presented each year by the Theatre & Drama Department in three campus theatres – Power Center for the Performing Arts, Lydia Mendelssohn Theatre, and Trueblood Theatre. Scenery, properties, and costumes for all departmental productions are prepared, with substantial student assistance, in studios and shops in the Friese Building and Power Center. In addition, students have the opportunity to direct, design, stage, and perform in their own low-budget and experimental productions through Basement Arts. This student-run production organization performs in the department’s Arena Theatre.

Courses in Theatre and Drama (Division 695)

101. Introduction to Acting I. Permission of instructor. Open to non-concentrators. (3). (CE).
102. Introduction to Acting 2. Permission of instructor. (3). (CE).
211/RC Hums. 280/English 245. Introduction to Drama and Theatre. No credit granted to those who have completed or are enrolled in RC Hums. 281. (4; 3 in the half-term). (HU).
222/CAAS 341. Introduction to Black Theatre. (3; 2 in the half-term). (HU).
227/Theatre 227. Introductory Playwriting. (3; 2 in the half-term). (CE).
250. Introduction to Technical Theatre Practices. (3; 2 in the half-term). (Excl).
251. Production Practicum 1. (1). (Excl).
252. Production Practicum 2. Theatre 251 and permission of instructor. (1). (Excl). May be repeated for a total of three credits.
261. Production Practicum 3. Theatre 250 and 251. (1). (Excl). May be repeated for a total of three credits.
262. Production Practicum 4. Theatre 261. (1). (Excl). May be repeated for a total of three credits.
322/English 444. History of Theatre II. (3). (HU).
335. Stage Management Practicum: Plays. Theatre 245 and permission of instructor. (2-3). (Excl). May be repeated for a total of four credits.
353. Sound for the Theatre. Theatre 250 and permission of instructor. (2). (Excl).
386. Practicum in Performing Arts Management. Permission of instructor. (3). (Excl).
390. Honors Tutorial. Open only to junior honors concentrators. (1). (Excl). (INDEPENDENT).
391. Honors Tutorial. Open only to junior honors concentrators. (1). (Excl). (INDEPENDENT).
392. Honors Tutorial. Open only to honors concentrators. (1). (Excl). (INDEPENDENT).
393. Honors Tutorial. Open only to honors concentrators. (1). (Excl). (INDEPENDENT).
399. Topics in Drama. (1-3). (Excl).
400. Directed Reading. Permission of instructor. (1-3). (Excl). (INDEPENDENT). May be repeated for a total of six credits.
401. Independent Study in Production. Permission of instructor. (1-3). (Excl). (INDEPENDENT). May be elected for a total of 6 credits.
404. Design and Production Forum, II. (2). (Excl).
427/English 427. Advanced Playwriting. Theatre 327. (3; 2 in the half-term). (Excl). May be repeated for a total of six credits.
429(420). Playwriting Toward Production. Theatre 327 and permission of instructor. (3). (Excl).
430. Senior Playwriting Thesis. Theatre 427 and permission of instructor. (3). (Excl). (INDEPENDENT).
452. Costume Construction. (3). (Excl). Laboratory fee ($20) required.
460. Scene Design II. Theatre 360. (3; 2 in the half-term). (Excl).
471. Women’s Pattern Drafting. (3). (Excl). Laboratory fee ($30) required.
472. Stage Makeup. (2). (Excl). Laboratory fee ($35) required.
476. Costume Crafts. (3). (Excl). Laboratory fee ($50) required.
490. Honors Tutorial. Enrollment in the departmental honors program; senior standing. (2). (Excl). May not be repeated for credit.

Undergraduate Research Opportunity Program (UROP)

Sandra Gregerman, Director
(734) 647-2768

The UROP program enables students to work one-on-one or with a small group of students with faculty members conducting research. Students will choose research projects by looking through a catalog of faculty research projects, and will then interview for the positions with the faculty researcher. Students spend on average 9-10 hours per week working on their research projects. Students can participate in the program for academic credit through University Course 280. Students receive 1 credit per 3 hours of work per week. Most students register for 3 credits which is a 9 hour commitment per week. Students participating in the program are also required to attend biweekly research peer group meetings, meet monthly with a peer advisor, read research-related articles (e.g., research ethics, research in specific disciplines, research methods) and keep a research journal.
All first- and second-year undergraduates within the University of Michigan are eligible to apply to UROP. Applications for first year students will be sent out in May and accepted throughout the summer. Students are encouraged however, to apply early. The deadline for sophomore applications is March 1. Applications can be picked up from the UROP Office, and also will be mailed to students in February prior to the sophomore year. Selection is done on a rolling basis and determined by a student’s level of interest in research, academic background, area of research interest, and availability of positions.

**University Courses**

2524 LS&A Building  
(734) 763-9521

**Not a concentration program**

University Courses are sponsored by the College or University rather than by individual departments or programs and may be taught by members of the faculty in any academic unit on the Ann Arbor campus. The College offers as University Courses both full-term courses and mini-courses.

The University Courses Division sponsors a number of First-Year Seminars (UC 150, 151, 152, 153) that provide a unique small-class educational experience open to all first-year students. (A complete list of seminars offered this term by the College of Literature, Science, and the Arts can be found in the first section of this Course Guide.) These seminars are taught on a variety of topics by regular and emeritus faculty from many different departments. The small-class size (approximately 15-25 students) facilitates deeper learning through more active participation and increased opportunities for interaction between student and teacher as well as dialogue among students. First-Year Seminars provide a stimulating introduction to the intellectual life of the University by exposing new students to engaging subject matter; some may discover a subject to pursue in further courses. It is hoped that students who take a seminar will find in it a sense of intellectual and social community that will ease the transition to a large university.

All First-Year Seminars can be used to complete part of the College’s general requirements. UC 153 meets the Introductory Composition requirement. Other seminars count toward satisfying the Area Distribution requirement: Humanities (UC 150); Social Sciences (UC 151); Natural Sciences (UC 152); Quantitative Reasoning or Race & Ethnicity.

The University Courses Division occasionally offers Collegiate Seminars, open to any student who has completed the Introductory Composition requirement. Intended especially for lower-division students and taught by regular professorial faculty members, Collegiate Seminars provide additional opportunities for first- and second-year students to personalize their education through a small-group course.

All Collegiate Seminars count toward satisfaction of the College’s Area Distribution requirements in one of the three major divisions: Humanities (UC 250); Social Sciences (UC 251); Natural Sciences (UC 252). All emphasize critical thinking about important and central topics and feature further instruction in writing.

University mini-courses are one-credit, special interest offerings that center upon a con-

250. Collegiate Seminars. Open to any student who has completed the introductory composition requirement. (3). (HU). May be repeated for credit.

251. Collegiate Seminars. Open to any student who has completed the introductory composition requirement. (3). (SS). May be repeated for credit.

252. Collegiate Seminars. Open to any student who has completed the introductory composition requirement. (3). (NS). (BS). May be repeated for credit.


270. University Courses Topics Mini-Course. (1). (Excl).

280. Undergraduate Research-A (Grade). First or second year standing, and permission of instructor. (1-4). (Excl). (EXPERIENTIAL). A maximum of eight credits of UC 280 and 281 may be counted toward graduation.


300. College Practicum. (1-4). (Excl). Offered mandatory credit/no credit. (EXPERIENTIAL).


Women’s Studies

234 West Hall
(734) 763-2047
Web site: http://www.umich.edu/~womenstd/
Sidonie Smith, Director

May be elected as a departmental concentration program

Professors Ruth Behar (Anthropology), Christine Brooks Whitman (Law), Mary Corcoran (Political Science), Elizabeth Douvan (Psychology), Jacqueline Eccles (Psychology), Patricia Gurin (Psychology), Timothy R.B. Johnson (Obstetrics and Gynecology), Ann Larimore (Geography), Sonja Rose (History), Joanne Leonard (Art), Jennifer Robertson (Anthropology), Arlene Saxohnouse (Political Science), Sidonie Smith, (Women’s Studies and English), Carroll Smith-Rosenberg (History), Donna Stanton (Romance Languages and Literatures), Abigail Stewart (Psychology), Ann Stoler (Anthropology), Gaylyn Studlar (Film Video), and Martha Vicinus (English)

Associate Professors Elizabeth Anderson (Philosophy), Rene Anspach (Sociology), Carol Boyd (Nursing), Celeste Brusati (History of Art), Kathleen Canning (History), Fatma Muge Gocek (Sociology), Anne Herrmann (English), June Howard (English), Carol Karlsen (History), Edith Lewis (Social Work), Suzanne Raitt (English), Beth Reed (Social Work), Carolyn Sampsel (Nursing), Pat Simons (History of Art), Valerie Traub (English), and Patricia Yaeger (English)

Assistant Professors Betty Bell (English/ American Culture), Rosie Ceballo (Psychology), Barbara Fredrickson (Psychology), Andrea Hunter (Psychology), Karin Martin (Sociology), Jaccquie Mattis (Psychology), Sally Robinson (English), Jackie Stevens (Political Science), and Elizabeth Wingrove (Political Science)

Women’s Studies offers students the opportunity to study the systems that shape women’s lives. It asks: how does being female affect one’s participation in the family, economy, politics, arts, and literature? How do language, belief, and history convey meaning about women’s and men’s status in our society? Questions like these have produced an extensive body of literature that places gender at the center of analysis. These questions cut across many disciplines and thus women’s studies is, by definition, interdisciplinary.

Today, as women are more active participants in every aspect of American society, both men and women gain from this perspective. This curriculum prepares students for a wide range of careers in law, business, public service, health, and organizations. The program also prepares students for professional or graduate school.

Prerequisite to Concentration. Women’s Studies 240, or Women’s Studies 100 and one 200-level Women’s Studies course.

Concentration Program.

1. Courses on Women: Concentrators must elect a minimum of 24 credits of upper level (300 and above) courses in Women’s Studies or related areas, including A through D below. One of these courses must be on women of color.
   a. At least two different 340-level Women’s Studies courses, or two upper-level courses approved as interdisciplinary by the program, or a combination.
   b. WS 430 or 422.
   c. A practicum course, either WS 350, 420, or an individually designed internship.
   d. Either WS 440 or 483.

2. Cognates: Three upper-level courses, not in Women’s Studies or cross-listed, are required. In order to ensure that the interdisciplinary Women’s Studies concentration is complemented by training in a single discipline, these courses will normally be in the same department. Cognate courses should not be courses on women but should provide supporting skills or contexts for the study of women.

Women’s Studies concentration requirements are designed to encourage double concentrations in two ways: (1) by requiring only 24 credits of advanced-level courses on women; and (2) by requiring three, non women-related cognates in a single discipline.

Honors Concentration. Students who have maintained an overall GPA of at least 3.0 through the first term of their junior year are eligible for honors concentration. Candidates for honors must meet all the requirements described for Women’s Studies concentration (listed above). In addition, they must elect WS 441 during the second term, junior year, and must write an honors thesis during their senior year (given for credit as Women’s Studies 490 and 491).

Advising. For information about program offerings or a concentration in Women’s Studies or another department concentration with an emphasis on women, contact the Program Office at 234 West Hall (763-2047).

Program Participation. The Women’s Studies Program encourages faculty, staff, and students to participate in all aspects of Program operation. An annual fall open house allows new students to meet faculty and other students affiliated with the Program.

Special Departmental Resources. The Women’s Studies Library houses several thousand books, 40 current and 150 noncurrent journals and periodicals on subjects concerning women and two databases on women of color. A Women’s Studies Lecture Series brings students into contact with distinguished women’s studies scholars and feminist activists from around the country.
**Courses in Women's Studies (Division 497)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>Women's Issues. Open to all undergraduates. (2). (Excl). Offered mandatory credit/no credit.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>110</td>
<td>Practical Feminism. (1). (Excl). Offered mandatory credit/no credit.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>111</td>
<td>Women in Popular Culture. (1). (Excl). Offered mandatory credit/no credit.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>112</td>
<td>Issues for Women of Color. (1). (Excl). Offered mandatory credit/no credit.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>150</td>
<td>Humanities Seminars on Women and Gender. (3). (HU).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>151</td>
<td>Social Science Seminars on Women and Gender. (3). (SS).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>210/240</td>
<td>(3; 2 in the half-term). (HU). (R&amp;E).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>220</td>
<td>Nursing 220. Perspectives in Women's Health. (3). (SS).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>230</td>
<td>Women's Movements. (3). (SS).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>231/CAAS 241</td>
<td>Women of Color and Feminism. (3). (Excl).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>240/Amer. Cult. 240</td>
<td>Introduction to Women's Studies. (4; 3 in the half-term). (HU). (R&amp;E).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>252</td>
<td>Special Topics. (2). (Excl). A maximum of seven credits of WS 252 and 253 may be counted toward graduation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>253</td>
<td>Special Topics. (3). (Excl). A maximum of seven credits of WS 252 and 253 may be counted toward graduation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>260</td>
<td>Differences Among Women. (4). (SS).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>270</td>
<td>Women and the Law. (3). (SS). (R&amp;E).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>312/RC Interv. 310</td>
<td>Gender and Science. An introductory course in natural science, engineering, social sciences, or women's studies. (4). (Excl).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>315/English 315</td>
<td>Women and Literature. (3; 2 in the half-term). (HU). May be repeated for a total of six credits.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>343</td>
<td>Gender Consciousness and Social Change. WS 240. (3). (Excl).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>344</td>
<td>Women in Literature and the Arts. WS 240. (3). (Excl).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>345</td>
<td>Third World Women. WS 240. (3). (Excl).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>347</td>
<td>Feminist Perspective on Lesbian Studies. WS 240. (3). (Excl).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>350</td>
<td>Women and the Community. WS 240; and permission of instructor. I. (4). (Excl). (EXPERIMENTAL).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>351</td>
<td>Women and the Community II. WS 350; and permission of instructor. II. (2). (Excl. (EXPERIMENTAL).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>357/Class. Civ. 357</td>
<td>Greek Medical Writers in English Translation. (3). (Excl).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>360/His. 368/Amer. Cult. 342</td>
<td>History of the Family in the U.S. (4; 3 in the half-term). (SS).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>361/Film-Video 361</td>
<td>Women and Film. (3). (Excl). Laboratory fee ($45) required.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>370/His. 370</td>
<td>Women in American History to 1870. (3). (Excl).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>371/His. 371</td>
<td>Women in American History Since 1870. (4; 3 in the half-term). (Excl).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>372/His. 372</td>
<td>Women in European History, 1750 to the Present. (3). (Excl).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>385</td>
<td>Directed Reading. WS 100 or 240, one 300-level WS course, and permission of instructor. (1-3). (Excl. (INDEPENDENT).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>386</td>
<td>Directed Reading. WS 385. (1-3). (Excl). (INDEPENDENT).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>387</td>
<td>Directed Reading. WS 386. (1-3). (Excl). (INDEPENDENT).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>400/320</td>
<td>Women's Reproductive Health. WS 220. (3). (Excl).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>418/Poli. Sci. 418</td>
<td>Women and the Political System. Two courses in political science. (3). (Excl).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>419/Psych. 411</td>
<td>Gender and Group Process in a Multicultural Context. One course in women's studies or psychology. (3). (SS).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>420</td>
<td>Group Facilitation in Women's Studies. WS 419; and permission of instructor. (3). (Excl).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>430/Amer. Cult. 430</td>
<td>Feminist Thought. WS 240 and one 340-level course. (3). (Excl).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>440</td>
<td>Issues and Controversies in the New Scholarship on Women. WS 240 and one 340-level course. (3). (Excl).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>441</td>
<td>Honors Research Tutorial. WS 240, and junior Women's Studies concentrators. (1). (Excl. (TUTORIAL).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>447/Soc. 447</td>
<td>Sociology of Gender. (3). (SS).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>455/Anthro. 455</td>
<td>Feminist Theory and Gender Studies in Anthropology. Junior standing. (3). (Excl)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>461/Film-Video 461</td>
<td>Explorations in Feminist Film Theory. Junior standing, and Film-Video 414 or Women's Studies 240. (3). (Excl. (TUTORIAL).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>471/AAPTIS 495/Hist. 546/Religion 496</td>
<td>Gender and Politics in Early Modern Islam-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>487/ACABS 487</td>
<td>Topics in Feminist Philosophy. Two courses in either Philosophy or Women's Studies. (3). (Excl).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>488/ACABS 488</td>
<td>Gender and Society in Ancient Egypt. Some familiarity with Egypt is helpful. (3). (Excl).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>490</td>
<td>Honors Thesis. Senior honors Women's Studies concentrators. (2-4). (Excl. (INDEPENDENT). Credit is granted for a combined total of six credits of WS 490 and 491.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>491</td>
<td>Honors Thesis. Senior honors Women's Studies concentrators. (2-4). (Excl. (INDEPENDENT). Credit is granted for a combined total of six credits of WS 490 and 491.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>496/AAPTIS 496</td>
<td>Gender and Representation in the Modern Middle East. (3). (Excl).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Military Officer Education Programs

The University in cooperation with the armed services of the United States provides an opportunity for all eligible male and female students to earn a commission in any of the three services (Army; Navy, including Marine Corps; and Air Force) upon completion of the degree requirements. This opportunity is available through enrollment in the Military Officer Education Program (MOEP) which is nationally known as the Reserve Officers Training Corps (ROTC).

All three Officer Education Programs (Army, Navy, and Air Force) offer the same general program options, financial benefits, and scholarship opportunities. Minor variations, however, do exist among the programs, and students should note the specifics under each program. Program changes occur throughout the year; interested students should contact the specific Officer Education Program for the current rules.

Four-Year and Two-Year Program Option. Two programs are available. Students may enroll in either program, subject to approval by the program chairman.

The four-year program includes eight terms of course work elected for a total of 12 to 20 credits depending on the particular Officer Education Program. The first four terms elected during the freshman and sophomore years comprise the basic course of study. No military obligation is incurred by non-scholarship students attending the basic course, and a student may withdraw from the program at any time prior to the junior year. The last four terms of course work elected during the junior and senior years constitute the advanced course of study. Depending upon the individual Officer Education Program, there is also a summer field experience of varying length which serves as a preparation for the advanced program. A student enrolling for the last two years of the program assumes a contractual obligation to complete the program, accept a commission, and discharge the military service obligation to the respective service.

The two-year program consists of the advanced course of study of the junior and senior years preceded by a six-week summer basic camp or field training session which replaces the freshman and sophomore basic courses taught on campus. Upon completion of summer field training, students enroll in the advanced courses and assume the same obligations as those assumed by students enrolled in the second half of the four-year program.

Financial Benefits. All students enrolled in the advanced third- and fourth-year Officer Education Program, whether or not on scholarship, receive a monthly stipend of $150 for the academic year. Uniforms and the necessary equipment are furnished to all students. In addition, pay and travel allowance are provided for attendance at summer field training courses including the six-week field course preceding the two-year program.

Scholarships. In addition to the financial benefits provided for all students in the advanced program, two-, three-, and four-year scholarships are awarded on a competitive basis by each of the Officer Education Programs. These scholarships provide full tuition, some laboratory fees, and funds for books in addition to the $150 monthly stipend. Students awarded a four-year scholarship beginning in the freshman year or a three-year scholarship beginning in the sophomore year receive the $150 monthly stipend while still in the basic (first or second-year) program.

Course Election by Non-Program Students. Officer Education Program courses are also open by permission of the instructor to University students not enrolled in the program.

Credit toward graduation from LS&A. The College of Literature, Science, and the Arts does not grant credit toward graduation for any courses offered through the Officer Education Program except for those courses which are cross-listed in other academic units (effective September 1, 1971). These latter courses count as non-LS&A academic work if the cross-listed offering falls outside LS&A academic departments or programs.

Air Force Officer Education Program

Program Office: Room 154, North Hall
(734) 764-2405
Web site: http://www.umich.edu/~det390/
Colonel Daniels, Chair
Not a concentration program

Major Reimann, Captain Laughman, Captain Lozon, and Captain Young

Students who enroll as cadets in the Air Force Officer Education Program and who successfully complete the program and receive a University degree are commissioned as Second Lieutenants in the United States Air Force.

Career Opportunities. Men and women can serve in a wide range of technical fields such as meteorology, research and development, communications and electronics, engineering, transportation, logistics, and intelligence as well as in numerous managerial and training fields such as administrative services, accounting and finance, personnel, statistics, manpower management, education and training, investigation, and information services. Advanced education or technical training for these career areas may be obtained on active duty at Air Force expense.

Four-Year and Two-Year Programs. Students may choose either of the two program options described in the general introduction to the Military Officer Education Programs. Both program options include a summer field training course (four-week course for the four-year option and a six-week course for the two-year option) at an Air Force base between the sophomore and junior years.

Four-year program students with prior military service or prior ROTC training may receive up to two years credit for AFROTC based on the chairman’s evaluation of their prior service or training.

Students who intend to enroll in the two-year program should contact the chairman by December of their sophomore year in order to be scheduled for attendance at field training. Two-year program candidates must have two years of school remaining at the undergraduate or graduate level.

Financial Benefits and Scholarships. For a detailed description of the available financial benefits and scholarships, read the appropriate sections in the general introduction to the Military Officer Education Programs.

Course of Study. Students enroll in one course in Aerospace Studies during each term of participation in the program for a total of 16 credits distributed as follows:

Basic course sequence (first and second years): Aerospace Studies 101, 102, 201, 202 (4 credits).
Advanced course sequence (third and fourth years): Aerospace Studies 310, 311, 410, 411 (12 credits).

Supplemental course requirements for scholarship program cadets include the satisfactory completion of courses in English composition and mathematical reasoning. Non-scholarship cadets need only complete a course in mathematical reasoning.

These course sequences attempt to develop an understanding of the global mission and organization of the United States Air Force, the historical development of air power and its support of national objectives, concepts of leadership, management responsibilities and skills, national defense policy, and the role of the military officer in our society.

Military Obligation. After being commissioned, graduates of the program will be called to active duty with the Air Force in a field usually related to their academic degree program. The period of service is four years for non-flying officers, six years (following
flight training) for navigators, and eight years (following flight training) for pilots.

**Army Officer Education Program**

Room 131, North Hall
(734) 764-2400
Web site: http://www.umich.edu/~armyrotc/
Lieutenant Colonel Lucier, Chair

*Not a concentration program*

Lt. Colonel Lunt, Major Lockett, Captain Doyle

Students enrolled in the Army Officer Education Program, upon graduation from the University and successful completion of the program, receive a commission as second lieutenant in the United States Army Reserve, the Army National Guard, or in the Regular Army. Many students enroll for the first two years to sample career opportunities. No military obligation is incurred for the first two years.

**Career Opportunities.** Graduates of the program may choose a career in the Regular Army, a limited period of active service, or part-time service in the Army Reserve or National Guard. Service in most of the Army’s sixteen branches provides an opportunity to utilize the education provided by many of the College concentration programs, and Army officer experience is applicable to a broad spectrum of civilian occupations.

**Four-Year and Two-Year Programs.** Students may choose either of the two program options described in the general introduction to the Military Officer Education Programs. The four-year program includes a five-week summer camp at Fort Lewis, Washington, which is taken as part of the advanced course sequence between the junior and senior years.

Students who intend to enroll in the two-year program should contact the chairman by February of their sophomore year in order to be scheduled for attendance at a five-week summer training program conducted at Fort Knox, Kentucky. The summer basic camp prepares the student for enrollment in the program in the following fall term. Two-year candidates must have a total of two years of school remaining at the undergraduate and/or graduate level. Students with prior military service (or prior ROTC training) may enroll in the program with advanced standing, subject to the chairman’s evaluation of prior service or training.

**Financial Benefits and Scholarships.** For a detailed description of the available financial benefits and scholarships, read the appropriate sections in the general introduction to the Military Officer Education Program. The two-, three-, and four-year scholarships are available at the University of Michigan. Currently over 50 percent of the students enrolled in Army ROTC have an Army scholarship.

**Course of Study.** Students enroll in one course in Military Science during each term of participation in the program for a total of 12 credits distributed as follows:

- Basic course sequence (first and second years): Military Science 101, 102, 201, 202 (4 credits).
- Advanced course sequence (third and fourth years): Military Science 301, 302, 401, 402 (8 credits).

The complete course of instruction includes professional ethics, military writing, principles of military leadership, staff management, small unit leadership, military justice, and Geneva Convention. In addition to these courses, cadets also attend a ninety minute military arts laboratory per week each term.

**Simultaneous Membership Program.** Students who are non-scholarship holders may choose to join a Reserve or National Guard unit of their choice while enrolled at the University. The students then train as officer candidates, gaining valuable leadership training as a member of the Reserve Forces and collect over $1,000 per year in addition to the $150/month stipend to all contracted ROTC cadets.

**Branch Assignments.** In their last year prior to commissioning, cadets are classified for branch assignments to one of the following 16 branches of the Army in accordance with their preference, aptitude, academic background, and the needs of the Army: Aviation, Armor, Field Artillery, Air Defense, Artillery, Adjutant General’s Corps, Military Intelligence, Corps of Engineers, Finance Corps, Infantry, Medical Service Corps, Military Police Corps, Ordnance Corps, Quartermaster Corps, Signal Corps, Transportation Corps, and Chemical Corps.

**Military Obligation.** Non-scholarship students may apply for duty assignments in the Army Reserve or National Guard. Scholarship students may elect reserve forces duty but must serve four years on active duty.

**Navy Officer Education Program**

Room 103, North Hall
(734) 764-1498
Web site: http://www.umich.edu/~navyrotc/
Captain Johnston, Chair

*Not a concentration program*

Captain Johnston, Commander Roper, Lieutenants Godsil and Noordyk, Captain Bartolotto

Students enrolled as midshipmen in the Navy Officer Education Program who successfully complete the program and receive a university degree are commissioned as officers in the Navy or Marine Corps.

**Career Opportunities.** Graduates of the program have a wide range of job and career opportunities as commissioned officers in the Navy or Marine Corps. Navy officers may choose duty in surface ships, aviation, submarines, or nursing. Marine Corps officers may choose aviation, infantry, armor, artillery, and a wide variety of other specialties. After graduation, all commissioned officers receive additional training in their chosen specialties.

**Four-Year, Three-Year and Two-Year Programs.** Students may choose from one of the three program options described in the general introduction to the Military Officer Education Programs.

**Financial Benefits and Scholarships.** A detailed description of the available financial benefits and scholarships can be found in the appropriate sections in the general introduction to the Military Officer Education Programs. Each year the Navy awards four-year scholarships for study at the University of Michigan to approximately 60 students chosen on the basis of selections made by a national committee which convenes weekly November through March. Three-year scholarships are available to college students who complete their freshman year and two-year scholarships are also available to college students who complete their sophomore year or third year in a five-year curriculum. The two-year scholarship covers the final two years of college. The scholarships are awarded to students who have displayed exceptional academic potential. Criteria for eligibility vary between the several programs offered. Details are available from the program chairman.

**Course of Study.** Normally, students enroll in eight Naval Science courses during their participation in the program. In addition, all students are required to elect a specific core of college courses including calculus and physics. Scholarship students also participate in four-to-six week summer training exercises after their freshman and sophomore years, and all midshipmen participate in a similar training exercise upon completion of their junior year.

**Military Obligation.** Depending upon the program in which they are enrolled, and the warfare specialty they choose, graduates’ service obligation vary from four to eight years.
### Courses in Aerospace Science (Division 896)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>101</td>
<td>The U.S. Air Force Today I. Not for credit toward LS&amp;A degree. (1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>102</td>
<td>The U.S. Air Force Today II. Not for credit toward LS&amp;A degree. (1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>201</td>
<td>U.S. Aviation History and its Development into Air Power. Not for credit toward LS&amp;A degree. (1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>202</td>
<td>U.S. Aviation History and Its Development into Air Power II. Not for credit toward LS&amp;A degree. (1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>310</td>
<td>Air Force Leadership and Management I. Not for credit toward LS&amp;A degree. (1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>311</td>
<td>Air Force Leadership and Management II. Not for credit toward LS&amp;A degree. (1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>410</td>
<td>National Security Forces in Contemporary American Society I. AFOEP 310. Not for credit toward LS&amp;A degree. (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>411</td>
<td>National Security Forces in Contemporary American Society II. Not for credit toward LS&amp;A degree. (3)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Courses in Military Science (Division 897)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>101</td>
<td>Introduction to Officership and Leadership. Not for credit toward LS&amp;A degree. (1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>102</td>
<td>Introduction to Leadership. Not for credit toward LS&amp;A degree. (1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>103</td>
<td>Leadership Laboratory. Not for credit toward LS&amp;A degree. (1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>201</td>
<td>Military Leadership. Not for credit toward LS&amp;A degree. (1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>202</td>
<td>History of the Military Art. Not for credit toward LS&amp;A degree. (1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>301</td>
<td>Leading Small Organizations I. Permission of chairman. Not for credit toward LS&amp;A degree. (2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>302</td>
<td>Leading Small Organizations, II. Permission of Army OEP chair. Not for credit toward LS&amp;A degree. (2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>401</td>
<td>Leadership Challenges and Goal Setting. Permission of chairman. Not for credit toward LS&amp;A degree. (2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>402</td>
<td>Military Professionalism and Professional Ethics. Permission of chairman. Not for credit toward LS&amp;A degree. (2)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Courses in Naval Science (Division 898)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>101</td>
<td>Introduction to Naval Science. Not for credit toward LS&amp;A degree. (2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>102</td>
<td>Seapower and Maritime Affairs. Not for credit toward LS&amp;A degree. (2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>201</td>
<td>Naval Arch. 102. Introduction to Ship Systems. (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>202/EECS 250</td>
<td>Electronic Sensing Systems. Prior or concurrent enrollment in Phys. 240 or EECS 230. II. (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>301/Astro. 261</td>
<td>Navigation. Permission of chairman. Not for credit toward LS&amp;A degree. (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>302</td>
<td>Naval Operations. Not for credit toward LS&amp;A degree. (3)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Chapter VII: Admissions and General Information

Students are admitted to the College by the Office of Undergraduate Admissions (1220 Student Activities Building, 515 East Jefferson Street, (734) 764-7433, University of Michigan, Ann Arbor, Michigan 48109-1316) from whom appropriate forms and instructions are available. The Director of Undergraduate Admissions welcomes prospective freshman students who wish to participate in a group information session prior to submitting an application; appointments should be arranged in advance.

A non-refundable application fee of forty dollars is required of all who seek degree admission to the University. This fee is not required of applicants seeking readmission, of students requesting cross-campus transfers, or of new transfer applications from UM–Dearborn or UM–Flint. A two hundred dollar enrollment deposit which is applied toward tuition is required of all new students admitted to the College.

Freshmen

Prospective freshmen must request the Admissions Bulletin from the Office of Undergraduate Admissions. Applications are invited from high school students who have begun their senior year as well as from high school graduates. Early application submission allows admissions officials to inform students of the probability of admission and to call attention to any unmet requirements. Students must apply and have all required credentials on file by February 1 to receive as much consideration as space limitations allow for a Fall Term. Students who desire admission for other terms should obtain information about application deadlines from the Office of Undergraduate Admissions.

If you are thinking about applying, it is important you have a clear understanding of the admissions criteria. Admission is based on the strength of an applicant’s high school background, including the degree of difficulty of courses selected, the record of academic achievement, special or unique accomplishments both in and out of the classroom, and the ACT or SAT I scores.

In general, applicants’ credentials should include “B” average or better (beyond the ninth grade) in a rigorous and appropriate college preparatory program, and standardized test scores comparable to freshmen pursuing similar programs in the University. Decisions are made on an individual basis. No specific class rank, grade point average, test score, or other qualifications by itself will assure admission.

The University does not offer probationary admission. To be admitted at the freshman level, an applicant must be at least 16 years old and a graduate of an accredited secondary school. Home-schooled students and graduates of unaccredited schools may be required to submit the results of additional nationally normed test such as the SAT II Subject Examinations. For older students, the results of the General Education Development (GED) test may be presented in place of a high school diploma.

The College of Literature, Science, and the Arts allows readmission of a student previously enrolled if the student left in good academic standing. Students who have been absent from the College for more than one full year (12 months) must apply for readmission by submitting a Readmission and Intra-University Application which is available from the Office of Undergraduate Admissions. If a student has done academic work out of residence since leaving the College, an official transcript of that work should also be submitted to the Office of Undergraduate Admissions. A student should request readmission four or more weeks prior to registration to allow sufficient time to complete necessary processing. No application fee is required. A student readmitted early enough may participate in early registration.

Students dismissed from the College for reasons of unsatisfactory academic performance must obtain permission to register from the Academic Standards Board prior to submitting an application to the Office of Undergraduate Admissions. In these cases, the readmission decision rests entirely with the Academic Standards Board. Such students must make an appointment with a Member of the Academic Standards Board to discuss readmission to the College.

Transfer Students

Students with good records of scholarship in other colleges and universities or from the UM–Dearborn or UM–Flint campuses who wish to continue their academic work in the College of Literature, Science, and the Arts should apply to the Office of Undergraduate Admissions and request the Admissions Bulletin. An official transcript from each institution attended, as well as a final transcript from the high school from which the student was graduated, must be submitted as part of the application process. GED scores are acceptable.

Readmission to the College

The College of Literature, Science, and the Arts allows readmission of a student previously enrolled if the student left in good
Cross-Campus Transfer Students

Applications from students enrolled in another school or college of the University of Michigan (Ann Arbor) are considered cross-campus transfer applications. In admitting cross-campus transfers, several factors are considered. A student’s previous academic program is evaluated in terms of the College’s residence policy (see Chapter IV) and the requirements of the program to be elected in the College. A student’s grade point average and the general trend of the grade record are also considered. The reasons for the applicant’s request for a transfer are considered as are test scores and the high school record.

Students should obtain a Readmission and Intra-University Application available from the Office of Undergraduate Admissions. There is no application fee.

Applications for a cross-campus transfer are not accepted from freshman level students during their first term of enrollment, but are accepted during their second term. Students who wish to make a cross-campus transfer after the freshman year should discuss their plans with an academic advisor; the advisor will assist in selecting an appropriate academic program for the second term of the freshman year. Cross-campus transfer students may receive credit for a maximum of 90 credits from the previous college or school. LS&A residency requires that a student earn 30 credits in the College of Literature, Science, and the Arts.

Students who wish to transfer from the College of Literature, Science, and the Arts to the Residential College or vice versa should contact the Academic Standards Board or the RC Counseling Office for information about intra-college transfer procedures. In these cases, the Office of Undergraduate Admissions is not involved.

Dual Degrees

Students who were admitted to the University in a dual degree program or change to a dual degree program and later wish to change their primary unit will need to submit an application for cross-campus transfer admission. Dual degree students register for all of their classes on one registration form which is that of their primary or home unit. Should you wish that primary unit to change then application must be made through the Office of Undergraduate Admissions so that the proper changes are made in the Registrar’s Office and that you would then receive the correct registration materials in the future.

International Students

Prospective applicants with international academic experience are urged to request the brochure entitled “International Admissions Information” from the Office of Undergraduate Admissions. This brochure lists minimum academic requirements in terms of international educational systems and describes procedures for documentation of English language proficiency. Applicants requesting the Student F-1 Visa or the Exchange Visitor J-1 Visa are instructed in procedures for documenting financial resources.

The International Center provides information, advice, and referrals for those in the University community who are participating in or considering an international experience. American and international students, faculty, staff, visiting scholars, and alumni may obtain information regarding options for overseas study, scholarships, internships, work, volunteering, travel, and international careers through individual consulting and informational programs. The Center’s library has one of the largest collections of its kind in the United States.

University of Michigan international students and scholars can rely on the International Center for support services, general information, orientation, and advice about visa and immigration issues, employment, cross-cultural issues, taxation, health insurance, and other practical concerns important to the successful program completion and quality of life of international students. The Center offers programs throughout the year on these and other topics of interest to international students and scholars, and hosts international social events for American and international students and scholars.

Non-degree Status (ND)

Non-degree status offers the opportunity to elect courses in the College to meet personal objectives without enrollment in a degree program. Consideration for admission as a non-degree student is determined by (1) certified good academic standing at another college or university and eligibility to return; or (2) successful completion of a college degree; and (3) evidence of ability to succeed in university courses. Interested students should submit the Non-Degree LS&A Application which is available from the Office of Undergraduate Admissions. Applicants may also be asked to submit an official transcript of their college work. High school graduates not entering UM in the fall as freshmen may be considered for non-degree admission for summer term only. Contact Academic Outreach Program at (734) 764-5300.

The Office of Undergraduate Admissions grants admission as applications are received. If non-degree status is granted, the student may register for courses only on or after the first day of classes of the term for which admission has been granted. This is to ensure that degree seeking students have first priority in electing courses. Non-degree students may register for any course so long as it is open or an Electronic Override can be obtained.

The Registrar’s Office maintains an official transcript of all courses elected by each non-degree student. Non-degree students are subject to the same policies that apply to degree seeking students. They are expected to maintain a minimum 2.0 grade point average to be eligible for continued enrollment.

If non-degree students plan to seek a degree from the College, they should discuss their interests with both an admissions and an academic advisor. Non-degree status is not changed to degree status except by formal application through the Office of Undergraduate Admissions. Successful completion of work elected as a non-degree student is considered but does not ensure admission as a degree student. If admission as a degree student is granted, credit earned during enrollment as a non-degree student may be applied toward a degree; it is considered in-residence credit (see Residence Policy in Chapter IV) and earns honor points.

Students dismissed from the College for unsatisfactory academic performance may not enroll as non-degree students. No student having an academic stop in any unit of the University as a degree seeking student may be admitted to non-degree status without receiving special permission from the Office of Undergraduate Admissions. A student who has a degree from any unit of the University of Michigan is eligible to apply for
non-degree status without the lapse of a full term. Non-degree status is neither intended to accommodate qualified degree applicants who apply after the deadline or after enrollment limits for a particular term have been reached nor is it intended to accommodate high school students who wish to elect college-level courses unless they meet the conditions for dual enrollment as defined by LS&A, and implemented by the Office of Undergraduate Admissions.

Non-degree students who would like to discuss their academic plans are encouraged to contact the Academic Advising Center. Since academic advisors do not have access to academic records for non-degree students, a copy of any relevant transcripts (or other materials) should be brought to the advising appointment. For information about College policies and procedures, non-degree students should use the resources of Academic Information and Publications (see Chapter II).

General Information for All Admitted Students

Enrollment Deposit. A newly-admitted student is required to pay a two hundred dollar non-refundable enrollment deposit in accordance with instructions provided by the Office of Undergraduate Admissions. Upon enrollment, this deposit is applied toward the tuition and fees for the term for which a student is admitted. Failure to enroll for that term of admission results in forfeiture of the entire two hundred dollar deposit.

Questions and correspondence concerning the enrollment deposit should be directed to Office of Undergraduate Admissions, 1220 Student Activities Building, University of Michigan, Ann Arbor, Michigan 48109-1316 e-mail: ugadmiss@umich.edu phone: (734) 764-7433 fax: (734) 936-0740.

Undergraduate Tuition and Fees

The tuition and fees assessed by the University of Michigan are subject to change without notice by the Regents of the University. The information provided below is intended for general information purposes.

The tuition is a student’s contribution to the costs of instruction and library services. In addition, a registration fee ($80.00 for a full term and $40.00 for a half term), a college government fee ($1.00), a Michigan Student Assembly fee ($5.69), and a Student Legal Services fee ($5.39) in a full term, 1997-98, are assessed. The tuition schedule is based on the number of credits elected during a specific term as well as on residency status (see Residence Regulations in this chapter) and class standing: lower-division (up to 54 credits toward a degree program) or upper-division (55 or more credits toward a degree program). The following tuition information is applicable only for undergraduates enrolled at the University of Michigan (Ann Arbor) during the 1997-98 academic year. Tuition for the 1998-99 academic year is subject to change. Tuition for the 1997-98 academic year for a full program (12-18 credits) was $2847 per term for Michigan resident (lower-division) students; $9130 per term for non-Michigan resident (lower-division) students; $3222 per term for Michigan resident (upper-division) students; and $9779 per term for non-Michigan resident (upper-division) students.

The tuition schedule for programs of less than 12 credits or more than 18 credits varies according to the specific number of credits elected, residency status, and lower/upper division status. Current tuition and fee schedule information is available from the Office of the Registrar. Tuition and fees are payable prior to registration, after registration, or in two installments during a full term (one installment during a half-term). The number and dates of installment payments are specified prior to the beginning of each term.

This information refers to tuition only and does not include the cost of housing, board, or personal incidental expenses. University housing rates are available from the University Housing Office. Information about average student expenses based on class-level, and residency is available from the Office of Financial Aid.

Students are required to pay all accounts due the University in accordance with regulations set forth for such payments. Students with a “financial hold credit” are not able to register and cannot obtain a transcript of previous academic work.

Financial Assistance

The Office of Financial Aid (OFA) helps students locate financial resources, administers financial aid programs, and assists students with budgeting. Most aid is awarded on the basis of financial need. Students are encouraged to take advantage of financial counseling services even if they are not receiving financial aid. Emergency and/or short-term loans are available to students for educationally related expenses.

Students must apply for financial aid each year that they wish to receive aid. To apply:

(1) All students must submit to the federal processor a Free Application for Federal Student Aid (FAFSA) available from OFA, high school guidance counselors, by calling 1-800-4-FEDAID, or on the WEB: www.ed.gov/offices/OPE/express.html.

(2) Continuing UM students must also submit signed copies of their and their parent(s) income tax returns directly to OFA. OFA will notify students who previously applied for aid of complete application instructions each January.

(3) Entering students may be asked to submit tax returns and/or other documentation after submitting their FAFSAs.

For specific information about procedures and deadlines, contact OFA:
Website: www.finaid.umich.edu E-mail: financial.aid@umich.edu Phone: 734.763.6600

Main Office & Mailing Address:
1212 Pierpont Commons

LS&A Scholarships

Undergraduates who have completed at least one term in LS&A may apply for LS&A Scholarships. Students must have a high
GPA and must show financial need. Contact the Office of Assistant Dean for Student Academic Affairs (1402 Mason Hall) for information.

Orientation

The Office of New Student Programs provides an Orientation program that assists students in making their entry into the University as smooth as possible. Orientation offers students the opportunity to talk with an academic advisor, plan a course of study, register for classes, meet new friends, and obtain assistance as they become familiar with the University and its resources. These programs, offered prior to each academic term, serve students admitted to most schools and colleges of the University of Michigan. All new first-year and transfer students, including transfer students from the University of Michigan–Dearborn and the University of Michigan–Flint, are required to participate in Orientation in order to register for classes. Cross-campus transfer students, non-degree students, and readmitted students are not required to participate, although they are welcome to do so if they wish.

All students admitted for the fall term are expected to participate in a three-day Orientation session on campus during the summer. The Office of New Student Programs sends complete information about these programs to students admitted for fall term beginning in April and to students admitted for other terms about four weeks before the term begins.

The Office of New Student Programs (ONSP) is a central point for new students to receive information about the University. It is here to serve you and answer all of your questions. Please feel free to contact us anytime at (734) 764-6413, or via e-mail at onsp@umich.edu! We’re located at 3511 Student Activities Building, or on the web at http://www.umich.edu/orient/.

Registration

All students are required to have and to use a social security number for registration and record purposes. New students receive all necessary registration materials by participating in the official Orientation Program conducted by the Office of New Student Programs. Students enrolled in the College of Literature, Science, and the Arts register and make drop/add changes through the CRISP system. CRISP (Computer Registration Involving Student Participation) is a university-wide, touch-tone registration system. All students should register by the end of the registration period indicated in the academic calendar. Late registration carries an additional fee. After the third week of a full term, students are not permitted to register unless permission has been granted by the Academic Standards Board. (Honors students obtain permission from the Honors Program.) See Time Schedule for further instruction.

After the third week of a full term (second week of a half-term) students need authorization to process all election changes; there is no reduction in fee. "W" grade for dropping a course. Courses must be modified to P/F (or P/F removed) prior to this deadline.

All election activity should be confirmed on Wolverine Access or on Touch-Tone (listen, e-mail, fax).

Residence Regulations of the University

New Residency Classification Guidelines Effective Spring Term (May) 1998 University Of Michigan

In July, 1997 the Regents of the University of Michigan voted to adopt new Residency Classification Guidelines for the University which will become effective Spring Term (May) 1998 and replace the current Residency Regulations. The new Guidelines do not contain any significant changes in the practice or policies of the University with respect to residency determinations. The primary purpose of the modifications is to help students better understand the requirements they must satisfy to be eligible for residency and the process they must follow to obtain residency. Both the old Regulations, effective through Winter Term 1998, and the new Guidelines, effective for all terms beginning Spring Term (May) 1998, are printed below.

Information on Residency Classification for Admission and Tuition Purposes Authority

The governing board at each university in Michigan has the authority to determine residency classification guidelines for admission and tuition purposes. Therefore, residency guidelines may vary from school to school and are independent of guidelines used by other state authorities to determine eligibility for purposes such as income and property tax liability, driving and voting.

The following guidelines were approved by the University of Michigan’s Board of Regents to take effect Spring Term 1998 and to apply to students at all campuses of the University of Michigan. The guidelines are administered by the Residency Classification Office in the Office of the Registrar at the Ann Arbor campus, 1514 LSA Building, University of Michigan, Ann Arbor, MI 48109-1382. (734) 764-1400

The Student’s Responsibilities and the Residency Application Process

It is the student’s responsibility to read the University Residency Classification Guidelines contained in this document and to apply for admission and register under the proper residency classification. It is also the student’s responsibility to file an Application for Resident Classification for an official determination of status. Students are encouraged to consult with staff in the Residency Classification Office if they have questions or need assistance.

The admissions offices at the various schools and colleges within the University perform the initial screening for residency classification. If a student indicates Michigan resident status on the admissions application and the admissions office questions that status, the student will be classified as a nonresident and notified of the need to file an Application for Resident Classification with the Residency Classification Office. The fact that a student’s claim to residency for University purposes is questioned does not necessarily mean that he or she will be ineligible; it simply means that the student’s circumstances must be documented and reviewed by the Residency Classification Office. Failure on the part of admissions staff to question a student’s claim to resident eligibility does not relieve the student of the responsibility to apply and register under the proper residency classification. Furthermore, the University reserves the right to audit enrolled or prospective students at any time with regard to eligibility for resident classification and to reclassify students who are registered under an improper residency classification.

Until an Application for Resident Classification is filed and approved, a student who previously attended any campus of the University of Michigan as a nonresident will continue to be classified as a nonresident at all campuses.

Upon application for admission to any campus of the University, an individual who claims eligibility for resident classification must file an Application for Resident Classification for an official determination of status if any of the following circumstances apply:

• the individual is living out of state at the time of application to the University
• either parent is living out of state (applies if the individual is 24 years of age or younger)
• the individual has attended or graduated from an out-of-state high school (applies if the individual is 24 years of age or younger)
• the individual has attended or graduated from an out-of-state high school and has been involved in educational pursuits for
the majority of time since graduation from high school
• the individual has had out-of-state employment or domicile within the last 3 years

The above list is not exhaustive. An individual is responsible for filing an Application for Resident Classification in any situation where the individual’s eligibility for residency under these Guidelines could be reasonably questioned.

Filing Deadlines
Students may apply for resident classification for any term in which they are enrolled or intend to enroll. The deadline dates for filing the Application for Resident Classification are the same for all University of Michigan schools, colleges and campuses.* The following dates apply to the term for which residency is sought. If the deadline falls on a weekend, it will be extended to the next business day.

<table>
<thead>
<tr>
<th>Term</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Term</td>
<td>September 30</td>
</tr>
<tr>
<td>Winter Term</td>
<td>January 31</td>
</tr>
<tr>
<td>For all Spring,</td>
<td>July 31</td>
</tr>
<tr>
<td>Spring/Summer, and</td>
<td></td>
</tr>
<tr>
<td>Summer Terms</td>
<td></td>
</tr>
</tbody>
</table>

(*For the On Job/On Campus program, filing deadlines are 30 calendar days after the first scheduled day of classes.)

Documentation Which Must Be Included When Filing for Resident Classification

When filing an Application for Resident Classification, the following documentation must be included with the Application form:
• for all applicants: a copy of the driver’s license of the applicant and of the person or persons upon whom the applicant is basing the claim to resident eligibility
• for all applicants: copies of the front and signature pages of the most recent year’s federal and state income tax returns and W2s for the applicant and the person or persons upon whom the applicant is basing the claim to resident eligibility
• for applicants born outside the U.S.: verification of U.S. citizenship or visa status
• for applicants who are dependents: (see Residence Classification Guideline B-1), copies of the front and signature pages of the parents’ most recent year’s federal and state income tax returns
• for applicants whose claim to eligibility for resident classification is based on permanent, full-time employment for themselves, a parent, spouse or domestic partner: a letter from the employer, written on letterhead (including phone number), stating the position, status and dates of employment. The letter should be accompanied by a copy of the most recent pay stub showing Michigan taxes being withheld.

Applicants are also responsible for providing any other documentation necessary to support their claim to resident eligibility. Additional documentation may be requested by the Residency Classification Office.

Appeal Process
If an Application for Resident Classification is denied by the Residency Classification Office, the student may request that his or her file be reviewed by the University’s Residency Appeal Committee. The appeal request must be made in writing and must be received in the Residency Classification Office within 30 calendar days of the date on the denial letter. If the deadline falls on a weekend or University holiday, it will be extended to the next business day.

All contact with the Residency Appeal Committee must be in writing. Personal contact with a member of the Committee prior to the meeting could disqualify the member from participating in the decision. A student who wishes the Committee to consider additional information must submit the information to the Residency Classification Office, in writing, with the appeal request. The information will then be forwarded to the Residency Appeal Committee with the student’s file.

The student will receive a written decision from the Committee when the review is complete. Once the Residency Appeal Committee issues its decision there are no further appeals for the term covered by the application.

Misrepresentation and Falsification of Information
Applicants who provide false or misleading information or who intentionally omit relevant information in an application for admission, an Application for Resident Classification or any other document relevant to residency eligibility may be subject to legal or disciplinary measures. Students improperly classified as residents based on this type of information will have their residency classification changed and may be retroactively charged nonresident tuition for the period of time they were improperly classified.

Residency Classification Guidelines
For University purposes, domicile is defined as the place where an individual intends his/her home, fixed and permanent home and principal establishment to be, and to which the individual intends to return whenever he or she is absent. These Guidelines are designed to explain how a student may demonstrate the required intent and establishment of a domicile in Michigan. An individual whose activities and circumstances, as documented to the University, demonstrate that he or she intends to be domiciled in Michigan and has, in fact, established a domicile in Michigan will be eligible for classification as a resident. An individual whose presence in the state is based on activities or circumstances that are indeterminate or temporary, such as (but not limited to) educational pursuits, will be presumed not to be domiciled in Michigan and will be classified as a nonresident. The burden of proof is on the applicant to demonstrate with clear and convincing evidence that he or she is eligible for resident classification under these Guidelines.

These Guidelines describe situations that create presumptions of resident and nonresident status. The fact that a presumption of resident status may apply to a student does not mean that the student will automatically be classified as a resident or that the student is relieved of the responsibility for filing an Application for Resident Classification. (See The Student’s Responsibilities and the Residency Application Process.) To overcome a presumption of nonresident status, a student must file a residency application and document with clear and convincing evidence that a Michigan domicile has been established.

A. General Guidelines

1. Circumstances which may demonstrate permanent domicile
The following circumstances and activities, though not conclusive or exhaustive, may lend support to a claim to eligibility for resident classification:
• both parents (in the case of divorce, one parent) permanently domiciled in Michigan as demonstrated by permanent employment, establishment of a household and severance of out of state ties
• applicant employed in the state in a full-time, permanent position provided that the applicant’s employment is the primary purpose for the applicant’s presence in Michigan
• spouse or domestic partner employed in the state in a full-time, permanent position provided that the spouse’s or partner’s employment is the primary purpose for the student’s presence in Michigan

2. Circumstances which do not demonstrate permanent domicile
The circumstances and activities listed below are temporary or indeterminate and, in and of themselves, do not demonstrate permanent domicile:
• enrollment in high school, community college or university
• participation in a medical residency program, fellowship or internship
employment that is temporary or short-term
military assignment
employment in a position normally held by a student
ownership of property
presence of relatives (other than parents)
possession of a Michigan driver’s license or voter’s registration
payment of Michigan income or property taxes
the applicant’s statement of intent to be domiciled in Michigan

3. One year continuous presence
In cases where it is determined that an applicant has not demonstrated establishment of a domicile in Michigan as defined by these Guidelines, the University will require the applicant to document one year of continuous physical presence in the state as one of the criteria for determining eligibility for resident classification in any subsequent Application for Resident Classification. The year to be documented will be the one year immediately preceding the first day of classes of the term in question. The year of continuous presence is never the only criterion used for determining resident eligibility, and, in itself, will not qualify a student for resident status. If substantial and new information arises which changes the circumstances of a student’s presence in Michigan and which clearly demonstrates the establishment of a Michigan domicile, the student may be immediately eligible for resident classification prior to the passage of one year.

In documenting the year of continuous physical presence in Michigan, the applicant will be expected to show actual physical presence by means of enrollment, employment, in-person financial transactions, health care appointments, etc. Having a lease or a temporary address in the state does not, in itself, qualify as physical presence. Short-term absences (summer vacation of 21 days or less, spring break and break between fall and winter term), in and of themselves, will not jeopardize compliance with the one year requirement. In determining the effect of a short term absence, the nature of the absence will be assessed to determine whether it is contrary to an intent to be domiciled in Michigan. Absences from the state in excess of the time mentioned above or failure to document physical presence at the beginning and end of the year will be considered as noncompliance with the one-year continuous presence requirement.

B. Residency Presumptions In Particular Circumstances
The fact that a presumption of resident status may apply to a student does not mean that the student will automatically be classified as a resident or that the student is relieved of the responsibility for filing an Application for Resident Classification. (See The Student’s Responsibilities and the Residency Application Process.)

1. Dependent Students
For University residency classification purposes, a student is presumed to be a dependent of his or her parents if the student is 24 years of age or younger and (1) has been primarily involved in educational pursuits, or (2) has not been entirely financially self-supporting through employment.

a. Residents
i. Dependent Student – Parents in Michigan
A dependent student whose parents are, according to University Residency Classification Guidelines, domiciled in Michigan is presumed to be eligible for resident classification for University purposes as long as the student has not taken steps to establish a domicile outside of Michigan or any other action inconsistent with maintaining a domicile in Michigan.

ii. Dependent Student of Divorced Parents – One Parent in Michigan
A dependent student whose parents are divorced is presumed to be eligible for resident classification for University purposes if one parent is, according to University Residency Classification Guidelines, domiciled in Michigan. The student must not have taken steps to establish an independent domicile outside of Michigan or any other action inconsistent with maintaining a domicile in Michigan.

iii. Dependent Resident Student Whose Parents Leave Michigan
A student who is living in Michigan and who is, by University Residency Classification Guidelines, permanently domiciled in Michigan does not lose resident status if the parents leave Michigan, provided: (1) that the student has completed at least the junior year of high school prior to the parents’ departure, (2) that the student remains in Michigan, enrolled as a full-time student in high school or an institution of higher education, and (3) that the student has not taken steps to establish a domicile outside Michigan or any other action inconsistent with maintaining a domicile in Michigan.

b. Nonresidents
Dependent Student – Parents not in Michigan A dependent student whose parents are domiciled outside the state of Michigan is presumed to be a nonresident for University purposes.

2. Michigan Residents and Absences From the State
Individuals who have been domiciled in Michigan according to University Residency Classification Guidelines immediately preceding certain types of absences from the state may retain their eligibility for resident classification under the conditions listed below:

a. One Year Absence
An individual who has been domiciled in Michigan immediately preceding an absence from the state of less than one year may return to the University as a resident for admission and tuition purposes provided: (1) that the individual has maintained significant ties to the state during his or her absence, and (2) that the individual severs out of state ties upon returning to Michigan.

While a student described in this subsection is presumed to have retained his or her eligibility for resident classification, an individual who has been absent from the state in excess of one year (and who does not fall within the circumstances described at (b) - (c) below) may still be able to prove eligibility for resident classification if the student: (1) has not established a domicile outside Michigan; (2) demonstrates the continuous maintenance of a Michigan domicile throughout his or her absence (e.g., payment of Michigan taxes, maintenance of Michigan driver’s license and Michigan voter’s registration, active bank/business accounts, and parents still in the state); and (3) severs all out of state ties upon returning to Michigan.

b. Absence for Active Duty Military Service (Army, Navy, Air Force, Marines, Coast Guard), Missionary Work, Peace Corps or Similar Philanthropic Work
An individual who is domiciled in Michigan at the time of entry into active military duty, missionary work, Peace Corps or similar philanthropic work does not lose eligibility for resident classification as long as he or she is on continuous active duty and continuously claims Michigan as the state of legal residence for income tax purposes. Dependent children of such an individual are also eligible for resident classification, provided: (1) that they
are coming to the University directly from high school or they have been continuously enrolled in college since graduating from high school, and (2) that they have not claimed residency for tuition purposes elsewhere.

c. Absence for Education or Training

An individual who is domiciled in Michigan immediately preceding an absence from the state for full-time enrollment in school or for a medical residency program, internship or fellowship does not lose eligibility for resident classification provided: (1) that the individual has maintained significant ties to the state during his or her absence (e.g., parents still in the state, payment of state taxes, active business accounts), and (2) that the individual has not claimed residency for tuition purposes elsewhere.

3. Residence Status of Immigrants and Aliens

Only persons who are entitled to reside permanently in the United States may be eligible for resident classification at the University. These individuals, like U.S. citizens, must still prove that they have established a Michigan domicile as defined in these Guidelines. Having the privilege of remaining permanently in the United States, in itself, does not entitle a person to resident classification for University purposes. The Residency Classification Office will review the circumstances of the following classes of immigrants:

- Permanent Resident Aliens (must be fully processed and possess Permanent Resident Alien card or stamp in passport verifying final approval by filing deadline for applicable term)
- Refugees (I-94 card must designate “Refugee”)
- A, E (primary), G and I visa holders*

(*Based upon current law, these non-immigrant visa classifications are the only ones that permit the visa holder to establish a domicile in the United States. The University Registrar shall update this list as changes occur in applicable law.)

Fee Regulations

1. The Board of Regents shall determine the level of full program fees and a schedule of such fees shall be published. All other student fees shall be fixed by the Committee on Budget Administration.

2. All fees are payable in accordance with the regulations established by the Vice-President and Chief Financial Officer, providing only that said regulations may not defer payment of these fees beyond the end of the term for which they are assessed.

3. No exemption from the payment of fees shall be granted unless specifically approved by the Board.

4. All persons, not specifically exempted, who are using University facilities and services must register and pay the appropriate fee.

5. Students enrolled in more than one school/college will pay the higher tuition rate for all credits elected (excludes students enrolled in the Extension Services).

Adjustments in Fees

Students who change their program in the first three weeks of classes in the full term and first two weeks in the half-term will receive a full refund of the fees paid and will be assessed the full fee appropriate to the new elections. If changes are made thereafter, the higher of the two fees will be assessed.

Refund of Fees

1. Students withdrawing beginning the first day of the term and before the end of the first three weeks of classes in the full term or the first two weeks in the half term shall pay a disenrollment fee of $50.00 and a registration fee of $80.00 ($40.00 in the half-term) but will be refunded any part of the fees which has been paid.

2. Students withdrawing during the third week of classes in the divided term and in the fourth, fifth, and sixth week of classes in the full term, shall forfeit 50 percent of the assessed fee, plus a $80.00 ($40.00 in the half-term) registration fee.

3. Students withdrawing subsequent to the third week of classes in the divided term and to the sixth week of classes in the full term shall pay the assessed term fees in full.

4. The effective date of refund is the date the withdrawal notice is received in the Office of the Registrar.

5. Any refund due will be mailed to the student’s address of record upon request.
Dean of Students’ Office  
3000 Michigan Union 764-7420

The Dean of Students’ Office is your place to come for assistance and services in a wide variety of areas. Within the Dean’s office are three Associate Deans with a wide range of experience in assisting students. Many of the services within the Dean of Students office are listed below. The office staff can help with University wide concerns. If they can't answer your questions they will find out who can. You may drop in or call ahead for an appointment. The office is open 8:00 a.m.-5:00 p.m. Monday, Wednesday, and Friday and from 8:00 a.m.-9:00 p.m. Tuesday and Thursday.

Office of Student Conflict Resolution 936-6308  
Office of Affirmative Action 763-0235  
University Ombuds 763-3545  
Dean of Students Office 764-7420

For personal, confidential counseling or assistance, consult:

- Counseling Services 764-8312  
- Lesbian and Gay Male Programs Office 763-4186  
- Sexual Assault Prevention and Awareness Center 763-5865  
- Ethics and Religion 764-7442  
- International Center 764-9310  
- Services for Students with Disabilities 763-3000  
- Minority Student Services 763-9044

The Code of Student Conduct

All University of Michigan students are responsible for upholding the community values expressed in the Code of Student Conduct. The Code sets forth the standards of non-academic conduct expected of students and a disciplinary process for resolving complaints of alleged violations of the standards.

Examples of behaviors which contradict the values of the University community include: physically harming, sexually assaulting, sexually harassing, haz ing, stalking, or harassing another person; possessing, using, or storing firearms, explosives, or weapons; tampering with fire or other safety equipment; setting fires; illegally possessing, using, distributing, manufacturing, or selling alcohol or other drugs; intentionally and falsely reporting bombs, fires, or other emergencies; stealing, damaging, destroying, or defacing University property or the property of others; obstructing or disrupting classes, research projects, or other activities; making, possessing, or using any falsified University documents or records; and violating state or federal law if such action has a serious impact on the University community. Please see the Code for further details.

The Resolution Coordinator administers the Code and directs the Office of Student Conflict Resolution. The Resolution Coordinator: reviews complaints from faculty, students, or staff who believe a violation of the Code has occurred, investigates alleged violations, counsels students, faculty, and staff about the resolution process, assists complainants and accused students prepare for arbitrations and mediations, enforces sanctions, and educates the University community about the Code.

The Code is published in the gray policy insert of The Student Handbook of the University of Michigan: Insiders Guide or Rounding out A2 and may be obtained on the world wide web at http://www.umich.edu/~oscr. For further information please contact the Office of Student Conflict Resolution at (734) 936-6308.
LS&A Student Academic Affairs (SAA) On-line

Student Academic Affairs Homepage
http://www.lsa.umich.edu/saa

- The gateway page for SAA.
- Includes a “New and Noteworthy” section which contains site updates and other important information.

Course Guides and Publications Page
http://www.lsa.umich.edu/saa/publications/

- Course Guides – This is where you go to find the official course descriptions for a class each term. ON-LINE ONLY
- LS&A Bulletins – The Bulletin contains information about our College’s academic policies and procedures, rules and regulations, concentration requirements, the faculty and its specialties.
- SAA Newsletter – The newsletter contains information about advising, deadlines, and other tidbits of useful information. ON-LINE ONLY
- Courses Approved for Specific Requirements – An up-to-date list and archive of courses approved for R&E, QR, and Junior/Senior Writing requirements.
- Departmental Leaflets – Career leaflets include general information about concentrations and an overview of typical occupations in career areas. ON-LINE ONLY

Academic Standards
http://www.lsa.umich.edu/saa/standards/

- Petition Process
- Exceptions to and substitutions of Academic Requirements
- Academic Discipline
- Academic Judiciary
- Grade Appeals Procedures

First-Year Students
http://www.lsa.umich.edu/saa/firstyear/

- First-Year Handbook
- First-Year Course Guide
- First-Year Summer Orientation Materials
- Other pertinent information

Special Opportunities
http://www.lsa.umich.edu/saa/opportunities/

- Links to the living/learning communities in our College
- Link to Study Abroad
- LS&A Scholarship information

Academic Calendars
http://www.lsa.umich.edu/saa/calendars/

- Contains the present and upcoming Academic Calendars for LS&A.

Academic Advising Center
http://www.lsa.umich.edu/saa/advising/

- General Advising – Contains information about the Academic Advising Center and the services it provides.
- Concentration Advising – Provides what you need to know about declaring, changing, and getting advice about concentration programs.
- Pre-Professional Advising – What you need to know if you are planning a pre-med, -law, -business, or other professional area of study.
- How To… – Explanation of procedures for registering, dropping/adding, Making pass/fail changes, finishing an incomplete, transfer credits, declaring a concentration, etc.
- Degree Requirements – What is needed to obtain a Bachelor of Arts, Bachelor of Science, or Bachelor of General Studies degree from LS&A.
- Important to Seniors – Graduation information that seniors need to know.
- Concentration List
- Forms, Infosheets, and worksheets (downloadable)

Transfer Students
http://www.lsa.umich.edu/saa/transfer/

- Transfer Student Handbook
- Transfer Student Orientation Materials
- Other pertinent information

SAA Staff and Advisors
http://www.lsa.umich.edu/saa/staff/

- List of SAA staff and Academic Advisors with e-mail addresses

Glossary of Academic Terms
http://www.lsa.umich.edu/saa/advising/glossary_frame.html